



# Decentralized Evaluation

**Evaluation of the Eswatini National School Feeding Programme  
2010-2018**

**Volume 2 Annexes**

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Jointly Commissioned by the Ministry of Education and Training (MoET) and  
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## **Disclaimer**

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## Annex 1: Terms of Reference (ToR)

### Introduction

1. These Terms of Reference (TOR) are for the evaluation of Eswatini National School Feeding programme (hereafter NSFP) as articulated in the 2014 National Framework for Food Security in Schools (hereafter NFFSS) and other Government instruments. The evaluation is jointly commissioned by The Ministry of Education and Training and WFP Eswatini Country office. It will cover the period from **January 2010 to December 2018 and all school feeding activities implemented during this period.**<sup>1</sup>
2. Government's commitment to school feeding is enshrined in the Education and training Sector Policy (2018) which aims to achieve equality in educational opportunities for all pupils of school going age and adults irrespective of their socio-economic backgrounds.<sup>2</sup> The primary objective of the school feeding programme is to provide each learner with a hot and nutritious meal each school day to improve education outcomes through reduction of short term hunger; while using schools as centres of care and support rather than implementing school meals as an isolated activity.<sup>3</sup> Currently, the implementation of the programme is guided by the NFFSS. The NFFSS was developed by the Ministry of Education and Training in 2013 with inputs from various stakeholders including WFP. The framework has three pillars: School meals, School gardens and Nutrition education.
3. The School Feeding programme in Eswatini reaches a total of 845 public schools (588 primary schools and 257 secondary/high schools) and an estimated 353,458 pupils. This means up to 84% of the 422,889 children enrolled in schools are covered. In a country of 1,093,238 people, this programme reaches about 32 percent of the population. The timing of this evaluation is aligned with Government plans to prepare a strategic plan for the implementation of the revised education and training sector policy (2018) and introduction of home-grown school feeding model following a south-south learning visit to Brazil by senior Government officers.
4. These TOR were prepared by [WFP Eswatini Country office](#) and the [Ministry of Education and Training](#) based upon an initial document review and consultation with stakeholders and following a standard template which is part of WFP evaluation quality assurance system. The purpose of the TOR is twofold. Firstly, it provides key information to the evaluators on the subject of evaluation and helps guide them throughout the evaluation process; and secondly, it provides key information to stakeholders about the proposed evaluation.

## 2. Reasons for and Objectives of the Evaluation

### 2.1 Rationale

5. The school feeding programme in Eswatini was last evaluated in 1998 by Save the Children UK<sup>4</sup>. As indicated in the NFFSS, it was anticipated that the programme would be evaluated at the end of three years from the first day of implementation of the framework to provide direction on how the programme has been implemented, strengthen the areas that need strengthening and change what has not worked.<sup>5</sup> In the meantime, the Government of Eswatini just issued a revised education and training sector policy (2018) with one of the policy objectives being "*Introduce universal school feeding schemes, including provision of breakfast or at least one other meal in schools where this is not already in place, taking into consideration children with special dietary needs*".<sup>6</sup> To achieve this policy objective, Government and its development partners need to generate evidence of the achievements of the programme, identify where there are gaps and learn lessons to inform future school feeding strategic plan. Specifically, the evaluation is commissioned to:

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<sup>1</sup> For purposes of WFP reporting on evaluation, this is an activity evaluation.

<sup>2</sup> The Government of the Kingdom of Eswatini, Ministry of Education (2018), 'National Education and Training Sector Policy', pg 16

<sup>3</sup> National Framework for Food Security in Schools-Swaziland (n.d), page 11. The government had developed the Schools as Centres of Care and Support (SCCS) manual in 2011 which articulates how this concept was expected to be implemented;

<sup>4</sup> Ministry of Education and Training to provide the full evaluation report to the evaluators.

<sup>5</sup> National Framework for Food Security in Schools-Swaziland (n.d), page 27

<sup>6</sup> The Government of the Kingdom of Eswatini, Ministry of Education (2018), 'National Education and Training Policy', page 16

- a. Assess the effectiveness of the school feeding programme in achieving the stated goals, and generate evidence on its contributions to education outcomes and other developmental objectives; including use of schools as centres of care and support and complementarity with other food security interventions;
  - b. Document the cost of implementing the school feeding programme by identifying costs incurred by Government, communities and another partners, main cost drivers and the cost implications if the objectives in the revised education and training sector policy is to be achieved. This will provide inputs into the preparation of an investment case for school feeding with support of the Brazil Centre of Excellence;
  - c. Identify and recommend design adjustments that the Government with support from its development partners including WFP needs to make in order to achieve the policy objective; this will provide inputs to the preparation of a school feeding strategy.
  - d. Assess WFP's support to the implementation of the programme since it was handed over and identify gaps/areas where WFP can and should provide additional support as part of its five-year country strategic plan;
6. The evaluation will be used by the Government and its partners to strengthen the implementation of the programme as well as to design future interventions towards the policy objective stated above. Specifically, the findings of this evaluation are expected to be used to inform the following decisions by Government, WFP and other key stakeholders:
- a) Government decision on design adjustments to ensure an efficient, effective and sustainable national school feeding programme; including linkages to smallholder farmers through home-grown school feeding model; and enhancement of the schools as centres of care and support;
  - b) Government decision on institutional arrangements for the financing, management and implementation of school feeding, to be articulated in a school feeding strategy;
  - c) WFP strategy in supporting the government in the implementation of the programme, including introduction of home-grown school feeding model and linkages and complementarity with other WFP-supported food security programmes;
  - d) Decisions by other partners, including private sector, on opportunities for their engagement and support to the Government in the implementation of the national school feeding programme and other related interventions;
  - e) The World Bank and other partners working on supporting social protection and safety nets may find the findings of this evaluation useful as school feeding is key social safety net instrument in Eswatini. For example, there is ongoing discourse on productive social safety nets, with the director of social welfare from the Deputy Prime Minister office being part of a recent World Bank funded visit to Ethiopia to learn from the Productive Safety Net Programme (PSNP).
7. Noting that one of the short-medium term activities of the new education and training sector policy is to “commission and establish a task team charged with estimating the cost of implementation of the Education and Training Sector Policy in the short-, medium- and long-term”, the results of this evaluation, if the cost analysis element is done well, may provide useful inputs into the work of that task force in relation to the costs of achieving objectives related to provision of school meals.
8. From WFP perspective, the evaluation will be used as a source of input during the design and implementation of WFP Country Strategic Plan (2019-2024).

## 2.2. Objectives of the Evaluation

9. Evaluations serve the dual and mutually reinforcing objectives of accountability and learning.
- **Accountability**–The evaluation will assess and report on the performance and results of the national school feeding programme as well as WFP support;
  - **Learning** – The evaluation will determine the reasons why results were achieved or not to draw lessons, derive good practices and pointers for learning in future implementation and design. It will provide evidence-based findings to inform operational and strategic decision-making by the Government and its development partners.
10. To meeting both of the above stated objectives, conclusions on the performance and results and lessons drawn must be grounded in the specific context of Eswatini, in order to have recommendations that are realistic and actionable within this context.

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11. The findings from this evaluation will be actively disseminated and shared to facilitate learning for Government and WFP who are the main stakeholders, and also by other key stakeholders interested in and supporting the implementation of the education and training sector policy and other related development policies.

### 2.3 Stakeholders and Users

12. The main stakeholders of this evaluation are the Ministry of education and WFP. Table 1 provides a preliminary stakeholder analysis, which will be further developed by the evaluators as part of the Inception phase. Within the Government, the key stakeholders include the Ministry of Education and Training, Prime Minister’s Office particularly, The National Emergency Response Council on HIV/AIDS (NERCHA), Deputy Prime Minister’s Office, Ministry of Health, Ministry of Agriculture, Ministry of Economic Planning and Development, Ministry of Commerce, Trade and Industry, as well as the Ministry of Finance. Outside of government, the key stakeholders include members of the United Nations Country team, particularly UNICEF and FAO; European Union, World Bank and NGOs.

**Table 1: Preliminary Stakeholders’ analysis: Interests and uses of the evaluation findings**

Stakeholder	Interest in the evaluation and likely uses of evaluation findings
Ministry of Education and Training	Responsible for the implementation of the national school feeding programme, the ministry has a direct stake in the evaluation and an interest in both accounting for results and resources and learning to inform decision-making. It is called upon to account internally as well as to its Citizens for performance and results of its operation. In addition, the evaluation results will help the government and WFP in developing an investment case for school feeding, including introduction of home-grown school feeding
National Emergency Response Council on HIV/AIDS (NERCHA)	Responsible for performing the procurement function on behalf of the Ministry of Education and Training. The Ministry of Education and Training outsourced the procurement of food commodities to be distributed as part of the food basket for the national school feeding programme to NERCHA. NERCHA is keen to learn on how well the current arrangements are working, the costs of implementing the programme and potential ways of improving cost-efficiency
Other Government Ministries	The Government finances the school feeding programme from national budget, and the <b>Deputy Prime Minister’s Office</b> is the institution directly responsible for the coordination of all children’s issues including coordination of the introduction of the home-grown school feeding. The <b>National Nutrition Council</b> is responsible for enforcing nutrition related legislation, standards and monitoring the national status of nutrition. The ministries of <b>Finance, Economic Planning and Development, Health and Agriculture all have a role in school feeding programme</b> . These Ministries therefore have a direct interest in knowing whether the school feeding programme is being implemented efficiently, whether it is achieving intended objectives and most importantly whether it is contributing to the national development as envisaged in the NFFSS and other policy instruments. The findings of this evaluation will help the government decide how the programme should be adjusted to meet the national priorities set out in its policies.
WFP Eswatini Country Office (CO)	Responsible for provision of technical assistance to the government as an implementer of the national school feeding programme. WFP supports the implementation of the school feeding programme with programme design, M&E and supply chain. WFP is further supporting the review of the current school feeding programme to facilitate linkages to small holder farmers. It is therefore keen to learn where there are gaps in order to enhance its support towards achievement of the objectives of the programme
WFP Regional Bureau (RB) Johannesburg	Responsible for oversight of and technical guidance/support to country offices, the RB has an interest in an independent/impartial account of the contribution that WFP’s support to Eswatini is making towards achievement of Zero hunger, as well as in learning from the evaluation findings to apply this learning to other country offices.
WFP HQ, particularly the School Feeding	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 support towards Zero hunger. In this particular evaluation, lessons on WFP’s support to

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Service	national school feeding programmes as a social protection and safety net instrument is of interest; The lessons on introduction of home-grown school feeding programme is also of interest.
Office of Evaluation (OEV)	OEV has a stake in ensuring that evaluations deliver quality, credible and useful products respecting provisions for impartiality as well as roles and accountabilities of various evaluation stakeholders as identified in the WFP evaluation policy. OEV does this by providing the normative framework within which WFP Eswatini is engaging with this evaluation. The evaluation findings may also be included in synthesis of evaluation evidence to enhance learning across WFP projects and programmes. This being a joint evaluation, OEV is keen to learn how WFP evaluation normative framework (the Decentralized Evaluation Quality Assurance System-DEQAS) is being applied and contextualised for joint evaluations
WFP Executive Board (EB)	The WFP governing body has an interest in being informed about the effectiveness of WFP operations in support to Countries towards Zero Hunger, as well as progress towards implementation of the WFP evaluation policy. This evaluation will not be presented to the EB but its findings may feed into annual syntheses and into corporate learning processes.
Beneficiaries (school children; households; teachers; parents; communities)	As the ultimate recipients of school meals, school children and their parents have a stake in knowing whether the assistance provided is appropriate and effective. As such, the level of participation in the evaluation of school children (boys and girls), women and men, from different groups will be determined during the evaluation design and their respective perspectives will be sought during data collection.
UN Country team	The United Nations Country Team's (UNCT) Development Framework (UNDAF) aims to contribute to the realization of the government developmental objectives. It has therefore an interest in ensuring that the support to the national school-feeding programme is effective in contributing to the UN concerted efforts, both within the education sector as well as the social protection perspective. Members of the UNCT such as UNICEF, FAO and UNESCO have particular interest in the findings of this evaluation as it relates to their support to the education, social protection and rural development sectors. The communities may use the findings to inform their operations and to improve service delivery to school;
Other stakeholders (NGOs, World Bank, private sector)	These stakeholders who support other related interventions are interested to learn how the school feeding programme is/can be complementary to other interventions, including other safety nets, productive safety nets etc

13. **Accountability to affected populations:** The beneficiaries of the school feeding programme (school children and their households—men and women and teachers) will be included as key stakeholders in this evaluation. WFP is committed to ensuring that gender equality and women's empowerment is integrated in the process, with participation and consultation in the evaluation by women, men, boys and girls from diverse groups.

### 3. Context and subject of the Evaluation

#### 3.1 Context

14. **Geography:** The Kingdom of Eswatini is one of the smallest countries in Africa with a total land area of 17,200 km<sup>2</sup>, with a population of 1,093,2387. Only 11 percent of the land is arable. The country is divided into four administrative regions namely Hhohho, Manzini, Lubombo and Shiselweni. At the Decentralized sub regional level, the country is further demarcated into 59 constituencies with about 360 chiefdoms. It is divided into four agro-ecological zones based on elevation, landforms, geology, soils and vegetation namely the Highveld, Middleveld, Lowveld and Lubombo Plateau. The Highveld, Middleveld and Lowveld occupy about one-third of the country each, while the Lubombo Plateau occupies less than one-tenth of the country. These agro-ecological differences have implications for agricultural production and productivity.
15. **Macro Environment:** Eswatini is categorised as a lower middle-income country. Its Gross Domestic Product per capita was last recorded at 3,914 US dollars in 2017. This is equivalent to 31 percent of the world's average. GDP per capita averaged 2,614 US\$ from 1970 until 2017, reaching an all-time high of 3,980.8 US\$

<sup>7</sup> Eswatini Population and Housing Census, 2017

in 2014.<sup>8</sup> The country is ranked 144 out of 189 countries on the 2018 report of the United Nations Development Programme (UNDP) Human Development Index<sup>9</sup>. The country has high levels of income inequality with a Gini coefficient of 51.5. The Eswatini economy is heavily dependent on South Africa where it receives 83 percent of its imports and sends 74 percent of its exports. As part of the Southern African Customs Union (SACU), the receipts shape the fiscal context. Eswatini remains the most dependent country on SACU revenue; with 50% of its total revenues coming from SACU. SACU receipts fell by SLE1.5 billion (US\$105 million) in 2016/17 thereby contributing to a fiscal deficit.

16. **Poverty and Unemployment:** According to World Bank data, about 63 percent of the 1 million Swazis live below the \$1.9 dollar a day poverty line. The unemployment rate is about 28.1 percent.<sup>10</sup>
17. **Education:** According to the 2016 Annual Education Census, the net enrolment rates at primary school have consistently been above 90 per cent, reaching 94.4 per cent. The vast majority of children starting Grade 1 (93 percent) go on to reach Grade 6<sup>11</sup>. The literacy rate (defined as those aged 15 and above who can read and write) is high at 87.4 percent for males and 87.5 percent for females. However, in 2015 the primary school repetition rate was on average 15.7 percent across Grades 1 to 7. UNICEF (2017)<sup>12</sup> note that there are a wide range of factors that are contributing to this, and it leads to a very high number of over-age learners in the system. By the end of Grade 7, 68 percent of learners are older than 13 years and 29 percent are older than 16 years. Repetitions eventually leads to dropout: as learners fail to progress to higher grades, they grow frustrated and disinterested in school and eventually drop out altogether. This report further states that the 2016-2017 household budget survey found that only 51.3 percent of the official secondary school-aged population were attending secondary school. Low enrolment rates into secondary school highlight the inequalities existing in the sector that affect the outcomes for children, as well as the impact of the Government's investment in primary education. Orphans and vulnerable children can generally not afford to continue into secondary education, despite the grants available. Early motherhood, distance from secondary schools, limited spaces in secondary schools, and poor quality of infrastructure can also be barriers to continuing education.
18. **Education Policy Framework:** In 2002, the government introduced the Free Primary Education Policy which led to primary schools receiving free textbooks for all students, while in 2010 a Free Primary Education Act was introduced which in turn introduced state-funded primary education. Evidence indicate that the introduction of the free primary education Act saw to the exponential increase of enrolment at primary school level particularly in grade 1 as the Act was implemented incrementally. The Government has issued a revised education and training sector policy (EDTS 2018).
19. **Health and Nutrition:** Stunting is the primary form of malnutrition that affects children under 5 in Eswatini. Although the country has made some significant progress in the reduction of stunting, about 25 percent of children under 5 years are stunted, with significant variations by region, urban-rural, age, mother's education level and household wealth. The high rates of stunting can be attributed to poor infant and young child feeding practices, as well as poor household food security. The age pattern shows that stunting rates start off at 16 percent for the 0-5 months old and increase significantly after 12 months, peaking at 35 percent for ages 18-23 months. At 27.4% adult prevalence rate of HIV/AIDS, Eswatini has the highest percentage of adults living with HIV/AIDS in the work. Life expectancy is estimated at 57.2 years (**male:** 55.1 year and **female:** 59.3 years).
20. **Agriculture and Food production:** Eswatini relies on rain-fed agriculture for its cereal production. As such the country is unable to produce enough maize to meet its national cereal requirements even in good agriculture season the country continues to rely on imports to meet its requirements. The figure below shows the trends over a 10-year period in area planted, requirements, yields and deficit between 2006/7 and 2016/17. Notably the data in the table shows the drastic reduction in maize production during 2015/16 when the country experienced an El Nino induced drought. Additionally, the area of maize under cultivation was significantly reduced during the drought year.

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<sup>8</sup> <https://tradingeconomics.com/swaziland/gdp-per-capita>

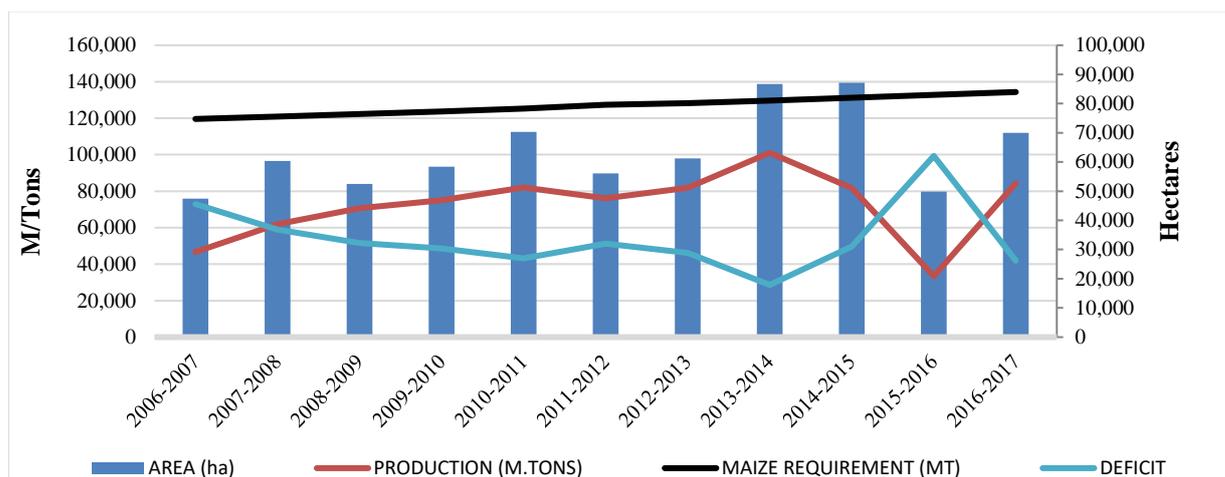
<sup>9</sup> Human Development Report, 2018.

<sup>10</sup> <http://www.sz.undp.org/>

<sup>11</sup> MICS 2014

<sup>12</sup> UNICEF 2017, Synthesis of Secondary Data on Children and Adolescents in Eswatini

**Figure 1: Trends in maize production in Eswatini**



21. **Social Protection:** Gaps exist in the policy environment, with no comprehensive social protection policy, and in services, for extremely poor households with children, and for poor rural households with unemployed members.<sup>13</sup> Social protection programmes are fragmented and better linkages between social protection interventions and response to disasters/shocks are needed. The Department of Social Welfare under the Deputy Prime Minister’s Office has initiated processes to develop a Social Protection Bill alongside a Social Assistance policy and Social Security policy. It is hoped that these pieces of legislation will bring the much needed coordination and harmony amongst social protection interventions in the country.
22. **Gender Dimensions:** While Eswatini has made progress in reducing gender disparities in education (30% of adult women have reached at least a secondary level of education compared to 33 percent of men, enrolments rates are almost at parity and Literacy rate for women is 87 percent and 88 percent for men) indicators of other gender issues are not so good. With a high maternal mortality ratio and a high adolescent birth rate (77.0 births per 1,000 girls of ages 15-19), few women holding seats in parliament (Lower House is 6 percent while upper house is 33 percent) and women participating to a lower extent than men in the labour market (43 percent compared to 67 percent)– Eswatini has high levels of gender inequalities.
23. One in 3 girls experience sexual violence before they reach the age of 18 (Amnesty International, 2010). The country has a High incidence of HIV/AIDS, with women disproportionately affected, due in part to women’s inability to challenge cultural norms and prevailing sexual practices, including the low use of contraceptives. This has contributed to approximately a third of women between the ages of 15 to 49 living with HIV (31%), as compared to a fifth of men (20%) (UNAIDS, 2014).<sup>14</sup>
24. **Policy Provisions:** Eswatini has a number of policy provisions for addressing gender inequalities. The 2005 amendment of the Swazi Constitution makes provisions for equality and non-discrimination; stating in part that “Women have the right to equal treatment with men and that right shall include equal opportunities in political, economic and social activities”; and “Subject to the availability of resources, the Government shall provide facilities and opportunities necessary to enhance the welfare of women to enable them to realise their full potential and advancement”.<sup>15</sup>
25. **Commitment to achieve SDGs and agenda 2030:** In referencing the global agenda 2020, the Government of Eswatini notes in its policy that “The ministry will try make sure that these goals - which include free secondary education, more teachers, more student scholarships and better school facilities - are achieved long before the year 2030”.<sup>16</sup>

### 3.2 Subject of the evaluation

26. **School feeding,** also known as school meals has been part of the education system in Eswatini since pre-independence times. It began as a pilot in 1963 in Mbabane and Manzini with a grant from Save the Children

<sup>13</sup> Swaziland United Nations Development Assistance Framework (2016-2020).

<sup>14</sup> [https://actsa.org/wp-content/uploads/2017/12/ACTSA\\_WR\\_Brief\\_-9-June\\_Final.pdf](https://actsa.org/wp-content/uploads/2017/12/ACTSA_WR_Brief_-9-June_Final.pdf)

<sup>15</sup> <http://www.gov.sz/images/stories/Constitution%20of%20%20SD-2005A001.pdf>

<sup>16</sup> The Government of the Kingdom of Eswatini, Ministry of Education and Training, National Education and Training Sector Policy (2018), page xiii

Fund- UK with additional funds coming in 1965 from Oxfam UK. At this time parents had to pay for the food. WFP supported the school feeding programme from 1970 to 1991. The programme was re-introduced in 2002 in response to the negative impact of HIV and AIDS, drought and resultant food insecurity on the quality of learning. WFP continued to support the programme, focusing on primary schools until 2010 when it handed over to the Government. Between 2009 and 2013, secondary schools feeding was supported by a grant from the global fund. Since 2010, the Government has been fully funding and implementing the feeding programme for both primary and secondary schools.

27. The primary objective of the school feeding programme is to provide each learner with a hot and nutritious meal each school day. Government's commitment to school feeding was enshrined in the education and training sector policy of 2011, which has been revised in 2018. The programme implementation is guided by the policy, the 2011 SCCS (INQABA) manual and the NFFSS which was developed in 2013 with support from partners including WFP. This framework aimed to improve food security in schools through a three prolonged approach: provision of school meals, encouraging school gardens and community participation in school meals programmes and nutrition education. The NFFSS has three pillars–School Meals, School Gardens and Nutrition Education.
28. **Targeting and Activities:** The programme is essentially universal, reaching a total of 845 public schools (588 primary schools and 257 secondary/high schools) and an estimated 353,458, pupils in all the four regions as of 2018. (See maps in Annex 1). As shown in table 2 below, the latest published statistics shows that 52 percent of the children enrolled in primary schools are boys and 48 percent are girls. Provision of onsite meals to all public school children is the main activity of the programme. Children receive one meal a day (lunch) which provides 150 grams of cereals (rice or maize meal), 40 grams pulse (beans or peas) and with 7.5 grams of vegetable oil. Every school receives an allocation of SZL 150 per child per year which is part of the free primary school. This is intended to cover other costs such as buying condiments, paying cooks.

**Table 2: Primary School Enrolment by Grade, Year and Sex: 2013-2015**

	2013		2013 Total	2,014		2014 Total	2,015		2015 Total	Total
	Female	Male		Female	Male		Female	Male		
Grade 1	16,946	19,445	36,391	17,080	19,298	36,378	16,302	18,573	34,875	107,644
Grade 2	16,187	18,622	34,809	16,348	18,805	35,153	16,569	18,919	35,488	105,450
Grade 3	17,123	20,238	37,361	17,028	19,833	36,887	17,029	19,992	37,021	111,269
Grade 4	17,280	19,679	36,959	16,901	19,416	36,317	16,990	19,084	36,074	109,350
Grade 5	17,280	18,630	35,910	17,675	19,282	36,957	17,296	18,767	36,063	108,930
Grade 6	16,160	16,357	32,517	16,896	17,476	34,372	17,516	18,418	35,934	102,823
Grade 7	12,537	12,535	25,072	12,400	11,958	24,370	13,058	12,891	25,949	75,391
<b>Total</b>	<b>113,513</b>	<b>125,506</b>	<b>239,019</b>	<b>114,328</b>	<b>126,068</b>	<b>240,434</b>	<b>114,760</b>	<b>126,644</b>	<b>241,404</b>	<b>720,857</b>

**Source:** Eswatini Annual Education Census 2016, page 12

29. **Expansion to cover public pre-schools:** Recently, the programme has been expanded to cover children in public Early Childhood Care and Education (ECCE) which is the foundation of effective human resource development and helps ensure that every child is enabled to achieve his/her full potential. The ECCE approach aims to prioritize the expansion of equitable access to early learning to accommodate all children aged 3 to 8, to quality ECCE and ensure the full integration of the nation's most vulnerable children. These children are normally outside of the traditional education system and thus often benefit from social protection programmes. The school feeding programme therefore is therefore considered a social protection instrument if implemented as part of the ECCE approach.
30. **Planned results:** The programme has **three key outcomes** as outlined in the NFFSS: Increased school enrolment of boys and girls; Increased school attendance of boys and girls; improved nutrition status of school going children (see summary in Annex 7);
31. **Funding:** The programme is fully funded from the national budget. Since the government took over the implementation of the programme in 2010, the programme has received a consistent average budgetary allotment of about SZL 57 million (US\$ 4.4 Million) channelled through the Ministry of Education and Training's annual budget which is mainly used for the procurement of food commodities.
32. **Institutional/Management arrangements:** The NFFSS proposed a management structure that enhances the coordination arrangements through introduction of National Food Security in Schools Coordinating team, National food security coordinator; two coordinators for each region and a regional coordinating team (see Annex 7).

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## **WFP Handover and continued engagement**

33. **Handover:** WFP has been a long-standing partner of the Eswatini Government in implementing social protection and safety nets programme including the school feeding programme. Prior to handover in 2010, WFP assisted the Government in the costing of a standardized school meals programme based on its own experience of implementing the programme. After handover, WFP supported establishment of a monitoring system for the programme and was also a stakeholder in supporting the development of the NFFSS in 2013.
34. Between May 2013 and April 2014, WFP was requested to provide supply chain services (food procurement and delivery) that were provided in the past by NERCHA. This was done through a bilateral operation (trust fund) with a total budget plan estimated at US\$ 2,469,586 and total food commodity costs estimated at US\$ 1,630,837. Since then, WFP has been providing ad hoc support on request.<sup>17</sup> Between 2014 when the bilateral operation expired and 2017, WFP has been providing support on an ad hoc basis, including on supply chain and procurement.
35. In 2017, WFP articulated more explicitly its support to the programme in the Transitional Interim Country Strategic Plan (T-ICSP 2018-2019). One of the outputs of Strategic outcome 2 states "*School children benefit from improved government capacity to design and implement a sustainable, nutrition-sensitive, shock responsive national school meals programme that helps meet their basic food and nutrition needs and contributes to improved access to education*". (see Annex 8: activities, outputs and indicators);
36. The concept of using school feeding as a **shock responsive social protection** instrument was operationalised in 2016 when due to the El nino induced drought the programme was expanded to include the programme was expanded to include a mid-morning meal of soft maize-meal porridge providing 30 grams of maize meal porridge with 10 grams of sugar.
37. **Evidence gap:** One chance for the school feeding programme has been evidence generation on its impact on education outcomes as well as the overall operational efficiency and effectiveness of the programme. This is because since 1998 there has not been an evaluation of the programme.
38. **Other Interventions:** Under the leadership of the Ministry of Health, WFP implements the Food by Prescription project targeting some 11,000 people per month, including people on anti-retroviral therapy or tuberculosis treatment, and women seeking prevention of mother-to-child transmission and ante-natal care services. WFP provides malnourished clients with individual monthly take-home rations of specialized nutritious food in order to improve their nutritional status and treatment outcomes and supports their families through monthly household rations. Further, WFP provides 52,000 young orphans and vulnerable children with nutritious meals through community-led day care centres called neighbourhood care points across the country. The project aims to increase these children's access to nutritious food and basic social services, such as early childhood education, psychosocial support and basic health services provided at the neighbourhood care points.

## **4. Evaluation Approach**

### **4.1 Scope**

39. The scope of this evaluation is defined as follows:
  1. **Timeframe:** The evaluation will cover the period since the school feeding programme was fully handed over from WFP to Government in 2010;
  2. **Activities:** The evaluation will cover all activities implemented as part of the school feeding programme, focusing on all the three results hierarchy to provide a holistic assessment of the implementation of the programme. In addition to assessment of achievement of the results, a detailed cost analysis will be conducted to assess the efficiency of the programme, as well as support the development of the investment case with the support of the Centre of Excellence in Brazil.

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<sup>17</sup> BILATERAL OPERATION, COUNTRY PROJECT NO. 200566, Provision of Food Procurement, Storage and M&E for the Primary School Meals Programme in Swaziland

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3. **Geographical coverage:** The evaluation will cover all the regions, where the programme has been implemented. A detailed design including sampling of schools within each region will be conducted during the inception phase.
4. **Depth and breadth of analysis:** This will be determined by the availability of monitoring data on the key performance indicators as outlined in Annex 7 as well as availability of data related to costs.

#### 4.2 Evaluation Overarching Questions, Criteria and Sub-questions

40. The **four overarching questions** that this evaluation will answer are *“To what extent has the National School Feeding Programme achieved the results outlined in the NFFSS and other policy instruments? What factors have affected achievement [or not] of those results? What is the cost of implementing the programme and what are the main cost drivers? What adjustments are required to enhance the impact of the programme and link it to local production through home-grown school feeding model while increasing its cost-efficiency?”*
41. **Evaluation Criteria:** To answer these questions, the evaluation will combine application of the international OECD/DAC evaluation criteria of Relevance, Effectiveness, Efficiency, Impact and Sustainability, with a theory-based approach (through reconstruction and application of a theory of change for the NFFSS). The main reason for combining these two approaches is to allow structured assessment of the main assumptions underpinning the programme as it is currently designed and implemented.
42. **Evaluation sub-Questions:** To structure the evaluation, the overarching evaluations will be broken down into sub-questions, under each evaluation criteria (see table 3). The evaluation team will further develop these sub-questions during the inception phase. Collectively, if well answered, the sub-questions should provide sufficient answers to the overarching questions and lead towards evidence informed conclusions and recommendations for the future design and implementation of the programme.
43. **Gender Dimensions:** Gender Equality and empowerment of women (GEEW) dimensions will be mainstreamed across all the evaluation criteria as appropriate. The evaluation will analyse how GEEW objectives and mainstreaming principles were included [or not] in the programme design and implementation, and whether this was guided by appropriate national legislation on gender equality as discussed in section 3.1. GEEW related sub-questions have been identified (see table 3). These will be elaborated by the evaluators during inception phase to ensure gender dimensions are sufficiently addressed.
44. After the sub-questions have been discussed and agreed upon during the inception phase, the evaluation team will present them in the **evaluation matrix annexed to the inception report**. The matrix will detail the methods that will be used to collect data to answer each sub-question, the sources of data and analysis methods. This evaluation matrix will form the core tool for structuring data collection, analysis and reporting and will guide the team through the rest of the evaluation process.

**Table 3: Overarching questions, Evaluation Criteria and evaluation sub-questions**

<b>Question 1: To what extent has the National School Feeding Programme achieved the results outlined in the NFFSS and other policy instruments?</b>	
<b>Criteria</b>	<b>Evaluation Sub-Questions</b>
<b>Effectiveness</b>	1. To what extent has school feeding programme achieved intended outputs and outcomes for boys and girls, men and women, over the period under review?
<b>Relevance</b>	2. To what extent did the adjustment of the school feeding programme over time remain relevant to the needs of boys, girls, men and women, and aligned to Government priorities and policies where/as appropriate? 3. What extent does the school feeding programme as currently designed and implemented complement other social protection instruments in Eswatini as envisaged in the NFFSS and the revised Education and Training policy?
<b>Impact (contribution)</b>	4. What are the long-term effects (positive or negative, intended or unintended) of school feeding on the lives of boys and girls targeted by the programme; the households and communities? 5. Within the different regions of the country is there evidence that school feeding is contributing (positively or negatively) towards Social protection and poverty reduction? 6. How have these contributions been influenced by differences in: <ul style="list-style-type: none"> <li>➤ Type/level of school feeding i.e. pre-primary, primary, secondary?</li> <li>➤ Level of community involvement in the school feeding?</li> <li>➤ Availability [or not] of complementary services (water, sanitation, health education)</li> </ul>

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<b>Question 2: What factors have affected achievement [or not] of those results?</b>	
	7. What <b>internal factors</b> have influenced (positively or negatively) achievement of results and the contribution of school feeding to education outcomes other developmental objectives? 8. What <b>external factors</b> have influenced (positively or negatively) achievement of results and the contribution of school feeding to education outcomes other developmental objectives?
<b>Question 3: What is the cost of implementing the programme and what are the main cost drivers</b>	
<b>Efficiency</b>	9. How much does it cost (Government and communities) to implement the school feeding programme to achieve the outcomes and the impact that it has achieved? 10. What are the key cost drivers? 11. Given the identified cost drivers, could the same outcomes be attained at lower costs, or higher outcomes achieved with same resources?
<b>Question 4: What adjustments are required to enhance the impact of the programme while increasing its cost-efficiency</b>	
<b>Relevance and Sustainability</b>	12. Within the context of the revised education and training sector policy and other relevant policy frameworks, what adjustments are required to the design and implementation of the school feeding programme to make it an effective and efficient social protection instrument while enhancing its contribution to education outcomes and development objectives? 13. What are the key factors that drive sustainability of the national school feeding programme in the Eswatini Context (political-economy, economics and social factors)? 14. What are the key considerations [design and implementation] for the Government and its development partners in order to shift to a home-grown model of the programme?
<b>Gender Dimensions</b>	
<b>Gender Equality and Empowerment of Women (GEEW)</b>	15. What is the context of gender inequality, related to education, nutrition and food security and across regions? 16. How does the implementation of the NSFP and other related actions effect this context of gender inequality? Does it (1) <b>improve</b> the lives of women, girls and gender diverse people; (2) did inaction/ineffective action maintain existing gender inequalities; or (3) did inaction/ineffective action worsen the circumstances for women and girls?

### 4.3 Data Availability and Preliminary Evaluability Assessment

45. **Evaluability** is the extent to which the subject can be evaluated in a reliable and credible fashion. Evaluability is high if the subject has: (a) a clear description of the situation before/at the start that can be used as reference point to measure change; (b) a clear statement of intended outcomes, i.e. the desired changes that should be observable once implementation is under way or completed; (c) a set of clearly defined and appropriate indicators with which to measure changes; (d) a defined timeframe by which outcomes should be occurring; and (e) A system for collecting and storing performance data.
46. The level of evaluability of the school feeding programme in Eswatini to meet the objectives set out in section 2.2 is assessed to be medium at this **preliminary stage**. The NFFSS explains the status of the programme as at 2013 the shifts that were expected with its implementation. Sufficient information exists for assessment of achievements of intended educational outcomes and the utilisation of resources over the period under review (accountability objective) mainly from education statistics and operational data. To meet the objective of learning, the evaluation would have to collect data on specific aspects, particularly related to school gardens and nutrition education pillars of the NFFSS.
47. **Data availability:** Some of the main sources of data and information in relation to the national school feeding programme design and implementation include:
- Schools as Centres of Care and Support (INQABA) Implementation Manual, 2011;
  - Eswatini Education and Training Sector Policy 2018;
  - National Framework for Food Security in Schools, 2013;
  - Eswatini Annual education Census, 2016;
  - Eswatini vulnerability assessment committee (EVAC) food security reports (various);
  - Synthesis of secondary data on children and adolescents in Eswatini, UNICEF;
  - UNICEF 2017 evaluation of Evaluation of Schools as Centres of Care and Support<sup>18</sup>
48. On WFP support and engagement, sources of data and information include:
- Standard project reports (SPRs)
  - WFP Swaziland Bilateral Operation 200566 (2013-2014)

<sup>18</sup> [https://www.unicef.org/evaldatabase/files/Inqaba\\_evaluation\\_Final\\_report\\_edited\\_15\\_Jan\\_2018.pdf](https://www.unicef.org/evaldatabase/files/Inqaba_evaluation_Final_report_edited_15_Jan_2018.pdf)

- WFP Eswatini Transitional Interim Country Strategic Plan (2018-2019)
49. There have been some academic studies of school feeding and related subjects in Eswatini which may be useful as references. These includes:
- **Mamba G.P. (2014)**, *Comparative Perceptions of Home-grown School Feeding Programme versus Non-home-grown school feeding programme*, University of Pretoria<sup>19</sup>
  - **Dlamini B.P (2017)**, *Implementing and sustaining free primary education in Swaziland: the interplay between policy and practice*, University of South Africa<sup>20</sup>
50. Other relevant regional documents and instruments include:
- Southern Africa Development Community Protocol on Gender and Development.<sup>21</sup>
51. To answer the efficiency related questions, the evaluation will require a rigorous process of consolidating, validating and analysing all costs related to school feeding – government, WFP and community. This will be complemented with qualitative interviews to understand the cost drivers.
52. **Data Disaggregation:** Most of the sources mentioned above, especially the Government official sources disaggregate data by male and female to a large extent. The evaluators will assess any gaps in gender disaggregated data during the inception phase.
53. During the **inception phase**, the evaluation team will expand on this preliminary evaluability assessment by:
- Reviewing existing documents related to school feeding programme over the period under review and drafting a theory of change (making explicit what is currently implicit);
  - Leading a stakeholder session to discuss the draft theory of change and build consensus on how it will be used as the framework within which school feeding in Eswatini will be evaluated to answer the overarching evaluation questions;
  - Assessing data availability and reliability from the various sources including those noted above; this assessment will inform the design of the primary data collection to ensure that focus is on filling the gaps without collecting already existing data;
  - Presenting an updated set of sub-questions that collectively will answer the overarching evaluation questions.
54. To ensure that the conclusions and recommendations are made based on credible evidence **to enhance learning**, the evaluators will:
1. Systematically check accuracy, consistency and validity of all data and information and acknowledge any limitations/caveats in drawing conclusions using the data.
  2. Ensure that sampling and data collection tools and methods are gender-sensitive and that the voices of women, girls, men and boys are sufficiently heard and used;
  3. Conclusions are balanced and focuses of what worked well, work did not work so well, and to the extent possible why this was the case. This will enhance learning.

#### 4.4 Methodology

55. To answer the evaluation sub-questions, a three-pronged mixed methods approach comprising of sequenced data collection processes is proposed:
1. **Analysis of existing quantitative and qualitative data** from policy documents, programme documents, monitoring reports, project reports; past reviews and evaluations reports; and education statistics. This should start during the inception phase so that the results inform the sampling for the next phase;
  2. Collection of **primary quantitative and qualitative data through** a carefully designed survey, bearing in mind that: (i) school feeding in Eswatini is universal and covers all public primary and secondary schools; (ii) it is implemented through the involvement of a parastatal (NERCHA) for the purposes of procurement of food commodities; (iii) there is no baseline survey upon which this

<sup>19</sup> [https://repository.up.ac.za/bitstream/handle/2263/50678/Mamba\\_Comparative\\_2015.pdf?sequence=1](https://repository.up.ac.za/bitstream/handle/2263/50678/Mamba_Comparative_2015.pdf?sequence=1)

<sup>20</sup> [http://uir.unisa.ac.za/bitstream/handle/10500/23168/thesis\\_dlamini\\_bp.pdf?sequence=1&isAllowed=y](http://uir.unisa.ac.za/bitstream/handle/10500/23168/thesis_dlamini_bp.pdf?sequence=1&isAllowed=y)

<sup>21</sup> [https://www.sadc.int/documents-publications/show/Protocol\\_on\\_Gender\\_and\\_Development\\_2008.pdf](https://www.sadc.int/documents-publications/show/Protocol_on_Gender_and_Development_2008.pdf)

survey will be based as the programme has been ongoing over many years and (iii) the involvement of women and men is a key element to be assessed. The sampling for the survey will:

- a) Ensure that a **representative sample of schools** is sampled based on the sampling universe of 845 schools. The table below shows the schools based on older list of schools<sup>22</sup> and will be updated.

**Table 4: Summary of Number of schools by Region (2011 data)**

#	Region	Primary Schools	Secondary Schools	High School	Total	%
1	HHOHHO	161	10	55	226	27%
2	LUBOMBO	123	10	45	178	21%
3	MANZINI	164	6	55	225	27%
4	SHISELWENI	146	6	49	201	24%
Total		594	32	204	830	

- b) Once the sample size is determined, the selection of individual schools should be random to avoid bias.
  - c) Within each sample school, and depending on the questions in the survey, appropriate methods will be identified to collect the data, including extracting data from official records, interviewing individuals and groups as appropriate.
3. Collection of **qualitative primary data through interviews**, focus group discussions, key informative interviews and other participatory methods.
56. During the inception phase, the evaluation team will consider the above broad methodology proposal and propose changes to overall approach to ensure that data is collected to answer the evaluation questions. Once the overall methodology (including sampling) is agreed, the evaluators will identify specific methods for collecting data to answer each of the evaluation sub-questions.
57. The evaluators will ensure that the final methodology:
- a. Employs the relevant evaluation criteria in table 2, to ensure that sub-questions are answered in a focused manner; while ensuring the right balance between depth and breadth of analysis for each sub-question;
  - b. Demonstrates impartiality and lack of biases by relying on a cross-section of information sources for triangulation (variety of documents, stakeholder groups, including men and women; national and regional level perspectives etc.) and a transparent sampling process for the selection of schools to be visited;
  - c. Adheres to humanitarian principles, as appropriate, within the Eswatini context;
  - d. Uses an evaluation matrix as the organising tool to ensure all key evaluation sub-questions are addressed, considering data availability, budget and time available;
  - e. Ensures that women, girls, men and boys from different stakeholders groups participate - in gender sensitive ways - and that their different voices are heard and reflected in the final report;
  - f. Mainstreams gender equality and women's empowerment in the way the evaluation is designed, the way data is collected and analysed, findings are reported, and conclusions and recommendations are made. This should include careful triangulation of methods and data. This will enable the team to reflect on lessons and recommendations for the conduct of a gender responsible evaluation.
58. To enhance the credibility of the evaluation, the following mechanisms for independence and impartiality will be employed:
- g. The staff appointed to manage this evaluation are not responsible for the direct implementation of the school feeding activities being evaluated; furthermore, the evaluation will be co-managed by the Ministry and WFP;

<sup>22</sup> <http://www.gov.sz/images/stories/edupolicies/schools%20lists%20by%20pay%20code%202011.pdf>

- h. An internal Evaluation Committee (EC) co-chaired by the WFP Eswatini Head of office and the Ministry of Education, director of education has been established comprising of: WFP the senior inspector, nutrition at the Ministry of education, WFP country office VAM, M&E and Programme staff and the WFP Regional Evaluation Officer (See annex 3). The main responsibility of the EC will be to manage the evaluation process, prepare and finalise the evaluation TOR, provide comments to draft products (draft inception report and draft evaluation report) and approve final products. The EC supports the evaluation co-managers in managing the evaluation process;
  - i. An Evaluation Reference Group (ERG) chaired by WFP Eswatini Head of office and the Ministry of Education, director of education has been established comprising of: members the EC above, government ministries representatives, UN agencies and RB technical unit representatives (see annex 4). The ERG will act in advisory capacity by bringing expertise and providing inputs into the evaluation process; reviewing and commenting on draft inception and evaluation report. This will provide further safeguard against bias and/or undue influence, while enhancing ownership of the evaluation;
  - j. The evaluation team will work under the supervision of its team leader and the team leader will be accountable to the evaluation committee. The evaluation co-managers will provide the link between the evaluation team leader, the evaluation committee and the evaluation reference group;
  - k. The evaluation schedule attached in annex 2 will guide the evaluation process, and all parties involved will ensure that sufficient time is allocated for quality assurance of all evaluation products and for stakeholders to provide feedback (see section 4.5).
59. A number of risks to the evaluation have been identified and some mitigation actions are proposed (see table 23). The evaluation team will need to reconsider these risks and where appropriate deepen mitigation measures in consultation with evaluation co-managers.

**Table 5: Potential risks and mitigation actions**

#	Potential Risk	Mitigation actions
1	There is <b>no explicit theory of change</b> for the school feeding other than the narrative description in the NFFSS. The theory of how school feeding is intended to contribute to change is largely implicit	scoping during the inception phase has been planned to allow the evaluation team space and time to reconstruct the theory of change based on review of key documents and stakeholder inputs; This should be validated in a session facilitated by the team leader;
2	<b>Availability</b> of key data on some of the indicators not clear especially on costs (though a detailed assessment of data available has not been conducted at the time of preparing these TOR)	-Conduct a detailed assessment of available data at the start of the inception phase, identifying any gaps; -Design a survey to collect primary data during the field work to fill the identified data gaps, allocate resources for the survey; -during inception phase identify proxies for indicators for which data does not exist and/or it is not feasible to collect primary data -Utilise data from other agencies and sources where appropriate.
3	<b>Difficulties accessing government institutional partners and representatives</b> staff turnover within government may result in significant changes in personnel and especially in key positions related to school feeding financing and implementation;	WFP country office to use their long-term relationship with Government to establish means of reaching the key persons even if they no longer work with the Ministry of Education and Training/school feeding;
4	In the absence of baseline for some indicators <b>recall challenges</b> may limit the extent to which primary data can be collected to fill the gaps	The evaluation team to come up with creative methods to estimate some values or use of proxy indicators where and as appropriate;

#### 4.5 Quality Assurance and Quality Assessment

60. While this is a joint evaluation, and with the Ministry playing a key role because this is a national programme,

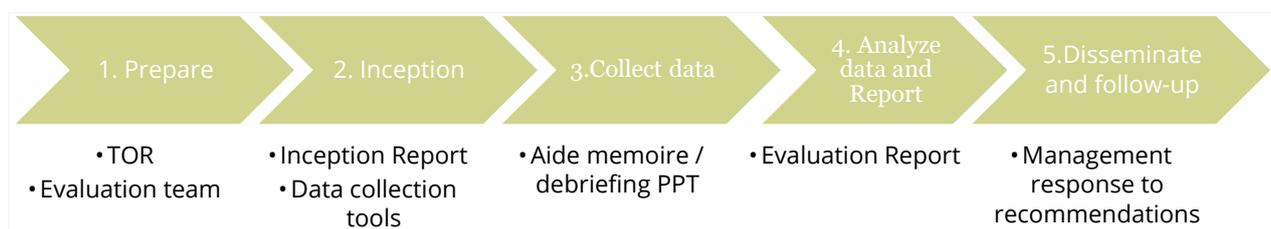
WFP is availing its systems and tools as part of supporting the Government in generation and use of evidence;

61. 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 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.
62. DEQAS will be systematically used throughout this evaluation. The WFP Evaluation co-managers will be responsible for ensuring that the evaluation progresses as per the DEQAS process Guide and for conducting a rigorous quality control of the evaluation products ahead of their finalization.
63. 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 (TOR, Inception and evaluation reports). The relevant Checklist will be applied at each stage, to ensure the quality of the evaluation process and outputs.
64. To enhance the quality and credibility of this evaluation, an outsourced quality support (QS) service directly managed by WFP's Office of Evaluation in Rome provides review of the draft inception and evaluation report (in addition to the same provided on the draft of these TOR before they were finalise), and provide:
  - a. systematic feedback from an evaluation perspective, on the quality of the draft inception and evaluation report;
  - b. recommendations on how to improve the quality of inception/evaluation reports
65. The evaluation manager will review the feedback and recommendations from QS and share with the team leader, who is expected to use them to finalise the inception and evaluation report. To ensure transparency and credibility of the process in line with the UNEG norms and standards, a rationale should be provided for any comments and recommendations that the team does not consider when finalising the reports.
66. This quality assurance process as outline above does not interfere with the views and independence of the evaluation team, but ensures the report provides the necessary evidence in a clear and convincing way and draws its conclusions on that basis.
67. 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 in [WFP's Directive \(#CP2010/001\)](#) on Information Disclosure and appropriate Government directives.
68. All final evaluation reports will be subjected to a post hoc quality assessment by an independent entity through a process that is managed by OEV. The overall rating category of the reports will be made public alongside the evaluation reports.

## 5. Phases and Deliverables

69. The evaluation will proceed through the following phases. The deliverables and deadlines for each phase are detailed in the evaluation schedule in Annex 2:

**Figure 2: Summary Process Map with key deliverables**



70. **Preparation Phase:** The scope, evaluation criteria and evaluation questions are selected based upon the purpose and objectives of the evaluation. TORs for the evaluation are developed, reviewed and finalised. The Evaluation team is recruited;
71. **Inception Phase:** The evaluator's reviews documents and secondary data, develop further the evaluation sub-questions, prepares the draft inception report including the evaluation matrix; clarifies and develops the evaluation methodology and develops data collection tools; The inception report is finalised based on stakeholder feedback;
72. **Data Collection phase:** Field work is conducted by the evaluators with data collection guided by the

evaluation matrix and data collection tools prepared during the inception phase to ensure that all evaluation questions are sufficiently answered;

73. **Data Analysis and Reporting:** Evaluators analyses all data and information collected during field work to address evaluation questions; They prepare evaluation report based on the evaluation questions; They develop conclusions based on the findings and make recommendations; The evaluation report is finalised based on stakeholder feedback;
74. **Dissemination and Follow-up:** The Government and WFP share the final evaluation report and recommendations with wider stakeholders and users; and prepare an action plan for the implementation of the evaluation recommendation.

## 6. Organization of the Evaluation & Ethics

### 6.1 Evaluation Conduct

75. The evaluation team will conduct the evaluation under the direction of its team leader and in close communication with evaluation co-manager, who will in turn work under the direction of the evaluation committee. On day to day evaluation process, the team leader will liaise with WFP staff co-managing the evaluation, keeping the MoET co-manager in copy.
76. Selection of the team will be guided by WFP guidelines on recruiting evaluation teams. The guidelines give three options: (a) identifying individual consultants; (b) using long term agreements established by the office of evaluation; and (c) open competitive tendering. The evaluation committee recommended option (a) to use individual consultants.
77. The evaluators selected 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](#).
78. The evaluation will be conducted in line with the evaluation scheduled outlined in Annex 2.

### 6.2 Team composition and competencies

79. The evaluation team is expected to **include 3 members** – a team leader and two national evaluators. To the extent possible, the evaluation team will be 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. At least one team member should have WFP experience.
80. The team will be multi-disciplinary and include members who together include an appropriate balance of expertise and practical knowledge in the following areas:
  - **School feeding and capacity strengthening** with in-depth understanding of national school feeding programmes, implemented within a middle-income country context; and understanding of the concept of home-grown school feeding;
  - **Economist** with understanding of Government planning and budgeting processes, ability to conduct cost-efficiency and cost-effectiveness analysis, including ability to do so within data constrained environments (transparently make estimations and/or use proxies);
  - **Educationist** with an In-depth knowledge of the education sector in Eswatini
  - Gender expertise / good knowledge of gender issues
81. All team members should have strong analytical and communication skills, evaluation/research experience and familiarity with Eswatini and/or Southern Africa region;
82. 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 have leadership, analytical and communication skills, including excellent English writing and presentation skills;
83. 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 exit debriefing presentation and evaluation report in line with DEQAS;
84. The team members will bring together a complementary combination of technical expertise required and

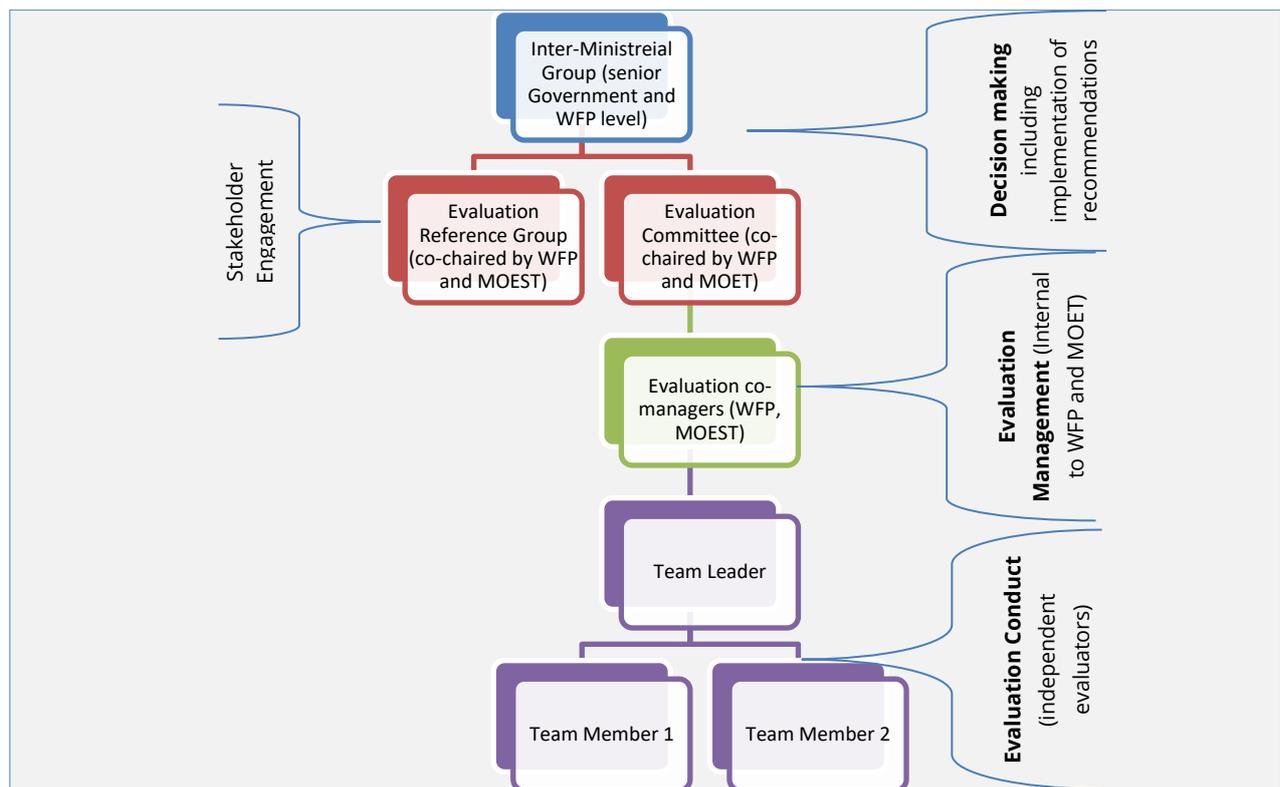
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have a track record of written work on similar assignments. They will: (i) contribute to methodology design in their area of expertise (ii) conduct field work; (iii) participate in team meetings and meetings with stakeholders; (iv) contribute to the drafting and revision of the evaluation products in their technical area(s).

### 6.3 Governance and Management of the Evaluation

85. This is a joint evaluation, co-managed by the Ministry of education and WFP, and applying WFP evaluation management processes, systems and tools. The rationale for a joint evaluation is because this is an evaluation of the national school feeding programme. Jointly commissioning the evaluation will enable WFP to provide focused support to the Ministry in generation and use of evidence, increasing objectivity, transparency and independence of the evaluation and strengthen its legitimacy across the spectrum of stakeholders. Moreover, this approach provides an opportune to harmonise and align the overall processes of working together, increase participation and ownership, share responsibilities and foster consensus on evaluation recommendations.
86. WFP engagement in this evaluation is within the context of its role in capacity strengthening. The evaluation process will therefore be used to enhance capacity of the MoET to commission and manage evaluations in future. To ensure that the evaluation contributes to strategic decisions in relation to the NSFP.
87. The Governance mechanisms for the evaluation comprises of an evaluation committee and a reference group as outlined in section 4.5. At the technical level, the reference group will provide subject matter expertise in an advisory capacity while the evaluation committee will oversee the management of the process. The co-chairs of the EC will keep the senior decision-makers informed through inter-ministerial group updates (frequency to be determined by the Principal Secretary, Ministry of education and Training);

**Figure 3: Evaluation Governance and Management Structure**



88. The two staff co-managing the evaluation will work together with the committee members to ensure that the appropriate safeguards for impartiality and independence are applied throughout the process. The WFP regional evaluation officer will provide additional support to the management process as required.

### 6.4 Security Considerations

89. Consultants hired independently are covered by the UN Department of Safety & Security (UNDSS) system for UN personnel which cover WFP staff. Consultants must obtain UNDSS security clearance for travelling to be obtained from designated duty station and complete the UN system's Security training courses in

advance, print out their certificates.<sup>23</sup>

90. To avoid any security incidents, the WFP evaluation co-manager will ensure that:
  - The WFP CO registers the evaluators with the Security Officer on arrival in country and arrange security briefing to gain an understanding of the security situation on the ground;
  - The evaluators observe applicable UN security rules and regulations as appropriate.

## 6.5 Ethical Considerations

91. The evaluation will conform to WFP and UNEG ethical standards and norms. The evaluators undertaking the evaluation will be responsible for safeguarding and ensuring ethics at all stages of the evaluation cycle (design, data collection, data analysis, reporting and dissemination). This should include, but is not limited to, ensuring informed consent, protecting privacy, confidentiality and anonymity of participants, ensuring cultural sensitivity, respecting the autonomy of participants, ensuring fair recruitment of participants (including women and socially excluded groups) and ensuring that the evaluation results in no harm to participants or their communities.
92. Evaluators are responsible for managing any potential ethical risks and issues and must put in place, in consultation with the evaluation co-managers, processes and systems to identify, report and resolve any ethical issues that might arise during the implementation of the evaluation. Before finalisation of these TOR, it will be confirmed whether ethical approvals and reviews by relevant national and institutional review boards are required, considering that this is an evaluation of a national programme.
93. **Informed Consent and contact with children/vulnerable groups:** Data collection training must include research ethics including how to ensure that all participants are fully informed about the nature and purpose of the evaluation and their involvement. Only participants who have given informed written or verbal consent should be involved. Noting that this evaluation includes possible contact with children, women and other vulnerable groups, recruitment process should assess suitability of all persons involved to work with these groups within the Eswatini context. Reports should not bear names of respondents and qualitative data must be reported in ways that will not identify individual respondents.
94. The evaluation team is expected to provide a detailed plan on how the following ethical principles will be ensured throughout the evaluation process: (1) Respect for dignity and diversity, and protection of rights of respondents including privacy and confidentiality (2) Fair representation; (3) Compliance with codes and ethics of research involving young children or vulnerable groups, and collection of sensitive data, including designing data collection tools in ways that are culturally appropriate; (4) Redress/interviewer or data collector provide information on how individuals in situations of risk may seek support (referrals); (5) Confidentiality; and (6) Avoidance of harm; (7) Data collection visits are organized at the appropriate time and place to minimize risk to respondents;
95. Specific safeguards must be put in place and reflected in the inception report.

## 7. Roles and Responsibilities of Stakeholders

96. The **Principal Secretary**, Ministry and Education and Training, and WFP **Country Director**, as heads of commissioning units, will take responsibility to:
  - a) Assign a staff to play the role of evaluation co-manager for the duration of the evaluation. **Thobile Gamedze, the Senior Inspector nutrition** at the Ministry and **Nana Dlamini, Programme Policy officer**, WFP have been appointed to co-manage the evaluation process. These staff are not directly responsible for day to day implementation of the national school feeding programme;
  - b) Establish the internal evaluation committee and the evaluation reference group (see annexes 3 and 4);
  - c) Either co-chair, or delegate the role of the chair of the EC and ERG;
  - d) Approve the final TOR, inception and evaluation reports;
  - e) Ensure the independence and impartiality of the evaluation at all stages, including ensuring that the evaluation Committee and of a Reference Group are functional;
  - f) Participate in discussions with the evaluators on the evaluation design and the subject, its performance and results, through meetings organised by the co-managers;
  - g) Organise and participate exit debriefings by the evaluators at the end of field work;

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<sup>23</sup> Courses can be found here: <https://training.dss.un.org/>

- h) Oversee dissemination and follow-up processes, including the preparation of a Management Response/action plan for implementation of the to the evaluation recommendations;
97. **The evaluation co-managers** will:
- Manage the evaluation process through all phases, in close consultation with and help of the evaluation committee;
  - Ensure quality assurance mechanisms are operational, including submission of the products to the quality support service;
  - Consolidate and share comments on the draft inception and evaluation reports with the evaluation team;
  - Ensure that the team has access to all documentation and information necessary;
  - Facilitate the team's contacts with local stakeholders; set up meetings, field visits; provide logistic support during the fieldwork; and arrange for interpretation, if required.
  - Organise security briefings for the evaluators and provide any materials as required
98. **Internal Evaluation Committee** has been formed as part of ensuring independence and impartiality of the evaluation. The members and summary of roles are listed in Annex 3.
99. **Evaluation reference group** has been formed, with representation from WFP, Government and UN agencies. It will review the evaluation products as further safeguard against bias and influence. The members and summary of their roles are listed in annex 4.
100. **The WFP Regional Bureau** will take responsibility to:
- Assign a focal point for the evaluation to provide technical advisory. **Grace Igweta, the Regional Evaluation officer (grace.igweta@wfp.org)**, will be the focal point for this evaluation and a member of evaluation committee. She will play a technical advisory and provide substantive support throughout the evaluation process;
  - Identify key RB staff to be members of the evaluation reference group. These staff will participate in discussions with the evaluators on the evaluation design and on the evaluation subject as relevant; review and provide comments on evaluation products;
  - Provide comments on the draft TOR, Inception and Evaluation reports;
  - Support the preparation of the Management Response/action plan for the implementation of the evaluation recommendations;
  - Identify and support opportunities for dissemination of the evaluation findings.
101. **WFP Headquarters School Feeding division**, through the designated focal point for Southern Africa region, will take responsibility to:
- Discuss, as appropriate, WFP strategies and policies in relation to school feeding;
  - Comment on the evaluation TOR, inception report and evaluation report.
102. **Government Ministries** particularly those identified as having a role in the implementation of the school feeding programme in section 2.3 will be members of the evaluation reference, and through this membership they will review and comment on the draft inception and evaluation reports. As the evaluation is intended to inform Government decisions across ministries, these will, in consultation with and support of WFP, discuss the evaluation recommendations participate in preparation of action plan for implementation;
103. **UN agencies** will be members of the reference, and through this membership they will review and comment on the inception report and the evaluation report.
104. **The Office of Evaluation (OEV)** is responsible to provide access to independent quality support service that will review the draft TOR, inception and evaluation reports from an evaluation perspective. It will also ensure a help desk function that will be accessible to the evaluation manager if required.

## 8. Communication and budget

### 8.1. Communication

105. The **Evaluation manager**, in consultation with the evaluation committee will develop a communication and learning plan that will outline processes and channels of communication and responsibilities. The evaluation manager will be responsible for:
- Sharing all draft products including TOR, inception report and evaluation report with internal and external stakeholders to solicit their feedback; The communication will **specify the date by when the feedback is expected** and highlight next steps;
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2. Documenting systematically how stakeholder feedback has been used in finalising the products, ensuring that where feedback has not been used a rationale is provided;
  3. Informing stakeholders (through the ERG) of planned meetings at least one week before and where appropriate sharing the agenda for such meetings;
  4. Informing the evaluation team leader in advance the people who have been invited for meetings that the team leader is expected to attend/present and sharing the agenda;
  5. Sharing final evaluation products (TOR, inception and Evaluation report) with all internal and external stakeholders for their information and action as appropriate;
106. To ensure a smooth and efficient process and enhance the learning from this evaluation, the evaluation team will place emphasis on transparent and open communication with all key stakeholders throughout the process. The team leader will be responsible for:
1. communicating the rationale for the evaluation design decisions (sampling approach, sample size, methodology, data collection tools) in the inception report;
  2. working with the evaluation co-managers to ensure a detailed evaluation schedule is communicated to stakeholders before field work (annexed to the inception report);
  3. sharing a brief PowerPoint presentation prior to the internal and external debriefings to enable stakeholders joining the briefings remotely to follow the discussions;
  4. Including in the final report the list of people interviewed, as appropriate (bearing in mind confidentiality and protection issues highlighted in section 6.5 above)
  5. systematically considering all stakeholder feedback when finalising the evaluation report, and transparently providing rationale for feedback that was not used;
107. As part of the international standards for evaluation, WFP requires that all evaluations are made publicly available following the approval of the final evaluation report; and the links circulated to key stakeholders as appropriate. The evaluation manager will be responsible for sharing the final report and the management response with the regional evaluation officer, who will upload it in the appropriate systems. OEV will upload the final products on the WFP intranet and public websites. The co-manager from the Ministry of education and training will ensure that the report is uploaded on appropriate Government systems, including the Ministry website, as appropriate.
108. The Ministry of Education and Training Principal Secretary and the WFP country director may consider holding a dissemination and learning workshop to enhance the use of the evaluation findings. Such a workshop will target key government officers and partners. The team leader will be called upon to co-facilitate the workshop.

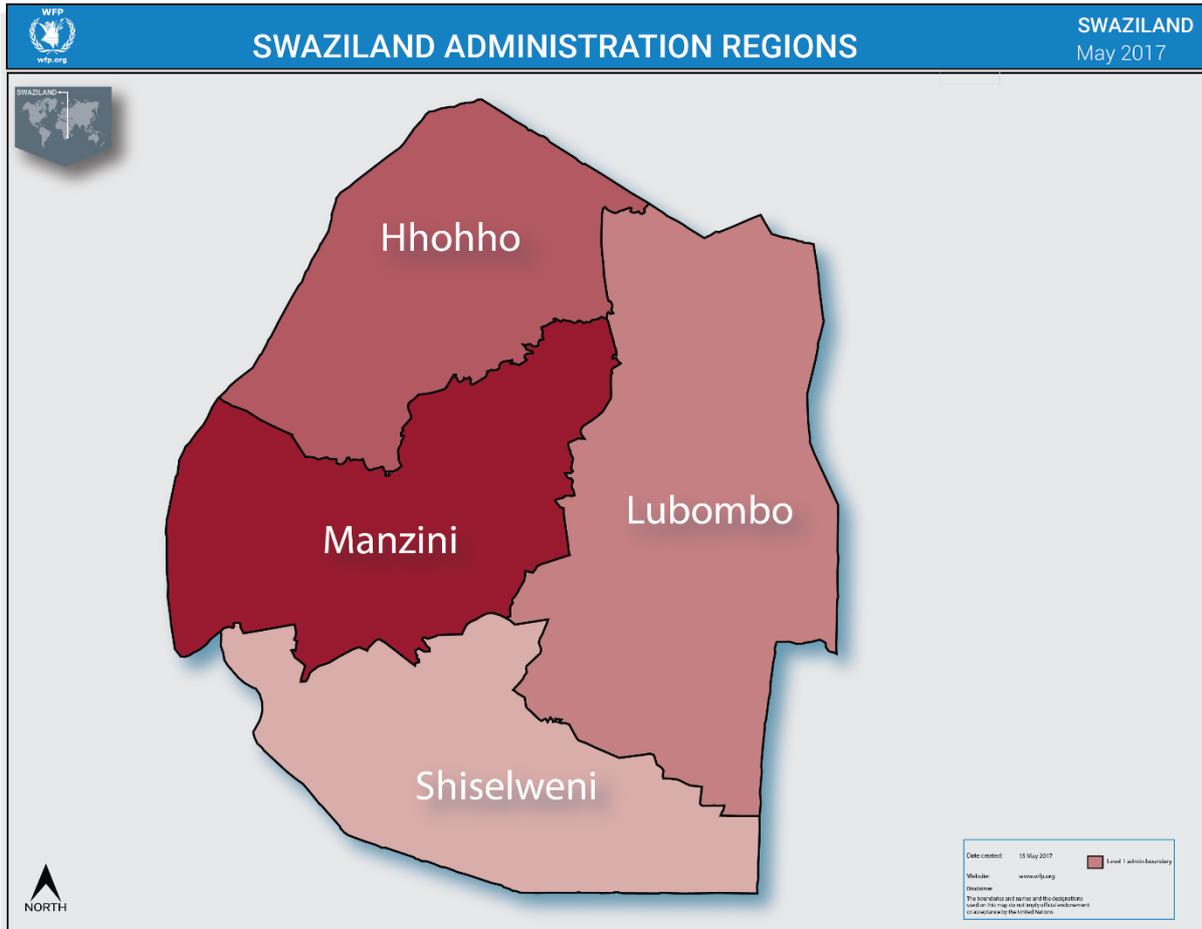
## 8.2. Budget

109. **Budget:** The actual budget will be determined by level of expertise and experience of the individual consultants recruited. Given the low level of funding available to support this evaluation, WFP Country office has allocated about 42% of the required budget, while the Ministry of education and training will contribute in-kind as appropriate. WFP Country office will apply for the 58% of the evaluation budget from the contingency evaluation fund, managed by OEV.
110. The evaluation budget will be managed by WFP Country office following the appropriate finance management procedures. The evaluators will be recruited and remunerated as per WFP HR rules. Hiring and numeration of national consultants will follow appropriate national guidelines as appropriate.

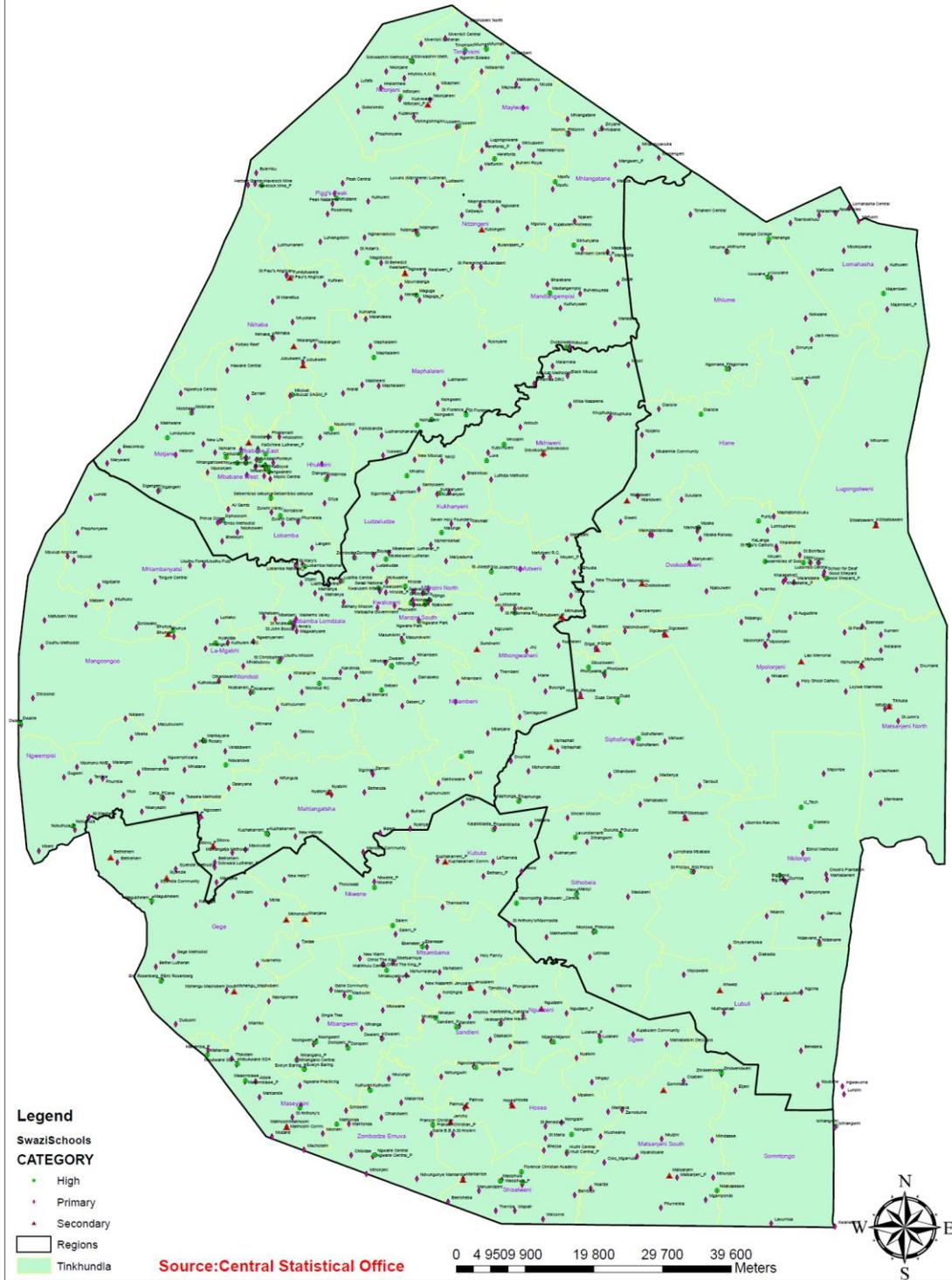
Please send any queries to the following contact persons:

- Cissy Byenkya; [cissy.byenkya@wfp.org](mailto:cissy.byenkya@wfp.org)
- Thobile Gamedze, [leftyt2013@gmail.com](mailto:leftyt2013@gmail.com)
- Grace IGWETA [grace.igweta@wfp.org](mailto:grace.igweta@wfp.org)

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# SCHOOL REGIONAL TINKHUNDLA MAP



## Annex 2 Evaluation Schedule

Phases, Deliverables and Timeline		Key Dates
<b>Phase 1: Preparation</b>		
1	Desk review, first draft of TOR and quality assurance	Oct-Nov 2018
2	Submission of draft TOR to the quality support (QS) advisory service for review and feedback	28 <sup>th</sup> November

3	Hold a meeting with the Ministry of Education and Training to discuss the evaluation and the overall proposed approach, and detailed discussions of the TOR	28 <sup>th</sup> - 29 <sup>th</sup> Nov 2018
4	Revise the TOR based on feedback from QS	2 <sup>nd</sup> Dec 2018
5	Finalize the TOR	3 <sup>rd</sup> Dec 2018
<b>6</b>	<b>Final TOR approved by Chair of evaluation committee</b>	<b>3<sup>rd</sup> Dec 2018</b>
7	Submit TOR and contingency evaluation fund application form	4 <sup>th</sup> Dec 2018
8	Finalize the Identification and recruitment of evaluation team	21 <sup>st</sup> Jan 2019
<b>Phase 2: Scoping and Inception phase</b>		
9	Briefing evaluation team (orientation call with evaluation committee)	30 <sup>th</sup> Jan 2019
10	<b>Scoping</b> to deepen the evaluability assessment presented in section 4.3 by reviewing data availability/reliability and the feasibility of answering the evaluation sub-questions within time and budget constraints; reconstruct the theory of change and refine evaluation sub-questions and draft the evaluation matrix;	31 <sup>st</sup> Jan-10 <sup>th</sup> Feb 2019
11	<b>Inception Mission and Meeting of the Evaluation reference group and Stakeholder session where the evaluation team will</b> present and discuss the theory of change; the evaluation sub-questions and proposed methodology (i.e. core elements of the inception report)	11 <sup>th</sup> – 15 <sup>th</sup> Feb 2019
12	Finalize <b>draft 1</b> of the inception report including methodology, evaluation matrix and schedule	24 <sup>th</sup> Feb 2019
<b>13</b>	<b>Evaluation team leader Submit draft 1 inception report to the evaluation</b>	<b>26<sup>th</sup> Feb 2019</b>
14	Evaluation manager check Draft 1 inception report for completeness, and share with the evaluation committee members for their review	27 <sup>th</sup> Feb 2019
15	Evaluation manager submit the <b>Draft 1</b> inception report to the Quality Support (QS) advisory services for review and feedback	28 <sup>th</sup> Feb 2019
16	Evaluation Manager Receive feedback from QS	7 <sup>th</sup> March
17	Evaluation manager in consultation with the evaluation committee review the feedback from QS and share with evaluation team leader	8 <sup>th</sup> Feb 2019
18	Evaluation Team Revise inception report based on QS feedback to produce <b>draft 2</b>	9 <sup>th</sup> to 16 <sup>th</sup> Mar
<b>19</b>	<b>Evaluation team leader Submit draft 2 of the inception report to evaluation</b>	<b>17<sup>th</sup> Mar 2019</b>
20	Evaluation manager in consultation with the evaluation committee share draft 2 of the inception report with stakeholders for review and comments (ministries of education, ministry of social development, health, ministry of Development planning, UNICEF, FAO)	18 <sup>th</sup> Mar
21	Stakeholders review draft 2 of the inception report and send comments to the evaluation manager	19 <sup>th</sup> to 26 <sup>th</sup> Mar
22	Evaluation manager in consultation with the evaluation committee share the stakeholder comments with team leader	27 <sup>th</sup> Mar
23	Evaluation team revise the inception report based on stakeholder comments to produce final inception report	29 <sup>th</sup> Mar - 3 <sup>rd</sup> April
24	Evaluation team leader submit final inception report to evaluation manager	3 <sup>rd</sup> April
25	The evaluation committee members review the final Inception report before submission to the chair of the committee for approval	4 <sup>th</sup> April
26	Chair of evaluation committee, in consultation with the members of the committee approve the final inception report	5 <sup>th</sup> Apr
27	EM Shares final inception report with stakeholders for information	8 <sup>th</sup> April
<b>Phase 3: Data collection</b>		
28	Briefing session, training of research assistants	8 <sup>th</sup> April
29	<b>Field work (data collection, interviews)</b>	9 <sup>th</sup> - 25 <sup>th</sup> Apr
<b>30</b>	<b>Aide memoire/In-country Debriefing PowerPoints</b>	1 <sup>st</sup> May
31	Debriefing (internal with WFP and Ministry stakeholders)	2 <sup>nd</sup> May
32	Debriefing (external stakeholders) – to be discussed whether this is necessary or whether to wait until there is preliminary results	2 <sup>nd</sup> May
<b>Phase 4: Data Analysis and Reporting</b>		

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33	Team Analyse the data and prepare Draft 1 of the evaluation report	3 <sup>rd</sup> May- 20 <sup>th</sup> May
<b>34</b>	<b>Evaluation team leader submit Draft 1 of the evaluation report to evaluation manager</b>	20 <sup>th</sup> May
<b>35</b>	<b>Evaluation team presents the preliminary findings to the inter-ministerial group</b>	20 <sup>th</sup> May
36	Evaluation manager in consultation with the evaluation committee check report for completeness and submit to QS advisory service for review and feedback	21 <sup>st</sup> -22 <sup>nd</sup> May
37	Receive feedback from Quality support services feedback	22 <sup>nd</sup> May
38	Review Feedback from QS, review and share with evaluation team leader	30 <sup>th</sup> May
39	Evaluation team revise evaluation report based on QS feedback to produce <b>draft 2</b>	1 <sup>st</sup> – 5 <sup>th</sup> June
<b>40</b>	<b>Evaluation team leader submit revised draft 2 of the evaluation report to the evaluation manager</b>	6 <sup>th</sup> June
41	Share evaluation report with stakeholders for their review and comments (ministries of education, ministry of social development, health, ministry of Development planning, UNICEF, FAO, UNESCO)	7 <sup>th</sup> June
42	Stakeholders review <b>draft 2</b> of evaluation report and submit comments to the evaluation manager	8 <sup>th</sup> – 15 <sup>th</sup> June
43	Evaluation manager in consultation with the evaluation committee consolidate comments and submit to team leader	16 <sup>th</sup> June
44	Evaluation team revise evaluation report to produce final report	17 <sup>th</sup> – 22 <sup>nd</sup> June
<b>45</b>	<b>Evaluation team leader submit final evaluation report to evaluation manager</b>	<b>23<sup>rd</sup> June 2019</b>
46	Evaluation manager in consultation with the evaluation committee checks the final report against the stakeholder comments, if OK submits to EC chair for approval	24 <sup>th</sup> - 25 <sup>th</sup> June
47	Chair of EC approves the evaluation report	27 <sup>th</sup> June 2019
48	Share the report with stakeholders (ministries of education, ministry of social development, health, ministry of Development planning, UNICEF, FAO, UNESCO)	30 <sup>th</sup> June 2019
	Team presents the final evaluation recommendations to stakeholders	1 to 5 <sup>th</sup> July [tbc]
<b>Phase 5: Dissemination and follow-up</b>		
49	WFP and The Ministry of Education and Training, in consultation with key ministries prepare management response and action plan for the implementation of the evaluation recommendations in consultation with the stakeholders; and submit to RB for review and	6 <sup>th</sup> to 30 <sup>th</sup> 2019
50	WFP RB review the MR and provide feedback	1 <sup>st</sup> -5 <sup>th</sup> Aug
51	Country office management finalize the MR based on feedback from the RB	10 <sup>th</sup> Aug
52	The evaluation report and the management response are published in the intranet and external website	15 <sup>th</sup> Aug 2019

### Annex 3 Membership of the Evaluation Committee (EC)

1. The evaluation committee (EC) is a temporary mechanism established to facilitate the evaluation management process. The overall purpose of the committee is to ensure a credible, transparent, impartial and quality evaluation process in accordance with WFP Evaluation Policy (2016-2021) and relevant Government directives. It will achieve this by:
  - a) Supporting the evaluation manager throughout the process, including resolving any issues that may affect the quality of the evaluation;
  - b) Making decisions on evaluation budget, funds allocation and selection of evaluators;
  - c) Reviewing evaluation deliverables (TOR, inception report and evaluation report) and submitting them to the EC co-chairs for approval;
  - d) Leading the preparation of the management response/action plan for the evaluation implementation of the evaluation recommendations to ensure that the findings of the evaluation inform decision making as outlined in section 2 of these TOR.

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2. The evaluation committee will be composed of:

**Committee Co-Chairs**

- Mpendulo Khumalo, Ministry of Education and Training, Director of Education
- Cissy Byenkya – WFP Eswatini County office, Head of Programme

**Committee Secretariat (evaluation co-managers)**

- Thobile Gamedze, Ministry of Education and Training Senior Inspector, Nutrition
- Nsindiso Dlamini: WFP M&E officer [under recruitment];<sup>24</sup>

**Committee Members:**

1. [Name tbc], Ministry of Education and Training, Planning
2. [Name tbc], Ministry of Education and Training, EMIS
3. Kazuhiko Nakajima, WFP M&E
4. Sandile Thwala: WFP Vulnerability Analysis and Mapping (VAM)
5. Grace Igweta, WFP Regional Evaluation Officer (Advisory role)

**Annex 4 Membership of the Evaluation Reference Group (ERG)**

1. The Evaluation Reference Group (ERG) is a temporary mechanism established to facilitate stakeholder’s systematic engagement in the evaluation process. The overall purpose of the ERG is to support a credible, transparent, impartial and quality evaluation process in accordance with WFP Evaluation Policy (2016-2021) and relevant Government directives. It will achieve this by:

- a) Providing a systematic mechanism for engaging stakeholders in the evaluation process;
- b) Reviewing draft evaluation products and providing feedback;
- c) Attending the debriefing sessions to discuss preliminary findings;
- d) Attending other dissemination sessions as required;
- e) Support use of evaluation findings through implementation of evaluation recommendations;

2. The evaluation reference group will be composed of:

**ERG Co-Chairs**

- Mpendulo Khumalo, Ministry of Education and Training, Director of Education
- Cissy Byenkya, WFP Eswatini County office, Head of Programme

**ERG Secretariat**

- Thobile Gamedze, Ministry of Education and Training Senior Inspector, Nutrition
- [tbc]: WFP M&E officer;<sup>25</sup>

**ERG Members**

1. Mozipho Mkhatswa, NERCHA
2. [Name tbc], Ministry of Education and Training, EMIS
3. [Name tbc], Ministry of Education and Training
4. [Name tbc], Guidance and Counselling, Ministry of Education and Training
5. [Name tbc], Deputy Prime Minister’s Office, Department of Social welfare
6. [Name tbc], Ministry of Health
7. [Name tbc], Ministry of Agriculture
8. [Name tbc], Ministry of Education and Training, Planning
9. [Name tbc], Director education, primary, Ministry of Education and Training,
10. Nutrition Inspector, Lubombo region
11. Nutrition Inspector, Hhohho region
12. Nutrition Inspector, Manzini region

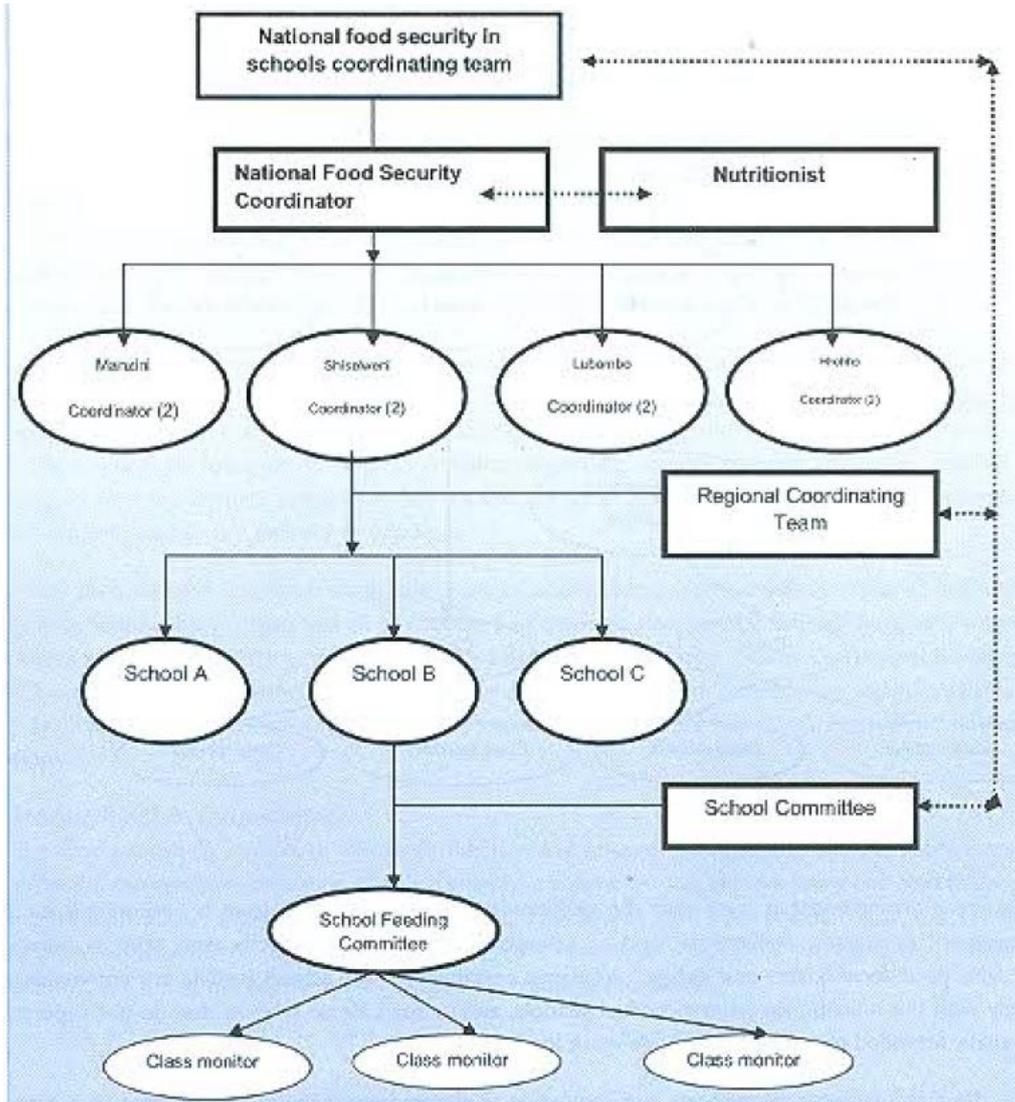
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<sup>24</sup> The Regional Evaluation Officer will support the head of office with this role until the M&E officer is on board

<sup>25</sup> The Regional Evaluation Officer will support the head of office with this role until the M&E officer is on board

13. Nutrition Inspector, Shiselweni region
14. Kazuhiko Nakajima: WFP M&E
15. Sandile Thwala: WFP Vulnerability Analysis and Mapping (VAM)
16. TrixieBelle NICOLLE WFP RB Programme officer (School Feeding);
17. Charles INWANI, WFP Regional programme advisor (social protection);
18. Sibusiso Mondlane, FAO
19. Victor Nkambule, UNICEF
20. Christian Buani, Centre of Excellence, Brazil

## Annex 6 Management Arrangements



**Source:** National Framework for Food Security in Schools, page 28

## Annex 7 Monitoring and Evaluation Indicators for the NFFSS

Indicator Level	Results Hierarchy	Performance Indicator	Frequency (Reporting)
Goal (impact) Level	Increased completion of primary and secondary education by girls and boys	% of students dropping out by gender and grade	At Evaluation (at least 3 years)
Outcome Level	Increased enrolment of girls and boys over 3 year period	Number of Students enrolled at the beginning of each year	Annually
	Increased attendance by enrolled students	% of children absent for 3+ days a month	Annually
	Improved nutrition among target group (school going children)	% of undernourished children (as measured by MUAC/BMI depending on age)	At Evaluation (usually carried out at least after 3 years)
Output Level	Students provided with healthy meals throughout the year	Number of meals served per academic term	Monthly, per term
	Students reporting satisfaction with meals prepared and served in school kitchens	Degree of girls and boys satisfaction of food prepared in kitchen (from low to high)	Monthly, per term
	School garden providing dietary diversity to food provided by Government and partners	Amount of food (kg) contributed by garden to school kitchen	Monthly, per term
	Students, teachers, cooks and committees trained on nutrition and health	Number of students, teachers, and committees knowledgeable on nutrition issues	Annually
Process level	Schools provided with the correct amount of food for school meals	-Amount of food delivered per school	Monthly
	Initiate and sustain school meals in all schools	-Number of schools with a functioning school meals programme	Annually (baseline)
	Schools provided with good quality food	-amount of food delivered within 6 months before expiry- amount of food delivered with minimum transit losses	Monthly, per term
	Schools offer nutrition education as part of food security	- Number of schools offering nutrition education	Annually
	Schools establish and maintain gardens to support school meals	- Number of schools with functioning nutrition gardens	Per term, Annually

Source: National Framework for Food Security in Schools, page 28

## Annex 8 WFP Eswatini T-ICSP 2018-1019 Logframe for Strategic Objective 2

Strategic Outcome 02	SZ01.05.021	The national social protection system in Swaziland is able to target and assist the most food insecure and nutritionally vulnerable populations throughout the year, including in response to shocks	Enhance Swaziland social protection	5.1: Enhanced capacities of public- and private-sector institutions and systems, including local responders, to identify, target and assist food-insecure and nutritionally vulnerable populations	- Nutrition Sensitive - Regional Response for RBJ Southern Africa - Focus: Resilience Building	Implementation capacity, funds and motivation in place at the Government Ministries and in partners. Availability of adequate and well-motivated human resources within the relevant stakeholders.
Outcome Indicator 5.1.1		Zero Hunger Capacity Scorecard				
Activity	SZ01.05.021.CSI1	3 Provide capacity strengthening and technical assistance to government entities involved in social protection	3 Strengthening of social protection	CSI: Institutional capacity strengthening activities	- Regional Response for RBJ Southern Africa - Focus: Resilience Building	
Output		Food-insecure people benefit from increased capacity of government to implement well-targeted, evidence based, nutrition-sensitive and expandable safety nets in order to meet their basic food requirements		C: Capacity development and technical support provided		
Output Indicator C.1		Number of people trained				
Output Indicator C.3		Number of technical support activities provided				
Output		School children benefit from improved government capacity to design and implement a sustainable, nutrition-sensitive, shock responsive national school meals programme that helps meet their basic food and nutrition needs and contributes to improved access to education		C: Capacity development and technical support provided		
Output Indicator C.1		Number of people trained				
Output Indicator C.3		Number of technical support activities provided				
Output		School children benefit from improved government capacity to design and implement a sustainable, nutrition-sensitive, shock responsive national school meals programme that helps meet their basic food and nutrition needs and contributes to improved access to education		E: Advocacy and education provided		
Output Indicator E.1		Number of targeted caregivers (male and female) receiving three key messages delivered through WFP-supported messaging and counselling				
Activity	SZ01.05.021.CSI2	5 Provide capacity strengthening and technical assistance to government entities that manage and use food security monitoring and analysis	5 Support govt capacity for disaster mngmt	CSI: Institutional capacity strengthening activities	- Regional Response for RBJ Southern Africa - Focus: Resilience Building	
Output		Food insecure people benefit from government's increased capacity to manage and utilize food security monitoring and analysis in zero hunger programming in order to meet basic needs throughout the year and strengthen resilience to shocks		C: Capacity development and technical support provided		
Output Indicator C.1		Number of people trained				
Output Indicator C.3		Number of technical support activities provided				
Activity	SZ01.05.021.SMP1	4 Provide on-site meals to orphans and vulnerable children in pre-primary school age at neighbourhood care points	4 On-site meals to OVC	SMP: School meal activities	- Regional Response for RBJ Southern Africa - Focus: Resilience Building	

## Annex 2: Evaluation Approach to Ethics and Safeguards

The rights of the children and other participants will be respected, and their safety will be secured throughout the data collection exercise.

Principle	Evaluation Approach
Seeking the <b>consent</b> of children and parents	<p>Prior to participation in the survey, the ET with assistance from MoET will obtain voluntary informed consent of the parents and children. Consent will not only cover participation but include use of data.</p> <p>Parents/guardians will be informed about the nature of the study and given the opportunity to approve their participation</p>
<b>Children's participation</b> - The principle affirms that children have the right to express their views in all matters affecting them. It requires that their views be heard and given due weight according to their age and maturity, in accordance with human rights conventions	<p>Children will be given opportunity to express their views about school feeding activities that affect their welfare, and these views will be respected</p> <p>Children will be given opportunity to ask questions, decline and withdraw throughout the survey</p> <p>Participatory approaches will be used to ensure that information gathering supports inclusion of minority voices, such as those with disabilities, is non-discriminatory, and is age appropriate.</p>
<b>Confidentiality and Anonymity</b>	<p>Confidentiality of the data will be carefully maintained to safeguard and protect the child. No child will be identified by information in writing, audio recording or images.</p> <p>The ET will make every effort to ensure the information provided during the interview or focus group discussion remains confidential</p>
ET and RAs will strive to meet the <b>highest possible ethical standards</b>	<p>The team will be given a copy of the UN ethical guidelines for evaluation developed by UNEG, 2008.</p> <p>Training of RAs will include how to respect the dignity, diversity and individual participants of the evaluation.</p> <p>The evaluation team leader will ensure that activities adhere to accepted legal and ethical practice and conduct</p> <p>One evaluation team member is an expert in education and child development and will provide oversight on ethical issues.</p>

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### Annex 3: Data Collection Tools



#### Tool 1. Structured Questionnaire to collect School-level Data

To be administered in Sampled Schools (school feeding focal teacher and/or head teacher) by Research Assistants

Identification Data						
1. Date of interview:						
2. Name of school						
3. Level		<input type="checkbox"/> Primary		<input type="checkbox"/> Secondary/High School		
4. If secondary/high school, does the school have boarding facility?		<input type="checkbox"/> Yes		<input type="checkbox"/> No		
5. If primary school, does the school offer early childhood care and education (ECCE)?		<input type="checkbox"/> Yes		<input type="checkbox"/> No		
6. Details of interviewee:						
NAME		TITLE		(Tick one)		MOBILE #
				M	F	
1. General Information						
1.1	Region	<input type="checkbox"/> Hhohho	<input type="checkbox"/> Lubombo	<input type="checkbox"/> Manzini	<input type="checkbox"/> Shiselweni	
1.2	Constituency					
1.3	Location	<input type="checkbox"/> Urban	<input type="checkbox"/> Rural		<input type="checkbox"/> Semi-urban	
1.4	Ecological Zone	<input type="checkbox"/> Highveld	<input type="checkbox"/> Middleveld	<input type="checkbox"/> Lowveld	<input type="checkbox"/> Lubombo Plateau	
1.10	Phone number					
1.12	Email address					
1.14	Additional comments:					
2. Basic School Feeding Information						
2.1	In 2019, what is the total number of pupils enrolled in the school?	Boys _____	Girls _____			
2.1.1	How many of these pupils are living with disabilities?	Boys _____	Girls _____			
2.2	In 2018, please provide the number of pupils absent for 3+ days per month (by grade)	TERM	Boys	Girls		
		Term 1				
		Term 2				
		Term 3				
2.3	In 2018, what was the total number of pupils enrolled in the school?	Boys _____	Girls _____	How many of these pupils are living with disabilities?		
				Boys _____		Girls _____

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2.4	Average actual attendance in 2018 (by grade)	TERM	Boys		
		Term 1			
		Term 2			
		Term 3			
2.4.1	Average possible attendance in 2018 (by grade)	Month	Boys		
		Term 1			
		Term 2			
		Term 3			

**3. School Feeding**

**3.1 School Meals**

**Note: questions 3.0.1 through to 3.0.2.3 applies to each school term (term 1, term 2, and term 3)**

		Maize	Rice	Beans	Vegetable oil	Peanut butter
3.0.1	Do you collect the food or it is delivered at your school?	<input type="checkbox"/> Delivered <input type="checkbox"/> Collected	<input type="checkbox"/> Delivered <input type="checkbox"/> Collected	<input type="checkbox"/> Delivered <input type="checkbox"/> Collected	<input type="checkbox"/> Delivered <input type="checkbox"/> Collected	<input type="checkbox"/> Delivered <input type="checkbox"/> Collected
3.0.1.1	When was it delivered? (before or after schools open)	<input type="checkbox"/> Before <input type="checkbox"/> After	<input type="checkbox"/> Before <input type="checkbox"/> After	<input type="checkbox"/> Before <input type="checkbox"/> After	<input type="checkbox"/> Before <input type="checkbox"/> After	<input type="checkbox"/> Before <input type="checkbox"/> After
3.0.1.2	If delivered, how many days, before or after schools open?	_____	_____	_____	_____	_____
3.0.2.1	If collected, when did you receive communication for collection? (before or after schools open)	<input type="checkbox"/> Before	<input type="checkbox"/> Before	<input type="checkbox"/> Before	<input type="checkbox"/> Before	<input type="checkbox"/> Before
3.0.2.2	If food was collected, when was communication received? How many day (before or after schools open)	_____	_____	_____	_____	_____
3.0.2.3	If food was collected, how long did it take the school, after receiving communication, to collect the food?	_____	_____	_____	_____	_____
3.1.3.1	How much of the following commodities were received in 2018?	<b>Commodity</b> <b>1<sup>st</sup> term</b> <b>2<sup>nd</sup> term</b> <b>3<sup>rd</sup> term</b> Maize (50 kg bags) Rice (50 kg bags) Beans (50 kg bags) Veg. oil (20l) Peanut butter (20l)				
3.1.4	Was the food delivered in the quantity you were expecting?	<input type="checkbox"/> Yes <input type="checkbox"/> No				
3.1.5	Is there a quality assessment of the food provided to the children?	<input type="checkbox"/> Yes <input type="checkbox"/> No				
3.1.6	If yes, who is performing this control?	<input type="checkbox"/> Principal <input type="checkbox"/> School feeding focal teacher <input type="checkbox"/> Cook(s) <input type="checkbox"/> Other				
3.1.6.1	If selected "other", in 3.1.6, please specify.	_____				

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3.1.6.2	Was the food delivered in the quality you expected? Damaged bags, presence of foreign material (weevil),	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.1.7	In 2018, were any of the food items delivered within six (6) months of their expiry date?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Do not know
3.1.10	Do the parents or the community contribute in kind for school feeding?	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.1.11	If yes, what are their 3 main contributions? (Tick)	<input type="checkbox"/> Labour <input type="checkbox"/> Food <input type="checkbox"/> Fuel <input type="checkbox"/> Other
3.1.11.1	If selected "other" in 3.1.11, please specify	_____
3.1.12	Were school meals provided every day during the last year (2018)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.1.13	If no, why were school meals not provided every day during the last year?	_____ _____
3.1.14	If no, how many days (including the number of days at the beginning of the term) in 2018 were the pupils NOT fed?	_____ days
3.1.15	In the past year (2018), was there any situation where food ran out before all pupils got their rations?	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.1.16	If yes, how many days in total did that happen?	_____ days
3.1.17	If yes, what was the cause of food running out before all pupils could get their rations?	<input type="checkbox"/> Less food was delivered <input type="checkbox"/> Less food was cooked than the required amount <input type="checkbox"/> Increased enrolment/ attendance <input type="checkbox"/> Other
3.1.17.1	If selected "other" in 3.1.17, please specify	_____
3.1.18	In the past year (2018), was there a situation where food remained after all pupils had received their rations?	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.1.19	If yes, what happened to the left-over food?	<input type="checkbox"/> Given to pupils to take home <input type="checkbox"/> Thrown away <sup>26</sup> <input type="checkbox"/> Other
3.1.19.1	If selected "other" in 3.1.19, please specify	_____
3.1.20	Additional comments:	
<b>3.2</b>	<b>School Gardens</b>	
3.2.1	Does the school have a garden?	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.2.1.1	If yes, does it contribute to school feeding?	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.2.2	If yes, what is the size (in ha) of the school feeding garden?	_____ ha

3.2.3	If no, does the school have a portion of land which has the potential to be used as garden?	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.2.4	If yes, what is the size (in ha) of the available land?	_____ ha
3.2.5	Which of the following food items are provided by the school feeding garden?	<input type="checkbox"/> Vegetables <input type="checkbox"/> Maize <input type="checkbox"/> Beans <input type="checkbox"/> Other
3.2.5.1	If selected "other" in 3.2.5, please specify 1	_____
3.2.5.2	If selected "other" in 3.2.5, please specify 2	_____
3.2.5.3	If selected "other" in 3.2.5, please specify 3	_____
3.2.6	In year 2018, how often were the following commodities provided to the school kitchen by the school garden?	Vegetables _____ Maize _____ Beans _____
3.2.7	Additional comments	
<b>3.3</b>	<b>Nutrition Education</b>	
3.3.1	Is there any nutrition education offered in the school?	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.3.2	If yes, who conducted the nutrition education training?	<input type="checkbox"/> Ministry of Education <input type="checkbox"/> Nutrition council <input type="checkbox"/> Ministry of Health <input type="checkbox"/> Other
3.3.2.1	If selected "other" in 3.3.2, please specify.	_____
3.3.3	If yes, how is this being offered, explain	_____
3.3.3.1	Which of the following topics are covered in nutrition education?	<input type="checkbox"/> Hygiene <input type="checkbox"/> Food handling and preparation <input type="checkbox"/> Other
3.3.3.1.1	If selected "other" in 3.3.3.1.1 please specify.	_____
3.3.4	How many of the personnel working on or supporting in school feeding received training on nutrition education?	_____
3.3.4.1	How many of the personnel working on or supporting in school feeding did not receive training on nutrition education?	_____
3.3.5	In your opinion, how important is nutrition education training?	<input type="checkbox"/> Very important <input type="checkbox"/> Somewhat important <input type="checkbox"/> Not important
3.3.6	Is deworming happening in the school?	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.3.7	If yes, how many times per school calendar year	<input type="checkbox"/> Once a year <input type="checkbox"/> Once every term <input type="checkbox"/> Other
3.3.7.1	If selected "other" in 3.3.7, please specify.	_____

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3.4 School feeding infrastructure, cooking energy source, water and sanitation,	
3.4.1	Is there a school feeding kitchen? <input type="checkbox"/> Yes <input type="checkbox"/> No
3.4.2	If yes, what is the size (in square meters)? _____ m <sup>2</sup>
3.4.3	What is the condition? <input type="checkbox"/> Bad <input type="checkbox"/> Poor <input type="checkbox"/> Average <input type="checkbox"/> Good <input type="checkbox"/> Very good
3.4.4	Is there a canteen or a dining room (specifically dedicated for the feeding)? <input type="checkbox"/> Yes <input type="checkbox"/> No
3.4.5	If yes, what is the size (in square meters)? _____ m <sup>2</sup>
3.4.6	What is the condition? <input type="checkbox"/> Bad <input type="checkbox"/> Poor <input type="checkbox"/> Average <input type="checkbox"/> Good <input type="checkbox"/> Very good
3.4.7	What is the school's main source of drinking water? <input type="checkbox"/> Tap <input type="checkbox"/> River <input type="checkbox"/> Well <input type="checkbox"/> Borehole <input type="checkbox"/> Tank <input type="checkbox"/> Other
3.4.7.1	If selected "other" in 3.4.7, please specify. _____
3.4.8	What is the main source of cooking energy? <input type="checkbox"/> Electricity <input type="checkbox"/> Firewood <input type="checkbox"/> Other
3.4.8.1	If selected "other" in 3.4.8, please specify. _____
3.4.9	If the main source of cooking fuel is firewood, who provides it? <input type="checkbox"/> School buys firewood <input type="checkbox"/> Pupils bring firewood <input type="checkbox"/> Other
3.4.9.1	If selected "other" in 3.4.9, please specify. _____
3.4.10	Type of toilet facility used by pupils <input type="checkbox"/> Bush <input type="checkbox"/> pit latrine <input type="checkbox"/> Flush toilet
3.4.11	Do the pupils have hand-washing facility? <input type="checkbox"/> Yes <input type="checkbox"/> No
3.4.12	Do cooks have hand-washing facility? <input type="checkbox"/> Yes <input type="checkbox"/> No
3.4.13	Do the pupils wash their hands regularly before school meals? <input type="checkbox"/> Yes <input type="checkbox"/> No
3.4.14	How do the pupils wash their hands? <input type="checkbox"/> Several pupils wash hands in one basin <input type="checkbox"/> Each pupil wash hands separately <input type="checkbox"/> Other
3.4.14.1	If selected "other" in 3.4.14, please specify. _____
<b>4. (School Support) Staff Costs</b>	
4.0	How many cooks are there in the schools? _____
4.0.1	How much does each cook gets paid per month? E_____
4.1	Are there other people other than the cook who work on school feeding, including volunteers? <input type="checkbox"/> Yes <input type="checkbox"/> No

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4.1.1	How many on a normal day?	_____
4.2	If yes in 4.3, how much time, per day, do they dedicate to school feeding activities?	Hours.....
4.2.1	Do they receive non-cash payment?	<input type="checkbox"/> Yes; <input type="checkbox"/> No
4.2.2	What do they get and how often?	_____
4.6	Additional comments:	
<b>5. Capital Costs</b>		
5.1	If yes to 3.4.1, did the school build a structure to serve as a kitchen for school feeding before or in/after 2010?	<input type="checkbox"/> Yes; <input type="checkbox"/> No
5.1.1	If in/after 2010, provide the year.	Year _____
5.1.2	If yes to 3.4.1, did the school rehabilitate a structure to serve as a kitchen for school feeding before or after January 2010?	
5.1.2.1	If in/after 2010, provide the year.	Year _____
5.2	If in/after 2010, how much did this construction cost?	E_____
5.2.1	If selected in/after 2010, how much did this rehabilitation cost?	E_____
5.3	If yes in 3.4.1, how many years do you expect this structure to remain in use?	
5.4	Who paid for this construction?	<input type="checkbox"/> Government <input type="checkbox"/> School <input type="checkbox"/> Other
5.4.1	If selected "other" in 5.4.1, please specify.	_____
5.4.2	Who paid for this rehabilitation?	<input type="checkbox"/> Government <input type="checkbox"/> School <input type="checkbox"/> Other
5.4.2.1	If selected "other" in 5.4.2.1, please specify.	_____
5.5	Did the school build or rehabilitate a structure for food storage?	<input type="checkbox"/> Yes <input type="checkbox"/> No
5.5.1	If yes, provide the year.	Year _____
5.5.2	Did the school rehabilitate a structure for food storage?	<input type="checkbox"/> Yes; <input type="checkbox"/> No
5.5.2.1	If yes, provide the year.	Year _____
5.6	If yes in 5.5, how much did this construction cost?	E_____
5.6.1	How much did the rehabilitation cost?	E_____
5.7	If yes in 5.5, how many years should this structure remain in use?	_____ years

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5.8	Who paid for this construction/rehabilitation?	<input type="checkbox"/> Government	<input type="checkbox"/> School	<input type="checkbox"/> Other
5.8.1	If selected "other" in 5.8, please specify.	_____		
5.9	Additional comments:			
<b>6. Other Running Costs</b>				
6.1	How much does the school pay, per term, for transportation of food from the distribution point to the school?	E _____		
6.2	How much money is spent on school feeding-related maintenance (cleaning supplies, kitchen repairs, painting, etc.) in one school year?	E _____		
6.3	How much money is spent on water per year	E _____		
6.4	How much money is spent on electricity per year?	E _____		
6.5	Who pays for these running costs?	<input type="checkbox"/> Government	<input type="checkbox"/> School	<input type="checkbox"/> Other
6.5.1	If selected "other" in 6.5, please specify.	_____		
6.6	Additional comments:			
<b>7. Other Costs</b>				
7.1	Are there any other costs associated with school feeding that were not asked about in this questionnaire	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
7.1.1	? If yes in 7.1, what are they? Please list cost items			
7.2	How much money is spent, per term, on these other costs in one school year?	E _____		
7.3	Who pays for these other costs?	<input type="checkbox"/> Government	<input type="checkbox"/> School	<input type="checkbox"/> Other _____
7.3.1	If selected "other" in 7.3, please specify.	_____		
7.4	Additional comments:			
<b>8. School Feeding Logistics (Ask for estimates for year 2018)</b>				
8.1	Did the school experience any food losses between the collection point and your school?			
	<input type="checkbox"/> Yes <input type="checkbox"/> No			
8.1.1	On average, how much losses, if any, occur between food collection point and your school?			
	Maize _____ 50 kg bags			
	Rice _____ 50 kg bags			
	Beans _____ 50 kg bags			
	Vegetable oil _____ 20 litres container			
	Peanut Butter _____ 20 litres container			
8.2	If answer to 8.1 is greater than zero, what causes these losses?			
	<input type="checkbox"/> Spillage <input type="checkbox"/> Theft Other (specify) _____			

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8.3	Did the school experience any food losses at the school? <input type="checkbox"/> Yes <input type="checkbox"/> No
8.3.1	On average, how much losses, if any, occur at the school? Maize _____ 50 kg bags Rice _____ 50 kg bags Beans _____ 50 kg bags Vegetable oil _____ 20 litres container Peanut Butter _____ 20 litres container
8.4	If answer to 8.3 is greater than zero, what causes these losses? <input type="checkbox"/> Spillage <input type="checkbox"/> Theft <input type="checkbox"/> Other (specify) _____
8.5	Do pupils stand in one queue for food irrespective of gender? <input type="checkbox"/> Yes <input type="checkbox"/> No
8.5.1	Do pupils stand in one queue for food irrespective of grade? <input type="checkbox"/> Yes <input type="checkbox"/> No
8.6	Is there any arrangement made to ensure that pupils with disability get access to food? <input type="checkbox"/> Yes <input type="checkbox"/> No
8.7	If yes, what are there arrangements  <input type="checkbox"/> Pupils living with disability have a separate queue <input type="checkbox"/> Pupils living with disability are allowed to skip the queue <input type="checkbox"/> Other
8.7.1	If selected "other" in 8.7, please specify. _____
<b>9. Availability of food and perception towards school feeding</b>	
9.1	To what extent do you agree with the following statements?
9.2	Pupils' level of concentration and knowledge assimilation is higher during days of school feeding compared to days when there is no school feeding.  <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
9.3	On average, the performance of pupils would be poorer than it currently is if there was no school feeding.  <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
9.4	All pupils have equal opportunities and access to food (there is no bullying, discrimination against children living with disabilities, shy girls or boys are not excluded etc).  <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
9.5	Attendance would be lower than it currently is if there was no school feeding.  <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
9.6	Drop-outs would be more than the current levels, if there was no school feeding.  <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
9.7	I know the exact amount or quantities of food items to be delivered.  <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
9.8	The food items delivered are always the correct amount or expected amount ( <b>NB: briefly explain the objectives of NSFP</b> )  <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
9.9	School feeding is contributing positively towards social protection and poverty reduction, at least for the beneficiaries.  <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree

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9.10	The current design and implementation of the school feeding programme (based on the allocation of roles, responsibilities, and tasks relating to NSFP) does take into consideration gender issues.  <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
9.11	In your view, are the school meals provided in line with the needs of boys and girls in your school?  <input type="checkbox"/> Yes <input type="checkbox"/> No
9.12	In your view, does the school garden provide food items in line with the needs of boys and girls in your school?  <input type="checkbox"/> Yes <input type="checkbox"/> No
9.13	In your view, is the nutrition education provided in line with the needs of the boys and girls in your school?  <input type="checkbox"/> Yes <input type="checkbox"/> No
9.14	In your view, what are the long-term effects (positive or negative, intended or unintended) of school feeding on the lives of boys and girls?  Long-term effect _____ Long-term effect _____ Long-term effect _____ Long-term effect _____ Long-term effect _____
9.15	In your view, what are the most important aspects (give up to five) that must be considered when planning a home-grown school feeding programme? <b>(NB: briefly explain the concept of home-grown school feeding programme)</b> Aspect 1 _____ Aspect 2 _____ Aspect 3 _____ Aspect 4 _____ Aspect 5 _____
9.16	In your view, what adjustments need to be implemented to the current design of the NSFP to make it an efficient social protection instrument while enhancing its contribution to education outcomes and development objectives? _____
<b>10. Factors associated with success or failure of the school feeding programme</b>	
10.1	In your view, what factors (that are within the control of the school) contribute to the success or failure of the school feeding programme?  Factor _____ Factor _____ Factor _____ Factor _____ Factor _____
10.2	In your view, what factors (outside the control of the school) contribute to the success or failure of the school feeding programme?  Factor _____ Factor _____ Factor _____ Factor _____ Factor _____
<b>11. Observation (NB: The Research Assistant should make assessments and independently complete this section)</b>	

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11.1	Condition of school feeding garden <input type="checkbox"/> Bad <input type="checkbox"/> Poor <input type="checkbox"/> Average <input type="checkbox"/> Good <input type="checkbox"/> Very good
11.2	Condition of school feeding kitchen <input type="checkbox"/> Bad <input type="checkbox"/> Poor <input type="checkbox"/> Average <input type="checkbox"/> Good <input type="checkbox"/> Very good
11.3	Condition of school feeding storage structure <input type="checkbox"/> Bad <input type="checkbox"/> Poor <input type="checkbox"/> Average <input type="checkbox"/> Good <input type="checkbox"/> Very good
11.4	Condition of toilets used by pupils <input type="checkbox"/> Bad <input type="checkbox"/> Poor <input type="checkbox"/> Average <input type="checkbox"/> Good <input type="checkbox"/> Very good
11.5	Condition of toilets used by staff (teachers and other support staff) <input type="checkbox"/> Bad <input type="checkbox"/> Poor <input type="checkbox"/> Average <input type="checkbox"/> Good <input type="checkbox"/> Very good

**Monitoring and Evaluation**

11. Does the school have a stock management system?

- Yes                       No

12. How many times does per month do you inspect the quality of food in the storeroom?

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World Food Programme

## Tool 2. Key Informant Interviews WFP Eswatini Head of Office

IDENTIFICATION DATA				
Date of interview:				
Place of interview (region, town, name of office)				
Details of interviewees:				
NO	NAME	TITLE	M/F	MOBILE
1				
2				
3				
4				

### Questions for Head of Office:

1. Briefly explain the WFP strategy in Eswatini from 2010 to date, and how school feeding has evolved over time and why? (Context/Relevance)
2. Please explain the involvement of WFP in the NSFP? (Context/Relevance)
3. When conceptualising NSFP, which other social protection policies were considered? (Context/Relevance)
4. Between 2010 and 2018, what design and implementation adjustments (if any) were made on the NSFP? What informed these adjustments and what was their impact (if any) (Relevance)
5. Briefly describe to what extent the adjustment of the school feeding programme over time remains relevant to the needs of boys, girls, men and women? How is it aligned to Government priorities and other WFP policies, including gender policies where/as appropriate? (Relevance)
6. To what extent did the adjustment made on the NSFP remain aligned to Government priorities, policies, and strategies such as the National Development Strategy (as revised in 2014) and the Poverty Reduction Strategy and Action Plan (PRSAP)? Elicit the social protection instrument the NSFP complements and parts of the NDS and PRSAP it addresses or contributes to. (Relevance)
7. How does the school feeding programme, as currently designed and implemented, complement other social protection and nutrition instruments in Eswatini? How? (Relevance)
8. What type of technical assistance (if any) has WFP been providing to MoET and other stakeholders between 2010 and 2018?
9. Does the technical assistance provided by WFP address the needs of the MoET and other stakeholders? (Relevance)
10. Briefly describe what you consider having been the most significant achievements/results of the school feeding. (Realisation of Objectives/Effectiveness)
11. Where is the evidence of these achievements – e.g. SPRs, M&E findings and external reports? (Effectiveness)
12. What is the available evidence of the long-term effects (positive or negative, intended or unintended) of the school feeding programme on the lives of boys and girls, and the households of cooks, farmers and cooks? (Impact)

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13. What are the main factors behind the overall results for school feeding? [Note: emphasis on the key internal and external factors influencing these results] (Factors)
14. What are the best practices and key lessons emerging from school feeding programmes? (Impact)
15. What is the involvement of WFP in the NSFP's ongoing M&E?
16. What are the key questions you are left with - in relation to what did or did not happen - and where is WFP looking to go next? [Needs of ECCE children, children with special needs (blind and deaf), and children with special dietary needs e.g. dietetic children]. (Sustainability)
17. What were the main challenges? [Management, Programming/Operational, Staffing, Partnership, Funding]. (Challenges)
18. How did you integrate gender into the school feeding programme? [Design, implementation, M&E and staffing. Please also talk about 'gender-mainstreaming' in other WFP activities by emphasising the main limitations/achievements (if any) encountered]. (Gender)
19. How do you work with partners? Who do you consider to be direct partners and boundary partners? What is the status of formal and informal partner relationships? Please describe coordination at all levels. Are all stakeholders engaged in the process? (Coordination)
20. What capacity building was conducted? How successful was it? [Note: ask about the modality and uptake] {Government, school personnel, etc.} (Coordination)
21. Should there be future school feeding programming, what would you do differently? What adjustments are required to the design and implementation programme to make school feeding an effective shock-responsive social protection instrument while enhancing its contribution to other developmental objectives? [Models, approach, collaboration and coordination, etc.] (Sustainability)
22. What are the key considerations for HGSF? Elements that need to be considered before implementing HGSF?
23. ANY OTHER INFORMATION:

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### Tool 3. Key Informant /Group Interviews with Ministry of Education and Training

IDENTIFICATION DATA				
Date of interview:				
Place of interview (region, town, name of office)				
Details of interviewees:				
NO	NAME	TITLE	M/F	MOBILE
1				
2				
3				
4				

1. Please briefly narrate the history of the Eswatini school feeding programme? (Context/relevance).
2. Is the current goal of the NSFP, as presented in the NFFSS, the same as the one conceptualised at the inception of the NSFP in 1963? If it has changed over time, what are the predecessors of the current goal? (Relevance)
3. To what extent is the NSFP aligned to other social protection instruments, Government policies and strategies, including the National Development Strategy (NDS) and Poverty Reduction Strategy and Action Plan (PRSAP)? Elicit the social protection instrument the NSFP complements and parts of the NDS and PRSAP it addresses or contributes to. (Relevance)
4. To what extent is the NSFP aligned to the needs of the targeted boys and girls? Elicit the specific needs of boys and girls targeted by the NSFP. (Context/relevance)
5. What design and/or implementation adjustments has the MoET made on the NSFP between 2010 and 2018? including those that may have been made in 2015/16 in response to the El Niño induced drought. What informed these adjustments and what was their impact (if any) (Relevance)
6. To what extent did the adjustments (including those that may have been made in 2015/16 in response to the El Niño induced drought) of the School Feeding Programme into different models remain relevant to the needs of boys, girls, men and women? How is it aligned to Government priorities and WFP policies? (Relevance)
7. Briefly describe what you consider having been the most significant achievements/results of the school feeding programme [Realisation of Objectives] (Effectiveness)
8. Where is the evidence of these achievements – e.g. SPRs, M&E findings and external reports? (Effectiveness)

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9. What is the available evidence of the long-term effects (positive or negative, intended or unintended) of the school feeding programme on the lives of boys and girls, and households of cooks, farmers and cooks? (Impact)
10. What are the main factors behind the overall results for school feeding? [Note: emphasis on the key internal and external factors influencing these results] (Factors)
11. What are the main challenges [Management, Programming/Operational, Staffing, Partnership, and Funding, for each model?] (Challenge)
12. What are the best practices and key lessons emerging from the school feeding programme? What are the key questions you are left with in relation to the needs of ECCE children, children with special needs (blind and deaf), and children with special dietary needs e.g. diabetic children? [Sustainability] (Impact and Sustainability)
13. Is there a multi-sectoral steering committee coordinating the implementation of school feeding at the national level? If yes, please identify which sectors are part of this steering committee [e.g. Education, Health, Agriculture, Social Protection, Local Government, Water, etc.]. (Coordination)
14. To what extent has the school feeding programme achieved its intended education (and nutrition, health and livelihood) outcomes for boys and girls, men and women, over the period under review? (Effectiveness)
15. What are the long-term effects (positive or negative, intended or unintended) of the school feeding programme on the lives of boys and girls targeted, and the households of caterers and cooks? (Impact)
16. Is there evidence that school feeding has contributed to increased livelihood opportunities, social protection, nutrition, and incomes for men and women, especially in the rural areas? (Impact)
17. How did you integrate gender into the school feeding programme? [Design, implementation, M&E and staffing. Please also talk about 'gender-mainstreaming' in other MoET activities by emphasising main limitations/achievements (if any) encountered]. (Gender)
18. What capacity building was conducted particularly at school level, by the MoET, other Government ministries or development partners to ensure that school feeding yields the desired benefits (zoom into the issue of nutrition education)? How successful was it? [Note: ask about the modality and uptake] {Government, Ministry of Agriculture, etc.} (Capacity Building)
19. What are the M&E arrangements for the implementation of NSFP at national, regional and school levels?
20. What are the key considerations for HGSE? Elements that need to be considered before implementing HGSE. (Recommendations)
21. What adjustments are required to the design and/or implementation of the school feeding programme to make it an effective shock-responsive social protection instrument while enhancing its contribution to other developmental objectives? [Models, approach, collaboration and coordination, etc.] (Recommendation)
22. ANY OTHER INFORMATION? ASK FOR STATISTICS.

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#### Tool 4. Key Informant Interviews with NERCHA Programme Staff

IDENTIFICATION DATA				
Date of interview:				
Place of interview (region, town, and name of office)				
Details of interviewees:				
NO	NAME	TITLE	M/F	MOBILE
1				
2				
3				
4				

1. Please explain the involvement of NERCHA in the NSFP. (Context and Relevance)
2. Briefly explain your programme department's focus areas, its strategy and relevance of the programme to the needs of the targeted population, Government priorities, NERCHA policies and country programme. (Relevance).
3. Over the period 2010 to 2018, what adjustments has NERCHA implemented on the NSFP? What informed these adjustments and what was their impact (if any)?
4. Does the currently designed and implemented school feeding programme, its strategy and relevance to the needs of the targeted population, Government priorities, NERCHA policies and country programme, complement other donor programmes such as social protection and nutrition? If yes, which ones? How? (Relevance)
5. Briefly describe achievements/results so far [realisation of the school feeding objectives/objectives of your department]. (Effectiveness)
6. What are the long-term effects (positive or negative, intended or unintended) of the school feeding programme on the lives of boys and girls targeted, and the households of caterers and cooks? Any written evidence? (Impact)
7. What is the existing evidence that the school feeding programme has contributed to increased livelihood opportunities, social protection, nutrition, and incomes for men and women, especially in the rural areas? [e.g. previous surveys or M&E reports] (Impact)
8. How did you work with partners? Coordination and collaboration with relevant stakeholders? (Partnership)
9. How was the capacity building delivered at school level by NERCHA to ensure that school feeding focal persons are able to deal with school feeding logistical issues (in relation to school feeding delivery) successful was it? [Note: Ask about modality, uptake and evidence] (Capacity building)

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10. Were gender issues considered when allocating tasks relating to NSFP activities performed by NERCHA?  
How did you integrate gender when allocating tasks?
11. What are the main factors behind the results for your component?  
[Note: ask about internal and external] What were the best practices? What were the main challenges?
12. How sustainable do you think the school feeding programme is? [Note: Ask for examples to justify]. In future school feeding programmes, what would you do differently? What needs to be adjusted? (Sustainability)
13. What is the involvement of NERCHA in the NSFP's ongoing M&E?
14. What are the key considerations for HGFSF? Elements that need to be considered before implementing HGFSF. (Recommendations)
15. What are the strengths, weaknesses, opportunities, and threats in relation to NERCHA as the school feeding programme transitions to HGFSF?
16. What will NERCHA have to adjust in current procurement model for the successful implementation of the HGFSF? (note talk to issues of staff, if they will need to add personnel; change logistics)
17. Based on your experience in dealing with NSFP, in the future what would you do differently? What adjustments are required to its design and implementation for transition? (Note: adjustments in general, not necessarily within NERCHA) (Recommendation)

ANY OTHER INFORMATION

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**Tool 5. Key Informant Interviews**  
**Government Officials - Ministry of Agriculture and Health**

IDENTIFICATION DATA				
Date of interview:				
Place of interview (region, town, and name of office)				
Details of interviewees:				
NO	NAME	TITLE	M/F	MOBILE
1				
2				
3				
4				

1. Please briefly explain the Eswatini context about your ministry's focus areas or functions? (Context/relevance)
2. What role does your ministry/department play in school feeding, social protection, and nutrition programmes? (Relevance)
3. In terms of your policy/programme focus, what are the key areas you are focusing on and how does the school feeding programme fit into your focus areas/priorities? (Relevance)?
4. How do you see the contribution of the school feeding programme to increased livelihood opportunities, social protection, nutrition, and incomes for men and women, especially in the rural areas? (Impact)
5. How effective is the coordination and collaboration of partners? What is the status of formal and informal partner relationships? How engaged are the stakeholders? (Coordination)
6. What capacity building was conducted to support or institutionalise the school feeding programme? How successful was it? [Note: ask about the modality and uptake] {Government, Private Contractors, etc.} (Capacity building)
7. In future (re: school feeding), what would you recommend be done differently? What adjustments are required to the design and implementation of the school feeding programme to make it an effective shock-responsive social protection instrument while enhancing its contribution to other developmental objectives? (Recommendation)
8. What are the strengths, weaknesses, opportunities, and threats (SWOT) of the ministry (**Note: tailor this to the relevant ministry? E, g ministry of Agric or ministry of health**), particularly smallholder farmers, in supporting HGSF?

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ANY OTHER INFORMATION:

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### Tool 6. Key Informant Interviews

#### Government Officials - Ministry of Commerce and Trade (SME Unit)

IDENTIFICATION DATA				
Date of interview:				
Place of interview (region, town, and name of office)				
Details of interviewees:				
NO	NAME	TITLE	M/F	MOBILE
1				
2				
3				
4				

1. Please briefly explain the Eswatini context regarding your ministry's focus areas or functions? (Context/relevance)
2. What form of support does the ministry, particularly the SME Unit, provide to small businesses in Eswatini?
3. Out of all the small businesses supported by the SME Unit, what proportion are small scale farmers?
4. The Ministry of Education is considering introducing a home-grown school feeding programme (HGSF). Please explain the role that can be played by the Ministry of Commerce, particularly the SME Unit, in ensuring the success of the HGSF.
5. In your view, what are the strengths, weaknesses, opportunities, and threats of SMEs, in relation to supporting the HGSF?
6. What are the key considerations that must be considered regarding the design and implementation of the HGSF to ensure that SMEs are able to participate in the programme?

ANY OTHER INFORMATION:

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**Tool 7. Key Informant Interviews and Group  
National Disaster Management Agency (NDMA).**

<b>IDENTIFICATION DATA</b>				
Date of interview:				
Place of interview (region, town, and name of office)				
Details of interviewees:				
<b>NO</b>	<b>NAME</b>	<b>TITLE</b>	<b>M/F</b>	<b>MOBILE</b>
1				
2				
3				
4				

1. Please briefly explain the Eswatini context regarding the focus areas or functions of NDMA. (Context/relevance)
2. What are the successes achieved by the NDMA in the recent past, with regards to natural disaster management in Eswatini? (Note: zoom into issues around the 2015/16 El Niño induced drought).
3. NDMA implemented breakfast in school, how was it implemented, how did it work what lessons did you draw from it?
4. The Ministry of Education intends to involve local farmers in the provision of food items to schools through the introduction of a home-grown school feeding programme (HGSF). What role would the NDMA play in ensuring that the agricultural sector is resilient to shocks - particularly climate shocks - and delivers on its expectation?
5. From the viewpoint of NDMA, what are the key considerations that must be considered for the HGSF to be a success? (Recommendation)
6. What opportunities and threats, relating to disaster, are faced by the agricultural sector in Eswatini?
7. ANY OTHER INFORMATION:

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**Tool 8. Key Informant Interviews**  
**National Nutrition Council**

IDENTIFICATION DATA				
Date of interview:				
Place of interview (region, town, and name of office)				
Details of interviewees:				
NO	NAME	TITLE	M/F	MOBILE
1				
2				
3				

1. Please explain the focus areas or functions of the National Nutrition Council in Eswatini. (Context)
2. What is the involvement of the National Nutrition Council in the school feeding programme?
3. How is the "nutrition education" component of NSFP implemented at school level?
4. Briefly describe achievements/results so far. [Realisation of the nutrition education objectives/objectives of your department] (Effectiveness)
5. What is the existing evidence that nutrition education has contributed to increased livelihood opportunities for the beneficiaries? (Impact)
6. How was the capacity building delivered – both in relation to school feeding delivery and to wider partner development? How successful was it? [Note: Ask about modality, uptake and evidence] (Capacity building)
7. Were gender issues considered when allocating tasks relating to NSFP activities performed by the National Nutrition Council? How did you integrate gender when allocating tasks?
8. What are the main factors behind the results for your component? [Note: ask about internal and external] What were the best practices? What were the main challenges?
9. Do you think the nutrition education component of the school feeding programme is sustainable? [Note: Ask for examples to justify]. In future school nutrition education initiatives, what would you do differently? What needs to be adjusted? (Sustainability)
10. What is the involvement of the National Nutrition Council in the NSFP's ongoing M&E?
11. What are the key considerations for HGSF? [Note: zoom into issues of nutrition elements that need to be considered before implementing HGSF]. (Recommendations)
12. What are the strengths, weaknesses, opportunities, and threats - in relation to the National Nutrition Council - as the school feeding model transitions to HGSF?
13. If the nutrition education is to continue as a pillar of the NSFP, what should be done differently?" (Recommendation)

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ANY OTHER INFORMATION:



### Tool 9. Focus Group Discussions with school children

IDENTIFICATION DATA			
Date of interview:			
Place of interview (region, town, and name of office)			
Details of interviewees:			
NO	NAME	GRADE	M/F
1			
2			
3			
4			
5			
6			
7			

#### Introduction

Understand the context of the children by probing some of the following (or any relevant ice breaker):

- Why do you attend school?
- What are your aspirations in life? What do you want to be when you finish school?
- What distance do you travel coming to school?
- What are your parents or guardian occupation?

#### Discussions on the School Feeding Programme

1. What are the things that you like about the school meals?
2. What have been the benefits you have experienced or observed from the school meals?
3. Has the food ration been adequate to address your food and nutritional needs?
4. What are some of the things you do not like about the school meals? Ask them to list and prioritise according to order of importance

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5. What do you think should be changed in the school meals? Ask them to list and prioritise according to order of importance
6. Are you taught nutrition education at your school? What are the things that you learn?
7. Do you have a school garden? If No, why?
8. What is grown in the school garden?
9. What is your participation in the school garden?
10. What are the things you have benefited from having a school garden at your school?
11. What do you do with the produce from the school gardens?
12. What can be done differently?
13. What have been some of the positive and/or negative effects that you have observed as a result of the school feeding activities on boys and girls?

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### Tool 10. Focus Groups with community and parents

IDENTIFICATION DATA			
Date of interview:			
Place of interview (region, town, and name of office)			
Details of interviewees:			
NO	NAME	GRADE	M/F
1			
2			
3			
4			
5			
6			
7			

1. How involved was the community (men and women) in analysing and designing the National School Feeding Programme (NSFP)?
  - a) Explain the NSFP operations in your school in terms of:
  - b) Procurement process and involvement of the community
  - c) Preparation of meals and cooks (supporters)
  - d) School gardens
  - e) Training in nutrition and health
2. Do the school meals meet the food and nutrition needs of the children?
3. What priority food and nutrition security needs does the programme meet?
4. Are there any other food and nutrition security needs that the programme activities are not addressing that it should be?
5. Is the programme contributing to improvements in retention, enrolment and drop-out rates for targeted women, men, boys and girls?
6. What factors have influenced achievement (or not) of the intended outcomes of the programme?

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7. Is the programme implemented in the most efficient way in terms of (i) timeliness of activities, (ii) quality of services provided and (iii) implementation approach?
8. Does the school have a garden? What is the condition? How has it contributed to the school meals? What are the challenges?
9. Has any of the community members had training in nutrition and health? How useful was the training? Has it facilitated behavioural change that has enhanced nutritional benefits?
10. What have been some of the positive and/or negative effects that you have observed as a result of the programme activities on targeted women, men, boys and girls?
11. How has the programme promoted community ownership?
12. What are the key factors that drive community ownership of the programme in your area?

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**Tool 11. Focus Groups with cooks**

IDENTIFICATION DATA				
Date of interview:				
Place of interview (region, town, name school)				
Details of interviewees:				
NO	NAME	TITLE	M/F	MOBILE
1				
2				
3				

1. How long have you been working as a cook? And how many years have you worked at the current school?
2. Did anyone of you receive training on nutrition education? if yes, are u able to apply the concept you learnt? [food preparation]
3. If you were to prepare the same food for your household, would you use the same recipe and processes you follow at the school kitchen? [find out if they can add ingredients in the same proportions]
4. How are roles shared among yourselves (do you specialise, or roles are on a rotational basis)?
5. How many of you volunteer their services and how many are being paid? For those who are paid, how is each paid per month?
6. Has anyone of you received sanitation training? (if yes in what year was the training offered?)
7. In the past year, was there any instance where you had to deviate from the normal way of cooking (cook less, some ingredients were not available, etc) [adherence to ration size]? if yes, how often did such incidences happen? (rare, often, very often)
8. In the past year, was there any incident where the prepared food ran out before all the pupils could get their rations? If yes, what caused the food to run out?
9. In the past year, was there an incident where food remained after all the pupils had received their ration? If yes, how often did that happen (rare, often, very often)? What caused the food to remain and what happened to the leftover food?
10. In your view, is the food delivered at the school of good quality? [ask if the bean or maize are free of foreign material and/or weevil]
11. What challenges, if any, do you face while doing your job?
12. In your view, what needs to be changed to improve the way school feeding is delivered?

ANY OTHER INFORMATION:

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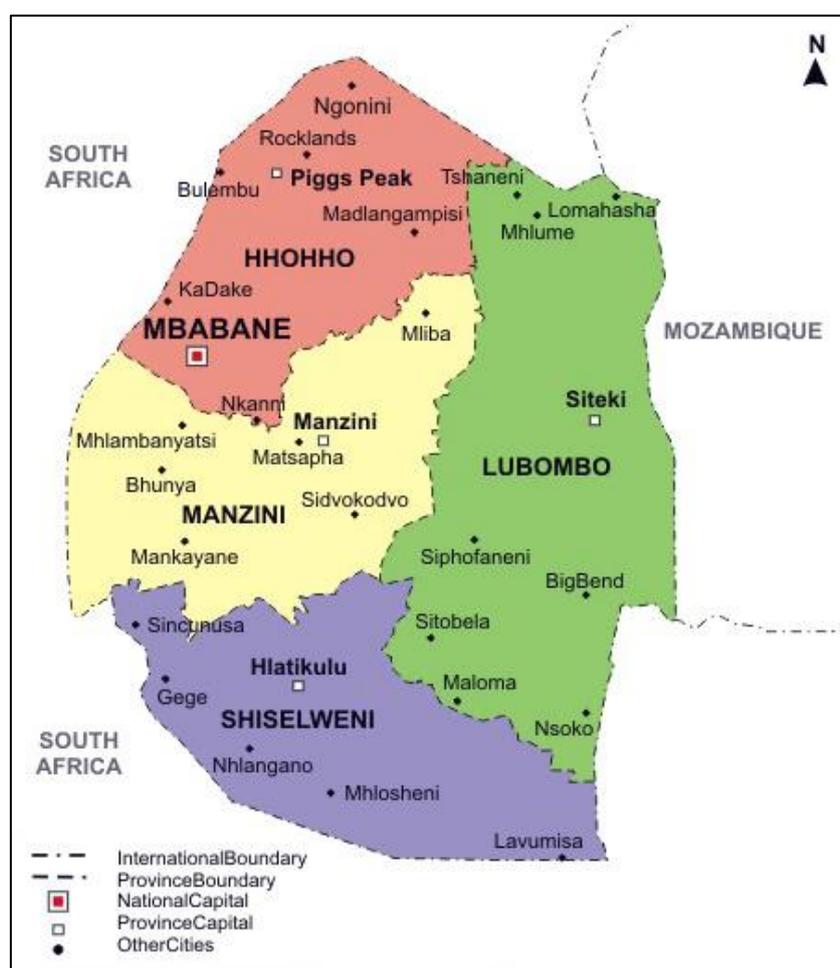
## Annex 4: Detailed Evaluation Methodology

### Site Mapping

The evaluation covered all four administrative regions of Eswatini as shown in the Figure below. Multi-stage sampling was used in this evaluation. To select schools to be visited, the evaluation stratified Eswatini by region, constituency, and by rural or urban area within each constituency where applicable. Although simple random sampling was done at a regional level, the ET ensured a representation of all constituencies within each region and that both rural and urban areas were well represented in the sample. Within the sampled schools, stakeholders (i.e. pupils and parents) were categorised by gender when conducting Focus Group Discussions (FGDs) where appropriate.

Sampling for the study was informed by the size needed for quantitative assessment aspect of the evaluation. Calculations of appropriate levels of precision, confidence, and variability are based on the computational determination formula used in **Box 1**. The steps followed in determining the sample are presented in **Box 2**.

Map of Eswatini Administrative Regions



Source: <http://www.vidiani.com/swaziland-detailed-political-map-with-regions-and-cities/>

**Box 1: Sample size calculation for statistical accuracy of quantitative questionnaire survey**

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n is the minimum sample size required,

N is the population size, and

e is the level of precision or margin of error

**Source:** Yamane (1967:886)

### **Box 2: Steps for sample selection**

**Step 1:** Consider total population of primary and secondary schools by region and calculate sample size using 95% confidence level and 10% margin of error to get the minimum number of schools

A minimum national sample (for a total of 854 primary and secondary schools) that is needed to support quantitative analysis is 86 schools if schools were randomly selected without cluster sampling. However, considering regional analysis that is required for this evaluation on several dimensions to answer the evaluation questions, the ET reduced the confidence interval to 7.5% to get a higher sample of 142 schools. This represents about 17% of all schools.

To ensure a balance between primary and secondary schools based on the total numbers of schools, the sample size was proportionally divided as follows:

Primary Schools =  $(589/854) \times 142 = 98$  schools ( about 18% of all schools)

Secondary Schools =  $(265/854) \times 142 = 44$  schools (about 17% of all schools)

**Step 2:** Sample using Proportional to Size to determine the composition of primary and secondary schools in the sample

To determine the number of schools to sample from each region, proportionate sampling was adopted, where more schools were selected from regions with relatively large numbers of schools. Proportionate sampling was also used to determine the composition of primary and secondary/ high schools in the sample.

		Number of schools	Sample size	Number of schools	Sample size	Sample size
<b>Step 2:</b>	<b>Proportional to size, based on the two clusters i.e. primary and secondary</b>					
	Hhohho	157	26	68	11	37
	Lubombo	130	22	62	10	32
	Manzini	158	26	72	12	38
	Shiselweni	144	24	63	10	34
	<b>Total (Random sampling)</b>	<b>589</b>	<b>98</b>	<b>265</b>	<b>44</b>	<b>142</b>

**Step 3:** Apply simple random sampling (select every sixth school in the list of schools) for the selection of the schools within each region

Simple random sampling was used to select schools within each region. Based on stakeholder consultations, the ET settled on selecting every sixth school as the ideal interval taking into consideration the minimum sample and the number of schools within each region. This interval is also deemed enough, since it yields a sample higher than the minimum required yet remaining feasible to undertake within the planned timeline. (See the List of sampled schools in Annex 7)

**Step 4:** Identify characteristics (rural, urban, ecological zone, schools with ECCEs). Particular attention was paid to ensuring that schools offering ECCE are represented in the sample

A minimum of 4 schools offering ECCE was targeted per region. After sampling, the ET then assessed the sampled schools, against the list of schools offering ECCE.

**Step 5:** Assess whether the selected schools address the characteristics of interest, if not supplement sample with purposive sampling

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Sampling from the list of schools offering ECCE was done when-ever the minimum of 4 schools was not achieved. As a result, three schools were added in the Hhohho region, one in the Manzini region, and two in the Shiselweni region. There was no need to do supplementary sampling for the Lubombo region since the assessment revealed that the schools were already selected during the simple random sampling procedure.

For secondary/high schools, only simple random sampling was applied, with the aim of selecting at least 10 schools per region. A total of 44 secondary schools were selected. The grand total sample for primary and secondary is 104 and 44 respectively, resulting in a combined grand total of 148 schools.

### Eswatini School Feeding Evaluation Sampling Strategy

		Primary		Secondary		Total
<b>Step 1:</b>	Number of schools	589		265		854
	Total Sample (CL:95%; CI:7.5%=142)	98		44		142
<b>Step 2:</b>		Number of schools	Sample size	Number of schools	Sample size	Sample size
	<b>Proportional to size, based on the two clusters i.e. primary and secondary</b>					
	Hhohho	157	26	68	11	37
	Lubombo	130	22	62	10	32
	Manzini	158	26	72	12	38
	Shiselweni	144	24	63	10	34
	<b>Total (Random sampling)</b>	<b>589</b>	<b>98</b>	<b>265</b>	<b>44</b>	<b>142</b>
<b>Step 3:</b>	<i>See Annex 7 for list of sampled schools per region using simple random sampling</i>					
<b>Step 4 and 5</b>	<b>Purposive Sampling (ECCE schools)</b>					
	Hhohho		3		0	3
	Lubombo		0		0	N/A
	Manzini		1		0	1
	Shiselweni		2		0	2
		<b>Total (Purposive sampling)</b>		<b>6</b>		<b>0</b>
<b>Grand Total Sample Size</b>			<b>104</b>		<b>44</b>	<b>148</b>
<b>%of schools sampled</b>			<b>18%</b>		<b>17%</b>	<b>17%</b>

### Data collection methods and tools

Data was collected by the ET and trained gender balanced Research Assistants (RA). To improve the quality and efficiency of data collection exercise, computer assisted personal interviews (CAPI) was used for data collection. The tools for the data collection included a structured questionnaire used for collecting school-level data (both qualitative and quantitative data), a semi-structured questionnaire for KIIs, a FDG guide for community and school level interviews. At the end of each field day, data collected by Research Assistants using the structured questionnaire was uploaded onto the server and preliminary analysis to check for internal validity and consistency was conducted by the Evaluation Team. Routine data quality queries to scan for any errors or problems was done as part of quality assurance processes before analysis begins.

**Structured questionnaires** were administered through face-to face interviews to elicit both quantitative and qualitative school-level data. Data on enrolment is being collected consistently and reported annually through the Education Information Management System (EMIS). Data on school attendance and nutrition is currently not included in the EMIS.

**Focus groups** were conducted with stakeholders shown in the table below. As the primary beneficiaries of NSFP, discussions were held with boys and girls, with a view to understanding their perceptions on the design and

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implementation of the programme, and more specifically the difference it has made on their lives. Orphan and Vulnerable Children (OVCs) and children living with disability were included in interviews in ways that minimise stigma. Homogenous groups such as parents and cooks (in instances where a school has more than one cook) were consulted through focus groups. FGDs were composed of 6-12 persons per group. At all times the team ensured a gender balance among those interviewed. FGDs were conducted by the ET in 20 schools (five schools per region).

#### **Site/school level interviews**

Girls, boys, OVC, and people living with disabilities	2 groups of 10 children – 1 girls’ group, 1 boys’ group Each group with OVCs and people living with disabilities
Parents	1 group of men and 1 group of women
Cooks	1-1 interview (as a group, where school has more than one)
Focal teachers, School Principals	1-1 interview

A **semi-structured questionnaire** was used to guide interviews. These interviews were conducted by the ET only. Participants included relevant senior and middle ranking staff in various Ministries, donors and UN agency partners, WFP internal staff, NGOs and NSFP contractors. Interviews with technical staff in the NERCHA and MoET helped the ET access financial information for the National Cost Assessment (NCA) study and get insight of cost elements of the programme including the opportunity costs. A semi- structured questionnaire was also be used for regional level consultations as shown **in the table below**.

#### **Regional level interviews (ET only)**

Ministry of Education	1-1 interview
Ministry of Health	1-1 interview
Ministry of Agriculture	1-1 interview
Ministry of Commerce, Industry & Trade	1-1 interview
Ministry of Economic Planning & Development	1-1 interview
National Nutrition Council	1-1 interview
National Disaster management Agency (NDMA)	1-1 interview

The ET consulted various **secondary literature** in MoET, WFP and partners. In the absence of a baseline survey, national policy and institutional analyses was mainly qualitative.

Thematic analysis was used to analyse qualitative data both from the structured and semi-structured questionnaire. Time series data such as school attendance rate, drop-out rates, and enrolment were analysed using a trend analysis. Lastly, quantitative data (particularly cost data) was disaggregated by commodity and analysed arithmetically to compute total cost per commodity per year. The cost element was ranked in order of size to identify the key cost drivers. Cost data was disaggregated by “funder” (who pays for the costs) to quantify how much the NSFP costs Government, community, and development partners.

#### **Ensuring Quality**

This evaluation ensured quality by systematically applying the WFP’s Decentralized Evaluation Quality Assurance System (DEQAS). DEQAS defines the quality standards expected from this evaluation and sets out processes with in-built steps for Quality Assurance. It 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.

The MoET and WFP Evaluation Managers were responsible for ensuring that the evaluation progresses as per the DEQAS Process Guide and for conducting a rigorous quality control of the evaluation products ahead of their finalization. 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.

The evaluation team are independent and external and have not been directly responsible for the policy-setting, design or overall management of the programme. In addition, the ET have no vested interests and will be given full freedom to access information, to conduct the evaluative work impartially and to present findings based on the analysis of available evidence.

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All methods used during the evaluation employed involved in the evaluation process. Accordingly, the Team Leader was responsible for safeguarding and ensuring ethics at all stages of the evaluation cycle. Besides the integration of gender, the evaluation approach will integrate disability and children with special needs ensuring their views, rights and needs are incorporated throughout the evaluation. The dignity and diversity of evaluation participants was respected through use of culturally appropriate data collection methods. Participants were informed of the evaluation purpose and process and were given the chance to consent or not to participate on that basis.

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## Annex 5: List of primary and secondary schools visited

### Primary schools

Hhohho	Lubombo	Manzini	Shiselweni
Gobolondlo Primary	Bhadlane Primary School	Ekudzeni Primary School	Othandweni Primary School
St Amedius Catholic Primary School	Entandweni Primary School	Tsawela Primary School	Mbukwane primary
Emvembili Lutheran Primary	Mlindazwe primary school	Mpuluzi Primary School	Jericho BEA Primary School
Makhwane PRIMARY School	Mahhoshe Primary	Moti Primary School	Latsamela AME Primary School
Ngowane primary school	Nyambo Primary Schools	New Hebron primary	Ecinisweni Primary School
Nkambeni Primary School	Sikhandzabantu Primary	St John Primary	Nkutjini primary
Elangeni Primary School	Hlutse Primary School	South Methodist Primary School	Langolotjeni Primary school
Mphumalanga primary school	St Augustine's Primary School	Seven Holy Founders Primary School	Swindle Methodist Primary
Black Mbuluzi Nazarene Primary School	IKhwezi primary school	Malangeni Primary School	Hhohho Primary School
Phemba primary school	St John's Primary School	Endzeleni Primary School	Ngwane Central Primary
Mbuluzi Primary School	Assembly of God Primary School	Sidvokodvo Nazarene Primary	Esandleni primary school
Ntfonjeni Primary School	Ngomane Primary School	Mafutseni Nazarene Primary School	Bhejisa Primary School
Ezulwini valley primary school	Sulutane Primary school	St Theresa Primary	Ebaleni Primary school
Al Saints Primary school	Lubuli Primary School	Nkiliji Primary School	Mkhondvo Primary School
Msunduza Primary School	Mahlabaneni Primary School	Mhlambanyatsi Primary School	Mpandesane Primary School
Malibeni Primary School	Bekezela Primary	Makhungutsha Roman Catholic Primary	Ezindwendweni primary
Nginamadvolu primary school	Manyeveni Primary	INGwempisana Primary School.	Matsanjeni Community Primary
eSidwashini Primary	Letindze Primary School	Manzini Nazarene Primary School	Magubheleni Primary School
Ekujabuleni Holiness Primary School	Emhlabeni Primary School	Ekukhanyeni Primary School	Ndvungunye Primary School
St Pauls Anglican PRIMARY School	Ebenezer Primary School	Gundwini Primary	
Nsinini primary school	Maloyi Primary School	Gebeni Primary School	
Dlangeni Primary School		Ludzeludze primary	
Mabhawu Roman Catholic Primary School		Ka-Bhudla Primary	
Njakeni Primary School		Embeka Primary School	

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<b>Hhohho</b>	<b>Lubombo</b>	<b>Manzini</b>	<b>Shiselweni</b>
Mavula Pisgah Primary		Kwaluseni Central Primary School	
Hlobane Primary School		Ka-luhleko primary school	
Mhlangatane nazaren primary		Damaseko Primary School	
Ezulwini Valley Primary			
Layandza primary school			

### **Secondary/high schools**

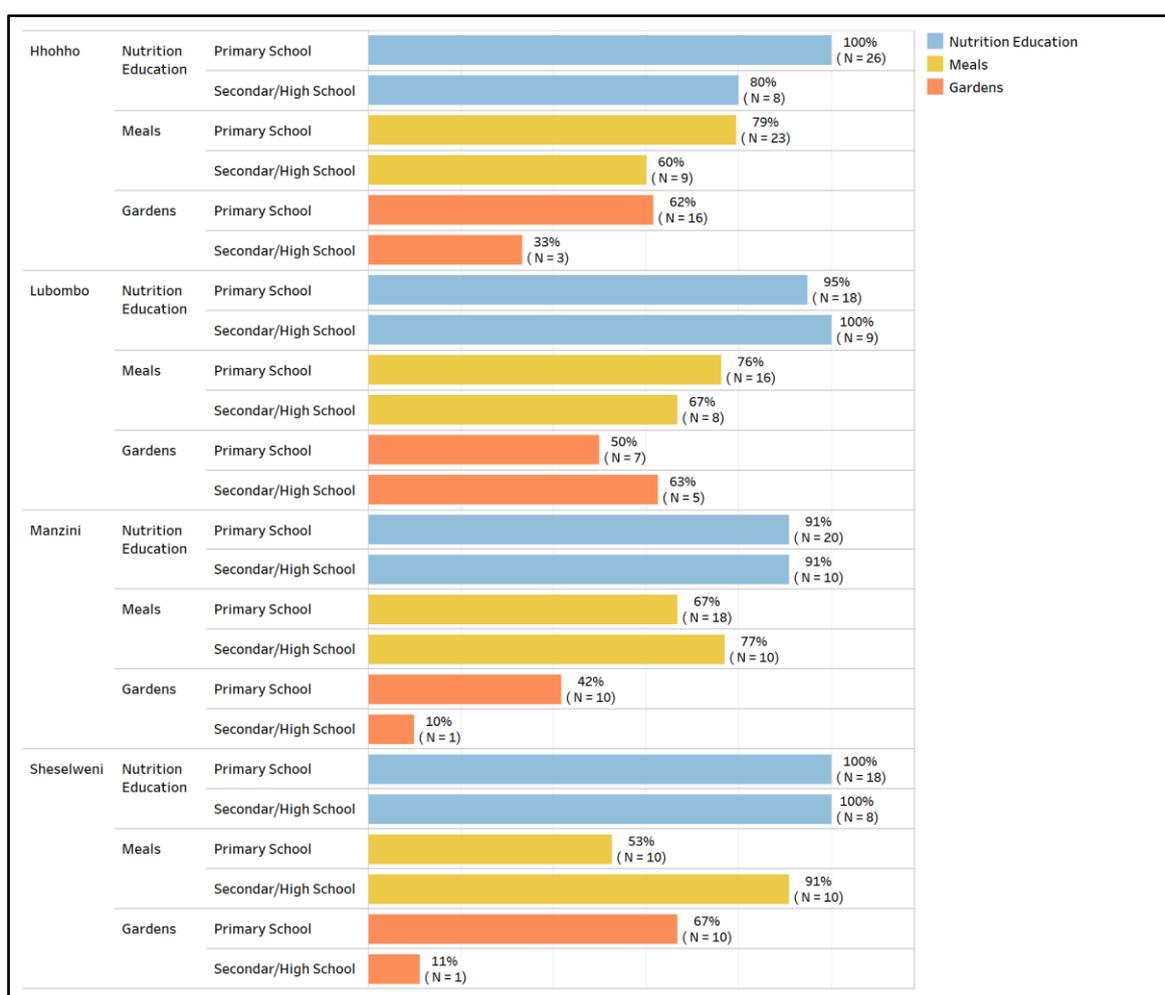
<b>Hhohho</b>	<b>Lubombo</b>	<b>Manzini</b>	<b>Shiselweni</b>
Nhlanganisweni High school	Nceka High School	St Micheal high	Hluthi central high school
Ekudwaleni High School	Mabhensane High School	Zombodze National High school	Engudzeni FEA High School
Florence Catholic High School	Nkanini high school	Embekelweni	OSLO High
John Wesley High	Maloyi high school	La-Mawandla high	Sokhonjiwe High
Mbuluzi High School	Mpompota High	Mkhuzweni High School	Evelyn Baring High School
St Mark's high	Shewula high school	Sigombeni High School	KaLamndlandla high
Mbabane Central High School	Lavundlamanti	Salesian High	Chist The King High School
Dianne High Schools	Sibetsaphi High	Nkiliji High	Elulakeni High
Siphocosini High School	Bekezela High	Hillside high school	Matsanjeni Community High
Hlatane High	Tikhuba High School	Manzini Central High School	Makhonza high school
Ludzibini secondary school	Hlutse High School	Moyeni High	Nkwene High
Mangweni High	Mhlume high school	Bhunya Central High	
Mzimnene high school		Emvimbeko High School	
Mavula Community High School			
Pigg's Peak Central High School			

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## Annex 6: Perception Analysis on whether school meals, nutrition education and gardens were established in line with the needs of boys and girls by school level and region

The figure below shows that all primary schools in the Hhohho region believed that nutrition education was in line with the needs of boys and girls while 80 percent of secondary school also believed that the nutrition education is in line with the needs of boys and girls. Regarding meals, 79 percent of primary school respondents believed that the meals were tailored to the needs of boys and girls while only 60 percent of respondents in secondary schools were for the view that the meals were in line with the needs of boys and girls.

In general, few respondent were for the view that school feeding gardens were in line with needs of boys and girls. Only 10 percent of secondary schools in the Shiselweni region believed that school feeding gardens were in line with the needs of boys and girls. However, more than half (63 percent) of respondents in secondary school in the Lubombo region believed that school feeding gardens were in line with needs of boys and girls with 50 percent of respondents in primary schools in the same region also believed that school feeding gardens were in line with the needs of boys and girls.



Source: Data collected at the school level

## Annex 7: Number of days when meals were not served disaggregated by region and school

The table below shows the number of days in 2018 when meals were not served. Only schools that reported that they did not serve meals everyday day in 2018 are presented in table. For instance, 6 primary schools in the Hhohho region reported that there were days during which meals were not served in 2018. On average, 6 primary schools in Hhohho region did no serve meals for 23 school days. In Manzini region, there is at least one primary school that did not serve meals for 96 days in 2018. In Shiselweni, the maximum number of day during which meals were not served by any of the sampled primary schools is 33 days. In Hhohho and Lubombo regions secondary schools had, on average more days (29 days and 19 day, respectively) when meals were not served compared to primary schools in the same regions (23 days and 13 days, respectively). On the other hand, primary schools in the Manzini and Shiselweni regions had, on average, more days (24 days and 20 days, respectively) during which meals were not served compared to secondary schools in the same regions (19 days and 12 days, respectively).

Looking at the severity/depth of the problem, primary schools seems worse off since the maximum number of days (last column of the table) when meals were not served is consistently higher than that of secondary schools. In the Manzini region, the maximum number of days during which meals were not served by primary school was more than double of that for secondary schools (96 days for primary school compared to 35 days for secondary schools).

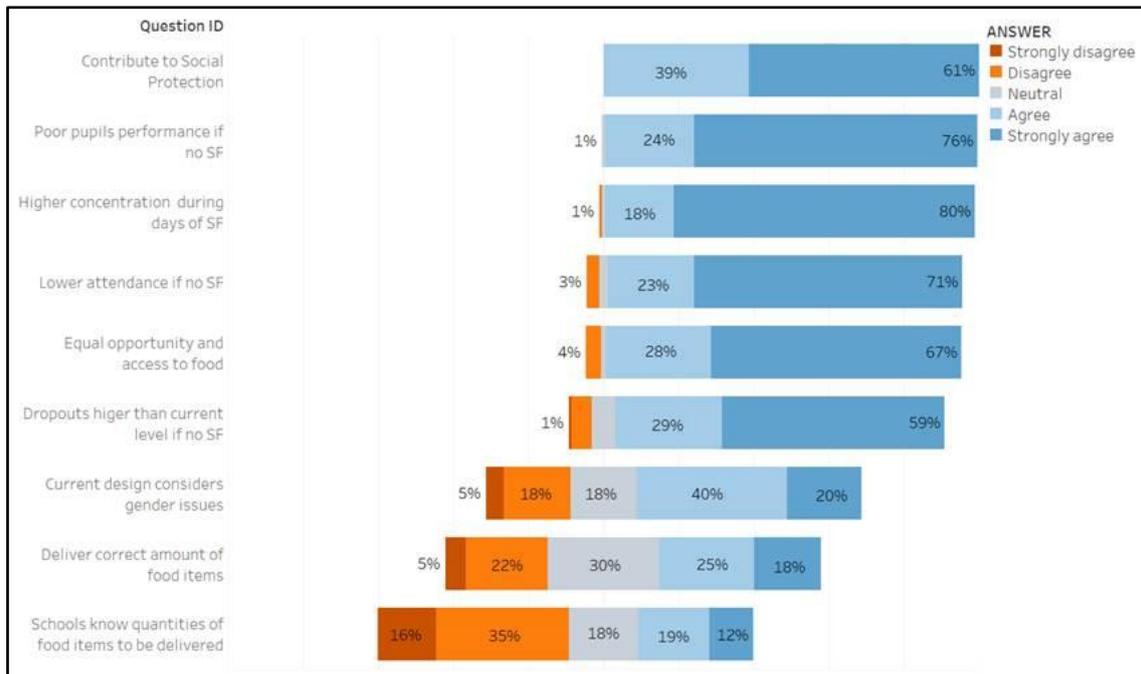
Region	Number of schools	Mean (average) number of days	Min days	Max days
<b>Primary schools</b>				
Hhohho	6	23	3	63
Lubombo	9	13	3	35
Manzini	5	24	3	96
Shiselweni	7	20	5	33
<b>Secondary schools</b>				
Hhohho	6	28	2	53
Lubombo	5	19	3	40
Manzini	2	19	2	35
Shiselweni	2	12	10	15

Source: Data collected at the school level

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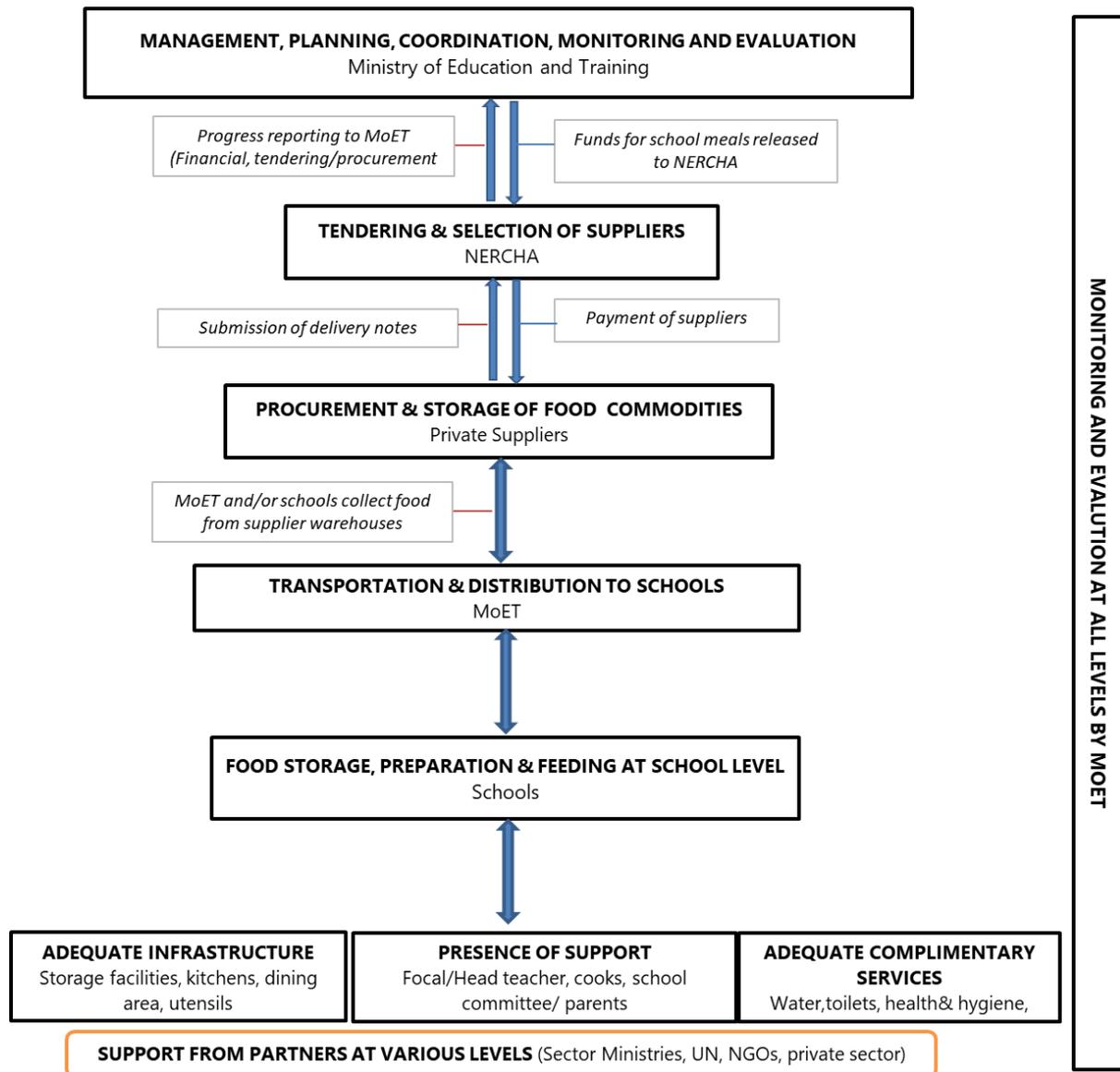
## Annex 8: Perception Analysis of the NSFP

The figure below shows that most respondents (61 percent of the sampled schools) strongly agreed that NSFP contributes to social protection in Eswatini. A vast majority of the respondents were for the view that pupils can perform poorly without school feeding. Even though a significant proportion of the respondents believed that dropout rate would be higher without school feeding, there are few respondents who disagreed with the statement “dropout rates would be higher without school feeding”. Only 20 percent of the respondents strongly agreed with the statement that “current school feeding considers gender issues” and 5 percent of the respondents strongly disagreed with the statement.



Source: Data collected at the school level

## Annex 9: ET's schematic representation of the NSFP Supply Chain



Source: various documents from MoET and partners

## Annex 10: Delivery waiting period by region and school level for maize

The table below presents a detailed analysis of the number of days that schools had to wait, in 2018, before maize was delivered. Both schools that waited the shortest time in term 1 (5 days) and the one that waited the longest (84 days) are in the Shiselweni region. During term 2, a school in the Lubombo region waited for more than three months (105 days) before maize was delivered. On average, primary schools in the Hhohho region had to wait for 27 days in term 1 before maize was delivered. On the other hand, on average secondary schools waited for approximately 19 days in term 1 before maize was delivered.

Region	School level	Number of schools where commodities were delivered	Mean (Average waiting period in days)	Std. Dev.	Min waiting period (days)	Max waiting period (days)
<b>Term 1</b>						
Hhohho	Primary	7	27	19.73032	14	67
	Secondary	3	19	8.082904	14	28
Lubombo	Primary	9	29	18.43306	8	60
	Secondary	0	-	-	-	-
Manzini	Primary	8	31	10.40518	15	47
	Secondary	0	-	-	-	-
Shiselweni	Primary	12	27	21.3023	5	84
	Secondary	0	-	-	-	-
<b>Term 2</b>						
Hhohho	Primary	7	23	8.55236	14	39
	Secondary	2	14	0	14	14
Lubombo	Primary	13	36	29.93754	6	105
	Secondary	0	-	-	-	-
Manzini	Primary	9	31	17.70672	2	55
	Secondary	0	-	-	-	-
Shiselweni	Primary	11	33	21.19605	7	84
	Secondary	2	20	14.14214	10	30
<b>Term 3</b>						
Hhohho	Primary	7	27	13.24674	11	47
	Secondary	2	14	0	14	14
Lubombo	Primary	6	31	15.30251	15	55
	Secondary	0	-	-	-	-
Manzini	Primary	5	47	7.842194	41	60
	Secondary	0	-	-	-	-
Shiselweni	Primary	7	31	25.32738	7	80
	Secondary	0	-	-	-	-

Source: Data collected at the school level

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## Annex 11: Availability of school feeding infrastructure disaggregated by location (rural versus urban) and school level

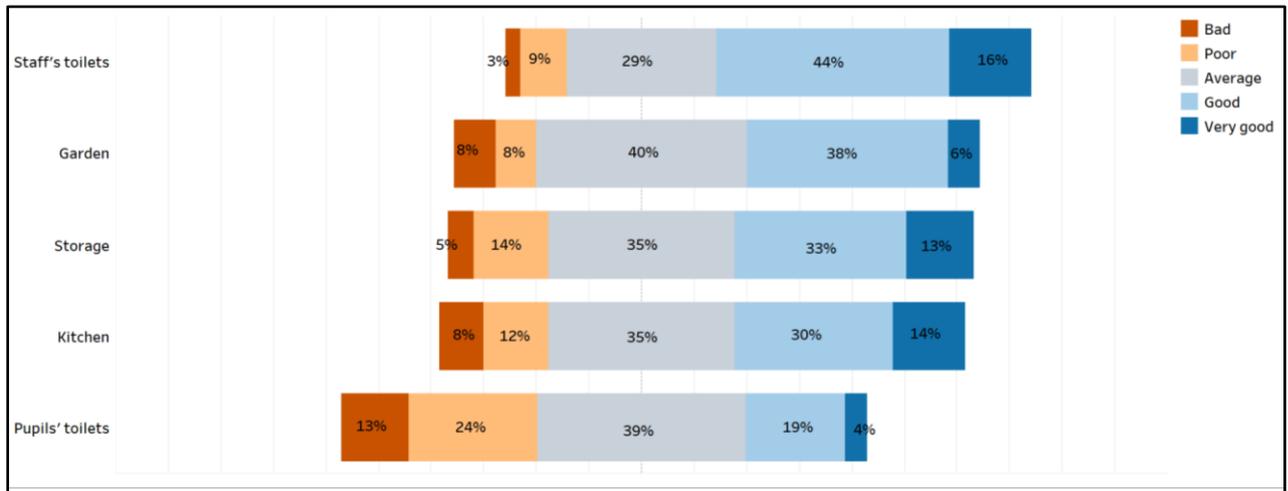
The figure below shows the availability of school feeding infrastructure in rural and urban primary and secondary schools. There is a challenge when it comes to the availability of canteens for both rural and urban schools with little differences between urban and rural schools. When it comes to availability of hand washing facilities and school feeding kitchens, rural schools seem to be worse off than urban schools.



Source: Data collected at the school level

## Annex 12: Research Assistants' observations on the condition of school feeding infrastructure

As part of the school level survey, research assistance made some observations on the condition of toilets, garden, storage facilities and the kitchen. The observations are reflected in the figure below. Apart from the staff toilets, all the other infrastructure was mostly perceived as average. Pupils toilets were observed to be worse off in terms of the percentage of RA's who perceived them as bad and poor (37 percent). Only a small proportion of RAs observed the pupils' toilet to be in a very good condition (4 percent).



Source: Data collected at the school level

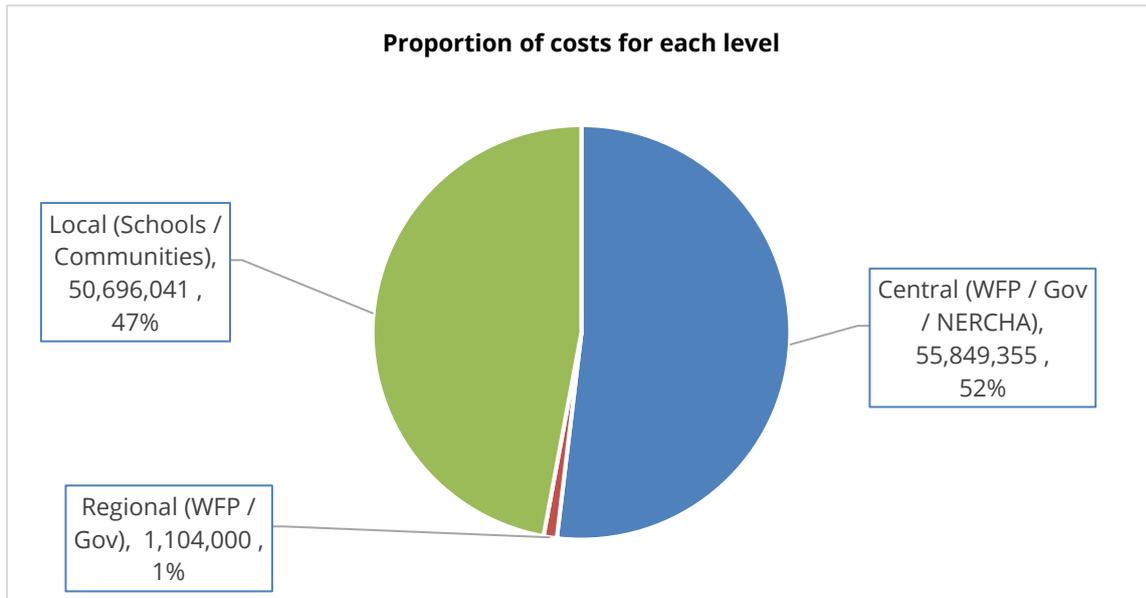
## Annex 13: Computation of the cost per category and cost efficiency of the NSFP

- Costs associated with National School Feeding were elicited from the school level survey as well as secondary data sources (NERCHA records in particular).
- **Cost per category:** Costs were categorised into six categories (commodities, logistics, staff costs, capital costs, and other costs). A typical National Cost Assessment (NCA) has five categories but for the Eswatini case, an additional category “other costs” was added due to lack of data. For each cost element, the ET also determined the funder (“who paid the costs?”) in order to compute the share of each stakeholder. This enabled the ET to answer the question “how much does it cost government and community to implement the NSFP?” The ET also determined the level at which the costs are incurred (national, regional, or school/local). In cases where there was implicit cost (i.e. NERCHA administration costs), the ET applied full-time equivalent (FTE) approach and used the scale/rate provided by NERCHA, to compute the annual costs. The survey tools integrated the question on number of volunteers and payments in kind, which there was none in the sampled schools.
- **Computation of transport costs:** Quantitative data on transport costs was analysed by region and school level to obtain transport costs incurred by each school in a region. The next step was to establish the number of collections done by each of the sampled schools in 2018. To obtain cost per collection, the total cost incurred by each school was divided by the number of collections done by that school in 2018. A regional average was then computed, multiplied by total number of schools in the region and by three collections per year to obtain the total transport cost per region. Ideally, there are three deliveries/collection per year (one delivery for each term).
- For example, one school collected twice and reported transport cost of E1,600. Dividing this cost by the number of trips yields cost per trip (E800 per trip for that school). Doing the same calculation for all the schools that collected and obtain average cost across these schools yields regional average cost per trip. The survey data revealed that in the Hhohho region average cost per delivery was estimated at E765.94. Assuming three deliveries/collection per year (one each term), there are 672 trips (which is 224 schools multiplied by 3 deliveries per school per year) costing E514,713.02 (which is E765.94 per trip multiplied by 672 trips per year). Cost of transporting commodities in the Hhohho region is therefore estimated at just above half a million Emalangeni (E514,713.02 in year 2018). The same approach was applied in the other regions and national cost was obtained by summing the regional totals.
- **Capital costs:** Capital costs were calculated for the entire evaluation period, however, only confined to the sampled schools (population estimate was not computed) on account of high standard deviation which implied that data points were far from the means (expected value), a phenomenon that reduces the robustness of population estimates.
- **Cost efficiency:** To enable inference regarding cost efficiency, costs per pupil per year were computed for each cost category. This was achieved by dividing each cost category by the 2018 enrolment figure. Purchasing power parity was used to convert local currency (Emalangeni) to US\$ in order to enable comparison with other countries in the region and beyond. To enable comparison with other countries, local currency (Emalangeni) was converted to US\$, using exchange rate US\$1 = E14.78 an exchange rate that prevailed at the time of the analysis.
- **Generalisation of findings:** Random sampling technique enabled the ET to generalise the survey finding and compute cost for the population. To ensure robustness of estimates, analysis was done for primary and secondary/high school separately. For instance, cooks’ salaries were separated into primary and secondary/high school and means for the two groups were computed. Mean salary for cooks in primary school was then multiplied by the total number of primary schools in the country and the same was done for secondary/high school. To get national cost estimate for cooks’ salary, the two sub-totals (primary and secondary/high schools) were added. In some instances where the ET deemed fit (such as when computing transport cost), regional analysis was done and the estimates for individual regions were then summed to obtain the national cost estimates.

### Proportion of costs for each level and sources of funding for capital costs

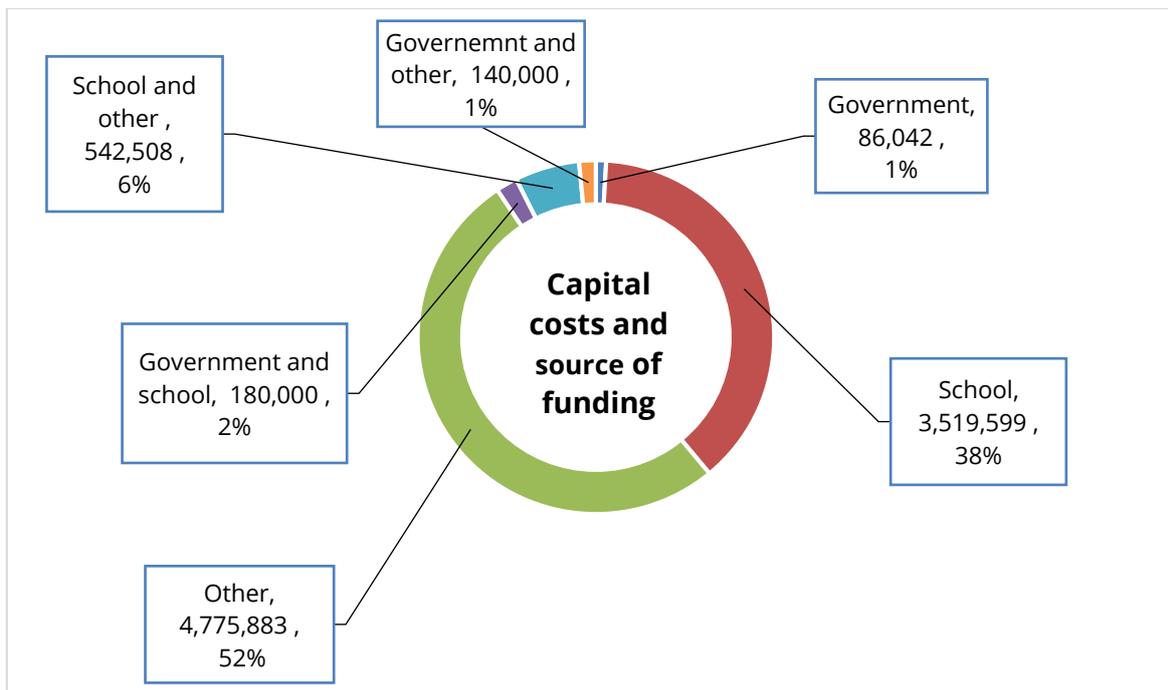
- The figures below present proportion of costs per each level and the share of capital costs for each funder or co-funders respectively.

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*Source:* Data collected at the school level

- Sources of funding for capital costs include government, school, other institution (NGO and private sector). A large portion (52 percent) of the funds were sourced from other institutions (NGOs and private sector) as shown in the figure below. The figure below also shows that school provided 38 percent of the capital cost reported during the survey with government providing only 1 percent. Co-funding between schools and other sources account for 6 percent of the total capital cost.



*Source:* Data collected at the school level

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## Annex 15: Stakeholders consulted

### Key Informant Interviews

Organisation	Name of Individual	Position	Gender
ADRA Eswatini	Nkhanyiso Gamedze	Director	M
ADRA Eswatini	Dorcas Maiswa	Project Manager, School Feeding Programme	F
ADRA Eswatini	Mfundo Langwenya	Project Coordinator	M
European Union	Allen Dlamini	Human Right and Education	M
European Union	Filip DE LOOF	Programme Manager (Health/Social Protecion)	M
FAO	Sibusiso Mondlane	Project Coordinator	M
Save the Children Fund	Nikiwe Dlamini	Chief Home Economics Officer, Min. of Agric	F
National Maize Corporation (NMC)	Sicelo Msibi	Chief Executive Director	M
National Maize Corporation (NMC)	Gugu Dlamini	Accountant	F
Southern Trading	Joan Macedo	Assistant to Managing Director	F
UNPFA	Lucas Jele	Programme Analyst, M&E	M
Ministry of Finance	Bheki Ndzinisa	Director Budget	M
Ministry of Education and Training	Dumisile Masuku	Acting Senior Guidance Officer	F
Ministry of Education and Training	Thobile Gamedze	National Food Security Coordinator	F
Ministry of Education and Training	Jabulani Shabalala	EMIS Head of Unit	M
Government Ministries /Departments Schools Inspectorate	Busisiwe Mndzebele	Inspector of Schools, Hlohho	F
Government Ministries /Departments Schools Inspectorate	Thabsile Dlamini	Inspector of Schools, Hlohho	F
Government Ministries /Departments Schools Inspectorate	Nganekwane B. Sihlonhonyane	Inspector, In-Service Education and Training	M
Ministry of Education and Training	Thobile	Senior Nutrition Inspector	F
NERCHA	Nozipho	National Programme Manager	F
Ocean Fresh Import & Export t/a Ocean	Chris Stylianou	Director	M

<b>Organisation</b>	<b>Name of Individual</b>	<b>Position</b>	<b>Gender</b>
Ocean Fresh Import & Export t/a Ocean	Fifi Mikango	Director	F
Mbabane Save the Children Fund	Vilakati	Programme Director	M
Swaziland Milling (PTY) LTD	Leon Jacobsz	Managing Director	M
Swaziland Milling (PTY) LTD	Nella Ryan	Sales Administrator	F
UN Agencies, UNAIDS	Thembisile Dlamini	Community Mobilisation and Networking Advisor, Eswatini	F
UNFPA	Lucas Jele	Programme Analyst, M&E	M
UNICEF	Victor Nkambule	Head of Programme; VAM; Supply Chain	M
WFP	Cissy Byenkya	Head of Office	F
WFP	Cissy, Sandile Thwala and Bhekinkosi	Head of Programme; VAM; Supply Chain	F/M
WFP	Samuel Dlamini	Monitoring Assistant	M
WFP	Thabile Mamba	Monitoring Assistant	M
UN Agencies, WHO	Cornelia Atsyer	WHO Representative, Eswatini	F
UN Agencies, WHO	Dr. Khosi Mthethwa	Health Systems Strengthening	F
UN Agencies, WHO	Philile Shabangu	EPI	F
UN Agencies, WHO	Nomthandazo Lukhele	HIV/TB/Hepatitis	F
UN Agencies, WHO	Dudu Dlamini	Family Health and Population	F
UN Agencies, WHO	Bawinile Mdziniso	Human Resources for Health	F
The World Bank	Zandile Zindela	Country Representative	F

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## Focus Group Discussions

Region	School Primary + ECCE (Pr + ECCE); Primary (Pr); Secondary (Sec)	FGD Type		
		Committee/Parents	Students	Cook
Hhohho	MSUNDUZA (Pr)			1 (F)
Hhohho	Mavula (Sec)			1 (F)
Hhohho	Elangeni (Pr)	4 (F), 1 (M)		
Hhohho	Makhwane (Pr)		7 (F), 5 (M)	
Hhohho	Makhwane (Pr)	4 (F), 1 (M)		
Hhohho	Makhwane (Pr)			1 (F)
Hhohho	Makhwane (Pr)			1 (F)
Hhohho	Mavula (Sec)	2 (F)		
Hhohho	Njakeni (Pr)	4 (F)		
Hhohho	Njakeni (Pr)			1 (F)
Hhohho	Njakeni (Pr)	6 (F), 6 (M)		
Lubombo	Ebenezer (Pr)			1 (F)
Lubombo	Ebenezer (Pr)	5 (F)		
Lubombo	Entandweni (Pr)		6 (F), 6 (M)	
Lubombo	Entandweni (Pr)			1 (F)
Lubombo	Entandweni (Pr)	1 (F), 2 (M)		
Lubombo	Lubuli (Pr)	1 (F), 5 (M)		
Lubombo	Lubuli (Pr)		6 (F), 6 (M)	
Lubombo	Lubuli (Pr)			2 (F)
Lubombo	Maloyi (Pr)		6 (F), 6 (M)	
Lubombo	Maloyi (Pr)	1 (F), 5 (M)		
Lubombo	Maloyi (Pr)			2 (F)
Manzini	Damaseko (Pr)		6 (F), 4 (M)	
Manzini	Emvimbeko (Sec)	2 (F), 1 (M)		
Manzini	Emvimbeko (Sec)			1 (M)
Manzini	Emvimbeko (Sec)		6 (F), 3 (M)	

Region	School Primary + ECCE (Pr + ECCE); Primary (Pr); Secondary (Sec)	FGD Type		
Manzini	Malangeni (Sec)			1 (F)
Manzini	Malangeni (Sec)		6 (F), 6 (M)	
Manzini	Malangeni (Pr)	3 (F), 3 (M)		
Manzini	Nkilij (Sec)			1 (F)
Shiselweni	Eqiniswa (Pr)			1 (F)
Shiselweni	Eqiniswa (Pr)	2 (F), 1 (M)		
Shiselweni	Eqiniswa (Pr)		7 (F), 6 (M)	
Shiselweni	Eqiniswa (Pr)			1 (F)
Shiselweni	Hluthi (Sec)		6 (F), 6 (M)	
Shiselweni	Hluthi (Sec)			1 (F)
Shiselweni	Hluthi (Sec)	2 (F), 1 (M)		
Shiselweni	Hluthi (Sec)			1 (F)
Shiselweni	Jericho (Pr)		7 (F), 5 (M)	
Shiselweni	Jericho (Pr)		6 (F), 6 (M)	
Shiselweni	Jericho (Pr)	2 (F), 1 (M)		
Shiselweni	Jericho (Pr)			1 (F)
Shiselweni	Mkhondvo (Pr)			1 (F)
Shiselweni	Mkhondvo (Pr)		6 (F), 6 (M)	
Shiselweni	Mkhondvo (Pr)			1 (F)

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## List of Acronyms

ACTSA	Action for Southern Africa
ADRA	Adventist Development Relief Agency
ARV	Antiretroviral Treatment
BMI	Body Mass Index
CA	Conservation Agriculture
CO	Country Office
CSA	Climate Smart Agriculture
CSO	Central Statistics Office
CSP	Country Strategic Plan
DAC	Development Assistance Committee
DPMO	Deputy Prime Minister's Office
EC	Evaluation Committee
ECCE	Early Childhood Care and Education
EMIS	Education Management Information System
EQ	Evaluation Question
ER	Evaluation Report
ERG	Expert Reference Group
ESA	Eswatini Standards Association
ET	Evaluation Team
EU	European Union
FAO	Food and Agriculture Organization
FFP	Food for peace
FGD	Focus Group Discussion
FPE	Free Primary Education
GEEW	Gender Equality and the Empowerment of Women
GF	Global Fund
GFID	Gender and Family Issues Affairs Department
GII	Gender Inequality Index
Ha	Hectares
HGSF	Home Grown School Feeding
HIV/AIDS	Human Immuno Virus/Acquired Immuno Deficiency Syndrome
KII	Key Informant Interview
M&E	Monitoring and Evaluation
MAM	Moderate Acute Malnutrition
MICS	Multiple Indicator Cluster Survey
MoET	Ministry of Education and Training
MoU	Memorandum of Understanding
MUAC	Mid Upper Arm Circumference
NCA	National Cost Assessment
NCP	Neighbourhood Care Point
NDMA	National Disaster Management Authority
NDS	National Development Strategy
NERCHA	National Emergency Response Council on HIV & AIDS
NFFSS	National Framework for Food Security in Schools
NGO	Non-governmental Organisation
NNC	National Nutrition Council
NPA	National Plan of action
NSFP	National School Feeding Programme
ODA	Official Development Assistance
OECD	Organisation for Economic Co-operation and Development

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OEV	Office of Evaluation
OVC	Orphans and Vulnerable Children
PRSAP	Poverty Reduction Strategy and Plan
RCU	Regional Coordination Unit
SAM	Severe Acute Malnutrition
SDG	Sustainable Development Goal
SCCS	Schools as Centre of Care and Support
SDP	School Development Plan
SMART	Specific, Measurable, Attainable, Realistic, Time-bound
SOP	Standard Operating Procedure
ToR	Terms of reference
UN	United Nations
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
UNU	United Nations University
VAC	Vulnerability Assessment Committee
WASH	Water Sanitation and Hygiene
WFP	World Food Programme
WHO	World Health Organisation

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