



Ministry of Education & Training



# Evaluation of linking Smallholder Farmers to the Home-grown School Feeding Market in Eswatini from 2019 to 2021

Jointly commissioned by Ministry of Education and  
Training & WFP Eswatini Country Office

Decentralized Evaluation Terms of Reference



World Food  
Programme

SAVING  
LIVES  
CHANGING  
LIVES

April 2022

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# 1. Background

1. These terms of reference (ToR) were prepared by the WFP Eswatini Office based upon an initial document review and consultation with stakeholders following a standard template. The purpose of these terms of reference is to provide key information to stakeholders about the evaluation of the HGSF pilot, to guide the evaluation team and to specify expectations during the various phases of the evaluation.

## 1.1. INTRODUCTION

2. These terms of reference are for the final evaluation of the Home-Grown School Feeding in Eswatini including the support to small holder farmers especially women farmers. This is a joint evaluation commissioned by the Government under the Ministry of Education and Training (MoET) and WFP Eswatini Country Office and will cover the period from September 2019 to December 2021.

3. The Government of the Kingdom of Eswatini provides at least one nutritious and safe meal to 460,000<sup>1</sup> students per day in early childhood care and development education (ECCDE) centres (Grade 0), primary schools and early childhood centres. The National Framework for Food Security in schools - Swaziland (2013) promotes a home-grown school feeding approach and advocates that nutritious and safe food for the school meals be procured locally. The pilot will be implemented in 50 schools (6 primary with Grade zero, 22 primary and 22 secondary/high schools) with a total enrolment of 24,900 students. The annual forecasted demand for food to be procured locally in the 50 pilot schools was 410 mt maize meal, rice 324 mt, pulses 87 mt, 37 mt oil, spinach/cabbage 586 mt, tomatoes 49 mt, onions 25 mt, and 996,000 eggs (see footnote for detailed plan)<sup>2</sup>.

4. The National School Feeding Programme is currently implemented in 590 primary and 270 secondary schools (Total 860 schools). The government has consistently allocated an average budget of SZL57 million through the Ministry of Education and Training (MoET) for the implementation of the school meals programme. The total food requirement for this programme is approximately; 965,923 mt maize, 515,159 mt pulses, 965,923 mt rice and 96,592 mt vegetable oil, 51,600 mt peanut butter. Additionally, schools purchase condiments, vegetables, salt and other requirements from the E150 per child/year provided by the government through the Free Primary Education (FPE) grant for primary schools while high schools supplement the programme through school fees paid by parents

5. Linking smallholder farmers to the School Feeding Programme provides a new livelihood opportunity for rural households which stimulate local food production on a commercially viable basis and increase rural households' food and income security through local food procurement. Additionally, it provides an opportunity of diversifying the diet and improving cost efficiency in the programme by reducing procurement costs.<sup>3</sup> A total of eighteen (18) groups were registered and linked to the school feeding market. The registered members were 663 in total with 62 percent women and 38 percent men.

6. The evaluation will also focus on the link between the smallholder farmers and the market. The evaluation should indicate if the linking was successful and did it benefit both the schools (meaning there was no shortage of food or a period where there was no food in the schools).

7. The HGSF programme also aimed at building the capacity of the farmers especially women smallholder farmers so that they could negotiate their own prices not just to WFP but to other stakeholders in the market they sell to. The quality of the maize that was sold to schools could also be assessed.

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<sup>1</sup> 2019 Enrolment figures from MoET

8. The HGSF programme is implemented by the Ministry of Education and Training nutrition unit together with WFP. This unit also chairs the HGSF steering committee. The Ministry of Agriculture was also part of the steering committee and were highly involved in the implementation of the programme.

## 1.2. CONTEXT

9. Eswatini is a land-locked lower-middle-income country with 1.1 million. It ranks 138th of 189 countries on the 2019 Human Development Index and 143rd of 162 countries on the Gender Inequality Index, with a rating of 0.567.<sup>4</sup> The dropout rate is much higher among boys than girls in the primary school phase (Grade 3, 4, 5 and 6). In secondary school, dropout is more common among girls than boys, pregnancy being the main reason. Despite Eswatini's considerable achievements in HIV treatment, such as antiretroviral therapy (ART) coverage of 82 percent and a significant reduction in mother-to-child transmission, the country still has the highest HIV prevalence in the world, with 27 percent of the adult population infected.<sup>5</sup> Women are disproportionately affected, with 35 percent of all women living with HIV compared to 19 percent of men. About 59 percent of orphans in the country have lost parents to HIV/AIDS-related deaths.

10. Pervasive structural disparities have led to gender inequalities that disadvantage women, and the country's dual legal system, which is based on a constitutional legal framework, traditional and customary laws, provides women and girls with limited protection. This is evident in the limited access of women to economic opportunities, productive assets, agricultural value chains and education and health care. 14 Over 25 percent of women 25 years and older and 50 percent of women 15–24 are unemployed. Households headed by women, children, and the elderly are disproportionately affected by poverty, food insecurity and disease.

11. Eswatini is a food-deficit country. Only half the national grain requirements are met with local supplies owing to productivity of only 1.5 tons per hectare, which is low compared to the ideal of 4–6 tons per hectare. Production is constrained by frequent droughts, inadequate farming technologies, low investment in inputs and equipment, and structural barriers preventing access to formal markets. Food losses are high, at an average of 30 percent, because of material and financial waste throughout the value chains, and climate change projections suggest that erratic rainfall patterns during the cropping season will worsen.

12. Smallholder agriculture remains the backbone of rural livelihoods in Eswatini. Over 70 percent of the country's people relying on subsistence farming, 60 percent of these are women. Despite having a prominent role in the food system, women enjoy limited access to – and control over – the benefits accruing from production. Customary practices restrict their access to the land, agricultural extension services, credit, infrastructure, technology and markets that are crucial to enhancing their productivity and livelihoods. Most smallholder farmers engage in labour-intensive farming practices, which results in high opportunity cost that further disadvantage women in the agricultural sector.

13. Despite its lower-middle-income country status, Eswatini has approximately 59 percent of the population classified as poor and living below the national poverty line with 20.1 per cent living in extreme poverty.<sup>6</sup> The prevalence of food insecurity is a result of the high poverty levels in the country and leaves the poorest people chronically vulnerable. Low household incomes coupled with high food prices make access to food a challenge for those people. An estimated 14 percent of the population was food-insecure in 2018, which represents a 23 percent decline compared to 2017. Poverty and food insecurity have been linked to an increased risk of HIV infection, decreased adherence to ART and high rates of malnutrition. Food-insecure women and adolescent girls are more likely to engage in negative coping mechanisms, such as high-risk sexual practices, than food-secure women.

14. HIV and AIDS have destabilized families and communal support systems, as evidenced by a dramatic increase in the number of vulnerable children and households headed by children and elderly people.

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<sup>4</sup> United Nations Development Programme. 2020. Human Development Report 2020. Briefing note for countries on the 2020 Human Development Report. Eswatini (Kingdom of). <https://hdr.undp.org/sites/default/files/Country-Profiles/SWZ.pdf>

<sup>5</sup> Government of the Kingdom of Eswatini. Swaziland HIV Incidence Measurement Survey 2 (SHIMS2) 2016-2017. Final Report. Mbabane: Government of the Kingdom of Eswatini; April 2019. <https://www.gov.sz/index.php/ministries-departments/ministry-of-health>

<sup>6</sup> UNICEF Country Office Annual Report 2021, <https://www.unicef.org/media/116991/file/Eswatini-2021-COAR.pdf>

National estimates indicate that there are presently 90,127 orphans and vulnerable children (OVC) in Eswatini. OVC either have HIV or are negatively affected by the epidemic, and their caregivers often suffer from ill health and economic challenges that result in reliance on elderly family members, the community or the Government to provide the support and protection that they need. Traditional gender roles impose on women and girls a double burden of domestic work, including caring for sick family members and maintaining agricultural productivity, often at the expense of their education.

15. Women are underrepresented in leadership and decision-making positions in the public and private sectors. Only 6 percent of parliamentarians are women, who may help to explain why the Eswatini legislative framework is deficient in terms of inclusion, service delivery, resources, commitment and accountability. Gender-based violence (GBV), sexual abuse and discriminatory sexual behaviour and practices affect one in three women and girls, with almost half of all women and girls reporting having been abused by the age of 18 and almost half of all women experiencing some form of sexual violence in their lifetimes. A sexual offences and domestic violence law was enacted in July 2018 to provide legal protection for women and girls against domestic or sexual violence; however, it coexists with traditional and customary laws that hinder the realization of gender equality.

16. The Eswatini constitution provides a firm foundation for enhancing the welfare of the poor and vulnerable. The ratification of several international instruments pertaining to social protection demonstrates the Government's political will. The Government spends the equivalent of 2.2 percent of gross domestic product (GDP) on social protection, including cash grants for vulnerable groups, school meals, free primary education, and free basic health services. A 2021 World Bank study found the welfare schemes in Eswatini to be underdeveloped and wanting in terms of harmonization between programmes and administrative systems.<sup>7</sup> Institutionalized accountability arrangements and programme integration, together with a transition from manual to electronic administration processes, could collectively contribute to efficient and effective social safety nets.

17. Over 57 percent of children are poor when measured against several dimensions of well-being. According to the 2017 Eswatini household income and expenditure survey of 2017, chronic malnutrition prevalence among children under the age of two years remains high at about 20 percent.<sup>8</sup> Stunting among children under 5 years old is about 25 percent. The high rates of stunting can be attributed to poor infant and young child feeding practices as well as poor household food security.

18. During the Evaluation of the national school feeding programme data from the Education Management Information System (EMIS) showed a relatively stable primary enrolment and upward trend in secondary school enrolment over the evaluation period for both boys and girls. School committee members and stakeholders consulted affirm the role of school meals in increasing enrolment and attendance at school. The national school feeding programme which covers all public schools is considered to be an important investment in human capital and the local economy<sup>9</sup> as smallholder farmers in Eswatini face numerous challenges that include low production volumes, poor quality, low/poor on-farm storage capacity, inadequate marketing capacity, lack of financial resources and physical distance from profitable markets, which impede their potential to become established market actors. These have been the major challenges faced by small and medium scale farmers in their quest to participate in the Home-Grown School Feeding (HGSF) market and can be addressed by boosting collective action through aggregation systems such as farmers' organizations that enable smallholder farmers to overcome market access challenges and transform rural agriculture. The Government of the Kingdom of Eswatini is keen to implement local procurement of food for the School Feeding Programme as well as for other government institutions, to provide a market outlet for smallholder farmers and catalyse value chain development.

19. In 2017, the Government of Eswatini undertook a learning visit to the WFP Centre of Excellence against Hunger in Brasilia, Brazil. This visit presented an opportunity for Government to learn how to develop a multi-sector and sustainable school feeding model that not only provides meals for children but also

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<sup>7</sup> World Bank. 2021. Social Assistance Programs and Household Welfare in Eswatini: Study Brief. World Bank, Washington, DC. © World Bank. <https://openknowledge.worldbank.org/handle/10986/36769> License: CC BY 3.0 IGO.

<sup>8</sup> Kingdom of Eswatini July 2019 Annual Vulnerability Assessment & Analysis Report 2019; <https://reliefweb.int/sites/reliefweb.int/files/resources/2019%20ESWATINI%20VAC%20REPORT.pdf>

<sup>9</sup> ibid

promotes the local economy and supports economic resilience of smallholder farmers who would be supplying commodities for the School Feeding Programme. Based on this experience, the Government seeks to explore the concept of home-grown school feeding as part of making the school feeding more sustainable and contribute to economic resilience of small holder farmers. In this model, the local farmers are to supply their produce to the nearby schools thereby reducing cost build-up in current prices obtained through central procurement while offering a fair price to farmers. This will directly address some of the challenges of costly suppliers and cumbersome transport and other logistics.

20. The National Framework for Food Security in Schools (NFSS) highlights options that the Government can explore to implement a contextualised option to school feeding, which includes components of HGSF and central procurement. The distinctive and innovative element of the HGSF programme compared to the current centralised school feeding programmes, is the prioritization of procurement from smallholder farmers in a way that maximizes sustainable benefits on prices, opportunities for commercialization, market linkages and access to productive assets for smallholders and other stakeholders along the value chain.

21. According to the UNICEF Country Office Annual Report 2021, since the first COVID-19 case was identified in March 2020, Eswatini has seen four waves of the illness outbreak, each with rising infection levels. The UNICEF report further states that as of December 31, 2021, 66,109 persons had tested positive for COVID-19, with a 2 percent average death rate, 1 percent of confirmed cases among children under 5 years old, and 15 percent among children 5–19 years old. Eswatini received 461,420 vaccine doses and fully vaccinated 301,243 people between the arrival of the first batch of COVAX Facility<sup>10</sup> COVID-19 vaccines in March 2021 and the end of 2021. Vaccination interruptions were driven by numerous reasons, including global vaccine supply constraints, human resource gaps for vaccination campaigns, coordination challenges, and stock-out of essential medical commodities.<sup>11</sup> The implications of COVID-19 were experienced in the schools as schools were closed for almost 7 months. This halted procurement processes from the small holder farmers as well as the food being consumed at a certain period. Besides COVID-19 the country also experienced political unrest since mid-2021, the was limited movement in the country by trucks/vehicles as well as pupils as schools would open and close abruptly

22. The school feeding programme sits in the National food security policies and programmes (Ministry of Agriculture, MoET, WFP, FAO, NGO, and donors) and education and training sector policy.

23. UN actors: UN agencies that were part of the pilot include FAO who were co -funders of the programme. Their role is to provide extension support on SHF on production together with the Ministry of Agriculture (egg producers, vegetables, and grain farmers).

24. Other WFP work in the area includes food production in the Neighbourhood Care Point (NCP)<sup>12</sup> that are in the areas. The food production component is mainly targeted towards the caregivers of the NCP to diversify the meals in the NCPs.

## 2. Reasons for the evaluation

### 2.1. RATIONALE

25. The evaluation is commissioned to assess the performance of the pilot program, which concluded at the end of 2021. The evaluation will analyse the amount and quality of locally procured nutritious food

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<sup>10</sup> COVAX is a global facility working on the equitable distribution of COVID-19 vaccines around the world. The initiative came to life through a partnership between the World Health Organization (WHO), Global Alliance for Vaccines and Immunisation (GAVI) and the Coalition for Epidemic Preparedness Innovations (CEPI); <https://www.euneighbours.eu/en/south/stay-informed/news/what-covax-facility>

<sup>11</sup> UNICEF Country Office Annual Report 2021, <https://www.unicef.org/media/116991/file/Eswatini-2021-COAR.pdf>

<sup>12</sup> Neighbourhood Care Points (NCPs) are community-run facilities that offer young, orphaned, and vulnerable children (OVC) free cooked meals as well as essential early childhood care and development services (OVC). <https://openknowledge.worldbank.org/handle/10986/36769>

items for the HGSP program, as well as their contribution to the overall goal of improving educational results, access to markets especially for women smallholder farmers. The review will also focus on the pilot's general lessons learned, best practices, and challenges. The evaluation will assess the quantity and quality of locally procured nutritious food commodities for the HGSP programme, overall lessons learnt, best practices and challenges of the pilot. Users of the evaluation will include the users: Ministry of Education & Training (MoET), Deputy Prime Minister Office (DPMO), Ministry of Agriculture (MoA), MoCIT, Ministry of Finance, Food and Agricultural Organization (FAO), Eswatini Water and Agricultural Development Enterprise (ESWADE), Farmers Apex Organization (ESNAU & ESWAFUCU). Additionally other relevant ministries, parastatals, and technical agencies such as the Eswatini Public Procurement Regulatory Agency and Eswatini Standards Authority (SWASA).

26. The evaluation will have the following uses for the WFP Eswatini Country Office:

27. Provide lessons on the implementation and impact of WFP supported interventions in reaching its strategic outcomes under the Country Strategic Plan (CSP), namely; Strategic outcome 2: Smallholder farmers, particularly women, have enhanced capacities to supply structured markets with nutritious foods by 2024; Strategic outcome 3: Vulnerable populations, particularly women, children, adolescent girls and people living with HIV, have access to integrated and shock-responsive social protection systems by 2030. Through providing lessons learned and the best practices on the implementation of the integrated risk management initiative and as well providing recommendations at both programmatic and policy level on effective implementation as well as to inform the potential scale up of the programme

## 2.2. OBJECTIVES

28. The endline evaluation will provide the Government evidence for decision making on potential future investments and expansion of the HGSP model across the country. The project also aims to Improve attendance /retention rates of learners; improve dietary diversity; strengthen links with agricultural partners and increase the volume of food produced by participating smallholder farmers, particularly women and young people. The evaluation will also serve the dual and mutually reinforcing objectives of accountability and learning.

- **Accountability** – The evaluation will assess and report on the performance and results of the *Linking Eswatini Smallholder Farmers to the Homegrown School Feeding Market* thus meeting internal and external accountability requirements
- **Learning** – To promote learning, feedback, and knowledge sharing through results and lessons, the evaluation will determine the reasons why certain results occurred or did not occur to draw lessons, derive good practices, and provide pointers for learning. It will also provide evidence-based findings to inform operational and strategic decision-making. The evaluation will also use the findings of the evaluation for lessons learnt, best practices and challenges that were experienced. The findings will be widely disseminated, and the lessons will be integrated into applicable lesson-sharing platforms. Furthermore, all evaluation findings related to gender, women's empowerment, and gender equality will be addressed in the current programmatic design in collaboration with the relevant programme colleagues, government, and cooperating partners to ensure their incorporation in ongoing and future HGSP activities. Specific gender and women's empowerment expertise will be brought in to provide any technical guidance to improve the project's gender equality and women's empowerment concerns.

29. This evaluation will place a greater emphasis on learning by consolidating lessons in ways that will inform the scaling up of the program and coordination mechanisms, as well as the design of the new WFP country strategic plan. The aim is ultimately to better serve the targeted smallholder farmers and schoolchildren in assisted schools, as well as their households and communities.

30. The specific objectives of this decentralized evaluation are as follows:

- To assess the progress made towards the achieving the HGSP objectives.
- To assess the cost effectiveness of the project
- To determine the attendance/ retention rates of children in school.
- To determine the quality of the food commodities received by schools.
- To determine the dietary diversity of children in the participating schools.



- To determine the volume of food produced by participating smallholder particularly women farmers in the HGSF.
- To determine the cost-components and the cost-effectiveness of the HGSF model
- To determine the capacity of the targeted smallholder farmers to produce high quality food commodities in the volumes required especially women smallholder farmers.
- How the access to market improved smallholder holder farmer investment and planning
- To determine the collaboration efforts with the Ministry of Agriculture and other stakeholders to support the participation of smallholder farmers in the HGSF programme.
- To determine the impact of formal links with agricultural partners to move from a local procurement programme to a local production programme.
- To review the lessons learned, and best practices identified during the first phase of implementation and as well the outcome monitoring reports produced through identifying gaps and drawing out key areas to adopt and to improve in the next phase of implementation.
- To provide actionable recommendations and suggestions for the linking and implementation approach which WFP and partners can adopt and to improve for future pilot programmes and sustainability of the current programme. These recommendations should culminate into the review of the ToC for HGSF and Johannesburg CO sustainable programming in general.
- To consider the extent to which the design and implementation of the intervention was Gender Equality and Women's Empowerment (GEWE) sensitive.
- To determine if the fundamental human rights and gender equality were promoted and protected during programme implementation.

### 2.3. STAKEHOLDER ANALYSIS

31. The evaluation will seek the views of, and be useful to, a broad range of WFP internal and external stakeholders. Several stakeholders will be asked to play a role in the evaluation process considering their expected interest and relative power to influence the results of the programme being evaluated. Table 1 provides a preliminary stakeholder analysis, which should be deepened by the evaluation team as part of the inception phase.

32. Accountability to affected populations, is tied to WFP commitments to include beneficiaries as key stakeholders in WFP work. WFP is committed to ensuring gender equality and inclusion in the evaluation process, with participation and consultation in the evaluation of women, men, boys and girls from different groups (including persons with disabilities, the elderly and persons with other diversities such as ethnic and linguistic).

**Table 1: Preliminary stakeholder analysis**

Stakeholders	Interest and involvement in the evaluation
<b>Internal (WFP) stakeholders</b>	
<b>WFP country office (CO) in Eswatini</b>	Responsible for the planning and implementation of WFP interventions at country level. The country office has an interest in learning from experience to inform decision-making. It is also called upon to account internally as well as to its beneficiaries and partners for the performance and results of its programmes. The country office will be involved in using evaluation findings for programme implementation and/or in deciding on the next programme and partnerships.
<b>Regional bureau (RB) for Johannesburg</b>	Responsible for both oversight of country offices and technical guidance and support, the regional bureau management has an interest in an independent/impartial account of operational performance as well as in learning from the evaluation findings to apply this learning to other country offices. The

Stakeholders	Interest and involvement in the evaluation
	regional bureau will be involved in the planning of the next programme; thus, it is expected to use the evaluation findings to provide strategic guidance, programme support, and oversight. Furthermore, the evaluation will also be used to contribute to evidence generation on the scale-up of HGSF in the region which is a key priority of the School Feeding Regional Implementation Plan. The regional evaluation officers support country office/regional bureau management to ensure quality, credible and useful decentralized evaluations.
<b>WFP HQ divisions</b>	WFP headquarters divisions are responsible for issuing and overseeing the rollout of normative guidance on corporate programme themes, activities and modalities, as well as of overarching corporate policies and strategies. They also have an interest in the lessons that emerge from evaluations, as many may have relevance beyond the geographical area of focus. Relevant headquarters units should be consulted from the planning phase to ensure that key policy, strategic and programmatic considerations are understood from the onset of the evaluation. They may use the evaluation for wider organizational learning and accountability.
<b>WFP Office of Evaluation (OEV)</b>	The Office of Evaluation 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 decentralized evaluation stakeholders as identified in the evaluation policy. It may use the evaluation findings, as appropriate, to feed into centralized evaluations, evaluation syntheses or other learning products.
<b>WFP Executive Board (EB)</b>	The Executive Board provides final oversight of WFP programmes and guidance to programmes. The WFP governing body has an interest in being informed about the effectiveness of WFP programmes. This evaluation will not be presented to the Executive Board, but its findings may feed into thematic and/or regional syntheses and corporate learning processes.
<b>External stakeholders</b>	
<b>HGSF Beneficiaries</b>	As the ultimate recipients of food assistance, HGSF beneficiaries have a stake in WFP determining whether its assistance is appropriate and effective. As such, the level of participation in the evaluation of women, men, boys, and girls from different groups will be determined and their respective perspectives will be sought.
<b>Eswatini Government Ministries involved in the implementation of the HGSF programme.</b>	<p>The Eswatini Government has a direct interest in knowing whether WFP activities in the country are aligned with its priorities, harmonized with the action of other partners, and meet the expected results. Issues related to capacity development, handover and sustainability will be of particular interest to government ministries. The key Government Ministries with interest in this evaluation are the Ministry of Education and Training (MoET), Finance, Ministry of Agriculture, Health, Ministry of Communication, and Information Technology (MoCIT) and the Deputy Prime Ministers Office (DPMO). Other interested stakeholders will be Eswatini Public Procurement Regulatory Agency, Eswatini National Agricultural Union, Eswatini Farmers' Co-operative Union, Eswatini Water and Agricultural Development Enterprise. National Maize Corporation, National Agricultural Marketing Board, Eswatini Dairy Board and Adventist Development and Relief Agency.</p> <p>The local food purchase will be implemented by the MoET as the coordinator supported by the DPMO, MoA, MoCIT, FAO, WFP, ESWADE, Farmers Apex Organization (ESNAU &amp; ESWAFUCU). This will be complimented by other relevant</p>

Stakeholders	Interest and involvement in the evaluation
	ministries, parastatals, and technical agencies such as the Eswatini Public Procurement Regulatory Agency, Eswatini Standards Authority (SWASA).
<b>United Nations country team (UNCT) FAO, UNICEF, UNDP, UNFPA, WHO, UNAIDS</b>	The Eswatini harmonized action of the UNCT should contribute to the realization of the government developmental objectives. It has therefore an interest in ensuring that WFP programmes are effective in contributing to the United Nations concerted efforts. Various agencies are also direct partners of WFP at policy and activity level.
<b>Non-governmental organizations (NGOs)</b>	<b>Key informants and primary stakeholder</b> - NGOs are WFP partners for the implementation of some activities while at the same time having their own interventions. The results of the evaluation might affect future implementation modalities, strategic orientations, and partnerships. They will be involved in using evaluation findings for programme implementation.
<b>Donors (The government of Japan and UNDP).</b>	<p>WFP interventions are voluntarily funded by several donors. They have an interest in knowing whether their funds have been spent efficiently and if WFP work has been effective and contributed to their own strategies and programmes.</p> <p>The net official development assistance received in 2016 amounted to USD 152 million, of which 82 percent was allocated to the health and populations sectors. The largest programmes are funded by the Government of the United States of America, through the United States Agency for International Development (USAID) and the United States President's Emergency Plan for AIDS Relief, which focuses on the prevention and treatment of HIV/AIDS, including care for people living with HIV, and the European Union, through the European Development fund (EDF) National Indicative Programme (2014 – 2020), which prioritizes the agriculture sector, with a focus on food security and social protection. The Global Fund to Fight AIDS, Tuberculosis and Malaria is another major player in the response to HIV/AIDS and tuberculosis.</p>

33. The Primary users of this evaluation will be:

- The Ministry of Education and Training (MoET), Ministry of Agriculture (MoA), WFP Eswatini Country office, the cabinet of Eswatini related to the potential scale-up of the HGSP pilot, and in relation to programmatic and policy decision making related to integrated risk management approaches, its design relevancy, effectiveness, and sustainability, and as well Country Strategy and partnerships. The MoET and MoA will share it with other decision makers at National level such as Ministry of Finance and the Deputy Prime Minister's office.
- The beneficiaries including women, men, boys and girls will use the evaluation process as an opportunity to provide their views on the design and implementation of the HGSP programme.
- Given the core functions of the Regional Bureau (RB), the RB is expected to use the evaluation findings to provide strategic guidance, programme support, and oversight. The evaluation will also be used to contribute to evidence generation on the scale-up of HGSP in the region which is a key priority of the School Feeding Regional Implementation Plan.
- WFP HQ may use evaluations for wider organizational learning and accountability. They may use the results of the evaluation to revise guidelines in future and/or to enhance organizational learning in general.
- OEV may use the evaluation findings, as appropriate, to feed into the evaluation synthesis as well as for annual reporting to the Executive Board. OEV may use the lessons from this evaluation process to revise/enhance the normative guidelines (DEQAS). While this evaluation will not be presented to the Evaluation Board (EB) it will contribute to evaluation coverage reported in 2021 annual

evaluation report that will be presented to the EB. Its findings may feed into annual synthesis and into corporate learning processes.

34. The evaluation team led by the team leader is expected to share preliminary findings to WFP, the Ministry of Education and Training and the Ministry of Agriculture immediately after the end of the field work. This debrief can also explore potential recommendations based on the preliminary findings.

35. WFP will organize a half-day learning session for all key stakeholders on the key findings from the report to share key learnings and open a dialogue vis-à-vis how the HGSF programme can effectively be implemented within the Eswatini context. Participants of the learning session will also involve representatives of the beneficiaries of the HGSF pilot to provide them an opportunity to give inputs into the design and implementation of the pilot. General principles for accountability to affected populations will be adhered to during the engagement with beneficiaries. The evaluation team will be expected to provide presentation materials (PowerPoint, handouts, etc.) for the learning event as well as, potentially, participate either remotely or in-person in the discussion.

## 3. Subject of the evaluation

### 3.1. SUBJECT OF THE EVALUATION

36. The Home-Grown School Feeding pilot project was implemented by the Ministry of Education and WFP in collaboration with the Ministry of Agriculture and Food and Agriculture Organization (FAO). The MoET chairs the technical steering committee, (comprising of Deputy Prime Minister's office, MoET, Ministry of Agriculture, Ministry of Health, Ministry of Commerce Trade and Industry, WFP, FAO, Eswatini National Agricultural Union, Eswatini Farmers' Co-operative Union, Eswatini Water and Agricultural Development Enterprise, National Maize Corporation, National Agricultural Marketing Board, Eswatini Dairy Board, Adventist Development and Relief Agency and World Vision) mandated to coordinate the planning and implementation of the pilot.

37. The HGSF was piloted in all four regions of the country in fifty (50) schools listed in the table below (see [Annex 1](#) showing the farmer organizations and the HGSF schools). The schools supplied one meal a day during the school terms and reached 24,900 boys and girls across the 50 schools. The programme conducted a baseline assessment of the school seeding programme in November 2019, and it also conducted a mid-term assessment in December 2022 but had major shortfalls because of the political unrest that was experienced in the country.

**Table 2: Schools by type by region**

Region	Type	Schools
Hhohho	Primary schools	Kuhlahla, Mabhibha, Mbuluzi SAGM, Nhlanguyavuka, Nyonyane, Peak Central, Phophonyane
	High Schools	Herefords, Madzanga, Mbabane Central, Siphocosini, Timphisini
Manzini	Primary schools	Dingizwe, Ekukhanyeni, Ekuphakameni, Ekuphileni, Eqnisweni, Kholwane, Vusewni
	High Schools	Gundwini, Lozitha, Mandvulo, Moyeni, Ngcoseni Central
Lubombo	Primary schools	Bekezela, Dvumane, Gilgal, Letindze, Lubombo Central, Njonjane, Siphoso
	High Schools	Dvokodweni, Lubuli, Mphundle, Mpompotha, Shewula, Sigcaweni

Shiselweni	Primary schools	Ekuphakameni, Elulakeni, Magubheleni, Ngwane Practising, Nkwene, OSLO, Velebantfu
	High Schools	Masiphula, Mahamba, Mpakeni, Ngololweni, Ntjanini, Siyendle

38. Below are stakeholders involved in the implementation of the pilot and their roles

**Table 3: Stakeholder and their roles in the HGSF Pilot**

Stakeholder	Roles
Ministry of Education & Training	<ul style="list-style-type: none"> <li>Overall implementation of the HGSF pilot</li> <li>Sensitize communities and school committees</li> <li>Monitoring, supervision, and support of schools</li> <li>Train and ensure proper preparation and serving of balanced meals</li> </ul>
Ministry of Agriculture	<ul style="list-style-type: none"> <li>Overall coordination, oversight and support on production, pricing, and market linkage activities</li> <li>Sensitization communities and farmers</li> <li>Identification, training and mentoring of smallholder farmers</li> <li>Training on quality standards and food safety, food preparation</li> </ul>
Partners (WFP and FAO)	<ul style="list-style-type: none"> <li>Funding support</li> <li>Technical support including capacity strengthening</li> </ul>

39. It is worth noting that the HGSF programme is aligned to two Sustainable Development Goals (SDG):

- **Sustainable development goal 4:** “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” and relating closely with target 4.1.
- Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.
- **Sustainable development goal 2:** “End hunger, achieve food security and improved nutrition and promote sustainable agriculture”, and relates closely with targets 2.3 and 2.4. Producers, women, indigenous peoples, family farmers, pastoralists, and fishers, including through secure and equal access to land, other productive resources and inputs, knowledge, financial services, markets and opportunities for value addition and non-farm employment.
- Target 2.4: By 2030 ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaption to climate change, extreme weather, drought flooding and other disasters and that progressively improve land and soil quality.

40. Additionally, the linkage between HGSF and SDGs 1 (No poverty), 3 (Good health and wellbeing), 5 (Gender equality) and 17 (Partnerships) cannot be ignored. The WFP country strategic plan is aligned with the Government’s priorities regarding achieving food and nutrition security, with a focus on gender-transformative and HIV-sensitive actions. It is based on three pillars with the following outcomes:

- **Strategic outcome 1:** Vulnerable people in shock-affected areas can meet their basic food and nutrition need during times of crisis.
- **Strategic outcome 2:** Smallholder farmers, particularly women, have enhanced capacities to supply structured markets with nutritious foods by 2024.
- **Strategic outcome 3:** By 2030 equitable, integrated and shock-responsive social protection systems are accessible to vulnerable populations, particularly women, children, adolescent girls and people living with HIV.

41. The table below provides a chain of broad activities and relevant stakeholders:

**Table 4: Activities and relevant stakeholders**

Food producers	Food Suppliers/Aggregation	Procurement and supply chain	Storage and food preparation
Small holder farmers <b>Facilitation by Ministry of Agriculture and FAO</b>	Farmers Associations/ Cooperatives/Schemes or Farmer groups Possible structures: ESNAU, ESWAFUCU, ESWADE and traders' <b>Facilitation by MoA, WFP, and FAO</b>	WFP: beans, maize, rice, and vegetable oil MoET/Procurement Agency: vegetables, eggs, and peanut butter. Smallholder farmers: Maize, beans, vegetables, and eggs NAMBoard: vegetables (as a stop gap) NMC: maize grain and beans (as a stop gap) Local Traders: Eggs (as a stop gap) Quality assurance: ESWASA, Malkerns Research Centre	Schools

42. One of the key deliverables of the programme was to link small holder farmers to markets and the pilot has increased the members of the smallholder farmers. The programme was focused more on women smallholder farmers. The table 5 shows the membership of farmers by year by gender. No additional groups were added in 2021, the programme worked with the groups from the previous years. COVID -19 and the political unrest influenced the results as farmers could not access markets and the produce could not be sold as quickly as possible.

**Table 5: Numbers of farmers reached by year**

	Current Farmer Organization membership by gender				
	TOTAL	Female	Male	% Female	% Male
<b>Old FOs 2019</b>	438	251	187	57.3	42.7
<b>New FOs 2020</b>	225	159	66	70.7	29.3
<b>TOTAL</b>	<b>663</b>	<b>410</b>	<b>253</b>	<b>61.8</b>	<b>38.2</b>

43. **Distribution modalities:** In this pilot, there are three different modalities depending on commodities as shown in figure 1 below:

**Figure 1: Distribution modalities**

WFP was responsible for the procurement of maize and beans directly from smallholder farmers or from traders to be delivered to schools. Over time, farmer's groups may develop milling capacity to add value to their product which will be procured by the HGSF.

MoET/ Procurement Agency were responsible for the procurement of fresh vegetables and eggs directly from smallholder farmers delivered on agreed upon days during the school calendar.

The pilot schools will be responsible for milling the maize into the preferred final product (maize meal, samp, or mealie rice).

Where local production is deemed inadequate, National Maize Corporation (NMC), NAMboard and Local Traders will compliment by delivering vegetables and eggs to schools both at agreed prices respectively. NMC will provide additional beans and maize meal to complement quantities provided by local smallholder farmers for consistent supply of these two commodities and deliver to schools. Overtime, after farmers reach optimal production levels, the initial quantities through NMC will decline.

### **Programme Theory**

44. **Rationale:** An inclusive, participatory approach, has proven to be more effective in communities when addressing social issues. A Home-Grown School Feeding programme that is focused on including local communities and schools in determining school feeding meals, production and supply of food including food preparation will build ownership and empower families. Using the traditional School Feeding Programme as a platform for collaboration and complementary activities in health and nutrition, will enhance programme effectiveness and efficiency for the benefit of children in schools. Refer to [Annex 8](#) for the Logical Framework of the HGSF programme.

45. **Theory of Change:** If smallholder farmers/families are provided with access to market information on food requirements, quality and purchasing modalities for schools in their locality they will be motivated to produce and supply nutritious and safe food commodities to the HGSF market which will in turn result increased household food security and incomes. If smallholder farmers their associations and cooperatives as well as traders are provided with information on HGSP market requirements and standards with training on marketing skills and information as well as safe post-harvest food handling and storage their capacity to produce, store and market food commodities will improve and thereby increase availability of quality local food commodities procured for the HGSP. In-turn the reduction in the value chain length will increase cost efficiency of the government's school feeding programme. Enabling government to do more with available resources. The economic benefits accrued from supplying food to the programme will provide an incentive for parents to enrol and ensure attendance of children in school as wells as maintain supply of commodities. If children receive nutritionally adequate meals, they will be motivated to attend school and improve nutritional status/outcomes that will improve their learning and performance in school which will in turn improve educational outcomes. The improved nutrition and completion of basic education will in the long-term contribute to healthy and well-developed human capital an asset to national development and children who will be a national human resource. Refer to [Annex 7](#) for the Theory of Change.

46. The evaluation will investigate the extent to which the HGSF related evaluation recommendations from the 2019 National School Feeding Programme (NSFP) evaluation,<sup>13</sup> which was commissioned jointly by the Ministry of Education and Training and WFP, were implemented during the HGSF pilot implementation period. The key recommendations were based on the need to strengthen the NSFP's efficiency by introducing measures to reduce costs while maximizing potential benefits by investigating the potential of the Home-Grown School Feeding Model in improving procurement efficiencies through possible commodity and logistics cost savings.

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<sup>13</sup> [Eswatini, Evaluation of the National School Feeding Programme \(2010-2018\)](#)



## 3.2. SCOPE OF THE EVALUATION

47. The scope of the evaluation will cover all activities of the HGSF programme WFP and FAO committed to provide funding for the pilot programme. This is complemented by MoET funding for further diversification of the meals, these include vegetables which were procured from the 1<sup>st</sup> term of 2020 and eggs in 2022.

48. Limitations could be the civil unrest that has been experienced by the country in the past year or another wave of COVID-19. This evaluation will cover the entire implementation period from 2019 to 2021, in the fifty (50) schools which are in all four regions of the country.

### Main activities

#### Assessment and registration of smallholder farmers

49. An assessment using an inclusion criterion was conducted to identify smallholder farmers. The criteria included:

- Farmer's groups registered with a relevant government ministry/agency
- On average, a minimum of 2 - 10ha for field crops and > 0.5ha for vegetables
- Having a storage (owned or rented) for aggregation of maize and beans
- Evidence of proper record keeping
- Having a bank account under the farmers' group name.

50. The selected smallholder farmers were registered as vendors under the HGSF.

#### Procurement of food commodities

The food commodities are procured directly from the smallholder farmers. With the support and capacity strengthening, the smallholder farmers are anticipated to be equipped to provide all the required food quantities for piloted sites. The project was also aimed to ensure viability for production. However, in cases of a shortfall, parastatals and formal traders were approached to fill the gap. **Support for agricultural trade equipment**

51. The smallholder farmers were supported through the provision of agricultural equipment which may include seeds, fertilizer, irrigation equipment, tools, pallets, weighing scales, moisture metres, PVC tarpaulins and Blue Box among others.

#### Support refurbishment of storage facilities

52. Trainings were provided to farmers on building storage facilities for their produce which include maize cribs

#### Capacity development and strengthening

53. Smallholder farmers were trained by the MOA on aspects of good agricultural practices to strengthen their production capacity to meet market demand. Additional trainings on climate smart agriculture, quality, pricing, contracting, procurement processes and post-harvest handling, quality specification, market access market-oriented production among others were conducted.

54. Capacity building was provided by the Ministry of Agriculture through trainings by extension farmers who assisted the farmers by providing trainings. Financial literacy, managing finances and loans trainings were also provided to the farmers through FINCLUDE.

55. The capacity building of MoET, including headteachers, HGSF focal teachers and cooks aimed to equip them with knowledge on the overall programme management aspects, food procurement process and food management practices including storage and safety to ensure provision of quality food to the learners.

#### Gender

56. The mission of fighting global hunger worldwide can only be achieved if women, men, girls, and boys are equal in terms of opportunities, access to resources and services, and participation in decision making. WFP works with Ministry of Agriculture, and the Ministry of Commerce Industry and Trade, to promote



gender equality and the empowerment of women for sustainable development. Some specific measures which were taken in this project to address gender equality imbalances include:

- Promote market access by women through recruitment of women farmers' associations, and link them to the HGSF market
- Gender sensitization to increase participation of women in farmers' associations meetings, leadership positions and in contract negotiations.
- Targeted recruitment to ensure at least 30 percent of the farmers selling food commodities through the school feeding programme are women.
- Training of women farmers' groups to ensure more equitable access of inputs and services.

### Sustainability

57. The farmer organizations are directly linked to schools and other structured markets such as the National Maize Cooperation once their marketing capacity is adequate to ensure sustainability of this initiative. This will also enable the farmers' organizations to supply a variety of foods including vegetables that are promoted under the smallholder Agriculture Development Project. The Ministry of Agriculture trains farmers to practice climate smart agriculture to preserve and improve soil fertility for sustained productivity over the years.

### Budget details

58. The overall pilot project cost for the food commodities, capacity strengthening, and M&E was US\$1,448,785.34. The indicative budget for the pilot was as indicated in table 6 below:

**Table 6: HGSF Budget**

Responsible Institution	Areas of Intervention	Activities to be Implemented	Total Cost (Szl)	Total Cost (US\$)
WFP	Market access	Procurement of maize, beans, vegetable oil and rice.	17 068 721.71	1 015 995.34
WFP	Food storage	Storage facility management skills training /equipment at schools	504 000	30 000
WFP	Capacity strengthening	Training of school inspectors and school feeding focal points Technical support – training, equipment and electronic management information system	336 000	20 000
WFP	Monitoring & evaluation	Baseline and end-line surveys as well as continuous monitoring and final evaluation and complains mechanism	840 000	50 000
<b>Sub-total</b>			<b>18 748 721.71</b>	<b>1 115 995.34</b>
FAO	Agricultural Production	Training on Climate smart agriculture; GAPs training and garden management for smallholder farmers; Agribusiness, Contracts for head teachers and farmer representatives	285 600	17 000
FAO	Market access	Training on quality, pricing, procurement processes and post-harvest handling,	277 200	16 500

Responsible Institution	Areas of Intervention	Activities to be Implemented	Total Cost (Sz)	Total Cost (US\$)
		quality specification and market information systems. Training on Market oriented production; Crop /produce storage management, post-harvest loss management		
FAO	Agricultural trade equipment and post-harvest handling support	Procurement of Blue Box, moisture meters, PVC tarpaulins, pallets, weighing scales, bagging sewing machines  Non-expendable (Jab planters, knap sack sprayers, gardening tools (hand hoes, rakes, forks, slashers), fencing materials (fence, poles), irrigation equipment (PVC pipes), crates, packaging bags, cold room facilities, maize crib construction materials)  Expendable (Seeds, fertilizers, seedlings, pesticides, insecticides)	1 260 000	75 000
FAO	Monitoring & evaluation	Baseline, end-line surveys, on-going monitoring through Letters of Agreement with ESWAFUCU/ESNAU	470 400	28 000
<b>Sub-total</b>			<b>2 293 200</b>	<b>136 500</b>
MoET	Market access	Procurement of food items (vegetables & eggs)	3 297 672.52	196 290.32
<b>Sub-total</b>			<b>3 297 672.52</b>	<b>196 290.32</b>
<b>GRAND TOTAL</b>			<b>24 339 599.09</b>	<b>1 448 785.66</b>

# 4. Evaluation approach, methodology and ethical considerations

## 4.1. EVALUATION QUESTIONS AND CRITERIA

59. The evaluation will place more emphasis on the [Organisation for Economic Cooperation and Development - Development Assistance Committee](#) (OECD DAC) evaluation criteria of relevance, efficiency, coherence and sustainability of the programme. The sustainability aspect will consider the scalability of the HGSF programme. Table 7 below highlights the evaluation questions that will guide the evaluation.

60. GEWE and human rights will be mainstreamed and reflected throughout the evaluation design (including the tools), implementation (data collection and analysis), results, recommendations, dissemination, and utilization of findings. The gender, equity and wider inclusion dimensions should be integrated into all evaluation criteria as appropriate.

61. The evaluation will address the following key questions, which will be further developed and tailored by the evaluation team in a detailed evaluation matrix during the inception phase. Collectively, the questions aim at highlighting the key lessons and performance of the HGSF programme, with a view to informing future strategic and operational decisions and the potential scale up of the programme.

**Table 7: Evaluation questions and criteria**

Evaluation questions		Criteria
<b>EQ1: To what extent does the HGSF initiative align with national priorities and needs of women, men, girls and boys in the targeted communities?</b>		<b>Relevance / Appropriateness</b>
1.1.	To what extent are the strategies used to build food security targeted group relevant in the current context of economic and policy instability?	Relevance / Appropriateness
1.2	To what extent are the different components of the HGSF programme in line with the needs of women, men, boys and girls from different marginalized groups in the targeted communities?	Relevance / Appropriateness
1.3	To what extent are HGSF activities aligned to national priorities? What are the key entry points for advocacy and policy influencing to promote the integrated approach?	Relevance / Appropriateness
1.4	To what extent is the HGSF intervention aligned to the priorities of the Government of Eswatini?	Relevance / Appropriateness
1.5	To what extent was the design and implementation of the intervention premised upon a thorough gender analysis?	Relevance / Appropriateness
<b>EQ2: To what extent did the HGSF intervention achieve its objectives, and its results, including any differential results across different groups?</b>		<b>Effectiveness</b>
2.1	To what extent has the HGSF expected outputs, outcomes, and strategic results been achieved among the women,	Effectiveness

Evaluation questions		Criteria
	men, boys and girls including the different targeted groups	
2.2.	What are the major factors (internal and external) influencing the achievement and non-achievement of the objectives of the HGSF pilot, and what challenges were faced in the programme?	Effectiveness
2.3	How can the HGSF initiative and as well the humanitarian-development nexus components be effectively sequenced and layered for better programming and better resilience outcomes?	Effectiveness
2.5	How have gender equality and human rights issues been mainstreamed and addressed in the design and implementation of the HGSF initiative?	Effectiveness
2.6	To what extent do the assumptions that underpin the HGSF pilot hold true and what factors affected the implementation of this initiative?	Effectiveness
<b>EQ3: Was the HGSF initiative implemented in a timely and cost-efficient manner?</b>		<b>Effectiveness</b>
3.1	Were the HGSF activities implemented in a timely manner and cost-efficient manner? If not, what were the challenges for the delays?	Efficiency
3.2	What factors affected the efficiency of the programme?	Efficiency
3.3	How cost-effective is the HGSF model and can the Government dedicate further national resources in the model for possible expansion?	Efficiency/Scalability
<b>EQ4: How compatible is the HGSF initiative with other interventions implemented by the Government and other stakeholders?</b>		<b>Coherence</b>
4.1	How effective were the HGSF pilot coordination mechanisms amongst the key stakeholders working with the Ministry of Education (the programme lead), Ministry of Agriculture, WFP and FAO?	Coherence
4.2	What are the complementarities and synergies between the HGSF pilot and interventions carried out by Government, WFP and other actors in Eswatini?	Coherence
4.3	What value addition does the HGSF intervention provide in the context of other similar interventions supported by the Government and other actors?	Coherence
<b>EQ6: To what extent can the HGSF intervention be sustained and scaled up in Eswatini?</b>		<b>Sustainability / Scalability</b>

Evaluation questions		Criteria
6.1	How do we create sustainable relationships between the private sector and HGSF farmers? Do private sector companies consider the targeted smallholder farmers as a profitable group and are they willing to continue engaging them? If not, what can be done about it?	Sustainability / Scalability
6.2	Is the current enabling environment in Eswatini conducive to the current HGSF programme design? Are there changes that need to be made to make the approach more effective?	Sustainability / Scalability
6.3	What key insights, lessons and recommendations are offered with a view on the possible scaling of the HGSF programme? What should be done differently if the programme were to be scaled up?	Sustainability / Scalability
6.4	To what extent has the HGSF pilot contributed to the regular feeding of schoolchildren in targeted school in comparison with other schools? And to what extent would the HGSF pilot contribute to the sustainability of the national school feeding programme in Eswatini?	Sustainability / Scalability

62. Gender equality and empowerment should be mainstreamed throughout the evaluation process. The evaluation will make use of the recent HGSF mid-term assessment report to identify the gender dimensions in operations and assess their inclusion and influence in the intervention design and implementation. In cases where gender and equity issues are explicitly not highlighted in above evaluation questions, a narrative should be provided on how the evaluation will consider them.

## 4.2. EVALUATION APPROACH AND METHODOLOGY

63. The evaluation will use a quasi-experimental mixed methods design where both qualitative and quantitative methods are employed, and the results triangulated to ensure rigour and the intervention schools compared with comparison schools. The evaluation will be designed to allow comparison of intervention and non-interventions schools on indicators of interest. For that reason, key program indicators among schools that were participated in the intervention will be directly compared with those not participating in the project using appropriate statistical techniques coupled with qualitative themes and insights. A gender and rural/urban stratified two-stage sampling strategies will be used to ensure proportional representation in the sample. Furthermore, primary (and secondary) data from intervention schools will be used to identify significant factors driving or inhibiting the outcomes of interest. Prior to analyses, the data will be weighted appropriately using probabilities of selection at each stage and also accounting for stratification. The methodology will be developed with, and enhanced, by the evaluation team during the inception phase to ensure that it:

- Employs the relevant evaluation criteria above.
- Demonstrates impartiality and lack of biases by relying on a cross-section of information sources (stakeholder groups, including beneficiaries, etc.) The selection of sample sites will also need to demonstrate impartiality.
- Uses mixed methods (quantitative, qualitative, participatory, etc.) to ensure triangulation of information through a variety of means.
- Applies an evaluation matrix geared towards addressing the key evaluation questions considering the data availability challenges, the budget and timing constraints.
- Ensure using mixed methods that women, girls, men and boys from different stakeholder groups participate and that their different voices are heard and used.

63. The methodology chosen should demonstrate attention to impartiality and reduction of bias by relying on mixed methods (quantitative, qualitative, participatory etc.) and different primary and secondary data sources that are systematically triangulated (documents from different sources; a range of stakeholder groups, including beneficiaries; direct observation in different locations; across evaluators; across methods etc.). It will consider any challenges to data availability, validity or reliability, as well as any budget and timing constraints. The evaluation questions, lines of inquiry, indicators, data sources and data collection methods will be brought together in an evaluation matrix, which will form the basis of the sampling approach and data collection and analysis instruments (desk review, interview and observation guides, survey questionnaires etc.).

64. The methodology should be sensitive in terms of GEWE, equity and inclusion, indicating how the perspectives and voices of diverse groups (men and women, boys, girls, the elderly, people living with disabilities and other marginalized groups) will be sought and considered. The methodology should ensure that primary data collected is disaggregated by sex and age; an explanation should be provided if this is not possible. Triangulation of data should ensure that diverse perspectives and voices of both males and females are heard and considered. Finally, the methodology should ensure that those targeted for data collection or field-based research are comprised of the most-vulnerable within the communities.

65. If looking for explicit consideration of gender and equity/inclusion in the data after fieldwork is too late; the evaluation team must have a clear and detailed plan for collecting data from women and men in gender and equity-sensitive ways before fieldwork begins.

66. The evaluation findings, conclusions and recommendations must reflect gender and equity analysis. The findings should include a discussion on intended and unintended effects of the intervention on gender equality and equity dimensions. The report should provide lessons/ challenges/ recommendations for conducting gender and equity-responsive evaluations in the future.

67. Data collectors will be trained, and questionnaires role played by the data collectors. Data collection methods to be used include interviews, focus group discussions (FGDs), questionnaires and documents and records.

68. The potential risks to the methodology have been identified in table 8 below:

**Table 8: Potential risks and mitigation actions**

S/No.	Potential Risk	Mitigation Actions
1	<b>COVID-19 related restrictions:</b> Due to restricted movement, some of the activities/ approaches may not work as planned, further complicating the process.	<ul style="list-style-type: none"> <li>Observe COVID-19 protocols throughout the process.</li> <li>Organise the meetings with a combination of physical minimum number of people in a room and other virtual where possible.</li> <li>Rely more on the use of national evaluator who can easily travel to the field and who know the context and international evaluators with WFP experience providing guidance and quality assurance.</li> <li>Data collection, and timeframe of data collection should carefully be analysed closer to expected collection dates, to ensure the government regulations are followed throughout the process.</li> </ul>

2	<p><b>COVID-19 general country challenges:</b> Among others, food spikes, unemployment, and restrictions all have a possible influence on certain indicators collected at end line.</p>	<ul style="list-style-type: none"> <li>• Indicators may need further analysis mainly in relation to food security due to the COVID-19 pandemic.</li> <li>• At time of end line data collection, further investigation of the current impacts of COVID-19 on the HGSF beneficiaries should be included and analysed to ensure a holistic understanding of the data collected now in relation to baseline.</li> </ul>
3	<p><b>Protests:</b> Eswatini has been experiencing protest which leads to limited movement, internet shutdown</p>	<ul style="list-style-type: none"> <li>• Have a plan on when the data will be collected should movement be limited during data collection. Data may be collected through phone calls.</li> </ul>

### 4.3. EVALUABILITY ASSESSMENT

69. The entire evaluation should make use of both primary and secondary data. The major constraint which will affect the primary data collection in Eswatini is the COVID-19 pandemic related restrictions. The evaluation team might not effectively collect data from beneficiaries and key informants using face to face methods. Remote monitoring options will be considered for the data collection if face to face methods is not possible.

70. Below are the key sources of data available to be used for the desk review. The list includes qualitative and quantitative information and should be expanded as relevant by the evaluation team.

- Primary data collected through focus group discussions and key informants' interviews and where necessary household-level quantitative data collection.
- Existing baseline and outcome monitoring HGSF surveys will be used as secondary data.
- Food security / vulnerability assessments by WFP and partners.
- HGSF programme reports (annual and quarterly), Annual Country Reports.
- HGSF monitoring data that covers outputs and outcomes. Data on beneficiaries are generally disaggregated by sex.
- HGSF lessons learned report.
- HGSF learning agenda.
- HGSF gender analysis report.
- Insurance post distribution monitoring report.
- HGSF feasibility assessment report.
- Partner's annual and quarterly report.
- Resilience strategy.
- HGSF M&E plan.
- HGSF outputs metrics data.
- HGSF Baseline report and mid-term assessment report
- Inception report.
- KAP survey report.
- Programme Monitoring report and associated data sets.

- 2020/2021 Annual country report (that reports on all indicators in the CSP)
- Other relevant reports.

71. To ensure quality and credibility while maximum use of existing and collected data the evaluation team will:

#### **Primary data**

##### **72. Potential limitations:**

- Data capture shortfalls for some indicators identified at baseline
- Political unrest which has been on and off since 2021
- COVID -19 may have limited and continues to limit the quality and availability of data.

##### **73. Mitigation measures:**

- Systematically check accuracy, consistency and validity of all primary data and information collected and transparently acknowledge any limitations / caveats in drawing conclusions using the data during the end line evaluation.
- Primary data can be collected using mobile phones where possible otherwise the political unrest might delay the data collection period.

#### **Secondary data**

74. **Potential limitations:** Reliability of secondary data collected at baseline and mid-term assessment and the transparently acknowledge limitations / caveats regarding use of this data.

75. **Mitigation measures:** Assess reliability of secondary data collected baseline and transparently acknowledge limitations / caveats regarding use of this data. This assessment will inform the design of the primary data collection during the end line evaluation.

76. During the inception phase, the evaluation team will be expected to perform an in-depth evaluability assessment and critically assess data availability, quality and gaps expanding on the information provided in section 4.3. This assessment will inform the data collection and the choice of evaluation methods. The evaluation team will need to systematically check accuracy, consistency and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data during the reporting phase.

## **4.4. ETHICAL CONSIDERATIONS**

77. The evaluation must conform to [UNEG ethical guidelines for evaluation](#). Accordingly, the selected evaluation firm is responsible for safeguarding and ensuring ethics at all stages of the evaluation process. This includes, but is not limited to, ensuring informed consent, protecting privacy, confidentiality, and anonymity of respondents, ensuring cultural sensitivity, respecting the autonomy of respondents, ensuring fair recruitment of participants (including women and socially excluded groups) and ensuring that the evaluation results do no harm to respondents or their communities.

78. The evaluation firm will be responsible for managing any potential ethical risks and issues and must put in place, in consultation with the evaluation manager, processes and systems to identify, report and resolve any ethical issues that might arise during the implementation of the evaluation. Ethical approvals and reviews by relevant national and institutional review boards must be sought where required.

79. The evaluation team will provide a detailed plan on how the following ethical issues will be addressed throughout the process:

- Respect for dignity and diversity
- Fair representation
- Compliance with codes for vulnerable groups (e.g., women, people with disabilities, etc.) and collection of sensitive data, including designing data collection tools in ways that are culturally appropriate



- Redress
- Confidentiality
- Avoidance of harm
- Data collection visits are organized at the appropriate time and place to minimize risk to respondents.

80. Specific safeguards must be put in place and reflected in the inception report to protect the safety (both physical and psychological) of both respondents and those collecting the data. These should include:

- Informed consent and contact with children/vulnerable groups: Data collection training must include research ethics including how to ensure that all participants are fully informed about the nature and purpose of the evaluation and their involvement. Only participants who have given informed written or verbal consent should be involved. Noting that this evaluation includes possible contact with children, women and other vulnerable groups, recruitment process should assess suitability of all persons involved to work with these groups within the Eswatini context. Reports should not bear names of respondents and qualitative data must be reported in ways that will not identify individual respondents.
- A plan to protect the rights of the respondent, including privacy and confidentiality (critical because this evaluation is dealing with people's business/sources of livelihoods which is sensitive).
- The interviewer of data collector is trained in collecting sensitive information.
- Data collection visits are organised at appropriate times and place minimize risk to respondents and/or avoidable disruption to their lives and businesses. Where applicable, retailers, retailers may be consulted to agree on a time that is most conducive for the interviews.

81. The evaluation team in consultation with the Evaluation Manager will confirm any ethical approval requirements relevant in Eswatini and ensure adherence to those requirements.

82. Individual researchers or evaluation firms may not publish or disseminate the Evaluation Report, data collection tools or any other data and documents produced from this evaluation without the express written permission and acknowledgement by WFP.

#### **4.5. QUALITY ASSURANCE**

83. While this is a joint evaluation, and with the Ministry playing a key role because this is a government led programme, WFP is availing its systems and tools as part of supporting the Government in generation and use of evidence.

84. The WFP evaluation quality assurance system sets out processes with steps for quality assurance and templates for evaluation products based on a set of [Quality Assurance Checklists](#). The quality assurance will be systematically applied during this evaluation and relevant documents will be provided to the evaluation team. 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.

85. The WFP Decentralized Evaluation Quality Assurance System (DEQAS) is based on the UNEG norms and standards and good practice of the international evaluation community and aims to ensure that the evaluation process and products conform to best practice. This quality assurance process does not interfere with the views or independence of the evaluation team but ensures that the report provides credible evidence and analysis in a clear and convincing way and draws its conclusions on that basis.

86. The evaluation co-managers will be responsible for ensuring that the evaluation progresses as per the [DEQAS Process Guide](#) and for conducting a rigorous quality control of the evaluation products ahead of their finalization.

87. To enhance the quality and credibility of decentralized evaluations, an outsourced quality support (QS) service directly managed by the WFP Office of Evaluation reviews the draft ToR, the draft inception and the evaluation reports, and provides a systematic assessment of their quality from an evaluation perspective, along with recommendations.

88. The evaluation managers will share the assessment and recommendations from the quality support service with the team leader, who will address the recommendations when finalizing the inception and evaluation reports. To ensure transparency and credibility of the process in line with the [UNEG norms and standards](#),<sup>14</sup> a rationale should be provided for comments that the team does not consider when finalizing the report.

89. This quality assurance process as outlined above does not interfere with the views and independence of the evaluation team, but ensures the report provides the necessary evidence in a clear and convincing way and draws its conclusions on that basis.

90. The evaluation team will be required to ensure the quality of data (reliability, consistency, and accuracy) throughout the data collection, synthesis, analysis and reporting phases.

91. 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 the [WFP Directive CP2010/001](#) on information disclosure.

92. All evaluation deliverables from the evaluation team will be subject to a thorough quality assurance review by the evaluation firm in line with the WFP evaluation quality assurance system prior to submission of the deliverables to the evaluation co-managers.

93. All final evaluation reports will be subject to a post hoc quality assessment (PHQA) by an independent entity through a process that is managed by the WFP Office of Evaluation. The overall PHQA results will be made public alongside the evaluation report.

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<sup>[1]</sup> [UNEG](#) Norm #7 states “that transparency is an essential element that establishes trust and builds confidence, enhances stakeholder ownership and increases public accountability”

# 5. Organization of the evaluation

## 5.1. PHASES AND DELIVERABLES

94. Table 9 below presents the structure of the main phases of the evaluation, along with the deliverables and deadlines for each phase. [Annex 2](#) presents a more detailed timeline.

**Table 9: Summary timeline - Key evaluation milestones**

Summary Evaluation Timeline			
Main phases	Indicative timeline	Tasks and deliverables	Responsible
1. Preparation	<b>Nov 2021-May 2022</b>		Evaluation Manager (EM) Regional Evaluation Unit (REU)
2. Inception	<b>June-July 2022</b>	Evaluation Team Orientation Inception mission Draft Inception report Quality support (by independent reviewer) Comments process (EM, REU, ERG members) Final Inception report	Evaluation Team (ET) EM REU ERG
3. Data collection	<b>August 2022</b>	Fieldwork End of fieldwork debriefing (PowerPoint Presentation)	ET
4. Reporting	<b>August - September 2022</b>	Data analysis and report drafting Quality support (by independent reviewer) Comments process (EM, REU, ERG members) Learning workshop Evaluation report Datasets	ET EM REU ERG
5. Dissemination and follow-up	<b>October - November 2022</b>	Management response Dissemination of the evaluation report	Evaluation Manager

## 5.2. EVALUATION TEAM COMPOSITION

95. The evaluation team is expected to include three members which includes the team leader and two national evaluators. To the extent possible, the evaluation will be conducted by a gender-balanced and geographically and culturally diverse team with appropriate skills to assess gender dimensions of the subject as specified in the scope, approach and methodology sections of the ToR. At least one team member should have WFP experience.

96. The team will be multi-disciplinary and include members who, together, include an appropriate balance of technical expertise and practical knowledge in the following areas:

- School Feeding: as a national programme, implemented within a middle-income country context. The team leader should be familiar with the national school feeding programme.
- Economist: with the ability to conduct cost-efficiency and cost-effectiveness analysis, including ability to do so within data constrained environments. The programme did not collect this data.
- Good knowledge of gender, equity and wider inclusion issues in the Eswatini context.
- All team members should have strong analytical and communication skills, evaluation experience with a track record of written work on similar assignments, and familiarity with Eswatini. Some of the team members should be able to articulate (verbally and written) themselves in siSwati.
- Excellent English writing and presentation skills.

97. The team leaders have expertise in more than one of the key competencies listed above as well as demonstrated experience in leading similar evaluations, including designing methodology and data collection tools. She/he will also have leadership, analytical and communication skills, including a track record of excellent English writing, synthesis, and presentation skills. 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; and iv) drafting and revising, as required, the inception report, the end of field work (i.e., exit) debriefing presentation and evaluation report in line with DEQAS.

98. 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; and iv) contribute to the drafting and revision of the evaluation products in their technical area(s).

99. The evaluation team will conduct the evaluation under the direction of its team leader and in close communication with Evaluation Manager. The team will be hired following agreement with WFP on its composition.

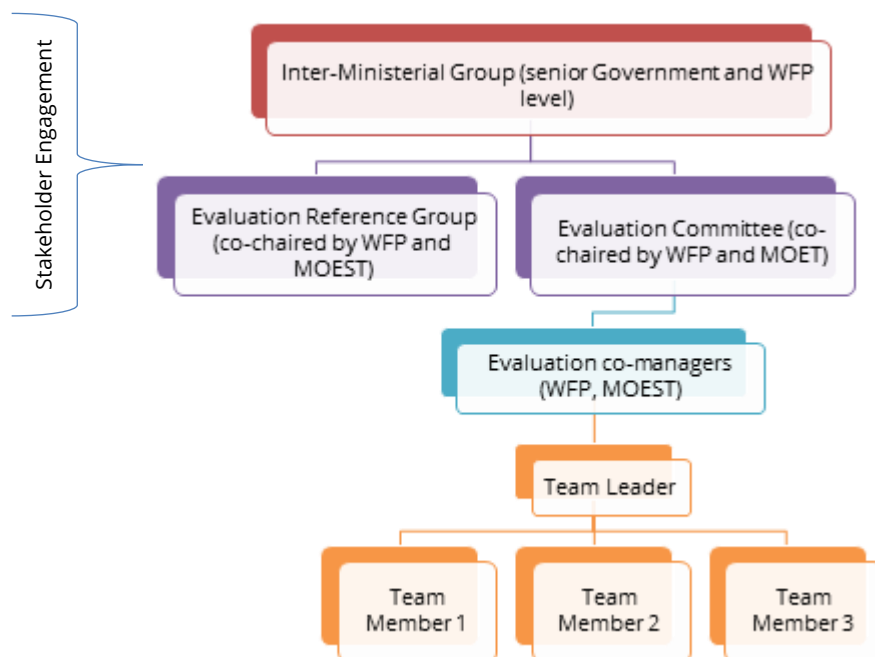
## 5.3. GOVERNANCE AND MANAGEMENT OF THE EVALUATION

100. This is a joint evaluation, co-managed by the Ministry of Education and WFP, and applying WFP evaluation management processes, systems, and tools. The rationale for a joint evaluation is because this is an evaluation of the HGSP pilot under the national school feeding programme. Jointly commissioning the evaluation will enable WFP to provide focused support to the Ministry in generation and use of evidence, increasing objectivity, transparency and independence of the evaluation and strengthen its legitimacy across the spectrum of stakeholders. Moreover, this approach provides an opportune to harmonise and align the overall processes of working together, increase participation and ownership, share responsibilities and foster consensus on evaluation recommendations.

101. The governance mechanisms for the evaluation comprises of an evaluation committee and a reference group as outlined in section 5.4 below. At the technical level, the reference group will provide subject matter expertise in an advisory capacity while the evaluation committee will oversee the management of the process. The co-chairs of the EC will keep the senior decision-makers informed through inter-ministerial group updates (frequency to be determined by the Director, Ministry of Education and Training).

102. To ensure independence and impartiality the evaluation shall be managed and overseen by the structures in figure 2 below:

**Figure 2: Evaluation Governance and Management Structure**



103. **The Evaluation Co-Managers (EM):** Who will not be part of the data-day-to-day implementation programme. The two staff co-managing the evaluation will work together with the committee members to ensure that the appropriate safeguards for impartiality and independence are applied throughout the process. The WFP regional evaluation officer will provide additional support to the management process as required.

104. **Evaluation Committee (EC):** Will be appointed and involved through all the evaluation phases. The EC is responsible for overseeing the evaluation process, making key decisions, and reviewing evaluation products submitted to the co-Chairs for approval.

105. **Evaluation Reference Group (ERG):** Provides subject matter expertise in advisory capacity and will set up to steer the evaluation, comment on all evaluation deliverables, and exercise oversight over the methodology.

106. The evaluation team is expected to set out how ethics can be ensured at all stages of the evaluation and that they seek appropriate ethical clearances (institution and local) for the design ahead of going to the field. Furthermore, the evaluation managers will work together with the committee members to ensure that the appropriate safeguards for impartiality and independence are applied throughout the process. The WFP Regional Evaluation Officer will provide additional support to the management process as required.

## 5.4. ROLES AND RESPONSIBILITIES

107. The **Director**, Ministry of Education and Training, and WFP **Head of Office (HoO)** will take responsibility to:

- Assign staff to co-manage the evaluation for the duration of the evaluation. **Thobile Gamedze, the Senior Inspector nutrition** at the Ministry of Education and **Bindza Ginindza, M&E Officer**, WFP have been appointed to co-manage the evaluation process. These staff were not responsible for the day to day running of the HGSP pilot.
- Establish the internal evaluation committee and the evaluation reference group (see [Annex 3](#) and [Annex 4](#)).
- Either co-chair, or delegate the role of the chair of the EC and ERG
- Approve the final ToR, inception and evaluation reports

- Approve the evaluation team selection
- Ensure the independence and impartiality of the evaluation at all stages, including establishment of an evaluation committee and a reference group
- Participate in discussions with the evaluation team on the evaluation design and the evaluation subject, its performance and results with the evaluation manager and the evaluation team
- Organize and participate in two separate debriefings, one internal and one with external stakeholders
- Oversee dissemination and follow-up processes, including the preparation of a management response or action plan to the evaluation recommendations.

108. The **Evaluation co-managers** are responsible for

- Managing the evaluation process through all phases including:
- Drafting this ToR
- Identifying the evaluation team
- Preparing and managing the budget
- Setting up the evaluation committee and evaluation reference group
- Ensuring quality assurance mechanisms are operational and effectively used
- Consolidating and sharing comments on draft inception and evaluation reports with the evaluation team
- Ensuring that the team has access to all documentation and information necessary to the evaluation
- Facilitating the team's contacts with local stakeholders
- Supporting the preparation of the field mission by setting up meetings and field visits, providing logistic support during the fieldwork and arranging for interpretation, if required
- Organizing security briefings for the evaluation team and providing any materials as required; and conducting the first level quality assurance of the evaluation products;
- The evaluation co-managers will be the main interlocutors between the team, represented by the team leader, the evaluator and the Ministry and WFP counterparts to ensure a smooth implementation process.

109. An internal **evaluation committee** is formed to help ensure the independence and impartiality of the evaluation. The members and summary of their roles are listed in [Annex 3](#)

110. **An evaluation reference group (ERG)** is formed as an advisory body with representation from WFP, government and UN agencies. The evaluation reference group members will review and comment on the draft evaluation products and act as key informants to contribute to the relevance, impartiality, and credibility of the evaluation by offering a range of viewpoints and ensuring a transparent process. The members and summary of their roles are listed in [Annex 4](#).

111. **The WFP regional bureau:** will take responsibility to:

- Assign a focal point for the evaluation to provide technical advisory. Jean Providence Nzabonimpa, the Regional Evaluation Officer (Jeanprovidence.nzabonimpa@wfp.org), will be the focal point for this evaluation and a member of evaluation committee. He will provide technical advice to the evaluation co-managers and provide substantive support throughout the evaluation process where appropriate.
- Identify key RB technical staff to be members of the evaluation reference group.
- Participate in discussions with the evaluation team on the evaluation design and on the evaluation subject as required.
- Provide comments on the draft ToR, inception and evaluation reports.
- Support the preparation of a management response/action plan to the evaluation and ensure the tracking of the implementation of the recommendations.
- Identify and support opportunities for dissemination of the evaluation findings.

112. While the regional evaluation officer will perform most of the above responsibilities, other regional bureau-relevant technical staff may participate in discussions with the evaluators on the evaluation design and in the evaluation reference group and/or comment on evaluation products as appropriate.

113. **Relevant WFP Headquarters divisions** will take responsibility to:

- Discuss WFP strategies, policies, or systems in their area of responsibility and subject of evaluation.
- Comment on the evaluation TOR, inception and evaluation reports, as required.

**Other Stakeholders (National Government including relevant ministries, implementing partners / NGOs, partner UN agencies)** such as: -

114. **Government Ministries** particularly those identified as having a role in the implementation of the school feeding policy and the HGSP pilot will be members of the reference group, and through this membership they will review and comment on the inception report and the evaluation report. As the evaluation is intended to inform government decisions across ministries, these will, in consultation with and support of WFP, discuss the recommendations and their implementations for government policy and resource allocations.

115. **Relevant UN agencies** will be members of the reference, and through this membership they will review and comment on the inception report and the evaluation report.

116. **The Office of Evaluation** is responsible for overseeing WFP decentralized evaluation function, defining evaluation norms and standards, managing the outsourced quality support service, publishing as well submitting the final evaluation report to the PHQA. The Office of Evaluation also ensures a help desk function and advises the Regional Evaluation Officer, the Evaluation Manager and Evaluation teams when required. Internal and external stakeholders and/or the evaluators are encouraged to reach out to the regional evaluation officer and the Office of Evaluation helpdesk ([wfp.decentralizedevaluation@wfp.org](mailto:wfp.decentralizedevaluation@wfp.org)) in case of potential impartiality breaches or non-adherence to UNEG ethical guidelines.

## 5.5. SECURITY CONSIDERATIONS

117. **Security clearance** where required is to be obtained from Mbabane,

118. Consultants hired by WFP are covered by the United Nations Department of Safety & Security (UNDSS) system for United Nations personnel, which covers WFP staff and consultants contracted directly by WFP. Independent consultants must obtain UNDSS security clearance for travelling from the designated duty station and complete the United Nations basic and advance security trainings (BSAFE & SSAFE) in advance, print out their certificates and take them with them.

119. As an “independent supplier” of evaluation services to WFP, the contracted firm will be responsible for ensuring the security of the evaluation team, and adequate arrangements for evacuation for medical or situational reasons. However, to avoid any security incidents, the evaluation manager will ensure that the WFP country office registers the team members with the security officer on arrival in country and arranges a security briefing for them to gain an understanding of the security situation on the ground. The evaluation team must observe applicable United Nations Department of Safety and Security rules including taking security training (BSAFE & SSAFE) and attending in-country briefings.

120. To avoid any security incidents, the evaluation manager is requested to ensure that:

- The WFP country office registers the team members with the security officer on arrival in country and arranges a security briefing for them to gain an understanding of the security situation on the ground
- The team members observe applicable United Nations security rules and regulations – e.g., curfews etc.
- Due to the civil unrest in the country the evaluation manager needs to be aware of the situation in the country to inform if the evaluation is still on track.

## 5.6. COMMUNICATION

121. To ensure a smooth and efficient process and enhance the learning from this evaluation, the evaluation team should place emphasis on transparent and open communication with key stakeholders. These will be achieved by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders. These include.

- a) communicating the rationale for the evaluation design decisions ( sampling, methodology, tools) in the inception report
- b) working with the evaluation co-managers to ensure a detailed evaluation schedule is communicated to stakeholders before field work starts, and it is annexed to the inception report
- c) sharing a brief PowerPoint presentation prior to the internal and external debriefings to enable stakeholders joining the briefings remotely to follow the discussions
- d) Including in the final report the list of people interviewed, as appropriate (bearing in mind confidentiality and protection issues highlighted in section 4.4 above)
- e) systematically considering all stakeholder feedback when finalising the evaluation report, and transparently provide rationale for feedback that was not used.

122. Should translators be required for fieldwork, the evaluation firm will decide and include the cost in the budget proposal.

123. The Director in the Ministry of Education and Training and the WFP Head of Office may consider holding a dissemination and learning workshop to enhance the use of the evaluation findings. Such a workshop will target key government officers and partners. The team leader may be called upon to co-facilitate the workshop.

124. Based on the stakeholder analysis, the communication and knowledge management plan (in [Annex 5](#)) identifies the users of the evaluation to involve in the process and to whom the report should be disseminated. The communication and knowledge management plan indicates how findings including gender, equity and wider inclusion issues will be disseminated and how stakeholders interested in, or affected by, gender, equity and wider inclusion issues will be engaged.

125. As part of the international standards for evaluation, WFP requires that all evaluations are made publicly available. It is important that evaluation reports are accessible to a wide audience, thereby contributing to the credibility of WFP – through transparent reporting – and the use of evaluation. Following the approval of the final evaluation report the evaluation manager will be responsible for sharing the final report and the management response will be uploaded in the correct system. The Head of Office together with the Ministry of education may consider holding a dissemination meeting and learning workshop to share evaluation findings.

## 5.7. BUDGET

126. **Budget:** The actual budget will be determined by level of expertise and experience of the individual consultants recruited. Given the low level of funding available to support this evaluation, WFP Country office has allocated 50 percent of the required budget, while the Ministry of Education and Training will contribute in-kind support as appropriate. WFP Eswatini will apply for the remaining 50 percent of the evaluation budget from the contingency evaluation fund, managed by the WFP Office of Evaluation.

127. The evaluation budget will be managed by WFP Eswatini Country office following the appropriate finance management procedures. The evaluators will be recruited and remunerated as per the long-term agreement between WFP and the relevant evaluation firm to be contracted.

128. Please send any queries to

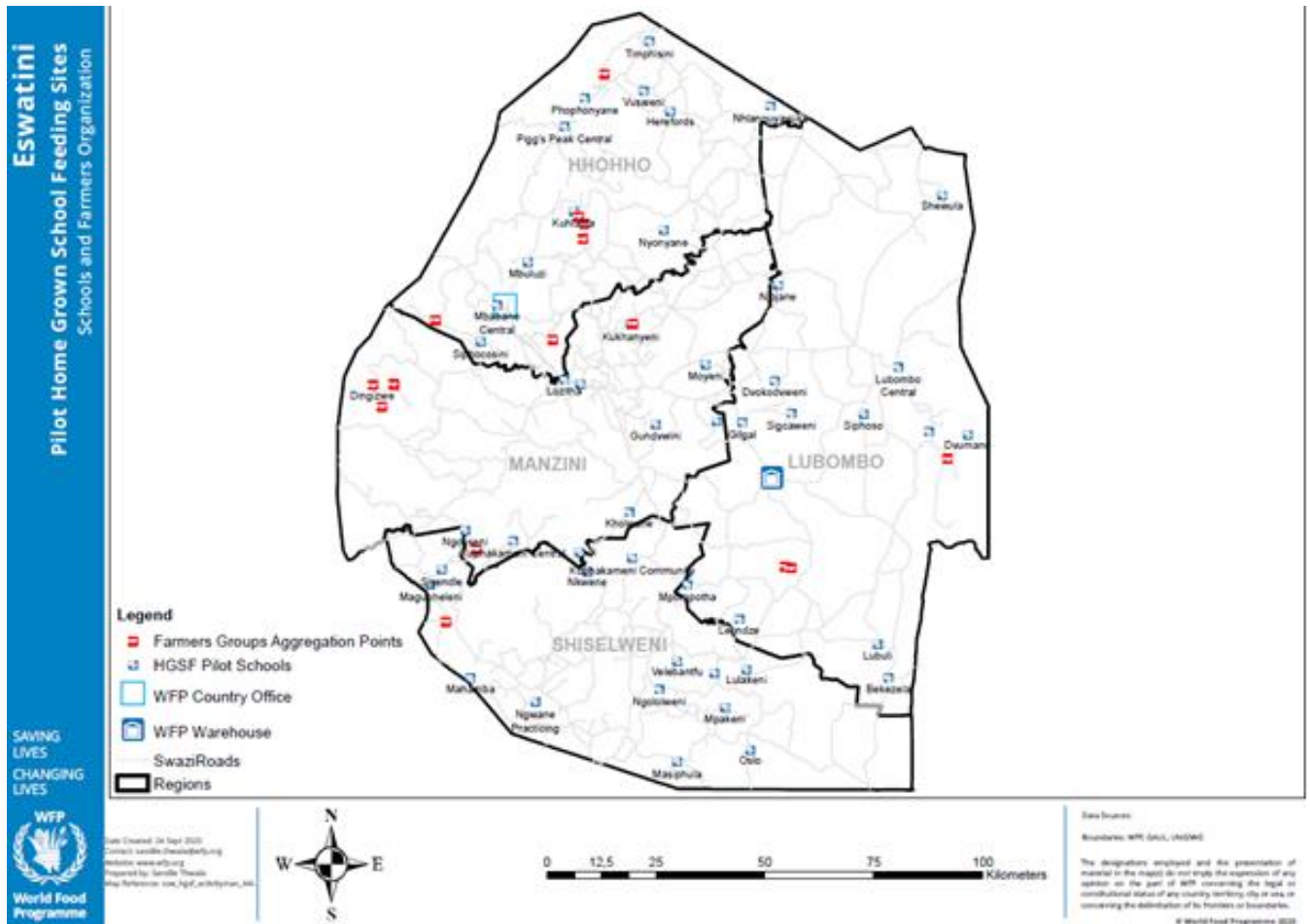
- Bindza Ginindza, Monitoring and Evaluation Officer at [bindza.ginindza@wfp.org](mailto:bindza.ginindza@wfp.org)

Thobile Gamedze, MoET Senior Inspector Nutrition [at\\_leftty2013@gmail.com](mailto:at_leftty2013@gmail.com)



# Annexes

## Annex 1: Local Farmer Organizations and HGSF Schools Map



## Annex 2: Detailed Evaluation Timeline

	Phases, deliverables, and timeline		Key dates
<b>Phase 1 - Preparation</b>			<b>Up to 9 weeks</b>
1	Desk review, draft ToR and quality assurance (QA) by EM and regional evaluation unit (REU) using ToR quality checklist (QC)	EM/REU	Nov 2021-17 March 2022
2	Share draft ToR with quality support service (DEQS) and organize follow-up call with DEQS	EM	18 March 2022
3	Review draft ToR based on DEQS and REU feedback and share with ERG	EM	22 March -24 March
4	Start identification of evaluation team	EM	30 March 2022
5	Review and comment on draft ToR	ERG	7-20 March 2022
6	Review draft ToR based on comments received and submit final ToR to EC Chair	EM	4-10 April 2022
7	<b>Approve the final ToR and share with ERG and key stakeholders</b>	EC Chair	11-17 April 2022
8	Assess evaluation proposals and recommends team selection	EM	18 April -21 April 2022
9	Evaluation team recruitment/contracting	EM	25 April- 8 May 2022
10	<b>Approve evaluation team selection and recruitment of evaluation team</b>	EC Chair	9-14 May
<b>Phase 2 - Inception</b>			<b>Up to 7 weeks</b>
11	Brief core team	EM/TL	16 May 2022
12	Desk review of key documents	ET	18-22 May 2022
13	Inception mission in the country (if applicable)	ET	(1 week)
14	Draft inception report (Draft 0)	ET	23-29 May 2022
15	Quality assurance of draft 0 IR by EM and REU using QC, share draft 1 IR with quality support service (DEQS) and organize follow-up call with DEQS. <b>Note:</b> ET may have to revise draft 0 to produce draft 1 depending on review by EM and REO	EM/REU	30 May-5 June 2022
16	Review draft 1 IR based on feedback received by DEQS, EM and REO and submit draft 2 IR to the EM	ET	6-12 June 2022
17	Share revised IR (draft 2) with ERG	EM	12 June 2022
18	Review and comment on draft 2 IR	ERG	13-26 June 2022
19	Consolidate comments	EM	26 June 2022
20	Review draft 2 IR based on feedback received and submit revised IR (draft 3). <b>Note:</b> Depending on gaps identified by the EM and REU, the ET may be required to produce draft 4/final IR	ET	27 June - 3 July 2022
21	Review final IR and submit to the evaluation committee for approval	EM	4 July 2022
22	<b>Approve final IR and share with ERG for information</b>	EC Chair	<b>4-10 July</b>
<b>Phase 3 - Data collection</b>			<b>Up to 3 weeks</b>

23	Brief the evaluation team at CO	EC Chair/ EM	11 July 2022
24	<b>Data collection</b>	ET	12 -31 July 2022
25	<b>In-country debriefing (s)</b>	ET	2 Aug 2022
<b>Phase 4 - Reporting</b>			<b>Up to 11 weeks</b>
26	Draft evaluation report (draft 0)	ET	2-21 Aug 2022
27	Quality assurance of draft 0 ER by EM and REO using the QC, share draft 1 ER with quality support service (DEQS) and organize follow-up call with DEQS	EM	22-28 Aug 2022
28	Review and submit draft 2 ER based on feedback received by DEQS, EM and REO	ET	29 Aug-3 Sep 2022
29	Circulate draft 2 ER for review and comments to ERG, RB and other stakeholders	EM	4 Sep 2022
30	Review and comment on draft 2 ER	ERG	5-18 Sep 2022
31	Consolidate comments received	EM	18 Sep 2022
32	Review draft 2 ER based on feedback received and submit revised ER (draft 3). <b>Note:</b> If the EM and REU identify gaps in draft 3 the ET may be required to revise draft 3 and produce draft 4/final ER after addressing all outstanding stakeholder comments.	ET	19 Sep-2 Oct 2022
33	Review final revised ER and submit to the evaluation committee for approval	EM	4 Oct 2022
34	<b>Approve final evaluation report and share with key stakeholders for information</b>	EC Chair	<b>7 Oct 2022</b>
<b>Phase 5 - Dissemination and follow-up</b>			<b>Up to 4 weeks</b>
35	Prepare management response	EC Chair	10-30 Oct 2022
36	<b>Share final evaluation report and management response with the REO and OEV for publication and participate in end-of-evaluation lessons learned call</b>	EM	2 Nov 2022

# Annex 3: Role and Composition of the Evaluation Committee

1. **Purpose and role:** The purpose of the evaluation committee (EC) is to ensure a credible, transparent, impartial and quality evaluation in accordance with WFP evaluation policy. It will achieve this by supporting the evaluation manager in making decisions, reviewing draft deliverables (ToR, inception report and evaluation report) and submitting them for approval by the Country Director/Deputy Country Director (CD/DCD) who will be the chair of the committee.
2. **Composition:** The evaluation committee will be composed of the following staff:
3. **Evaluation Committee Chairs:**
  - Ministry of Education and Training, Director, Dr Ntombenhle Dlamini
  - WFP Eswatini country office, Head of Office, Deepak Shah
4. **Evaluation Managers) (Evaluation Committee Secretariat):**
  - WFP M&E officer (Evaluation Committee Secretariat), Bindza Ginindza
  - Ministry of Education and Training Senior Inspector Nutrition, Thobile Gamedze
5. **Committee Members:**
  1. WFP Head of Programme, Daison Ngirazi
  2. WFP Regional evaluation Officer (REO) Jean Providence Nzabonimpa
  3. WFP Programme & Monitoring assistant; Thabile Mamba
  4. WFP Gender Advisor; Mary Phiri
  5. WFP Country Office Supply Chain/Procurement Officer; Bhekinkosi Kunene
  6. Ministry of Education & Training, Regional Nutrition Inspector; Lungile Fakudze
  7. Ministry of Education & Training, Regional Nutrition Inspector; Sibongiseni Dlamini
  8. Ministry of Education & Training, Regional Nutrition Inspector; Nomathemba Mkhonta
  9. Ministry of Education & Training, Regional Nutrition Inspector; Lomalanga Dlamini
  10. Ministry of Agriculture; Senior Agricultural Officer; Louis Kuhlase

# Annex 4: Role and Composition of the Evaluation Reference Group

6. **Purpose and role:** The evaluation reference group (ERG) is an advisory group providing advice and feedback to the evaluation manager and the evaluation team at key moments during the evaluation process. It is established during the preparatory stage of the evaluation and is mandatory for all decentralized evaluations.

7. The overall purpose of the evaluation reference group is to contribute to the credibility, utility and impartiality of the evaluation. For this purpose, its composition and role are guided by the following principles:

- **Transparency:** Keeping relevant stakeholders engaged and informed during key steps ensures transparency throughout the evaluation process
- **Ownership and Use:** Stakeholders' participation enhances ownership of the evaluation process and products, which in turn may impact on its use
- **Accuracy:** Feedback from stakeholders at key steps of the preparatory, data collection and reporting phases contributes to accuracy of the facts and figures reported in the evaluation and of its analysis.

8. Members are expected to review and comment on draft evaluation deliverables and share relevant insights at key consultation points of the evaluation process.

9. The main roles of the evaluation reference group are as follows:

- Review and comment on the draft ToR
- Suggest key references and data sources in their area of expertise
- Participate in face-to-face or virtual briefings to the evaluation team during the inception phase and/or evaluation phase
- Review and comment on the draft inception report
- Participate in field debriefings (optional)
- Review and comment on the draft evaluation report and related annexes, with a particular focus on:  
a) factual errors and/or omissions that could invalidate the findings or change the conclusions; b) issues of political sensitivity that need to be refined in the way they are addressed or in the language used; c) recommendations
- Participate in learning workshops to validate findings and discuss recommendations
- Provide guidance on suggested communications products to disseminate learning from the evaluation.

**Table 10: Evaluation Reference Group Composition**

WFP Eswatini Country office and Government Ministries	Name
<p><b>Core members:</b></p> <ol style="list-style-type: none"> <li>1. WFP Head of Office (co-Chair)</li> <li>2. Ministry of Education and Training, Director (co-Chair)</li> <li>3. Evaluation co-Manager (secretary or delegated chair), WFP M&amp;E Officer</li> <li>4. Evaluation co-Manager Ministry of Education and Training Senior Inspector Nutrition</li> <li>5. Ministry of Agriculture</li> <li>6. Regional Nutrition Inspector, Lubombo region</li> <li>7. Regional Nutrition Inspector, Hhohho region</li> <li>8. Regional Nutrition Inspector, Manzini region</li> <li>9. Regional Nutrition Inspector, Shiselweni region</li> <li>10. WFP Head of Programme</li> <li>11. WFP Head of Supply Chain Unit/Procurement Officer</li> <li>12. WFP Gender Advisor</li> <li>13. WFP Programme &amp; monitoring Assistant</li> </ol>	<ol style="list-style-type: none"> <li>1. Deepak Shah</li> <li>2. Dr Ntombenhle Dlamini</li> <li>3. Bindza Ginindza</li> <li>4. Thobile Gamedze</li> <li>5. Louis Kuhlase</li> <li>6. Lungile Fakudze</li> <li>7. Nomathemba Mkhonta</li> <li>8. Sibongiseni Dlamini</li> <li>9. Lomalanga Dlamini</li> <li>10. Daison Ngirazi</li> <li>11. Bhekinkosi Kunene</li> <li>12. Mary Phiri</li> <li>13. Thabile Mamba</li> </ol>
WFP Regional bureau	Name
<p><b>Core members:</b></p> <ol style="list-style-type: none"> <li>14. Regional Evaluation Officer</li> <li>15. Senior Regional Nutrition Advisor</li> <li>16. Regional Monitoring Advisor</li> <li>17. Regional Gender Adviser</li> <li>18. Regional Programme Officer, School Feeding</li> <li>19. Regional Programme Officer, Smallholder Agriculture Market Support</li> </ol>	<ol style="list-style-type: none"> <li>14. Jean Providence Nzabonimpa</li> <li>15. James Kingori</li> <li>16. Caterina Kireeva</li> <li>17. Justine Van Rooyen</li> <li>18. Vanja Karanovic</li> <li>19. Leigh Hildyard</li> </ol>
Other Key Stakeholders	Name
<p><b>Core members:</b></p> <ol style="list-style-type: none"> <li>20. Farmers Apex Organization (ESNAU &amp; ESWAFUCU).</li> <li>21. FAO</li> </ol>	<ol style="list-style-type: none"> <li>20. Lwazi Mamba (ESNAU) &amp; Sakhile Dlamini (ESWAFUCU)</li> <li>21. Sibusiso Mondlane</li> </ol>

# Annex 5: Communication and Knowledge Management Plan

## INTERNAL COMMUNICATION

When: Evaluation phase (month/year)	What: Communication product	To whom: Target group or individual	What: Organizational level of communication	From whom	How: Communication means (meeting, interaction, etc.)	Why: Purpose of communication
Preparation (Nov 2021-March 2022)	Terms of Reference (TOR)	Evaluation committee (EC)	Programme/technical level	Evaluation focal point (EFP)	Consultations, meetings and written exchanges	Draft TOR for comments Final for information
Inception (May 2022)	Team Briefing + Inception Mission Inception Report	Country office staff; RB staff; HQ staff	Operational and management level	EM + Evaluation Team Leader (TL)	Written exchange; consultations on phone and in person in Brazzaville	-Understand expectations, clarify design -Draft Inception report for review and comments -Final inception report for information
Fieldwork: debrief (June-July 2022)	PowerPoint presentation	CO, RB, HQ, stakeholders	Operational and management level	TL + other team members	Meeting in person and/or /Teleconference	For information and verbal feedback on preliminary findings
Reporting (August 2022)	Draft evaluation report	CO, RB, HQ, stakeholders	Operational level	EM	Written exchanges with reports attached (+ matrix of comments)	for written comments
	Final evaluation report	CO, RB, HQ, stakeholders		EM	Written exchanges with report attached	for information
Dissemination (September 2022)	PowerPoint presentation, Management response to recommendations Final evaluation report	CO, RB, HQ stakeholders	All levels	EM, Communication s team	One-pager on the Evaluation findings and recommendations Written message with the intranet and internet links to the documents Meetings	Dissemination of findings, conclusions and the actions that will be taken to implement the recommendations

## EXTERNAL COMMUNICATION

When Evaluation phase	What: Communication product	To whom: Target org. or individual	What Organizational level	From whom	How: Communication means	Why: Purpose of communication
Preparation (Nov 2021- March 2022)	Draft TOR	Evaluation committee members	Operational and management	Evaluation focal point	Email with attached draft	For review and comments on draft TOR

	Cleared TOR	Management	Technical and Management	Country office management	Email with attached draft TOR	For review and approval of TOR
	Final TOR	Evaluation committee members and other stakeholders	All levels	Evaluation focal point	Email with attached final TOR	For information
Inception (May 2022)	Inception Mission	Evaluation committee members	Operational and management level	Evaluation team leader + EM	Written exchange; consultations on phone and in person	Understand expectations, clarify design;
	Draft Inception report	Evaluation committee members and other stakeholders	Operational level	EM	Email with attached draft TOR + comments matrix	Draft Inception report for review and comments;
	Final inception Report	Evaluation committee members and other stakeholders	Operational and management levels	EM	Email with attached final TOR	for information
Field Work (June-July 2022)	PowerPoint presentation	Evaluation committee members	Operational level	Team leader + team members	Meeting in person and/or /Teleconference	For information/verbal feedback on preliminary findings
Reporting (August 2022)	Draft evaluation report	Evaluation committee members	Operational level	EM	Email with reports attached (+ matrix of comments) Letters to government counterparts	for review and written comments;
	Final evaluation report	Key Stakeholders	All levels	Head of Office (draft by EM)	Email with report attached Letters to government counterparts with report attached	for information
Dissemination (September 2022)	Final report, PowerPoint presentation, and	Key Stakeholders	All levels	EM, Communications team	Meeting(s), One-pagers for circulation to stakeholders	Dissemination of findings and actions that will be taken to implement recommendations



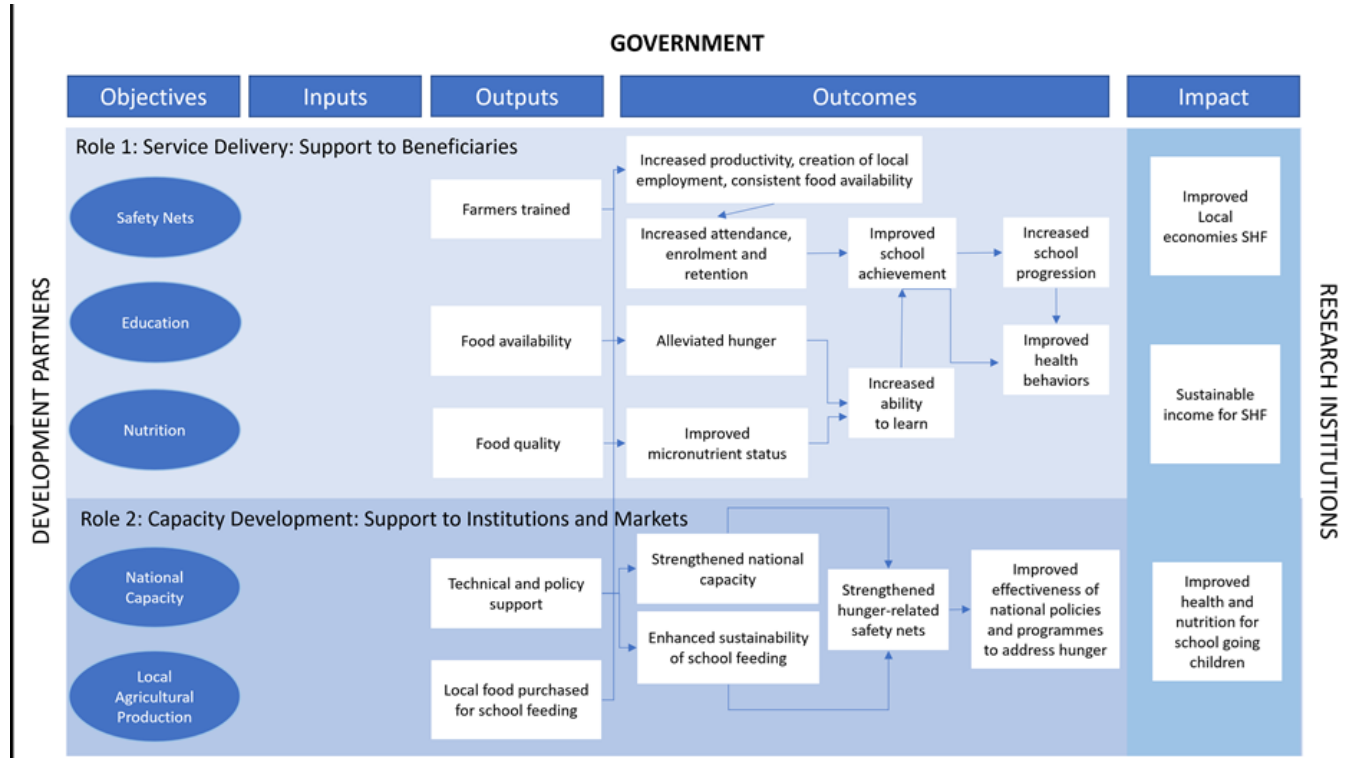
	management response				Written message with the internet links to the documents	
		Key Stakeholders	Operational	TL+EM	A lesson learning exercise	To facilitate discussions on lessons learnt

## Annex 6: Acronyms

ART	Antiretroviral therapy
CD	Country Director
CO	Country Office
CSP	Country Strategic Plan
DEQAS	Decentralized Evaluation Quality Assurance System
DPMO	Deputy Prime Minister's office
EB	Executive Board
EC	Evaluation Committee
ECCDE	Early Childhood Care and Development Education
EM	Evaluation Manager
EMIS	Education Management Information System
ER	Evaluation Report
ERG	Evaluation Reference Group
EQAS	Evaluation Quality Assurance System
ESNAU	Eswatini National Agricultural Union
ESWADE	Eswatini Water and Agricultural Development Enterprise
ESWAFCU	Eswatini Farmers' Cooperative Union
ESWASA	Eswatini Standards Authority
FAO	Food and Agriculture Organization
FGD	Focus Group Discussion
GEWE	Gender Equality and Women's Empowerment
GBV	Gender Based Violence
HGSF	Home Grown School Feeding
HGSFP	Home Grown School Feeding Programme
HQ	Headquarters
IR	Inception Report
KAP	Knowledge Attitude and Practice
M&E	Monitoring and Evaluation
MDGs	Millennium Development Goals

MoET	Ministry of Education and Training
MoA	Ministry of Agriculture
MoCIT	Ministry of Communication and Information Technology
mt	Metric tons
MTR	Mid-Term Review
NCP	Neighbourhood Care Point
NFSS	National Framework for Food Security in Schools
NGO	Non-Governmental Organization
NMC	National Maize Corporation
NSFP	National School Feeding Programme
PHQA	Post Hoc Quality Assessment
OECD DAC	Organisation for Economic Co-operation and Development - Development Assistance Committee
OEV	Office of Evaluation
OVC	Orphans and Vulnerable Children
QA	Quality Assurance
QC	Quality Checklist
QS	Quality Support
RB	Regional Bureau
REO	Regional Evaluation Officer
REU	Regional Evaluation Unit
SDG	Sustainable Development Goals
SWASA	Eswatini Standards Authority
TL	Team Leader
TOR	Terms of Reference
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNCT	United Nations Country Team
UNDP	United Nations Development Programme
UNEG	United Nations Evaluation Group
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
VAM	Vulnerability Assessment Mapping
WFP	World Food Programme

# Annex 7: Theory of Change



## Annex 8: Logical Framework Matrix

Goal/Objective	Performance Questions	Target Indicators	Data Sources / Monitoring Mechanisms	Frequency of reporting / Assumptions
<b>FOOD SECURITY IN SCHOOLS</b>				
<b>IMPACT LEVEL</b>				
Increased completion of primary and secondary education by girls and boys	<ul style="list-style-type: none"> <li>How many male and female learners complete a full course of primary education, including repeaters?</li> <li>How many male and female learners complete a full course of high school (up to form V) education, including repeaters?</li> <li>How many male and female learners drop out in each grade (up to Form V)?</li> </ul>	<ul style="list-style-type: none"> <li>Net completion rate for primary school</li> <li>Net completion rate for High school</li> <li>% Of learners dropping out by gender and grade</li> </ul>	<p><b>Data source:</b> EMIS report</p>	<ul style="list-style-type: none"> <li>Annually</li> </ul> <p>EMIS report should be produced on 31 April each year.</p> <p>Currently EMIS is produced every two years</p>
<b>OUTCOME LEVEL</b>				
Increased enrolment and attendance of both girls and boys	<ul style="list-style-type: none"> <li>How many male and female learners are enrolled in each class, up to Form V?</li> <li>Within a month, how many male and female learners were absent for 3 and more consecutive days at time?</li> </ul>	<ul style="list-style-type: none"> <li>Number of learners enrolled at the beginning of the year</li> <li>% Of learners who were absent for 3+ days a month</li> </ul>	<p><b>Data source:</b> EMIS report</p> <p><b>source:</b> MoET SF Monitoring Report</p>	<ul style="list-style-type: none"> <li>Annually</li> <li>Quarterly/Termly</li> </ul> <p>School feeding monitoring system to be reviewed to capture actual number of learners eating per meal and not those in class.</p>

<p>Improved nutrition among target group (school going children)</p>	<ul style="list-style-type: none"> <li>• <b>OUTCOME LEVEL</b> <i>How many primary level learners have a MUAC score less than 135mm (13.5cm)?</i></li> </ul> <p>MUAC tools are required to measure learners.</p> <p>MUAC less than 110mm (11cm) indicates Severe Acute Malnutrition (SAM). MUAC of between 110mm (11cm) and 125mm (12.5cm) indicates Moderate Acute Malnutrition (MAM). MUAC of between 125mm (12.5cm) and 135mm (13.5cm) indicates that the child is at risk for acute malnutrition. MUAC over 135mm (13.5cm) indicates that the child is well nourished.</p> <ul style="list-style-type: none"> <li>• <i>What is the BMI for high school learners?</i></li> </ul> <p>Normal BMI is between 18.5 and 24.9</p> <p>BMI between 25 to 29.9 is considered overweight.</p> <p>Anything over 30 is considered obese. Anything lower than 18.5 is considered underweight.</p>	<ul style="list-style-type: none"> <li>• % Of undernourished children (as measured by MUAC/BMI depending on age)</li> <li>• % Of high school learners with normal BMI</li> </ul>	<p><b>Data source:</b> HGSF baseline, mid-term, and end of project evaluation</p>	<ul style="list-style-type: none"> <li>• Start, mid-term and end of project</li> </ul>
<p>Learners report satisfaction with meals prepared and served in school kitchens.</p>	<ul style="list-style-type: none"> <li>• <i>How many learners self-report that food provided at school is satisfactory?</i></li> </ul> <p>Degree of male and female satisfaction of food prepared in the kitchen (from low to high).</p>	<ul style="list-style-type: none"> <li>• % Of learners (male and female) who report that they are satisfied with food provided at school</li> </ul>	<p><b>Data source:</b> HGSF baseline, mid-term, and end of project evaluation</p>	<ul style="list-style-type: none"> <li>• Start, mid-term and end of project</li> </ul>

	Satisfaction defined as: portion size, food quality, and food diversity.			
Schools use gardens to support school meals	<ul style="list-style-type: none"> <li>• <i>Does school have functional school garden?</i></li> <li>• <i>Does school have a school feeding garden?</i></li> <li>• <i>Is food from the school garden used for school feeding</i></li> </ul> <p>Functionality is defined as using school garden produce to supplement school feeding at least 3 times a week.</p>	<ul style="list-style-type: none"> <li>• % of schools with functional food and nutrition gardens</li> </ul>	<p><b>Data source:</b> HGSF baseline and end of project evaluation</p> <p><b>Data source:</b> MoET SF Monitoring Report</p>	<ul style="list-style-type: none"> <li>• Start, mid-term and end of project</li> <li>• Quarterly / End of school term</li> </ul>
<b>OUTPUT LEVEL</b>				
Learners provided with healthy meals throughout the year	<ul style="list-style-type: none"> <li>• <i>Were school meals provided- daily, weekly, and monthly</i></li> <li>• <i>How many learners received food-daily, weekly, and monthly</i></li> <li>• <i>Did all learners who wanted to eat get food?</i></li> </ul>	<ul style="list-style-type: none"> <li>• % of school who served school meals on all school days as required</li> <li>• Number and % of learners who received food, by sex</li> <li>• % of learners who wanted to eat and received food at school</li> </ul>	<p><b>Data source:</b> MoET SF Monitoring Report</p> <p>School feeding monitoring system to be reviewed to capture actual number of learners eating per meal and not those in class</p>	<ul style="list-style-type: none"> <li>• Quarterly / End of school term</li> </ul>
Schools provided with correct amount of food for school meals	<ul style="list-style-type: none"> <li>• <i>How much food (rice, beans, vegetables, eggs,) was delivered to school?</i></li> <li>• <i>Was food enough (based on demand quantities as recorded)?</i></li> <li>• <i>Does school have full time dedicated cooks?</i></li> </ul>	% of schools with a functional school meals programme	<p><b>Data source:</b> MoET SF Monitoring Report</p>	<ul style="list-style-type: none"> <li>• Quarterly / End of school term</li> </ul>

	<ul style="list-style-type: none"> <li>• Does the cooking area meet appropriate safety and quality standards?</li> <li>• Does school kitchen have access to potable water?</li> <li>• Did school have any shortages of energy (e.g., wood, electricity) for cooking?</li> </ul> <p>Functionality is defined as having enough food, dedicated cooks, appropriate standards of cooking area, availability of clean water and energy</p>			
School garden providing dietary diversity to food provided by Government and partners	<ul style="list-style-type: none"> <li>• Does school have school garden? if yes</li> <li>• Is produce from the school garden used to supplement food provided?</li> <li>• What is the amount (in kgs) of vegetables used for school feeding, by type of vegetable?</li> </ul>	<ul style="list-style-type: none"> <li>• % of schools who used supplemented school feeding with produce from the school garden</li> <li>• Amount of food (kg) provided by garden to school kitchen</li> </ul>	<b>Data source:</b> MoET School Feeding Monitoring Report	<ul style="list-style-type: none"> <li>• Quarterly / End of school term</li> </ul>
Learners, teachers, cooks and committees trained on nutrition and health	<ul style="list-style-type: none"> <li>• How many learners, teachers and cooks received training on nutrition and health?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of learners who received training on nutrition and health</li> <li>• Number of, teachers who received training on nutrition and health</li> <li>• Number of cooks who received training on nutrition and health</li> </ul>	<b>Data source:</b> MoET School Feeding Monitoring Report	<ul style="list-style-type: none"> <li>• Quarterly / End of school term</li> </ul>
<b>PROCESS LEVEL</b>				



Schools provided with good quality food	<ul style="list-style-type: none"> <li>Which types of food commodities were delivered to school within 3 months before expiry date and size in bags/ kgs?</li> </ul>	<ul style="list-style-type: none"> <li>% of food stocks that were delivered 3 months before expiry date</li> </ul>	<b>Data source:</b> MoET School Feeding Monitoring Report	<ul style="list-style-type: none"> <li>Quarterly / End of school term</li> </ul>
Initiate and sustain school meals in all schools	<ul style="list-style-type: none"> <li>Did school use own (or hired) transport to get food from source? By commodity</li> </ul>	<ul style="list-style-type: none"> <li>% of schools who used own transport to get food from source, by type of commodity</li> </ul>	<b>Data source:</b> MoET School Feeding Monitoring Report	<ul style="list-style-type: none"> <li>Quarterly / End of school term</li> </ul>
Schools offer nutrition education- as part of food security	<ul style="list-style-type: none"> <li>Does your school offer sufficient lectures on nutrition education?</li> </ul> <p>Sufficient offering is defined as having more than six 30 minutes' lessons per school term</p>	<ul style="list-style-type: none"> <li>Number and % of schools offering nutrition education</li> </ul>	<b>Data source:</b> MoET School Feeding Monitoring Report	<ul style="list-style-type: none"> <li>Quarterly / End of school term</li> </ul>
<b>FOOD PRODUCTION AND SUPPLY</b>				
<b>Goal/Objective</b>	<b>Performance Questions</b>	<b>Target Indicators</b>	<b>Data Sources / Monitoring Mechanisms</b>	<b>Frequency of reporting / Assumptions</b>
<b>IMPACT LEVEL</b>				
<p>Increased quantity and quality of locally produced and processed food for school feeding</p> <p><b>Target</b></p> <p><b>- At least 10% of maize meal and beans required quantities for SFP is procured locally 400 mt of</b></p>	<ul style="list-style-type: none"> <li>What quantities of maize, beans, vegetables, eggs are procured locally? By type of commodity and sex of farmer</li> <li>Has the quantity and quality of locally procured food changed?</li> <li>How has the project influenced meeting the local procurement requirements?</li> </ul>	<ul style="list-style-type: none"> <li>% and size of food of maize procured from local small scale farmers</li> <li>% and size of food of rice procured from local small scale farmers</li> <li>% and size of food of beans procured from local small scale farmers</li> </ul>	<p><b>Data source:</b> HGSP baseline, mid-term and end of project evaluation</p> <p><b>Data source:</b> Analysis of WFP procurement statistics and SFP plans</p> <p><b>Data source:</b> Analysis of FAO procurement statistics for vegetables</p>	<ul style="list-style-type: none"> <li>Start, mid-term and end of pilot</li> <li>Quarterly / Every end of school term</li> <li>Quarterly / Every end of school term</li> </ul>

<p>Maize and 80 mt Beans procured</p> <p><b>- Less than 10% food quality rejection rate</b></p> <p><b>- Less than 41 mt for beans and 8.7 mt for Maize</b></p>	<p>Locally is defined as being sourced within the region or within Eswatini</p>	<ul style="list-style-type: none"> <li>• % and size of food of vegetables procured from local small-scale farmers</li> <li>• % and size of food of eggs procured from local small-scale farmers</li> </ul>		
	<ul style="list-style-type: none"> <li>• <i>What amount (in kgs) of commodities meet the quality standards, of total assessed disaggregated by food commodity?</i></li> <li>• <i>Which commodities failed the quality test, by type of commodity?</i></li> </ul>	<ul style="list-style-type: none"> <li>• % and size of food commodities that pass the quality test (by type of commodity)</li> </ul>	<p><b>Data source:</b> Analysis of quality testing reports</p>	<ul style="list-style-type: none"> <li>• Quarterly / Every end of school term</li> </ul>
<p>Improved cost-effectiveness of school feeding programmes</p>	<ul style="list-style-type: none"> <li>• <i>What is the overall cost of HGSF in comparison to Central procurement of similar commodities?</i></li> <li>• <i>Procurement financial costs for HGSF and Current MOET Model</i></li> <li>• <i>What is main source of income for households</i></li> </ul>	<ul style="list-style-type: none"> <li>• HGSF costs compared to current model</li> <li>• % of farmers who report commercial farming to be main source income for household</li> </ul>	<p><b>Data source:</b> HGSF baseline, mid-term, and end of project evaluation</p> <p><b>Data source:</b> Procurement financial costs for HGSF at WFP and FAO</p> <p><b>Data source:</b> Procurement financial costs for SFP at MoET</p>	<ul style="list-style-type: none"> <li>• Start, mid-term and end of pilot</li> <li>• Quarterly / Every end of school term</li> <li>• Quarterly / Every end of school term</li> </ul>
<b>OUTCOME LEVEL</b>				
<p><b>CP1.</b> Food Production, rise in production capacity of farmers</p> <p><b>Target</b></p> <p><b>- At least 25%-year increase in food produced by farmers</b></p>	<ul style="list-style-type: none"> <li>• <i>How has the level of food production changed in the target areas?</i></li> <li>• <i>What is the size of farm area utilized for major food crops (maize/beans)?</i></li> <li>• <i>What factors have influenced change in production capacity?</i></li> </ul>	<ul style="list-style-type: none"> <li>• % of change in food production by participating farmers</li> <li>• % of farm area utilized for major food crops (maize/beans)</li> </ul>	<p><b>Data source:</b> HGSF baseline and end of project evaluation</p> <p><b>Data source:</b> Participatory monitoring systems established with farmers' associations/farmers</p>	<ul style="list-style-type: none"> <li>• Start, mid-term and end of pilot</li> <li>• Annually</li> </ul>

<p><b>- 50% of farmers increase area planted for food crops (maize/beans)</b></p>			<p><b>Data source:</b> Sample survey</p> <p><b>Data source:</b> crop records of farmers' associations total crop production of producer farmers by Ministry of Agriculture</p>	
<p><b>CP2.</b> Post-harvest food handling and storage, improved food quality and storage</p> <p><b>Target</b></p> <p><b>- At least 80% of farmers and traders have 90% food quality approval (no rejection)</b></p> <p><b>- Increase in food handling knowledge and use of improved storage facilities</b></p>	<ul style="list-style-type: none"> <li>• <i>What post-harvest and storage initiatives have been established?</i></li> <li>• <i>What changes have occurred in the handling and storage of food commodities?</i></li> <li>• <i>In what successful ways have food handling and storage capacity been developed?</i></li> <li>• <i>What is the type and capacity of storage facility?</i></li> </ul> <p>For farmers, improved storage facilities have</p> <ol style="list-style-type: none"> <li>1. A “warehouse/storeroom” with adequate access, ventilation, pallets and basic storage/warehouse management practice. The consignment should be bagged in approved bag quality and should be properly stacked.</li> <li>2. When grains are stored in silos “not bagged”, silos should be made of recommended material quality not less than 0.5mm thickness. Storage</li> </ol>	<ul style="list-style-type: none"> <li>• % of farmers applying appropriate post-harvest and food handling practices</li> <li>• % of farmers' organization with a food quality approval rate of 90%</li> <li>• % of farmers with improved storage facilities</li> </ul>	<p><b>Data source:</b> HGSF baseline, mid-term, and end of project evaluation</p> <p><b>Data source:</b> Farmers questionnaire on post-harvest handling and storage knowledge and practices by Ministry of Agriculture</p> <p><b>Data source:</b> Analysis of food quality assessment reports</p> <p><b>Data source:</b> Field observation by expert implementing staff</p>	<ul style="list-style-type: none"> <li>• Start, mid-term and end of pilot</li> <li>• Annually</li> <li>• Annually</li> <li>• Quarterly</li> </ul>

	<p>tanks/silos should be kept in proper place not into contact with soil</p> <p>3. Fumigation should be done by approved service provider and fumigation certificate be issued. Fumigation is done immediately after spotting weevils/moths</p>			
<p><b>CP3.</b> Greater market access, rise in agricultural marketing enterprises capacity and household income</p> <p><b>Target</b></p> <p>-80% Smallholder farmer's associations or cooperatives operating effectively</p> <p>-50% of farmers benefiting from programme have a 50% increase in agriculture income</p> <p>-Increase in marketing skills and organization of farmers</p>	<ul style="list-style-type: none"> <li>How have the levels of agriculture incomes for small and medium scale farmers changed?</li> <li>Does aggregating farmers in FO offer better incomes than individual sales?</li> </ul> <p>Do analysis of incomes recorded in association financial records (quantities sold and prices)</p>	<ul style="list-style-type: none"> <li>% of change in household income of participating farmers</li> <li>Average income of participating farmer, by type of commodity, sex of farmer, age of farmer</li> </ul>	<p><b>Data source:</b> HGSF baseline and end of project evaluation</p> <p><b>Data source:</b> Analysis gender of farmers and traders from supplier's database</p>	<ul style="list-style-type: none"> <li>Start, mid-term and end of project</li> <li>Quarterly</li> </ul>
<p><b>Target</b></p> <ul style="list-style-type: none"> <li>-80% smallholder farmer's associations and cooperatives</li> </ul>	<ul style="list-style-type: none"> <li>What marketing initiatives have been established and what has been the economic effect?</li> </ul>	<ul style="list-style-type: none"> <li>% of functional farmer organizations</li> <li>% of farmers' organizations that</li> </ul>	<p><b>Data source:</b> WFP HGSF Report</p> <p><b>Data source:</b> Farmers questionnaire on marketing</p>	<ul style="list-style-type: none"> <li>Annually</li> <li>Annually</li> </ul>

<p>operating effectively</p> <ul style="list-style-type: none"> <li>-Increase in marketing skills and organization of farmers</li> </ul>	<ul style="list-style-type: none"> <li><i>In what ways has the marketing skills and capacity of farmers changed?</i></li> <li><i>Does farmer organization have a constitution, meets regularly, keeps financial records, marketing for the collective of farmers, includes female farmers and trades in the HG project</i></li> </ul> <p>Functionality is defined as having a constitution, meets regularly, keeps financial records, has an operational bank account, does marketing for the collective of farmers, keeps farmer training records, has female farmers and has members under 35 years</p>	<p>implement marketing skills</p>	<p>skills and organizational capacity</p>	
<p><b>CP3.</b> Equitable participation of different socio-economic groups (Poor, Women, Youth)</p> <p><b>Target</b></p> <p><b>At least 30% of food suppliers are women</b></p>	<ul style="list-style-type: none"> <li><i>How many female farmers and youth aged less than 35 years are members of the farmers' organization?</i></li> <li><i>How many HGSF commodity suppliers are female and youth aged less than 35 years?</i></li> <li><i>Which commodities do they supply?</i> <ul style="list-style-type: none"> <li><i>How equitably have different socio-economic groups benefited from project interventions (Poor, Women, Youth)</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>% of HGSF farmers/suppliers that are female</li> <li>% of HGSF farmers/suppliers that are youth less than 35 years</li> </ul>	<p><b>Data source:</b> WFP HGSF Report</p> <p><b>Data source:</b> Analysis gender of farmers and traders from supplier's database</p>	<ul style="list-style-type: none"> <li>Annually</li> <li>Annually</li> </ul>

<p>Improved food and nutrition security of farmers' households</p> <p>Increased sale of food commodities is not offset by reduced household consumption</p>	<ul style="list-style-type: none"> <li><i>In the past 7 days preceding the assessment, did the household eat staple, pulses, dairy, meat, vitamin A rich fruits and vegetables?</i></li> <li><i>In the past 7 days preceding the assessment, were there times when the household did not have enough food or money to buy food?</i> <ul style="list-style-type: none"> <li><i>What coping mechanisms were employed?</i></li> <li><i>How much produce in metric tons is consumed by household, by type of commodity</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Food consumption score for farmers' households</li> <li>Coping strategy Index (CSI) for farmers' households</li> <li>% of produce that is consumed by household, by type of commodity</li> </ul>	<p><b>Data source:</b> HGSF baseline, mid-term and end of project evaluation</p>	<ul style="list-style-type: none"> <li>Start, mid-term and end of pilot</li> </ul>
<b>OUTPUT LEVEL</b>				
<p><b>CP1.</b>Increased quantity of locally produced and processed food for school feeding</p>	<ul style="list-style-type: none"> <li><i>What are the quantities of food procured by type of commodity?</i></li> </ul>	<ul style="list-style-type: none"> <li>Kgs or bags of maize procured from local small-scale farmers</li> <li>Kgs or bags of beans procured from local small-scale farmers</li> <li>Kgs or bags of vegetables procured from local small-scale farmers</li> <li>Trays of eggs procured from local small-scale farmers</li> </ul>	<p><b>Data source:</b> Procurement statistics and SFP plans WFP/FAO</p>	<p>Quarterly</p>
	<ul style="list-style-type: none"> <li><i>What amount (in kgs) of commodities meet the quality standards, of total</i></li> </ul>	<ul style="list-style-type: none"> <li>Amount of food commodities that pass the</li> </ul>		

	<p><i>assessed disaggregated by food commodity?</i></p> <ul style="list-style-type: none"> <li>• <i>Which commodities failed the quality test, by type of commodity?</i></li> </ul>	quality test (by type of commodity)		
<b>PROCESS LEVEL</b>				
<p><b>CP1.</b>Increased quantity of locally produced and processed food for school feeding</p>	<ul style="list-style-type: none"> <li>• <i>How many farmers' organization have been assessed and enrolled in the HGSE programme</i></li> </ul>	<ul style="list-style-type: none"> <li>• Number of small and medium scale farmers who are enrolled in the HGSE programme, by type of commodity, age and sex of farmer</li> </ul>	<p><b>Data source:</b> WFP HGSE Report</p> <p><b>Data source:</b> Analysis gender of farmers and traders from supplier's database</p>	<ul style="list-style-type: none"> <li>• Quarterly</li> <li>• Quarterly</li> </ul>
<p>Initiate and sustain food supply to schools</p>	<ul style="list-style-type: none"> <li>• <i>How many commodities were supplied from FO to schools at the requisite time frames, by type of commodity</i></li> <li>• <i>Which types of food commodities were delivered to school within 3 months before expiry date and size in bags/ kgs?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Kgs or number of bags of maize supplied to schools 10 school days before stock runs out</li> <li>• Kgs or number of bags of beans supplied to schools 10 school days before stock runs out</li> <li>• Kgs or number of bags of vegetables supplied to schools on the day or day before</li> <li>• Number of trays of eggs supplied to schools 10 school days before stock runs out</li> </ul>	<p><b>Data source:</b> WFP HGSE Report</p>	<ul style="list-style-type: none"> <li>• Quarterly</li> <li>•</li> </ul>

		<ul style="list-style-type: none"> <li>% of food stocks that were delivered 3 months before expiry date</li> </ul>		
	<ul style="list-style-type: none"> <li><i>Did farmers organization use own (or hired) transport to get food from source?</i></li> </ul>	<ul style="list-style-type: none"> <li>% of farmers organizations who used own transport to get food from source</li> </ul>	<b>Data source:</b> WFP HGSF Report	<ul style="list-style-type: none"> <li>Quarterly</li> </ul>



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