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DECENTRALIZED EVALUATION FOR EVIDENCE-BASED DECISION MAKING

# Decentralized Evaluation

## Evaluation of Namibia National School Feeding Programme

**2012-2018**

### Volume 2 Annexes

February 2020

Jointly Commissioned by the Namibia Ministry of Education, Arts and Culture  
and World Food Programme Namibia Country Office  
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## **Acknowledgements**

The Evaluation team would like to express its thanks and appreciation to the following:

- Evaluation Managers (Gibson Munene (Ministry of Education, Arts and Culture) and Gloria Kamwi (World Food Programme)) for facilitating our job as evaluators;
- The Ministry of Education, Arts and Culture as well as various government ministries, departments and agencies for meeting with us and to the National Statistics Agency for providing technical guidance;
- Staff of the World Food Programme, Namibia country office and the Regional Bureau, Johannesburg for all their efforts in supporting the successful implementation of this evaluation exercise;
- The Regional Education Directorates in Kavango West, Ohangwena, Oshikoto, Otjozondjupa and Erongo regions for arranging our regional visits and to the respective regional council Chief Regional Officers for receiving us;
- Countless primary and combined school principals, National School Feeding Programme focal persons, board members, cooks, learners and parents for availing their time to answer our many questions;
- The team of research assistants, who, under the able guidance of Ester Ambunda, conducted the quantitative survey across the country and to all those respondents who agreed to participate in the school and household level surveys.

## **Disclaimer**

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# Terms of Reference

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

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

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## 1. Introduction

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

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

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

## 2. Reasons for the Evaluation

### 2.1. Rationale

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

### 2.2. Objectives

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

- **Accountability:** The evaluation will assess and report on the extent to which the milestones outlined in the NSFP road map, M&E Plan and WFP TA agreements were achieved;

- **Learning:** The evaluation will assess the reasons why results were achieved or not to draw lessons, derive good practices and pointers for learning. It will provide evidence-based findings to inform operational and strategic decision-making;
  - **Benchmarking:** The evaluation will set a baseline for key indicators for the home-grown school feeding (linking small holder farmers and enterprises to schools). This will enable future evaluation of achievement of the objectives of this linkage.
6. The above objectives are equally important. Specifically, this evaluation will:
- i. Determine if the support provided by WFP to MoEAC was in line with the objectives as outlined in the Technical Assistance Agreements signed between the two parties.
  - ii. Determine the appropriateness of the Technical Assistance provided to MoEAC in its effort to strengthen the implementation of the NSFP;
  - iii. Assess programme performance and identify successes and challenges in the management and implementation of the NSFP.
  - iv. Provide opportunities for learning how to strengthen government’s capacity to design and implement effective NSFP, including management of the NSFP supply chain;
  - v. Provide opportunities to develop further insight on how to best provide Technical Assistance to the national governments in Middle Income (MIC) countries.

### 2.3. Stakeholders, Users and uses of the Evaluation

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

**Table 1: Preliminary Stakeholders’ analysis**

Stakeholders	Interest in the evaluation and likely uses of evaluation findings
<b>GOVERNMENT STAKEHOLDERS</b>	
Ministry of Education, Arts and Culture (MoEAC)	MoEAC through the Department of Management, Planning, Appraisal and Training (MPAT) in the Programme Quality Assurance (PQA) Directorate-is committed towards strengthening its management of the NSFP. The Ministry is therefore keen to learn what has worked well and what needs to be improved in the implementation and management of the NSFP. The evaluation findings will identify areas that require further attention for efficient and effective management and implementation of school feeding.
Government Ministries and institutions at National, regional and circuit levels	Apart from the MoEAC, other Government ministries have a direct interest in learning how the school feeding is contributing to relevant national development priorities. These include the Ministry of Agriculture, Water and Forestry; Ministry of Industrialization, Trade and SME Development, Ministry of Poverty reduction and social welfare; Ministry of fisheries and Marine; Ministry of Health and Social Services. In relation to the planned enhancement of the home-grown school feeding programme through linkage to smallholder farmers and enterprises, these ministries are interested in learning how linkages between the NSFP and their Ministry initiatives/programmes can be enhanced.
<b>WFP STAKEHOLDERS</b>	
WFP Namibia Country Office (NACO)	As the key UN partner supporting MoEAC, WFP NACO has a direct stake in the evaluation and an interest in learning from experience to inform its strategic and operational decision-making. WFP has to also account for results achieved in supporting MoEAC. WFP is keen to generate lessons on how to enhance its support to and partnership with the MoEAC.
Regional Bureau (RB) Johannesburg	Responsible for both oversight of COs and technical guidance and support, the RB management has an interest in an independent/impartial account of the WFP performance in supporting the Namibia Ministry of Education; as well as in learning lessons that may be applied to other country offices.
WFP HQ Divisions	WFP HQ technical units are responsible for issuing and overseeing the rollout of normative policies, strategies, guidance on corporate programme themes, activities and modalities. They have an interest in the lessons that emerge from this evaluation, as they may have relevance

<sup>1</sup> Republic of Namibia (2017), 'Namibia School Feeding Policy 2017-2022'; page section 5.3, page 35  
*Namibia National School Feeding Evaluation Report - February 2020*



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

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

**9. Evaluation Users and uses:** MoEAC (at national, regional, circulate and school levels) and WFP NACO are the primary users of this evaluation. Together with the other key stakeholders highlighted above, they will use the findings and recommendations of the evaluation to made decisions related to:

- Programme design and implementation to enhance performance and results;
- Identify scaling up opportunities;
- Inform extension of WFP technical support to MoEAC;
- Inform implementation of the WFP Country Strategic Plan (2017 to 2022);

- Enhance partnerships and linkages between MoEAC and other relevant ministries and government institutions in the implementation of the NSFP;
- Inform design and implementation of the Home Grown School Feeding Programme.

10. The WFP RB is expected to use the evaluation findings to provide strategic guidance, programme support, and oversight to WFP NACO, in addition to applying those lessons in support to other countries, where applicable.

11. WFP HQ may use evaluations for wider organizational learning and accountability. WFP OEV may use the evaluation findings, as appropriate, to feed into evaluation syntheses as well as for annual reporting to the Executive Board.

### 3. Context and Subject of the Evaluation

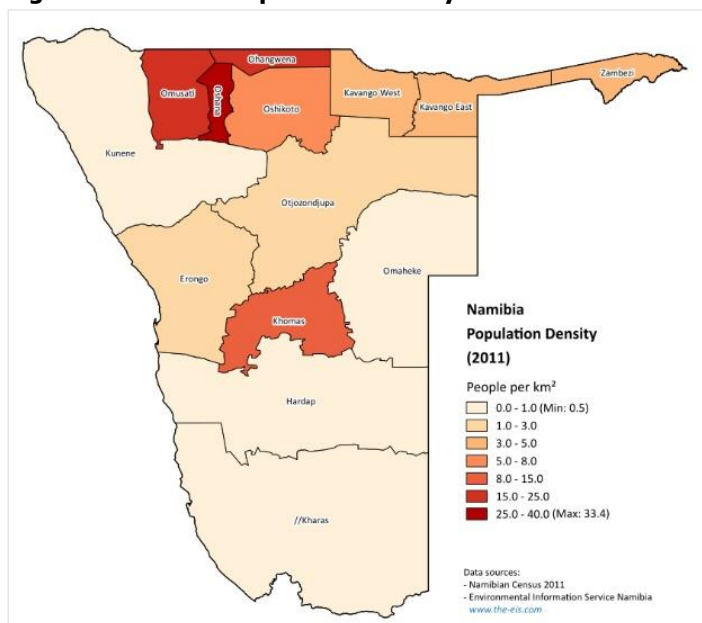
#### 3.1. Context

12. **Geography and Demographics:** At 825,615 km<sup>2</sup>, Namibia is the world's 35<sup>th</sup> largest country. It is divided into five geographical regions: the Central Plateau, the Namib desert, the Great Escarpment, the Bushveld, and the Kalahari desert. Administratively it is divided into 14 regions and 121 constituencies. Namibia has 2.1 million people and a very low population density (see figure 1).<sup>2</sup> Urban population is about 48.6% and median age is 21 years.<sup>3</sup> Life expectancy is 65.1 years (females: 67.5 and males: 62.5).

13. **Political Environment:** Namibia is a multi-party democracy where the rule of law, press freedom and observance of human rights are the basis of the prevailing political stability, peace, security and low levels of crime. In 2016 Namibia scored 2 out of 7 for freedom, civil liberties and political rights.<sup>4</sup>

14. **Macro-Economic Environment:** Namibia is categorised as a middle-income country with 2017 estimated Gross Domestic Product (GDP) per capita of \$11,500. The country has experienced steady economic growth over the last two decades (see figure 2).<sup>5</sup> The slowdown in 2016 was attributed to decline in the construction and diamond mining subsectors and consolidation in the public administration and defence sectors. The World Bank estimates that in the medium-term, economic activity will recover slowly, with annual GDP growth reaching 1.5 percent in 2018 and 3 percent in 2020.<sup>6</sup>

**Figure 1: Namibia Population Density**



<sup>2</sup> Namibia Statistics Agency. 2011. *Namibia Population and Housing Census Basic Report*. Windhoek.

<sup>3</sup> <https://www.cia.gov/library/publications/the-world-factbook/geos/wa.html>

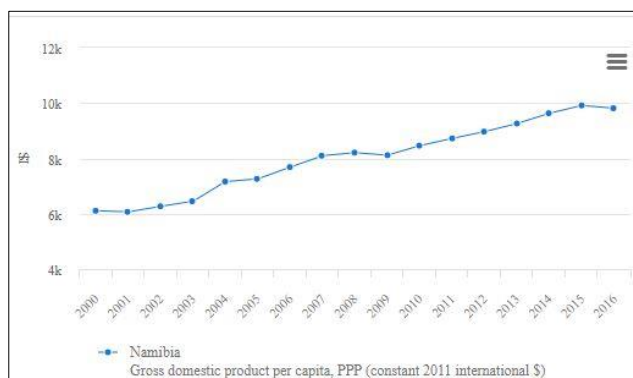
<sup>4</sup> Freedom House Report 2016: <https://freedomhouse.org/report/freedom-world/freedom-world-2016>

<sup>5</sup> <http://www.fao.org/faostat/en/#country/147>

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

15. **Poverty, unemployment, food security and Nutrition:** According to FAO statistics,

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



an indication of inadequate nutrition over long periods of time exacerbated by poor access to health and care.<sup>10</sup> Namibia was ranked 125 out of 188 countries on the 2016 United Nations Development Programme (UNDP) Human Development Index.<sup>11</sup> With a Gini coefficient of 0.572 it is among the most unequal countries in the world.

17. **Education System:** There are six levels of education in Namibia: pre-primary, lower primary (grades 1-4), upper primary (grades 5-7), junior secondary (grades 8-10), senior secondary (grades 11 & 12), and tertiary (university).<sup>12</sup> According to the Namibian constitution and Education Act (2001) school attendance is compulsory for the seven years of primary school for children between the age of six and sixteen. School fees are not allowed for primary education. The portion of government spending devoted to education increased slightly from 21.6 percent in 2007 to 22.4 percent in 2015, despite a significant drop in 2010. As a percentage of the gross domestic product (GDP) at market prices, government expenditure on education increased steadily from 6.9 percent to 9.3 percent (see figure 4).<sup>13</sup>

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

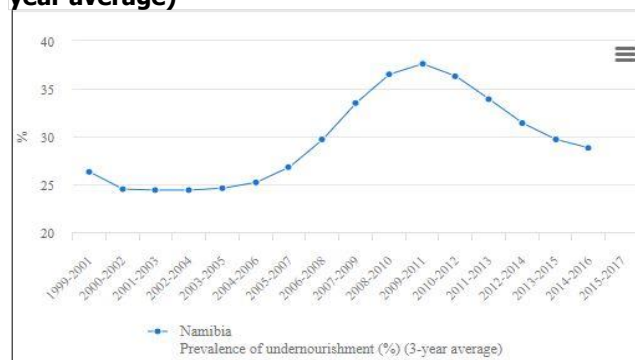
	2007	2008	2009	2010	2011	2012	2013	2014	2015
<b>Government</b>									
N\$ millions	4 244	4 844	5 546	5 872	7 403	8 827	10 524	12 863	13 685
% of government spending	21.6	22.9	22.4	19.6	23.2	21.9	21.8	22.9	22.4
% of GDP at market prices	6.9	6.9	7.4	7.1	8.2	8.3	8.6	9.2	9.3
<b>Households</b>									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

(EFA) Development index (EDI) increased by 5.4 percent between 1999 and 2015.<sup>14</sup> However, access to secondary education lagged at 52 percent.<sup>15</sup> In 2012, 40 percent of girls and 39 percent of boys reached grade

prevalence of undernourishment in Namibia has been steadily declining since 2010 (see figure 3).<sup>7</sup> However, more than a quarter of the population are undernourished. Poverty affects about 28 percent of the population while according to the 2016/2017. Stunting rates are also high at 24 percent while the prevalence of underweight children under five years is 7.1 percent and the under-five mortality rate is 5.0 percent.

16. This is as a result of high rates of poverty, which currently stands at 28 percent<sup>8</sup>, high unemployment at 34 percent (38% women and 30% men)<sup>9</sup> and high household income disparities. The high stunting rates of children in Namibia (ranging from 19% to 40% with a national average of 24%) is

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



18. The sector has seen considerable improvement with high primary enrolment rates attained by 2012 (99.7%). The Namibia Education for All

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

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

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

<sup>10</sup> [http://www.un.org/na/home\\_html\\_files/WFP%20ZERO%20STRATEGIC%20REVIEW%20REPORT.pdf](http://www.un.org/na/home_html_files/WFP%20ZERO%20STRATEGIC%20REVIEW%20REPORT.pdf)

<sup>11</sup> Human Development Report 2016

<sup>12</sup> [https://knownamibia.weebly.com/uploads/1/3/6/8/13685193/world\\_data\\_on\\_education.pdf](https://knownamibia.weebly.com/uploads/1/3/6/8/13685193/world_data_on_education.pdf)

<sup>13</sup> [https://www.unicef.org/namibia/na.Namibia\\_Education\\_Public\\_Expenditure\\_Report\\_\(2017\)\\_file\\_1\\_of\\_2.pdf](https://www.unicef.org/namibia/na.Namibia_Education_Public_Expenditure_Report_(2017)_file_1_of_2.pdf)

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

<sup>15</sup> Ministry of Education. 2013. *Sector Policy on Inclusive Education*. Windhoek.

12. Dropouts before grade 7 is low but increase in grades 8 and 10. More boys drop out than girls.<sup>16</sup> As noted in the School feeding policy, disadvantaged children are most likely to drop out.

19. **National Policy Frameworks:** Namibia’s Vision 2030 aims to create a prosperous industrialized country where peace, harmony, health, food security and political stability prevail. It is supported by the fifth National Development Plan 2017–2022 (NDP5)<sup>17</sup>; the Blue Print on Wealth Redistribution and Poverty Eradication,<sup>18</sup> and the Harambee Prosperity Plan (2016–2020),<sup>19</sup>. These policy frameworks seek to end poverty and hunger by ensuring inclusive growth with a focus on gender equality and “leaving nobody behind”. In addition to these overarching policy frameworks, Namibia has a number of relevant sector-specific policy including the Sector Policy on Inclusive Education; the National Health Policy Framework (2010-2020)<sup>20</sup>; the Food and Nutrition Security Policy (1995 being updated); and 2015 Namibia Agriculture policy<sup>21</sup>. The School feeding policy (2017-2022) is awaiting legislation.

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

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

### 3.2. Subject of the evaluation—The National School Feeding Programme

22. School feeding in Namibia started with a one-year pilot in 1991 implemented by WFP. The programme evolved into a joint four-year WFP-Government project that in 1996 transitioned to a national programme under full government ownership. In 2012, the government requested WFP to provide upstream technical assistance to strengthen the implementation of NSFP. With WFP support, the NSFP expanded significantly and currently supports over 330,000 pre-primary and primary learners in over 1,400 schools. This is a 423 percent increase from 78,000 children reached in 300 schools in 1996.

**Table 2: Summary of Schools and learners per Region under NSFP**

Line #	Region	Total No. of Schools	No. of Schools under NSFP	Total caseload (NSFP)
1	Kharas	49	33	4,500
2	Erongo	76	33	
3	Hardap	66	40	7,906
4	Kavango East	159	132	38,623
5	Kavango West	180	151	35,631

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

<sup>17</sup> <http://www.gov.na/documents/10181/14226/NDP+5/5a0620ab-4f8f-4606-a449-0c810898cc?version=1.0>

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

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

<sup>20</sup> [http://www.nationalplanningcycles.org/sites/default/files/country\\_docs/Namibia/namibia\\_national\\_health\\_policy\\_framework\\_2010-2020.pdf](http://www.nationalplanningcycles.org/sites/default/files/country_docs/Namibia/namibia_national_health_policy_framework_2010-2020.pdf)

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

<sup>22</sup> <http://www.gov.na/documents/10181/14226/NDP+5/5a0620ab-4f8f-4606-a449-0c810898cc?version=1.0>

<sup>23</sup> Africa Human Development Report 2016, page 27

<sup>24</sup> Human Development Report 2016, pages 212-213.



Line #	Region	Total No. of Schools	No. of Schools under NSFP	Total caseload (NSFP)
6	Khomas	106	36	14,500
7	Kunene	101	90	76,635
8	Ohangwena	227	226	76,635
9	Omaheke	41	36	
10	Omusati	283	216	109,966
11	Oshana	134	93	28,806
12	Oshikoto	213	166	59,939
13	Otjozondjupa	73	43	13,492
14	Zambezi	108	94	25,194
<b>Total</b>		<b>1,816</b>	<b>1,383</b>	

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

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

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

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

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

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

28. **Targeting:** The programme was initially designed to target Orphans and Vulnerable Children (OVCs) and was eventually extended to reach all learners in public pre and primary school. The programme

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

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

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

31. A new Technical Assistance agreement between WFP and MoEAC was signed for the period June 2015 to May 2018. The total TA budget is **1,801,542**. With this extended partnership, the MoEAC continued to strengthen the NSFP by addressing gaps within the design and implementation of the programme. The overarching goal of the current agreement is *'to strengthen the NSFP by improving its efficiency and effectiveness, ensuring that every vulnerable Namibian learner receives a daily health nutritious meal at school'*. The specific objectives are:

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

## 4. Evaluation Approach

### 4.1. Scope

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

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

### 4.2. Evaluation Criteria and Questions

34. The overarching question that this evaluation seeks to answer is *"To what extent has the objectives set out in the 5-year school feeding road map, the targets set out in the NSFP M&E Plan and TA*

agreements between WFP and MoEAC have been achieved and what factors have affected achievement of results"? The evaluation will apply the international evaluation criteria of Relevance, Effectiveness, Efficiency, Impact and Sustainability.<sup>25</sup> Under each criteria, the evaluation will address a number of key questions. Collectively, these questions aim at highlighting achievements of results over the five years and the factors that have affected these results. Table 2 summarises the key evaluation questions under each criteria. These will be further developed by the evaluation team during the inception phase. Gender Equality and empowerment of women will be mainstreamed throughout the five criteria as appropriate.

**Table 2: Criteria and evaluation questions**

<b>Overarching question: To what extent has the objectives set out in the 5-year school feeding road map been achieved and what factors have affected achievement of results?</b>		
<b>Criteria</b>	<b>Evaluation Questions</b>	<b>Proposed Methods</b>
Relevance	To what extent is the school feeding programme relevant to the needs of learners (boys and girls) in different contexts (rural, urban)?	Document Analysis, key informant interviews – School boards, NSFP Regional Committees
	To what extent is the NSFP aligned with and complementary to other Government policies and programmes including gender empowerment policies/programmes where/as appropriate?	Interviews with other ministries, regional development committees on priorities` Interviews with government, development partners, WFP, FAO, and UNICEF
	Was the technical assistance provided by WFP relevant/appropriate to the needs of the MoEAC at different levels?	Document Analysis (Annual NSFP Reports) Interviews NSFP staff (National and Regional)
	To what extent is the technical assistance provided by WFP to the MoEAC aligned with and complementary to WFP support to other relevant national institutions?	FGDs Leaders, head teachers
	Within the context of the national school feeding policy under consideration and other relevant policy frameworks, what adjustments are required to the design and implementation of the NSFP to make it effective in contributing to the national developmental objectives?	Interviews with other ministries, Regional development committees on priorities
Effectiveness	To what extent have the expected outputs and outcomes been achieved (those overall to the NSFP as outlined in the NSFP Road Map and M&E plan)?	Secondary data analysis (NaSIS, EMIS, others)
	To what extent have the objectives of the WFP technical assistance been achieved?	Interviews with other ministries, Regional development committees on priorities
	To what extent has the project been successful in improving learning and ownership by government at all levels: National, Regional, Circuit and School?	Key informant interviews
Efficiency	How efficient were the WFP capacity strengthening activities in support of the NSFP?	Document analysis, key informant interviews, NCA Checklist and field tools (national, region and schools level)
	How much does it cost (Government and communities) to implement the NSFP to achieve the outcomes that it has achieved?	Quantitative Secondary and primary data analysis NaSIS, other finance systems, and collected from sampled schools.
	What are the key cost drivers?	
	Given the identified cost drivers, could the same outcomes be attained at lower costs, or higher outcomes achieved with same resources? Where are the opportunities for cost savings to improve efficiency without sacrificing effectiveness?	

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

Impact	What are the long-term effects (positive or negative, intended or unintended) of school feeding on the lives of boys and girls; households and communities?	Interviews Focus group discussions (regional and national)
Sustainability	What are the critical factors for sustainability of the NSFP in the Namibian context?	Document analysis, observations, key informant interviews
	How prepared is the MoEAC to take over the full management of NSFP?	
Learning and benchmarks for Home-grown school feeding component	To what extent were gender and equity issues considered in the implementation of the NSFP?	Document analysis, observations, key informant interviews
	What are the key challenges and gaps experienced in implementing the activities identified in the 5-year road map, the NSFP M&E Plan, and the TA agreements between WFP and MoEAC?	KIIs, FGDs Interviews with government and WFP
	To what extent are lessons used to inform evidence-based decision making and the effective implementation of the NSFP?	Secondary data analysis Focus group discussions and KIIs
	To what extent are good practices used in facilitating knowledge sharing and improving evidence-based programme design?	Secondary data analysis FGDs and KIIs
	With the envisaged expansion to include a home-grown school feeding component that links school feeding to smallholder farmers and enterprises, what should be the key design considerations given the lessons and experience with NSFP so far? What should be the key indicators of success for the HGSFP component? How should these be measured?	Secondary data analysis FGDs and KIIs, Interviews with other actors/ministries

### 4.3. Data Availability

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

- The Namibian School Feeding Information System (NaSIS)
- WFP-MoEAC technical assistance Agreements and related documentation;
- The school feeding road map (2012-2017);
- NSFP Monitoring and Evaluation Plan
- 2014 and 2016 mid-term reviews of the 5-year school feeding road map;
- Other studies/assessments documents related to the NSFP;
- WFP project documents, implementation reports, monitoring reports;
- UNPAF documents and reports;
- WFP 2017 Annual Country Report (ACR);
- 2014 Systems Approach for Better Education Results (SABER) report;
- The Zero Hunger Strategic Review Report;
- The Zero Hunger Road Map;
- Namibia Vulnerability Assessment Committee (NVAC) reports;

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

### 4.4. Methodology

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

- a. **Desk Review and context Analysis:** A careful analysis of existing data and information from secondary sources including policy documents, programme documents, monitoring reports, annual project reports; past reviews and evaluations;
- b. **Quantitative data collection and analysis:** bearing in mind that: (i) NSFP is national and covers all public primary schools in all 14 regions; (ii) it is fully funded and implemented by the MoEAC through a centralised model with WFP technical assistance; (iii) There is a comprehensive monitoring plan (see Annex 8) and a Namibian School Feeding Information System (NaSIS) from which secondary quantitative data can be extracted (iv) gender dimensions, level of partaking of the meals by individual children at



different grades and in different context (rural urban) and community participation are key elements to be assessed;

- c. **Qualitative primary data collection:** through interviews, focus group discussions, key informative interviews and other participatory methods. This should cover the four levels (national, regional, circuit and school).
- d. **Costs Analysis** – to answer the questions related to efficiency will require detailed analysis of the cost drivers for the NSFP. This will require collected costs data at national, regional and school levels (representative number of schools as per the sampling for the quantitative)

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

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

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

- a) The staff appointed to manage this evaluation, both from WFP and MoEAC are not responsible for the day-to-day direct implementation of the NSFP;
- b) An Evaluation Committee (EC) co-chaired by WFP Country Director and the Permanent Secretary in the MoEAC has been established (See annex 3 for the list of members of the committee). The main responsibility of the EC will be to facilitate the evaluation process, make decisions, support the two-staff co-managing the process, provide comments to draft products (TOR, draft inception report and draft evaluation report) and approve final products.
- c) An Evaluation Reference Group (ERG) co-chaired by the WFP Country Director and the Permanent Secretary in the MoEAC has been established comprising of the members of the EC above and stakeholders from other key government ministries, UN agencies and WFP RB (see annex 4). The ERG will act in advisory capacity by bringing expertise and providing inputs into the evaluation process; reviewing and commenting on inception and evaluation report. This will provide further safeguard against bias and/or undue influence, while enhancing overall ownership of the evaluation by key stakeholders;
- d) The evaluation team will work under the supervision of its team leader. The team leader will be accountable to the evaluation committee. The evaluation managers will provide the link between the team leader, the committee and the reference group;
- e) The evaluation schedule in annex 2 will guide the evaluation process. All parties involved will ensure that sufficient time is allocated for quality assurance (QA) of all evaluation products and for stakeholders to provide feedback (see section 4.5 on QA).

#### 4.5. Quality Assurance and Quality Assessment

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

41. DEQAS will be systematically applied to this evaluation. The Evaluation Managers will be responsible for ensuring that the evaluation progresses as per the [DEQAS Process Guide](#) and for conducting a rigorous quality control of the evaluation products ahead of their finalization.

42. WFP has developed a set of [Quality Assurance Checklists](#) for its decentralized evaluations. This includes Checklists for feedback on quality for each of the evaluation products. The relevant Checklist will be applied at each stage, to ensure the quality of the evaluation process and outputs.

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

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

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

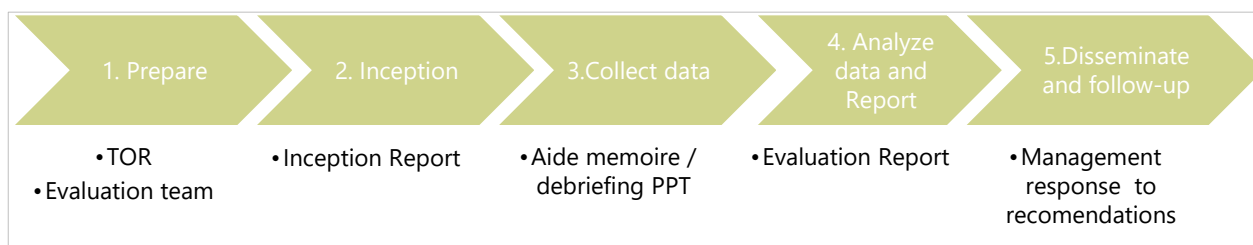
45. The quality assurance process as outline above does not interfere with the views and independence of the evaluation team. It ensures the evaluation report provides the necessary evidence in a clear and convincing way and draws its conclusions on that basis.

46. The evaluation team will be required to ensure the quality of data (validity, consistency and accuracy) throughout the analytical and reporting phases. The evaluation team should be assured of the accessibility of all relevant documentation within the provisions of the directive on disclosure of information. This is available in [WFP's Directive CP2010/001](#) on Information Disclosure.

47. The final evaluation report will be subjected to a post hoc quality assessment by an independent entity through a process that is managed by OEV. The overall rating category of the reports will be published on the WFP web sites alongside the evaluation reports.

## 5. Phases and Deliverables

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



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

<sup>26</sup> [UNEG Norm #7](#) states "that transparency is an essential element that establishes trust and builds confidence, enhances stakeholder ownership and increases public accountability"

49. A detailed schedule is shown in Annex 2.

## 6. Organization of the Evaluation

### 6.1. Evaluation Conduct

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

51. Selection of the team will be guided by [WFP guidelines on recruiting evaluation teams](#). The guidelines gives three options: (a) identifying individual consultants; (b) using long term agreements established by the office of evaluation; and (c) open competitive tendering. The evaluation committee recommended option (a) identifying individual consultants

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

### 6.2. Team composition and competencies

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

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

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

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

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

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

57. Her/his primary responsibilities will be: i) defining the evaluation approach and methodology; ii) guiding and managing the team; iii) leading the evaluation mission and representing the evaluation team; iv) drafting and revising, as required, the inception report, end of field work debriefing presentation and evaluation report in line with DEQAS.

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

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

### 6.3. Ethical Considerations

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

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

62. The evaluation is expected to provide a detailed plan on how the following ethical principles will be ensured throughout the evaluation process: (1) Respect for dignity and diversity (2) Fair representation; (3) Compliance with codes and ethics of research involving young children or vulnerable groups); (4) Redress; (5) Confidentiality; and (6) Avoidance of harm. This should be reflected in the inception report. Specific safeguards must be put in place to protect the safety (both physical and psychological) of both respondents and those collecting the data. These should include:

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

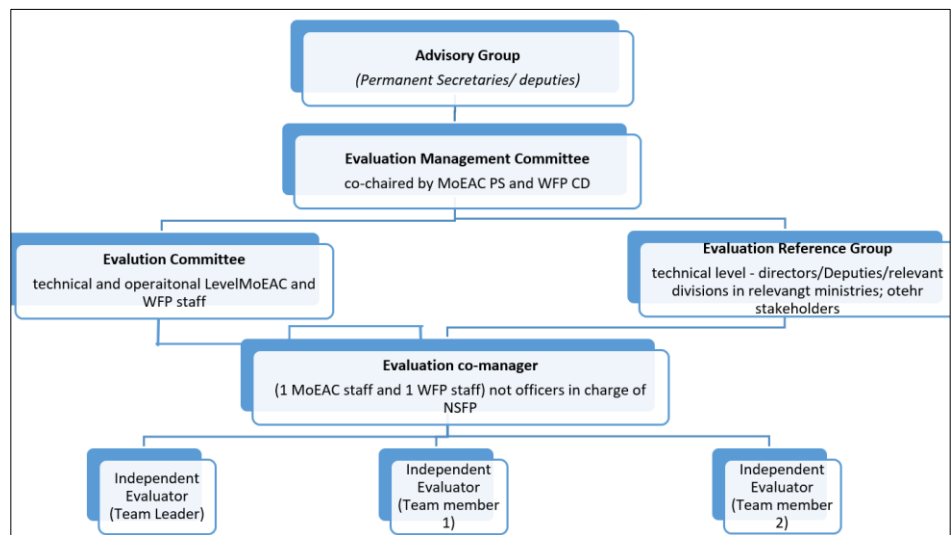
### 6.4. Governance and Management of the Evaluation process

63. This is a joint evaluation, to be jointly managed by the MoEAC and WFP. The rationale for a joint evaluation is because this is an evaluation of the national school feeding programme and WFP is not an implementer. Jointly commissioning the evaluation will increase the objectivity, transparency and independence of the evaluation and strengthen its legitimacy across the spectrum of stakeholders. Moreover, this approach provides an opportune to harmonise and align the overall processes of working together, to build participation and ownership, to share the responsibilities and to foster acceptance and consensus on evaluation recommendations. WFP engagement in this evaluation is within the context of its continuing capacity strengthening efforts. The evaluation process will therefore be used to enhance capacity of the MoEAC to commission and manage evaluations in future.

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<sup>27</sup> [http://opus.bath.ac.uk/51095/1/ETHICAL\\_RESEARCH\\_Innocenti\\_working\\_paper.pdf](http://opus.bath.ac.uk/51095/1/ETHICAL_RESEARCH_Innocenti_working_paper.pdf)

64. To ensure that the evaluation contributes to strategic decisions in relation to the NSFP, an advisory group will be formed composed of senior Government officials at the key ministries. At the technical level, an evaluation Committee in addition to a reference group will provide subject matter expertise and advisory inputs. A smaller group comprising an evaluation management committee will oversee the management of the process. To do so, the WFP Country director and the Permanent Secretary at the MoEAC will appoint one staff to manage the day to day tasks, and support in convene the committee meetings.



65. The two staff managing the evaluation will work together with the committee members to ensure that the appropriate safeguards for impartiality and independence are applied throughout the process. The WFP regional evaluation officer will provide additional support as required. The structure above shows how the evaluation management will be structured.

## 6.5. Security Considerations

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

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

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

## 7. Roles and Responsibilities of Stakeholders

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

- Assign a staff to co-manage the evaluation: (**Gloria Kamwi, Programme Policy Officer**);
- Establish and co-chair the evaluation committee and the evaluation reference group;
- As chair of the EC, approve the final TOR, inception and evaluation reports;
- Ensure the independence and impartiality of the evaluation at all stages, including ensuring the engagement of the EC and ERG as appropriate;
- Participate in discussions with the evaluation team as a key informant on the performance and results of the school feeding programme;
- Organise and participate in exit debriefings at the end of field work;
- Oversee dissemination and follow-up processes, including preparation of Management Response to the evaluation recommendations.

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

<sup>28</sup> Field Courses: [Basic](#); [Advanced](#)

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

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

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

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

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

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

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

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

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

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

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

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

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



- Support the preparation of the Management Response to the evaluation recommendations;
- Follow up with NACO on the implementation of the recommendations;

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

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

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

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

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

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

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

## 8. Communication and budget

### 8.1. Communication

81. The **Evaluation managers**, in consultation with the evaluation committee will develop a communication and learning plan that will outline processes and channels of communication and responsibilities. The evaluation manager will be responsible for:

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

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

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

<sup>29</sup> For example, omitting names of people where appropriate, and instead stating the name of the organisation  
*Namibia National School Feeding Evaluation Report - February 2020*

83. As part of the internationally acceptable standards for evaluation, WFP requires that all evaluations are made publicly available following the approval of the final evaluation report; and the links circulated to key stakeholders a appropriate. The evaluation manager will be responsible for sharing the final report and the management response with the regional evaluation officer, who will upload it in the appropriate systems. The WFP OEV will upload the final products on the WFP intranet and public website.

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

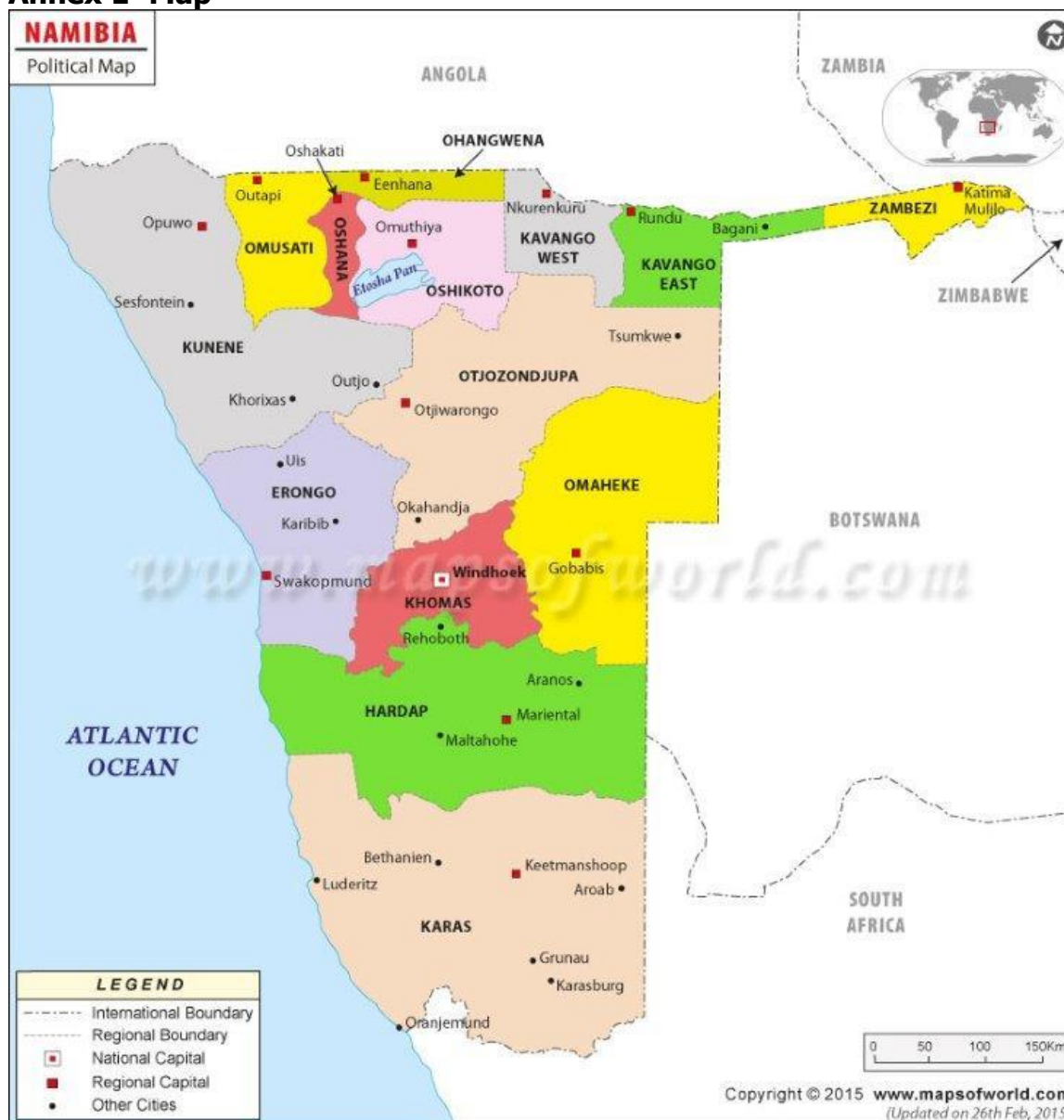
## 8.2. Budget

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

Any queries should be sent to the following contact persons:

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

## Annex 1 Map





## Annex 2 Evaluation Schedule

#	Phases, Deliverables and Timeline	Key Dates	By Who
<b>Phase 1-Preparation</b>			
1	Document review and draft TOR as per approved evaluation plan	March/April 2018	EMs <sup>30</sup>
2	Stakeholder consultations and feedback on the draft TOR	23rd to 25th Apr	
3	Submit draft TOR to the outsourced Quality Support service (QS) <sup>31</sup>	26th April	EMs
4	Receive and review feedback from QS, and discuss with RB if necessary	2nd May	EMs
5	Review draft TOR based on QS feedback to produce final draft	8th May	EMs
6	Review draft 2 of TOR based on stakeholders' comments	10th May	EMs
7	Submit application for the Contingency Evaluation Fund (CEF)	12 May	RB <sup>32</sup>
8	Hold a meeting with MoEAC <sup>33</sup> to discuss the evaluation and the overall proposed approach and approves Finale TOR	11 June 2018	EMs
9	Approve the final TOR	25 June	EC <sup>34</sup>
10	Permanent Secretary (PS) meeting and official appointment of Evaluation Reference Group (ERG)	25 June 2018	EC members
11	Organise ERG meeting	06 July 2018	EMs
12	Select and recruit evaluation team	11 June – 24 July 2018	EMs & EC
13	Finale selection of Evaluation Team (ET)	24 July 2018	EC
<b>Phase 2 - Inception</b>		<b>Key Dates</b>	<b>By Who</b>
14	Brief the evaluation team on expectations, the TOR and process (orientation call with evaluation committee)	06 Aug 2018	EMs
15	Desk review evaluation design and inception meetings	07 Aug–10 Aug 2018	ET <sup>35</sup>
16	Scoping mission -to deepen the evaluability assessment presented in section 4.4 by assess data availability/reliability and the feasibility of answering the evaluation sub-questions within time and budget constraints; reconstruct the theory of change and refine evaluation sub-questions	06 August -10 Aug 18	ET
17	Stakeholder Session -to present and discuss the evaluation sub-questions and proposed methodology	13 Aug	ET
18	Submit draft 1 of the inception report (IR) to the EM	24 Aug	TL <sup>36</sup>
19	Review draft 1 of the IR and if it is complete submit to QS	27 Aug	EMs
20	Receive and review QS feedback and submit to the evaluation team	03 Sept	EMs
21	Revise draft 1 of IR based on QS feedback and produce draft 2 IR	03 -06 Sept	ET
22	Submit draft 2 of IR to the evaluation manager	07 Sept	TL
23	Circulate draft 2 IR for review and comments to ERG and other stakeholders	11 Sept	EMs
24	Consolidate stakeholder comments and submit to evaluation team	06 Sept	EMs
25	Revise IR based on stakeholder comments & produce draft 3	19 Sept	ET
26	Submit draft 3 (final) IR to the evaluation manager	21 Sept	TL
27	Review, if OK Submit final IR to the evaluation committee for approval	24 Sept	EMs
28	Approve the inception report	27 Sept	EC
29	Share final inception report with key stakeholders	27 Sept	EMs
<b>Phase 3–Data Collection</b>		<b>Key Dates</b>	<b>By who</b>
30	Prepare for field work	20-27 Sept	ET
31	Evaluation team get briefings (security, PS & CD, EC)	1 Oct	EC & TL
32	Training of Research Assistants on data collection	2-3 Oct	ET
32	Data Collection exercise resume	8-19 Oct	ET
33	Exit debriefing	19 Oct	ET
34	Data analysis + drafting of the evaluation report	29 Oct -29 Nov	ET
35	Submit Draft 1 of the Evaluation report (ER) to the EM	30 Nov	TL
36	Review draft 1 of ER and if complete submit to QS	31-06 Nov	EMs
37	Receive QS feedback and submit to the team leader	07 Nov	EMs
38	Revise ER based on QS feedback and produce draft 2	08-14 Nov	ET
39	Submit revised ER to evaluation manager	15 Nov	TL
40	Circulate draft ER for review and comments to ERG & other stakeholders	16- 29 Nov	EMs
41	Consolidate stakeholder comments and submit to team leader	30 Nov	EMs

<sup>30</sup> EM - Evaluation Managers

<sup>31</sup> QS – Quality Support Service

<sup>32</sup>RB - WFP Regional Bureau in Johannesburg

<sup>33</sup> MoEAC - Ministry of Education Arts & Culture

<sup>34</sup> EC - Evaluation Committee

<sup>35</sup> ET - Evaluation Team (Team of consultants)

<sup>36</sup> TL - Team Leader

42	Revise draft ER based on stakeholder comments	01-07 Dec	ET
43	Submit of final ER to the evaluation manager	10 Dec	TL
44	Finale review to check if all comments have been addressed	11-13 De	EMs
44	Submit ER report to evaluation committee for approval	14 Dec	EMs
45	Approve the final ER	18 Dec	PS &CD
46	Share final ER report with key stakeholders	19 Dec	EMs
47	<b>Prepare management response to the recommendations</b>	30th Jan 2019	EC
48	Review and provide feedback on the management response	15th Feb 2019	WFP RB
49	Finalize the management response based on RB comments	28th Feb	WFP RB
50	Share the final ER and MR with OEV for publication	1st March	RB

### Annex 3 Membership of the Evaluation Committee

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

### Annex 4 Membership of the Evaluation Reference Group

1. Mr. Baimankay SANKOH, WFP Country Director and Representative, [baimankay.sankoh@wfp.org](mailto:baimankay.sankoh@wfp.org)
2. Ms. Sanet Steenkamp, Permanent Secretary, Ministry of Education, Arts and Culture
3. Ms. Gloria KAMWI, WFP Programme Policy Officer, [gloria.kamwi@wfp.org](mailto:gloria.kamwi@wfp.org)
4. Mr. Calvin Muchila, Deputy Director, MoEAC, [cmuchila@moe.gov.na](mailto:cmuchila@moe.gov.na)
5. Mr. Elvis ODEKE, WFP Programme Policy Officer, [elvis.odeke@wfp.org](mailto:elvis.odeke@wfp.org)
6. Mr. Obert MUTUMBA, WFP M&E officer, [obert.mutumba@wfp.org](mailto:obert.mutumba@wfp.org)
7. Ms. Edda Bohn, Director Programme and Quality Assurance, Ministry of Education, [Edda.Bohn@moe.gov.na](mailto:Edda.Bohn@moe.gov.na)
8. Ms. Joy Mamili, Deputy Director, MPAT, Ministry of Education, Arts and Culture; [joymbangu@yahoo.com](mailto:joymbangu@yahoo.com)
9. Ministry of Agriculture, Water and Forestry;
10. Ministry of Health and Social Services;
11. Ministry of Poverty Eradication and Social Welfare;
12. Ministry of Gender Equity and Child Welfare;
13. National Planning Commission;
14. Ministry of Finance;
15. Ministry of Urban and Rural Development;
16. Food and Agriculture Organisation (FAO)
17. UNICEF
18. PRIVATE SECTOR

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

### 1-Policy, Legal Framework and Budget Standard

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

### 2-Design Standards

Situation	Objectives/Milestones (to be achieved by 2017)	Actions	Timescale/Lead
<b>Specific objectives</b> of the Namibian School Feeding Programme are not measurable indicators.	Specific, measurable, achievable, reliable and timely objectives of NSFP are clearly defined.	Review and Clarify the Objectives of NSFP	Medium Term/MoEAC and WFP

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

		OPM has a programme that provides a small cash stipend to schools in high vulnerable areas/community schools to pay cooks. This initiative offers lessons to be learned and applied in NSFP.	Short and long term/MoEAC (PQA) and OPM
	More <b>holistic approach</b> including other stakeholders i.e. MOHSS.	<b>Periodic health check-ups</b> with the MOHSS closely involved, along with other stakeholders, to closely monitor the Namibian School Feeding Programme, school health, deworming and nutrition monitoring.	Short-Term/ MOHSS, MoEAC and Regional Hostel Officers (Coordinate).

### 3-Programme Implementation Standard

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

		Train and capacitate the regions on their roles with regard to schools procuring food from smallholder producers.  Develop clear advocacy materials on the linkage of school feeding to smallholder producers.	
		Accountability of Service Providers: Develop quality control measures in the supply chain to ensure service providers are held accountable and meet their contractual obligations.  Institute mechanisms to reprimand service providers that violate the terms of the agreement including black listing.	Short-Term/MoEAC (PQA)
	Adequate management, quality assurance and oversight mitigate the misuse/waste of food.	Improve information flow and reduce inefficiencies resulting from non-completion of M&E tools and activities (i.e. food log book, school term report and adjust orders for next term as needed).	Short-Term/MoEAC (PQA and WFP)
	Institute quality control measures	Strengthen <b>quality control and safety measures in the</b> food supply chain and collaborate with relevant ministries at national and regional levels for quality controls.	Medium-Term /MoEAC (PQA), MAWF, MOHSS and WFP
		Perform systematic but random checks on the maize blend once a term/year to ensure nutritional requirements are met.	Short-Term/MoEAC (PQA) and MAWF
		Training is needed to ensure quality assurance is undertaken properly.	Short-Term/MoEAC, and WFP
		Dedicated capacity within MoEAC, learning from positive experience from the hostel programme.	Short/Medium Term MoEAC (PQA and Regional Offices)
	<b>Explore opportunities to decentralize the chain management</b> to improve quality control and assurance including monitoring standards of transporters.	Work with the agriculture sector to explore opportunities for procurement from local farmers, and decentralization of food processing and payment.	Long-Term/MoEAC , MAWF, WFP and PCD
High number of schools experience incidents of spoiled food.	Adequate food management at school level improves efficiency and guarantees children's safety.	Investigate the supply chain to determine spoilage. Ensure timely delivery of food to schools in order to avoid food balances at the end of term. Ministry of Agriculture/Ministry of Health and social services to assist in determining the extent of food spoilage due to high moisture context or short shelf life.	Medium-Term/MoEAC and MAWF
		Schools to report spoilage and causes termly to central office through monitoring tools (i.e. food log book and school term report.)	Short-Term/MoEAC (PQA), Schools
		Develop procedures and processes to manage spoiled food.	Short-Term/MoEAC (PQA), Regional offices and Schools

NSFP infrastructure and facilities vary considerably in schools and are not sustainable to implement feeding properly.	Adequate NSFP infrastructure in all schools, including storerooms, kitchens, eating shelters and water and sanitation facilities.	A survey to be carried out to determine the infrastructure needs for each school.  Have standardized drawing structure for eating shelters and storage facilities.	Medium-Term/MoEAC (PQA) and WFP
		Established and improved NSFP facilities: Develop a plan to begin the construction or improvement of NSFP facilities in schools that need these facilities. These efforts should be implemented in collaboration with local government, civil society, donors and private sector.	Medium/Long-Term  MoEAC, MRLGH CCN and PAD
Many schools do not have the necessary non-food items (NFI's) to run the programme effectively.	All schools have the necessary NFI's and Regions and schools to procure the NFI's.	Assess the needs for NFIs in each school.	Short-Term/MoEAC (PQA) and Regional Office
		Revise procurement arrangements for NFI's: Establish clear procurement arrangements to ensure all necessary NSFP items are procured for schools. (i.e. Regions and schools are responsible for procuring and budgeting for NFI's (i.e. cooking fuel, pots, utensils, soap, NSFP infrastructure materials, plates, etc.)). Either by incorporating into the budget or utilising the UPE fund.	Medium-Term/MoEAC (Regional and schools)

#### 4-Institutional Capacity and Coordination Standard

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

		Ensure connection of all schools to the web, Continued M&E and Continuous training of NASIS at school level	
Sub-division meetings with regions take place annually; however NSFP is a low priority agenda item.	NSFP receives equal priority in regional and national NSFP/Hostel meetings.	Continue to discuss implementation issues and exchange of good practices, lessons learnt during annual meeting.  NSFP to become standing agenda at regional-level meetings and included in quarterly reports to be submitted to inspectors.	Short-Term/MoEAC (PQA)
Alliance building is inadequate (inter-sectoral/ministerial, civil society and private sector).	Stronger inter-sectoral coordination at central level.	Create a <b>multi-sectoral task force</b> _coordinated by a neutral convenor.	1 year Medium-Term/MoEAC
		Platform to meet at least twice a year- share annual reports, challenges and feedback.	Short term.
		At central-level bring school feeding higher in the agenda for already established forums (Prime Minister, CAADP, MAWF, ETSIP, NAFIN).  NSFP becomes priority agenda item at strategic meetings	Medium-Term/MoEAC and stakeholders.  Short term.
	Stronger coordination at regional level.	UNICEF pilot project on social accountability with existing evaluation programme and participation of civil society in quality assurance. Could be used in the monitoring and evaluation of quality control of school feeding.  Pilot project (social accountability) to be extended to other regions.	Medium to long term/MoEAC and stakeholders.
		Involve other ministries at regional level (health and local government) and regional councillors along with other organizations as well as traditional leaders and Office of Governor.	Short to Medium-Term/MoEAC, various Ministries and stakeholders.
		Use existing platforms at regional level such as regional education forums.	Medium-Term/MoEAC regional level
	Integrate a NSFP Steering Committee into existing platforms to coordinate the implementation of the programme and advise on movements and improvements of NSFP. Inclusion of regional representation and other line ministries. Utilise the term reports and M&E systems to propose changes and updates on NSFP to continue to refine and improve the programme.	Long Term/MoEAC and line ministries, MRLGH.	



	Stronger coordination at circuit and school level.	Sensitise <i>school</i> boards and principals. Train focal persons on all aspects of NSFP.	Medium term
	Greater involvement of civil society, e.g. CCN and the private sector.	CCN taskforce Terms of Reference	Medium-Term/ MoEAC and stakeholders. Short term.
	Strong engagement with service providers.	Include Service Providers in annual NSFP Hostel/meetings and circuit/regional meetings.  Service providers to give feedback at NSFP platforms.	Short-Term/MoEAC at region and circuit level

## 5-Community Participation Standard

Situation	Objectives/Milestones (To be Achieved by 2017)	Actions	Timescale/Lead
The roles communities are expected to play exceed their capacity and commitment.	Communities have a high level of participation and adopt region-specific and context-specific approach to implementing the NSFP.	Re-evaluate and articulate the expectations of the communities and provide clear guidelines to community members regarding their role in school feeding.	Short term/MoEAC PQA Head Office and WFP.
The community play a vital role in contributing to the NSFP but due to lack of ownership of the programme it undermines their potential to contribute effectively.		Communities should be sensitized and mobilized to raise awareness about NSFP and allow them to play their expected role.	Short-Term/MoEAC (Regional & Circuit), School Board and School administration.
		Community to be sensitized on their roles and responsibilities within NSFP.	Short-Term/MoEAC (Regional & Circuit) School Board, School Management, local authorities and traditional leaders.
School Board does not take a strong role in contributing to the NSFP management/implementation.	Strong involvement of the School Board in the management and implementation of NSFP.	In each school, establish subcommittee under the school board. The subcommittee could include the local headmen, parents, councillors and the principal as they have influence. Prepare Terms of References and train school board so the subcommittee knows exactly what is expected.	Short-Term/School Board
		Prepare Terms of References for SFP Subcommittee and train school board so the subcommittee knows exactly what is expected of them. Align the TOR with the Social Accountability and School Governance initiative, in schools where this has been instituted.	Short-Term/MoEAC (PQA Head office)
Community contributions from churches, local businesses and NGO's are low.	Strong community contribution from relevant local stakeholders.	School Board to mobilize community contributions and establish a system of incentive and recognition.	Short-Term/School Board.
		In each school, establish Subcommittee for SFP under the School Board. The subcommittee could include the local headmen, parents, councillors and the principal as they have influence.	

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

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

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

## Annex 8: National School Feeding Programme – Monitoring Matrix

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



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

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

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

LOGICAL FRAMEWORK		
<b>Strategic Goal 1:</b> Support countries to achieve zero hunger		
<b>Strategic Objective 1:</b> <End hunger by protecting access to food >		
<b>Strategic Result 1:</b> <Everyone has access to food (SDG Target 2.1)>		
<b>National SDG targets and indicators:</b> (BPWRPE) Strengthening social safety nets. Target (HPP): Zero dearth's in Namibia that can be attributed to lack of food.		
< <b>UNPAF priority:</b> Outcome 11 By 2018, Namibia has reviewed and it is implementing, policies and strategies which ensure that severely poor and vulnerable households have access to and are utilizing productive resources and services for food and nutrition security and sustainable income generation >		
<Strategic Outcome 1> <b>Vulnerable populations in Namibia are enabled to meet their food and nutrition needs throughout the year.</b>	<b>Alignment to outcome category</b> <i>1.3 Enhanced social and public-sector capacity to assist populations facing acute, transitory or chronic food insecurity</i> 1.3.1 Zero Hunger Capacity Scorecard 1.3.2 Emergency Preparedness Capacity Index	<Assumptions > i. Government continues to translate the acquired knowledge into policy decision making. ii. Government continues to fund school feeding.
<Focus area> <Root causes> <WINGS description> <Populations meet food and nutrition needs>		
<Output 1> for <Strategic Outcome 1>  < <b>Food insecure people benefit from the government's improved capacity to design, implement and scale-up the national shock-responsive safety nets in order to ensure their access to food and to increase their income available for other basic necessities (SDG1)&gt;</b>	Alignment to output category C <Capacity development and technical support provided> C.1 Number of people trained C.2 Number of capacity development activities provided C.3 Number of technical support activities provided	N/A
<SDG 1: No Poverty>		
<Output 2> for <Strategic Outcome 1> <b>&lt;School children benefit from improved implementation capacity of the government to design and manage the national school feeding programme in order to meet their basic food and nutrition needs and increase school enrolment (SDG4) &gt;</b>	Alignment to output category C <Capacity development and technical support provided> C.1 Number of people trained C.2 Number of capacity development activities provided C.3 Number of technical support activities provided	N/A
<SDG 4:Quality education >		
<Activity 1> for <Strategic Outcome 1>	Alignment to activity category 9 <Institutional capacity strengthening activities>	N/A

<p>&lt; Provide capacity strengthening to the government entities responsible for national shock-responsive safety net programmes &gt;</p> <p>&lt;WINGS description&gt; &lt;Capacity Strengthening for safety nets&gt;</p>		
<p>&lt;Activity 2&gt; for &lt;Strategic Outcome 1&gt; &lt; Provide capacity strengthening and technical assistance to the government entities responsible for school feeding&gt;</p> <p>&lt;WINGS description&gt; &lt;Capacity Strengthening for School Feedings&gt;</p>	<p>Alignment to activity category 9 &lt;Institutional capacity strengthening activities&gt;</p>	<p>N/A</p>
<p><b>Strategic Goal 2:</b> Partner to support implementation of the SDGs</p>		
<p><b>Strategic Objective 4</b> &lt;Support SDGs implementation &gt;</p>		
<p><b>Strategic Result 5</b> &lt; Developing Countries have strengthened capacity to implement the SDGs (SDG target 17.9)&gt;</p>		
<p><b>National SDGs Targets and Indicators:</b> (HPP) Effective government and service delivery target: Improved accountability and transparency by 2020.</p>		
<p><b>UNPAF Priority:</b> Outcome 3 By 2018, functional monitoring and evaluation and statistical analyses systems are in place to monitor and report on progress.</p>		
<p>&lt;Strategic Outcome 2&gt; <b>Government Policy dialogue and programme design is informed by evidence and enhanced knowledge of hunger issues throughout NDP5 period.</b></p> <p>&lt;Focus area&gt; &lt;Resilience building&gt; &lt;WINGS description&gt; &lt; Government Policy informed by evidence &gt;</p>	<p>Alignment to outcome category 5.1 &lt;Enhanced capacities of public- and private-sector institutions and systems, including local responders, to identify, target and assist food-insecure and nutritionally vulnerable populations&gt;</p> <p>5.1.1 Zero Hunger Capacity Scorecard</p>	<p>i. Knowledge produced from various studies is utilized to inform policy decision making. ii. Government maintains its commitment to build institutional capacity to coordinate Zero Hunger agenda.</p>
<p>&lt;Output 1&gt;: for &lt;Strategic Outcome 2&gt;</p> <p>&lt; Food insecure people in Namibia benefit from the Government’s increased utilization of evidenced-based analysis in zero hunger programming in order to improve their access to food and other basic needs&gt;</p>	<p>Alignment to output category C &lt; Capacity development and technical support provided&gt;</p> <p>C.2 Number of capacity development activities provided C.3 Number of technical support activities provided 1. Project specific indicator: Number of studies and assessments supported</p>	<p>N/A</p>
<p>&lt;Output 2&gt;: for &lt;Strategic Outcome 2&gt;</p> <p>&lt; Food insecure people benefit from the strengthened capacity of national authorities to</p>	<p>Alignment to output category C &lt; Capacity development and technical support provided&gt;</p>	<p>N/A</p>



<p><b>coordinate and implement the Zero Hunger Road Map in order to improve their food security and nutrition status&gt;</b>  <b>&lt;SDG 1: No Poverty&gt;</b></p>	<p>C.3 Number of technical support activities provided</p>	
<p>&lt;Activity 3&gt; for &lt;Strategic Outcome 2&gt;</p> <p><b>Provide capacity strengthening to government entities involved in hunger-related policy and programming</b></p> <p>&lt;WINGS description&gt; <b>&lt; Strengthen Capacity in policy and programming &gt;</b></p>	<p>Alignment to activity category 9          &lt;Institutional capacity strengthening activities&gt;</p>	<p>N/A</p>
<p>&lt;Activity 4&gt; for &lt;Strategic Outcome 2&gt;</p> <p><b>Provide technical assistance to the Ministry of Poverty Eradication and Social Welfare and partners involved in the implementation of the Zero Hunger Road Map</b></p> <p>&lt;WINGS description&gt; <b>&lt;Technical assistance to implement Zero Hunger &gt;</b></p>	<p>Alignment to activity category 9          &lt;Institutional capacity strengthening activities&gt;</p>	<p>N/A</p>
<p><b>Cross-cutting results</b>          C.4 Targeted institutions benefit from WFP programmes in a manner that does not harm the environment.          C.4.1 Proportion of activities for which environmental risks have been screened and, as required, mitigation actions identified.</p>		



## **Acronyms**

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

## Annex 2: Evaluation Matrix

<b>Overarching Question:</b> <i>To what extent have the objectives set out in the 5-year school feeding road map been achieved and what factors affected the achievement of the results?</i>						
No.	Main questions	Measure / Indicator of Success	Main sources of Information	Data Collection Methods	Data Analysis Methods	Evidence Availability / Reliability
Evaluation Criteria 1. <b>Relevance</b>					<b>Strong (Good)</b>	
					<b>Medium (Satisfactory)</b>	
					<b>Poor (Weak)</b>	
<b>Main questions</b>						
1.1.	To what extent was the school feeding programme relevant to the needs of learners (boys and girls) and the comparative expectations of men and women in schools and communities in different contexts (rural, urban, agroecological, livelihood)?	<ul style="list-style-type: none"> <li>- Comparative stakeholder perceptions of relevance to learners' education, food security, health and nutrition needs differentiated by context (urban/rural, geographical/socio-cultural), gender, and poverty and vulnerability aspects</li> <li>- Determine what assumptions were made relative to the different responsibilities ('division of labour') opportunities and access to and control over resources.</li> <li>- Establish what the main gender equality considerations were and how well the intervention was designed to respond to these</li> <li>- Determine the comparative perspectives of different stakeholders (Households, Schools, Circuit/regional, National MoEAC, National Other)</li> </ul>	<ul style="list-style-type: none"> <li>- Primary data from key informant interviews (KIIs) and focus group discussions (FGDs)</li> <li>- Government, WFP and academic accounts, reports, evaluations and research of school feeding</li> <li>- Government reports</li> <li>- WFP Standardized project reports (SPRs)</li> <li>- Namibia Vulnerability Assessment Committee (NVAC) assessments</li> <li>- National baselines and/or proxy baseline data</li> </ul>	<ul style="list-style-type: none"> <li>- Focus group discussions (FGDs) – children, parents, teachers, school boards, Regional Development Committees (RDCs)</li> <li>- KIIs with head teachers, WFP, MoEAC, UNICEF</li> <li>- Quantitative survey – parents, teachers</li> <li>- Secondary literature review</li> </ul>	<ul style="list-style-type: none"> <li>- Adoption of DEQAS, UNEG standards</li> <li>- Stakeholder mapping</li> <li>- Identification of gender risks, context, cultural and vulnerability variation</li> <li>- Triangulation of primary discourse analysis across stakeholders</li> <li>- Quantitative analysis of primary data by men, women, boys, girls and vulnerable groups</li> <li>- Thematic secondary data analysis and review against earlier evaluation and research findings</li> </ul>	

1.2.	To what extent was the NSFP aligned with and complementary to other Government policies and programmes including gender empowerment policies/programmes where/as appropriate?	<ul style="list-style-type: none"> <li>- NFSP alignment with national policy objectives including Harambee Prosperity Plan, 5th National Development Plan, Zero Hunger Road Map (2016-2020),</li> <li>- School feeding design and implementation in relation to Gender policy and draft National Social Protection Policy.</li> <li>- Adjustments to boost NSFP contributions to national policy objectives.</li> </ul>	<ul style="list-style-type: none"> <li>- National framework for school feeding delivery</li> <li>- National development policies and strategies for Social Protection, Gender, Agriculture-Food Security, (including Drought) and Health-Nutrition</li> <li>- Multi-stakeholder KIIs (MoEAC, other ministry, WFP, UNICEF, World Bank and donor) on NSFP strengths, weaknesses, opportunities and threats.</li> </ul>	<ul style="list-style-type: none"> <li>- National and regional KIIs and FGDs with government staff (Social Protection, Gender, Health, Agriculture, Disaster Management); WFP, FAO, UNICEF; donors, NGOs.</li> <li>- FGDs – regional development committees</li> </ul>	<ul style="list-style-type: none"> <li>- Secondary analysis of government, WFP and agency policies, NSFP documents and MOUs</li> <li>- National and Region KIIs and FGDs with MoEAC and WFP staff</li> <li>- Adoption of DEQAS, UNEG standards</li> <li>- Triangulation of KIIs with government, agency, donor and NGO staff</li> </ul>	
1.3.	Was the technical assistance provided by WFP relevant/appropriate to the needs of the MoEAC at different levels?	<ul style="list-style-type: none"> <li>- Design, alignment and implementation of WFP school feeding technical assistance MOUs, agreements and plans relative to MoEAC objectives and staff demands (national, regional, circuit, school).</li> </ul>	<ul style="list-style-type: none"> <li>- WFP-MoEAC MOUs, agreements and plans</li> <li>- MoEAC national and sub-national plans</li> <li>- Stakeholder reviews (KIIs and FGDs) at national, regional, circuit, school levels</li> </ul>	<ul style="list-style-type: none"> <li>- Secondary literature review (MOUs, support requests, NSFP Plans and Reports, WFP SPRs, past evaluations)</li> <li>- KIIs and FGDs with WFP and MoEAC National and Regional staff</li> <li>- KIIs at circuit and school levels</li> </ul>	<ul style="list-style-type: none"> <li>- Review and analysis of needs, informal and formal demands or requests, and planned vs. actual responses</li> <li>- Secondary analysis of MoEAC and WFP MOUs, Plans and Reports</li> <li>- Triangulation with KIIs with MoEAC and WFP, staff (national/regional)</li> <li>- Triangulation with circuit and school KIIs</li> </ul>	
1.4.	To what extent is the technical assistance provided by WFP to the MoEAC aligned with and complementary to WFP support to other relevant national institutions?	<ul style="list-style-type: none"> <li>- Design, alignment and implementation of WFP school feeding TA relative to wider WFP technical assistance MOUs, agreements and plans (national, regional) including national social protection instruments</li> <li>- Review of SCOPE, OPM-DRM capacity strengthening, collaboration with NUST, MAWF and FAO over HGSP and MOHSS-UNICEF with respect to Health and Nutrition</li> </ul>	<ul style="list-style-type: none"> <li>- WFP-MoEAC MOUs, agreements and plans</li> <li>- WFP-Government agreements and plans (Social Protection, Gender, Agriculture-Food Security, Drought, Health-Nutrition)</li> <li>- Stakeholder reviews (KIIs, GIs and FGDs) at national, and regional levels</li> <li>- Namibia country data and survey data</li> </ul>	<ul style="list-style-type: none"> <li>- FGDs with Community Leaders and groups</li> <li>- KIIs with head teachers and circuit staff</li> <li>- FGDs with local planning committees</li> <li>- National KIIs with relevant ministry staff</li> <li>- KIIs with WFP staff</li> <li>- KIIs with wider stakeholders (FAO, UNICEF, World Bank, NGOs, donors)</li> </ul>	<ul style="list-style-type: none"> <li>- Literature review of WFP MOUs, Plans and Reports with MoEAC and wider ministries</li> <li>- Review of demands and requests from government partners</li> <li>- Triangulation of KIIs with MoEAC, line department and WFP, staff (national/regional)</li> <li>- Triangulation with circuit, school and community KIIs</li> </ul>	

1.5.	Within the context of the national school feeding policy under consideration and other relevant policy frameworks, what adjustments are required to the design and implementation of the NSFP to make it effective in contributing to the national developmental objectives?	<ul style="list-style-type: none"> <li>- Common agreement and evidence basis to support design improvements to NSFP policy objectives and WFP technical assistance objectives across MoEAC, WFP, government, agency partners and donors</li> <li>- Transition framework for sustainable school feeding and integration with shock and gender responsive social protection instruments and wider development objectives</li> </ul>	<ul style="list-style-type: none"> <li>- NSFP policy framework</li> <li>- WFP-MoEAC MOU, agreements and plans</li> <li>- WFP-Government agreements and plans (Social Protection, Gender, Agriculture-Food Security, Drought, and Health-Nutrition)</li> <li>- National data, research and reports on NSFP and social protection</li> <li>- Stakeholder KIIs, GIs and FGDs at national, and regional levels</li> </ul>	<ul style="list-style-type: none"> <li>- National level KIIs on policy instruments and priorities – Government ministry representatives, donors, UNICEF, WFP</li> <li>- FGDs – Regional Development Committees</li> </ul>	<ul style="list-style-type: none"> <li>- Integration of Evaluation Matrix 1.1 to 1.4 findings</li> <li>- Review of current policy alignment of NSFP</li> <li>- Triangulation of WFP-MoEAC, wider government, agency and donor policy perspectives and priorities</li> <li>- Formulation and stakeholder review of NSFP policy recommendations</li> </ul>	
<b>Evaluation Criteria 2. Effectiveness</b>						
2.1.	To what extent have the expected outputs and outcomes been achieved (those overall to the NSFP as outlined in the NSFP Road Map and M&E plan) and equitably distributed across target groups?	<ul style="list-style-type: none"> <li>- Comparative stakeholder and beneficiary perceptions, and monitoring and evaluative evidence, of school feeding effectiveness in relation to planned NSFP Road Map and M&amp;E outputs and outcomes including evidence of disaggregated training and participation in food monitoring, entitlements and management</li> </ul>	<ul style="list-style-type: none"> <li>- Baseline data, and WFP-MoEAC proxy baseline data</li> <li>- School and community questionnaire survey disaggregated by age, sex and informant type</li> <li>- Key Informant Interviews at national, regional, circuit and school levels</li> <li>- WFP-MoEAC Evaluation reports</li> <li>- WFP and MoEAC standard reports</li> <li>- Research reports (UN, Government, Academic)</li> </ul>	<ul style="list-style-type: none"> <li>- National and regional KIIs with MoEAC and other Government representatives, donors, UNICEF, and WFP staff</li> <li>- Interviews with other ministries and national-regional committees</li> <li>- Secondary data analysis of databases (NaSIS, EMIS) and baselines</li> <li>- Secondary literature review (evaluations, assessments, research)</li> <li>- FGDs with teachers, cooks/caterers, children and parents</li> </ul>	<ul style="list-style-type: none"> <li>- Use of DEQAS and UNEG standards</li> <li>- Use of interview matrix with key themes for discourse analysis</li> <li>- Quantitative and qualitative data analysis across national and regional institutions</li> <li>- Government and WFP monitoring data analysis</li> <li>- Review of past evaluations and research</li> </ul>	
2.2.	To what extent have the objectives of WFP technical assistance been achieved?	<ul style="list-style-type: none"> <li>- Comparative stakeholder perceptions, and monitoring and evaluative evidence, of technical assistance contributions to government performance targets to assess,</li> </ul>	<ul style="list-style-type: none"> <li>- WFP-MoEAC MOUs, status analyses and targets</li> <li>- Key Informant Interviews at national, regional, circuit and school levels</li> </ul>	<ul style="list-style-type: none"> <li>- KIIs – Government representatives (MoEAC, other), donors, UNICEF, WFP, head teachers</li> <li>- National and regional KIIs with MoEAC, other</li> </ul>	<ul style="list-style-type: none"> <li>- Discourse analysis of key themes and targets identified from MOUs</li> <li>- Review of supply chain assessments and uptake</li> </ul>	

	<i>Note - the primary focus here is on WFP-MoEAC TA goal 1 – improving government capacities to assess, plan and respond to the school feeding needs of vulnerable children</i>	<p>plan and respond to the school feeding needs of vulnerable children, strengthen as agreed in WFP-MoEAC MOUs</p> <ul style="list-style-type: none"> <li>- Analysis of WFP support to establish national NSFP MEP systems (NsSIS)</li> </ul>	<ul style="list-style-type: none"> <li>- WFP-MoEAC monitoring data, standard reports and evaluations</li> <li>- Research reports and assessments (WFP, MoEAC, Academic)</li> </ul>	<p>Government, donor, UNICEF and WFP staff</p> <ul style="list-style-type: none"> <li>- FGDs with RDC members, circuit officers and teachers</li> <li>- Secondary literature review (evaluations, assessments, research, supply chain analyses)</li> </ul>	<ul style="list-style-type: none"> <li>- Qualitative data analysis across national and regional institutions and collaborating bodies</li> <li>- Government and WFP TA monitoring analysis</li> <li>- Review of past evaluations and research</li> </ul>	
2.3.	<p>To what extent has the project been successful in improving learning and ownership by government at all levels: National, Regional, Circuit and School?</p> <p><i>Focuses on WFP-MoEAC TA goal 2 – promoting evidence and learning</i></p>	<ul style="list-style-type: none"> <li>- Extent to which stakeholders at different levels identify examples of learning, its sources, use, and resulting changes in understanding and/or adoption of new practices</li> <li>- Development and use of a national evidence base in relation to national policy and advocacy, and the formulation of national strategies to strengthen technical and networking capacity and exchange</li> </ul>	<ul style="list-style-type: none"> <li>- Evidence base (both documented and/or as process reviews) on school feeding and the NSFP</li> <li>- Key Informant Interviews at national, regional, circuit and school levels</li> <li>- WFP-MoEAC monitoring data, standard reports and evaluations</li> <li>- Research reports and assessments (WFP, MoEAC, Academic)</li> </ul>	<ul style="list-style-type: none"> <li>- KIIs – Government representatives (MoEAC, other), donors, UNICEF, WFP, head teachers</li> <li>- National and regional KIIs with MoEAC, other Government, donor, UNICEF and WFP staff</li> <li>- FGDs with RDC members, circuit officers and teachers</li> <li>- Secondary literature review (evaluations, assessments, research)</li> </ul>	<ul style="list-style-type: none"> <li>- Review of any/all planned learning themes</li> <li>- Discourse analysis and triangulation of learning examples from stake-holders at different levels</li> <li>- Process mapping of learning identification and capitalisation as perceived by stakeholders separately and collaboratively</li> <li>- Review of past evaluations and research</li> </ul>	
<b>Evaluation Criteria 3: EFFICIENCY</b>						
<b>Main questions</b>						
3.1.	<p>How much does it cost (Government and communities) to implement the NSFP to achieve the outcomes that it has achieved?</p>	<ul style="list-style-type: none"> <li>- National Cost Assessment (NCA) of the NSFP cost base, the use of targeting modalities to maximise impacts using finite human and financial capital, community engagement, and evidence of the consideration and use of alternative delivery modalities</li> </ul>	<ul style="list-style-type: none"> <li>- National statistics and associated data (NaSIS, EMIS, Min. of Finance)</li> <li>- NSFP supply chain data</li> <li>- WFP-MoEAC annual plans, budgets and reports</li> <li>- WFP, MoEAC and academic evaluations and research</li> <li>- Quantitative schools and commodities survey sample</li> </ul>	<ul style="list-style-type: none"> <li>- NCA checklist to identify and review costs data needs</li> <li>- Collate and tabulate national NSFP statistics and associated data</li> <li>- Collate and tabulate WFP supply chain and NSFP monitoring data</li> </ul>	<ul style="list-style-type: none"> <li>- National Cost Assessment (NCA) of secondary data (NaSIS, EMIS, MOF)</li> <li>- Analysis of primary costs data triangulated across qualitative (KII/FGD) and quantitative (questionnaire) surveys</li> </ul>	

			<ul style="list-style-type: none"> <li>- Primary data KIIs and FGDs at national, regional, circuit and school levels</li> </ul>	<ul style="list-style-type: none"> <li>- KIIs and FGDs with MoEAC and WFP staff; RDCs; circuit officers; school teachers and caterers</li> <li>- Secondary literature review of evaluations, assessments and reports (National and SADC)</li> </ul>		
3.2.	What are the key cost categories and the drivers of costs within them?	<ul style="list-style-type: none"> <li>- National Cost Assessment (NCA) of NSFP and differentiation of cost drivers using internationally standardised model</li> <li>- Internal and external cost drivers that are within or beyond control of the NSFP.</li> <li>- Analysis adopts standard NCA Cost categories including 1) Commodity; 2) Logistics, Storage and Utilities; 3) Management and Admin; 4) Staff; and 5) Capital costs</li> </ul>	<ul style="list-style-type: none"> <li>- National statistics and associated data (NaSIS, EMIS, Min. of Finance)</li> <li>- NSFP supply chain data</li> <li>- WFP-MoEAC annual plans, budgets and reports</li> <li>- WFP, MoEAC and academic evaluations and research</li> <li>- Quantitative schools survey sample</li> <li>- Primary data KIIs and FGDs at national, regional, circuit and school levels</li> <li>- SADC member state and multi-country NSFP assessments and reports</li> </ul>	<ul style="list-style-type: none"> <li>- NCA checklist to identify and review costs data needs (commodity; logistics, storage and utilities; management and admin; staff and capital costs</li> <li>- Collate and tabulate national NSFP statistics and associated data</li> <li>- Collate and tabulate WFP supply chain and NSFP monitoring data</li> <li>- KIIs with MoEAC and WFP staff</li> <li>- FGDs with RDCs; circuit officers; school teachers, parents and caterers</li> <li>- Secondary literature review – evaluations, assessments and reports</li> </ul>	<ul style="list-style-type: none"> <li>- Quantitative analysis of primary school and community data disaggregated by geographic and/or socio-cultural typologies</li> <li>- Data analysis of NaSIS, EMIS, Min. of Finance and WFP data</li> <li>- Narrative/thematic analysis, synthesis of secondary evaluative and research findings</li> <li>- Discourse analysis of primary KII and FGD data collected</li> <li>- Comparative analysis against SADC member NSFPs and international benchmarks</li> </ul>	
3.3.	To what extent did WFP capacity strengthening activities help improve the cost efficiency of NSFP?  <i>Focuses on WFP-MoEAC TA goal 3 – improving</i>	<ul style="list-style-type: none"> <li>- Efficiency of technical assistance to improve supply chain performance and reduce or maintain cost-delivery ratios</li> </ul>	<ul style="list-style-type: none"> <li>- National statistics and associated data (NaSIS, EMIS, Min. of Finance)</li> <li>- NSFP supply chain data</li> <li>- WFP-MoEAC annual plans, budgets and reports</li> <li>- WFP, MoEAC and academic evaluations and research</li> <li>- Quantitative schools survey sample (research assistants' questionnaire)</li> </ul>	<ul style="list-style-type: none"> <li>- NCA checklist to identify and review costs data needs (commodity; logistics, storage and utilities; management and admin; staff; and capital costs)</li> <li>- Collate and tabulate national NSFP statistics and associated data</li> </ul>	<ul style="list-style-type: none"> <li>- Follow DEQAS, UNEG and global NCA standards</li> <li>- National Cost Assessment (NCA) of national data</li> <li>- Narrative/thematic synthesis and analysis of secondary data collected</li> <li>- Discourse analysis of primary data collected</li> </ul>	

	<i>supply chain efficiency, and links to analysis of NCA cost drivers (3.3.)</i>		<ul style="list-style-type: none"> <li>- KIIs and FGDs at national, regional, circuit and school levels</li> <li>- SADC member state and multi-country NSFP assessments and reports</li> </ul>	<ul style="list-style-type: none"> <li>- Collate and tabulate WFP supply chain and NSFP monitoring data</li> <li>- KIIs and FGDs with MoEAC and WFP staff; RDCs; circuit officers; school teachers and caterers</li> <li>- Secondary literature review – evaluations, assessments and reports (National and SADC)</li> </ul>	<ul style="list-style-type: none"> <li>- Comparative assessment against other SADC member NSFP VFM analyses</li> </ul>	
3.4.	Given the identified cost drivers, could the same outcomes be attained at lower costs, or higher outcomes achieved with same resources? Where are the opportunities for cost savings to improve efficiency without sacrificing effectiveness?	<ul style="list-style-type: none"> <li>- Evidence of comparative efficiencies to be gained in revising emphasis across cost drivers, targeting modalities, financial and institutional support and community engagement to achieve equivalent school feeding outcomes</li> <li>- Identification of more efficient operational NSFP models or opportunities</li> <li>- Identification of priority targets for future capacity strengthening</li> </ul>	<ul style="list-style-type: none"> <li>- National statistics and associated data</li> <li>- NSFP supply chain data</li> <li>- Private sector interviews</li> <li>- NVAC market assessments</li> <li>- MoEAC-WFP and other agency strategic planning</li> <li>- Donor strategic planning</li> <li>- WFP, MoEAC, academic evaluations and research</li> <li>- SADC member state and multi-country NSFP assessments, reports and recommendations</li> </ul>	<ul style="list-style-type: none"> <li>- NCA Checklist and tools</li> <li>- NVAC market analyses</li> <li>- Review of existing databases on cost analysis.</li> <li>- Documentary analysis (salaries, etc.)</li> <li>- KIIs with MOAEC, WFP and private sector staff</li> <li>- FGDs with RDCs, school staff and boards, cooks, parents and community representatives</li> <li>- Stakeholder review of NSFP business models</li> </ul>	<ul style="list-style-type: none"> <li>- Narrative/thematic analysis, synthesis of secondary data</li> <li>- Discourse analysis of primary data collected</li> <li>- Stakeholder review of NSFP business models</li> <li>- Quantitative analysis of primary data disaggregated by key geographic categories</li> <li>- Comparative analysis against SADC member NSFPs and international benchmarks</li> </ul>	
<b>Evaluation Criteria 4: IMPACT</b>						
<b>Main questions</b>						
4.1.	What are the long-term effects (positive or negative, intended or unintended) of school feeding on the lives of boys and girls, schools, households and communities?	<ul style="list-style-type: none"> <li>- Stakeholder perceptions and evaluative evidence of the short- and long-term contributions (expected and unexpected) of school feeding to individual education, food security including potential dependencies and/or changes in nutrition status of vulnerable children in the school holidays, health and nutrition outcomes</li> </ul>	<ul style="list-style-type: none"> <li>- Primary data from FGDs conducted with children, parents, teachers and community leaders</li> <li>- Regional and national FGDs and KIIs with RDC members, regional and national government and WFP staff</li> <li>- School and community questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>- FGDs (men, women, boys, girls separately) with children, parents, teachers, school boards, and RDCs</li> <li>- KIIs with community leaders, head teachers, and regional and national WFP, MoEAC, UNICEF and wider government and UN staff</li> <li>- Quantitative survey – community (parents),</li> </ul>	<ul style="list-style-type: none"> <li>- Quantitative and qualitative analyses of primary schools data disaggregated by gender and geographic/socio-cultural contexts</li> <li>- Quantitative and qualitative analyses of primary community data disaggregated by women, men, youths and vulnerable groups (OVCS and PLWHA)</li> </ul>	

		<p>and community livelihood opportunities (e.g. incomes for farmers who supply food for the NFSF): including variation according to gender, geographic and vulnerability criteria</p> <ul style="list-style-type: none"> <li>- Extent to which project outcomes promoted equity in access; benefited boys and girls, men and women in an equitable manner</li> <li>- Extent to which the equity principle was utilised throughout the project; sufficient resources (financial, time, people) were allocated to integrate gender equality</li> <li>- How constraints (e.g. political, practical, and bureaucratic) were addressed to promote gender equality and evidence of efforts made to overcome these challenges.</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluation and research reports (WFP, MoEAC, donor, UN, NGO and academic)</li> <li>- NVAC assessments</li> <li>- WFP annual reports</li> </ul>	<p>school (teachers) and cooks</p> <ul style="list-style-type: none"> <li>- Secondary literature review – MoEAC and WFP annual reports, past evaluations, assessments and academic research</li> </ul>	<ul style="list-style-type: none"> <li>- Narrative/thematic analysis, synthesis of secondary literature</li> <li>- DEQAS and UNEG standards</li> <li>- Seasonal nutrition assessments of MOHSS-UNICEF as available</li> </ul>	
Evaluation Criteria 5: <b>SUSTAINABILITY</b>						
<b>Main questions</b>						
5.1.	What are the critical factors for sustainability of the NSFP in the Namibian context?	<ul style="list-style-type: none"> <li>- Evidence of national, regional, circuit and school level political (and/or policy), financial, institutional, technical, social/community, and environmental capacities and will to sustainably and equitably procure and provide nutritious school meals to boys and girls.</li> </ul>	<ul style="list-style-type: none"> <li>- Data from KIIs, and FGDs at school, community, circuit, regional and national levels</li> <li>- NSFP, MoEAC, WFP and agency reports, monitoring data, evaluations and research</li> <li>- Political economy research</li> <li>- Institutional capacity assessments</li> <li>- Policy alignment (Relevance)</li> </ul>	<ul style="list-style-type: none"> <li>- Key informant interviews (KIIs) – head teachers, WFP, MoEAC, UNICEF</li> <li>- Focus group discussions (FGDs) – RDCs, head teachers, School Boards, parents, children and community leaders</li> </ul>	<ul style="list-style-type: none"> <li>- Sustainability analysis (political economy and funding support to NSFP; Institutional and Technical capacities)</li> <li>- Social analysis of schools' community contributions</li> <li>- Environmental sustainability analysis</li> <li>- National coverage capacities</li> <li>- Comparative analysis against other SADC member NSFPs and international benchmarks</li> </ul>	

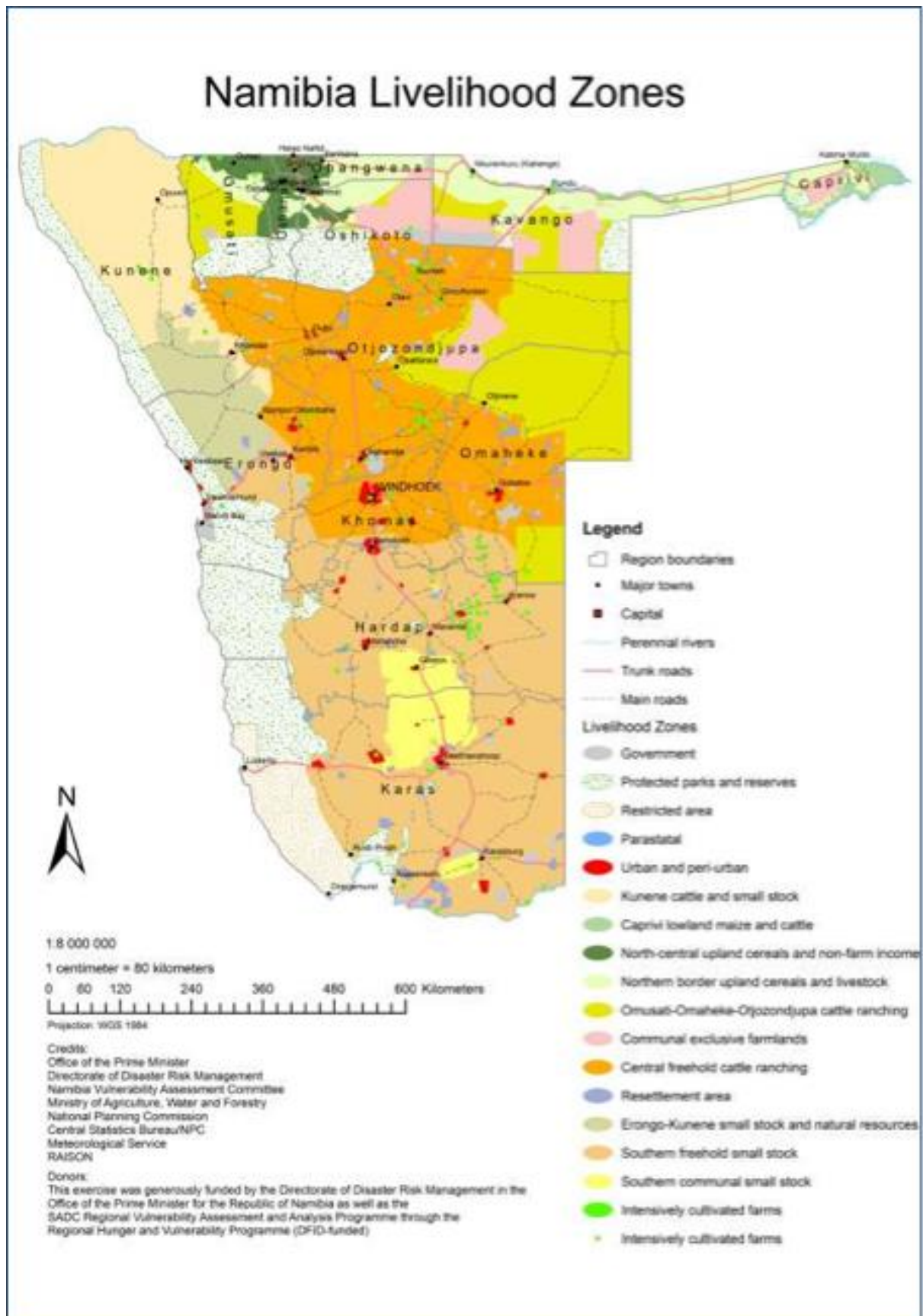


5.2.	What steps should MoEAC take to ensure full and effective management of the NSFP in future?	<ul style="list-style-type: none"> <li>- National, regional, circuit and school stakeholder perceptions of capacities (political, financial, institutional, technical, social/community) to sustainably procure and provide school meals.</li> <li>- Corroborating evidence from case examples that can be used as templates for MoEAC implementation at all levels.</li> <li>- Coordination and capacity – complementary services with NSFP school feeding as a platform</li> </ul>	<ul style="list-style-type: none"> <li>- Institutional capacity assessment reports (MoEAC, UN, WFP, other)</li> <li>- Data from KIIs, and FGDs at school, community, circuit, regional and national levels (MoEAC, WFP, Agency, NGO, other ministry, donor)</li> <li>- NSFP, MoEAC, WFP and agency reports, monitoring data, evaluations and research</li> <li>- National policy portfolio</li> <li>- Government, private sector UN and donor KIIs (Business Support Services / Min. Trade, MoEAC, UNICEF, WFP, Donor and World Bank)</li> <li>- SABER diagnostic</li> </ul>	<ul style="list-style-type: none"> <li>- Review of delivery models and stakeholders (public, private, agency, NGO, community)</li> <li>- Secondary literature review</li> <li>- Key informant interviews (KIIs) – head teachers, WFP, MoEAC, UNICEF, donors, Finance, private sector actors</li> <li>- National policy review (NSFP, social protection, political economy analysis, community and business development)</li> <li>- FGDs with teachers and heads, school boards, Regional Development Committees (RDCs), parents</li> </ul>	<ul style="list-style-type: none"> <li>- Sustainability analysis (political economy and funding and support to NSFP; Institutional and Technical capacities)</li> <li>- National coverage capacities analysis</li> <li>- Private sector and business analysis</li> <li>- Review of alternative delivery models and stakeholder interest (private/public sector, NGO, agency)</li> <li>- NSFP policy integration</li> <li>- Review against SADC member and international NSFP benchmarks</li> </ul>	
<b>Evaluation Criteria 6: LEARNING</b>						
<b>Main questions</b>						
6.1.	How did implementation of the NSFP and other related actions effect the context of gender inequality in Namibia?	<ul style="list-style-type: none"> <li>- Evidence of activities factored into NSFP planning, delivery and equitable access in relation to national and regional gender, socio-cultural, and vulnerability profiles and targets, and on-going responses to monitoring gender and equity findings</li> <li>- Scope of activities to raise awareness of gender equality goals and initiatives to reduce risk of gender-based violence</li> <li>- Evidence of improvements to the lives of women, girls and gender diverse people; whether and how inaction or ineffective action maintained existing</li> </ul>	<ul style="list-style-type: none"> <li>- National and regional gender, socio-cultural, and vulnerability profiles and targets of MoEAC, Min. Gender Equality and Child Welfare (MGECW), Min. Poverty Eradication and Social Welfare (MPESW), WFP, UNICEF, UN Women, academia and donors</li> <li>- National education, gender and social protection policies</li> <li>- Data from KIIs and FGDs at school, community, circuit, regional and national levels</li> <li>- Agency and Government reports, monitoring, evaluations and research</li> <li>- SABER diagnostic</li> </ul>	<ul style="list-style-type: none"> <li>- Local and regional FGDs with children, teachers, parents, community leaders, and school boards, RDCs and circuit officers</li> <li>- School level KIIs with head teachers</li> <li>- Regional and national KIIs with WFP, MoEAC, MGECW MPESW, UNICEF, UN Women, Donors, NGOs</li> <li>- Quantitative survey – parents, teachers and cooks</li> <li>- Secondary literature review (Gender and Equity policies, plans, targets,</li> </ul>	<ul style="list-style-type: none"> <li>- Adoption of DEQAS, UNEG standards</li> <li>- Narrative/thematic analysis and synthesis of secondary literature findings collected</li> <li>- Discourse analysis of primary KII and FGD data collected by socio-cultural, vulnerability and agroecological typologies</li> <li>- Quantitative analysis of primary data disaggregated by boys and girls.</li> </ul>	

		gender inequalities and/or worsened conditions for women and girls		evaluations, assessments and research)		
6.2.	What are the key challenges and gaps experienced in implementing the activities identified in the 5-year road map, the NSFP M&E Plan, and the Technical Assistance agreements between WFP and MoEAC?	<ul style="list-style-type: none"> <li>- Comparative stakeholder ranking of national, regional and school level challenges and gaps to NSFP delivery in relation to the Roadmap, M&amp;E plan and Technical Assistance agreements</li> </ul>	<ul style="list-style-type: none"> <li>- Data from Institutional KIIs, and FGDs at local, circuit, regional and national levels (school, community, RDC, regional and national MoEAC, WFP, UNICEF, other UN, ministry and donors)</li> <li>- NSFP road-map, M&amp;E Plan and TA monitoring data, reports, evaluations and associated research</li> <li>- WFP and MoEAC progress reviews, assessments and reports</li> <li>- Other UN agency, academic and/or donor assessments and research</li> <li>- SABER diagnostic and implementation reports</li> </ul>	<ul style="list-style-type: none"> <li>- FGDs with teachers, school boards, RDCs, parents and community leaders</li> <li>- KIIs with head teachers, circuit officers, WFP, MoEAC, UNICEF, NGOs</li> <li>- Quantitative survey of parents, teachers and cooks/caterers</li> <li>- Secondary literature review including NSFP Roadmap, M&amp;E plan and TA agreements</li> <li>- MoEAC-WFP MOUs, Agreements, reporting, decision-making and funding</li> </ul>	<ul style="list-style-type: none"> <li>- Thematic categorisation of key secondary literature findings</li> <li>- Discourse analysis of primary KII and FGD data collected</li> <li>- Identification of key gaps and challenges identified in quantitative data</li> <li>- Triangulation of findings across analytical approaches</li> <li>- Forcefield Analysis of key findings in relation to thematic categories</li> <li>- Review of regional and international TA benchmarks, evaluations, research and guidelines including WFP Centres of Excellence</li> </ul>	
6.3.	<p><i>To what extent were lessons used to inform evidence-based decision making and the effective implementation of the NSFP?</i></p> <p><b>Note the ET proposes to cover this question under 2.3</b></p>	<ul style="list-style-type: none"> <li>- Identification by stakeholders at different levels of clear examples of evidence use, its sources, and resulting management responses and implementation to improve performance</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Evidence base (cf. 2.3.) and documented or process examples of evidence use</i></li> <li>- <i>WFP-MoEAC KIIs at national, regional, circuit and school levels</i></li> <li>- <i>RDC FGDs (regional)</i></li> <li>- <i>WFP-MoEAC monitoring reports, standard reports and evaluation responses</i></li> <li>- <i>Evidence from research reports and assessments (WFP, MoEAC, other UN agency, Academic, World Bank and Donor)</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>KIIs with Government representatives (MoEAC, other), donors, UNICEF, WFP, head teachers</i></li> <li>- <i>National and regional KIIs with MoEAC, other Government, donor, UNICEF and WFP staff</i></li> <li>- <i>FGDs with RDC members, circuit officers and teachers</i></li> <li>- <i>Secondary literature review (evaluations, assessments, research)</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Discourse analysis and triangulation of evidence-based decision-making examples and failures cited by stakeholders at different levels</i></li> <li>- <i>Review of past evaluations and research management responses</i></li> <li>- <i>Process mapping of evidence identification and use in decision-making as perceived by stakeholders separately and collaboratively at different levels</i></li> </ul>	
6.4.	To what extent were good practices used when facilitating	<ul style="list-style-type: none"> <li>- Identification by stakeholders at different levels of clear examples of good practices used to strengthen</li> </ul>	<ul style="list-style-type: none"> <li>- Documented and/or process examples of evidence use (cf. 2.3.) and support processes</li> </ul>	<ul style="list-style-type: none"> <li>- Secondary data analysis</li> <li>- FGDs and KIIs</li> <li>- WFP Standardized Project Reports 2012-17</li> </ul>	<ul style="list-style-type: none"> <li>- Discourse analysis and triangulation of learning examples from stakeholders at different levels</li> </ul>	

	knowledge sharing and improving evidence-based programme design?	knowledge sharing including technical and networking capacities and resulting changes in NSFP design and/or implementation	<ul style="list-style-type: none"> <li>- WFP-MoEAC KIIs at national, regional, circuit and school levels</li> <li>- FGDs with RDCs</li> <li>- WFP-MoEAC Technical Assistance reports, standard reports and evaluations</li> <li>- Research reports and assessments of other groups (other UN, Academic, World Bank, Donor)</li> </ul>		<ul style="list-style-type: none"> <li>- Development of stakeholder knowledge sharing relationships matrix</li> <li>- Review and mapping of capacity strengthening to facilitate knowledge sharing</li> <li>- Case review of evidence use in decision-making and comparisons of stakeholder perceptions and examples at local, regional and national levels</li> </ul>	
Evaluation Criteria 7: <b>Benchmarks for Design Improvements and Home-Grown School Feeding</b>						
<b>Main questions</b>						
7.1.	<p><i>With the envisaged expansion to include a home-grown school feeding component that links school feeding to smallholder farmers and enterprises:</i></p> <p>What should be the key design considerations given the lessons and experience with NSFP so far?</p>	<ul style="list-style-type: none"> <li>- Common understanding and prioritisation by local, regional and national stakeholders of NSFP design improvements to HGSF and their alignment with current evaluative evidence (Criteria 1 to 7) and international benchmarks</li> <li>- Role of community led HGSF, small medium enterprise catering, local/ regional and national procurement arrangements with the private sector and AMTA, and influence of the Procurement Act</li> </ul>	<ul style="list-style-type: none"> <li>- National food security policies and programmes (MAWF, other gov., WFP, FAO, NGO and donors)</li> <li>- Agency and Government reports, plans, evaluations and research</li> <li>- Design profiles of national HGSF projects</li> <li>- Regional and international HGSF design benchmarks (including WFP Centre of Excellence) and guidelines</li> <li>- Data from school and community level FGDs</li> <li>- Data from KIIs at regional (RCD) and national levels (WFP, MOAEC, MAWF, FAO, Donors and World Bank)</li> </ul>	<ul style="list-style-type: none"> <li>- Local and regional FGDs with teachers, parents, farmers' groups, community leaders, school boards and RDCs</li> <li>- School level KIIs with head teachers</li> <li>- Regional and national KIIs with WFP, MAWF, FAO, UN Women, Donor, NGO and World Bank staff</li> <li>- Questionnaire survey of parents and cooks</li> <li>- Secondary literature research and review (national, regional and international HGSF policies, programmes, evaluations and research)</li> <li>- WFP Country Strategic Plan, diagnostics and reports</li> </ul>	<ul style="list-style-type: none"> <li>- Qualitative analysis of financial, technical (food security), gender, policy, and institutional design preferences at all levels across multiple stakeholders</li> <li>- Review of regional and international HGSF model benchmarks, evaluations, research and guidelines including WFP Centres of Excellence</li> </ul>	

## Annex 3 Map of Namibia



## Annex 4: List of Persons Met

	Name	Designation	Institution	Location
1	Bai Mankay Sankoh	Country Director	WFP	Windhoek
2	Elvis Odeke	Programme Policy Officer	WFP	Windhoek
3	Obet Mutumba	M&E	WFP	Windhoek
4	Leon Claasen	Logistics Associate	WFP	Windhoek
5	Gloria Kamwi	Programme Officer	WFP	Windhoek
6	Dr. Aune Victor	Education Specialist	UNICEF	Windhoek
7	Ferdinand Mwapopi	Assistant Representative (Programme)	FAO	Windhoek
8	Lolita de Almeida	Project Intern	FAO	Windhoek
9	Helena Andjamba	Deputy Director: Child Welfare	MGECW	Windhoek
10	Enjouline Kole	Social Worker	MGECW	Windhoek
11	Ella Shigwedha	Social Worker	MGECW	Windhoek
12	Marjorie Van Wyk	Chief Health Prog	MoHSS	Windhoek
13	Eddah Bohn	Director - Education - PQA	MoEAC	Windhoek
14	Valerie W. Nangula	Finance/Chief Accountant	MoEAC	Windhoek
15	Caushy	Planning Officer - EMIS	MoEAC	Windhoek
16	Anastasia Amunyela	Deputy Director of Policy and Coordination	Office of the Prime Minister	Windhoek
17	Mildred Kambinda	Director, Agricultural Production, Extension and Engineering	MAWF	Windhoek
18	Steven Harajas	Deputy Director - Education Pillar	Office of the First Lady	Windhoek
19	Mr. Slinger	Deputy Director, Infrastructure Development	MAWF	Windhoek
20	Henry Beukes	Chief Hydrologist - Ground Water	MAWF	Windhoek
21	Mr Mwinga	Chief Learning and Development Officer - Community Management and Sanitation Coordination	MAWF	Windhoek
22	Adora Kavepura	Administration Officer	Ministry of Poverty & Social Welfare	Windhoek
23	Anna kampala	Economist	Ministry of Poverty & Social Welfare	Windhoek
24	Niita Iipinga	Director, Directorate of Poverty Eradication Programmes and Coordination	Ministry of Poverty & Social Welfare	Windhoek
25	Selestinus Rengura	Economist	Ministry of Poverty & Social Welfare	Windhoek
26	Naomi Oechafen	Chief Administration Officer	Ministry of Poverty & Social Welfare	Windhoek
27	John Bandlow	Director	Alason Trading Enterprise cc	Windhoek
28	Jason Bandlow	Director	Bonsec Trading Investment cc	Windhoek
29	Dirk Van Schalkwyk	Director	Nutrifood Pty Ltd	Windhoek

30	Manfried Kamwanga Likoro	Director	Food Namibia	Windhoek
31	Wilhelmina Handunge	Snr. Manager Operations, NSFR	AMTA	Windhoek
32	Sakeus Enkono	Marketing Manager, National Fresh Produce Business Hubs	AMTA	Windhoek
33	Dr. Katewa	Chief Regional Officer	Kavango West Regional Council	Nkurenkuru
34	Herbert Karabo	Deputy Director	MoEAC Kavango West	Nkurenkuru
35	Markus Musore	SFP Focal Point/Hostel Officer	MoEAC Kavango West	Nkurenkuru
36	Hausiku Johannes	Secretary	Farmers Union	Nkurenkuru
37	Celestino Ferrera	AMTA – Rundu Fresh Produce	AMTA - Regional Hub	Nkurenkuru
38	Palisha Ngulu	Acting Director	MoEAC Regional Ohangwana	Eenana
39	Chris Nghilundilua	Hostels and NSFP Officer	MoEAC Regional	Eenana
40	Maria Nakwatumba	Hostels and NSFP Admin	MoEAC Regional	Eenana
41	Mike T. Luuanda	HAPS	MoEAC Regional	Eenana
42	Penehafo N. Haidula	Inspector	MoEAC	Eenana
43	Likius N. Nakamwe	IOEs	MoEAC Regional	Eenana
44	Mathew Nangulu	Financial Manager	MoEAC Regional	Eenana
45	Hannah L. Hashipala	Principal - Primary School		Eenana
45	Victoria Kapenda	Director Planning & Development Services (Acting CRO)	Oshikoto Regional Council	Omuthiya
46	Michael Asino	Director, Administration, Human & Finance	Oshikoto Regional Council	Omuthiya
47	Vilho N. Shipatwa	Deputy Director (PQA)	MoEAC - Oshikoto	Omuthiya
48	Emilia Nlyeende	Admin Officer Hostels/NSFP	MoEAC - Oshikoto	
49	Filemon Nangolo	Inspector	MoEAC - Oshikoto	
50	Alanga Haggai	Principal	Primary School	
51	Beatrice Shomeya	Admin Officer	MPESW - Oshikoto	
52	R.Hoabes	Acting CRO	Regional Council	Swakopmund
53	E.J. Stephanus	Regional Director	D.ECA - Erongo Regional Council	Swakopmund
54	Benny Eiseb	Deputy Director	MoEAC - Erongo Region	Swakopmund
55	M. Afrikaner	SAO	MoEAC - Erongo Region	Swakopmund
56	T.Y Louw	Inspector of Education	MoEAC - Erongo Region	Swakopmund
57	Natalia Cruriras	CEO/PD	DOEAC	Swakopmund
58	Rachel Hamutenya	Senior Accountant	DOEAC	Swakopmund
59	Johannes E. IGauseb	Senior Accountant	DOEAC	Swakopmund
60	Tjururee Humu	Chief Admin. Officer	DOEAC	Swakopmund
61	Hans Mubasen	Control Admin Officer	DOEAC	Swakopmund
62	Josephine E. Jekonia	SEO	Education	Swakopmund
63	G. Ikeib	CAT	MAWF - Forestry	Swakopmund
64	Barbra Von Booyen	CSW	MOHSS (Health)	Swakopmund
65	ASK Nakanyala	ACHRP	Education	Swakopmund

66	B. Somses	AO	Education	Swakopmund
67	Engelheart Virab	Inspector	MoEAC Omaruru	Omaruru
68	Agatha Mweti	CRO	Regional Council	Otjiwarongo
69	Velma Guriras	Acting Director Planning	Regional Council	Otjiwarongo
70	Nangy Gawanas	Snr Admin Officer - Hostels/NSFP	MoEAC	Otjiwarongo
71	Hamukwaya Otriel	Chief Liaison Officer	Ministry of Gender	Otjiwarongo
72	Christaliz Horases	Senior Admin. Officer	Ministry of Poverty	Otjiwarongo
73	V.F. Kapitango	CSW	MOHSS	Otjiwarongo
74	Tulisani Dewar	Social Worker	MOHSS	Otjiwarongo

### KII and FGDs at school level Data Collection

	Name	Designation	Institution	Location/Region
1	Christine Spumpu	Principal	Torongo Primary School	Kavango West
2	Loth Hashipala	Principal	Paulus Hamutenya	Ohangwena
3	V. Carevu -	HoD Principal	Tamariskia School	Erongo - Swakopmund
4	Gerson Jatamunya	Principal	Uuhahe Primary School	Ohangwena
5	Aleta Amakili	Principal	Okangororosa Comb	Oshikoto
6	Elias Uuzizi	Principal	W. Borchard Primary School	Erongo - Omaruru
7		Principal	SPES BONA Primary School	Otjozondjupa
8	C. Cloete - Teacher	School board	Tamariskia School	Erongo - Swakopmund
9	Katrina Namus	School Board	W. Borchard Primary School	Erongo - Omaruru
10	Hemon Brockenhoff	School Board	W. Borchard Primary School	Erongo - Omaruru
11	Christina Gaweses	School Board	W. Borchard Primary School	Erongo - Omaruru
12	Elbie Gwiras	School Board	W. Borchard Primary School	Erongo - Omaruru
13	Ashanti Gwiras	School Board	W. Borchard Primary School	Erongo - Omaruru
14	Ismael Aupindi	Circuit Inspector	Uuhahe Primary School	Ohangwena
15	Thelma Mathues	HoD	Immanuel Ruiters Primary School	Walvis Bay
16	Mukoti Erastus	FP Teacher	Stopogo Primary School	Kavango West
17	Johanna Nghipangwa	FP Teacher	Paulus Hamutenya	Ohangwena
18	Victor Nakufu	FP Teacher	Uuhahe Primary School	Ohangwena
19	Martha Alubwagu	FP Teacher	Nicodemus P. Nashandi	Oshikoto
20	Indeyapo Imene	FP Teacher	Waapandula Comb School	Oshikoto - Omuthiya



21	Shanice Muteka	FP Teacher	Immanuel Ruiters Primary School	Walvis Bay - Erongo
22	Ms D. Keisters	FP Teacher	Tamariskia School	Erongo - Swakopmund
23	Ablonia !Guims	FP Teacher	W. Borchard Primary School	Erongo - Omaruru
24	Ihembba Justina	Cook	Stopogo Primary School	Kavango West
25	Sindakotola Lita	Cook	Stopogo Primary School	Kavango West
26	Nyumba Petrus	Cook	Stopogo Primary School	Kavango West
27	Julia Hamunyela	Cook	Paulus Hamutenya	Ohangwana
28	Veronika Nekundi	Cook	Paulus Hamutenya	Ohangwana
29	Selma Shipara	Cook	Waapandula Comb School	Oshikoto - Omuthiya
30	Saima Kuredhi	Cook	Waapandula Comb School	Oshikoto - Omuthiya
31	Rudolkine Haraes	Cook	Waapandula Comb School	Erongo - Swakopmund
32	Kathleen	Cook	W. Borchard Primary School	Erongo - Omaruru
33	Elsis	Cook	W. Borchard Primary School	Erongo - Omaruru
34	Shamila Jaarsak	Cook	W. Borchard Primary School	Erongo - Omaruru
35	Maria !Herases	Cook	SPES BONA Primary School	Otjozondjupa, Otjiwarongo
36	Veronika !Garas	Cook	SPES BONA Primary School	Otjozondjupa, Otjiwarongo
37	Mathilde !Uris	Cook	SPES BONA Primary School	Otjozondjupa, Otjiwarongo
38	Priscilla Tsaes	Cook	SPES BONA Primary School	Otjozondjupa, Otjiwarongo
39	Lisette Tsaes	Cook	SPES BONA Primary School	Otjozondjupa, Otjiwarongo
40	Nakare Rosadelin	Learner	Stopogo Primary School	Kavango West
41	Shatiwa Cecilia	Learner	Stopogo Primary School	Kavango West
42	Matamu Sirenga	Learner	Stopogo Primary School	Kavango West
43	Kampanza Rebecca	Learner	Stopogo Primary School	Kavango West
44	Sihapo Theresia	Learner	Stopogo Primary School	Kavango West
45	Koita Concratus	Learner	Stopogo Primary School	Kavango West
46	Sikango Martinus	Learner	Stopogo Primary School	Kavango West
47	Hamunyera Andreas	Learner	Stopogo Primary School	Kavango West
48	Kambinda Augustus	Learner	Stopogo Primary School	Kavango West
49	Nuuha Kristine	Learner	Uuhahe Primary School	Ohangwena
50	Taapopi Esther	Learner	Uuhahe Primary School	Ohangwena
51	Tomas Hilma	Learner	Uuhahe Primary School	Ohangwena



52	Johannes Naloliwa	Learner	Uuhahe Primary School	Ohangwena
53	Wilbord Samuel	Learner	Uuhahe Primary School	Ohangwena
54	Thomas Muulu	Learner	Uuhahe Primary School	Ohangwena
55	Mekoto Sylvia	Learner	Uuhahe Primary School	Ohangwena
56	Helena Samuel	Learner	Uuhahe Primary School	Ohangwena
57	Christine	Learner	Tamariskia School	Erongo - Swakopmund
58	Ensley	Learner	Tamariskia School	Erongo - Swakopmund
59	Jesaya	Learner	Tamariskia School	Erongo - Swakopmund
60	Esne	Learner	Tamariskia School	Erongo - Swakopmund
61	Cintia	Learner	Tamariskia School	Erongo - Swakopmund
62	Molapo	Learner	Tamariskia School	Erongo - Swakopmund
63	Edwardine	Learner	Tamariskia School	Erongo - Swakopmund
64	Konjowa	Learner	Tamariskia School	Erongo - Swakopmund
65	Karitjire	Learner	Tamariskia School	Erongo - Swakopmund
66	Mario	Learner	Tamariskia School	Erongo - Swakopmund
67	Fridal	Learner	Tamariskia School	Erongo - Swakopmund
68	Jessita	Learner	Tamariskia School	Erongo - Swakopmund
69	Herina	Learner	Tamariskia School	Erongo - Swakopmund
70	Ashfaldo	Learner	W. Borchard Primary School	Erongo - Omaruru
71	Ogies Tsuseb	Learner	W. Borchard Primary School	Erongo - Omaruru
72	Collin Gurirab	Learner	W. Borchard Primary School	Erongo - Omaruru
73	Kelly Daumsas	Learner	W. Borchard Primary School	Erongo - Omaruru
74	Gif Naruseb	Learner	W. Borchard Primary School	Erongo - Omaruru
75	Simon Amwaama	Learner	W. Borchard Primary School	Erongo - Omaruru
76	Harold Gaweb	Learner	W. Borchard Primary School	Erongo - Omaruru
77	Alicia Goses	Learner	W. Borchard Primary School	Erongo - Omaruru
78	Grace Goses	Learner	W. Borchard Primary School	Erongo - Omaruru
79	Jacques Pitersen	Learner	W. Borchard Primary School	Erongo - Omaruru
80	Willem Gawanab	Learner	W. Borchard Primary School	Erongo - Omaruru
81	Monica Hauses	Learner	W. Borchard Primary School	Erongo - Omaruru
82	Mario Shituna	Learner	W. Borchard Primary School	Erongo - Omaruru
83	Werihorora Mbautaene	Learner	SPES BONA Primary School	Otjozondjupa

84	Florence Lino	Learner	SPES BONA Primary School	Otjozondjupa
85	Waheyashiri Herunga	Learner	SPES BONA Primary School	Otjozondjupa
86	Kainuka Shimwahiva	Learner	SPES BONA Primary School	Otjozondjupa
87	Bentos Kok	Learner	SPES BONA Primary School	Otjozondjupa
88	Hedwig Danster	Learner	SPES BONA Primary School	Otjozondjupa
89	Helvi Tjikua	Learner	SPES BONA Primary School	Otjozondjupa
90	Sizandra Nekulu	Learner	SPES BONA Primary School	Otjozondjupa
91	Shelly andrews	Learner	SPES BONA Primary School	Otjozondjupa

## Annex 5: Qualitative Data Collection

Qualitative data collection was based upon a set of Key Informant Interviews and Focus Group Discussions. These were organised at the national, regional/ circuit and school/ community levels.

A schedule of interviews was designed based on the preliminary selection of interviewees identified in the Inception Report, including selection of regions, as well as identification by the new Evaluation Team of qualitative evidence deemed necessary to collect in order to respond to the different evaluation questions.

In practice, not all stakeholders identified for interview were available. Further, during the course of the evaluation exercise, additional stakeholders were identified as important to meet and these were therefore added to the interview schedule. Thus whilst the schedule of interviews was carefully planned for in advance, a searching approach was adopted once in the field, and at times, a pragmatic response to opportunities and constraints on the ground was required.

Annex 3 (List of persons met) and Annex 7 (Programme of visits) provide further insight into the breadth and depth of interviews held. The following summary points are noted:

### National Level Interviews

These took place in Windhoek during the first week of the field mission and during the last 2-3 days of the mission upon return of the ET from the regions.

A total of **7** government departments and **1** parastatal were met

A total of **4** non-state actors (private sector, universities and civil society) were met

A total of **3** UN agencies including WFP were met

Overall, this was a satisfactory result. The team would however have wished to have spent more time engaging with staff of MOEAC headquarters, but this did not prove possible. There was also limited opportunity to meet with the Office of the Prime Minister.

### Regional and School Level Interviews

The team visited 5 regions over a 2 week period: Kavango West, Ohangwena, Oshikoto, Erongo and Otjozondjupa. The format of the visits was broadly the same in each region with the team spending between 1 and 1.5 days in each region. Half a day was set aside to meet with regional government officials whilst between half and one day was spent meeting stakeholders at the school level. Whilst regions were informed in advance of the teams visits and requirements, actual programmes depended on the ability of the regional education directorates to mobilise stakeholders to meet with the team. This had to take into account the availability of identified stakeholders, as well as consideration of issues of transportation and communication.

The schedule of **regional level** interviews varied from region to region. Typically, the team paid a courtesy call to the office of the Chief Regional Office before meeting with the Regional Education Directorate. In some regions, just a few core staff of the directorates attended the meeting whilst in others, the entire staff complement of the Directorate including those from the circuit offices was mobilised including on some occasions, a number of school principals. Meetings were organised both as KIIs but also as FGDs depending on numbers involved. Subsequent to the meeting with the education directorates, meetings were held with representatives of other government departments. This proved to be difficult to organise. In one region, there were no additional participants whilst in the other four regions, numbers varied from one to three or four. One region however took initiative to bring in a representative of the local farming community as well as a representative of a parastatal present in the region.

A total of **5** Regional Education Directorates were met

A total of **4** CROs or their representatives were met

A total of **6** other government department representatives and **1** parastatal representative were met

A total of **1** non-state actor was met

The schedule of **school level** interviews also varied from region to region. The plan was to visit two schools to be selected by the region. Where possible, one school was to be urban whilst the other was to be rural. Overall this worked out well. Beyond this formula, a number of additional schools were identified for on the spot rapid visits to zero in on good practices or issues of interest – more especially in relation to school gardens (eg: Oshikoto) and private sector participation (Eg: Erongo). The format of the school level interviews followed a standard approach. Thus whilst two members of the ET would hold FGDs with school children and KIIs with cooks, the other two members would hold KIIs with the school principal, representatives of the school board (where available) and the NSFP focal person. Envisaged meetings with members of the community including households and farmers/ traders groups did not however materialise due mainly to logistical reasons and delays in communication. However, in one or two instances, the team was able to meet with a selection of parents.

A total of **11** schools were visited across the 5 regions

A total of **7** school principals were interviewed

A total of **6** Board members were interviewed

A total of **8** NSFP focal persons were interviewed

A total of **16** cooks were interviewed

A total of **51** learners were interviewed

The content of KIIs and FGDs was guided by topics and questions identified in the Inception report. However, this served as a rough guide only. In practice the list of questions addressed were adjusted to take account of i) profile of participants; ii) emergence of new issues and topics; iii) regional specificities; iv) emerging learning and understanding across the team and identification of gaps and areas requiring further clarification. Team members were equipped with a checklist of questions to address related to the different evaluation questions.

## Annex 6: Quantitative Data Collection

### 6.1. Tabulation Plan For The Namibia School Feeding Programme Assessment Report

#### SCHOOL LEVEL DATA

##### School information

1. Region by highest grade offered by school.
2. Summary statistics of the percentage of boys and girls enrolled in the schools in 2016, 2018, and 2019.
3. Region by absenteeism in the schools.
4. Regions, urban/rural by furthest distance children travel to attend school.
5. Number of children currently enrolled in school.
6. Summary statistics of the drop out percentages.
7. Major factors accounting for children dropping out of school.
8. Summary statistics for the proportion of the teaching staff.

##### Meals information

1. The period the school has been running the school feeding programme (SFP).
2. Grade level currently receiving meals under NSFP.
3. Number of children currently registered for NSFP school meals.
4. Gender by percentage of children registered for NSFP actually receiving their meals.
5. Number of orphans and vulnerable children (OVCs) registered to receive NSFP meals.
6. Region, urban/rural by school days when school meals are not served to children.
7. Frequency at which meals are not served in schools.
8. Reasons for meals not being prepared in school by region and rural/urban.
9. Benefits of NSFP.
10. Changes to the school meal to make it better.

##### Management and supervision

1. Presence of dedicated SFP committee and their responsibilities.
2. Frequency of the committee meetings and the agenda.
3. Structures/platforms where school feeding is discussed at the school.
4. Roles and responsibilities of teachers in the school feeding programme.
5. Number of teachers currently assigned to school feeding duties and the number of they give to the feeding duties.
6. Number of cooks currently employed by the school and their gender.
7. People within the school with the overall responsibility to manage the school feeding program.
8. People within the school responsible procurement of food supplies, store keeping, supervision of cooks and quality assurance, supervision of feeding including handwashing, and cleaning up and waste/rubbish disposal.

##### Community Contributions

1. Contribution of the parents and /or community to the school feeding program
2. Other organizations other than the community that provide contributions/support for the school meals.

##### School food production

1. Land/facilities that the school has to produce food.
2. School produce and their quantities used for school feeding.
3. Amount of money generates if school produce was sold.

##### School feeding budget

1. Annual school feeding budget

2. Proportion of the budget allocated to procurement of food, non-food items, wages/salaries, maintenance/repairs, investments/construction activities etc.
3. Additional/separate budget for OVCs to cover their feeding needs.

### **School feeding infrastructure**

1. Built or rehabilitated structures used for school feeding in the last five years by region and rural/urban.
2. The amount spent of the construction/rehabilitated structures.

### **Running Costs**

1. Running costs incurred by the school last year other than for procurement of foodstuff.
2. Amount of money spent every month on water, fuel, transport, and food bought from the community.

### **Wages, salaries, and allowances**

1. Monthly wage bill for cooks, non-office/casual staff (cleaners, caretakers), administrative support, and allowances.

### **Complementary services**

2. Complementary services provided in order to improve nutrition outcome at school.
3. De-worming checks and treatment for cooks/caterers.
4. Health check-ups for cooks.

### **COOKS DATA**

#### **Personal identification data**

1. Gender of the cooks.
2. Age of the cooks by gender.
3. The highest level of education completed.
4. Whether the cooks come from the local community or not.

#### **Employment Terms & Remuneration**

1. The number of years the cooks have been working in the schools.
2. Nature of the cooks' employment, how the services are paid, and the frequency at which the cooks receive their payment.
3. The cooks' monthly earnings in Namibian dollars.
4. Formal training in the field of cooking by region.
5. Handwashing, health check-ups/screening, and deworming.
6. The time spent per day on all tasks related to the school feeding.
7. Number of days per month working as a cook.

#### **School feeding programme**

1. Whether meals are prepared daily by region.
2. Reasons why meals are not prepared daily by region.
3. Source of energy used for preparing meals by urban/rural.
4. Providers of the energy source used for preparing meals by rural/urban.
5. Amount spent on the energy source.
6. Type of cooking utensils used for preparing meals.
7. Availability of cutleries.
8. Storage facilities.
9. Source of water used by the cooks.
10. Available handwash facilities.
11. Challenges the cooks experience with the school feeding.

12. Investments made to improve the preparation of food.
13. The children that do not eat the meals by gender.
14. The reasons why some children do not want to eat the meals.
15. Recommendations in order to make more children eat the meals .

## **HOUSEHOLD DATA**

### **Personal Identification Data**

1. Gender of the respondent.
2. Age of the respondent.
3. The head of the household.
4. Relationship with the household head.
5. Level of education completed.
6. Number of years the household has been living in the village/community.

### **Children and School**

1. Number of children attending primary school.
2. Children not enrolled in school and why.
3. Number of Orphaned and Vulnerable Children in the household.

### **Participation in School Board**

1. Whether the respondent is a member of the school board, the parents-teacher association (PTA) or a school feeding committee.
2. Number of times the respondent attended the school board meetings last term.
3. The topics discussed during the meeting.

### **Support for School meals**

1. Member of the household assisting with the school feeding program.
2. The capacity in which the member of the household assists.
3. The number of years the member of the household has been assisting.

### **Food Provision to School**

1. Supplied food from the household to the school within the last one year.
2. Type of payment for the supplied food.
3. The household member directly involved in the supply of food to the school.

### **Benefits of School Feeding**

1. Children registered to receive a meal everyday at school by gender, region and urban/rural.
2. Whether the children receive a meal everyday by gender, region and urban/rural.
3. Meal/snack provided to the child before going to school by urban/rural.
4. Meal/snack provided to the child to take to school by urban/rural.
5. Whether a meal is provided to the child after school by urban/rural.
6. Whether the child bring part of their school meal from school by urban/rural.
7. Ways in which the school meals benefit the child/children going to school by urban/rural.
8. Reasons why the child refuses to eat the school meal.
9. Ways to improve the school meal.
10. Child continuing to attend school regularly if there was no daily meal by urban/rural.

### **Dropouts and Absenteeism**

1. Any child dropped out of school by gender and urban/rural.
2. Reasons why the child/children dropped out of school.



3. Any child from the household been routinely absent from school in the current or previous term by gender and urban/rural.
4. Reasons why the child/children were absent in the current or previous school term.

## **INFRASTRUCTURE DATA**

### **Toilet facilities**

1. Types of toilet facility used by the children at school.
2. Whether the toilet blocks are separate for boys and girls.
3. Number of toilet blocks.
4. Provisions of children to wash their hands after using the toilet.

### **Kitchen facilities**

1. Type of facility used for the preparation of school meals by region.
2. Number of years the kitchen had been in operation.
3. Type of energy source used for cooking by urban/rural.
4. Types of cooking stoves used by rural/urban.
5. Source of funds for the construction of the kitchen facility.
6. Presence of running/tap water within the kitchen facility.
7. Handwashing facilities and dishwashing facilities.
8. Storage facilities other than the food storage facility.
9. Cabinets for the storage of cooking utensils.

### **Food storage facilities**

1. Type of storage facility for the food.
2. Source of funds for the storage facility.
3. Number of years since the storage facility was constructed.
4. Characteristics of the storage facility.
5. Measures in place to prevent the food from being spoiled.
6. How the school manages expired/spoiled food.
7. Theft cases from the store
8. System to guide stock management.

### **Dining facilities**

1. Presence of a canteen or a dining room.
2. Size of the dining room relative to the number of students who use it.
3. Presence of tables, handwashing facilities, running water/taps in the dining room.
4. Source of utensils that children use for the school meals.
5. Types of utensils used by students during meals.
6. Reasons why children do not use school cutlery during meals.

### **Drinking facilities**

1. Source of water used for food preparation and cleaning.
2. Source of water for drinking .
3. Source of water for handwashing.
4. Safety of drinking water.
5. Source of potable water.
6. Water shortage and its frequency.

## 6.2. NSFP Data Cleaning Report

The different data versions for each category (school level, cooks' data, school infrastructure and household datasets) were first merged into one dataset per category. The datasets were then taken through quality control checks. The checks carried out are:

- Completeness – involved checking if all the questions in the survey are complete, guided by the ODK scripts.
- Consistency – this was done by checking the skips and duplicate cases.
- Accuracy – involved checking for invalid entries, missing values, unusual entries as well as logic checks.

The above checks were carried out on each variable in all the datasets. The following lists highlights the specific cleaning carried out on each dataset.

### The Cooks Data

The following steps were carried out towards cleaning the Cooks data:

- The two cooks' datasets, "NAM\_SFPEVAL\_COOKS\_09\_2019.csv", "NAM\_SFPEVAL\_COOKS\_09\_2019\_v2.csv", were merged.
- Variable and value labels were then added to the merged data in SPSS.
- Changed one of the answer options from "n/a (none)" to "None" for the education variable
- Changed the answer option "N/A (not paid anything)" to "Not paid anything" for the variable "paid".
- Changed the answer option "N/A(not paid anything)" to "Not paid anything" for the variable "compensation".
- Created the variable "fuelestimate\_V2" for the amount spent on the energy source.
- Split the following multiple response variables into separate categorical variables: nodailybasisreason, fuel, fuelprovider, majorchallenge, Investment, reasonnoteat, recommend
- Removed the responses in "supervises" and "supervised" for the respondents who said school children do not wash their hands before their meals.
- Coded the responses for the following other specify variable into to the main variables: other4\_2, other4\_3, other4\_4, other4\_6, other4\_7, other4\_10, other4\_11, other4\_16, other4\_19, other4\_21, and other4\_22.
- Changed one of the responses in "noteat" from "Yes" to "No". The respondent indicated that "All of them eat" in "other4\_21".
- Changed two answer options in the variable "dailybasis" from "No" to "Yes". The respondents indicated that "Meals are prepared everyday" and "There are different cooks everyday. But food is prepared everyday" in the variable "other4\_2".

### School Infrastructure Data

The following steps were taken to clean the infrastructure data:

- Merged the two datasets: "NAM\_SFPEVAL\_infrastructure\_09\_2019.csv" and "NAM\_SFPEVAL\_infrastructure\_09\_2019\_v2.csv".
- Added the variable and value labels in SPSS.
- The following multiple response variables were split into separate categorical variables: toiletmanage, handwashingprovision, energysource, cookingstove, storagefacilities4\_1, measures, expiredfood, facilitytype5\_6, kitchenyears5\_7, watersource, drinkingwater, handwashingwater,
- Created a categorical variable named "Sealedfloor\_V2" from "Sealedfloor".
- Coded the responses for the following other specify variable into to the main variables: other2\_2, other2\_8, other3\_6, other4\_3, text4\_8, other5\_7, other5\_8, other6\_5.

### School level data

The following steps were carried out towards cleaning the school level data:

- The two datasets "NAM\_schoollevel\_QUESTIONNAIRE\_09\_2019.csv" and "NAM\_schoollevel\_QUESTIONNAIRE\_09\_2019\_v2.csv" were merged.

- Added the responses for the variables enrolledB, enrolledG, drpoutB, drpoutG, drpoutBJNR, drpoutGJNR into the merged data from the data "NAM\_schoollevel\_QUESTIONNAIRE\_09\_2019\_v2\_grp2\_repeat.csv" based on the "SETOF\_repeat".
- Created the variables enrolledB\_2016, enrolledG\_2016, drpoutB\_2016, drpoutG\_2016, drpoutBJNR\_2016, drpoutGJNR\_2016, enrolledB\_2017, enrolledG\_2017, drpoutB\_2017, drpoutG\_2017, drpoutBJNR\_2017, drpoutGJNR\_2017, enrolledB\_2018, enrolledG\_2018, drpoutB\_2018, drpoutG\_2018, drpoutBJNR\_2018, and drpoutGJNR\_2018 because the questions "What percentage of enrolled children are boys and what percentage are girls?", "What has been the drop out rate of boys and girls in pre-primary over the past 3 years?", and "What has been the drop out rate of boys and girls in junior over the past 3 years?" was asked for three years.
- Corrected/deleted the values that are greater than 100% for the variables enrolledB\_2016, enrolledG\_2016, drpoutB\_2016, drpoutG\_2016, drpoutBJNR\_2016, drpoutGJNR\_2016, enrolledB\_2017, enrolledG\_2017, drpoutB\_2017, drpoutG\_2017, drpoutBJNR\_2017, drpoutGJNR\_2017, enrolledB\_2018, enrolledG\_2018, drpoutB\_2018, drpoutG\_2018, drpoutBJNR\_2018, and drpoutGJNR\_2018.
- Deleted values that are greater than 100% from the variables enrolledB, enrolledG, drpoutB, drpoutG, drpoutBJNR, drpoutGJNR
- The following multiple response variables were split into separate variable: factors, grade, reason2, reason3, committeroles, teachersresponsibilities, firsttype, secondndtype, thirddtype, productetype, purpose, runningcosts, complementaryserv, improverates, mealstype.
- Created a categorical variable "highest\_grade" from the string variable "gender\_respondent".
- Create a categorical variable "options3\_13\_V2" from "options3\_13".
- Created a categorical variable "options3\_14\_V2" from "options3\_14".
- Created a categorical variable "options3\_15\_V2" from the string variable "options3\_15"
- Created categorical variables "roles1\_V2" and "roles2\_V2" from "roles1" and "roles2" respectively.
- Created three categorical variables "structurename\_V2\_1", "structurename\_V2\_2", and "structurename\_V2\_3" from the string variable "structurename".
- Created a categorical variable "other5\_6\_V2" from the string variable "other5\_6".
- Created categorical variables "toprank1\_V2", "toprank2\_V2" and "toprank3\_V2" from toprank1, toprank2 and "toprank3" respectively.
- Coded the responses for the following string variable into to the main variables: ther3\_7, other3\_10, other3\_12, options3\_13, other3\_16, other4\_5, other4\_8, other4\_10, other4\_11, other4\_15, other4\_16, other4\_17, other4\_18, other4\_19, other4\_20, other11\_1, other12\_6, other12\_7, options3\_14, roles1, roles2, structurename.

## Household Data

The following steps were taken to clean the household data:

- The two household datasets, "NAM\_EVAL\_HHQUESTIONNAIRE\_09\_2019.csv" and "NAM\_EVAL\_HHQUESTIONNAIRE\_09\_2019\_v2.csv", were merged.
- Variable and value labels were then added in SPSS.
- The following multiple response variables were split into separate variables: rhynoschool, socialtransfers, topics, capacity, capacity5\_7, qtn6\_2, mealsbenefit, menuimprove, whydropout, whyabsent
- The following string variables were coded into categorical variables for easy analysis: other2\_4, other2\_5, text3\_3, other3\_5, other4\_3, other5\_2, other5\_3, qtn5\_6, other5\_7, other6\_2, other7\_9, other7\_10, other7\_11, other7\_14, other7\_15, other8\_2, other8\_5
- Removed the responses to the following questions because the respondent said "No" or "Don't know" to the question "Are your children registered to receive a meal everyday at school?" :
  - Does your child bring part of their school meal home from school?
  - When your child eats at school, do you spend less money buying food for the household?
  - In what ways do school meals benefit your child/children going to school?
  - If your child refuses to eat the school meal what are the reasons why?
  - How do you think the school meal could be improved?
  - If there was no daily meal provided by the school, would your child continue to attend school regularly?

### 6.3. Sample Distribution

Region	Total Caseload (children)	No. of Schools under NSFP	Schools by Region (%)	School Survey Sample	Household Sample
<b>Kharas</b>	3823	33	2	3	15
<b>Erongo</b>	6309	33	2	3	15
<b>Hardap</b>	6717	40	3	4	20
<b>Kavango East</b>	32816	132	10	13	65
<b>Kavango West</b>	30274	151	11	15	75
<b>Khomas</b>	9176	36	3	4	20
<b>Kunene</b>	14911	90	7	9	45
<b>Ohangwena</b>	65113	226	16	22	110
<b>Omaheke</b>	6682	36	3	4	20
<b>Omusati</b>	93432	216	16	21	105
<b>Oshana</b>	24475	93	7	9	45
<b>Oshikoto</b>	50927	166	12	16	80
<b>Otjozondjupa</b>	11463	43	3	4	20
<b>Zambezi</b>	21406	94	7	9	45
<b>Total</b>	<b>377,525</b>	<b>1,383</b>	<b>100</b>	<b>137</b>	<b>680</b>

## Annex 7: Cost Analysis Methodology and Supporting Information

### 7.1. Description of the Process

To analyse the costs of school feeding, data were collected from multiple sources, including grey literature, and cost records. Data were obtained from all 14 regions and 138 schools, as well as expense data from 5 regions; Otjozondjupa, Erongo, Kavango West, Ohangwena and Oshikoto.

Based on established practice on the Cost Analysis of School Feeding programmes, costs were standardized for a 200-day school year, and a 700-kcal per day ration, and when children were not fed. This analysis estimates a higher average cost but a narrower range of costs to improve precision of costs.

To undertake this analysis, the first step was to gain a robust understanding of how the NSFP is implemented and map the financial flows in terms of who pays what to whom, and at which level (national, regional, school) actual disbursements occur against standard cost categories. These categories cover Commodity; Logistics, Storage and Utilities; Management and Administration; Staff; and Capital costs. Costs were aggregated by cost category to show total expenditures for all levels of implementation. Because communities and schools (through the actions of teachers) incur indirect costs as a result of their contributions to the NSFP, the evaluation used the quantitative survey instruments to estimate and verify hidden cost estimates, which were incorporated in the NCA analysis.

During data collection, the study focused on the costs which can be measured – with the reasonable understanding that some of the costs of the programme such as the time spent by members of community of the School Committee discussing school feeding were certainly challenging to quantify and cost. The same applies to other costs such as contribution from the school garden, or the cost of water used in preparing the meals or cleaning utensils thereafter. The practice on these cost elements vary too sharply across schools to constitute a dependable cost category. However, these costs can easily be regarded as insignificant and not able to meaningfully alter the bottom-line costs.

The cost analysis utilized the Cost Assessment Tool and its accompanying guidance and templates, which has been developed by WFP in order to standardize the costing of school feeding programmes around the world. The tool, which focuses on actual expenditures incurred over a one-year period – in this case 2017 - comes with an Excel workbook for organizing and analysing cost data. The guidelines help users to complete the Excel template and to interpret finding.

In conducting the assessment, the team benefitted from the technical support of the WFP Regional Bureau in Johannesburg and Headquarters. It is, nevertheless, important to note that the assessment has not been as comprehensive and detailed as would be expected of a self-standing and fully-fledged cost assessment exercise.

Drawing on the Cost Assessment Tool, data was collected across five standard cost categories. These are: i) Commodities; ii) Logistics, Storage and Utility Costs; iii) Management and Administration (Excluding Staff Costs); iv) Staff Costs; v) Capital Costs.

### 7.2. Limitations of the Analysis

The team wishes to highlight three limitations associated with the analysis carried out:

- The comparison of programme costs as per current design, to other models such as HGSF was limited by a lack of cost data (in expense or in projections) on these alternative models - from countries that are socio-economically comparable to Namibia. In order to assess benefits and trade-offs of different feeding programmes, it is important to understand how different school feeding implementation models compare to each other. Yet, this assessment was only able to compare the cost outcomes with data within the programme drawn from the baseline cost assessment conducted in 2012.
- The absence of linkages between school feeding and other livelihood, nutrition, or social protection indicators made it difficult to estimate overall impact across different outcomes – which means the challenge in calculating the cost benefit beyond qualitative presumptions on the improvement of education outcomes.
- The assessment used available proxy costs for various categories such as staff costs as data on the amount of time allocated by various staff was challenging to obtain. Proxy costs were equally used to calculate in kind contributions from communities, but this is far from ideal as an in-depth cost assessment of these cost components would have been ideal.

### 7.3. The Costing Tool

The analysis utilized the Costs Analysis guide and templates developed by the World Food Programme and benefited greatly from the technical support from the WFP Regional Bureau in Johannesburg and the Headquarters. The Cost Assessment tool is intended to standardize the costing for school feeding programme and focuses on the actual expenditures for implementing a national school feeding programme over one year.

The tool comes together with a Cost Assessment Template which is an Excel workbook for organizing and analysing cost data. The guidelines help users to complete the Excel template and to interpret the findings of the National Programme cost assessment. The projection analysis is used to help governments in planning a budget or evaluating the future cost of different programme options.

However, whilst the Analysis used this TA guide, the exercise was not comprehensive/ fully fledged as prescribed and does not purport to provide level of analysis as one might expect from a dedicated study.

#### Data Sources, and Cost Differentials and Assumptions

Cost Category	Source of Data	Cost Considerations
<b>Commodities</b>	<p>Financial information was obtained from MoEAC for all expenditures incurred for school year 2017 for procurement of maize fortification and for blending with maize meal.</p> <p>In addition, records of expenditure for the same items over the same period were obtained from selected Regional Directorates, for purposes of comparison and triangulation. In addition to expense summaries, a few <i>purchase orders were obtained as proof of expenses.</i></p>	<p>There was some nominal supplementation of commodities from school gardens or from sporadic donations from the private sector, but these can be said to have had insignificant effect on the overall costs of commodities. There were no seasonal variations identified however, there were major variations in total cost per region, mainly due to differences in learner populations. The costs in this category do not include the costs of transport incurred by the distributor/transporter but includes costs of transport incurred by the blenders and suppliers of Protein, Sugar and Salt as transport is consolidated within their vendor contracts.</p>
<b>Logistics, Storage and Utility Costs</b>	<p>In order to establish these costs, the process mapped the flows of maize blend from purchase to, storage, preparation and distribution to schools. As with Commodities this was done by examining records of expenditure for school year for the procurement of transport/ distribution services down to the school level.</p> <p>Additional cost information was obtained from the ET's regional KIIs and FGDs and from the quantitative survey (school principal, school feeding focal person, and the cooks).</p>	<p>Costs of Transportation from regional warehouses to the schools were quite straight forward and were easily provided at the central and regional levels. For purposes of school level storage, the proxy indicator of the cost of renting an equivalent storage space in the market was used, but of course it is expected that such a rate would vary by region so a mean was obtained and applied. In instances where data from previous assessments was used, these were adjusted for inflation using an inflation factor of 0.6%<sup>37</sup> given the inflation at baseline in 2012 was 6.7% and at year of cost analysis (2017) is 6.1%.</p> <p>From the survey, it was established that the average cost per school per year on Logistics, Storage and utilities such as water, electricity, etc is NAD 53,659.32. The national and regional level logistics related expenses (especially transport was clearly provided in the expense reports received from the MoEAC)</p>
<b>Management and Administration (Excl. staff costs)</b>	<p>The main source of data for this cost category were the financial records maintained by WFP relating to TA expenditures.</p>	<p>The national level costs of management and administration were very clearly provided by WFP. However, regional level costs were not exactly clear. As such it is possible that cost of management could be slightly higher than was has been captured by this assignment.</p>

<sup>37</sup> <https://knoema.com/atlas/Namibia/Inflation-rate>, accessed November 3, 2019

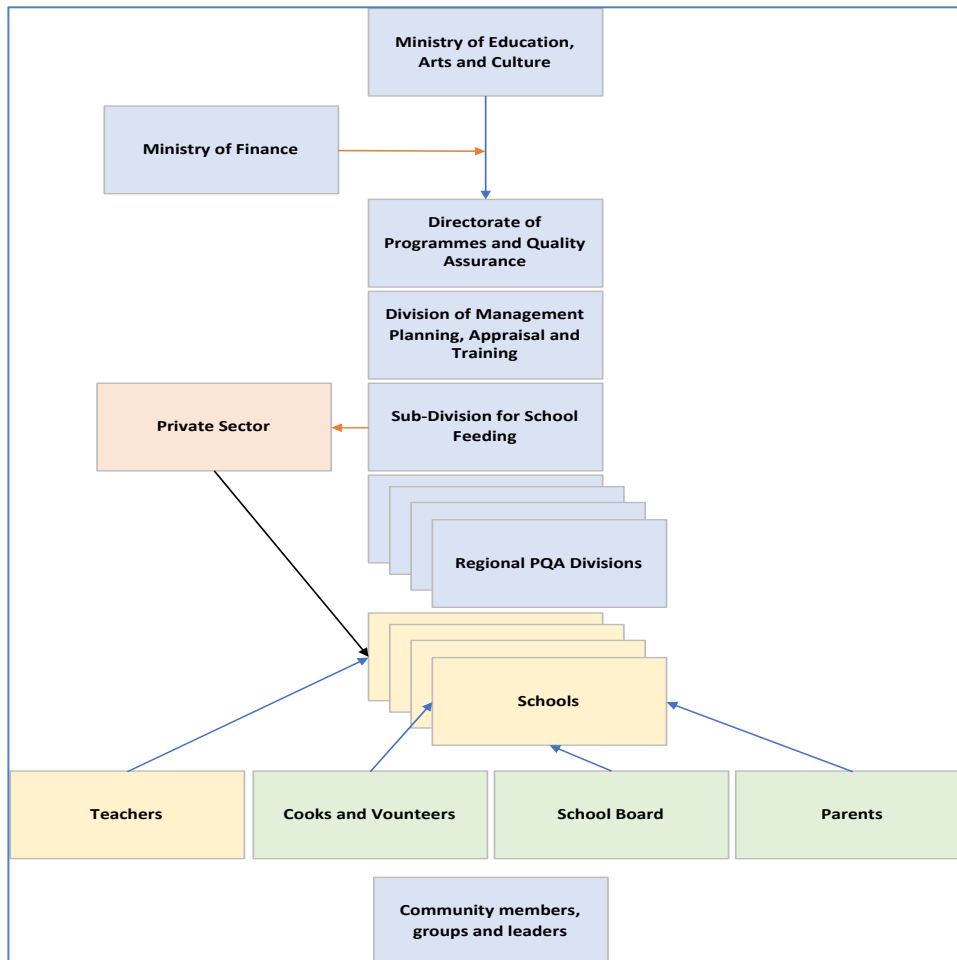


<p><b>Staff Costs</b></p>	<p>Overall costs adjusted from previous assessments, using salary scales obtained from one of the regions (Erongo).</p> <p>Additional information was obtained from the ET's regional KIIs and FGDs and from the quantitative survey (school principal, school feeding focal person, and the cooks).</p>	<p>Time allocations as well as salary thresholds of government staff were challenging to obtain and therefore proxy data was applied drawing on previous assessments. As such, staff costs have been aggregated over multiple staff members. For example, all central level staff or all focal point costs have been put together.</p> <p>The overall assumptions on the number of staff and levels of effort were based on the findings from the baseline. However, since it is expected that salary rates have changed over time, a summary of salary of scales for various regional staff was obtained from one of the regions and used in the calculations.</p>
<p><b>Capital Costs</b></p>	<p>Data from previous Cost assessment was used - and variably adjusted.</p> <p>Additional information was obtained from the ET's regional KIIs and FGDs and from the quantitative survey (school principal, school feeding focal person, and the cooks).</p>	<p>Since the process was unable to obtain data on national level inventory of capital investments, data from previous Cost assessment was used - and variably adjusted for depreciation based on the lifes expectancy of the asset. For example, the lifespan of a cooking pot was considered to be 5 years, while that of utensils have been considered to be 2 years (considering a higher risk of breakage and loss), etc.</p> <p>In cases where the cost of the item is unknown (such as the cost of the kitchen building construction), the rental rate for a similar sized space within the region where the school is located was used as proxy for the costs. The school level questionnaires included questions that captured these proxy costs.</p>

## 7.4. The Financial Flows

### Map of Financial Flows

The flow of funds chart presented in the figure below provides an indication of the ways in which central Government supports school feeding financially. It illustrates the level of costs/expenses which were considered in the Cost Analysis.



## Annex 8: Field Work Programme

Daily Activity Log		
Ministry/Organisation/ School	Location	Date
Evaluation Team Briefing	Windhoek	8/9/2019
RA Training DAY 1	Windhoek	9/9/2019
WFP	Windhoek	9/9/2019
RA Training DAY 2	Windhoek	9/10/2019
MGECEW	Windhoek	9/11/2019
MGECEW	Windhoek	9/11/2019
AMTA	Windhoek	9/11/2019
AMTA	Windhoek	9/11/2019
Food Namibia	Windhoek	9/12/2019
MoHSW	Windhoek	9/13/2019
UNICEF	Windhoek	9/13/2019
MoEAC	Windhoek	9/13/2019
Kavango West Regional Council	Nkurenkuru	9/16/2019
MoEAC Kavango West	Nkurenkuru	9/16/2019
Sitopogo Primary School	Sitopogo	9/16/2019
Farmers Union	Nkurenkuru	9/16/2019
AMTA - Regional Hub	Nkurenkuru	9/16/2019
Torongo Primary School	Torongo	9/17/2019
MoEAC Regional	Eenana Ohangwana	9/18/2019
Paulus Hamutenya	Eenana Ohangwana	9/18/2019
Uuhahe Primary School	Eenana Ohangwana	9/18/2019
Oshikoto Regional Council	Omuthiya	9/19/2019
Okangororosa Combined School	Oshikoto - Omuthiya	9/19/2019
Nicodemus P. Nashandi Primary School	Oshikoto - Omuthiya	9/19/2019
Waapandula Combined School	Oshikoto - Omuthiya	9/19/2019
MoEAC - Oshikoto	Omuthiya	9/19/2019
Immanuel Ruiters Primary School	Erongo - Walvisbay	9/23/2019
Tamariskia School	Erongo - Swakopmund	9/23/2019
Regional Council - Erongo	Swakopmund	9/23/2019
D.ECA - Erongo Regional Council	Swakopmund	9/23/2019
MoEAC - Erongo Region	Swakopmund	9/23/2019
DOEAC (Education MAWF - Forestry MOHSS (Health) MGECEW)	Swakopmund	9/23/2019
Omaruru Circuit – Erongo	Omaruru	9/24/2019
W. Borchard Primary School	Erongo - Omaruru	9/24/2019
Regional Council - Otjozondjupa	Otjiwarongo	9/25/2019
MoEAC – Otjozondjupa, Ministry of Gender, Ministry of Poverty, MOHSS	Otjiwarongo	9/25/2019
Spes Bona Primary School	Otjozondjupa,Otjiwarongo	9/25/2019
Office of the Prime Minister/ DDRM	Windhoek	9/26/2019
Alason Trading Enterprise cc	Windhoek	9/26/2019
Nutrifood Pty Ltd	Windhoek	9/26/2019

MAWF	Windhoek	9/27/2019
Office of the First Lady	Windhoek	9/27/2019
Bonsec Trading Investment cc	Windhoek	9/27/2019
Evaluation Debrief – WFP / RBJ + RA Debrief	Windhoek	9/30/2019
Evaluation Debrief – MoEAC	Windhoek	10/01/2019

## Annex 9: Overview of TA Support

Development of an M&E framework and programme MIS	The Roadmap identified the need to develop i) a robust M&E plan including results framework and institutional arrangements for data collection, and ii) a dedicated programme management information system that would provide both pertinent management information to support decision-making and core operations as well as a way to track operations and impacts on the ground. WFP played a key role in subsequently supporting MoEAC to design and roll out both the MEP and MIS.
Monitoring and Evaluation Plan (MEP)	The MEP, drafted in 2013, is a well structured and user-friendly document, presenting NSFPs logframe and associated results and indicators, reporting formats/ templates as well as the processes and responsibilities for data collection, in a succinct and practical way. An overall objective for the NSFP, which had been missing and that would underpin the entire results framework <sup>38</sup> was also drafted. The MEP is however ambitious, demanding a considerable amount of dedicated effort from operators, at especially the regional and school levels, to make it work.
NASIS	NASIS, the NSFP's web-based MIS, was purpose-designed to support programme implementation. Design work was carried out in close consultation with MoEAC. An initial system was introduced in 2013, but subsequently underwent a revamp in 2016 aimed at improving the user interface / functionalities as well back office technicalities <sup>39</sup> . From the outset, the intent has been to migrate the system fully into Government so that it would sit side by side with EMIS and be fully under MoEAC oversight, with WFP playing an ever reducing technical backstopping function. The other intent has been to decentralise NASIS down to the school level so that data can be entered directly by schools, thereby speeding up the data entry process, rather than relying on the circuit inspectors and regional education directorate to do so.
	The roll out of both the MEP and NASIS has been accompanied by extensive training and orientation of government staff at all levels. For example an initial group of 50 government staff from Windhoek and the regions were trained on the new MEP. In the case of NASIS, an initial round of training followed by refresher courses were organised <sup>40</sup> . Later on, a selection of staff were trained on data analysis and report writing using data generated from NASIS. Besides training, thirteen laptops equipped with a one year 2010 windows license and thirteen 3Gs were provided to each region for data entry. Follow-up joint supervision and monitoring missions aimed at appraising the functionality of the systems were also conducted periodically leading to further revisions of the NASIS system <sup>41</sup> .
Policy and Strategic Work	WFP was invited to assist the Government to address policy and strategic related components of the road map. The most significant contributions were i) development of the National School Feeding Policy; and ii) the articulation of a strategy to support a Home Grown Feeding Approach.
Development of a National Policy on School Feeding	The lack of a national policy to guide the NSFP was identified as a major weakness of the programme and was listed as priority task to attend to within the Roadmap.

<sup>38</sup> "To promote equitable participation in quality learning and education for all children in Namibia during all seasons by providing nutritious and healthy food through schools that are inherent part of the social and economic life and development of communities".

<sup>39</sup> Various other improvements were carried out in the intervening period to address additional information requirements.

<sup>40</sup> Eg in March 2014, 28 Regional Hostel Officers and administrators participated in a 3-day refresher workshop to familiarise with new functionalities. They were trained on data entry and how to manipulate, interpret and utilise information generated from NaSIS.

<sup>41</sup> According to the TA reports, to ensure the smooth roll out of the M&E plan, WFP supported MoEAC to enhance engagement and coordination between the regional and central level NSFP actors. Through regular meetings and workshops, both the regional and central MoEAC staff interacted and built working relations that continued to facilitate discussions on issues related to the implementation of NSFP.

	<p>A national policy was eventually ratified by the Government of Namibia in 2019 after a three year policy development and review process. The policy articulates the goal and objective of the NSFP, as well as identifying and streamlining roles and responsibilities of different actors. The policy is founded on four pillars and 13 intervention strategies. The four pillars comprise: i) Enhanced School Participation; ii) Enhanced Health and Nutrition; iii) Support to Smallholder Producers; and iv) Strengthened Coordination and Sectoral Linkages. The Policy is accompanied by an implementation plan.</p> <p>According to MoEAC, WFP played an important role in the policy development process. TA reports note the role of WFP facilitating the consultation process at national and sub-national levels as well as supporting revision of the draft following the validation events, prior to it being submitted to the National Planning Commission (NPC) for review and vetting.</p>
Advancing Home Grown School Feeding Agenda (HGSF)	<p>According to MoEAC, WFP played an instrumental role in advancing the HGSF agenda<sup>42</sup>. This included facilitating a feasibility study on linking small scale farmers to schools in 2016 and finalized in 2017. Following on from the study, MoEAC recommended the design and implementation of a pilot HGSF programme which is currently under design. The intention will be to explore modalities for linking schools to smallholder producers thereby ensuring diversity of school diets with fresh foods while stimulating agricultural production and increasing household income. As part of the design process, WFP facilitated the participation of MoEAC in a regional HGSF Programme workshop in Ethiopia<sup>43</sup>. It also facilitated a multi-sectoral team of six participants led by the Deputy Minister of MoEAC, to attend the annual Global Child Nutrition Forum (GCNF) in Cape Verde in 2015<sup>44</sup>. This work followed an earlier study in 2013, where WFP carried out a market analysis to assess the potential of diversifying school feeding meals in Namibia with two products, a high energy biscuit and long life milk, identified by MoEAC as suitable commodities to complement the maize blend being used in school feeding. WFP supported the Ministry in discussions with potential private companies that had the capacity to supply these commodities.</p>
Operations-focused Support	<p>Across the period of evaluation, WFP also supported various initiatives aimed at strengthening NSFP operations:</p>
Drafting a NSFP Reference Manual	<p>This key document aimed to replace a set of out-dated guidelines that had been in use since 1996. Through a consultative process involving several stakeholders, the objectives and goals of the NSFP were revisited and the roles of stakeholders defined. Further consultations were made with other ministries including the Ministry of Health and Social Services (MOHSS), UNICEF and NAFIN on school health and nutrition related issues. About 163 government staff from various ministries both from the central and regional levels were subsequently trained and oriented on the new manual and their inputs incorporated in the final product. The final reference manual was validated at a stakeholder's workshop in March 2013 and thereafter approved by MoEAC.</p>
Strengthening the Supply Chain	<p>Various activities were organised to address weaknesses related to food handling and food safety as well as to delays in the delivery of maize blend to schools<sup>45</sup>. These included; i) development of food handling and management tools, including a delivery note template and related standards and procedures and clarification of reporting procedures for the service providers; and ii) training of 27 service providers on school feeding with particular focus on their roles and responsibilities as stakeholders in the school feeding programme. Each service provider received a standard delivery note book and was trained on how to use this tool.</p>

<sup>42</sup> Further discussion of the HGSF can be found in the main report.

<sup>43</sup> Organized by WFP and the WFP Centre of Excellence against Hunger in Brazil

<sup>44</sup> The theme of the GCNF was: Innovations in Financing for Nutrition-Based National School Meal Programmes.

<sup>45</sup> As reported in one of the TA progress reports: "The NSFP supply chain however has had its share of challenges which range from inadequate standards for food handling to late deliveries and incidences of malpractices."



Drafting Guidelines for Cooks	The intention was to provide simple guidelines on proper cooking standards based on the programme manual, which could subsequently be translated into the local language. This was in response to concerns raised by schools about variable standards in meal preparation.
Training on Core Components of Programme Delivery	Besides the specific training mentioned above, WFP supported MoEAC to provide training on programme delivery to over 2000 MoEAC staff at national, regional and school levels. TA reports note that in the first years, the training workshops provided a first opportunity to deliberate on school feeding matters and for participants to understand their roles and responsibilities in programme delivery. The reports also highlight the fact that MoEAC staff have progressively taken over the delivery of training sessions, as well as to provide on the job support at regional, circuit and school levels to reinforce training received <sup>46</sup> . A school feeding training manual was subsequently drafted to create a core capability within MoEAC at regional level to roll out future training without necessarily having to draw on WFP input.
Knowledge, Advocacy and Networking	WFP played a supportive role in facilitating knowledge generation and exchange, as well as advocating awareness about school feeding among different stakeholders, both nationally and regionally. Activities included:
	<ul style="list-style-type: none"> <li>• Assisting MoEAC to host the International School Meals Day (ISMD) and Africa day of School feeding in 2015, 2016 and 2017<sup>47</sup>. It subsequently facilitated the participation of senior MoEAC officials in the Africa Day of School Feeding Celebrations in Zimbabwe in March 2018.</li> <li>• Facilitating Namibia's participation in a peer review of South Africa's school feeding programme, where Namibia made a presentation on the NSFP.</li> <li>• Developing a TV documentary on school feeding to increase awareness of the NSFP and its impacts, widen partnerships and promote resource mobilisation. The documentary was complemented by radio talk shows with MoEAC and WFP. WFP also worked with MoEAC on an article on school feeding, published in the MoEAC quarterly newsletter. Other advocacy activities included distribution of more than 100 advocacy posters, and 1,300 NSFP brochures. WFP has also ensured media coverage of national programme workshops and related school feeding events.</li> <li>• Designing an anti-stigmatization campaign strategy on school feeding, in response to concerns over an increased reporting of stigmatization towards learners participating in the programme, especially in urban and peri-urban schools.</li> <li>• Promoting Private sector engagement through i) organization of consultative events with a diversity of private sector actors at national and regional levels in 2017 to establish their interest in supporting the programme; and ii) developing a framework for engaging the private sector in a more formal, structured and sustainable manner, under the Ministry's framework of Friends of Education in Namibia Special Initiative (FENSI).</li> <li>• Advocating and ensuring that school feeding is represented in relevant national forums such as the Namibian Alliance for Improved Nutrition (NAFIN), and the education pillar of the United Nations Partnership Framework (UNPAF). Through coordination in the health sector forum, WFP engaged/ advocated for partners to address the issue of water and sanitation, and deworming of learners in schools.</li> </ul>

<sup>46</sup> For example, staff from PQA delivered refresher training to suppliers without WFP support already in February 2014.

<sup>47</sup> ISMD recognizes the role of nutritious school meals in supporting positive educational outcomes for school children. It rallies school feeding stakeholders and learners all over the world to share experiences and best practices in school feeding programmes. The event drew learners from selected NSFP schools, secondary schools and students from the University of Namibia.

## Annex 10: Figures and Tables related to NSFP Outputs and Outcomes

### 10.1. NSFP Outputs

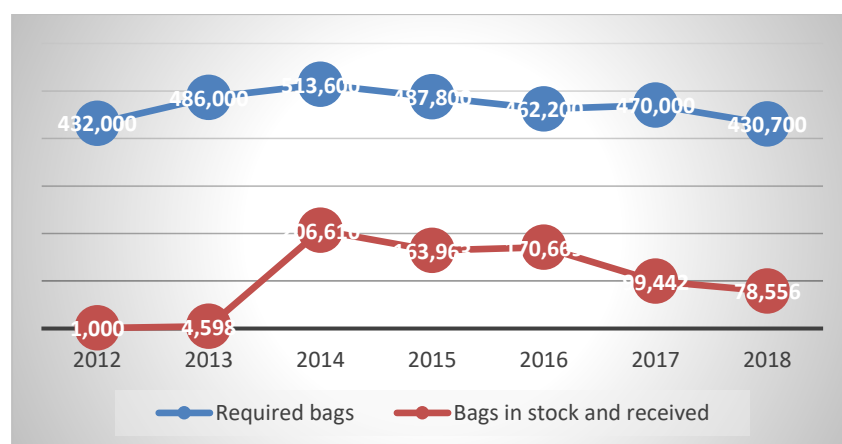
**Output 1 - Delivery of food to schools: Food is distributed to schools in adequate quantity, quality and on time.**

**Actual Quantities (Bags) of Food Delivered 2012-2018**

Food	2012	2013	2014	2015	2016	2017	2018
Stock		1,400	48,045	34,144	18,845	32,955	18,708
<b>Received</b>	<b>1000</b>	<b>3,198</b>	<b>158,565</b>	<b>128,819</b>	<b>151,823</b>	<b>66,487</b>	<b>59,648</b>
<b>Total</b>	<b>1000</b>	<b>4,598</b>	<b>206,610</b>	<b>163,963</b>	<b>170,669</b>	<b>99,442</b>	<b>78,556</b>
Learners	90	2,399	126,706	101,856	89,551	55,913	43,398
Cooks		343	26,909	23,357	21,253	11,576	10,397
Spoiled/Loss		20	998	1,586	2,528	2,820	2,068

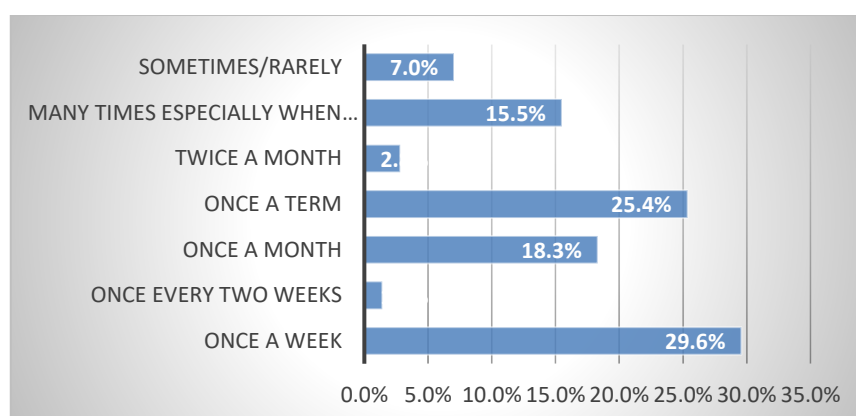
Source: NASIS data base – data from 3<sup>rd</sup> term (Sep-Dec) of the years 2012 to 2018<sup>48</sup>

**Quantities of Food Required and Food Received**



Source: Data from NASIS, Baseline Survey Report and the NSFP Case Study 2012

**How Often School Meals Are Not Served (N = 71)**



Source: NSFP Evaluation (2019) school survey data

<sup>48</sup> Data for the 5-year evaluation period was picked from the Sept-Dec, third term of all the years. Data for 2012 and 2013 did not seem to be complete. There was no baseline information on the quantities of food delivered to schools and how much was consumed, and amounts spoiled.

## Output 2: Reception of school meals by learners

### Number of Learners Registered to Receive Meals

	2012	2013	2014	2015	2016	2017	2018
Female	104,708	117,333	123,221	118,070	110,837	161,280	106,283
Male	111,322	125,874	133,562	125,811	120,289	174,726	109,060
<b>Total</b>	<b>216,030</b>	<b>243,007</b>	<b>256,783</b>	<b>243,881</b>	<b>231,126</b>	<b>235,006</b>	<b>215,343</b>

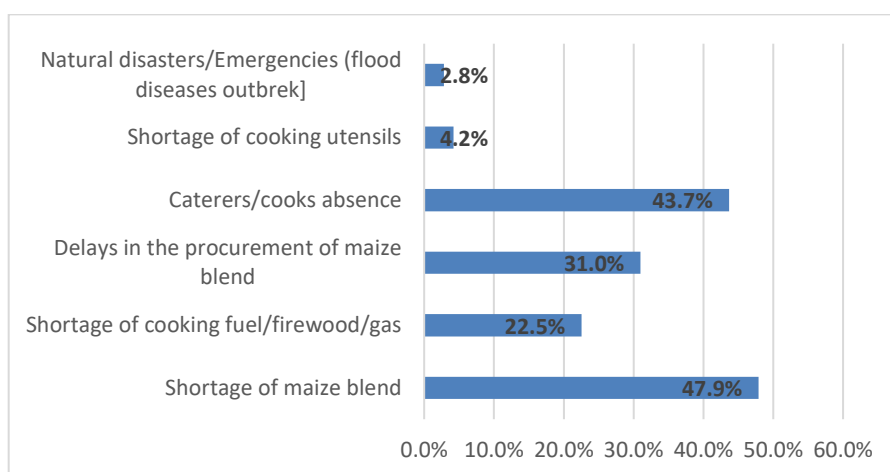
Source: Various. Baseline Survey Report, NaSIS data base, and NSFP reports for 2014, 2015, 2016, 2017 and 2018

### Proportion of Schools Serving Food Every Day

Year	2012	2013	2014	2015	2016	2017	2018
100 % school days	50%	41%	36%	33.1%	40.5%	50.0%	50%

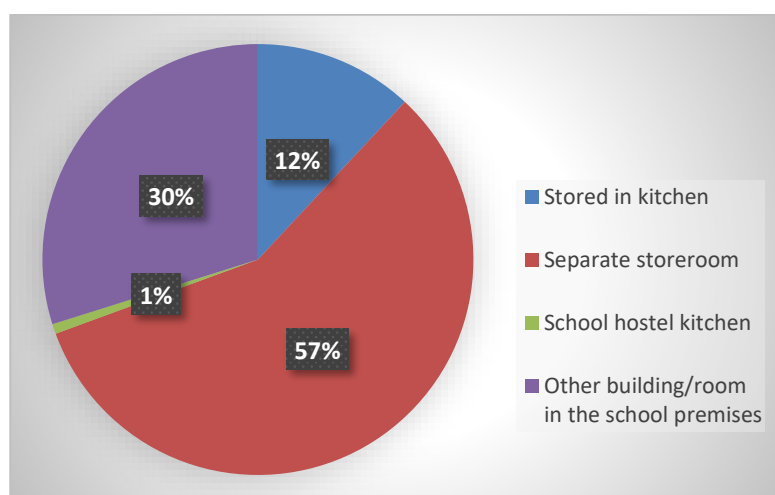
Source: NASIS data base and Term Reports from 2014 to 2018

### Reasons for School Meals Not Being Prepared (N = 71)



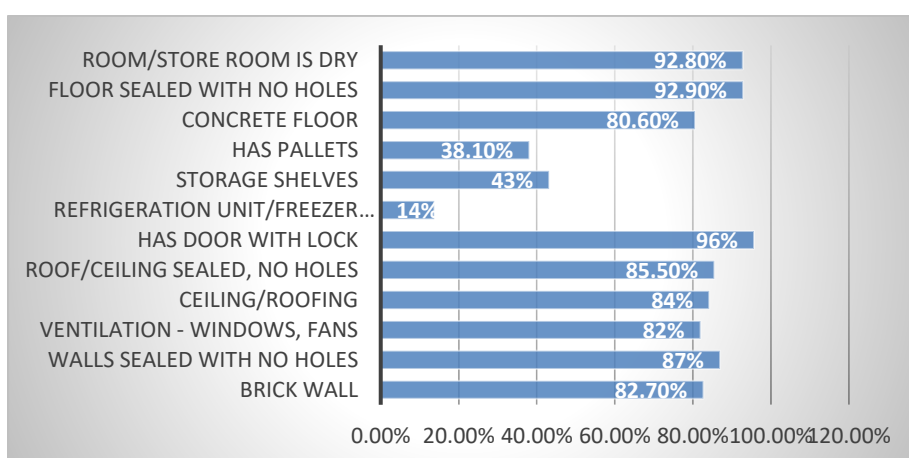
Source: NSFP Evaluation Survey

### Type of Food Storage Facility (N = 134)



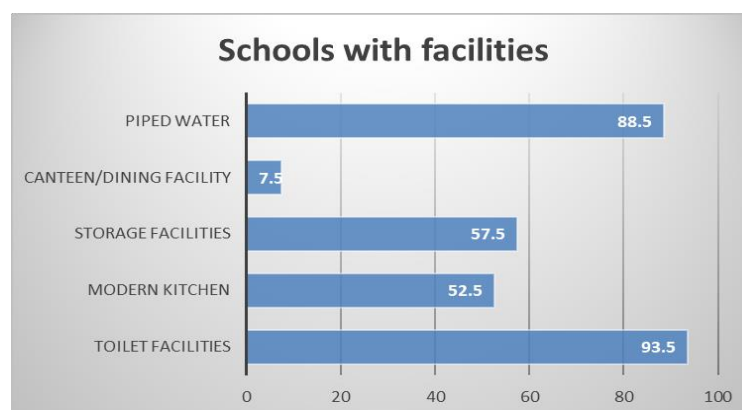
Source: The NSFP Evaluation (2019) school survey data

### Condition of Storage Facilities (N = 139)



Source: Data from NSFP Evaluation (2019) school survey

### Other School Facilities (N = 139)



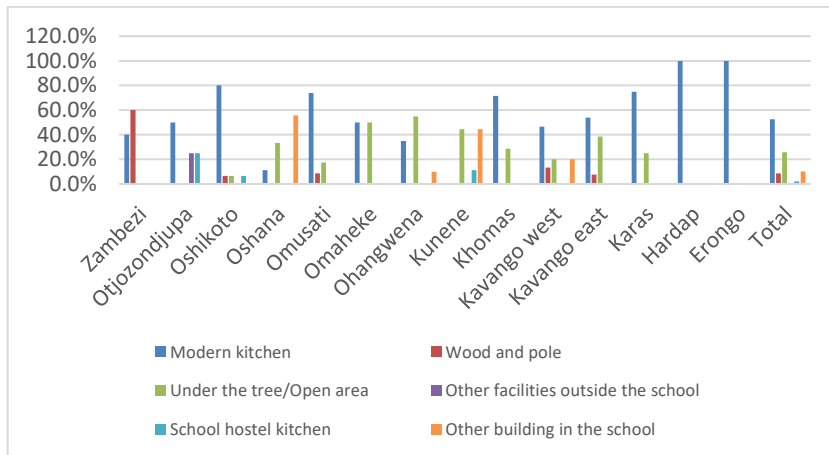
Source: NSFP Evaluation (2019) school survey data

### Quality of Facilities: 2014 versus 2019 (N = 139)

Facilities	Baseline	NSFP Evaluation 2019
Piped water/access to safe water	81.4	88.5%
Modern kitchen	29.8%	52.5%
Storage facilities/separate storeroom	25.8%	57.5%
Canteen/dining/eating shelter	12.8%	7.5%
Separate toilets for girls and boys	73.7%	77.7%

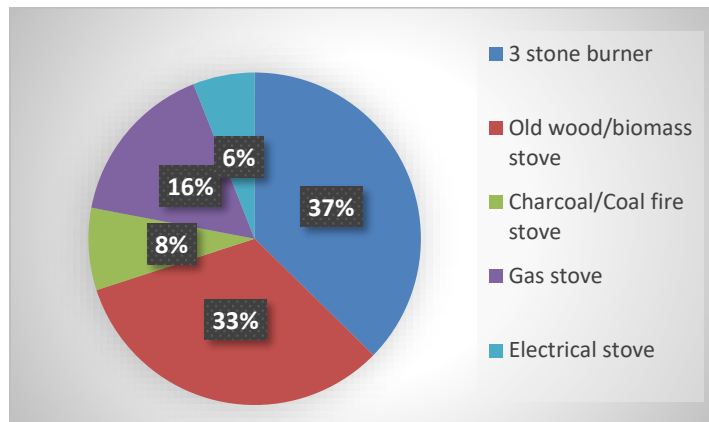
Source: Baseline Survey Report (2014), and NSFP Evaluation (2019) school survey data

### Type of Kitchen Facility Used by Cooks (N = 139)



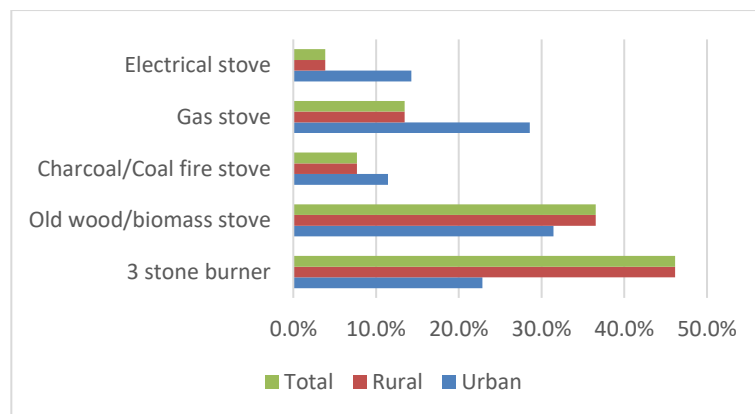
Source: Data from the NSFP Evaluation (2019) school survey data.

### Types of Cooking Stoves Used (N = 139)



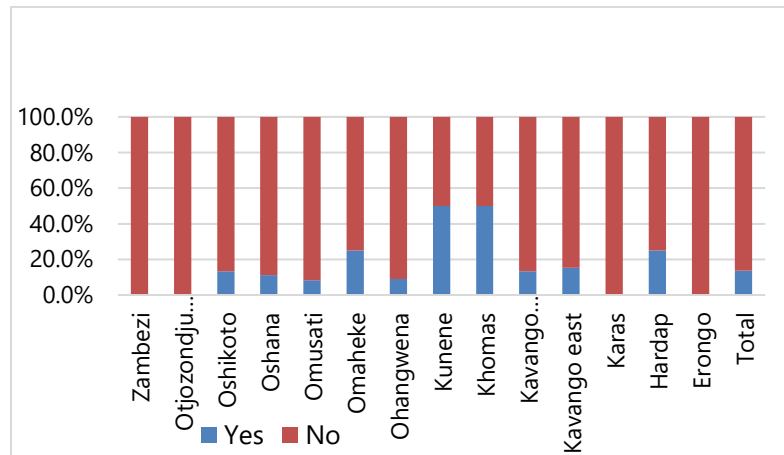
Source: NSFP Evaluation (2019) school survey - infrastructure

### Type of Cooking Stove Used by Location (N = 139)



Source: Data drawn from the NSFP Evaluation (2019) school survey

### Cooks Who Have Received Training by Region (N = 138)

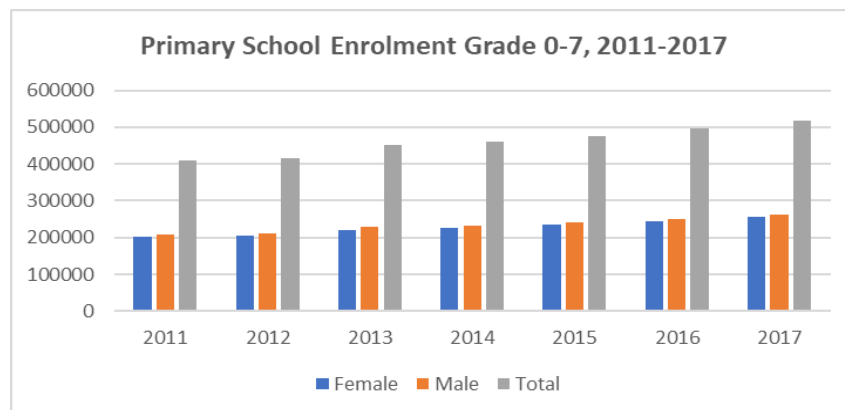


Source: NSFP Evaluation (2019) school survey data – cooks' questionnaire

## 10.2. NSFP Outcomes

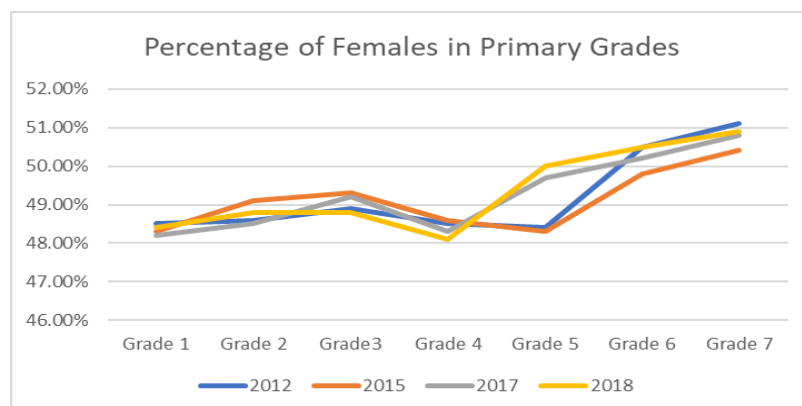
**Outcome 1: 'Access' to education; with the expectation that all eligible learners are enrolled in school.**

### Primary School Enrolment Grade 0-7, 2011-2017



Source: EMIS data from Statistics Booklet 2017

### Percentage of Females in Primary Grade Enrolment

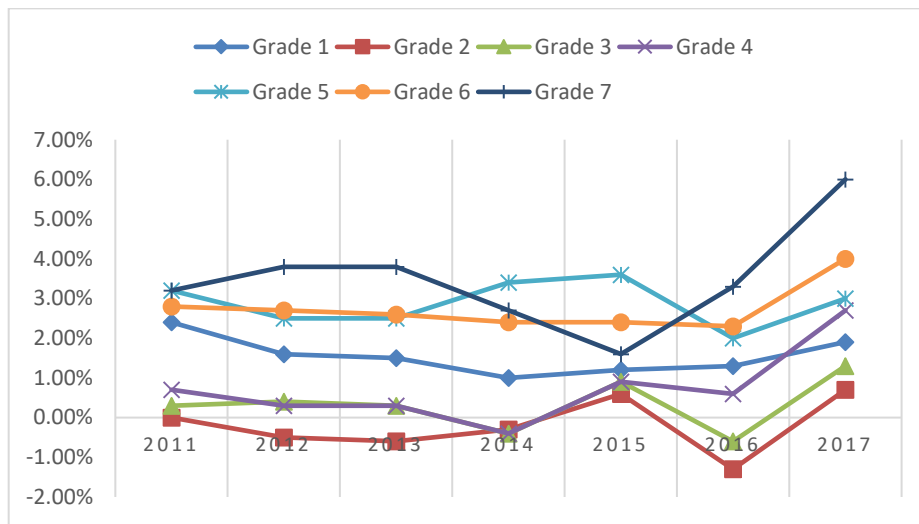


Source: Data from selected years from the Statistical Booklets 2012, 2015, 2017 and 2018



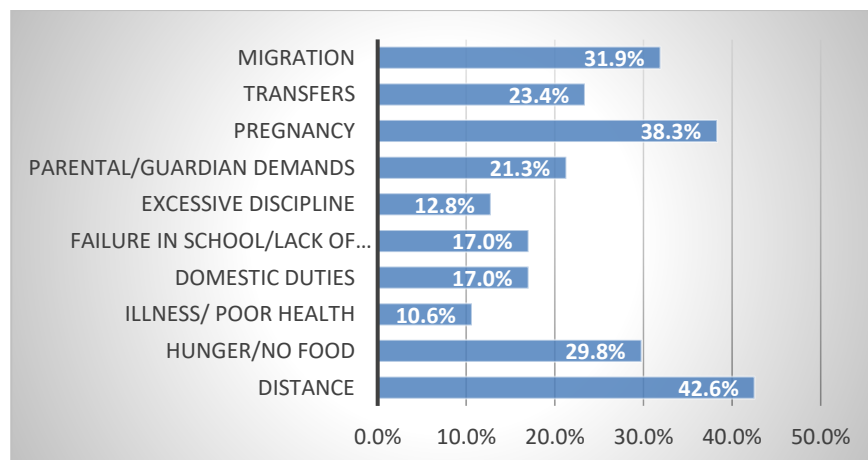
**Outcome 2: Children enrolled in primary school, remain in school and complete the primary cycle.**

**School Leaving Rates at Primary School Level**



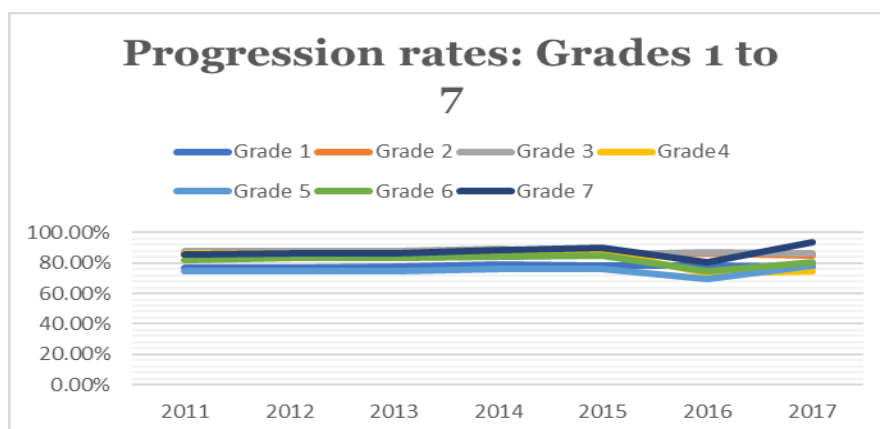
Source: EMIS data from 2018 data provided by MoEAC

**Reasons for Learners Dropping Out (N = 47)**



Source: NSFP Evaluation Survey Data

**Progression Rates - Grades 1-7**



Source: NSFP Evaluation survey data

## Annex 11: Supplementary Information on Delivery Capacity

### 11.1. Symptoms, Causes and consequences of Supply Chain Delays

Symptom	Cause	Consequence
Late placement of orders by Regions	<ul style="list-style-type: none"> <li>Late authorisation/ communication of tender extension by the national level</li> <li>Delays in approval of purchase orders by regional tender committee<sup>49</sup></li> <li>Late receipt of needs/ requests from circuit and school level and problems with NASIS verification</li> </ul>	<ul style="list-style-type: none"> <li>Supplier of fortification is delayed in placing order with knock-on effect on blending and transportation to regional depots for onward distribution to schools;</li> <li>Orders from regions trickle in one by one rather than in a single batch, creating uncertainty and delays in knowing volumes to be procured by suppliers</li> </ul>
Late disbursement of NSFP budget to regions and cuts in budget allocation	<ul style="list-style-type: none"> <li>Late disbursement from MOF to MoEAC</li> <li>Fiscal constraints impacting on budgetary allocations</li> </ul>	<ul style="list-style-type: none"> <li>May contribute to delayed placement of orders by regions</li> <li>Late payment of contractors which may impact on their cash flow and forward planning</li> <li>Under-ordering causing rationing of maize blend consignments<sup>50</sup></li> </ul>
Inadequate storage and transport capacity of transport contractor <sup>51</sup>	<ul style="list-style-type: none"> <li>Transport contractors do not always meet tender specifications in terms of adequacy of regional storage facilities and availability of suitable vehicles to ensure timely distribution</li> </ul>	<ul style="list-style-type: none"> <li>Blender is unable to deliver consignment if regional storage is not ready/ adequate causing a back-up in supply chain</li> <li>Distribution to schools is a drawn out process with schools having to wait lengthy periods to receive their consignment</li> </ul>
Poor quality of supplied maize and hygiene standards of blending and packaging process <sup>52</sup>	<ul style="list-style-type: none"> <li>Inadequate specification and enforcement of food quality and food processing standards</li> <li>Logistical challenges facing regions when supplier is located far away<sup>53</sup></li> </ul>	<ul style="list-style-type: none"> <li>Maize blend consignments fail to meet appropriate standards, risking spoilage and potential health risks to consumers.</li> </ul>

### 11.2. Symptoms, Causes and Consequences of MIS Challenges

Symptom	Cause	Consequence
Schools and regions are failing to enter data into the NASIS system accurately and on time	<ul style="list-style-type: none"> <li>Revamping of system in 2016 generated a set of technical problems: i) log-in difficulties; ii) poor alignment hardcopy and softcopy formats; iii) system has not taken account of</li> </ul>	<ul style="list-style-type: none"> <li>Reports are generated late or not produced</li> <li>Quality/ credibility of data is in questioned</li> </ul>

<sup>49</sup> In the view of several regions, the new Procurement Act has addressed a number of loopholes aimed at improving transparency and accountability. However, in so doing, the review and approvals process has become more cumbersome

<sup>50</sup> One region was concerned that the reduced budget (almost 50%) would only cover food requirements for terms 1 and 2

<sup>51</sup> In one region, there is only one transporter handling distribution to 340 schools, a large number of which are located in remote areas accessible only with vehicles capable of handling heavy sandy roads

<sup>52</sup> Based on Mission Report: The Namibian School Feeding Programme (NSFP) Food safety and Quality Assurance Baseline Assessment, July 2019.

<sup>53</sup> In one case, a region would have to drive at least 900km one way to reach the premises of the blender

	<p>redistribution of schools and circuits</p> <ul style="list-style-type: none"> <li>• Poor internet connectivity means relying on hardcopy versions which are not always collected on time</li> <li>• Regional and circuit offices are under-staffed resulting in delays in data cleansing and entry</li> <li>• Staff turn-over means many current NSFP staff have not received NASIS training</li> <li>• Current (operational) budget cuts mean inspectors are making less frequent visits to schools impacting on timely collection of school reports.</li> </ul>	<ul style="list-style-type: none"> <li>• Frustration among staff leading to lack of ownership<sup>54</sup></li> <li>• Orders for maize blend is being delayed and based on precedents and/ or rule of thumb/ "copy-paste" calculations rather than on accurate data management and actual needs.</li> </ul>
Inconsistent National Level Guidance to regions and schools	<ul style="list-style-type: none"> <li>• Staff turnover at MPAT has meant inconsistent national level supervision and technical backstopping<sup>55</sup></li> <li>• High staff turnover at WFP has meant regions are unclear who is their "go-to" technical backstopping provider at WFP.</li> </ul>	<ul style="list-style-type: none"> <li>• Regions and schools are not receiving the level of support and guidance they require to ensure effective functioning and troubleshooting of the system.</li> <li>• Although NASIS may be regarded as a national system, it still depends at a technical level on WFP support and coordination</li> <li>• Staff turn-over/ vacancies within MPAT results in inconsistent drafting of termly reports.</li> </ul>
System benefits for users at regional and school level are not sufficiently defined	<ul style="list-style-type: none"> <li>• NASIS is viewed as a tool benefitting mainly the national level</li> <li>• Potential benefits of NASIS as a management tool are not recognised</li> </ul>	<ul style="list-style-type: none"> <li>• Compliance with NASIS is viewed as an additional burden on top of day-to-day responsibilities with limited perceived benefits accruing for regional and school actors</li> </ul>

### 11.3. Symptoms, Causes and Consequences Related to Food Storage, Handling and Serving

Symptom	Cause	Consequence
<b>Storage</b>		
<ul style="list-style-type: none"> <li>• Few purpose built storerooms and storage equipment (eg palets)</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of funds/ difficulties in raising funds at school level</li> <li>• Lack of readily available guidance and specification on proper design</li> <li>• Few schools built from outset with purpose built storerooms for food storage</li> </ul>	<ul style="list-style-type: none"> <li>• Food is stored in ad-hoc arrangements such as classrooms, libraries and multi-purpose storerooms</li> <li>• There are risks of spoiling and pilfering, especially when food is delivered late in the term</li> </ul>
<b>Preparation</b>		
<ul style="list-style-type: none"> <li>• Few purpose built kitchens meeting safety and hygiene standards</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of funds/ difficulties in raising funds or in-kind community contributions at school level</li> </ul>	<ul style="list-style-type: none"> <li>• Risk of food being contaminated by dust and dirt</li> <li>• Risk of injury to staff due to unsafe cooking arrangements</li> </ul>

<sup>54</sup> One region which used to be top performer in terms of submitting Nasis data expressed frustration with the current system dysfunctions, and had lost much of the enthusiasm they used to feel.

<sup>55</sup> By design, NASIS was to be fully handed over to MoEAC to provide technical support through its IT team. In practice, technical backstopping continues to be provided by WFP

	<ul style="list-style-type: none"> <li>Lack of readily available guidance and specification on proper design</li> <li>Few schools built from outset with purpose built kitchens</li> </ul>	
<ul style="list-style-type: none"> <li>Shortage of cooking implements</li> </ul>	<ul style="list-style-type: none"> <li>Implements get worn out or lost</li> <li>Lack of resources or lack of assigned budget to replace</li> </ul>	<ul style="list-style-type: none"> <li>Cooking arrangements are unprofessional and inefficient</li> <li>Projects a poor image to stakeholders</li> </ul>
<ul style="list-style-type: none"> <li>Erratic supply of cooks</li> </ul>	<ul style="list-style-type: none"> <li>Disatisfaction with compensation arrangements</li> </ul>	<ul style="list-style-type: none"> <li>Non-feeding days occur (or teacher must step in to prepare food)</li> </ul>
<ul style="list-style-type: none"> <li>Untrained cooks</li> </ul>	<ul style="list-style-type: none"> <li>Limited or sporadic training is being offered</li> </ul>	<ul style="list-style-type: none"> <li>Variable quality in food preparation (learners complain in some instances and refuse to eat)</li> </ul>
<ul style="list-style-type: none"> <li>Poor Hygiene standards of cooks</li> </ul>	<ul style="list-style-type: none"> <li>Unwillingness to undergo health checks</li> <li>Lack of training</li> <li>No provision of protective clothing</li> </ul>	<ul style="list-style-type: none"> <li>Risks of food contamination</li> <li>Public and learner perception of unhygienic preparation of food</li> </ul>
<ul style="list-style-type: none"> <li>Inconsistent supply of Firewood</li> </ul>	<ul style="list-style-type: none"> <li>Limited community participation</li> <li>Lack of resources or unwillingness to assign budget to pay supplier</li> <li>Scarcity of supply</li> </ul>	<ul style="list-style-type: none"> <li>Non-feeding days due to absence of fuel</li> </ul>
<ul style="list-style-type: none"> <li>Irregular supply of water</li> </ul>	<ul style="list-style-type: none"> <li>Water shortage</li> <li>Non-payment of water charges</li> <li>Off-site or on-site breakdown/ damage of equipment</li> </ul>	<ul style="list-style-type: none"> <li>Non-feeding days due to absence of water</li> </ul>
<b>Serving incl. Hygiene</b>		
<ul style="list-style-type: none"> <li>Shortage of serving implements</li> </ul>	<ul style="list-style-type: none"> <li>Implements get worn out, lost or stolen</li> <li>Lack of resources or lack of assigned budget to replace</li> </ul>	<ul style="list-style-type: none"> <li>Learners share plates</li> <li>Learners eat with their hands</li> <li>Inconsistent serving portions</li> <li>Difficulty to monitor queuing and who is served</li> </ul>
<ul style="list-style-type: none"> <li>Inconsistent hand-washing practices</li> </ul>	<ul style="list-style-type: none"> <li>Lack of convenient hand-washing facilities</li> <li>Lack of supervision</li> <li>Lack of water</li> </ul>	<ul style="list-style-type: none"> <li>Risk of food contamination (fecal-oral contamination)</li> </ul>
<ul style="list-style-type: none"> <li>No recording of number of learners eating</li> </ul>	<ul style="list-style-type: none"> <li>Register is not kept</li> </ul>	<ul style="list-style-type: none"> <li>No monitoring of efficiency and consistency of servings</li> <li>No monitoring of actual numbers of learners participating</li> <li>No statistics on impact of ECD and grade 8-10 participation in programme</li> </ul>
<ul style="list-style-type: none"> <li>Few designated eating areas</li> </ul>	<ul style="list-style-type: none"> <li>Lack of funds/ difficulties in raising funds at school level</li> <li>Lack of readily available guidance and specification on proper design</li> <li>Few schools built from outset with purpose built eating areas</li> </ul>	<ul style="list-style-type: none"> <li>Difficulties to supervise and monitor who is eating, observing of hygiene practices</li> <li>Risk of food contamination and wastage</li> </ul>
<ul style="list-style-type: none"> <li>Learners adding sweetaid</li> </ul>	<ul style="list-style-type: none"> <li>Learners find porridge to be boring</li> </ul>	<ul style="list-style-type: none"> <li>More learners eat</li> <li>Learners exposed to unhealthy additives</li> </ul>

#### 11.4. Local Initiative and Coping Strategies with respect to Mobilising Resources to Support the Effective Storage, Preparation and Serving of School Meals

Resource Mobilisation	Use
Draw resources from UPE Grant	<ul style="list-style-type: none"> <li>Various schools use a portion of their UPE grants to purchase Non-food items such as pots, plates, cutlery, aprons for cooks and firewood. Also reports of some schools using UPE to fund construction of a storeroom (NAD 30,000)</li> </ul>
Mobilise financial resources from Community	<ul style="list-style-type: none"> <li>In some schools, it has been possible to mobilise financial contributions from the community to pay towards compensation of school cooks or to meet costs of purchasing firewood.</li> </ul>
Obtain Sponsorships	<ul style="list-style-type: none"> <li>A number of schools<sup>56</sup> are receiving sponsorship from different kinds of benefactors (individual and corporate) some of whom have sponsored the construction of storage and kitchen facilities, others who pay the cooks a basic wage and others who supply the school with supplementary foodstuffs including horticulture products, fish and meat.</li> </ul>
In-kind/ Voluntary contributions and initiatives	<ul style="list-style-type: none"> <li>There are many instances where school teachers, board members and the community at large have provided in-kind or voluntary contributions. Examples include parents or children collecting firewood, teachers covering small expenditures – food and non-food from their own pockets, etc.</li> </ul>
Proceeds of School Garden sales	<ul style="list-style-type: none"> <li>Various schools draw on the proceeds of their school gardens to purchase Non-food items such as pots, plates, cutlery, aprons for cooks and firewood. (They may also use produce to supplement the maize blend).</li> </ul>

#### 11.5. What the Road Map and NSF Policy with Respect to the Core Delivery Processes

##### 11.5.1. With respect to Supply Chain

The Road map identifies the following specific actions/ targets with respect to supply chain management:

- Improved supply chain that delivers the right quantity of quality food commodities to schools on time.
- Adequate management, quality assurance and oversight to mitigate the misuse/waste of food.
- Explore opportunities to decentralize supply chain management to improve quality control and assurance including monitoring standards of transporters.

The 2019 Policy meanwhile makes two significant references to enhanced supply chain management:

Pillar 1: "Enhanced School Participation"	<p>Strategy: Ensure timely delivery of food to schools:</p> <p>Timeliness in delivery of food to schools is fundamental because it ensures availability of food for learners throughout the term. The food supply chain will be strengthened through rigorous monitoring of procurement and food delivery processes resulting in timely delivery of food to schools</p>
Pillar 4: "Strengthened coordination and sectoral linkages"	<p>Strategy: Accelerate the decentralization of NSFP:</p> <p>This strategy will ensue full decentralization of the management of school feeding to the regional/school levels The strategy will lay emphasis on empowering stakeholders, particularly those at the regional, circuit and school level, through relevant training/capacity building and exposure to successful school feeding programmes in the region. This will expand their knowledge and skills and facilitate the adoption of best practices and innovative ways of implementing school feeding</p>

<sup>56</sup> According to the survey, just 20% of schools receive such support

### 11.5.2. With respect to MIS

The main provisions within the roadmap include:

- Specific, measurable, achievable, reliable and timely objectives of NSFP are clearly defined;
- Specific NSFP M&E plan and system is developed and built into the NSFP policy;
- Monitoring information occurs on timely basis and informs decision-making on NSFP implementation.

Meanwhile the 2019 NSFP policy includes provision to further enhance monitoring, evaluation and reporting:

Pillar 4: "Strengthened Coordination & Sectoral Linkages"	<p>Strategy: Enhance monitoring, evaluation and reporting:</p> <p>Existing mechanisms to monitor, evaluate, report and account for school feeding will be enhanced. Web-based reporting systems such as the Namibian School Information System (NaSIS) will be decentralized to the school level and linked to the Education Management Information System (EMIS) at the national level. Supply chain management will be strengthened through more robust monitoring and evaluation mechanisms.</p>
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### 11.5.3. With respect to School Level

The Road Map includes the following provisions:

- All schools follow the correct implementation standards and procedures for NSFP.
- Timely preparation and distribution of meals, ensuring at least one serving mid-morning daily.
- Adequate food management at school level improves efficiency and guarantees children's safety.
- Adequate NSFP infrastructure in all schools, including storerooms, kitchens, eating shelters and water and sanitation facilities.
- All schools have the necessary NFI's and Regions and schools to procure the NFI's.
- Communities have a high level of participation in NSFP.
- Strong involvement of the School Board in the management and implementation of NSFP.
- Strong community contribution from relevant local stakeholders.

Meanwhile, the 2019 NSFP Policy highlights school level matters in two of its pillars:

Pillar 1: "Enhanced School Participation"	<p>Strategy: Expand and Upgrade school feeding infrastructure:</p> <p>"All schools are equipped with the ideal school feeding infrastructure which includes: a well crafted kitchen equipped with adequate cooking stoves, eating utensils and a storage facility. The use of fuel saving stoves/techniques or other forms of energy that are environmentally friendly is encouraged Schools are expected to have school feeding infrastructure that meets the basic food safety and hygiene standards"</p>
Pillar 2: "Enhanced Health and Nutrition"	<p>Strategy: Promote and strengthen food quality and safety:</p> <p>"Improve food preparation and hygiene standards in schools through continuous training of cooks and regular monitoring of the quality of food prepared for learners."</p> <p>"Ensure availability of clean and safe water, and adequate sanitation facilities in schools."</p>

### 11.6. Roles and Responsibilities of Different Actors in support of the Storage, Preparation and Serving of the School Meal

Actor	Role & Responsibilities
National Level	

MoEAC	<ul style="list-style-type: none"> <li>Prepare budget and disburse the school grant (UPE) on time to each school every term</li> </ul>
WFP	<ul style="list-style-type: none"> <li>Monitor NSFP programme performance and provide technical backstopping to all schools via regional directorates and circuit inspectors</li> </ul>
Regional Level	
Directorate Education	<ul style="list-style-type: none"> <li>Monitor programme performance and provide technical backstopping to all schools via regional directorates and circuit inspectors</li> </ul>
Circuit Inspector	<ul style="list-style-type: none"> <li>Conduct periodic inspection of NSFP facilities at school level and programme operations</li> <li>Collect school termly reports and check against own inspection records</li> </ul>
School Level	
NSFP Focal point	<ul style="list-style-type: none"> <li>Supervise daily feeding including distribution and recording of maize bags consumed; recording the number of learners receiving meals; monitoring the work of cooks; ensuring that handwashing takes place prior to eating, supervising mealtime and ensuring proper washing and storage of kitchen and eating utensils; ensuring availability of fuel and water for cooking</li> </ul>
Principal, Board, School Feeding Committee	<ul style="list-style-type: none"> <li>Provide oversight and leadership to the programme, consider and approve budgetary allocations and expenditures and secure investments, including resource mobilisation strategies</li> </ul>
Other Teachers	<ul style="list-style-type: none"> <li>Identify vulnerable children, ensure learners are released on time for meal time and ensure hands are washed.</li> </ul>
Cooks	<ul style="list-style-type: none"> <li>Prepare daily meal, serve and wash up cooking and eating utensils<sup>57</sup>, and assist in collecting firewood</li> </ul>
Other Community members	<ul style="list-style-type: none"> <li>Provide in-kind or cash contributions on an as needs basis and as determined by the school (eg: water, firewood, utensils, repairs and construction)</li> </ul>
Other ancillary workers eg: cleaners	<ul style="list-style-type: none"> <li>Ad-hoc assistance with school feeding process as might be required<sup>58</sup></li> </ul>

### 11.7. Findings from the Survey on School Feeding Committees and Remuneration of Cooks

Over three quarters of schools reported having a school feeding committee in place. The committees meet on average once per term (46.7%) though 37% claimed to meet more than once a term. According to respondents, the top five responsibilities of the committee is to i) check on quality of supplies; ii) check on stock levels and prepare orders iii) attend to complaints and concerns of cooks and learners, and iv) authorise disbursements v) ensure cooks are available. Just one in three committees prepares a formal agenda and keep minutes of committee meetings. The vast majority of schools also deliberate about NSFP in other forums (86.2%). The most common of these are PTA meetings (69.5%), Board meetings (43.2%) and staff meetings (51.7%)

According to the evaluation survey, the number of cooks employed by schools varies considerably depending on size of the school and the number of shifts being offered and form of remuneration. Thus while 35.6% employ between 1 and 3 cooks, 42.7% claim to employ between 4 and 5 cooks. Just 13.8% of schools pay a cash wage to their cooks whereas 44.2% provide an in-kind compensation and 42% receive no compensation at all.

<sup>57</sup> According to the survey, this task is shared between cooks (33.3%), teachers (17.4%), volunteers (15.2%), school cleaner (11.6%) and learners (10.1%)

<sup>58</sup> The survey suggests cleaners are only involved in 7.2% of cases



## Annex 12: HGSF Challenges Identified by Stakeholders

	Challenge/ Consideration	Actual/ Possible Solutions
<b>Production</b>		
Water	<ul style="list-style-type: none"> <li>Prevailing drought conditions and risks of exacerbating already low water tables/ or experiencing water shortages</li> </ul>	<ul style="list-style-type: none"> <li>Application of water-wise rainwater harvesting and irrigation systems;</li> <li>Example of backyard drip irrigation systems connected to taps;</li> <li>Consideration of using hydro/aqua-ponics;</li> </ul>
Finance	<ul style="list-style-type: none"> <li>Ineligibility of small producers for standard loan products</li> </ul>	<ul style="list-style-type: none"> <li>Various Government of Namibia schemes avail grants, loans and subsidies for farmers</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Lack of knowledge of appropriate/ climate adapted technologies;</li> <li>Horticulture is a new venture for many requiring considerable technical support;</li> </ul>	<ul style="list-style-type: none"> <li>Various Government, NGO and private sector initiatives are in place to support farmers with information and training</li> </ul>
Entrepreneurship	<ul style="list-style-type: none"> <li>Lack of business acumen and experience to scale up to commercial production levels</li> </ul>	<ul style="list-style-type: none"> <li>Training, mentorships and related support schemes exist incl. Green schemes, Food Namibia. But there are no quick fixes and the reach of extension services is limited</li> </ul>
Organisation	<ul style="list-style-type: none"> <li>Mistrust among farmers and lack of experience in working collectively makes cooperation/ syndication difficult</li> </ul>	<ul style="list-style-type: none"> <li>Green schemes offer a framework for working together but not necessarily suited to subsistence level, rather providing a solution for small and medium emerging farmer groups working with 10-30 + hectares</li> </ul>
Scale of operations	<ul style="list-style-type: none"> <li>Scale of production too small to interest/ respond to market requirements</li> </ul>	<ul style="list-style-type: none"> <li>Aggregators/ buyers such as AMTA, which has a social mandate, can buy from multiple small producers ensuring quality and consistency of supply to potential buyers/ markets.</li> </ul>
<b>Post-Harvest</b>		
Storage	<ul style="list-style-type: none"> <li>Farmers lack suitable storage facilities</li> </ul>	<ul style="list-style-type: none"> <li>Aggregators/ Buyers such as AMTA (or others) can buy from the farm gate thereby removing post-harvest responsibilities from small producers.</li> </ul>
Value Addition	<ul style="list-style-type: none"> <li>Limited know-how on food preservation techniques to lengthen shelf-life and diversify foodstuff options</li> </ul>	<ul style="list-style-type: none"> <li>AMTA has serviced plots for food processing for rental, but there has been slow take up due to access to finance challenges facing entrepreneurs, required to purchase machinery/ infrastructure.</li> </ul>
Distribution	<ul style="list-style-type: none"> <li>Lack of logistics capabilities</li> </ul>	<ul style="list-style-type: none"> <li>AMTA might have a capacity to adapt distribution arrangements according to local contexts.</li> <li>(Other distributors may be able to meet this need too but this has not been substantiated by the team)</li> </ul>
<b>Markets</b>		
	<ul style="list-style-type: none"> <li>Public perception/ preference for imported produce over local produce</li> </ul>	<ul style="list-style-type: none"> <li>Preferential access/ sourcing of local produce</li> <li>Marketing and promotional/ advocacy campaigns in support of local produce</li> <li>Improving marketing and product quality of local produce</li> </ul>
	<ul style="list-style-type: none"> <li>Access to guaranteed markets</li> </ul>	<ul style="list-style-type: none"> <li>Government directive in place with respect to 75% local sourcing by government institutions.</li> <li>47% of all of the following produce to be sourced locally (potatoes, onions, cabbage, butternut, beetroot, sweet potato, carrots, green pepper, tomatoes and cucumber).</li> </ul>
	<ul style="list-style-type: none"> <li>Prices offered to farmers by AMTA are inadequate and serve as a disincentive to produce</li> </ul>	<ul style="list-style-type: none"> <li>Avoid AMTA monopoly, and ensure greater involvement of farmer associations to strengthen bargaining power of producers</li> </ul>

<b>Procurement</b>		
PFM rules	<ul style="list-style-type: none"> <li>• What do PFM/ UPEG rules allow in terms of procurement at school level?</li> <li>• Can local producers meet procurement rule requirements/ eligibility</li> </ul>	<ul style="list-style-type: none"> <li>• It is MoEACs intention to further decentralise budget responsibilities to the school level. This may require review of current procurement rules to enable small producers to participate as suppliers.</li> <li>• Consider developing guidelines on use of UPE for NSFP</li> </ul>
Capacity	<ul style="list-style-type: none"> <li>• Additional administrative, procurement and supply chain capability required at regional, circuit or school level.</li> </ul>	<ul style="list-style-type: none"> <li>• Existing MoEAC initiative aims to build governance capacity of School Board;</li> <li>• Assessment of capacity needs of each actor to comply with procurement and supply chain management requirements;</li> </ul>
Quality Assurance	<ul style="list-style-type: none"> <li>• Clarity on responsibility and modalities for food quality control</li> </ul>	<ul style="list-style-type: none"> <li>• Need to produce clear guidance on roles, responsibilities and procedures for quality assuring across all potential supply chains</li> </ul>
Economies of Scale	<ul style="list-style-type: none"> <li>• Where do economies of scale apply? – What are the possible trade offs in regional vs school level procurement</li> </ul>	<ul style="list-style-type: none"> <li>• Need to stimulate multiple Supply Chain flows, and analyse results so a decision can be made on which of these levels would be most effective/ efficient/ provide a higher return on investment.</li> </ul>
<b>School Level</b>		
Menu Selection	<ul style="list-style-type: none"> <li>• No criteria to guide menu selection from nutritional point of view</li> </ul>	<ul style="list-style-type: none"> <li>• Region-specific guidelines could be developed, which factor in consideration of local value chains and market systems</li> </ul>
Storage	<ul style="list-style-type: none"> <li>• Specific storage requirements for fresh produce</li> </ul>	<ul style="list-style-type: none"> <li>• Schools would need to assure appropriate storage facilities or</li> <li>• Suppliers to hold stock in storage until required</li> </ul>
Food, Quality Safety & Hygiene	<ul style="list-style-type: none"> <li>• Specific food preparation requirements</li> <li>• Food handling and disposal</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of training, guidance and inspection from appropriate government departments.</li> </ul>
School gardens	<ul style="list-style-type: none"> <li>• Availability of water</li> <li>• Budget to meet water bills</li> <li>• Fencing and security</li> <li>• Access to seed and inputs</li> <li>• Lack of knowledge on eco/ conservation techniques</li> <li>• Maintenance of water infrastructure</li> </ul>	<ul style="list-style-type: none"> <li>• MoEAC circular on functional school gardens but no guidance on what to do with produce and no explicit link to school feeding for time being;</li> <li>• MOUs with counterpart Government departments such as MAWF on water supply and agriculture production matters; with MOHSS on environmental health standards and procedures.</li> </ul>

## Annex 13: List of NSFP Road Map Standards

Standard	Action
<b>Policy, legal framework and budget</b>	A School Feeding Policy is developed.
	The NSFP manual is revised and disseminated to relevant stakeholders.
	Manual to be updated after strategy/policy is approved.
	Budget should correspond with programme/beneficiary expansion.
	Dedicated Regional budget for NSFP implementation & monitoring activities.
	Develop multi-sectoral funding for school feeding and build partnerships with the private sector.
<b>Design</b>	Specific, measurable, achievable, reliable and timely objectives of NSFP are clearly defined.
	All learners will be eligible including pre-primary, primary school children and up to Grade 12 with the primary beneficiaries still being the most vulnerable – open take-up.
	A systematic approach for inclusion of schools exists.
	All schools follow the correct implementation standards and procedures for NSFP.
	Ration should be differentiated according to the needs of the area (i.e. urban vs. rural), non- subsidised community hostels and the needs of the learners.
	Diversify food basket.
	75% of commodities are locally produced.
	Timely preparation and distribution of meals, ensuring at least one serving mid-morning daily.
	More holistic approach including other stakeholders i.e. MOHSS.
<b>Programme Implementation</b>	Specific NSFP M&E plan and system is developed and built into the NSFP policy.
	Improved supply chain that delivers the right quantity of quality food commodities to schools on time.
	Adequate management, quality assurance and oversight mitigate the misuse/waste of food.
	Institute quality control measures
	Explore opportunities to decentralize the chain management to improve quality control and assurance including monitoring standards of transporters.
	Adequate food management at school level improves efficiency and guarantees children's safety.
	Adequate NSFP infrastructure in all schools, including storerooms, kitchens, eating shelters and water and sanitation facilities.

	All schools have the necessary NFI's and Regions and schools to procure the NFI's.
<b>Institutional Capacity and Coordination</b>	Dedicated school feeding unit at an adequate level within the MOE organization.
	All MOE actors possess the knowledge and skills for implementing NSFP effectively.
	Monitoring information occurs on timely basis and informs decision-making on NSFP implementation.
	NSFP receives equal priority in regional and national NSFP/Hostel meetings.
	Stronger inter-sectoral coordination at central level.
	Stronger coordination at regional level.
	Greater involvement of civil society, e.g. CCN and the private sector.
	Strong engagement with service providers.
<b>Community Participation</b>	Communities have a high level of participation in NSFP.
	Strong involvement of the School Board in the management and implementation of NSFP.
	Strong community contribution from relevant local stakeholders.

## Annex 14: Rapid Gender Analysis Matrix

The below matrix provides a rapid gender analysis against the NSFP Roadmap

Objectives	Opportunities	Observations	Recommendations
<b>Policy, Legal Framework and Budget</b>	<ul style="list-style-type: none"> <li>Multi sectoral Taskforce</li> <li>NSFP Policy</li> <li>Costing exercise</li> </ul>	<ul style="list-style-type: none"> <li>No clear action plan or engagement framework for gender consultation and integration</li> <li>No Gender and vulnerability assessment to assess needs and concerns of men and women boys and girls</li> <li>NSF Policy has no gender objectives</li> </ul>	<ul style="list-style-type: none"> <li>Gender Action Plan</li> <li>Gender and Social Vulnerability Assessment</li> <li>Review NSF Policy to ensure gender policy alignment and integration</li> <li>Budget revisions to correspond with gender needs</li> </ul>
<b>Design</b>	<ul style="list-style-type: none"> <li>Clearly defined targets</li> <li>Expanded eligibility to include: ECD and Grade 12 learners</li> <li>Nutritional requirements of learners.</li> <li>Timely preparation and distribution of meals</li> <li>Inter-sectoral cooperation and complementary services</li> </ul>	<ul style="list-style-type: none"> <li>No gender equality targets. Baseline questionnaire does not reference any gender considerations beyond education outcomes.</li> <li>UPE grant used in some instances for fuel considerations/allocations and Training</li> <li>cash grants to pay cooks (OPM and parent contributions)</li> </ul>	<ul style="list-style-type: none"> <li>Future programming to integrate gender results of evaluation</li> <li>Pregnant learners nutritional needs (Learner pregnancy policy provision)</li> <li>Gender equality and culture sensitisation</li> <li>Strengthen coordination (eg MoHSS/Agric/Gender)</li> </ul>
<b>Program Implementation</b>	<p>MEP</p> <p>Supply chain</p> <p>Infrastructure</p>	<ul style="list-style-type: none"> <li>MEP reports do not contain information on gender and inclusion goals or how these would be captured or integrated</li> </ul>	<ul style="list-style-type: none"> <li>Allocation of resources to gender equality training</li> <li>Training of cooks</li> <li>Upgrade cooking facilities</li> </ul>
<b>Institutional Capacity</b>	<p>Staffing: Limited expertise in Gender integration (mostly OVC and ECD focus)</p> <p>Coordination</p>	<p>Multi-sectoral Taskforce: MOE, OPM, MRLHG, NAB, MOGECW, MOAFW, MOF and MOHSS.</p> <p>NAFIN, Emergency Response Plan National Disaster Risk Management Committee.</p>	<ul style="list-style-type: none"> <li>Coordinate efforts to maximise learning</li> <li>Improve partnerships to diagnose and respond to gender related barriers</li> <li>Detailed reports on achievements and challenges highlighted</li> <li>Gender outcomes and lessons learned shared at annual NSFP meeting.</li> <li>Strengthen NSF Policy with clear objectives for gender equality</li> <li>Invest in gender training</li> <li>Strengthen Civil Society engagement (LAC,FAWENA ,Child Rights Network etc)</li> </ul>
<b>Community Participation</b>	<p>Roles and responsibilities, division of labour clearly defined</p> <p>School board and NSFP subcommittee</p>	<p>Roles of community defined but no baseline as to how men and women were targeted differently</p> <p>Review of socio-cultural context that affect</p>	<ul style="list-style-type: none"> <li>Number of participants disaggregated by sex, gender and age</li> <li>50/50 participation</li> <li>Community sensitization</li> </ul>

		gendered interactions in households and markets and labour force (Access and participation etc)	
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## Annex 15: Gender Policy Framework

Policy Framework	Gender Provisions
Vision 2030 <sup>59</sup>	Gender equity is recognised as being one of five broad “driving forces” for realising Vision 2030, along with education, science and technology; health and development; sustainable agriculture; and peace and social justice. The plan is explicit about what to do and what not to do: It clearly spells out that: <ul style="list-style-type: none"> <li>▪ “Planning should NOT be done without consideration for gender</li> <li>▪ Planning for people should NOT be done without considering differences in structure and age of population</li> <li>▪ And that we should NOT allow tradition to limit opportunities for women”</li> </ul>
National Development Plans 5 <sup>60</sup>	NDP5, states that by 2022, women will be “empowered and free from gender-based-violence”. The key issues mentioned in this section are amongst others: <ul style="list-style-type: none"> <li>• The need to “mainstream gender” in the policies, programmes and budgets of all offices, ministries and agencies;</li> <li>• Ensuring the availability of gender-disaggregated data to inform planning, budgeting and policy;</li> <li>• Financial inclusion for women in micro, small and medium enterprises, especially in agri-business, the blue economy and extractive industries;</li> <li>• Ensuring that women in the informal sector are integrated into the formal economy and receive targeted interventions;</li> </ul>
National Gender Policy and Plan of Action (2010) <sup>61</sup>	As noted the National Gender Policy encourages sector level adjustments that reflect gender equality policies and plans of action.
The National Agenda for Children 2012-2016 – Ministry of Gender Equality and Child Welfare <sup>62</sup>	The National Agenda for children was developed to respond specifically to Article 20 of the Constitution, which guarantees that “all persons shall have the right to education” and that “children shall not be allowed to leave school until they have completed their primary education or have attained the age of sixteen”. It highlights realistic strategies towards this mandate for achieving children’s rights. <p>One of the five priority commitments “All children are safe from neglect, violence, abuse and exploitation and specifically targets the reduction of teenage pregnancies including the provision of relevant support services.</p> <p>The responsibility for coordinating the implementation of the National Agenda for Children, rests with the Ministry of Gender Equality and Child Welfare supported by the Office of the Prime Minister.</p>
The Education Sector Policy on the Prevention and Management of Learner Pregnancy <sup>63</sup>	Teenage pregnancy remains a national concern, which threatens girls’ right to education. <p>This policy allows pregnant learners to remain in school until four weeks before their due date. It also allows the learners to leave earlier in the pregnancy if they wish. Furthermore the policy allows the mother to return to school at any time after the birth, provided that the school is satisfied that both she and the baby are in good health and that she has an acceptable plan for the baby’s care. The learner-mother may also take a leave of absence for up to one year without losing her place in school.</p>
International Instruments	The Beijing Declaration states that empowering women and realising equality between women and men are prerequisites for achieving political, social, economic, cultural and environmental security among all peoples. Inequalities

<sup>59</sup> Office of the President, Namibia Vision 2030, Windhoek: Office of the President, 2004

<sup>60</sup> Namibia’s 5th National Development Plan: Working Together Towards Prosperity 2017/18-2021/22 Windhoek: Republic of Namibia, 2017

<sup>61</sup> National Gender Policy (2010 - 2020), Windhoek: Ministry of Gender Equality and Child Welfare (MGE CW), March 2010

<sup>62</sup> Namibia’s National Agenda for Children 2012-2016, Windhoek: Ministry of Gender Equality and Child Welfare

<sup>63</sup> Education Sector Policy on the Prevention and Management of Learner Pregnancy, Windhoek: Ministry of Education, 2013.

	<p>and inadequacies in, and unequal access to education and training is cited as a major area of concern. (UN, 1995).</p> <ol style="list-style-type: none"> <li>1. MDGS Goal 2, and 3 specifically – note cross cutting aspect of others</li> <li>2. Convention on the Rights of the Child. Office of the United Nations High Commissioner for Human Rights <sup>64</sup></li> <li>3. Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)(Namibia a signatory)</li> </ol> <p>The Committee which monitors the Convention on the Elimination of All Forms of Discrimination against Women recommended in 2015, in response to Namibia’s fourth and fifth periodic reports, that the Government should “adopt specific measures aimed at facilitating women’s empowerment.</p> <p>Women’s empowerment involves creating enabling circumstances for equal participation and equal outcomes. This does not mean simply increasing women’s numbers or integrating them into existing development models; rather; empowerment is seen as a process by which people become aware of their own interests and how these relate to those of others.</p>
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<sup>64</sup> Office of the United Nations High Commissioner for Human Rights.



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## Annex 17: Acronyms

AMTA	Agro-Marketing and Trade Agency
BPWRPE	Blueprint on Wealth Redistribution and Poverty Eradication
CCAP	Comprehensive Conservation Agriculture Programme
CLTS	Community Led Total Sanitation
CO	Country Office
COHA	Cost of Hunger in Africa
COMIS	Commodities Management Information System
CRO	Chief Regional Officer
CSP	Country Strategic Plan
DAC	Development Assistance Committee
DCPP	Dryland Crop Production Programme
DDRM	Directorate for Disaster Risk Management
DEQAS	Decentralised Evaluation Quality Assurance System
DOEAC	Directorate of Education, Arts and Culture
DRM	Disaster Risk Management
ECD	Early Childhood Development
EDI	Education for All Development Index
EM	Evaluation Manager
EMIS	Education Management Information System
ERT	Evaluation Reference Team
ET	Evaluation Team
FAO	Food and Agriculture Organisation of the United Nations
FENSI	Friends of Education in Namibia Special Initiative
FGD	Focus Group Discussion
GCNF	Global Child Nutrition Forum
GDI	Gender Development Index
GDP	Gross Domestic Product
GE	Gender Equality
GER	Gross Enrolment Rate
HACCIADep	Harambee Comprehensively Coordinated and Integrated Agricultural Development Project
HGSF	Home-Grown School Feeding

KII	Key Informant Interview
MAWF	Ministry of Agriculture, Water and Forestry
MoEAC	Ministry of Education, Arts and Culture
MOHSS	Ministry of Health and Social Services
MGECW	Ministry of Gender Equality and Child Welfare
MPESW	Ministry of Poverty Eradication and Social Welfare
MEP	Monitoring and Evaluation Plan
MOU	Memorandum of Understanding
MPAT	Management, Planning, Appraisal and Training
NAMSIP	Namibia Agricultural Mechanisation and Seeds Improvement Programme
NAD	Namibian Dollar
NASIS	Namibian School Feeding Information System
NCA	National Cost Assessment
NDP	National Development Plan
NEPAD	New Partnership for Africa's Development
NER	Net Enrolment Rate
NFI	Non-Food Items
NGO	Non-Governmental Organisation
NPC	National Planning Commission
NSA	National Statistics Agency
NSF	National School Feeding
NSFP	Namibia School Feeding Programme
NUST	Namibia University of Science and Technology
NVS	Nutritional Value Score
OPM	Office of the Prime Minister
OVC	Orphans and Vulnerable Children
PCD	Partnership for Child Development
PLWHA	People Living with HIV and AIDS
PPP	Public/Private Sector Partnership
PQA	Programmes and Quality Assurance
RA	Research Assistants

RBJ	Regional Bureau Johannesburg
RDC	Regional Development Committee
SACU	Southern African Customs Union
SADC	Southern African Development Community
SDG	Sustainable Development Goals
SFP	School Feeding Programme
SLTS	School Led Total Sanitation
SMEs	Small and Medium Business Enterprises
SOPs	Standard Operating Procedures
SP	Social Protection
TA	Technical Assistance
TORs	Terms of Reference
UN	United Nations
UNAM	University of Namibia
UNDP	United Nations Development Programme
UNEG	United Nations Evaluation Group
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Education Fund
UNPAF	United Nations Partnership Framework
UPEG	Universal Primary Education Grant
USD	United States Dollar
VAM	Vulnerability Assessment and Monitoring
WFP	World Food Programme

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