

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

**Terms of Reference**

**EVALUATION of**

**National School Feeding Programme in Eswatini  
(2010 to 2018)**

**Jointly Commissioned by**



**Ministry of Education & Training**



**&**

**WFP Eswatini Country Office**



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## 1. Introduction

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

## 2. Reasons for and Objectives of the Evaluation

### 2.1. Rationale

5. The school feeding programme in Eswatini was last evaluated in 1998 by Save the Children UK<sup>4</sup>. As indicated in the NFFSS, it was anticipated that the programme would be evaluated at the end of three years from the first day of implementation of the framework to provide direction on how the programme has been implemented, strengthen the areas that need strengthening and change what has not worked.<sup>5</sup> In the meantime, the Government of Eswatini just issued a revised education and training sector policy (2018) with one of the policy objectives being "*Introduce universal school feeding schemes, including provision of breakfast or at least one other meal in schools where this is not already in place, taking into consideration children with special dietary needs*".<sup>6</sup> To achieve this policy objective, Government and its development partners need to generate evidence of the achievements of the programme, identify where there are gaps and learn lessons to inform future school feeding strategic plan. Specifically, the evaluation is commissioned to:
  - a. Assess the effectiveness of the school feeding programme in achieving the stated goals, and generate evidence on its contributions to education outcomes and other developmental objectives; including use of schools as centers of care and support and complementarity with other food security interventions;
  - b. Document the cost of implementing the school feeding programme by identifying costs incurred by Government, communities and another partners, main cost drivers and the cost implications if the

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

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

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

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

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

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

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

## 2.2. Objectives of the Evaluation

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

supporting the implementation of the education and training sector policy and other related development policies.

### 2.3. Stakeholders and Users

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

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

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

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

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

### 3. Context and subject of the Evaluation

#### 3.1. Context

14. **Geography:** The Kingdom of Eswatini is one of the smallest countries in Africa with a total land area of 17,200 km<sup>2</sup>, with a population of 1,093,2387. Only 11 percent of the land is arable. The country is divided into four administrative regions namely Hhohho, Manzini, Lubombo and Shiselweni. At the decentralised sub regional level, the country is further demarcated into 59 constituencies with about 360 chiefdoms. It is divided into four agro-ecological zones based on elevation, landforms, geology, soils and vegetation namely the Highveld, Middleveld, Lowveld and Lubombo Plateau. The Highveld, Middleveld and Lowveld occupy about one-third of the country each, while the Lubombo Plateau occupies less than one-tenth of the country. These agro-ecological differences have implications for agricultural production and productivity.
15. **Macro Environment:** Eswatini is categorised as a lower middle-income country. Its Gross Domestic Product per capita was last recorded at 3,914 US dollars in 2017. This is equivalent to 31 percent of the world's average. GDP per capita averaged 2,614 USD from 1970 until 2017, reaching an all-time high of 3,980.8 USD in 2014.<sup>8</sup> The country is ranked 144 out of 189 countries on the 2018 report of the United Nations Development Programme (UNDP) Human Development Index<sup>9</sup>. The country has high levels of income inequality with a Gini coefficient of 51.5. The Eswatini economy is heavily dependent on South Africa where it receives 83 percent of its imports and sends 74 percent of its exports. As part of the Southern African Customs Union (SACU), the receipts shape the fiscal context. Eswatini remains the most dependent country on SACU revenue; with 50% of its total revenues coming from SACU. SACU receipts fell by SLE1.5 billion (USD105 million) in 2016/17 thereby contributing to a fiscal deficit.

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

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

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



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

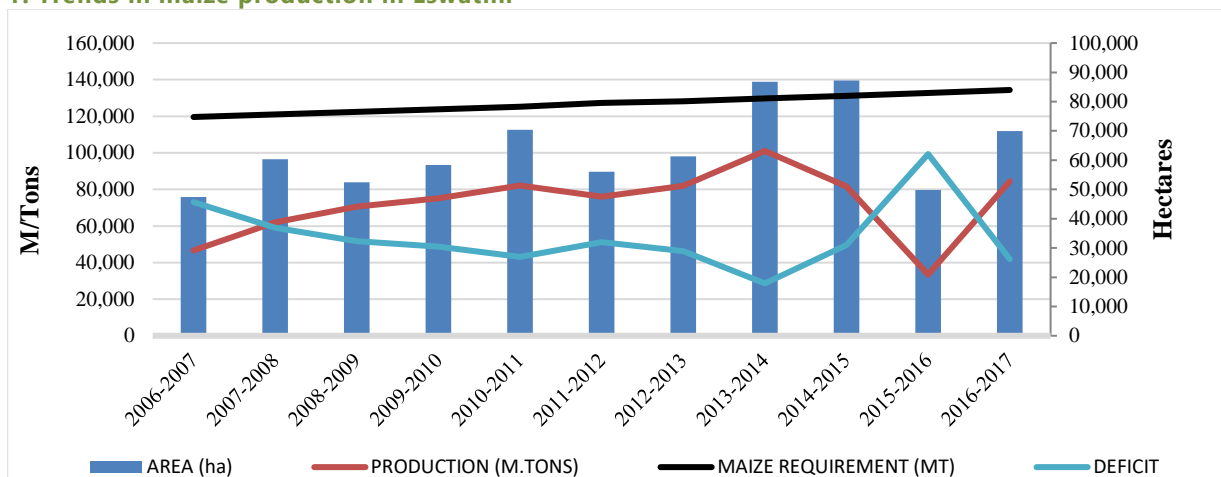
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<sup>10</sup> <http://www.sz.undp.org/>

<sup>11</sup> MICS 2014

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

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



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

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

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

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

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



### 3.2. Subject of the evaluation

26. **School feeding**, also known as school meals has been part of the education system in Eswatini since pre-independence times. It began as a pilot in 1963 in Mbabane and Manzini with a grant from Save the Children Fund- UK with additional funds coming in 1965 from Oxfam UK. At this time parents had to pay for the food. WFP supported the school feeding programme from 1970 to 1991. The programme was re-introduced in 2002 in response to the negative impact of HIV and AIDS, drought and resultant food insecurity on the quality of learning. WFP continued to support the programme, focusing on primary schools until 2010 when it handed over to the Government. Between 2009 and 2013, secondary schools feeding was supported by a grant from the global fund. Since 2010, the Government has been fully funding and implementing the feeding programme for both primary and secondary schools.
27. The primary objective of the school feeding programme is to provide each learner with a hot and nutritious meal each school day. Government's commitment to school feeding was enshrined in the education and training sector policy of 2011, which has been revised in 2018. The programme implementation is guided by the policy, the 2011 SCCS (INQABA) manual and the NFFSS which was developed in 2013 with support from partners including WFP. This framework aimed to improve food security in schools through a three prolonged approach: provision of school meals, encouraging school gardens and community participation in school meals programmes and nutrition education. The NFFSS has three pillars–School Meals, School Gardens and Nutrition Education.
28. **Targeting and Activities:** The programme is essentially universal, reaching a total of 845 public schools (588 primary schools and 257 secondary/high schools) and an estimated 353,458, pupils in all the four regions as of 2018. (See maps in Annex 1). As shown in table 2 below, the latest published statistics shows that 52 percent of the children enrolled in primary schools are boys and 48 percent are girls. Provision of onsite meals to all public schools children is the main activity of the programme. Children receive one meal a day (lunch) which provides 150 grams of cereals (rice or maize meal), 40 grams pulse (beans or peas) and with 7.5 grams of vegetable oil. Every school receives an allocation of SZL 150 per child per year which is part of the free primary school. This is intended to cover other costs such as buying condiments, paying cooks.

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

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

Source: Eswatini Annual Education Census 2016, page 12

29. **Expansion to cover public pre-schools:** Recently, the programme has been expanded to cover children in public Early Childhood Care and Education (ECCE) which is the foundation of effective human resource development and helps ensure that every child is enabled to achieve his/her full potential. The ECCE approach aims to prioritize the expansion of equitable access to early learning to accommodate all children aged 3 to 8, to quality ECCE and ensure the full integration of the nation's most vulnerable children. These children are normally outside of the traditional education system and thus often benefit from social protection programmes. The school feeding programme therefore is therefore considered a social protection instrument if implemented as part of the ECCE approach.
30. **Planned results:** The programme has **three key outcomes** as outlined in the NFFSS: Increased school enrolment of boys and girls; Increased school attendance of boys and girls; improved nutrition status of school going children (see summary in Annex 7);
31. **Funding:** The programme is fully funded from the national budget. Since the government took over the implementation of the programme in 2010, the programme has received a consistent average budgetary

allotment of about SZL 57 million (US\$ 4.4 Million) channelled through the Ministry of Education and Training's annual budget which is mainly used for the procurement of food commodities.

32. **Institutional/Management arrangements:** The NFFSS proposed a management structure that enhances the coordination arrangements through introduction of National Food Security in Schools Coordinating team, National food security coordinator; two coordinators for each region and a regional coordinating team (see Annex 7).

### **WFP Handover and continued engagement**

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

## **4. Evaluation Approach**

### **4.1. Scope**

39. The scope of this evaluation is defined as follows:

1. **Timeframe:** The evaluation will cover the period since the school feeding programme was fully handed over from WFP to Government in 2010;

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

2. **Activities:** The evaluation will cover all activities implemented as part of the school feeding programme, focusing on all the three results hierarchy to provide a holistic assessment of the implementation of the programme. In addition to assessment of achievement of the results, a detailed cost analysis will be conducted to assess the efficiency of the programme, as well as support the development of the investment case with the support of the Centre of Excellence in Brazil.
3. **Geographical coverage:** The evaluation will cover all the regions, where the programme has been implemented. A detailed design including sampling of schools within each region will be conducted during the inception phase.
4. **Depth and breadth of analysis:** This will be determined by the availability of monitoring data on the key performance indicators as outlined in Annex 7 as well as availability of data related to costs.

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

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

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

<b>Question 1: To what extent has the National School Feeding Programme achieved the results outlined in the NFFSS and other policy instruments?</b>	
<b>Criteria</b>	<b>Evaluation Sub-Questions</b>
<b>Effectiveness</b>	1. To what extent has school feeding programme achieved intended outputs and outcomes for boys and girls, men and women, over the period under review?
<b>Relevance</b>	2. To what extent did the adjustment of the school feeding programme over time remain relevant to the needs of boys, girls, men and women, and aligned to Government priorities and policies where/as appropriate? 3. what extent does the school feeding programme as currently designed and implemented complement other social protection instruments in Eswatini as envisaged in the NFFSS and the revised Education and Training policy?
<b>Impact (contribution)</b>	4. What are the long-term effects (positive or negative, intended or unintended) of school feeding on the lives of boys and girls targeted by the programme; the households and communities?

	5. Within the different regions of the country is there evidence that school feeding is contributing (positively or negatively) towards Social protection and poverty reduction?
	6. How have these contributions been influenced by differences in: <ul style="list-style-type: none"> <li>➤ Type/level of school feeding i.e. pre-primary, primary, secondary?</li> <li>➤ Level of community involvement in the school feeding?</li> <li>➤ Availability [or not] of complementary services (water, sanitation, health education)</li> </ul>
<b>Question 2: What factors have affected achievement [or not] of those results?</b>	
	7. What <b>internal factors</b> have influenced (positively or negatively) achievement of results and the contribution of school feeding to education outcomes other developmental objectives?
	8. What <b>external factors</b> have influenced (positively or negatively) achievement of results and the contribution of school feeding to education outcomes other developmental objectives?
<b>Question 3: What is the cost of implementing the programme and what are the main cost drivers</b>	
<b>Efficiency</b>	9. How much does it cost (Government and communities) to implement the school feeding programme to achieve the outcomes and the impact that it has achieved
	10. What are the key cost drivers?
	11. Given the identified cost drivers, could the same outcomes be attained at lower costs, or higher outcomes achieved with same resources?
<b>Question 4: What adjustments are required to enhance the impact of the programme while increasing its cost-efficiency</b>	
<b>Relevance and Sustainability</b>	12. Within the context of the revised education and training sector policy and other relevant policy frameworks, what adjustments are required to the design and implementation of the school feeding programme to make it an effective and efficient social protection instrument while enhancing its contribution to education outcomes and development objectives?
	13. What are the key factors that drive sustainability of the national school feeding programme in the Eswatini Context (political-economy, economics and social factors)?
	14. What are the key considerations [design and implementation] for the Government and its development partners in order to shift to a home-grown model of the programme?
<b>Gender Dimensions</b>	
<b>Gender Equality and Empowerment of Women (GEEW)</b>	15. What is the context of gender inequality, related to education, nutrition and food security and across regions?
	16. How does the implementation of the NSFP and other related actions effect this context of gender inequality? Does it (1) <b>improve</b> the lives of women, girls and gender diverse people; (2) did inaction/ineffective action maintain existing gender inequalities; or (3) did inaction/ineffective action worsen the circumstances for women and girls?

### 4.3. Data Availability and Preliminary Evaluability Assessment

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

- UNICEF 2017 evaluation of Evaluation of Schools as Centers of Care and Support<sup>18</sup>
48. On WFP support and engagement, sources of data and information include:
- Standard project reports (SPRs)
  - WFP Swaziland Bilateral Operation 200566 (2013-2014)
  - WFP Eswatini Transitional Interim Country Strategic Plan (2018-2019)
49. There have been some academic studies of school feeding and related subjects in Eswatini which may be useful as references. These includes:
- **Mamba G.P. (2014)**, *Comparative Perceptions of Home-grown School Feeding Programme versus Non-home-grown school feeding programme*, University of Pretoria<sup>19</sup>
  - **Dlamini B.P (2017)** , *Implementing and sustaining free primary education in Swaziland: the interplay between policy and practice*, University of South Africa<sup>20</sup>
50. Other relevant regional documents and instruments include:
- Southern Africa Development Community Protocol on Gender and Development.<sup>21</sup>
51. To answer the efficiency related questions, the evaluation will require a rigorous process of consolidating, validating and analysing all costs related to school feeding – government, WFP and community. This will be complemented with qualitative interviews to understand the cost drivers.
52. **Data Disaggregation:** Most of the sources mentioned above, especially the Government official sources disaggregate data by male and female to a large extent. The evaluators will assess any gaps in gender disaggregated data during the inception phase.
53. During the **inception phase**, the evaluation team will expand on this preliminary evaluability assessment by:
- Reviewing existing documents related to school feeding programme over the period under review and drafting a theory of change (making explicit what is currently implicit);
  - Leading a stakeholder session to discuss the draft theory of change and build consensus on how it will be used as the framework within which school feeding in Eswatini will be evaluated to answer the overarching evaluation questions;
  - Assessing data availability and reliability from the various sources including those noted above; this assessment will inform the design of the primary data collection to ensure that focus is on filling the gaps without collecting already existing data;
  - Presenting an updated set of sub-questions that collectively will answer the overarching evaluation questions.
54. To ensure that the conclusions and recommendations are made based on credible evidence **to enhance learning**, the evaluators will:
1. Systematically check accuracy, consistency and validity of all data and information and acknowledge any limitations/caveats in drawing conclusions using the data.
  2. Ensure that sampling and data collection tools and methods are gender-sensitive and that the voices of women, girls, men and boys are sufficiently heard and used;
  3. Conclusions are balanced and focuses of what worked well, work did not work so well, and to the extent possible why this was the case. This will enhance learning.

#### 4.4. Methodology

55. To answer the evaluation sub-questions, a three-pronged mixed methods approach comprising of sequenced data collection processes is proposed:
1. **Analysis of existing quantitative and qualitative data** from policy documents, programme documents, monitoring reports, project reports; past reviews and evaluations reports; and education statistics. This should start during the inception phase so that the results inform the sampling for the next phase;

<sup>18</sup> [https://www.unicef.org/evaldatabase/files/Ingaba\\_evaluation\\_Final\\_report\\_edited\\_15\\_Jan\\_2018.pdf](https://www.unicef.org/evaldatabase/files/Ingaba_evaluation_Final_report_edited_15_Jan_2018.pdf)

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

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

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



2. Collection of **primary quantitative and qualitative data through** a carefully designed survey, bearing in mind that: (i) school feeding in Eswatini is universal and covers all public primary and secondary schools; (ii) it is implemented through the involvement of a parastatal (NERCHA) for the purposes of procurement of food commodities; (iii) there is no baseline survey upon which this survey will be based as the programme has been ongoing over many years and (iii) the involvement of women and men is a key element to be assessed. The sampling for the survey will:

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

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

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

b) Once the sample size is determined, the selection of individual schools should be random to avoid bias.

c) Within each sample school, and depending on the questions in the survey, appropriate methods will be identified to collect the data, including extracting data from official records, interviewing individuals and groups as appropriate.

3. Collection of **qualitative primary data through interviews**, focus group discussions, key informative interviews and other participatory methods.

56. During the inception phase, the evaluation team will consider the above broad methodology proposal and propose changes to overall approach to ensure that data is collected to answer the evaluation questions. Once the overall methodology (including sampling) is agreed, the evaluators will identify specific methods for collecting data to answer each of the evaluation sub- questions.

57. The evaluators will ensure that the final methodology:

a. Employs the relevant evaluation criteria in table 2, to ensure that sub-questions are answered in a focused manner; while ensuring the right balance between depth and breadth of analysis for each sub-question;

b. Demonstrates **impartiality and lack of biases** by relying on a cross-section of information sources for triangulation (variety of documents, stakeholder groups, including men and women; national and regional level perspectives etc.) and a transparent sampling process for the selection of schools to be visited;

c. Adheres to humanitarian principles, as appropriate, within the Eswatini context;

d. Uses an evaluation matrix as the organising tool to ensure all key evaluation sub-questions are addressed, considering data availability, budget and time available;

e. Ensures that women, girls, men and boys from different stakeholders groups participate – in gender sensitive ways - and that their different voices are heard and reflected in the final report;

f. Mainstreams gender equality and women’s empowerment in the way the evaluation is designed, the way data is collected and analysed, findings are reported, and conclusions and recommendations are made. This should include careful triangulation of methods and data. This will enable the team to reflect on lessons and recommendations for the conduct of a gender responsible evaluation.

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

a. The staff appointed to manage this evaluation are not responsible for the direct implementation of the school feeding activities being evaluated; furthermore, the evaluation will be co-managed by the Ministry and WFP;

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



- b. An internal **Evaluation Committee (EC)** co-chaired by the WFP Eswatini Head of office and the Ministry of Education, director of education has been established comprising of: WFP the senior inspector, nutrition at the Ministry of education, WFP country office VAM, M&E and Programme staff and the WFP Regional Evaluation Officer (See annex 3). The main responsibility of the EC will be to manage the evaluation process, prepare and finalise the evaluation TOR, provide comments to draft products (draft inception report and draft evaluation report) and approve final products. The EC supports the evaluation co-managers in managing the evaluation process;
  - c. An **Evaluation Reference Group (ERG)** chaired by WFP Eswatini Head of office and the Ministry of Education, director of education has been established comprising of: members the EC above, government ministries representatives, UN agencies and RB technical unit representatives (see annex 4). The ERG will act in advisory capacity by bringing expertise and providing inputs into the evaluation process; reviewing and commenting on draft inception and evaluation report. This will provide further safeguard against bias and/or undue influence, while enhancing ownership of the evaluation;
  - d. The evaluation team will work under the supervision of its team leader and the team leader will be accountable to the evaluation committee. The evaluation co-managers will provide the link between the evaluation team leader, the evaluation committee and the evaluation reference group;
  - e. The evaluation schedule attached in annex 2 will guide the evaluation process, and all parties involved will ensure that sufficient time is allocated for quality assurance of all evaluation products and for stakeholders to provide feedback (see section 4.5).
59. A number of risks to the evaluation have been identified and some mitigation actions are proposed (see table 6). The evaluation team will need to reconsider these risks and where appropriate deepen mitigation measures in consultation with evaluation co-managers.

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

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

#### 4.5. Quality Assurance and Quality Assessment

- 60. While this is a joint evaluation, and with the Ministry playing a key role because this is a national programme, WFP is availing its systems and tools as part of supporting the Government in generation and use of evidence;
- 61. WFP's Decentralized Evaluation Quality Assurance System (DEQAS) defines the quality standards expected from this evaluation and sets out processes with in-built steps for Quality Assurance, Templates for

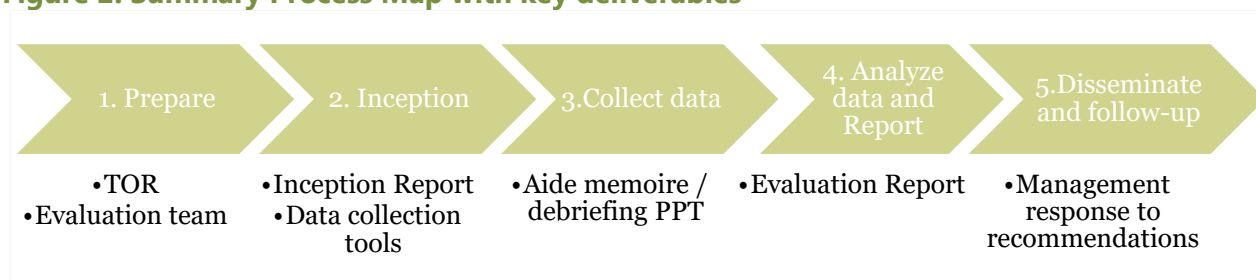
evaluation products and Checklists for their review. DEQAS is based on the UNEG norms and standards and good practice of the international evaluation community and aims to ensure that the evaluation process and products conform to best practice.

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

## 5. Phases and Deliverables

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

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



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

72. **Data Collection phase:** Field work is conducted by the evaluators with data collection guided by the evaluation matrix and data collection tools prepared during the inception phase to ensure that all evaluation questions are sufficiently answered;
73. **Data Analysis and Reporting:** Evaluators analyses all data and information collected during field work to address evaluation questions; They prepare evaluation report based on the evaluation questions; They develop conclusions based on the findings and make recommendations; The evaluation report is finalised based on stakeholder feedback;
74. **Dissemination and Follow-up:** The Government and WFP share the final evaluation report and recommendations with wider stakeholders and users; and prepare an action plan for the implementation of the evaluation recommendation.

## 6. Organization of the Evaluation & Ethics

### 6.1. Evaluation Conduct

75. The evaluation team will conduct the evaluation under the direction of its team leader and in close communication with evaluation co-manager, who will in turn work under the direction of the evaluation committee. On day to day evaluation process, the team leader will liaise with WFP staff co-managing the evaluation, keeping the MoET co-manager in copy.
76. Selection of the team will be guided by WFP guidelines on recruiting evaluation teams. The guidelines 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 recommended option (a) to use individual consultants.
77. The evaluators selected will not have been involved in the design or implementation of the subject of evaluation or have any other conflicts of interest. Further, they will act impartially and respect the [code of conduct of the evaluation profession](#).
78. The evaluation will be conducted in line with the evaluation scheduled outlined in Annex 2.

### 6.2. Team composition and competencies

79. The evaluation team is expected to **include 3 members** – a team leader and two national evaluators. To the extent possible, the evaluation team will be a gender-balanced, geographically and culturally diverse team with appropriate skills to assess gender dimensions of the subject as specified in the scope, approach and methodology sections. At least one team member should have WFP experience.
80. The team will be multi-disciplinary and include members who together include an appropriate balance of expertise and practical knowledge in the following areas:
  - **School feeding and capacity strengthening:** with in-depth understanding of national school feeding programmes, implemented within a middle income country context; and understanding of the concept of home-grown school feeding;
  - **Economist** with understanding of Government planning and budgeting processes, ability to conduct cost-efficiency and cost-effectiveness analysis, including ability to do so within data constrained environments (transparently make estimations and/or use proxies);
  - **Educationist** with an In-depth knowledge of the education sector in Eswatini
  - Gender expertise / good knowledge of gender issues
81. All team members should have strong analytical and communication skills, evaluation/research experience and familiarity with Eswatini and/or Southern Africa region;
82. The Team leader will have technical expertise in one of the technical areas listed above as well as expertise in designing methodology and data collection tools and demonstrated experience in leading similar evaluations. She/he will have leadership, analytical and communication skills, including excellent English writing and presentation skills;
83. Her/his primary responsibilities will be: (i) defining the evaluation approach and methodology; (ii) guiding and managing the team; (iii) leading the evaluation mission and representing the evaluation team; (iv) drafting and revising, as required, the inception report, the exit debriefing presentation and evaluation

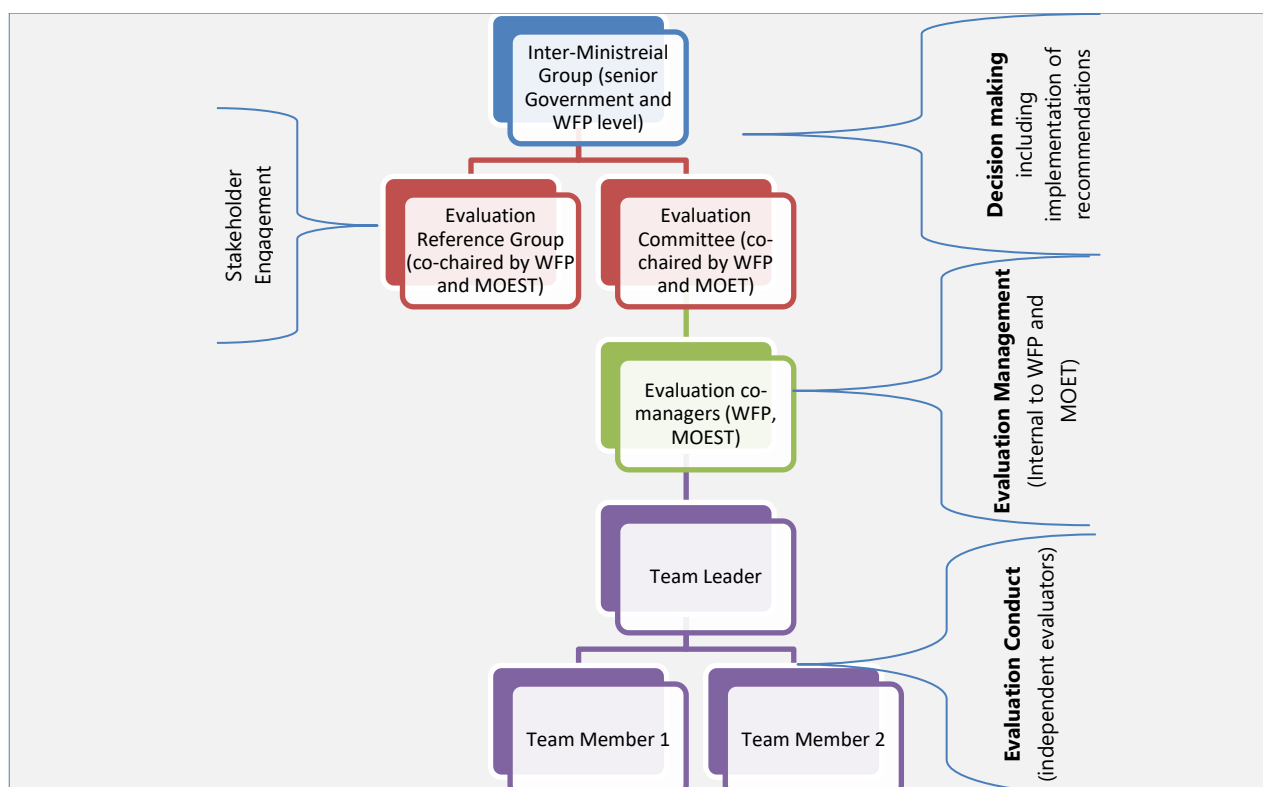
report in line with DEQAS;

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

### 6.3. Governance and Management of the Evaluation

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

Figure 3: Evaluation Governance and Management Structure



88. The two staff co-managing the evaluation will work together with the committee members to ensure that

the appropriate safeguards for impartiality and independence are applied throughout the process. The WFP regional evaluation officer will provide additional support to the management process as required.

#### 6.4. Security Considerations

89. Consultants hired independently are covered by the UN Department of Safety & Security (UNDSS) system for UN personnel which cover WFP staff. Consultants must obtain UNDSS security clearance for travelling to be obtained from designated duty station and complete the UN system's Security training courses in advance, print out their certificates.<sup>23</sup>
90. To avoid any security incidents, the WFP evaluation co-manager will ensure that:
  - The WFP CO registers the evaluators with the Security Officer on arrival in country and arrange security briefing to gain an understanding of the security situation on the ground;
  - The evaluators observe applicable UN security rules and regulations as appropriate.

#### 6.5. Ethical Considerations

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

### 7. Roles and Responsibilities of Stakeholders

96. The **Principal Secretary**, Ministry and Education and Training, and WFP **Country Director**, as heads of commissioning units, will take responsibility to:

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

- a) Assign a staff to play the role of evaluation co-manager for the duration of the evaluation. **Thobile Gamedze, the Senior Inspector nutrition** at the Ministry and **Nana Dlamini, Programme Policy officer**, WFP have been appointed to co-manage the evaluation process. These staff are not directly responsible for day to day implementation of the national school feeding programme;
  - b) Establish the internal evaluation committee and the evaluation reference group (see annexes 3 and 4);
  - c) Either co-chair, or delegate the role of the chair of the EC and ERG;
  - d) Approve the final TOR, inception and evaluation reports;
  - e) Ensure the independence and impartiality of the evaluation at all stages, including ensuring that the evaluation Committee and of a Reference Group are functional;
  - f) Participate in discussions with the evaluators on the evaluation design and the subject, its performance and results, through meetings organised by the co-managers;
  - g) Organise and participate exit debriefings by the evaluators at the end of field work;
  - h) Oversee dissemination and follow-up processes, including the preparation of a Management Response/action plan for implementation of the to the evaluation recommendations;
97. **The evaluation co-managers** will:
- a) Manage the evaluation process through all phases, in close consultation with and help of the evaluation committee;
  - b) Ensure quality assurance mechanisms are operational, including submission of the products to the quality support service;
  - c) Consolidate and share comments on the draft inception and evaluation reports with the evaluation team;
  - d) Ensure that the team has access to all documentation and information necessary;
  - e) Facilitate the team's contacts with local stakeholders; set up meetings, field visits; provide logistic support during the fieldwork; and arrange for interpretation, if required.
  - f) Organise security briefings for the evaluators and provide any materials as required
98. **Internal Evaluation Committee** has been formed as part of ensuring independence and impartiality of the evaluation. The members and summary of roles are listed in Annex 3.
99. **Evaluation reference group** has been formed, with representation from WFP, Government and UN agencies. It will review the evaluation products as further safeguard against bias and influence. The members and summary of their roles are listed in annex 4.
100. **The WFP Regional Bureau** will take responsibility to:
- a) Assign a focal point for the evaluation to provide technical advisory. **Grace Igweta, the Regional Evaluation officer (grace.igweta@wfp.org)**, will be the focal point for this evaluation and a member of evaluation committee. She will play a technical advisory and provide substantive support throughout the evaluation process;
  - b) Identify key RB staff to be members of the evaluation reference group. These staff will participate in discussions with the evaluators on the evaluation design and on the evaluation subject as relevant; review and provide comments on evaluation products;
  - c) Provide comments on the draft TOR, Inception and Evaluation reports;
  - d) Support the preparation of the Management Response/action plan for the implementation of the evaluation recommendations;
  - e) Identify and support opportunities for dissemination of the evaluation findings.
101. **WFP Headquarters School Feeding division**, through the designated focal point for Southern Africa region, will take responsibility to:
1. Discuss, as appropriate, WFP strategies and policies in relation to school feeding;
  2. Comment on the evaluation TOR, inception report and evaluation report.
102. **Government Ministries** particularly those identified as having a role in the implementation of the school feeding programme in section 2.3 will be members of the evaluation reference, and through this membership they will review and comment on the draft inception and evaluation reports. As the evaluation is intended to inform Government decisions across ministries, these will, in consultation with



and support of WFP, discuss the evaluation recommendations participate in preparation of action plan for implementation;

103. **UN agencies** will be members of the reference, and through this membership they will review and comment on the inception report and the evaluation report.
104. **The Office of Evaluation (OEV)** is responsible to provide access to independent quality support service that will review the draft TOR, inception and evaluation reports from an evaluation perspective. It will also ensure a help desk function that will be accessible to the evaluation manager if required.

## 8. Communication and budget

### 8.1. Communication

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

### 8.2. Budget

109. **Budget:** The actual budget will be determined by level of expertise and experience of the individual consultants recruited. Given the low level of funding available to support this evaluation, WFP

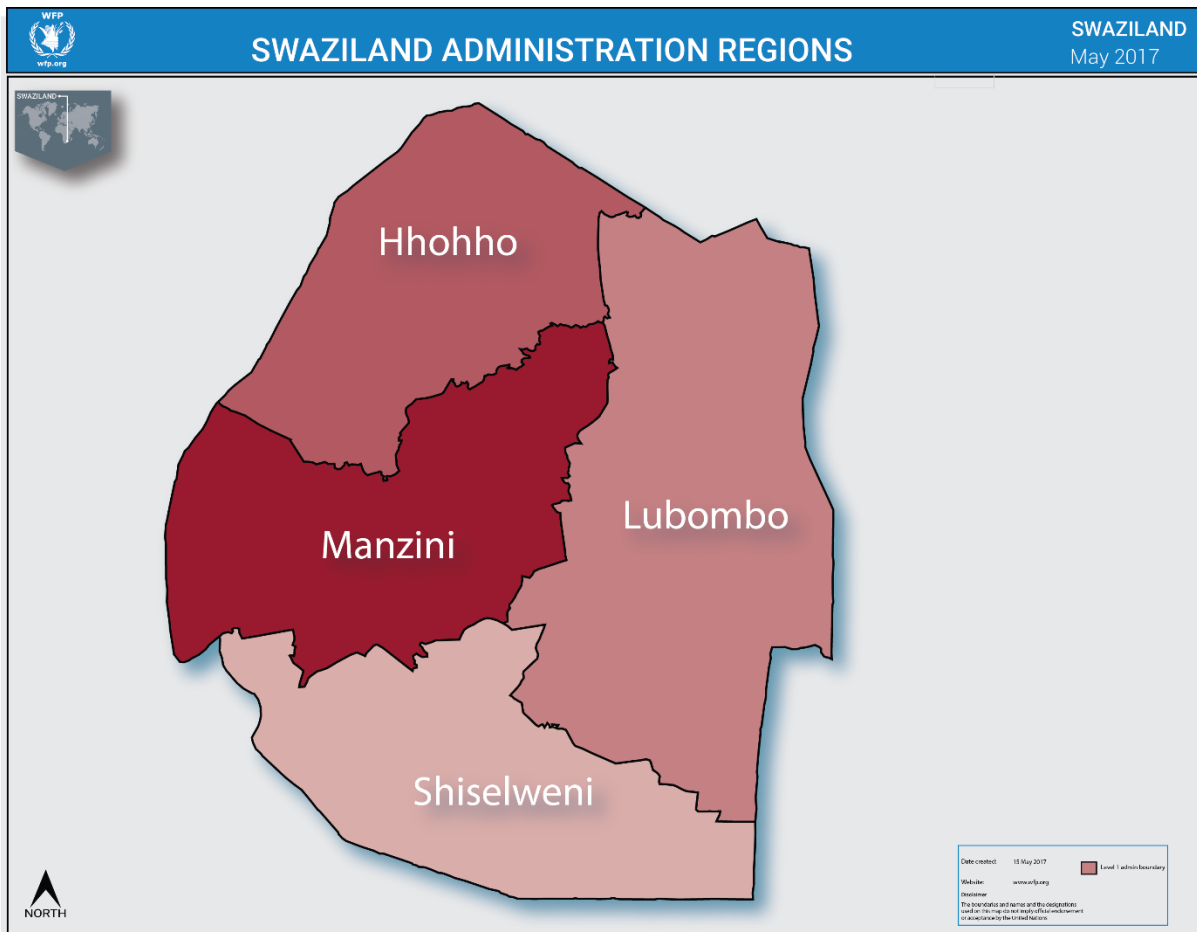
Country office has allocated about 42% of the required budget, while the Ministry of education and training will contribute in-kind as appropriate. WFP Country office will apply for the 58% of the evaluation budget from the contingency evaluation fund, managed by OEV.

110. The evaluation budget will be managed by WFP Country office following the appropriate finance management procedures. The evaluators will be recruited and remunerated as per WFP HR rules. Hiring and numeration of national consultants will follow appropriate national guidelines as appropriate.

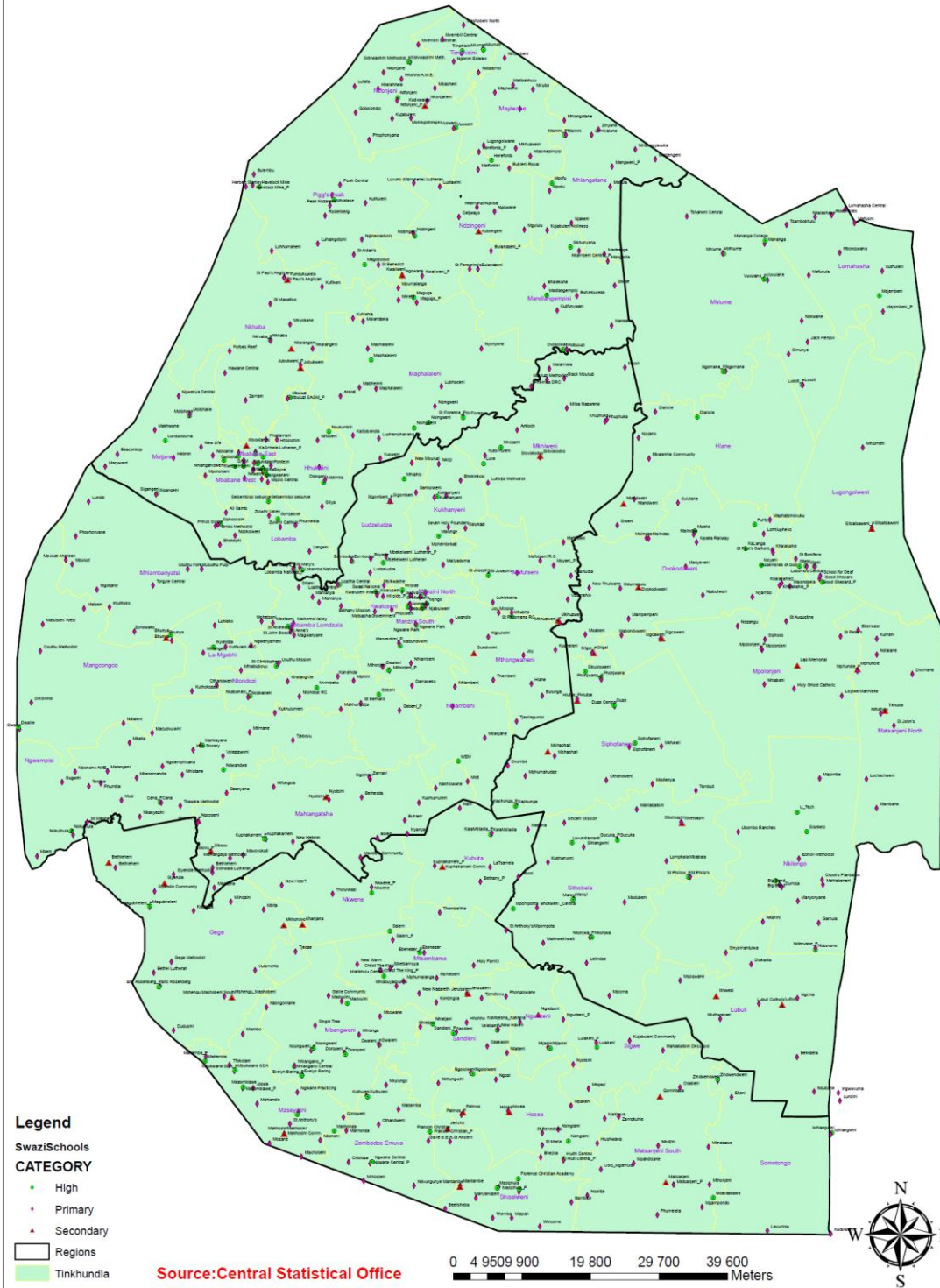
Please send any queries to the following contact persons:

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

## Annex 1 Map of Eswatini Administrative Regions and Map of Schools



# SCHOOL REGIONAL TINKHUNDLA MAP



## Annex 2 Evaluation Schedule

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

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

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

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

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



2. The evaluation committee will be composed of:

**Committee Co-Chairs**

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

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

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

**Committee Members:**

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

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

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

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

2. The evaluation reference group will be composed of:

**ERG Co-Chairs**

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

**ERG Secretariat**

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

**ERG Members**

1. Mzipho Mkhatswa, NERCHA
2. [Name tbc], Ministry of Education and Training, EMIS
3. [Name tbc], Ministry of Education and Training
4. [Name tbc], Guidance and Counselling, Ministry of Education and Training
5. [Name tbc], Deputy Prime Minister's Office, Department of Social welfare
6. [Name tbc], Ministry of Health
7. [Name tbc], Ministry of Agriculture
8. [Name tbc], Ministry of Education and Training, Planning
9. [Name tbc], Director education, primary, Ministry of Education and Training,

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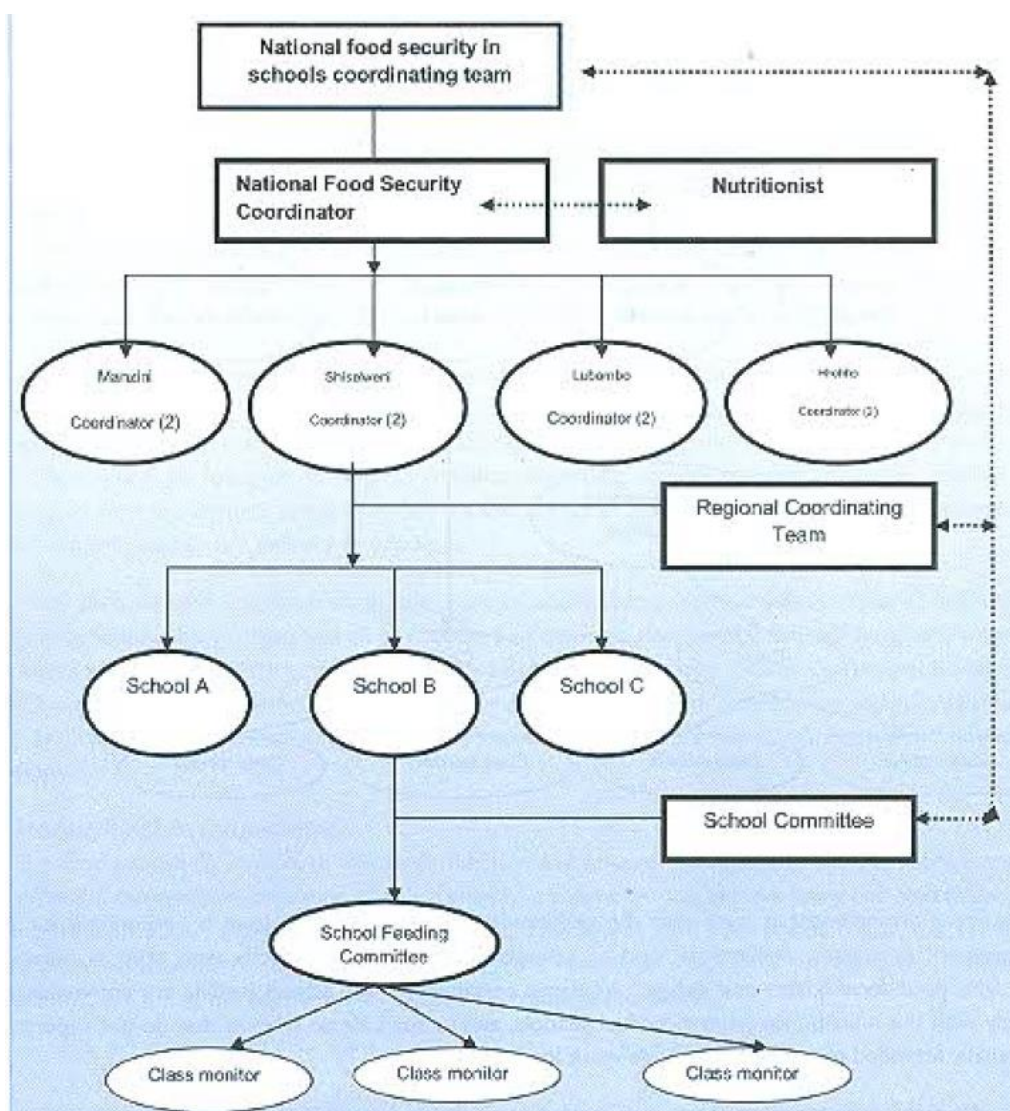
<sup>24</sup> The Regional Evaluation Officer will support the head of office with this role until the M&E officer is on board

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



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

## Annex 6 Management Arrangements



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

## Annex 7 Monitoring and Evaluation Indicators for The NFFSS

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

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

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

Strategic Outcome 02	SZ01.05.021	The national social protection system in Swaziland is able to target and assist the most food insecure and nutritionally vulnerable populations throughout the year, including in response to shocks	Enhance Swaziland social protection	5.1: Enhanced capacities of public- and private-sector institutions and systems, including local responders, to identify, target and assist food-insecure and nutritionally vulnerable populations	- Nutrition Sensitive - Regional Response for RBJ Southern Africa - Focus: Resilience Building	Implementation capacity, funds and motivation in place at the Government Ministries and in partners. Availability of adequate and well-motivated human resources within the relevant stakeholders.
Outcome Indicator 5.1.1		Zero Hunger Capacity Scorecard				
Activity	SZ01.05.021.CS11	3 Provide capacity strengthening and technical assistance to government entities involved in social protection	3 Strengthening of social protection	CS1: Institutional capacity strengthening activities	- Regional Response for RBJ Southern Africa - Focus: Resilience Building	
Output		Food-insecure people benefit from increased capacity of government to implement well-targeted, evidence based, nutrition-sensitive and expandable safety nets in order to meet their basic food requirements		C: Capacity development and technical support provided		
Output Indicator C.1		Number of people trained				
Output Indicator C.3		Number of technical support activities provided				
Output		School children benefit from improved government capacity to design and implement a sustainable, nutrition-sensitive, shock responsive national school meals programme that helps meet their basic food and nutrition needs and contributes to improved access to education		C: Capacity development and technical support provided		
Output Indicator C.1		Number of people trained				
Output Indicator C.3		Number of technical support activities provided				
Output		School children benefit from improved government capacity to design and implement a sustainable, nutrition-sensitive, shock responsive national school meals programme that helps meet their basic food and nutrition needs and contributes to improved access to education		E: Advocacy and education provided		
Output Indicator E.1		Number of targeted caregivers (male and female) receiving three key messages delivered through WFP-supported messaging and counselling				
Activity	SZ01.05.021.CS12	5 Provide capacity strengthening and technical assistance to government entities that manage and use food security monitoring and analysis	5 Support gvt capacity for disaster mngmt	CS1: Institutional capacity strengthening activities	- Regional Response for RBJ Southern Africa - Focus: Resilience Building	
Output		Food insecure people benefit from government's increased capacity to manage and utilize food security monitoring and analysis in zero hunger programming in order to meet basic needs throughout the year and strengthen resilience to shocks		C: Capacity development and technical support provided		
Output Indicator C.1		Number of people trained				
Output Indicator C.3		Number of technical support activities provided				
Activity	SZ01.05.021.SMP1	4 Provide on-site meals to orphans and vulnerable children in pre-primary school age at neighbourhood care points	4 On-site meals to OVC	SMP: School meal activities	- Regional Response for RBJ Southern Africa - Focus: Resilience Building	

## Acronyms

AIDS	Acquired Immuno Deficiency Syndrome
CD	Country Director
CO	Country Office
DPMO	Deputy Prime Minister's office
DEQAS	Decentralized Evaluation Quality Assurance System
EB	Executive Board
ECCD	Early Childhood Care and Development
ECCE	Early Childhood Care and Education
EQAS	Evaluation Quality Assurance System
ERG	Evaluation Reference Group
FAO	Food and Agriculture Organization
FMU	Food Management Unit
GDP	Gross Domestic Product
HG	Home Grown School Feeding
HIV	Human Immunodeficiency Virus
HQ	Headquarters
M&E	Monitoring and Evaluation
MDGs	Millennium Development Goals
MoET	Ministry of Education and Training
MTR	Mid-Term Review
NFFSS	National Framework For Food Security in Schools
NERCHA	National Emergency Response Council on HIV/AIDS
NGO	Non-Governmental Organization
OEV	Office of Evaluation
PSNP	Productive Safety Net Programme
QS	Quality Support
RB	Regional Bureau
SNNC	Swaziland National Nutrition Council
SCCS	Schools as Centres of Care and Support
TOR	Terms of Reference
UNICEF	United Nations Children's Fund
UNCT	United Nations Country Team
UNDSS	United Nations Department of Safety and Security
UNESCO	United Nations Educational Scientific and Cultural Organization
VAM	Vulnerability Assessment Mapping
WASH	Water and Sanitation Hygiene
WFP	World Food Programme
DPMO	Deputy Prime Minister's Office
ENSF	Extended National Strategic Framework for HIV and AIDS