



Terms of Reference

**EVALUATION of
Namibia National School Feeding Programme
[2012 to 2017]**

**Jointly Commissioned by
Namibia Ministry of Education, Arts and Culture (MOEAC)
And
World Food Programme Namibia Country Office (NACO)**

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1. Introduction

1. These Terms of Reference (TOR) are for the final evaluation of the implementation of the Namibia National School Feeding Programme (NSFP) road map (2012-2017) and the NSFP Monitoring & Evaluation Plan through the Technical Assistance (TA) by World Food Programme (WFP) in Namibia to the Ministry of Education, Arts and Culture (MoEAC) under the project, *‘Technical Assistance to Strengthen the Namibian School Feeding Programme’*. The evaluation is jointly commissioned by the MoEAC and WFP in Namibia and will cover the period from June 2012 to May 2018. The evaluation coincides with the completion of 5-year school feeding roadmap (2012-2017) and the completion of the current TA agreement with the MoEAC that comes to an end on 31 May 2018; and with the start of the implementation of the WFP Namibia Country Strategic Plan (CSP 2017-2022). The findings and recommendations of the evaluation will feed into the implementation of CSP Activity 2: *‘provide capacity strengthening and technical assistance to the government entities responsible for school feeding’*, which corresponds to WFP Strategic Outcome 1: *Vulnerable populations in Namibia are enabled to meet their food and nutrition needs throughout the year’*.

2. These TORs are jointly prepared by the WFP Namibia Country Office (NACO) and the MoEAC. They are guided by the 2012-2017 School feeding roadmap and the Monitoring and Evaluation Plan that articulates key action areas to be taken by various stakeholders to strengthen the implementation of the Namibian School Feeding programme (NSFP) and the key targets to be achieved. The NSFP is fully funded by the Government, it is implemented in all 14 regions and currently reaches up to 330,000 learners (boys and girls) in 1,400 public primary schools. The purpose of the TOR is to provide a comprehensive background of the programme under review in order to clarify the context within which it is implemented. This is to enable the evaluation team to approach the evaluation from an informed view point. Secondly, the TORs are meant to articulate the overall purpose of the evaluation and provide adequate information to relevant stakeholders on the evaluation including their roles and responsibilities.

3. The evaluation started in April 2018 with preparation of these TOR. This will be followed by inception phase in July/August and field work up to October. The final evaluation report is expected by March 2019.

2. Reasons for the Evaluation

2.1. Rationale

4. The evaluation is being commissioned for the following reasons:
- i. To assess the extent of achievement of milestones set out in the 5-year NSFP road map
 - ii. To assess the extent of achievement of the targets set in the NSFP M&E Plan
 - iii. To assess WFP’s technical assistance to the MoEAC in line with the commitments made in the Technical Assistance Agreements signed between WFP and the Ministry of Education from 2012 to 2018;
 - iv. To establish the extent to which WFP’s technical support to the NSFP has contributed to efficient and effective programme implementation and management by MoEAC;
 - v. To establish lessons that can be used by WFP and other stakeholders to enhance support to MoEAC and enlighten the on potential areas of improvement in the overall management and implementation of the school feeding programme.
 - vi. To establish the extent to which WFP’s support to build evidence on school feeding informed policy, support advocacy and strategic formulation around school feeding;
 - vii. Establish the extent to which the skills and knowledge passed onto the Ministry of Education staff at both the national and regional level, through training, coaching or exchange visits to other countries, have been adopted and put to use, and whether this has translated to better management and ownership of the programme by government;
 - viii. To determine the potential for scaling up and extension of partnership between WFP and MoEAC and determine which areas and what scope such a partnership would take;

ix. To explore benchmarks that would be useful for assessing future success of the proposed home-grown school feeding programme.

2.2. Objectives

5. This evaluation is two-pronged: On the one hand assessing the implementation of the road-map and on the other assessing WFP support as per technical agreements. evaluations will serve the three mutually reinforcing objectives:

- **Accountability:** The evaluation will assess and report on the extent to which the milestones outlined in the NSFP road map, M&E Plan and WFP TA agreements were achieved;
- **Learning:** The evaluation will assess the reasons why results were achieved or not to draw lessons, derive good practices and pointers for learning. It will provide evidence-based findings to inform operational and strategic decision-making;
- **Benchmarking:** The evaluation will set a baseline for key indicators for the home-grown school feeding (linking small holder farmers and enterprises to schools). This will enable future evaluation of achievement of the objectives of this linkage.

6. The above objectives are equally important. Specifically, this evaluation will:

- i. Determine if the support provided by WFP to MoEAC was in line with the objectives as outlined in the Technical Assistance Agreements signed between the two parties.
- ii. Determine the appropriateness of the Technical Assistance provided to MoEAC in its effort to strengthen the implementation of the NSFP;
- iii. Assess programme performance and identify successes and challenges in the management and implementation of the NSFP.
- iv. Provide opportunities for learning how to strengthen government’s capacity to design and implement effective NSFP, including management of the NSFP supply chain;
- v. Provide opportunities to develop further insight on how to best provide Technical Assistance to the national governments in Middle Income (MIC) countries.

2.3. Stakeholders, Users and uses of the Evaluation

7. **Stakeholders:** The MoEAC as the designated Government institution in charge of the NSFP and WFP NACO as the UN agency supporting MoEAC are the primary stakeholders. The Namibia school feeding policy identifies the key stakeholders for the successful implementation of the NSFP.¹ These stakeholders have interest in the results of the evaluation. Table 1 shows a preliminary stakeholder analysis.

Table 1: Preliminary Stakeholders’ analysis

Stakeholders	Interest in the evaluation and likely uses of evaluation findings
GOVERNMENT STAKEHOLDERS	
Ministry of Education, Arts and Culture (MoEAC)	MoEAC through the Department of Management, Planning, Appraisal and Training (MPAT) in the Programme Quality Assurance (PQA) Directorate-is committed towards strengthening its management of the NSFP. The Ministry is therefore keen to learn what has worked well and what needs to be improved in the implementation and management of the NSFP. The evaluation findings will identify areas that require further attention for efficient and effective management and implementation of school feeding.
Government Ministries and institutions at National, regional and circuit levels	Apart from the MoEAC, other Government ministries have a direct interest in learning how the school feeding is contributing to relevant national development priorities. These include the Ministry of Agriculture, Water and Forestry; Ministry of Industrialization, Trade and SME Development, Ministry of Poverty reduction and social welfare; Ministry of fisheries and Marine; Ministry of Health and Social Services. In relation to the planned enhancement of the home-grown school feeding programme through linkage to smallholder farmers and enterprises, these ministries are interested in learning how linkages between the NSFP and their Ministry initiatives/programmes can be enhanced.
WFP STAKEHOLDERS	

¹ Republic of Namibia (2017), ‘Namibia School Feeding Policy 2017-2022’; page section 5.3, page 35

WFP Namibia Country Office (NACO)	As the key UN partner supporting MoEAC, WFP NACO has a direct stake in the evaluation and an interest in learning from experience to inform its strategic and operational decision-making. WFP has to also account for results achieved in supporting MoEAC. WFP is keen to generate lessons on how to enhance its support to and partnership with the MoEAC.
Regional Bureau (RB) Johannesburg	Responsible for both oversight of COs and technical guidance and support, the RB management has an interest in an independent/impartial account of the WFP performance in supporting the Namibia Ministry of Education; as well as in learning lessons that may be applied to other country offices.
WFP HQ Divisions (Safety Nets & Social Protection)	WFP HQ technical units are responsible for issuing and overseeing the rollout of normative policies, strategies, guidance on corporate programme themes, activities and modalities. They have an interest in the lessons that emerge from this evaluation, as they may have relevance beyond the Namibia. In particular, the safety nets and social protection unit in has interest in learning lessons WFP support to school feeding in Namibia.
WFP Office of Evaluation (OEV)	OEV has a stake in ensuring that decentralized evaluations deliver quality, credible and useful evaluations respecting provisions for impartiality as well as roles and accountabilities of various stakeholders as identified in the evaluation policy. This being a jointly commissioned evaluation, OEV is keen to learn from the experiences of WFP jointly commissioning evaluations with Government institutions. These lessons will be used to update guidelines on joint evaluations as appropriate.
WFP Executive Board (EB)	The WFP governing body has an interest in being informed about the effectiveness of WFP operations. This evaluation will not be presented to the EB but its findings may feed into annual syntheses and into corporate learning processes.
Other Stakeholders	
United Nations Country team (UNCT)	The UNCT's harmonized action should contribute to the realisation of the national developmental objectives. It has therefore an interest in ensuring that WFP support to the Ministry of education, arts and culture is effective in contributing to the UN concerted efforts. On the expansion of the home-grown school feeding programme, other agencies in particular Food and Agriculture organisation (FAO) and International Fund for Agriculture development (IFAD) are interested in knowing what benchmarks will be used to assess the success of the programme in future.
Learners (boys and girls), school principals and teachers;	School children as the ultimate beneficiaries of the school feeding and the school principals and teachers who are responsible for implementation have a direct stake in the evaluation. They have interest in knowing whether the programme is appropriate and effective. Participation in the evaluation by school principals, teachers, boys and girls from different groups will be determined and their respective perspectives taken into account when making conclusions.
Parents, Communities and civil society	The school feeding policy identifies specific role for communities and civil society in successful implementation of the NSFP. This includes participating in the school feeding sub-committee, creating awareness and mobilisation of support for the programme. The cooks that prepare the meals are also key stakeholders for the school feeding programme. They are interested in learning how they can make the school feeding programme more appropriate in meeting its objectives. They will be involved in the evaluation process during the data collection, and provided feedback through appropriate means. Their views will be considered when making conclusions and recommendations
Other Development partners	The school feeding policy identifies the role of other development partners (in addition to WFP whose specific role is explicitly acknowledged). As the policy is in early stages of implementation, this evaluation will provide an opportunity for MoEAC and WFP to explore other potential partners to support the NSFP, including the home-grown component which will be introduced in 2018.
Private sector	As the school feeding policy notes, private sector has supported a number NSFP activities including donating food items and construction of facilities. This support as so far been informal and uncoordinated. Has the policy foresees enhanced engagement of private sector in the implementation of the NSFP, the evaluation will serve to highlight areas and ways that the private sector can support in a more formal and coordinated manner. The private sector actors are therefore keen on learning what form future partnerships may take.

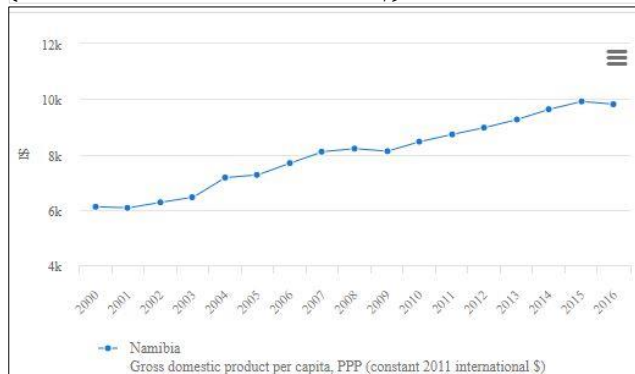
8. Accountability to affected populations and Gender Equality: The Government of Namibia through its Ministry of gender and child welfare is committed to ensuring gender equality and equitable socio-economic development of women and men, boys and girls. WFP, through its gender policy and associated policy action plan, is committed to ensuring gender equality and women empowerment in all its activities. Participation and consultation with women, men, boys and girls from different groups during the evaluation process will be built into the evaluation design to ensure their perspectives are considered.

9. Evaluation Users and uses: MoEAC (at national, regional, circulate and school levels) and WFP NACO are the primary users of this evaluation. Together with the other key stakeholders

economic activity will recover slowly, with annual GDP growth reaching 1.5 percent in 2018 and 3 percent in 2020.⁶

15. Poverty, unemployment, food security and Nutrition: According to FAO statistics, prevalence of undernourishment in Namibia has been steadily declining since 2010 (see figure 3).⁷

Figure 2: Gross Domestic Product Per Capita, PPP (Constant 2011 International \$)



Namibia (ranging from 19% to 40% with a national average of 24%) is an indication of inadequate nutrition over long periods of time exacerbated by poor access to health and care.¹⁰ Namibia was ranked 125 out of 188 countries on the 2016 United Nations Development Programme (UNDP) Human Development Index.¹¹ With a Gini coefficient of 0.572 it is among the most unequal countries in the world.

17. Education System: There are six levels of education in Namibia: pre-primary, lower primary (grades 1-4), upper primary (grades 5-7), junior secondary (grades 8-10), senior

secondary (grades 11 & 12), and tertiary (university).¹² However, more than a quarter of the population are undernourished. Poverty affects about 28 percent of the population while according to the 2016/2017. Stunting rates are also high at 24 percent while the prevalence of underweight children under five years is 7.1 percent and the under-five mortality rate is 5.0 percent.

16. This is as a result of high rates of poverty, which currently stands at 28 percent⁸, high unemployment at 34 percent (38% women and 30% men)⁹ and high household income disparities. The high stunting rates of children in

Figure 3: Prevalence of Undernourishment (%) (3-year average)

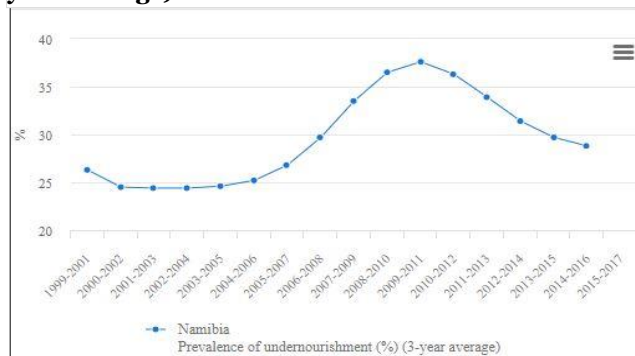


Figure 4: Namibia (Government and Households) Expenditure on Education

	2007	2008	2009	2010	2011	2012	2013	2014	2015
Government									
N\$ millions	4 244	4 844	5 546	5 872	7 403	8 827	10 524	12 863	13 685
% of government spending	21.6	22.9	22.4	19.6	23.2	21.9	21.8	22.9	22.4
% of GDP at market prices	6.9	6.9	7.4	7.1	8.2	8.3	8.6	9.2	9.3
Households									
N\$ millions	1 995	2 424	2 662	2 438	3 547	4 100	4 485	5 271	5 606
% of consumption spending	5.3	5.2	4.8	4.5	5.7	5.7	5.4	5.9	5.9
% of GDP at market prices	3.2	3.5	3.5	3.0	3.9	3.8	3.7	3.8	3.8

government spending devoted to education increased slightly from 21.6 percent in 2007 to 22.4 percent in 2015, despite a significant drop in 2010. As a percentage of the gross domestic product (GDP) at market prices, government expenditure on education increased steadily from 6.9 percent to 9.3 percent (see figure 4).¹³

secondary (grades 11 & 12), and tertiary (university).¹² According to the Namibian constitution and Education Act (2001) school attendance is compulsory for the seven years of primary school for children between the age of six and sixteen. School fees are not allowed for primary education. The portion of

⁶ <http://www.worldbank.org/en/country/namibia/overview>

⁷ <http://www.fao.org/faostat/en/#country/147>

⁸ Namibia Statistics Agency (2016), NHIES 2015/2016 - Key Poverty Indicators (Preliminary Figures);

⁹ Namibia Statistics Agency. 2017. *Key Highlights of the Namibia Labour Force Survey 2016 Report*. Windhoek.

¹⁰ http://www.un.org/na/home.htm_files/WFP%20ZERO%20STRATEGIC%20REVIEW%20REPORT.pdf

¹¹ Human Development Report 2016

¹² https://knownamibia.weebly.com/uploads/1/3/6/8/13685193/world_data_on_education.pdf

¹³ [https://www.unicef.org/namibia/na.Namibia_Education_Public_Expenditure_Report_\(2017\)_file_1_of_2.pdf](https://www.unicef.org/namibia/na.Namibia_Education_Public_Expenditure_Report_(2017)_file_1_of_2.pdf)

18. The sector has seen considerable improvement with high primary enrolment rates attained by 2012 (99.7%). The Namibia Education for All (EFA) Development index (EDI) increased by 5.4 percent between 1999 and 2015.¹⁴ However, access to secondary education lagged at 52 percent.¹⁵ In 2012, 40 percent of girls and 39 percent of boys reached grade 12. Dropouts before grade 7 is low but increase in grades 8 and 10. More boys drop out than girls.¹⁶ As noted in the School feeding policy, disadvantaged children are most likely to drop out.

19. **National Policy Frameworks:** Namibia's Vision 2030 aims to create a prosperous industrialized country where peace, harmony, health, food security and political stability prevail. It is supported by the fifth National Development Plan 2017–2022 (NDP5)¹⁷; the Blue Print on Wealth Redistribution and Poverty Eradication,¹⁸ and the Harambee Prosperity Plan (2016–2020),¹⁹. These policy frameworks seek to end poverty and hunger by ensuring inclusive growth with a focus on gender equality and “leaving nobody behind”. In addition to these overarching policy frameworks, Namibia has a number of relevant sector-specific policy including the Sector Policy on Inclusive Education; the National Health Policy Framework (2010-2020)²⁰; the Food and Nutrition Security Policy (1995 being updated); and 2015 Namibia Agriculture policy²¹. The School feeding policy (2017-2022) is awaiting legislation.

20. **Social Protection:** The NDP5 includes pro-poor strategies such as a universal social-protection programme that provides targeted interventions for people living in poverty. Namibia already has one of the most comprehensive social protection systems in sub-Saharan Africa: it includes support for elderly people, orphans and vulnerable children, foster families, people living with disabilities, war veterans, schoolchildren (through school feeding), marginalized communities and populations affected by hunger. However, most of these interventions are sector-specific and do not necessarily address cross-sectoral issues.

21. **Gender and empowerment of women:** In the 2015 Gender Development Index, Namibia ranked among the top tier of countries with a high score of 0.986 (out of a possible 1.0).²² The gender development index (GDI) measures differences in achievement between males and females in health (female and male life expectancy at birth), education (female and male expected years of schooling for children and female and male mean years of schooling for adults) and command over economic resources (female and male estimated GNI per capita).²³ In Namibia, the 2016 HDI value for women is just 1.4 percent lower than for men. This is significantly better than Sub-Saharan Africa, where the HDI value for women is 12.3 percent lower than for men.²⁴ However, Namibia still grapples with a number of gender related challenges including teenage pregnancies which continue to affect girls access to education, and in turn women's economic prospects. The Ministry of Gender equality and child welfare (MGECW) has the mandate for ensuring gender equality and equitable social-economic development of women and men.

3.2. Subject of the evaluation–The National School Feeding Programme

22. School feeding in Namibia started with a one-year pilot in 1991 implemented by WFP. The programme evolved into a joint four-year WFP-Government project that in 1996 transitioned to a

¹⁴ <https://en.unesco.org/gem-report/education-all-development-index>, accessed on 20/04/2018. The EFA Development Index (EDI) is a composite index using four EFA goals namely Universal primary education (UPE), Adult literacy, Quality of education and Gender

¹⁵ Ministry of Education. 2013. *Sector Policy on Inclusive Education*. Windhoek.

¹⁶ UNESCO, 2015. *School Drop-Outs and Out-of-School Children in Namibia: a National Review*. Paris.

¹⁷ <http://www.gov.na/documents/10181/14226/NDP+5/5a0620ab-4f8f-4606-a449-ea0c810898cc?version=1.0>

¹⁸ <https://info.undp.org/docs/pdc/Documents/NAM/Blue%20Print%20on%20Wealth%20Redistribution%20and%20Poverty%20Eradication%20%20PDF.pdf>

¹⁹ <http://www.gov.na/documents/10181/264466/HPP+page+70-71.pdf/bc958f46-8f06-4c48-9307-773f242c9338>

²⁰ http://www.nationalplanningcycles.org/sites/default/files/country_docs/Namibia/namibia_national_health_policy_framework_2010-2020.pdf

²¹ <http://www.mawf.gov.na/documents/37726/48258/Namibia+Agriculture+Policy/80928f95-f345-4aaa-8cef-fb291a4755cf?version=1.0>

²² <http://www.gov.na/documents/10181/14226/NDP+5/5a0620ab-4f8f-4606-a449-ea0c810898cc?version=1.0>

²³ Africa Human Development Report 2016, page 27

²⁴ Human Development Report 2016, pages 212–213.

national programme under full government ownership. In 2012, the government requested WFP to provide upstream technical assistant to strengthen the implementation of NSFP. With WFP support, the NSFP expanded significantly and currently supports over 330,000 pre-primary and primary learners in over 1,400 schools. This is a 423 percent increase from 78,000 children reached in 300 schools in 1996.

Table 2: Summary of Schools and learners per Region under NSFP - **The table is being updated for the remaining 2 regions**

Line #	Region	Total No. of Schools	No. of Schools under NSFP	Total caseload (NSFP)
1	Karas	49	33	4500
2	Erongo	76	33	
3	Hardap	66	40	7906
4	Kavango East	159	132	38623
5	Kavango West	180	151	35631
6	Khomas	106	36	14500
7	Kunene	101	90	76,635
8	Ohangwena	227	226	76635
9	Omaheke	41	36	
10	Omusati	283	216	109,966
11	Oshana	134	93	28,806
12	Oshikoto	213	166	59,939
13	Otjozondjupa	73	43	13,492
14	Zambezi	108	94	25,194
	Total	1,816	1,383	

23. The NSFP is anchored on a strong and enabling policy environment. Although it has been implemented without a school feeding policy (currently at final stages of approval and ratification) the NSFP is recognized as an important safety net and is mentioned/ acknowledged in other policies and strategies. For instance:

- *The Education Plan for Action for All*, a document produced to set a strategy for achieving universal education which indicates school feeding as one of the activities that can increase access to education;
- *The National Drought Policy and Strategy (1997)* recognized the role of school feeding as a critical safety net and advocates for scaling up of the programme during emergencies;
- *The Education Policy on Orphans and Vulnerable Children (2000)* and the *National Policy on HIV/AIDS for the Education Sector (2003)* both mention how school feeding can contribute to orphans and vulnerable children increased access to school.
- *Blueprint on Wealth Redistribution and Poverty Eradication*, advocates for “*Linking the school meal programme to local production as a means of promoting market access opportunities and providing a reliable source of income for smallholder producers;*”
- *The Harambee Prosperity Plan* that takes cognisance of the value of enhancing education and cites programmes such as the NSFP as significant in contributing to addressing hunger, which it notes as one of the indicators of poverty in Namibia.
- *The Namibia Zero Hunger Road Map (2016-2020)*, identifies the NSFP as one of the programmes to contribute towards a Namibia without hunger (SDG).

24. A review of the NSFP was carried out in 2012 by the MOEAC with technical and financial support from WFP, Partnership for Child Development (PCD) and New Partnership for Africa's Development (NEPAD). This review identified significant gaps in the design, implementation and management of the programme. These gaps and proposed actions were consolidated into a 5-year road-map (2012-2017) through a multi-sectoral stakeholder consultation process. Since 2012 this road map has guided the implementation of the NSFP. Mid-term reviews of the roadmap were carried out in 2014 and 2016.

25. The 2012 review laid a foundation for subsequent studies and assessments that enhanced the evidence based approach to implementing the programme. Studies such as the NSFP transition case study; baseline survey; NSFP cost analysis study provided evidence based information that was used to strengthen the implementation of the programme. It also enhanced policy and strategic dialogue between the MOEAC and other stakeholders.

26. The various reviews and studies continue to show the importance of the NSFP. In the short term, it relieves short term hunger and contributes to improved health of school learners and their access to education. In the long term, it has the potential to contribute positively to strengthening human development capacity by improving education level of the, which increases employability and reduces socio-economic inequalities.

27. **Financing, coverage and implementation:** The NSFP is fully funded by the Government. It is implemented by the MoEAC in all 14 regions (See map in Annex 1). The programme aims to reach the most vulnerable children who may not get a meal from home. The NSFP is set to achieve three main objectives: a) Increase access to education, especially for children from vulnerable communities; b) Provide a nutritious mid-morning meal to learners in order to improve their nutrition intake and c) Increase attention of learners in class thereby increasing their performance.

28. **Targeting:** The programme was initially designed to target Orphans and Vulnerable Children (OVCs) and was eventually extended to reach all learners in public pre and primary school. The programme has trebled since its inception, now reaching 330,000 learners in 1,400 schools, with more participation in rural schools as compared to the urban schools. The programme provides a standardized mid-morning meal to pre and primary school children. The meal consists of maize meal blended with soya, protein and sugar which provides 30-40 percent of daily requirements. The blend is 63 percent maize meal, 25 percent protein (soya), 10.8 percent sugar and 1.2 percent salt. The procurement and delivery of food to schools is managed through private sector suppliers – based on a tender system managed by the MoEAC.

29. **Institutional arrangements:** The programme is implemented by the MoEAC through the Programme Quality and Assurance (PQA) Directorate, and directly under the Management Programme Assessment and Training (MPAT) Division, with focal persons at the Regional and Circuit levels.

30. **WFP Technical Support:** The first TA agreement between WFP and MOEAC was signed 22 May 2012. First extension was effected on 26 May 2014 and the second on 14 April 2015. The first year of WFP's Technical Assistance (2012) concentrated on formative research to strengthen the evidence base against which school feeding was implemented. Several assessments and studies were commissioned during this period which served as a basis for informing progressive programme interventions. The second year (May 2013 to April 2014) was dedicated to operationalising the M&E plan including tools and systems, standards and procedures as well as strengthening the capacity of the NSFP actors to manage and run the NSFP more efficiently and effectively. The third and fourth years focused on consolidation and strengthening of achievements made in the previous years and addressing key actions highlighted in the 5-year road-map. This included strengthening the information management and M&E systems, use of previous studies to strengthen programme support and enhance government's capacity to implement the NSFP.

31. A new Technical Assistance agreement between WFP and MoEAC was signed for the period June 2015 to May 2018. The total TA budget is **1,801,542**. With this extended partnership, the

MoEAC continued to strengthen the NSFP by addressing gaps within the design and implementation of the programme. The overarching goal of the current agreement is *'to strengthen the NSFP by improving its efficiency and effectiveness, ensuring that every vulnerable Namibian learner receives a daily health nutritious meal at school'*. The specific objectives are:

- To enhance government capacity to efficiently and effectively assess, plan and respond to the school feeding needs of vulnerable children;
- To strengthen the evidence base on school feeding and the NSFP to inform policy and support advocacy and formulation of the national strategies as well as strengthen technical and networking capacity to facilitate exchange of information and learning.
- To support the development and implementation of systems and guidelines to enhance timeliness and efficiency in the supply chain of the NSFP commodities.

4. Evaluation Approach

4.1. Scope

32. This evaluation is aimed at assessing the degree to which the objectives set out in the 5-year road map, the targets set out in the NSFP M&E Plan and TA agreements have been achieved and the extent to which WFP's TA to the MoEAC has contributed to the improvement in the implementation of the NSFP. More so, the evaluation will assess the range of activities agreed between WFP and the MOEAC from 2012 when the first TA agreement was signed to May 2018, when the current agreement comes to an end. The evaluation will assess the degree to which the capacity of the MoEAC has been enhanced as a result of WFP's capacity strengthening activities. It will evaluate how the skills and knowledge transferred to MoEAC (to men and women) have been adopted and applied. The road map and M&E Plan as shown in annex 6 and 7 respectively will be used as a guide for structuring the evaluation. Finally, the evaluation, informed by ongoing discussions on the inclusion of a home grown component, will include setting out key indicators and their baseline values that will be useful in assessing that component in future.

33. Noting that the NSFP is implemented in all 14 regions, the sample of regions to be visited during the evaluation will be representative of the diverse socio-economic and agro-ecological peculiarities of the regions. The sampling will ensure that gender dynamics are considered such as ensuring schools that are headed by female and male principals are sampled.

4.2. Evaluation Criteria and Questions

34. The overarching question that this evaluation seeks to answer is *"To what extent has the objectives set out in the 5-year school feeding road map, the targets set out in the NSFP M&E Plan and TA agreements between WFP and MoEAC have been achieved and what factors have affected achievement of results"*? The evaluation will apply the international evaluation criteria of Relevance, Effectiveness, Efficiency, Impact and Sustainability.²⁵ Under each criteria, the evaluation will address a number of key questions. Collectively, these questions aim at highlighting achievements of results over the five years and the factors that have affected these results. Table 2 summarises the key evaluation questions under each criteria. These will be further developed by the evaluation team during the inception phase. Gender Equality and empowerment of women will be mainstreamed throughout the five criteria as appropriate.

Table 2: Criteria and evaluation questions

<p>Overarching question: <i>To what extent has the objectives set out in the 5-year school feeding road map been achieved and what factors have affected achievement of results?</i></p>

²⁵ For more detail see: <http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm> and <http://www.alnap.org/what-we-do/evaluation/eha>

Criteria	Evaluation Questions	Proposed Methods
Relevance	To what extent is the school feeding programme relevant to the needs of learners (boys and girls) in different contexts (rural, urban)?	Document Analysis, key informant interviews – School boards, NSFP Regional Committees
	To what extent is the NSFP aligned with and complementary to other Government policies and programmes including gender empowerment policies/programmes where/as appropriate?	Interviews with other ministries, regional development committees on priorities` Interviews with government, development partners, WFP, FAO, and UNICEF
	Was the technical assistance provided by WFP relevant/appropriate to the needs of the MoEAC at different levels?	Document Analysis (Annual NSFP Reports) Interviews NSFP staff (National and Regional)
	To what extent is the technical assistance provided by WFP to the MoEAC aligned with and complementary to WFP support to other relevant national institutions?	FGDs Leaders, head teachers
	Within the context of the national school feeding policy under consideration and other relevant policy frameworks, what adjustments are required to the design and implementation of the NSFP to make it effective in contributing to the national developmental objectives?	Interviews with other ministries, Regional development committees on priorities
Effectiveness	To what extent have the expected outputs and outcomes been achieved (those overall to the NSFP as outlined in the NSFP Road Map and M&E plan)?	Secondary data analysis (NaSIS, EMIS, others)
	To what extent have the objectives of the WFP technical assistance been achieved?	Interviews with other ministries, Regional development committees on priorities
	To what extent has the project been successful in improving learning and ownership by government at all levels: National, Regional, Circuit and School?	Key informant interviews
Efficiency	How efficient were the WFP capacity strengthening activities in support of the NSFP?	Document analysis, key informant interviews, NCA Checklist and field tools (national, region and schools level)

	How much does it cost (Government and communities) to implement the NSFP to achieve the outcomes that it has achieved?	Quantitative Secondary and primary data analysis NaSIS, other finance systems, and collected from sampled schools.
	What are the key cost drivers?	
	Given the identified cost drivers, could the same outcomes be attained at lower costs, or higher outcomes achieved with same resources? Where are the opportunities for cost savings to improve efficiency without sacrificing effectiveness?	
Impact	What are the long-term effects (positive or negative, intended or unintended) of school feeding on the lives of boys and girls; households and communities?	Interviews Focus group discussions (regional and national)
Sustainability	What are the critical factors for sustainability of the NSFP in the Namibian context?	Document analysis, observations, key informant interviews
	How prepared is the MoEAC to take over the full management of NSFP?	
Learning and benchmarks for Home-grown school feeding component	To what extent were gender and equity issues considered in the implementation of the NSFP?	Document analysis, observations, key informant interviews
	What are the key challenges and gaps experienced in implementing the activities identified in the 5-year road map, the NSFP M&E Plan, and the TA agreements between WFP and MoEAC?	KIIs, FGDs Interviews with government and WFP
	To what extent are lessons used to inform evidence-based decision making and the effective implementation of the NSFP?	Secondary data analysis Focus group discussions and KIIs
	To what extent are good practices used in facilitating knowledge sharing and improving evidence-based programme design?	Secondary data analysis FGDs and KIIs
	With the envisaged expansion to include a home-grown school feeding component that links school feeding to smallholder farmers and enterprises, what should be the key design considerations given the lessons and experience with NSFP so far? What should be the key indicators of success for the HGSFP component? How should these be measured?	Secondary data analysis FGDs and KIIs, Interviews with other actors/ministries

4.3. Data Availability

35. The main sources of secondary data available for this evaluation include:

- The Namibian School Feeding Information System (NaSIS)
- WFP-MoEAC technical assistance Agreements and related documentation;
- The school feeding road map (2012-2017);
- NSFP Monitoring and Evaluation Plan
- 2014 and 2016 mid-term reviews of the 5-year school feeding road map;
- Other studies/assessments documents related to the NSFP;
- WFP project documents, implementation reports, monitoring reports;
- UNPAF documents and reports;
- WFP 2017 Annual Country Report (ACR);

- 2014 Systems Approach for Better Education Results (SABER) report;
- The Zero Hunger Strategic Review Report;
- The Zero Hunger Road Map;
- Namibia Vulnerability Assessment Committee (NVAC) reports;

36. In addition, the evaluation will review relevant Government and WFP strategies, policies and normative guidance.

4.4. Methodology

37. To answer the evaluation questions, mixed methods approach is proposed:

- a. **Desk Review and context Analysis:** A careful analysis of existing data and information from secondary sources including policy documents, programme documents, monitoring reports, annual project reports; past reviews and evaluations;
- b. **Quantitative data collection and analysis:** bearing in mind that: (i) NSFP is national and covers all public primary schools in all 14 regions; (ii) it is fully funded and implemented by the MoEAC through a centralised model with WFP technical assistance; (iii) There is a comprehensive monitoring plan (see Annex 8) and a Namibian School Feeding Information System (NaSIS) from which secondary quantitative data can be extracted (iv) gender dimensions, level of partaking of the meals by individual children at different grades and in different context (rural urban) and community participation are key elements to be assessed;
- c. **Qualitative primary data collection:** through interviews, focus group discussions, key informative interviews and other participatory methods. This should cover the four levels (national, regional, circuit and school).
- d. **Costs Analysis** – to answer the questions related to efficiency will require detailed analysis of the cost drivers for the NSFP. This will require collected costs data at national, regional and school levels (representative number of schools as per the sampling for the quantitative)

38. During the inception phase, the evaluation team will consider the above proposed methodological approach and may propose changes adjustments. The evaluation team will identify specific methods for collecting data to answer each of the evaluation sub-questions. In doing so, the evaluation team will ensure that the methodology adopted:

- a. Employs the relevant evaluation criteria in table 2, to ensure that questions are answered in a focused manner; while ensuring the right balance between depth and breadth of analysis of different aspects of the NSFP;
- b. Demonstrates impartiality and lack of biases by relying on a cross-section of information sources (variety of documents, stakeholder groups, including men and women; government officials at national, regional, circuit and school levels; private sector; WFP staff; other UN agencies staff); and a transparent sampling process for the selection of sites for both quantitative and qualitative data collection;
- c. Uses an evaluation matrix as the organising tool to ensure all key evaluation questions are addressed, considering data availability, budget and time available;
- d. Ensures that women, girls, men and boys from different stakeholders groups participate and that their different voices are heard and reflected in the final report;
- e. Mainstreams gender equality and women’s empowerment in the way the evaluation is designed, the way data is collected and analysed (as above) and findings are reported, and conclusions and recommendations are made.

39. To enhance the credibility of the evaluation, the following mechanisms for independence and impartiality will be employed:

- a) The staff appointed to manage this evaluation, both from WFP and MoEAC are not responsible for the day-to-day direct implementation of the NSFP;

- b) An Evaluation Committee (EC) co-chaired by WFP Country Director and the Permanent Secretary in the MoEAC has been established (See annex 3 for the list of members of the committee). The main responsibility of the EC will be to facilitate the evaluation process, make decisions, support the two-staff co-managing the process, provide comments to draft products (TOR, draft inception report and draft evaluation report) and approve final products.
- c) An Evaluation Reference Group (ERG) co-chaired by the WFP Country Director and the Permanent Secretary in the MoEAC has been established comprising of the members of the EC above and stakeholders from other key government ministries, UN agencies and WFP RB (see annex 4). The ERG will act in advisory capacity by bringing expertise and providing inputs into the evaluation process; reviewing and commenting on inception and evaluation report. This will provide further safeguard against bias and/or undue influence, while enhancing overall ownership of the evaluation by key stakeholders;
- d) The evaluation team will work under the supervision of its team leader. The team leader will be accountable to the evaluation committee. The evaluation managers will provide the link between the team leader, the committee and the reference group;
- e) The evaluation schedule in annex 2 will guide the evaluation process. All parties involved will ensure that sufficient time is allocated for quality assurance (QA) of all evaluation products and for stakeholders to provide feedback (see section 4.5 on QA).

4.5. Quality Assurance and Quality Assessment

40. WFP's Decentralized Evaluation Quality Assurance System (DEQAS) defines the quality standards expected from this evaluation and sets out processes with steps for Quality Assurance, Templates for preparing evaluation products and Checklists for their review. DEQAS is based on UNEG norms and standards and good practice of the international evaluation community. It aims to ensure that the evaluation process and products conform to best practice.

41. DEQAS will be systematically applied to this evaluation. The Evaluation 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.

42. 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.

43. To enhance the quality and credibility of this evaluation, the outsourced quality support (QS) service directly managed by WFP's Office of Evaluation in Headquarter will review draft inception and evaluation report (in addition review provided on the draft TOR). The review will provide:

- a. systematic feedback from an evaluation perspective, on the quality of the drafts;
- b. Recommendations on how to improve the quality of the final products.

44. The evaluation manager will review the feedback and recommendations from the QS and share with the team leader, who will use them to finalise the inception/ evaluation report. To ensure transparency and credibility of the process in line with the [UNEG norms and standards](#)²⁶, a rationale should be provided for any recommendations that are not taken into account when finalising the report.

45. The quality assurance process as outline above does not interfere with the views and independence of the evaluation team. It ensures the evaluation report provides the necessary evidence in a clear and convincing way and draws its conclusions on that basis.

46. 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

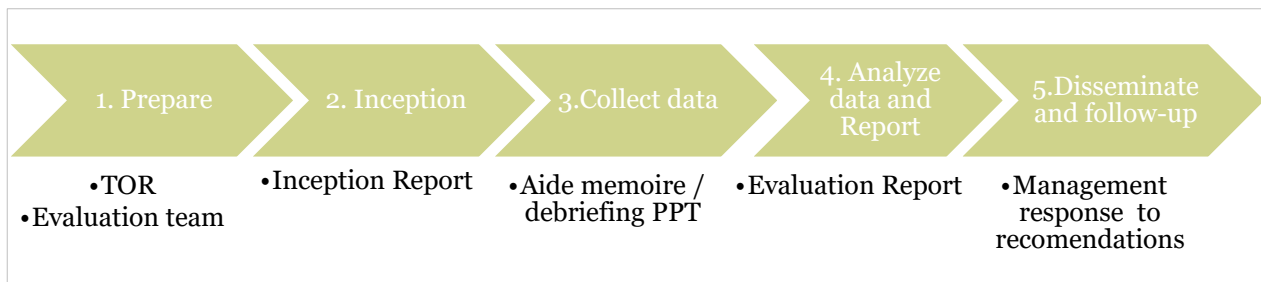
²⁶ UNEG Norm #7 states "that transparency is an essential element that establishes trust and builds confidence, enhances stakeholder ownership and increases public accountability"

the accessibility of all relevant documentation within the provisions of the directive on disclosure of information. This is available in [WFP’s Directive CP2010/001](#) on Information Disclosure.

47. The final evaluation report 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 published on the WFP web sites alongside the evaluation reports.

5. Phases and Deliverables

48. The evaluation will proceed through the five phases, each with deliverables as follows:



- **Preparation phase:** Stakeholder consultations (WFP staff, Government Ministries, WFP Regional Bureau and UN agencies); drafting the TORs; quality assurance of the TORs; recruiting the evaluation team.
- **Inception phase:** documents review, scoping of the evaluation, designing methodological approach, data collection methods and tools; drafting of Inception Report (IR); stakeholder review of the draft IR; quality assurance of IR; approval of the IR; scheduling of the field work;
- **Data Collection (fieldwork):** implementation of the design agreed and approved as per inception report. The sequencing of the data collection to be determined during the inception. The phase will be concluded with an exit briefing by the evaluation team.
- **Data Analysis and Reporting:** Draft evaluation report; quality assurance of the evaluation report (ER); stakeholder review of the ER; approval of the ER; Might include a stakeholder validation workshop. This to be discussed and agreed during the inception.
- **Dissemination and follow up:** MoEAC and WFP consultations on dissemination of the evaluation findings; consultations on the actions to be taken to implement the evaluation recommendations; design, printing, distribution and publication of the report; preparation of the management response to the evaluation recommendations.

49. A detailed schedule is shown in Annex 2.

6. Organization of the Evaluation

6.1. Evaluation Conduct

50. The evaluation will be conducted by an independent team of consultants who will be recruited following appropriate procedures. The evaluation team will not have been involved in the design or implementation of the NSFP or have any other conflicts of interest. They will act impartially and respect the [code of conduct of the evaluation profession](#).

51. Selection of the team will be guided by [WFP guidelines on recruiting evaluation teams](#). The guidelines gives 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 has recommended option (a) identifying individual consultants

52. The evaluation team will conduct the evaluation under the direction of the team leader and in close communication with the WFP and MoEAC evaluation managers, who will in turn work under the direction of the evaluation committee. On day to day evaluation process, the team leader will liaise with the WFP staff co-managing the evaluation, ensuring to keep the MoEAC co-manager in copy.

6.2. Team composition and competencies

53. The evaluation team is expected to include **three (3) team members** including the team leader. It will be gender-balanced, geographically and culturally diverse. It must have with appropriate skills to assess gender dimensions of the NSFP as specified in these TOR. At least one team member must have prior experience in conducting evaluation for WFP.

54. The team will be multi-disciplinary and include members who together bring an appropriate balance of expertise, knowledge and experience in evaluating:

- Education/school feeding programmes;
- Capacity development and strengthening activities;
- Social policy/social development initiatives;
- Middle income country contexts.

55. Collectively, the team should have experience in evaluating in these fields both at sectoral and policy levels. They should have good research design and implementation expertise and the capacity to conduct an independent and quality evaluation. In addition to the technical expertise and experience noted above, the team should collectively have:

- Gender expertise / good knowledge of gender issues as they relate to education;
- Excellent understanding of the national/regional context, and in particular the new and emerging policy directions in a middle income country;
- A deep understanding of school feeding programmes;
- A sound understanding of the UN system and its approach to working with national governments (including the concepts of UNDAF, delivering as one etc);
- Prior experience in conducting evaluations/assessments at sectoral and policy levels;
- Proven ability to produce reports or publications in English.
- High degree of professionalism and ability to systematically follow guidelines;
- Strong analytical and communication skills;
- Excellent oral and written English.

56. The Team leader will have expertise in one of the technical areas listed above. He/she should be experienced in designing methodology and data collection tools and demonstrated experience in leading similar assignments. She/he will also have leadership, analytical and communication skills, including a track record of excellent English writing and presentation.

57. 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, end of field work debriefing presentation and evaluation report in line with DEQAS.

58. The team members will bring together a complementary combination of the technical expertise required and have a track record of written work on similar assignments.

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

6.3. Ethical Considerations

60. The evaluation must be conducted in line with the [UNEG ethical guidelines](#). This will include: respect for dignity and diversity; fair representation of the views of different stakeholders; compliance with ethics in research involving young children and/or vulnerable groups; confidentiality; avoidance of harm and appropriate referrals in situations of risk/protection concerns. During the design of evaluation at inception phase, specific safeguards must be put in place to protect the safety (physical and psychological) of respondents and those collecting the data. Data collection tools must be

designed to be culturally (and age) appropriate. Data collection visits must be planned in collaboration with the relevant stakeholders and organized at the appropriate time and place to minimize risk or inconvenience to respondents.

61. Informed Consent and contact with children/vulnerable groups: Data collection training must include research ethics including how to ensure that all participants are fully informed about the nature and purpose of the evaluation and their involvement. Only participants who have given informed written or verbal consent should be included in the study. Noting that this evaluation includes possible contact with children, women and other vulnerable groups, recruitment of any data collectors should assess suitability to work with these groups within the Namibia context. With respect to involvement of children, [this guidance](#) is useful when training the data collection staff.²⁷ Reports should not bear names of respondents and qualitative data must be reported in a way that will not identify individual respondents.

62. The evaluation 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 (2) Fair representation; (3) Compliance with codes and ethics of research involving young children or vulnerable groups); (4) Redress; 5) Confidentiality; and (6) Avoidance of harm. This should be reflected in the inception report. Specific safeguards must be put in place to protect the safety (both physical and psychological) of both respondents and those collecting the data. These should include:

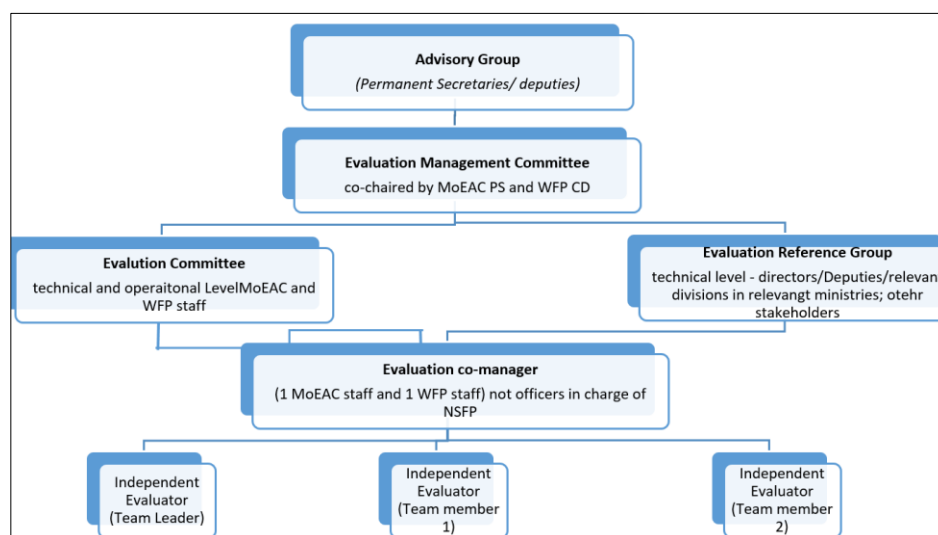
- a) A plan is in place to protect the rights of the respondents, including privacy and confidentiality
- b) The interviewer or data collector is trained in collecting sensitive information;
- c) Data collection tools are designed in a way that is culturally appropriate and does not create distress for respondents
- d) Data collection visits are organized at the appropriate time and place to minimize risk to respondents
- e) The interviewer or data collector can provide information on how individuals in situations of risk can seek support.

6.4. Governance and Management of the Evaluation process

63. This is a joint evaluation, to be jointly managed by the MoEAC and WFP. The rationale for a joint evaluation is because this is an evaluation of the national school feeding programme and WFP is not an implementer. Jointly commissioning the evaluation will increase the 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, to build participation and ownership, to share the responsibilities and to foster acceptance and consensus on evaluation recommendations. WFP engagement in this evaluation is within the context of its continuing capacity strengthening efforts. The evaluation process will therefore be used to enhance capacity of the MoEAC to commission and manage evaluations in future.

²⁷ http://opus.bath.ac.uk/51095/1/ETHICAL_RESEARCH_Innocenti_working_paper.pdf

64. To ensure that the evaluation contributes to strategic decisions in relation to the NSFP, an advisory group will be formed composed of senior Government officials at the key ministries. At the technical level, an evaluation Committee in addition to a reference group will provide subject matter expertise and advisory inputs. A



smaller group comprising an evaluation management committee will oversee the management of the process. To do so, the WFP Country director and the Permanent Secretary at the MoEAC will appoint one staff to manage the day to day tasks, and support in convene the committee meetings.

65. The two staff 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 as required. The structure above shows how the evaluation management will be structured.

6.5. Security Considerations

66. If the evaluation team is hired through a firm (LTA or competitive tendering), the firm is responsible for ensuring the security of the evaluation team members, including adequate arrangements for evacuation for medical or situational reasons. The consultants contracted by the evaluation company do not fall under the UN Department of Safety & Security (UNDSS) system for UN personnel.

67. If the evaluation team is hired individually, they are covered by the UN Department of Safety & Security (UNDSS) system for UN personnel which cover WFP staff and consultants contracted directly by WFP. Independent consultants must obtain UNDSS security clearance for travelling to be obtained from designated duty station and complete the UN system's Basic and Advance Security in the Field courses in advance, print out their certificates and take them with them.²⁸

68. Namibia is not a high-risk country in terms of security. Nevertheless security briefing will be provided to the evaluation team. To avoid any security incidents, team members should observe applicable UN security rules and regulations. This includes a security briefing to gain understanding of security situation on the ground.

7. Roles and Responsibilities of Stakeholders

69. The WFP Namibia Country Director will take responsibility to:

- Assign a staff to co-manage the evaluation: (**Gloria Kamwi, Programme Policy Officer**);
- Establish and co-chair the evaluation committee and the evaluation reference group;
- As chair of the EC, approve the final TOR, inception and evaluation reports;
- Ensure the independence and impartiality of the evaluation at all stages, including ensuring the engagement of the EC and ERG as appropriate;

²⁸ Field Courses: [Basic](#); [Advanced](#)

- Participate in discussions with the evaluation team as a key informant on the performance and results of the school feeding programme;
- Organise and participate in exit debriefings at the end of field work;
- Oversee dissemination and follow-up processes, including preparation of Management Response to the evaluation recommendations.

70. The **Permanent Secretary in the Ministry of Education, Arts and Culture** will be responsible to:

- Assign a Ministry staff to co-manage the evaluation: **Calvin Muchila**, Deputy Director, Ministry of Education, Arts and Culture
- Co-chair the evaluation committee and evaluation reference group with the WFP country director;
- As co-chair of the EC, approve the final TOR, inception and evaluation reports;
- Ensure the independence and impartiality of the evaluation at all stages, including ensuring the engagement of the EC and ERG as appropriate;
- Participate in discussions with the evaluation team as a key informant on the performance and results of the national school feeding programme;
- Participate in exit debriefings at the end of field work;
- Participate in dissemination and follow-up processes, including preparation of actions plans for the implementation of the evaluation recommendations.

71. **Evaluation Management Committee** (PS MoEAC and WFP CD)

- Oversee the management of the evaluation
- Ensure the independence and impartiality of the evaluation at all stages, including ensuring the engagement of the EC and ERG as appropriate
- Provide guidance on the evaluation
- Approve processes and final evaluation products
- Support in the advisory group

72. Other **Government Ministries** will be responsible to:

- Nominate a staff to be a member of the ERG;
- Through the ERG, review and comment on evaluation products (TOR, IR and ER);
- Participate in the evaluation, as key informants during the data collection phase;
- Contribute to preparation of action plans for the implementation of evaluation recommendations.

73. The **Evaluation co-Managers** will be responsible to:

- Manage the evaluation process through all phases including finalising these TOR;
- Ensure quality assurance mechanisms are operational (EC and ERG established);
- Submit draft products (TOR, IR and ER) to the quality support service and ensure that the feedback is used to improve the quality of the products;
- Consolidate and shares stakeholder comments on draft inception and evaluation reports with the evaluation team;
- Ensure quality assurance mechanisms are utilised (quality checklists, quality support service, EC consultation and decision making; ERG consultation);
- Ensure that the team has access to all documentation and information necessary to conduct an independent and credible evaluation;
- Facilitate the team's contacts with stakeholders, sets up meetings, organise field visits; provide logistic support during the fieldwork; and arranges for interpretation/ translation, if required.
- Organise security briefings for the evaluation team and provide support as required.

74. The **Evaluation Committee** will be responsible to:

- Ensure independence and impartiality of the evaluation by supporting the evaluation managers in utilising the mechanisms for independence and impartiality;
- Make decisions to steer the evaluation process;
- Review and comment on inception and evaluation report drafts;
- Through the co-chairs, approve the evaluation products (TOR, IR and ER);

75. The **Evaluation Reference Group** will be responsible to:

- Ensure key stakeholders are engaged in the evaluation process;
- Provide expert inputs and act in an advisory on the subject of evaluation;
- Review and comment on the draft evaluation products (inception report and evaluation report);
- Act as key informants during the data collection phase;

76. The **WFP Regional Bureau** will be responsible to:

- Provide support to the evaluation managers as appropriate (through **Grace Igweta**, Regional Evaluation officer, as member of the evaluation committee);
- Provide expertise/advisory as part of the evaluation reference group (through **Trixie-Belle Nicole**, Programme Policy Officer, as member of the evaluation reference group);
- Participate in discussions with the evaluation team on evaluation design during inception phase;
- Review and comment on the draft TOR, Inception and Evaluation reports;
- Support the preparation of the Management Response to the evaluation recommendations;
- Follow up with NACO on the implementation of the recommendations;

77. **WFP Headquarters division** (Social Safety Nets and social protection) will be responsible to:

- As key informants, discuss WFP strategies/policies/systems and approaches to supporting national school feeding programmes;
- Comment on the evaluation TOR, inception and evaluation reports, as required.

78. **UN agencies** will be responsible to:

- Nominate a staff to be a member of the ERG;
- Through the ERG, review and comment on evaluation products (TOR, IR and ER);
- Participate in the evaluation, as key informants during the data collection phase;

79. **The Office of Evaluation (OEV)** will be responsible to:

- When required, through the Regional Evaluation Officer, advise the Evaluation Managers and provide support to the evaluation process;
- Providing access to the outsourced quality support service for reviewing draft TOR, inception and evaluation reports from an evaluation perspective.
- Ensure a help desk is functional and accessible for additional support;
- Upload the final products on the WFP intranet and public website

80. **Beneficiaries (school learners:–boys and girls), school principals, teachers, parents and communities:** These are the key direct stakeholders as far as the implementation of the programme and intended results are concerned. They will be consulted and expected to participate in the stakeholders meetings (at the school) and to respond to relevant interview questions. As appropriate, these stakeholders will also be involved in discussions of the findings and recommendations of the evaluation and actions required for implementing them.

8. Communication and budget

8.1. Communication

81. The **Evaluation managers**, 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;
- Documenting systematically how stakeholder feedback has been used in finalised the product, ensuring that where feedback has not been used a rationale is provided;
- Informing stakeholders (through the ERG) of planned meetings at least one week before and where appropriate sharing the agenda for such meetings;
- Informing the team leader in advance the people who have been invited for meetings that the team leader is expected to attend/present and sharing the agenda;
- Sharing final evaluation products (TOR, inception and Evaluation report) with all internal and external stakeholders for their information and action as appropriate;

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

- Communicating the rationale for the evaluation design decisions (sampling, methodology, tools) in the inception report;
- Working with the evaluation manager to ensure a detailed evaluation schedule is communicated to stakeholders before field work starts, and it is annexed to the inception report;
- Sharing a brief PowerPoint presentation prior to the internal and external debriefings to enable stakeholders joining the briefings remotely to follow the discussions;
- Including in the final report the list of people interviewed, as appropriate (bearing in mind confidentiality and protection issues)²⁹;
- Systematically considering all stakeholder feedback when finalising the evaluation report, and **transparently provide rationale for feedback that was not used**;

83. As part of the internationally acceptable 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 a 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. The WFP OEV will upload the final products on the WFP intranet and public website.

84. The WFP country director and the Ministry of Education's Permanent Secretary may consider holding a dissemination and learning workshop to enhance the use of the evaluation findings. Such a workshop will target key stakeholders as discussed in section 2.3. The team leader may be called upon to co-facilitate the workshop with WFP and Ministry of education.

8.2. Budget

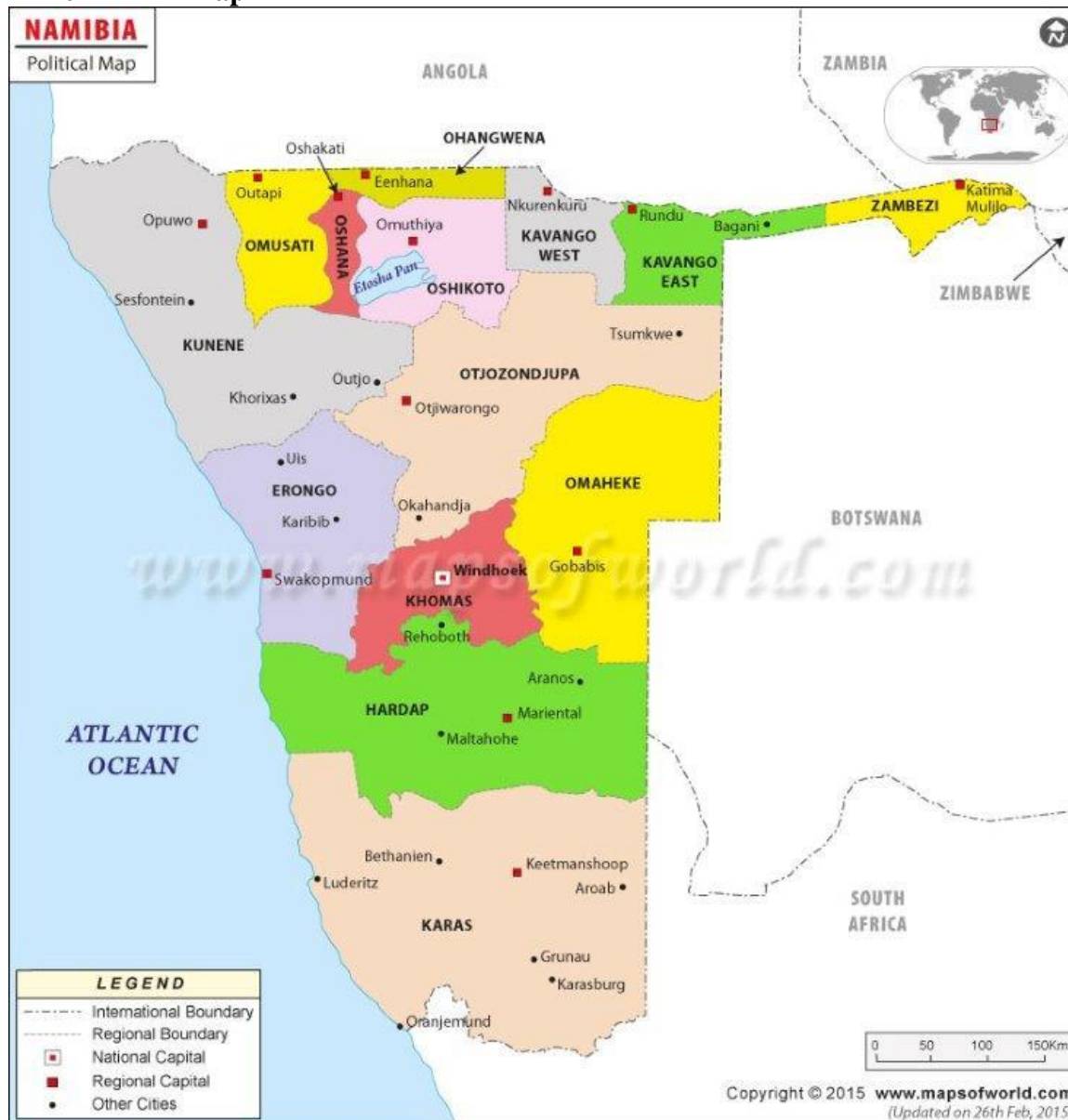
85. The funding for the evaluation will be supported by the MoEAC and WFP.

Any queries should be sent to the following contact persons:

- Gloria KAMWI, WFP Programme Policy Officer, gloria.kamwi@wfp.org
- Calvin Muchila, Deputy Director in the Ministry of Education, Arts and Culture, cmuchila@moe.gov.na
- Elvis ODEKE, WFP Programme Policy Officer, elvis.odeke@wfp.org
- Obert MUTUMBA, WFP M&E Officer, obert.mutumba@wfp.org

²⁹ For example, omitting names of people where appropriate, and instead stating the name of the organisation

Annex 1 Map



Annex 2 Evaluation Schedule

#	Phases, Deliverables and Timeline	Key Dates	By Who
Phase 1-Preparation			
1	Document review and draft TOR as per approved evaluation plan	March/April 2018	EMs ³⁰
2	Stakeholder consultations and feedback on the draft TOR	23rd to 25th Apr	
3	Submit draft TOR to the outsourced Quality Support service (QS) ³¹	26th April	EMs
4	Receive and review feedback from QS, and discuss with RB if necessary	2nd May	EMs
5	Review draft TOR based on QS feedback to produce final draft	8th May	EMs
6	Review draft 2 of TOR based on stakeholders' comments	10th May	EMs
7	Submit application for the Contingency Evaluation Fund (CEF)	12 May	RB ³²
8	Hold a meeting with MoEAC ³³ to discuss the evaluation and the overall proposed approach and approves Finale TOR	11 June 2018	EMs
9	Approve the final TOR	25 June	EC ³⁴
10	Permanent Secretary (PS) meeting and official appointment of Evaluation Reference Group (ERG)	25 June 2018	EC members
11	Organise ERG meeting	06 July 2018	EMs
12	Select and recruit evaluation team	11 June – 24 July 2018	EMs & EC
13	Finale selection of Evaluation Team (ET)	24 July 2018	EC
Phase 2 - Inception		Key Dates	By Who
14	Brief the evaluation team on expectations, the TOR and process (orientation call with evaluation committee)	06 Aug 2018	EMs
15	Desk review evaluation design and inception meetings	07 Aug – 10 Aug 2018	ET ³⁵
16	Scoping mission -to deepen the evaluability assessment presented in section 4.4 by assess 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	06 August -10 Aug 18	ET
17	Stakeholder Session -to present and discuss the evaluation sub-questions and proposed methodology	13 Aug	ET
18	Submit draft 1 of the inception report (IR) to the EM	24 Aug	TL ³⁶
19	Review draft 1 of the IR and if it is complete submit to QS	27 Aug	EMs
20	Receive and review QS feedback and submit to the evaluation team	03 Sept	EMs
21	Revise draft 1 of IR based on QS feedback and produce draft 2 IR	03 -06 Sept	ET
22	Submit draft 2 of IR to the evaluation manager	07 Sept	TL
23	Circulate draft 2 IR for review and comments to ERG and other stakeholders	11 Sept	EMs
24	Consolidate stakeholder comments and submit to evaluation team	06 Sept	EMs
25	Revise IR based on stakeholder comments & produce draft 3	19 Sept	ET
26	Submit draft 3 (final) IR to the evaluation manager	21 Sept	TL
27	Review, if OK Submit final IR to the evaluation committee for approval	24 Sept	EMs
28	Approve the inception report	27 Sept	EC
29	Share final inception report with key stakeholders	27 Sept	EMs
Phase 3 –Data Collection		Key Dates	By who
30	Prepare for field work	20-27 Sept	ET
31	Evaluation team get briefings (security, PS & CD, EC)	1 Oct	EC&TL
32	Training of Research Assistants on data collection	2-3 Oct	ET
32	Data Collection exercise resume	8-19 Oct	ET
33	Exit debriefing	19 Oct	ET
34	Data analysis + drafting of the evaluation report	29Oct -29Nov	ET

³⁰ EM - Evaluation Managers

³¹ QS – Quality Support Service

³²RB - WFP Regional Bureau in Johannesburg

³³ MoEAC - Ministry of Education Arts & Culture

³⁴ EC - Evaluation Committee

³⁵ ET - Evaluation Team (Team of consultants)

³⁶ TL - Team Leader

35	Submit Draft 1 of the Evaluation report (ER) to the EM	30 Nov	TL
36	Review draft 1 of ER and if complete submit to QS	31-06 Nov	EMs
37	Receive QS feedback and submit to the team leader	07 Nov	EMs
38	Revise ER based on QS feedback and produce draft 2	08-14 Nov	ET
39	Submit revised ER to evaluation manager	15 Nov	TL
40	Circulate draft ER for review and comments to ERG & other stakeholders	16- 29 Nov	EMs
41	Consolidate stakeholder comments and submit to team leader	30 Nov	EMs
42	Revise draft ER based on stakeholder comments	01-07 Dec	ET
43	Submit of final ER to the evaluation manager	10 Dec	TL
44	Finale review to check if all comments have been addressed	11-13 De	EMs
44	Submit ER report to evaluation committee for approval	14 Dec	EMs
45	Approve the final ER	18 Dec	PS & CD
46	Share final ER report with key stakeholders	19 Dec	EMs
47	Prepare management response to the recommendations	30th Jan 2019	EC
48	Review and provide feedback on the management response	15th Feb 2019	WFP RB
49	Finalize the management response based on RB comments	28th Feb	WFP RB
50	Share the final ER and MR with OEV for publication	1st March	RB

Annex 3 Membership of the Evaluation Committee

1. Mr. Bai SANKOH, WFP Country Director and representative, WFP Namibia
2. Ms. Sanet Steenkamp, Permanent Secretary, Ministry of Education, Arts and Culture (MoEAC)
3. Ms. Gloria KAMWI, Programme Policy Officer, WFP Namibia
4. Mr. Calvin Muchila, Deputy Director, Ministry of Education, Arts and Culture, Namibia
5. Ms. Joy Mamili, Deputy Director, MPAT, Ministry of Education, Arts and Culture
6. Mr. Elvis ODEKE, Programme Policy Officer, WFP Namibia
7. Mr. Obert MUTUMBA, M&E officer, WFP Namibia
8. Ms. Grace Igweta, Regional Evaluation Officer, WFP Regional Bureau;

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7. Ms. Edda Bohn, Director Programme and Quality Assurance, Ministry of Education, Edda.Bohn@moe.gov.na
8. Ms. Joy Mamili, Deputy Director, MPAT, Ministry of Education, Arts and Culture; joymbangu@yahoo.com
9. Ministry of Agriculture, Water and Forestry;
10. Ministry of Health and Social Services;
11. Ministry of Poverty Eradication and Social Welfare;
12. Ministry of Gender Equity and Child Welfare;
13. National Planning Commission;
14. Ministry of Finance;
15. Ministry of Urban and Rural Development;
16. Food and Agriculture Organisation (FAO)
17. UNICEF
18. PRIVATE SECTOR

Annex 6 Namibia School Feeding Road Map (2012-2017)

1-Policy, Legal Framework and Budget Standard

Situation	Objectives/Milestones (to be achieved by 2017)	Actions	Timescale/Lead
No School Feeding Policy in place.	A School Feeding Policy is developed and validated.	Disseminate and share NSFP Case Study and Recommendations.	Short-Term/WFP, MoEAC and MPAT
		Develop multi-sectoral taskforce with various stakeholders and line ministries including: OPM, MRLHG, NAB, MoGECW, MoAFW, MOF and MoHSS. <i>Revised Action:</i> Integrate school feeding discussions in existing coordination platforms such as the School Health Task Force, the National Food Security and Nutrition Council and NAFIN	Short Term/MoEAC and MoHSS Short Term/MoEAC
		Develop and disseminate NSFP Policy.	Medium and short-Term/MoEAC (MPAT- PQA), OPM, line ministries and WFP.
The NSFP Reference Manual has not been revised since 1996.	The NSFP manual is revised and disseminated to relevant stakeholders.	Revise and disseminate NSFP reference manual and make it available to all NSFP actors.	Medium and short term WFP and MoAEC.
	Manual to be updated after strategy/policy is approved.	Revise and disseminate NSFP reference manual after strategy/policy developed.	Long-Term/MoEAC (MPAT) and WFP
Namibian School Feeding Programme is not adequately funded hence affecting effective implementation.	Budget should correspond with programme/beneficiary expansion.	Undertake costing exercise for the current costs of NSFP.	Short-Term /WFP and MoEAC/PQA
		Develop comprehensive NSFP budget including, proper staffing, NFI's, M&E activities within existing national and regional budgets.	Short-Term/MoEAC (PQA)
		Advocate for increased budget based on needs and increase in beneficiaries' numbers.	Long-Term/MoEAC and MOF
		Funding mechanisms are clearly defined in the School Feeding Policy.	Long-Term/MoEAC, MOF, OPM, WFP and Regional Councils.
	Dedicated regional budget for NSFP implementation and monitoring activities.	Incorporate NSFP activities (e.g. M&E) and NFI's into regional education budgets.	Short term MoEAC (Central and Regional)
	Develop multi-sectoral funding for school feeding and build partnerships with the private sector.	Engage the private sector and development partners to fill funding gaps for special projects (i.e. commodity diversification pilot).	Short/medium-Term/WFP, MoEAC and South-South Cooperation.

2-Design Standards

Situation	Objectives/Milestones (to be achieved by 2017)	Actions	Timescale/Lead
Specific objectives of the Namibian School Feeding Programme are not measurable indicators.	Specific, measureable, achievable, reliable and timely objectives of NSFP are clearly defined.	Review and Clarify the Objectives of NSFP	Medium Term/MoEAC and WFP
The shift in target group to include all needy primary		Targeted beneficiaries to include all needy pre- and primary learners which will be prioritised and revise.	Medium Term/MoEAC

learners (not only OVC's) has not been captured in writing.	All learners will be eligible including pre-primary, primary and secondary school learners.	Resources permitting develop a strategy to gradually phase in secondary learners. Consider implications of expansion to other education levels such as the Early Child Development Centres.	Long-Term/MoEAC Medium/Long Term/ MoEAC, MGCW and OPM
Exclusion of schools with no justification.	A systematic approach for inclusion of schools exists.	Develop a process/plan to include eligible benefiting schools, highlight in the NSFP Reference Manual.	
Standards, procedures and process of NSFP implementation not uniform throughout schools.	All schools follow the correct implementation standards and procedures for NSFP.	Define school-level organization including the length of school days, extension of breaks and when, where and how the feeding will take place and reflect these in the NSFP manual.	1 Year Medium-Term/MoEAC
The official ration is a 125 g portion of dry maize blend (500 ml cooked). The ration size distributed is not uniform; some children are receiving half or twice the recommended ration size.	Ration should be differentiated according to the needs of the area (i.e. urban vs. rural), non-subsidised community hostels and the needs of the learners.	Scale up different composition needs to be addressed along with the ration size.	Medium-Term/ MoEAC, UNICEF and WFP.
		Increase ration for children in non-subsidised community hostels.	1 Year Medium-Term MoEAC (PQA)
		Review and align the nutritional requirements of the commodity with that of the beneficiary (i.e. primary learners and secondary learners have different nutritional requirements).	Medium-Term/ MoEAC, MOHSS and WFP.
One commodity, fortified maize meal blend, served every day. A few schools out of their own initiative and in collaboration with private sector are complementing the current school meal with other food items.	Diversify food basket.	Explore opportunities to diversify the food basket with additional or alternative products, ensuring it addresses the nutritional needs, local food preferences and is suitable for the learners.	Long-Term/MoEAC and WFP.
The food commodities of maize blend and centralized procurement does not favour small-scale local production-most maize is produced on large-scale farms, half of the maize needed is imported.	75% of commodities are locally produced.	Rethink the blend offered using other country examples e.g. Botswana. Consider the composition of the blend with expert advice – nutrition content and shelf life. <i>Opportunity: NAB has expressed interest in incentivising soya and other legume production.</i>	Long-Term/MoEAC and partners e.g. MOHSS, MOAWF, and NAD
		Consider the possibility of purchasing alternative food commodities from small holder producers, on a pilot basis	Medium Term/MOEAC, MAWF, MOHSS and NAB
Cooking arrangements (lack of cooking fuel, volunteer cooks, NFI's, etc.) are not optimal and are contributing to non-feeding days.	Timely preparation and distribution of meals , ensuring at least one mid-morning meal daily	Solve implementation problems: lack of cooking fuel, cooks not arriving on time, inadequate pots, etc.	Medium-Term/MOE (PQA) and Regional MOE.
		Consider paying or subsidising the cooks with cash.	Medium and long term/MoEAC (PQA), OPM, MOF and schools.
		Consider paying cooks or providing them with a cash incentive based on one year renewable contracts. Medical examinations will be part of contract. OPM has a programme that provides a small cash stipend to schools in high vulnerable areas/community schools to pay cooks. This initiative offers lessons to be learned and applied in NSFP.	Short and long term/MoEAC (PQA) and OPM

	More holistic approach including other stakeholders i.e. MOHSS.	Periodic health check-ups with the MOHSS closely involved, along with other stakeholders, to closely monitor the Namibian School Feeding Programme, school health, deworming and nutrition monitoring.	Short-Term/ MOHSS, MoEAC and Regional Hostel Officers (Coordinate).
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3-Programme Implementation Standard

Situation	Objectives/Milestones (To be Achieved by 2017)	Actions	Timescale/Lead
EMIS collects NSFP data, but there is no functional Monitoring and Evaluation plan for the NSFP in place.	Specific NSFP M&E plan and system are developed and built into the NSFP policy.	Put in place a monitoring and evaluation system to monitor food delivery, food processing and reporting.	Short-Term/MoEAC (PQA/MPAT) and WFP.
		Further training required on NaSiS (web-based school feeding data collection and reporting system) for senior managers at the Regional level.	
		Check lists for Inspectors and Regional Hostel Officers to track commodity delivery and use. Access to information on the NaSiS System by Deputy Directors and Directors at the Regional level Strengthen EMIS through enhanced M&E in order to improve feed back	Short-Term/MoEAC (PQA and MPAT) WFP.
		Train MoEAC staff at all levels on roles and responsibilities in implementing the M&E plan.	Short-Term/MoEAC and WFP.
		Improve information flow, NSFP data collection, and use of computers, short message service (sms and other tools) and more traditional recording for effective M&E.	Short-Term /MoEAC and WFP
		Review the reporting and ordering forms and when the orders should be placed. Timelines in place to improve information flow.	Short-Term/MoEAC (PQA/MPAT)
		School Link to improve the data collection but to roll out to all schools and include school feeding data in School Link – Ministerial IT unit under general services.	Long-Term/MoEAC (PQA MPAT, and EMIS)
Maize blend is procured through three national tenders, diversification of suppliers at regional-level. However, Supply chain has significant issues resulting in late delivery of food to schools, spoilage and mismanagement of food.	Improved supply chain that delivers the right quantity and quality of food commodities to schools on time.	Review the tendering and delivery arrangements.	Short-Term/MoEAC (Central level)
		Decentralize transport tenders to the regions in order to improve efficiency of food deliveries to schools	Short-Term/MoEAC (MPAT, Regional, Finance) Medium-Term/ MoEAC (PQA)
		Monitor and improve checks and control measures for transporters and suppliers. Institute control mechanisms to ensure accurate food orders are placed on time. Monitor transport and warehousing more effectively.	
		Train service providers/suppliers on proper standards, procedures and process in NSFP, including their role and responsibilities within the programme and the M&E plan (i.e. completion and data entry of delivery notes).	Short-Term/MoEAC (PQA) and WFP
		Train and capacitate the regions on their roles with regard to schools procuring food from smallholder producers. Develop clear advocacy materials on the linkage of school feeding to smallholder producers.	

		Accountability of Service Providers: Develop quality control measures in the supply chain to ensure service providers are held accountable and meet their contractual obligations. Institute mechanisms to reprimand service providers that violate the terms of the agreement including black listing.	Short-Term/MoEAC (PQA)
	Adequate management, quality assurance and oversight mitigate the misuse/waste of food.	Improve information flow and reduce inefficiencies resulting from non-completion of M&E tools and activities (i.e. food log book, school term report and adjust orders for next term as needed).	Short-Term/MoEAC (PQA and WFP)
	Institute quality control measures	Strengthen quality control and safety measures in the food supply chain and collaborate with relevant ministries at national and regional levels for quality controls.	Medium-Term /MoEAC (PQA), MOAWF, MOHSS and WFP
		Perform systematic but random checks on the maize blend once a term/year to ensure nutritional requirements are met.	Short-Term/MoEAC (PQA) and MOAWF
		Training is needed to ensure quality assurance is undertaken properly.	Short-Term/MoEAC, and WFP
		Dedicated capacity within MoEAC, learning from positive experience from the hostel programme.	Short/Medium Term MoEAC (PQA and Regional Offices)
	Explore opportunities to decentralize the chain management to improve quality control and assurance including monitoring standards of transporters.	Work with the agriculture sector to explore opportunities for procurement from local farmers, and decentralization of food processing and payment.	Long-Term/MoEAC , MOAWF, WFP and PCD
High number of schools experience incidents of spoiled food.	Adequate food management at school level improves efficiency and guarantees children's safety.	Investigate the supply chain to determine spoilage. Ensure timely delivery of food to schools in order to avoid food balances at the end of term. Ministry of Agriculture/Ministry of Health and social services to assist in determining the extent of food spoilage due to high moisture context or short shelf life.	Medium-Term/MoEAC and MOAWF
		Schools to report spoilage and causes termly to central office through monitoring tools (i.e. food log book and school term report.)	Short-Term/MoEAC (PQA), Schools
		Develop procedures and processes to manage spoiled food.	Short-Term/MoEAC (PQA), Regional offices and Schools
NSFP infrastructure and facilities vary considerably in schools and are not sustainable to implement feeding properly.	Adequate NSFP infrastructure in all schools, including storerooms, kitchens, eating shelters and water and sanitation facilities.	A survey to be carried out to determine the infrastructure needs for each school. Have standardized drawing structure for eating shelters and storage facilities.	Medium-Term/MoEAC (PQA) and WFP
		Established and improved NSFP facilities: Develop a plan to begin the construction or improvement of NSFP facilities in schools that need these facilities. These efforts should be implemented in collaboration with local government, civil society, donors and private sector.	Medium/Long-Term MoEAC, MRLGH CCN and PAD
Many schools do not have the necessary non-food		Assess the needs for NFIs in each school.	Short-Term/MoEAC (PQA) and Regional Office

items (NFI's) to run the programme effectively.	All schools have the necessary NFI's and Regions and schools to procure the NFI's.	Revise procurement arrangements for NFI's: Establish clear procurement arrangements to ensure all necessary NSFP items are procured for schools. (i.e. Regions and schools are responsible for procuring and budgeting for NFI's (i.e. cooking fuel, pots, utensils, soap, NSFP infrastructure materials, plates, etc.)). Either by incorporating into the budget or utilising the UPE fund.	Medium-Term/MoEAC (Regional and schools)
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4-Institutional Capacity and Coordination Standard

Situation	Objectives/Milestones (To be Achieved by 2017)	Actions	Timescale/Lead
MoEAC (at the central, regional, circuit and school levels) is designated to implement school feeding. However, limited staff at national and regional levels available to implement the programme effectively and efficiently. Regional Hostel Officers not adequately remunerated which has resulted in high staff turnover. E.g. 6 of the 1 position are filled by the administrative officers.	Dedicated school feeding unit at an adequate level within the MoEAC organization.	Increased dedicated staffing at national, regional, circuit and school levels. Appoint higher level management at central level. Revision of Regional Hostel Officers' job requirements. Revisit and match the RHO's job requirements with corresponding compensation.	Medium/Long-Term/ MoEAC and OPM Medium/Long-Term/ MoEAC
MoEAC staff do not have the time and training to properly implement NSFP.	All MoEAC actors possess the knowledge and skills for implementing NSFP effectively.	Build capacity of MoEAC actors at all levels (central, regional circuit and school levels) in implementing NSFP effectively and efficiently. Refresher training required also to cater for new recruits	Short-Term/MoEAC and WFP
Monitoring information flow is weak, especially upwards.	Monitoring is undertaken timely and informs decision-making on NSFP implementation.	Revive reporting of commodities and implement a web-based reporting system. Ensure connection of all schools to the web, Continued M&E and Continuous training of NASIS at school level	Long and short term MoEAC and WFP

Sub-division meetings with regions take place annually; however NSFP is a low priority agenda item.	NSFP receives equal priority in regional and national NSFP/Hostel meetings.	Continue to discuss implementation issues and exchange of good practices, lessons learnt during annual meeting. NSFP to become standing agenda at regional-level meetings and included in quarterly reports to be submitted to inspectors.	Short-Term/MoEAC (PQA)
Alliance building is inadequate (inter-sectoral/ministerial, civil society and private sector).	Stronger inter-sectoral coordination at central level.	Create a multi-sectoral task force coordinated by a neutral convenor. Platform to meet at least twice a year- share annual reports, challenges and feedback.	1 year Medium-Term/MoEAC Short term.
		At central-level bring school feeding higher in the agenda for already established forums (Prime Minister, CAADP, MOAWF, ETSIP, NAFIN). NSFP becomes priority agenda item at strategic meetings	Medium-Term/MoEAC and stakeholders. Short term.
		UNICEF pilot project on social accountability with existing evaluation programme and participation of civil society in quality assurance. Could be used in the monitoring and evaluation of quality control of school feeding. Pilot project (social accountability) to be extended to other regions.	Medium to long term/MoEAC and stakeholders.
	Stronger coordination at regional level.	Involve other ministries at regional level (health and local government) and regional councillors along with other organizations as well as traditional leaders and Office of Governor.	Short to Medium-Term/MoEAC, various Ministries and stakeholders.
		Use existing platforms at regional level such as regional education forums.	Medium-Term/MoEAC regional level

		Integrate a NSFP Steering Committee into existing platforms to coordinate the implementation of the programme and advise on movements and improvements of NSFP. Inclusion of regional representation and other line ministries. Utilise the term reports and M&E systems to propose changes and updates on NSFP to continue to refine and improve the programme.	Long Term/MoEAC and line ministries, MRLGH.
	Stronger coordination at circuit and school level.	Sensitise <i>school</i> boards and principals. Train focal persons on all aspects of NSFP.	Medium term
	Greater involvement of civil society, e.g. CCN and the private sector.	CCN taskforce Terms of Reference	Medium-Term/ MoEAC and stakeholders. Short term.
	Strong engagement with service providers.	Include Service Providers in annual NSFP Hostel/meetings and circuit/regional meetings. Service providers to give feedback at NSFP platforms.	Short-Term/MoEAC at region and circuit level

5-Community Participation Standard

Situation	Objectives/Milestones (To be Achieved by 2017)	Actions	Timescale/Lead
The roles communities are expected to play exceed their capacity and commitment.	Communities have a high level of participation and adopt region-specific and context-specific approach to implementing the NSFP.	Re-evaluate and articulate the expectations of the communities and provide clear guidelines to community members regarding their role in school feeding.	Short term/MoEAC PQA Head Office and WFP.
The community play a vital role in contributing to the NSFP but due to lack of ownership of the programme it undermines their potential to contribute effectively.		Communities should be sensitized and mobilized to raise awareness about NSFP and allow them to play their expected role.	Short-Term/MoEAC (Regional & Circuit), School Board and School administration.
		Community to be sensitized on their roles and responsibilities within NSFP.	Short-Term/MoEAC (Regional & Circuit) School Board, School Management, local authorities and traditional leaders.

School Board does not take a strong role in contributing to the NSFP management/implementation.	Strong involvement of the School Board in the management and implementation of NSFP.	In each school, establish subcommittee under the school board. The subcommittee could include the local headmen, parents, councillors and the principal as they have influence.	Short-Term/School Board
		Prepare Terms of References and train school board so the subcommittee knows exactly what is expected. Prepare Terms of References for SFP Subcommittee and train school board so the subcommittee knows exactly what is expected of them. Align the TOR with the Social Accountability and School Governance initiative, in schools where this has been instituted.	Short-Term/MoEAC (PQA Head office)
Community contributions from churches, local businesses and NGO's are low.	Strong community contribution from relevant local stakeholders.	School Board to mobilize community contributions and establish a system of incentive and recognition. In each school, establish Subcommittee for SFP under the School Board. The subcommittee could include the local headmen, parents, councillors and the principal as they have influence.	Short-Term/School Board.

Annex 7: The Logical Frame of the National School Feeding Programme

48	Logical Hierarchy	Indicator	Data source	Assumption
	Overall objective Promote equitable participation in quality learning and education for all children in Namibia during all seasons by providing nutritious and healthy food through schools that are part of the life and development of communities.	The share of the Namibian population with a completed primary education is increased by 2 percent between 2011 and 2017. The adult literacy rate is increased by 2 percent between 2010 (89%) and 2020.	National census and education statistics (EMIS) National census and education statistics (EMIS)	Linking objective and outcomes <ul style="list-style-type: none"> School feeding continues to be a Government priority No major crisis occurs that would disrupt approved school feeding strategy and plans
	Outcome 1 – Access All eligible primary learners are enrolled at schools	The enrolment rate for 6 and 7 year old learners is increased by 15 and 5 percent respectively between 2011 and 2017 The gender ratio in all primary school grades is 50:50	Education statistics (EMIS) Education statistics (EMIS)	
	Outcome 2 – Adherence / reduced drop-out Enrolled learners adhere to their schooling.	The drop-out rate from grade 1 to grade 7 is reduced from 14.5 % in 2010 to under 10 % in 2017. By 2017, the completion rate for primary education is increased to 90%. (Baseline 2010: 83.8%, EMIS 2011, table 31)	Education statistics (EMIS) Education statistics (EMIS)	
	Outcome 3 – Attendance Enrolled learners attend classes regularly.	The attendance rate per term is 80 % or higher for all learners by 2017.	EMIS – new information on attendance	
	Outcome 4 – Promotion Enrolled learners successfully graduate to subsequent terms.	Promotion rates are at least 85 % for all grades in all primary schools of Namibia by 2017.	Education statistics (EMIS)	
	Outcome 5 – Food and Nutrition Guaranteed minimum caloric intake of all school learners regardless of their household's capacity to provide food.	Amount of caloric intake (quantity and % of RDI) received by child by gender per school day of at least the level recommended for school feeding.	Specifications of food delivered to schools; Tables of RDI; NSFP beneficiary register	
	Output 1 Food is distributed to schools in adequate quantity, quality and time	Quantity of food delivered to schools as share of food ordered. (Target: 90%) Quantity of food delivered before the first day of the term as percent of total quantity delivered (target: 90%) Quantity of food delivered that corresponds to quality specifications (based on spot checks, target: 100%)	Delivery notes, combined with food orders Delivery notes (cross-checked through food logbooks) Delivery notes, food logbooks, confirmation of food specifications	Linking outcomes and outputs <p>School feeding is accompanied by de-worming activities in all assisted schools</p>
	Output 2 Learners receive timely school feeding in adequate quantity and quality	Number of learners by gender who received school meals on at least 95% of school days (target: 350,000 by 2017) Number of learners by gender who have received a school meal ration that covers at least 30% of their daily caloric requirements on at least 95% of school days. Share of schools that provide school feeding with adequate storage infrastructure and practices, target: annual increase by 20% Share of school meals that were prepared by cooks with access to adequate cooking facilities and have received adequate cooking instructions. Target: 100% Share of school meals that were served before 11 o'clock or earlier during the school day, Target: 80 % Number of school feeding recipients that have access to adequate water and sanitation facilities and are trained to wash their hands before eating.	NSFP register NSFP register and food specifications Educational statistics (EMIS) NSFP register NSFP register NSFP register Educational statistics (EMIS) NSFP register	

Source: Extracted from the Namibia National School Feeding Programme, Monitoring and Evaluation Plan, Page 48

Annex 8: National School Feeding Programme – Monitoring Matrix

Indicators	Means of verification					Use of information
	Data source	Frequency of collection	Responsible for collection	Collection method	Annual cost of collection	
Impact						
The share of the Namibian population with a completed primary and secondary education is increased by 2 percent and 5 percent respectively between 2012 and 2017.	National census and education statistics (EMIS)	Census: every 10 years EMIS: Annually	NSFP M&E focal point	Consultation of database		Document overall achievement to which NSFP contributed
The adult literacy rate is increased by 2 percent between 2010 (89%) and 2020.	National census and education statistics (EMIS)	Census: every 10 years EMIS: Annually	NSFP M&E focal point	Consultation of database		Document overall achievement to which NSFP contributed
Outcome 1: All eligible primary learners are enrolled in school						
The enrolment rate for 6 and 7 year old learners increased by respectively 15 and 5 percent from 2011 to 2017	EMIS – additional attendance information	Daily	Teachers and principals	Registration and reporting		Document enrolment development
	EMIS 1	Annually	Teachers and principals	Registration and reporting		
The gender ratio in all primary school grades is 50:50	EMIS – additional attendance information	Daily	Teachers and principals	Registration and reporting		Document enrolment development Basis to estimate food needs for the next year
	EMIS 1	Annually	Teachers and principals	Registration and reporting		
Outcome 2: Adherence / drop out – Enrolled learners adhere to their schooling						
The drop-out rate from grade 1 to grade 7 is reduced from 14.5 % in 2010 to < 10 % in 2017.	Drop-out report	Every term	Principal	Work – flow from school to HO		Document drop-out Document relation of NSFP and drop-out Counselling
	EMIS 2	Annual	Principal			
By 2017, the completion (= survival) rate for primary education is increased to > 90%. (Baseline 2010: 85.5%)	EMIS 2	Annual	Principal	Work – flow EMIS 2		Document progress
Outcome 3: Attendance – Enrolled learners attend classes regularly						
The attendance rate per term is 80 % or higher for all learners by 2017.	EMIS – additional attendance information	Daily	Class teachers and principals	Work – flow from school to HO		Document outcome attendance and relation to NSFP
Outcome 4: Promotion – Enrolled learners successfully graduate to subsequent grade						
Promotion rates are at least 85 % for all grades in all primary schools of Namibia by 2017.	Education statistics (EMIS 2)	Annually	Class teachers and principals	Work – flow EMIS 2		Planning Informed decision Research Policy formulation

Indicators	Means of verification					Use of information
	Data source	Frequency of collection	Responsible for collection	Collection method	Annual cost of collection	
Outcome 5: Food Security – Guaranteed minimum caloric intake of all school learners regardless of their household's capacity to provide food						
The share of the Namibian population with a completed primary and secondary education is increased by 2 percent and 5 percent respectively between 2012 and 2017.	National census and education statistics (EMIS)	Census: every 10 years EMIS: Annually	NSFP M&E focal point	Consultation of database		Document overall achievement to which NSFP contributed
Output 1: Food logistics - Food is delivered to schools in adequate quantity, quality and time						
Quantity of food delivered to schools as share of food ordered (target: 100%)	Distribution list (order form)	1 x per term	Principal	Registration and entry into system		Verification of deliveries Evaluation of contractors Accountability
	Delivery note Food register	1 x per term 1 x per term	Transporter NSFP focal point			
Quantity of food delivered before the first day of the term as share of total quantity delivered (target: 90%)	Delivery note Food register	1 x per term 1 x per term	Transporter NSFP focal point	Registration and entry into system		Evaluation of contractors
Quantity of food delivered that corresponds to quality specifications (based on spot checks, target: 100%)	Reports of food analysis Food register	At the beginning of each term	NSFP unit at HO (specifications) NSFP focal point (condition)	Registration and entry into system		Documentation for payment Confirmation of food quality and condition Reliability of supplies
Output 2: Food consumption - Learners received timely school meals in adequate quantity and quality in health condition						
The attendance rate per term is 80 % or higher for all learners by 2017.	EMIS – additional attendance information	Daily	Class teachers and principals	Work – flow from school to HO		Document outcome attendance and relation to NSFP
Outcome 4: Promotion – Enrolled learners successfully graduate to subsequent grade						
Number of learners by gender who received school meals on at least 95% of school days	NSFP register	Daily, summary once per term	Class teacher	Term and annual report entered into system		Accountability: use of resources - Reporting Informed decision making
Number of learners by gender who have received a school meal ration that covers at least 30 % of their daily caloric requirements on at least 95% of school days.	NSFP register	Daily, summary once per term	NSFP focal point, principal	Term and annual report entered into system		Ensure suitability of delivered food Reliability of supplier Accountability: Document output
Share of schools in NSFP with adequate storage infrastructure and practices, target: annual increase by 20%	NSFP register	Daily, summary once per term	NSFP focal point, principal	Term and annual report entered into system		Document progress Assess required investments

Indicators	Means of verification					Use of information
	Data source	Frequency of collection	Responsible for collection	Collection method	Annual cost of collection	
Outcome 5: Food Security – Guaranteed minimum caloric intake of all school learners regardless of their household’s capacity to provide food						
Share of school meals prepared by cooks that have access to adequate cooking facilities and have received adequate cooking instructions. Target: 100%	NSFP register	Daily, summary once per term	NSFP focal point, principal	Term and annual report entered into system		Document progress Assess required investments and training
Share of school meals before which learners were supervised to wash their hands, Target: 100%	NSFP register	Daily, summary once per term	NSFP focal point, principal	Term and annual report entered into system		Document progress Assess required investments and training
Share of school meals that were served at 10 o'clock or earlier during the school day, Target: 80 %	NSFP register	Daily, summary once per term	NSFP focal point, principal	Term and annual report entered into system		Document progress – allow conclusions of contribution to learning outcomes Assess cooks' performance

Annex 9: Namibia Country Strategic Plan (2017-2022) Logframe

LOGICAL FRAMEWORK		
Strategic Goal 1: Support countries to achieve zero hunger		
Strategic Objective 1: <End hunger by protecting access to food >		
Strategic Result 1: <Everyone has access to food (SDG Target 2.1)>		
National SDG targets and indicators: (BPWRPE) Strengthening social safety nets. Target (HPP): Zero dearth's in Namibia that can be attributed to lack of food.		
< UNPAF priority: Outcome 11 By 2018, Namibia has reviewed and it is implementing, policies and strategies which ensure that severely poor and vulnerable households have access to and are utilizing productive resources and services for food and nutrition security and sustainable income generation >		
<Strategic Outcome 1>	Alignment to outcome category	<Assumptions >

<p>Vulnerable populations in Namibia are enabled to meet their food and nutrition needs throughout the year.</p> <p><Focus area> <Root causes> <WINGS description> <Populations meet food and nutrition needs></p>	<p><i>1.3 Enhanced social and public-sector capacity to assist populations facing acute, transitory or chronic food insecurity</i></p> <p>1.3.1 Zero Hunger Capacity Scorecard 1.3.2 Emergency Preparedness Capacity Index</p>	<p>i. Government continues to translate the acquired knowledge into policy decision making. ii. Government continues to fund school feeding.</p>
<p><Output 1> for <Strategic Outcome 1></p> <p>< Food insecure people benefit from the government’s improved capacity to design, implement and scale-up the national shock-responsive safety nets in order to ensure their access to food and to increase their income available for other basic necessities (SDG1)></p> <p><SDG 1: No Poverty></p>	<p>Alignment to output category C</p> <p><Capacity development and technical support provided></p> <p>C.1 Number of people trained C.2 Number of capacity development activities provided C.3 Number of technical support activities provided</p>	<p>N/A</p>
<p><Output 2> for <Strategic Outcome 1></p> <p><School children benefit from improved implementation capacity of the government to design and manage the national school feeding programme in order to meet their basic food and nutrition needs and increase school enrolment (SDG4) ></p> <p><SDG 4:Quality education ></p>	<p>Alignment to output category C</p> <p><Capacity development and technical support provided></p> <p>C.1 Number of people trained C.2 Number of capacity development activities provided C.3 Number of technical support activities provided</p>	<p>N/A</p>
<p><Activity 1> for <Strategic Outcome 1></p>	<p>Alignment to activity category 9</p> <p><Institutional capacity strengthening activities></p>	<p>N/A</p>

<p>< Provide capacity strengthening to the government entities responsible for national shock-responsive safety net programmes ></p> <p><WINGS description> <Capacity Strengthening for safety nets></p>		
<p><Activity 2> for <Strategic Outcome 1> < Provide capacity strengthening and technical assistance to the government entities responsible for school feeding></p> <p><WINGS description> <Capacity Strengthening for School Feedings></p>	<p>Alignment to activity category 9</p> <p><Institutional capacity strengthening activities></p>	<p>N/A</p>
<p>Strategic Goal 2: Partner to support implementation of the SDGs</p>		
<p>Strategic Objective 4 <Support SDGs implementation ></p>		
<p>Strategic Result 5 < Developing Countries have strengthened capacity to implement the SDGs (SDG target 17.9)></p>		
<p>National SDGs Targets and Indicators: (HPP) Effective government and service delivery target: Improved accountability and transparency by 2020.</p>		
<p>UNPAF Priority: Outcome 3 By 2018, functional monitoring and evaluation and statistical analyses systems are in place to monitor and report on progress.</p>		
<p><Strategic Outcome 2></p> <p>Government Policy dialogue and programme design is informed by evidence and enhanced knowledge of hunger issues throughout NDP5 period.</p>	<p>Alignment to outcome category 5.1</p> <p><Enhanced capacities of public- and private-sector institutions and systems, including local responders, to identify, target and assist food-insecure and nutritionally vulnerable populations></p>	<p>i. Knowledge produced from various studies is utilized to inform policy decision making.</p> <p>ii. Government maintains its commitment to build institutional capacity to coordinate Zero Hunger agenda.</p>

<p><Focus area> <Resilience building> <WINGS description> < Government Policy informed by evidence ></p>	<p><i>5.1.1 Zero Hunger Capacity Scorecard</i></p>	
<p><Output 1>: for <Strategic Outcome 2></p> <p>< Food insecure people in Namibia benefit from the Government’s increased utilization of evidenced-based analysis in zero hunger programming in order to improve their access to food and other basic needs></p>	<p>Alignment to output category C</p> <p><i>< Capacity development and technical support provided></i></p> <p>C.2 Number of capacity development activities provided C.3 Number of technical support activities provided</p> <p>1. Project specific indicator: Number of studies and assessments supported</p>	<p>N/A</p>
<p><Output 2>: for <Strategic Outcome 2></p> <p>< Food insecure people benefit from the strengthened capacity of national authorities to coordinate and implement the Zero Hunger Road Map in order to improve their food security and nutrition status></p> <p><SDG 1: No Poverty></p>	<p>Alignment to output category C</p> <p><i>< Capacity development and technical support provided></i></p> <p>C.3 Number of technical support activities provided</p>	<p>N/A</p>
<p><Activity 3> for <Strategic Outcome 2></p> <p>Provide capacity strengthening to government entities involved in hunger-related policy and programming</p>	<p>Alignment to activity category 9</p> <p><i><Institutional capacity strengthening activities></i></p>	<p>N/A</p>

<WINGS description> < Strengthen Capacity in policy and programming >		
<Activity 4> for <Strategic Outcome 2> Provide technical assistance to the Ministry of Poverty Eradication and Social Welfare and partners involved in the implementation of the Zero Hunger Road Map <WINGS description> < Technical assistance to implement Zero Hunger >	Alignment to activity category 9 <i><Institutional capacity strengthening activities></i>	N/A
Cross-cutting results C.4 Targeted institutions benefit from WFP programmes in a manner that does not harm the environment. C.4.1 Proportion of activities for which environmental risks have been screened and, as required, mitigation actions identified.		

Acronyms

ACR	Annual Country Report
ERG	Evaluation Reference Group
EC	Evaluation Committee
EFA	Education for All
HGSFP	Home-grown school Feeding Programme
GRN	Government of the Republic of Namibia
MPAT	Department of Management, Planning, Appraisal and Training
NEPAD	New Partnership for Africa's Development
OVCs	Orphans and Vulnerable Children
PQA	Programme Quality Assurance
PCD	Partnership for Child Development
SME	Small and Medium Enterprises
UNPAF	United Nations Partnership Assistance Framework