

# **Evaluation of capacity strengthening activities to government and local communities in Sao Tome and Principe**

## **JULY 2019 – DECEMBER 2022**

Volume II of Evaluation Report - Annexes

WFP Sao Tome & Principe Country Office



World Food Programme

SAVING  
LIVES  
CHANGING  
LIVES

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**Janvier 2024**

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# 1 Evaluation ToRs (summarised)

## Evaluation of capacity strengthening activities to government and local communities in Sao Tome and Principe from July 2019 to December 2022

### Summarised Decentralized Evaluation Terms of Reference

#### Sao Tome & Principe Country Office

## 1. Background

These terms of reference (ToR) were prepared by the WFP Sao Tome & Principe (STP) and Cameroon Country Offices based upon an initial document review and consultation with stakeholders and Partners, to guide the evaluation team and to specify expectations during the various phases of the evaluation.

### 1.1 INTRODUCTION

These terms of reference are for the thematic evaluation of WFP Country Capacity Strengthening activities to the government and local communities in all districts of Sao Tome & Principe.

### 1.2. CONTEXT

The Democratic Republic of Sao Tome and Principe (STP) is a lower-middle-income island state situated in the Gulf of Guinea. As a small island developing state, the country faces various challenges, including climatic shocks, natural disasters and market price fluctuation, negatively impacting the subsistence conditions of its population and increasing food insecurity.

In 2019, Sao Tome and Principe (STP) adopted the 2030 Agenda and the zero-hunger strategic review (ZHSR) as a framework to combat hunger and food insecurity. The ZHSR identified several challenges, including gender inequalities in access to food, school meals, nutrition, and smallholder productivity.

**Access to food:** Food and nutrition insecurity in Sao Tome and Principe are the result of factors such as high unemployment rates and underperforming agriculture, fishing and livestock sectors. These lead to limited food production and access to basic services; heavy reliance on food imports; lack of access to education; employment; financial services and means of production. In turn, these differently affect women and men.

**School meals:** challenges include inadequate national policies, limited government capacities, funding and costing issues, logistical challenges, weak civil society mobilisation, and reliance on imports. There is a need to develop a full-fledged home-grown school meals (HGSM) approach that is gender-transformative and has a strong focus on the direct procurement of locally produced nutritious food.

**Nutrition:** challenges include need for nutritionists in country; the need for gender-aware communication strategies; the need to reinforce nutrition education for adolescents; prioritizing the first 1,000 days of life; and emphasis on food fortification programmes.

**Smallholder productivity** is hindered by poorly integrated agriculture markets, gender inequity, lack of infrastructure, limited data, and inadequate technical capacity.

**Coordination challenges** relate to limited resources for the national Council for Food and Nutrition Security, as well as insufficient advocacy for food and nutrition security awareness.

**Information systems:** Information systems are hindered by a lack of periodic national data, monitoring and evaluating mechanisms, a production and commercialization pricing system, and data and analysis disaggregated by gender and age.

Complementing the Government's efforts, The World Food Programme (WFP) has been supporting STP by transitioning from direct food assistance to strengthening national capacities. They have worked on school feeding, smallholder market access, and nutritional policies, forming partnerships with government bodies and institutions. WFP has also contributed to gender mainstreaming and addressing the socio-economic impact of the COVID-19 pandemic.

Despite challenges, WFP has supported the Government in strengthening its capacity in areas like home-grown school feeding and smallholder access to markets. They have also been involved in emergency school feeding during the pandemic. These efforts have improved gender equality and contributed to the Sustainable Development Goals. Other partners, like UNICEF, have also assisted in addressing the impact of

the pandemic.

WFP has enhanced partnerships, including with non-traditional donors and the private sector. They have implemented innovative capacity strengthening initiatives and retrofitted government warehouses for food storage. These efforts have contributed to improved gender equality and food security in the country.

## 2. Reasons for the evaluation

### 2.1 RATIONALE

The evaluation is being commissioned for the following reasons:

- Sao Tome & Principe (STP) country Office has initiated the discussions with HQ on the planning of its second generation CSP (aligned to the new UNSDCF) that will be submitted to the Executive Board by November 2023.
- The evaluation topic will cover WFP capacity strengthening activities and will be used by WFP Sao Tome and Principe (STP) Country Office and the Government to generate the most useful evidence on key achievements and lessons learned from current WFP programmes in the country to inform the design of the new CSP and interventions.
- As a corporate requirement, WFP conduct at least one Decentralize Evaluation and a CSP Evaluation at the penultimate year of the CSP 2019 – 2024. From the context in STP where the UNCT has elaborated a new UNSDCF, it is important that WFP shorten for 1 year the period of the current CSP, and then design a new one to align with the UNSDCF 2023 - 2026. As such, it is important that the evaluations look at other activities that have been implemented like the in-kind emergency response to school children during the COVID pandemic.
- The Evaluation will also inform potential areas for WFP programme intervention in the new CSP as per comparative advantage of WFP (Nutrition, etc.)

### 2.2 OBJECTIVES

Evaluations serve the dual and mutually reinforcing objectives of accountability and learning.

- **Accountability** – The evaluation will assess and report on the performance and results of the intervention.
- **Learning** – 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. These will be disseminated and inform operational and strategic decision-making.

#### Specific objectives

- Measure the overall performance of activities, with focus on the relevance, effectiveness, efficiency, coherence, impact and sustainability
- Assess results achievement as defined by stakeholders, factors for success and failure of the strategies, as well as geographical coverage.
- Analyse the involvement and accountability of actors and stakeholders, identify strengths and weaknesses of implementation strategies, difficulties encountered, opportunities and threats to the school feeding policy, agricultural activities, and WFP emergency response.
- Assess structural and financial sustainability.
- Analyse gender equality and women empowerment, including human rights approaches, accessibility to income generating opportunities for women, and environmental sustainability of smallholder farming activities.
- Document best practices and lessons learned in relation to intervention design, implementation and management.
- Make proposals/recommendations for the improvement of future interventions in terms of programmatic interventions/area.
- Assess the feasibility and implementation status of the government vision to successfully integrate small holder farmer systems with school feeding.
- Assess the opportunities of the Government to improve school feeding.

### 2.3 STAKEHOLDER ANALYSIS

The evaluation will seek the views of, and be useful to, a broad range of WFP internal and external stakeholders. A number of stakeholders will be asked to play a role in the evaluation process in light of their expected interest in the results of the evaluation 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.

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, equity 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).

## 3.2 SCOPE OF THE EVALUATION

The Evaluation will cover the period from 01st July 2019 to December 31st, 2022, in all the six districts of the country and the Autonomous Region of Principe. Activities 1 (SF) and 2 (SHF) implemented through Institutional capacity strengthening under the strategic outcome 1 are concerned by the evaluation. As mentioned above, due to COVID pandemic, a budget revision was done to integrate in-kind emergency response to school affected children (Activity No.3). This Evaluation will focus on CSP activities 1 and 2. However as stated in section 2, the study will look at activity 3 and how the work presence and work of WFP on activity 1 and 2 have enabled a successful implementation of activity 3, to provide more insight that can inform design of the new CSP.

Women, men, boys, girls and persons with disabilities, the elderly will be included and will require a certain degree of disaggregation in the way data will be collected and analysed.

# 4. Evaluation approach, methodology and ethical considerations

## 4.1 EVALUATION QUESTIONS AND CRITERIA

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

- i) Country Capacity Strengthening activities to the government and local communities on the improvement of Home-Grown School Feeding (HGSF), support to smallholder farmers;
- ii) the emergency food assistance to school affected children with a view to informing future strategic and operational decisions.

The evaluation should analyse how gender, equity and wider inclusion objectives and GEWE mainstreaming principles were included in the intervention design, and whether the evaluation subject has been guided by WFP and system-wide objectives on GEWE. The gender, equity and wider inclusion dimensions should be integrated into all evaluation criteria as appropriate.

*Table 2: Evaluation questions and criteria*

Evaluation questions		Criteria
<b>EQ1 – To what extent does the intervention meet the needs and priorities of the government, stakeholders and affected populations?</b>		<b>Relevance</b>
<b>1.1.</b>	To what extent were activities and outputs of WFP support to the government consistent with the overall goal, objectives and intended impact?	Relevance
<b>1.2</b>	How appropriate and in line with national requirements has the results framework been, including the results chain as laid out in the theory of change?	Relevance
<b>1.3</b>	How have the national, local organizations and other actors of the civil society participated in the project design, implementation and monitoring?	Relevance
<b>1.4</b>	Is the intervention aligned with Government, WFP partners, UN agencies and donor policies priorities?	Relevance
<b>1.5</b>	To what extent have GEWE issues been incorporated in the design and implementation of WFP capacity strengthening and emergency response assistance across the country?	Relevance
<b>EQ2 – To what extent has the intervention achieved, or is expected to achieve, its objectives and outcomes?</b>		<b>Effectiveness</b>
<b>2.1</b>	To what extent has the intervention helped the government achieve their national priorities and goals?	Effectiveness
<b>2.2.</b>	Was the programme affected by COVID-19 and how did it address the consequences in the short and long term? Specifically did the programme offer any advantages when responding to the COVID-19 pandemic in Sao Tome and Principe?	Effectiveness
<b>2.3</b>	Were results delivered to specific groups including girls, boys, men, women and people living	Effectiveness

Evaluation questions		Criteria
	with disabilities or other marginalised groups?	
<b>EQ3 - To what extent did the intervention achieve an optimal use of the budget and time allocated?</b>		<b>Efficiency</b>
<b>3.1</b>	Were the interventions implemented in the most efficient manner?	Efficiency
<b>3.2</b>	To what extent did the monetary and non-monetary contributions from the government enable the intervention to be implemented in an efficient manner?	Efficiency
<b>3.3</b>	Were the activities efficiently implemented (specifically timeliness of implementation, adequacy of inputs and cost effectiveness)?	Efficiency
<b>EQ4 - To what extent is the intervention appropriate/compatible with other interventions in a country, sector or institutions?</b>		<b>Coherence</b>
<b>4.1</b>	To what extent is WFP's support to government on school feeding, promotion of local products and smallholder farmers activities coherent and aligned with national programmes?	Coherence
<b>4.2</b>	What have been the synergies between WFP supported programmes and the interventions from Civil society, UN wider programmes, etc.?	Coherence
<b>EQ5 - To what extent has the intervention generated or is expected to generate significant positive or negative effects, intended or unintended, at a higher level?</b>		<b>Impact</b>
<b>5.1</b>	Are national ministries adjusting policies, regulations, budgets or programmes as a result of the capacity strengthening?	Impact
<b>5.2</b>	What real difference has the activity made on the capacity to design, plan and implement programmes? How did the WFP support to government capacity building change beneficiaries lives and livelihoods?	Impact
<b>5.3</b>	Has the WFP support to government and subsequent activities empowered or developed and supported female leadership and independence of affected populations?	Impact
<b>EQ6 - To what extent will the activities and achievements of the intervention be sustained long-term?</b>		<b>Sustainability</b>
<b>6.1</b>	How have the activities built capacities and systems for the programmes to continue? Are there needs or gaps to be covered so that the government can pursue the programme without WFP support?	Sustainability
<b>6.2</b>	To what extent are the benefits of the activities likely to continue after WFP support has ceased?	Sustainability
<b>6.3</b>	What mechanisms have been put in place or can be put in place by the government to guarantee a successful financial stability and independence of the intervention?	Sustainability

The evaluation will apply the international evaluation criteria of relevance, effectiveness, efficiency, sustainability and impact. As it will be building on to existing evidence generation and learning efforts which focused on impact and to an extent effectiveness, it will place more emphasis on the relevance, efficiency and sustainability of the activities. The sustainability aspect will consider the scalability of the Improving the education of the children and the extent to continue after donor funding has ceased.

The evaluation should analyse how GEWE objectives and GEWE mainstreaming principles were included in the activities design, and whether the object has been guided by WFP and system-wide objectives on GEWE.

## 4.2 EVALUATION APPROACH AND METHODOLOGY

The methodology will be designed by the evaluation team during the inception phase. It should:

- Employ the relevant evaluation criteria above;
- Apply an evaluation matrix addressing key evaluation questions, data availability challenges, budget and timing constraints;
- Adopt methods ensuring participation of women, girls, men and boys from different stakeholders groups;
- Demonstrate impartiality and lack of biases by relying on a cross-section of information sources, and careful selection of field visit sites;
- Using mixed methods to ensure triangulation of information through a variety of means.
- Ensure using mixed methods that women, girls, men, and boys from different stakeholders' groups participate and that their different voices are heard and used.
- The methodology ideally should use a combination of innovative approaches like social network analysis and empowerment evaluations to analyse the institutional landscape and partnership for capacity building; assess achievement of capacity building activities. One key outcome of the evaluation should be to help stakeholders build the vision and strategy for the future further.

The methodology chosen should demonstrate attention to impartiality and reduction of bias by relying on mixed methods and different primary and secondary data sources that are systematically triangulated. It will take into account 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.

The methodology should be sensitive in terms of GEWE, equity and inclusion, indicating how the perspectives and voices of diverse groups will be sought and taken into account. The methodology should ensure that primary data collected is disaggregated by sex and age, providing explanations if this is not possible. 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.

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.

The following mechanisms for independence and impartiality will be employed.

- **Evaluation Manager (EM)**, not part of the data-day-to-day implementation programme.
- An **Evaluation Committee (EC)** composed of representatives from WFP will be appointed and involved through all phases of the evaluation. The EC is responsible for overseeing the evaluation process, making key decisions, and reviewing submitted evaluation products.
- An **Evaluation Reference Group (ERG)** composed of the technical committee will be set up to steer the evaluation, comment on all evaluation deliverables, and exercise oversight over methodology.
- All products including inception report and evaluation report from the Evaluation Team will be externally and independently quality assured (both by the ERG and the Decentralized Evaluation Quality Assurance System (DEQAS); and
- 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 Manager 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.

The following potential risks to the methodology have been identified.

Potential Risk	Mitigation Actions
The Evaluation Team may have challenges regarding the availability of data for some indicators due to gaps in record keeping as well as quality issues.	Secondary data sources from monitoring may assist for the best estimates possible. In addition, the team will explore different options to fill in existing data gaps.
Difficulties accessing government institutional partners and representatives and staff turnover within government may result in significant changes in personnel.	WFP Country Office will use their relationships with the government to establish a means of identifying and facilitating ongoing engagements with key persons.
The evaluation team may have challenges travelling to STP due to COVID-19 travel restrictions.	Flexibility on how and when data can be collected may also consider engaging more national consultants to do the actual data collection or reviewing the feasibility of conducting remote data collection exercises such as use of phone interviews. A specific data needs identification, and collection strategy will be formulated at the inception phase.
The legislative elections planned in September could lead to more turnover and lack of key respondents	The Evaluation will conduct an inception mission before the elections and plan for an extended list of interview partners to ensure the relevant Government staff that participated in WFP programmes are met.
Accessing beneficiaries and non-beneficiaries for data collection if remote data collection is used due to connectivity issues and lack of access to technology for the most vulnerable people.	Communicate with cooperating partners and beneficiaries on dates when the remote data collection will be done. Also consider sampling more beneficiaries to take care of non-response rate.

## 4.3 EVALUABILITY ASSESSMENT

Evaluability is the extent to which the subject can be evaluated in a reliable and credible way. Evaluability is high if the subject has:

- A clear description of the situation before/at the start that can be used as reference point to measure change (baseline).
- A clear statement of intended outcomes, i.e. the desired changes that should be observable once implementation is under way or completed.
- A set of clearly defined and appropriate indicators with which to measure changes.
- A defined timeframe by which outcomes should be occurring; and (e) a monitoring system for regularly collecting, storing and analysing performance data.

The level of evaluability of the capacity strengthening activities and food emergency response in WFP STP Country Strategic Plan to meet the objectives set out is assessed to be good at this preliminary stage because:

- The CSP narrative and update from the budget revision is available
- Baseline figures are available from WFP
- Regular monitoring of the activities through the various coordination mechanisms has taken place and is documented (these include annual country reports 2019, 2020 and 2021, Coordination Unit monthly meeting minutes, activity and budget tracker, quarterly and biannual updates).
- Government archives and activities reports
- WFP CSP has a Theory of Change, and detailed Results Framework with all programme indicators and targets (see Annex 7)

Information exists for assessing the achievements of intended outcomes and the utilization of resources over the period under review. A detailed evaluability assessment will be carried out at the inception phase to determine the appropriateness of the methodological approach. It is expected that the evaluation will make use of already existing data as follows:

- Baseline figures
- Routine Progress Reports
- Project proposal including the Results Framework and Key Deliverables
- Monitoring data and reports
- Country Portfolio budget
- Quarterly, semi-annual and Annual country and Progress reports/updates

Depending on the spread of COVID-19 and policy measures in place at the time of data collection, the team may either collect primary data via normal face-to-face surveys; or collect primary data via remote data collection means. Remote data collection may bring challenges in access to all sampled beneficiaries because some beneficiaries may not have access to phones while in some cases, there may be connectivity challenges. The evaluation team should therefore rely on mix of primary and secondary data to have enough data for this evaluation. If there are more data gaps established during inception, WFP programme staff will be available to support the evaluation team to address these gaps. There are other relevant interventions where secondary data can be sourced from.

Concerning the quality of data and information, the evaluation team should:

- Assess data availability and reliability as part of the inception phase expanding on the information provided. This assessment will inform primary and secondary data collection plan.
- Systematically check accuracy, consistency and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data.

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

- **Primary data**
  - **Potential limitations:** Data capture shortfalls for some indicators identified at baseline.
  - **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.
- **Secondary data**
  - **Potential limitations:** Reliability of secondary data collected at baseline and transparently acknowledge limitations / caveats regarding use of this data.
  - **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.



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 during the reporting phase.

## 4.4 ETHICAL CONSIDERATIONS

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.

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.

Contractors are also requested to reflect on these ethical issues and propose mitigating/safeguarding measures as part of their proposal.

The team and evaluation manager will not have been involved in the design, implementation or monitoring of the WFP capacity strengthening activities nor have any other potential or perceived conflicts of interest. All members of the evaluation team will abide by the [2020 UNEG Ethical Guidelines](#), including the Pledge of Ethical Conduct as well as the WFP technical note on gender. The evaluation team and individuals who participate directly in the evaluation at the time of issuance of the purchase order are expected to sign a confidentiality agreement and a commitment to ethical conduct. These templates will be provided by the country office.

## 4.5 QUALITY ASSURANCE

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.

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.

The WFP evaluation manager 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. 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.

The evaluation manager 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](#), a rationale should be provided for comments that the team does not take into account. 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.

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. WFP expects that all deliverables from the evaluation team are 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 WFP. 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 Office of Evaluation. The overall PHQA results will be published on the WFP website.

## 2 Evaluation timeline

Resp.	Description	Duration in weeks	Timeline (2023)	Comments
<b>Phase 1 - Preparation</b>				
Initial actions – already concluded				
EM	Evaluation team recruitment /contracting	1-2 weeks	10-12 July	Evaluation team contracting is on the side of ICON/4G not causing any obstacles in immediate start as PO is signed. From the side of WFP - some documents were already shared – yet a call related the discrepancies in some major documents influencing the sample selection, clarification of missing unclear points would be useful – we suggest to make it part of Inception phase and execute asap.
EM, ET	Clarifications to current documents, sharing the background documents, clarifications of unclear baseline information/major documents to review	2-3 days	10-12 July	
<b>Phase 2 - Inception</b>				
EM, TL	Briefing meeting / Orientation call	1 day	12 July	It would be most helpful to take this call on Wednesday 12 July o as soon as possible, ideally followed by another call on Wednesday 19 July to collect/verify some of the reviewed information.
ET	Development and submission of draft Inception Report	2 weeks, 1 day	30 July	Review of key documents, draft of inception report including methodology and approach, sample size, Evaluation design matrix, detailed timeline, preliminary in-field questionnaires and related annexes
EM	Quality assurance of draft IR by EM and REO using QC share draft IR with quality support service (DEQS) and organize follow up call with DEQS	1 week	4 August	As per timeline estimation initially given by WFP
ET EM	Review draft IR based on feedback received by DEQS, EM and REP Share revised IR with ERG	1 week	13 August 14 August	Here we may try to speed up on our side based on the amount of comments received
ERG	Review and comment on draft IR	2 weeks	25 August	As per timeline initially given by WFP – it would be very welcome if the process could be speeded up at this moment
EM	Consolidate comments	1 day	28 August	As per timeline initially given by WFP
ET	Review draft IR based on feedback received and submit the final revised IR	1 week	4 September	
EM	Review final IR and submit to evaluation committee for approval	1 day	5 September	As per timeline initially given by WFP – it is needed to try to speed up the process here

EC Chair	<b>Approve final IR and share with ERG for information</b>	1 week	12 September	As per timeline initially given by WFP
<b>Potential time window to cover the slight delays from approval process, space for online discussions, clarifications, etc. – up to 1<sup>st</sup> September 2023, confirmation for the field phase date, mobilization for field mission.</b>				
<b>Phase 3 – Data collection</b>				
ET	Preliminary data collection work		20 August – 20 September 2023	Preliminary data collection work (remote)
ET	Mobilization for the field mission, potential initial calls with the stakeholders		1-15 September	
EC Chair/EM	Brief the evaluation team at CO	1 day	25 September	Total exact duration of the field mission was 2 weeks
ET	In-field data collection	2 weeks	25 September – 6 October	
ET	In/country debriefing	1 day	5 October	
<b>Phase 4 – Reporting</b>				
ET	Draft evaluation report	5 weeks	20 November	
EM	Quality assurance of draft ER by EM and REO using QC share draft IR with quality support service (DEQS) and organize follow up call with DEQS	1 week	TBC	
ET	Review draft ER based on feedback received by DEQS, EM and REO	1 week	TBC	
EM	Circulate draft ER for review and comments to ERG, RB and other stakeholders	1 day	TBC	
ERG	Review and comment on draft ER	2 weeks	TBC	
EM	Consolidate comments received	1 day	TBC	
ET	Review draft ER based on feedback received and submit final revised ER	2 weeks	TBC	
EM	Review final revised ER and submit to evaluation committee	1 day	TBC	
EC Chair	Approve final Evaluation Report and share with key stakeholders for information	1 week	TBC	
<b>Phase 5 – Dissemination and follow up</b>				
EC Chair	Prepare management response	4 weeks	TBC	
EM	Share final Evaluation Report and management response with the REO and OEV for publication and participate in end-of evaluation lessons learned call	1 day	TBC	

## 3 List of stakeholders

The following table summarises the types of stakeholders involved in the intervention.

Stakeholders	Interest and involvement in the evaluation
<b>Internal (WFP) stakeholders</b>	
<b>WFP country office (CO) in STP</b>	<b>Key informant and primary stakeholder</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 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 CSP and partnerships.
<b>Dakar Regional bureau (RBD) for West and central Africa</b>	<b>Key informant and primary stakeholder</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 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. The regional evaluation officers support country office/regional bureau management to ensure quality, credible and useful decentralized evaluations.
<b>WFP HQ divisions</b>	<b>Key informant and primary stakeholder</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>	<b>Primary stakeholder</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>	<b>Primary stakeholder</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>Beneficiaries</b>	
<b>Government</b>	<b>Key informants and primary stakeholder</b> - The 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. Key Government counterparts are:

Stakeholders	Interest and involvement in the evaluation
	<ul style="list-style-type: none"> <li>i) The Ministry of Education and Higher Education through the National School Feeding and Health Programme (PNASE)</li> <li>ii) the Ministry of Agriculture, Fisheries and Rural Development through the Rural Development Support Centre (CADR),</li> <li>iii) the National Council for Food Security and Nutrition (CONSAN)</li> <li>iv) Additionally, deputies of local government representatives should be included since they were part of the capacity strengthening activities</li> </ul>
<b>Teachers, school gardeners, school canteen cooks, school helpers</b>	<p><b>Key informants and primary stakeholders</b> - This group of stakeholders received direct trainings and capacity buildings and can bear the knowledge further, ensuring the sustainability and use of the gained good sustainable agriculture practices, ecological techniques and importance of local organic products consumption and/or in case of gardeners, training on recycling of PET bottles and tires as well as pest management training. As beneficiaries, this group has a stake in determining whether WFP's assistance is appropriate and effective.</p>
<b>Small holder farmer households</b>	<p><b>Key informants and primary stakeholders</b> - This group of stakeholders received direct training on innovative and sustainable agriculture techniques and may directly influence climate resilient local production of nutrient based food and support the local food value chain. Therefore, as beneficiaries, they also have a stake in determining whether WFP's assistance is appropriate and effective. Within this group mostly female-headed households were included. This will be reflected in sampling.</p>
<b>Children at school</b>	<p><b>Key informants and primary/secondary stakeholders</b> - Children are the ultimate recipients of food assistance, with an emphasis on home grown food with nutrition value. They were also recipients of take-home food and hygienic kits during the COVID-19 pandemic. In the short to medium term, the successful implementation of the project directly influences and supports their school attendance and education; in the long term, their health, well-being and diet will be influenced by the impact and sustainability of the project. As the group will include boys, girls and children with disabilities, this will be reflected in sampling.</p>
<b>Parents</b>	<p><b>Key informants and primary/secondary stakeholders</b> - Parents were also directly targeted by the project campaign. They benefit from the wellbeing and school attendance of their children, and thus have a stake in determining whether WFP's assistance is appropriate and effective. This group includes both women and men, including the elderly.</p>
<b>Non-governmental organizations (NGOs)</b>	<p><b>Key informants and primary stakeholder</b> - Two NGOs (HELPO and ADAPPA) are implementation partners of WFP in some activities, while at the same time implementing their own interventions. The results of the evaluation might inform future implementation modalities, strategic orientations and partnerships. They will be involved in using the evaluation results for programme implementation.</p>
<b>Donors</b>	<p><b>Primary/secondary stakeholders</b> - Chellaram Foundation and the Government of Brazil voluntarily funded WFP interventions. 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>
<b>United Nations country team (UNCT)</b>	<p><b>Secondary stakeholders</b> - In particular UNFPA, UNHABITAT, FAO, IFAD, WHO, UNICEF. The 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.</p>

# 4 Field mission programme and summary of people interviewed

Table 1. Field mission programme

Date	Stakeholders	Locations	Methods
<b>Week 1</b>			
Mon 25/09/2023	Field mission team security briefing	Sao Tome	
	WFP	Sao Tome	Additional documents collection KII - 2 WFP staff
Tue 26/09/2023	UN RCO	Sao Tome	KII - 1 representative
	WFP	Sao Tome	KII - 1 staff
	ADAPPA	Sao Tome	KII - 3 representatives
Wed 27/09/2023	MARDP	Sao Tome	KII - 1 representative
	CATAP/CONSAN	Mé-Zochi	KII - 1 representative
	PNASE	Sao Tome	KII - 1 representative
	Escola Basica de Monte Café	Mé-Zochi	<ul style="list-style-type: none"> <li>• FGD with school personnel and parents (total 9, 6F, 3M)</li> <li>• FGD with girls (7)</li> <li>• FGD with boys (7)</li> <li>• Guided walk</li> <li>• Observation</li> </ul>
	Escola Basica de Capela	Mé-Zochi	<ul style="list-style-type: none"> <li>• FGD with school personnel and parents (total 7, 5F, 2M)</li> <li>• FGD with girls (6)</li> <li>• FGD with boys (5)</li> <li>• Guided walk</li> <li>• Observation</li> </ul>
	Smallholder farmers	Mé-Zochi	Questionnaire survey - pilot testing
Thu 28/09/2023	Escola Basica de Agua Izé (Praia Rei)	Cantagalo	<ul style="list-style-type: none"> <li>• FGD with school personnel and parents (total 8, F5, M3)</li> <li>• FGD with girls (6)</li> <li>• FGD with boys (6)</li> <li>• Guided walk</li> <li>• Observation</li> <li>• Personal interview with PNASE personnel</li> </ul>
	Escola Adao Deus Lima	Cantagalo	<ul style="list-style-type: none"> <li>• FGD with school personnel and parents (total 5, 3F, 2M)</li> <li>• FGD with girls (5)</li> <li>• FGD with boys (5)</li> <li>• Guided walk</li> <li>• Observation</li> </ul>
Fri 29/09/2023	FAO	Sao Tome	KII - 1 representative
	HELPO	Sao Tome	KII - 1 representative
	WFP	Sao Tome	KII - 1 representative
Sat 30/09/2023	Smallholder farmers	Lembá	<ul style="list-style-type: none"> <li>• Questionnaire survey</li> <li>• FGD with female farmers (8F)</li> </ul>

Date	Stakeholders	Locations	Methods
			<ul style="list-style-type: none"> <li>• FGD with male farmers (3M)</li> </ul>
<b>Week 2</b>			
Mon 02/10/2023	Escola Basica de Ponta Figo	Lembá	<ul style="list-style-type: none"> <li>• FGD with school personnel and parents (total 8, 5F, 3M)</li> <li>• FGD with girls (6)</li> <li>• FGD with boys (6)</li> <li>• Guided walk</li> <li>• Observation</li> </ul>
	Escola Basica de Esprinha	Lembá	<ul style="list-style-type: none"> <li>• FGD with school personnel and parents (total 17, 11F, 6M)</li> <li>• FGD with girls (7)</li> <li>• FGD with boys (7)</li> <li>• Interviews with 1 female and 1 male farmers</li> <li>• Guided walk</li> <li>• Observation</li> </ul>
	Smallholder farmers	Lobata	<ul style="list-style-type: none"> <li>• Questionnaire survey</li> </ul>
	Smallholder farmers	Mé-Zochi	<ul style="list-style-type: none"> <li>• Interviews with 1 female and 1 male farmers</li> </ul>
Tue 03/10/2023	Escola Basica de Conde 1º Ciclo	Lobata	<ul style="list-style-type: none"> <li>• FGD with school personnel and parents and PNASE officer (total 14, 7F, 7M)</li> <li>• FGD with girls (6)</li> <li>• FGD with boys (6)</li> <li>• Guided walk</li> <li>• Observation</li> </ul>
	Escola Basica de Santa Luzia	Lobata	<ul style="list-style-type: none"> <li>• FGD with school personnel and parents (total 13, 8F, 4M)</li> <li>• FGD with girls (5)</li> <li>• FGD with boys (5)</li> <li>• Guided walk</li> <li>• Observation</li> </ul>
	Smallholder farmers	Lobata	<ul style="list-style-type: none"> <li>• Questionnaire survey</li> <li>• Personal interviews with 1 female and 1 male farmer</li> <li>• FGD with farmers (10 females)</li> </ul>
Wed 04/10/2023	UNDP	Sao Tome	<ul style="list-style-type: none"> <li>• KII - 1 representative</li> </ul>
	Escola Basica de Angra Toldo	Caué	<ul style="list-style-type: none"> <li>• FGD with school personnel and parents and PNASE officers (total 10, 7F, 3M)</li> <li>• FGD with 10 girls</li> <li>• FGD with 8 boys</li> <li>• Interviews with 1 female and 1 male farmers</li> <li>• Guided walk</li> <li>• Observation</li> </ul>
	Escola Basica de Vila José (Agripalma)	Caué	<ul style="list-style-type: none"> <li>• FGD with school personnel and parents and PNASE officers (total 9, 6F, 3M)</li> <li>• FGD with 7 girls</li> <li>• FGD with 6 boys</li> <li>• Guided walk</li> <li>• Observation</li> </ul>
	Smallholder farmers	Caué	<ul style="list-style-type: none"> <li>• FGD with female farmers (total 6)</li> </ul>

Date	Stakeholders	Locations	Methods
			<ul style="list-style-type: none"> <li>• Questionnaire survey</li> </ul>
	WFP	Sao Tome	<ul style="list-style-type: none"> <li>• KII - 1 representative</li> </ul>
Thu 05/10/2023	Internal Preliminary findings presentation – WFP CO, WFP Regional Office, WFP Evaluation Unit Cameroon	online	
	UNICEF	Sao Tome	<ul style="list-style-type: none"> <li>• KII - 2 representatives</li> </ul>
	Preliminary findings presentation to stakeholders	Sao Tome	<ul style="list-style-type: none"> <li>• Presentation, including FGD</li> </ul>
Fri 06/10/2023	PNASE		<ul style="list-style-type: none"> <li>• Observation</li> <li>• Additional document collection</li> </ul>
	Smallholder farmers	Cantagalo	<ul style="list-style-type: none"> <li>• Questionnaire survey</li> <li>• Interviews with 1 female and 1 male farmers</li> </ul>

**Table 2. Summary of people interviewed**

Methods	No	Participants total	Female	Male
KIIs	22	25	9	16
FGDs	35	244	145	99
<b>Total</b>		269	154	115

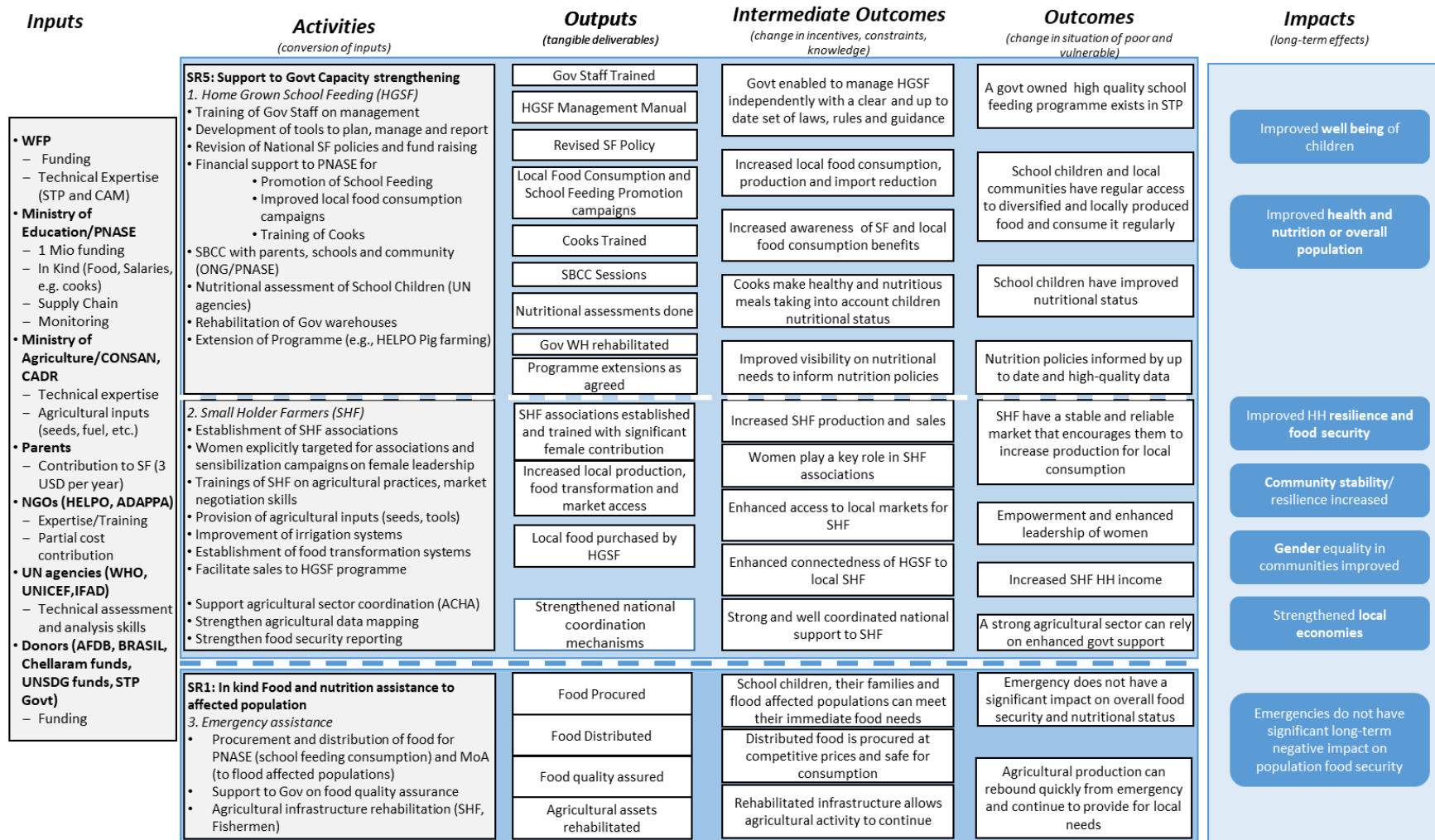


# 5 Line of Sight

## SAO TOME AND PRINCIPE CSP (2019-2024)

SR 5 - Countries strengthened capacities (SDG Target 17.9)		SR 1 - Access to food (SDG Target 2.1)	
<b>ROOT CAUSES</b>		<b>CRISIS RESPONSE</b>	
<p><b>STRATEGIC OUTCOME 1</b></p> <p>The Government of Sao Tome and Principe has strengthened capacity to implement an environmentally and socially sustainable, gender-transformative and smallholder-friendly home-grown school meals (HGSM) programme and related food security and nutrition policies and programmes nationwide by 2030</p>		<p><b>STRATEGIC OUTCOME 2</b></p> <p>Crisis-affected populations including school children in targeted areas are able to meet their basic food and nutrition needs during and in the aftermath of crises.</p>	
<p><b>OUTPUTS:</b></p> <p>1.1 Primary school children (Tier 3) benefit from an improved national HGSM framework [C] to increase their access to nutritious food (SR 1 &amp; SR 2), improve health (SDG 3) and achieve better education results (SDG 4).</p> <p>1.2 The people of STP (Tier 3) benefit from well-coordinated, equitable smallholder agricultural market support and local food value chains [C] that facilitate the HGSM initiative and increase their overall food security (SR 1).</p> <p>1.3 The people of STP (Tier 3) benefit from strengthened national capacities to operate gender-transformative social and behavior change communication programmes on nutritional practices [C] that improve their nutritional status (SR 2).</p> <p>1.4 Food-insecure populations (Tier 3) benefit from strengthened capacity of the CONSAN to coordinate equitable and inclusive food security and nutrition policies and programmes [C] to enhance their food and nutrition security (SR 1 &amp; SR 2).</p>		<p><b>OUTPUTS:</b></p> <p>3.1. Affected beneficiaries (Tier 1) receive timely and adequate food (output category A1) to meet their food and nutrition requirements.</p> <p>3.2 Affected populations (Tier 2) benefit from enhanced government and partners' capacity, to ensure their safe and adequate access to food and nutrition (Output category C).</p>	
<p><b>ACTIVITY 1</b></p> <p>Provide capacity strengthening (including through SSC) to the Government in the design, management and coordination of an environmentally and socially sustainable, gender-transformative and nutrition-sensitive HGSM programme and related FS&amp;N policies and programmes (activity category:4; modality:CS).</p>	<p><b>ACTIVITY 2</b></p> <p>Provide capacity strengthening and coordination support to the Government in providing incentives for sustainable and equitable local food value chains and stimulating smallholder agricultural markets (activity category:7; modality:CS).</p>	<p><b>ACTIVITY 3</b></p> <p>Provide food and nutrition assistance to crisis-affected populations through in-kind transfers (activity category: 1; modality: Food).</p>	<p><b>TOTAL BUDGET</b> USD 8,179,371</p>

# 6 Theory of Change



# 7 Evaluation matrix

The Evaluation matrix below presents the main evaluation questions and its related sub-questions sorted by criteria. In the column “indicators / judgement criteria” we indicate our approach to assist the assessment of the sub-question. This column is closely connected with data collection methods – indicating how the information will be collected, sources of data/information from which type of documents, data and/or stakeholder it will be collected and under data analysis methods/triangulation we state whether the data will be in analysed in quantitative and/or qualitative way and whether will be triangulated.

Evaluation Question				Criteria
Sub-questions	Indicators / judgement criteria	Data collection methods	Sources of data/information	Data analysis methods/ triangulation
<b>1. To what extent does the intervention meet the needs and priorities of the government, stakeholders and affected populations?</b>				<b>Relevance</b>
1.1. To what extent were activities and outputs of WFP support to the government consistent with the overall goal, objectives and intended impact?	<ul style="list-style-type: none"> <li>Generally verifiable goals within the country and regional strategies, needs of the groups, alignment of the activities, objectives, and intended impact</li> </ul>	Desk review KIIs Online Questionnaire	<ul style="list-style-type: none"> <li>Project documents, region, country strategies, policies and action plans, analyses and studies; review of ToC</li> <li>WFP</li> <li>Government beneficiaries</li> <li>UN country staff</li> <li>NGOs</li> <li>Donors</li> </ul>	Qualitative analysis Quantitative analysis Methods and source triangulation
1.2. How appropriate and in line with national requirements has the results framework been, including the results chain as laid out in the theory of change?	<ul style="list-style-type: none"> <li>Alignment of the national requirements/priorities and specific outcomes in ToC and result framework</li> <li>Appropriateness of activities as per stakeholders</li> </ul>	Desk review KIIs Online Questionnaire	<ul style="list-style-type: none"> <li>Project documents, region, country strategies, policies and action plans, analyses and studies; review of ToC</li> <li>WFP</li> <li>Government beneficiaries</li> <li>UN country staff</li> <li>NGOs</li> <li>Donors</li> </ul>	Qualitative analysis Quantitative analysis Methods and source triangulation
1.3. How have the national, local organizations and other actors of the civil society participated in the project design,	<ul style="list-style-type: none"> <li>Active role in project design or implementation or monitoring</li> <li>Description, who was involved in the project design and how, who decided and influenced it</li> </ul>	Desk review KIIs Online Questionnaire	<ul style="list-style-type: none"> <li>Project documents, region, country strategies, policies and action plans, analyses and studies; review of ToC, NGOs and local organizations strategies and documents</li> </ul>	Qualitative analysis Quantitative analysis

Evaluation Question				Criteria
Sub-questions	Indicators / judgement criteria	Data collection methods	Sources of data/information	Data analysis methods/ triangulation
implementation and monitoring?	<ul style="list-style-type: none"> <li>Description, how were (potential) beneficiaries reflected</li> </ul>		<ul style="list-style-type: none"> <li>WFP</li> <li>Government beneficiaries</li> <li>UN country staff</li> <li>NGOs</li> <li>Donors</li> </ul>	Methods and source triangulation
1.4. Is the intervention aligned with Government, WFP partners, UN agencies and donor policies priorities?	<ul style="list-style-type: none"> <li>Alignment of the national (government), WFP partners, UN agencies and donor policies/priorities with the project goals and outcomes</li> <li>Appropriateness of activities as per stakeholders</li> </ul>	Desk review KIIs Online Questionnaire	<ul style="list-style-type: none"> <li>Project documents, region, country strategies, policies and action plans, analyses and studies; review of ToC</li> <li>WFP</li> <li>Government beneficiaries</li> <li>UN country staff</li> <li>NGOs</li> <li>Donors</li> </ul>	Qualitative analysis Quantitative analysis Methods and source triangulation
1.5. To what extent have GEWE issues been incorporated in the design and implementation of WFP capacity strengthening and emergency response assistance across the country?	<ul style="list-style-type: none"> <li>Alignment of GEWE issues with the approach to project design, monitoring and implementation</li> <li>Proportion of men, women and youth benefiting from the capacity building programme.</li> </ul>	Desk review KIIs Online Questionnaire	<ul style="list-style-type: none"> <li>GEWE guidelines, project documents, region, country strategies, policies and action plans, analyses and studies; review of ToC</li> <li>WFP</li> <li>Government beneficiaries</li> <li>UN country staff</li> <li>NGOs</li> <li>Donors</li> </ul>	Qualitative analysis Quantitative analysis Methods and source triangulation
<b>2. To what extent has the intervention achieved, or is expected to achieve, its objectives and outcomes?</b>				<b>Effectiveness</b>
2.1. To what extent has the intervention helped the government achieve their national priorities and goals?	<ul style="list-style-type: none"> <li>Alignment of the project outcomes and government national priorities and goals</li> <li>Amount of institutions reporting having achieved their objective through the implementation of a WFP programme.</li> </ul>	Desk review KIIs Online Questionnaire	<ul style="list-style-type: none"> <li>Project documents, region, country strategies, policies and action plans, national policies and decisions, national government progress/annual reports (if available), WFP annual reports</li> <li>WFP</li> <li>Government beneficiaries</li> </ul>	Qualitative analysis Quantitative analysis Methods and source triangulation

Evaluation Question				Criteria
Sub-questions	Indicators / judgement criteria	Data collection methods	Sources of data/information	Data analysis methods/ triangulation
	<ul style="list-style-type: none"> <li>Evidence of completed activities/project objectives.</li> </ul>		<ul style="list-style-type: none"> <li>UN country staff</li> <li>NGOs</li> <li>Donors</li> </ul>	
2.2. Was the programme affected by COVID-19 and how did it address the consequences in the short and long term? Specifically did the programme offer any advantages when responding to the COVID-19 pandemic in Sao Tome and Principe?	<ul style="list-style-type: none"> <li>Evidence of ceased or increased actions before and during COVID, linkage/evidence leading to the actual COVID situation</li> <li>Overview of factor advancing/hindering the objectives achievement.</li> </ul>	Desk review KIIs FGDs Participative observation Online Questionnaire In field survey	<ul style="list-style-type: none"> <li>Annual WFP reports, national government reports (if available), country/regional Covid related documents</li> <li>WFP</li> <li>Government beneficiaries</li> <li>UN country staff</li> <li>NGOs</li> <li>Donors</li> <li>Small holder farmers</li> <li>Parents</li> <li>School children</li> </ul>	Qualitative analysis Quantitative analysis Methods and source triangulation
2.3. Were results delivered to specific groups including girls, boys, men, women and people living with disabilities or other marginalised groups?	<ul style="list-style-type: none"> <li>Monitoring and evidence finding of proportion of men, women, girls, boys, people living with disabilities and other marginalised groups included/benefitting from the project.</li> </ul>	Desk review KIIs FGDs Participative observation Online Questionnaire In field survey	<ul style="list-style-type: none"> <li>Annual WFP reports, national government reports (if available), country/regional Covid related documents</li> <li>WFP</li> <li>Government beneficiaries</li> <li>UN country staff</li> <li>NGOs</li> <li>Donors</li> <li>Small holder farmers</li> <li>Parents</li> <li>School children</li> </ul>	Qualitative analysis Quantitative analysis Methods and source triangulation
<b>3. To what extent did the intervention achieve an optimal use of the budget and time allocated?</b>				<b>Efficiency</b>

Evaluation Question				Criteria
Sub-questions	Indicators / judgement criteria	Data collection methods	Sources of data/information	Data analysis methods/ triangulation
3.1 Were the interventions implemented in the most efficient manner?	<ul style="list-style-type: none"> <li>Explanation of roles, processes and coordination mechanism (within the WFP team and with local stakeholders/NGOs/donors), including monitoring and evaluation</li> <li>What worked well, any challenges with respect to management / communication / handover and how they were tackled</li> </ul>	Desk review KIIs FGDs Participative observation Online Questionnaire In field survey	<ul style="list-style-type: none"> <li>Annual WFP reports, other relevant documents</li> <li>Government beneficiaries</li> <li>UN country staff</li> <li>NGOs</li> <li>Donors</li> <li>Small holder farmers</li> <li>Parents</li> </ul>	Qualitative analysis Quantitative analysis Methods and source triangulation
3.2 To what extent did the monetary and non-monetary contributions from the government enable the intervention to be implemented in an efficient manner?	<ul style="list-style-type: none"> <li>Proportion of government contribution in relation to the overall amount made available by WFP. Its consistency, trend, continuity.</li> <li>Review of money targeting within the project actions throughout the time.</li> </ul>	Desk review KIIs Online Questionnaire	<ul style="list-style-type: none"> <li>Annual WFP reports, budget allocations and expenditures, organizational/implementation channel of responsibilities and communication</li> <li>WFP</li> <li>Government beneficiaries</li> <li>UN country staff</li> <li>NGOs</li> <li>Donors</li> </ul>	Qualitative analysis Quantitative analysis Methods and source triangulation
3.3 Were the activities efficiently implemented (specifically timeliness of implementation, adequacy of inputs and cost effectiveness)?	<ul style="list-style-type: none"> <li>Factors that have enabled the planned actions to be carried out well or factors that have hindered the planned actions from being carried out well.</li> <li>What worked well, any challenges with respect to timeline / budget / inputs and how they were tackled</li> </ul>	Desk review KIIs Participative observation Online Questionnaire	<ul style="list-style-type: none"> <li>Annual WFP reports, workplans, organigrams,</li> <li>WFP</li> <li>Government beneficiaries</li> <li>UN country staff</li> <li>NGOs</li> <li>Donors</li> </ul>	Qualitative analysis Quantitative analysis Methods and source triangulation

Evaluation Question				Criteria
Sub-questions	Indicators / judgement criteria	Data collection methods	Sources of data/information	Data analysis methods/ triangulation
<b>4. To what extent is the intervention appropriate/compatible with other interventions in a country, sector or institutions?</b>				<b>Coherence</b>
4.1. To what extent is WFP's support to government on school feeding, promotion of local products and smallholder farmers activities coherent and aligned with national programmes?	<ul style="list-style-type: none"> <li>Evidence of ongoing programmes, actions.</li> <li>Alignment of the project support and national programmes</li> </ul>	Desk review KIIs Online questionnaires	<ul style="list-style-type: none"> <li>Project documents, region, country strategies, policies and action plans, analyses and studies; review of ToC</li> <li>WFP</li> <li>Government beneficiaries</li> <li>UN country staff</li> <li>NGOs</li> <li>Donors</li> </ul>	Qualitative analysis Quantitative analysis Methods and source triangulation
4.2. What have been the synergies between WFP supported programmes and the interventions from Civil society, UN wider programmes, etc. ?	<ul style="list-style-type: none"> <li>Evidence of ongoing programmes, actions and other interventions of UN wider programmes, other donors, Civil society and other potential donors/implementors.</li> <li>Alignment of the project support and national programmes</li> <li>Listed synergies, examples of cooperation</li> <li>Evidence of cooperating agreements or similar documents</li> </ul>	Desk review KIIs Online questionnaires Participative observation	<ul style="list-style-type: none"> <li>Project documents, region, country strategies, policies and action plans, analyses and studies; review of ToC, NGO and other stakeholders annual reports and strategies</li> <li>WFP</li> <li>Government beneficiaries</li> <li>UN country staff</li> <li>NGOs</li> <li>Donors</li> </ul>	Qualitative analysis Quantitative analysis Methods and source triangulation
<b>5. To what extent has the intervention generated or is expected to generate significant positive or negative effects, intended or unintended, at a higher level?</b>				<b>Impact</b>
5.1. Are national ministries adjusting policies, regulations, budgets or programmes as a result of the capacity strengthening?	<ul style="list-style-type: none"> <li>Listed changes within the desk review of national policies, regulations, budgets and/or listed by stakeholders</li> <li>Contribution of the project to such changes</li> </ul>	Desk review KIIs Online questionnaires	<ul style="list-style-type: none"> <li>Annual WFP reports, national government reports (if available), policies, strategic documents</li> <li>WFP</li> <li>Government beneficiaries</li> <li>UN country staff</li> </ul>	Qualitative analysis Quantitative analysis

Evaluation Question				Criteria
Sub-questions	Indicators / judgement criteria	Data collection methods	Sources of data/information	Data analysis methods/ triangulation
	<ul style="list-style-type: none"> <li>Alternative explanations</li> </ul>		<ul style="list-style-type: none"> <li>NGOs</li> <li>Donors</li> </ul>	Methods and source triangulation
5.2. What real difference has the activity made on the capacity to design, plan and implement programmes? How did the WFP support to government capacity building change beneficiaries lives and livelihoods?	<ul style="list-style-type: none"> <li>Listed changes by stakeholders</li> <li>Contribution of the project to such changes</li> <li>Alternative explanations</li> <li>Stakeholders who increased their performance after participating in the capacity building programme and project related activities</li> </ul>	Desk review KIIs FGDs Online questionnaires In field survey Participative observation	<ul style="list-style-type: none"> <li>Annual WFP reports, national government annual reports (if available), NGO and other stakeholders observation and annual reports, briefs, etc.</li> <li>WFP</li> <li>Government beneficiaries</li> <li>UN country staff</li> <li>NGOs</li> <li>Donors</li> <li>Small holder farmers</li> <li>Parents</li> </ul>	Qualitative analysis Quantitative analysis Methods and source triangulation
5.3. Has the WFP support to government and subsequent activities empowered or developed and supported female leadership and independence of affected populations?	<ul style="list-style-type: none"> <li>Evidence of strategies implemented to ensure effective participation of women in activities.</li> <li>Listed changes by stakeholders</li> <li>Contribution of the project to such changes and increased support of female leadership</li> </ul>	Desk review KIIs FGDs Online questionnaires In field survey Participative observation	<ul style="list-style-type: none"> <li>Annual WFP reports, national government annual reports (if available), country/regional gender related reports</li> <li>WFP</li> <li>Government beneficiaries</li> <li>UN country staff</li> <li>NGOs</li> <li>Donors</li> <li>Small holder farmers</li> <li>Parents</li> </ul>	Qualitative analysis Quantitative analysis Methods and source triangulation
<b>6. To what extent will the activities and achievements of the intervention be sustained long-term?</b>				<b>Sustainability</b>
6.1. How have the activities built capacities and systems for the programmes to continue? Are there needs or gaps to be covered so that	<ul style="list-style-type: none"> <li>Measures put in place to create sustainability</li> <li>Listed needs, gaps that can government pursue or other stakeholders</li> </ul>	Desk review KIIs FGDs	<ul style="list-style-type: none"> <li>Annual WFP reports, national government annual reports (if available),</li> <li>WFP</li> <li>Government beneficiaries</li> <li>UN country staff</li> </ul>	Qualitative analysis Quantitative analysis



Evaluation Question				Criteria
Sub-questions	Indicators / judgement criteria	Data collection methods	Sources of data/information	Data analysis methods/ triangulation
the government can pursue the programme without WFP support?	<ul style="list-style-type: none"> <li>Readiness of stakeholders to continue, their motivation and ownership of the systems</li> <li>Prospect of future financing availability (if relevant)</li> </ul>	Participative observation Online Questionnaire In field survey	<ul style="list-style-type: none"> <li>NGOs</li> <li>Donors</li> <li>Small holder farmers</li> <li>Parents</li> <li>Teachers</li> </ul>	Methods and source triangulation
6.2. To what extent are the benefits of the activities likely to continue after WFP support has ceased?	<ul style="list-style-type: none"> <li>Measures put in place to create sustainability</li> <li>Readiness of stakeholders to continue, their motivation and ownership of the system</li> </ul>	KIIs FGDs Participative observation Online Questionnaire In field survey	<ul style="list-style-type: none"> <li>WFP</li> <li>Government beneficiaries</li> <li>UN country staff</li> <li>NGOs</li> <li>Donors</li> <li>Small holder farmers</li> <li>Parents</li> </ul>	Qualitative analysis Quantitative analysis Methods and source triangulation
6.3. What mechanisms have been put in place or can be put in place by the government to guarantee a successful financial stability and independence of the intervention?	Quality of exit strategies developed jointly with the government.	Desk review KIIs FGDs Participative observation Online Questionnaire In field survey	<ul style="list-style-type: none"> <li>Annual WFP and other donors reports and region forecasts and lessons learned, national government annual reports (if available),</li> <li>WFP</li> <li>Government beneficiaries</li> <li>UN country staff</li> <li>NGOs</li> <li>Donors</li> </ul>	Qualitative analysis Quantitative analysis Methods and source triangulation

# 8 Detailed evaluation methodology

This annex presents the evaluation methodology in detail, including the evaluability assessment, general approach, adopted data collection methods, data analysis, ethical considerations, management of risk and assumptions, and quality assurance measures.

## 8.1 Evaluability assessment

Generally speaking, the evaluability of an intervention was high as the following elements were available:

- A clear description of the situation before or at the start of the intervention, that can be used as reference point to measure change (baseline);
- A clear statement of intended outcomes, i.e. the desired changes that should be observable once implementation is under way or completed;
- A set of clearly defined and appropriate indicators with which to measure changes;
- A defined timeframe by which outcomes should be occurring;
- A monitoring system for regularly collecting, storing and analysing performance data.

More specifically on the evaluability of capacity strengthening activities and food emergency response in the WFP STP Country Strategic Plan, the available information allowed to identify the following strengths and weaknesses.

**Table 3. Evaluability aspects**

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• The CSP narrative and update from the budget revision was available and shared with the team;</li> <li>• Baseline figures were available from WFP until certain extent with some gaps;</li> <li>• Regular monitoring of the activities through the various coordination mechanisms took place and was documented - the annual country reports 2019, 2020 and 2021 were shared with the team along with partial activity, quantitative GE monitoring data and budget tracker;</li> <li>• Government archives and activities reports were shared up to a certain period, yet some gaps remain;</li> <li>• WFP CSP has a Theory of Change, and detailed Results Framework with content-wise programme indicators and targets (see Annex 9).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Baseline information lacked a plan of action, quantitatively set of indicators, expected target values, timeline and milestones;</li> <li>▪ While monitoring activities took place, some documents such as Coordination Unit monthly meeting minutes, quarterly and biannual updates were not shared;</li> <li>▪ The organisational structure of the intervention in terms of documents/monitored roles and interconnections within the implementation phase were not clarified/shared;</li> <li>▪ More documentation on the content and timing on government activities was desirable;</li> <li>▪ Some particular project deliverables were lacking (such as content of the capacity building trainings with government, content of the campaign to parents, particular activities with smallholder farmers, etc.).</li> <li>▪ Some evidence based monitoring documents were lacking – especially the ones providing frequency and quantities (number of training per year, number of visited schools on quarterly basis, mechanism for follow up with stakeholders, main contact points, etc.)</li> <li>▪ GE and inclusion monitoring indicators and collected performance data of both quantitative as well as qualitative nature were mostly lacking (e.g. inclusion of disabled school children – No and way of inclusion, No and way of support of female-headed households/female smallholder farmers, No of PNASSE members who received gender mainstreaming training and how they applied the training outcomes, No of people affected by GBV-awareness campaign and how they perceived it, etc.)</li> </ul>

Given the above considerations, it was possible to identify the following implications for each of the evaluation criteria. As GE was mainstreamed in the intervention, the GE dimension was integrated into all evaluation criteria identified for the evaluation (UNSWAP criterion 1c).

**Table 4. Evaluability implications by criteria**

Criteria	Evaluability considerations	Comment
Relevance	All documents and needed information are available and provide a sufficient level of detail	Sufficient information to assess the relevance (including GE) were available
Effectiveness	Project documents were shared, providing with intermediate and endline indicators. There were some gaps in quantitative baseline indicators (including GE and inclusion indicators), and intended initial time plan. GE and inclusion qualitative indicators were lacking.	Some remaining gaps were clarified by WFP. Additional documents were requested related to the content, frequency and timeline of particular activities, and GE and inclusion indicators of both quantitative and qualitative nature. The gender-sensitive methodological approach was designed to receive/complement some of the remaining information from stakeholders, including qualitative GE and inclusion data. Some documents were not available, some of the identified gaps point to clear recommendations for the future.
Efficiency	The majority of documents were available, the financial data were shared and basic organizational structure is clear. Some clarifications related the inter-relations and timeline of organization were missing as well as detailed data on resources for GE integration for achieving short, medium and long-term benefits.	Some remaining gaps were clarified by WFP. Additional documents will be requested related to the organizational structure and to quantitative monitoring including resources allocated on GE integration as an investment in short, medium, and long-term benefits and in prioritizing the most marginalized. The gender-sensitive methodological approach was designed to receive/complement some of the remaining information from stakeholders. Some additional documents were not available, some of the identified gaps point to clear recommendations for the future.
Coherence	All documents were provided or made available to the team. Some information gaps were covered within the data collection phase	The gender-sensitive methodological approach was designed to integrate the remaining information from stakeholders, so this criterion was fully covered.
Impact	Relevant documents were provided and are available. Some quantitative complementary information are missing – especially from the baseline part. This gap implies challenges to quantitatively measure change. Yet, sufficient data for qualitative change and impact are available, except for GE impact, and any information gaps can be covered within the data collection phase.	Remaining documents will be requested to cover the gaps. The gender-sensitive methodological approach was designed to cover some of the current gaps and provide enough evidence to assess this criterion, except for GE impact, for which qualitative data must be collected in the data collection phase. At the moment of writing, impact may not be fully assessable from a quantitative perspective, but it is likely that available evidence is enough to assess this criterion. Should gaps remain, this would point out to clear recommendations for future interventions.
Sustainability	Relevant documents were provided and are available. Some quantitative complementary	The gender-sensitive methodological approach was designed to receive/complement some of the remaining information from the

	information and qualitative information on GE sustainability of results and impacts is missing, yet there was enough evidence and available documents to assess this criterion.	stakeholders, including qualitative data on assessing key factors for long-term realization of GE. Some documents were not available, some of the identified gaps point to clear recommendations for the future.
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As stipulated in the table above the currently identified gaps was partially covered by the receipt of some of the remaining documents from WFP, and by the replies and feedback obtained during data collection from the stakeholders. The evaluation design was prepared accordingly and is presented in the following subchapters.

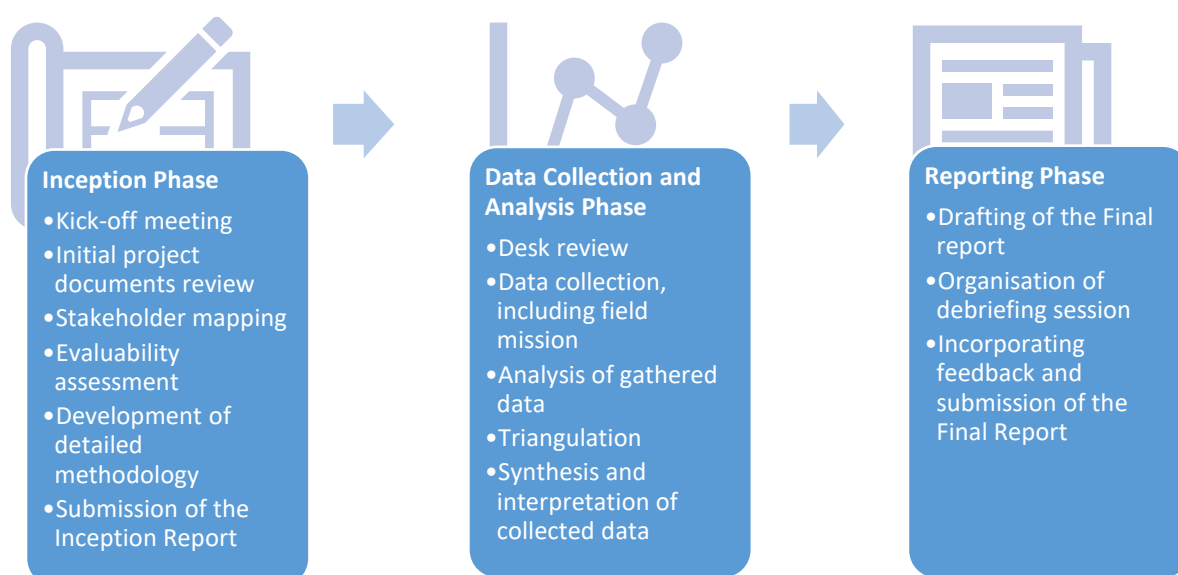
## 8.2. Methodological approach

**General approach.** The evaluation combined both summative and formative elements: on one hand, by assessing and reporting on the performance of WFP’s capacity strengthening activities, it served accountability purposes towards WFP’s internal and external stakeholders; on the other hand, the evaluation was also intended to identify and extract learning elements that will inform future decision-making. To cover these two areas, the evaluation methodology reflected the dual nature of its objectives and combine different perspectives, methods and analytical focuses.

**The UNSWAP criteria** were addressed in the methodological approach; specifically, the methodology was gender-sensitive in data collection and data analysis and results interpretation employing sex-disaggregated data collection, gender- and age-separated focus group discussions, and gender-sensitive context interpretation of results (UNSWAP criterion 2a). The methodology was based on mixed-methods approach, appropriate to evaluating GEWE considerations (UNSWAP criterion 2b).

**Phases.** The evaluation was be undertaken in three core phases: Inception Phase, Data Collection and Analysis Phase and Reporting Phase, as illustrated in Figure 1.

Figure 1. Evaluation phases



**Approach to data collection methods.** To reach evidence-based answers to the evaluation questions, the evaluation used a mixed-method approach, embracing qualitative and quantitative data sources and analysis methods. Data was be collected from a mix of primary and secondary sources. The main data collection methods included desk review, Key Informant Interviews (KIIs), gender-separated Focus Group Discussions

(FGDs) and questionnaire surveys. A detailed presentation of data collection methods is provided in detail in section 3.3.

**Theory of Change validation.** To fully address the evaluation subject and encompass the evaluation scope the evaluation team validated the existing intervention’s Theory of Change developed by the WFP CO team. During the validation all dimensions were checked. In case remaining aspect were identified as missing, the additional evaluation questions were added into the Evaluation Matrix.

**Evaluation criteria and questions.** In conformity with the Terms of Reference (ToR), the evaluation methodology and questions applied the OECD/DAC criteria of relevance, effectiveness, efficiency, coherence, impact and sustainability. The evaluation analysed how GEWE objectives and GEWE mainstreaming principles were included in the activities design, and whether the object has been guided by WFP and system-wide objectives on GEWE. Based on the preliminary desk review conducted, the evaluation questions defined in the ToR (revised and readapted), were integrated with more operational sub-questions that allowed for better structure of data collection and link them to specific data collection methods. In case additional information gaps emerged during data collection, additional sub-questions were added and presented in the evaluation report. The table below presents evaluation questions and sub-questions. GEWE was targeted in number of sub-questions; sub-question 1.5 specifically asked how GEWE was integrated in the subject of evaluation (see Table 6) (UNSWAP criterion 1d).

**Table 5. Summary of evaluation matrix**

Criteria	Evaluation questions and sub-questions
<b>Relevance</b>	<b>EQ1 To what extent does the intervention meet the needs and priorities of the government, stakeholders and affected populations?</b>
	1.1 To what extent were activities and outputs of WFP support to the government consistent with the overall goal, objectives and intended impact?
	1.2 How appropriate and in line with national requirements has the results framework been, including the results chain as laid out in the theory of change?
	1.3 How have the national, local organizations and other actors of the civil society participated in the project design, implementation and monitoring?
	1.4 Is the intervention aligned with Government, WFP partners, UN agencies and donor policies priorities?
	1.5 To what extent have GEWE issues been incorporated in the design and implementation of WFP capacity strengthening and emergency response assistance across the country?
<b>Effectiveness</b>	<b>EQ3 To what extent has the intervention achieved, or is expected to achieve, its objectives and outcomes?</b>
	2.1 To what extent has the intervention helped the government to achieve their national priorities and goals?
	2.2 Was the programme affected by COVID-19 and how did it address the consequences in the short and long term? Specifically did the programme offer any advantages when responding to the COVID-19 pandemic in STP?
	2.3. Were results delivered to specific groups including girls, boys, men, women and people living with disabilities or other marginalised groups?
<b>Efficiency</b>	<b>EQ2 To what extent did the intervention achieve an optimal use of the budget and time allocated?</b>
	3.1 Were the interventions implemented in the most efficient manner?
	3.2 To what extent did the monetary and non-monetary contributions from the government enable the intervention to be implemented in an efficient manner?
	3.3 Were the activities efficiently implemented (specifically timeliness of implementation, adequacy of inputs and cost effectiveness)?

Criteria	Evaluation questions and sub-questions
<b>Coherence</b>	<b>EQ4 To what extent is the intervention appropriate/compatible with other interventions in a country, sector or institution?</b>
	4.1 To what extent is WFP's support to government on school feeding, promotion of local products and smallholder farmers activities coherent and aligned with national programmes 4.2 What have been the synergies between WFP supported programmes and the interventions from Civil society, UN widerprogrammes, etc?
<b>Impact</b>	<b>EQ5 To what extent has the intervention generated or is expected to generate significant positive or negative effects, intended or unintended, at a higher level?</b>
	5.1 Are national ministries adjusting policies, regulations, budgets or programmes as a result of the capacity strengthening?
	5.2 What real difference has the activity made on the capacity to design, plan and implement programmes? How did the WFP support to government capacity building change beneficiaries lives and livelihoods?
	5.3 Has the WFP support to government and subsequent activities empowered or developed and supported female leadership and independence of affected populations?
<b>Sustainability</b>	<b>EQ6 To what extent will the activities and achievements of the intervention be sustained in the long-term?</b>
	6.1 How have the activities, built capacities and systems for the programmes to continue? Are there needs or gaps to be covered so that the government can pursue the programmewithout WFP support?

**The validity, reliability, and credibility of findings** was ensured through a series of measures throughout the evaluation process. By adopting an inclusive, participatory and respectful approach (in line with UNEG guidelines on fair and non-discrimination approach), the evaluation engaged multiple stakeholders and leverage on multiple perspectives in its assessment. Some key stakeholders participated in the evaluation design, and through the ERG had the chance to further contribute to it by providing comments and feedback. At the same time, solid data collection tools allowed to conduct consistent data collection across diverse actors and target groups, which in turn permitted the cross-verification and triangulation of sources. During the synthesis and interpretation of collected data, the evaluation triangulated evidence both by source and method. The validity of findings was tested through the convergence of information from different sources and gained through different data collection methods.

**Independence and impartiality.** The evaluation was designed to ensure that its own processes are unbiased and credible. Besides adopting multiple sources and methods, involving multiple stakeholders and triangulating evidence, the evaluation widely disseminated findings with stakeholders and encourage feedback. Data collection tools, protocols and analytical techniques are available to stakeholders as annexes to the evaluation reports.

### 8.3. Data collection methods

As mentioned above, the data collection included both quantitative and qualitative methods, with an emphasis on collecting a sufficient variety of types of data from a sufficient range of sources. Qualitative data were collected through Key Informant Interviews (KIIs), Focus Group Discussions (FGDs) and Participative observation methods (such as visit, direct observation and/or transect walk). Quantitative data were collected through surveys: one in the field, another one online.

To ensure this, each method was tailored to different types of engaged stakeholders, with each method, sample size and specific approach based on particular aspects of its target. Table 6 presents the type of source and major data collection/gathering methods used, while individual data collection methods are described below.

**Table 6. Summary of data collection methods**

Source of Information	Method
Secondary Resources	Desk review
Primary Resources	<b>Qualitative Tools</b> <ul style="list-style-type: none"> <li>▪ Key Informant Interviews (KIs)</li> <li>▪ Focus Group Discussions (FGDs)</li> <li>▪ Participative observations (visit, observation, transect walks)</li> </ul>
	<b>Quantitative Tools</b> <ul style="list-style-type: none"> <li>▪ Questionnaire Survey (in field, online)</li> </ul>

**Desk Review.** The desk review focused on revision and analysis of different kinds of existing information (secondary resources). This included (but not limited to) project related documents, country programmes, strategies, policies, region/country-specific analyses and studies; organisation-specific documents and information; background documents, etc. The full list of reviewed documents and sources are attached.

**Key Informants Interviews (face-to-face and remote).** A semi-structured interview technique were used to gather qualitative information and the opinions, perceptions and experiences of those persons affected by a particular programme or project, its context, implementation and results. Interviews were used not only for obtaining data, but also for triangulation and validation of findings gathered through other methods. Interviews were semi-structured and employed interview protocols (see example in Annex 6.2) derived from the evaluation matrix focusing on the criteria for which the informant can provide evidence and fine-tuned for each group of stakeholders. The use of protocols supported the comparability of data across team members and locations.

In the case of remote interviews, stakeholders were approached within the 2-step approach. First, they received the online questionnaires (descriptive and quantitative) via e-mail and then were invited for the online interview. This enabled to increase the chances of the stakeholders to participate in at least one of these processes and provide sufficient information for the evaluation team. Combining the two sources also ensured triangulation and verification of the received data, as well as enough time for detailed subject-specific focus. If and once received consent for an interview, interviews were recorded, transcribed with the help of a digital tool,<sup>1</sup> translated into Portuguese/English (if needed) to be ready for the analysis in MAXQD software.

**Focus Group Discussions (FGDs).** FGDs are the best tool for understanding the context and extent of the changes that have taken place, and the reasons why the changes have occurred/did not occur. In addition, opinions and attitudes, together with the social dynamics, can be captured within the FGDs. Gender and age-separated FGDs were used in order to capture the diversity of opinions and perceptions from a range a of different social groups.

**Participative observations.** This method included visits, direct observations and transect walks. This type of method was designed to inspect sites where intervention has been implemented (schools, school gardens, smallholders' fields, storage). The information was collected with the help of a checklist, coded consistently with the evaluation matrix. In addition, photographs documenting the current state was taken. The gender sensitivity and diversity approach was applied by an equal selection of sites visited.

**Questionnaire Surveys.** Within this method, a descriptive and quantitative online survey was deployed, along with the in-field questionnaire survey (differing per type of stakeholder). Surveys were used to gather data from stakeholders that were more difficult to approach through interviews or that were too numerous to be interviewed, while having potentially different views in and across communities. Especially in the case of government officials, this method was used to ease the process and cross-check the data collected via other methods. Both questionnaires were prepared in Kobo Toolbox<sup>2</sup>, which is a free toolkit for collecting and managing data in challenging environments and is the most widely used tool in humanitarian emergencies. This facilitated data collection process and increased reliability while using data enumerators' smartphones and tablets.

<sup>1</sup> See [www.transkipt.com](http://www.transkipt.com)

<sup>2</sup> <https://www.kobotoolbox.org/>

The table below presents an overview of the adopted data collection methods, stakeholders and sample size.

**Table 7. Summary of data collection methods**

Method	Stakeholder / Sample	Details /Remarks	Advantages of the method	Constrains of the method
Key Informant Interviews (KIIs)	<ul style="list-style-type: none"> <li>▪ WFP – all relevant staff (two phase data collection)</li> <li>▪ Government beneficiaries – all relevant staff from PNASE, CADR, CONSAN</li> <li>▪ UN country team – all relevant staff (two phase data collection]</li> <li>▪ NGOs – all relevant staff from HELPO, ADAPPA (two phase data collection)</li> <li>▪ Donors (Chellaram Foundation, the Government of Brazil) – relevant staff (two phase data collection)</li> <li>▪ Smallholder farmers – 2 interviews in each district from total of 5 districts – always 1 man and 1 woman. The interviewee will be selected based on predefined criteria (e.g. female headed household, vulnerability, etc.)</li> <li>▪ Parents of supported school children (including parents who are members of association) – at least 5 conveniently selected in each of the 5 districts</li> </ul>	The proposed template and protocols of the KIIs for particular stakeholders are presented in Annex 6	<ul style="list-style-type: none"> <li>• Obtaining in-depth information</li> <li>• Allowing for revealing hidden information</li> <li>• Allowing for probing questions</li> </ul>	<ul style="list-style-type: none"> <li>• Demanding in time and labour</li> <li>• Only limited informants can be covered</li> <li>• Knowledge of local language is essential with certain stakeholders</li> <li>• Power relation, including gender and social status, context must be considered</li> </ul>



Method	Stakeholder / Sample	Details /Remarks	Advantages of the method	Constrains of the method
Focus Group Discussions (FGDs)	<ul style="list-style-type: none"> <li>▪ 1 FGD with government, WFP, NGOs (8-12 participants related to and relevant for government capacity building)</li> <li>▪ Small holder farmers – 4 FGDs in each of 5 districts (segregated by gender and age) Teachers, school gardeners and canteen cooks – at least 1 in each of 5 districts</li> <li>▪ School children – at least 1 FGD in each of 5 districts (maximum 20 minutes)</li> </ul>	The proposed FGD protocols are presented in Annex 6	<ul style="list-style-type: none"> <li>• Obtaining in-depth information including group dynamics</li> <li>• If well designed including selection of participants, creating safe and encouraging environment for opinion sharing</li> <li>• Appropriate for sensitive issues and marginalised groups</li> <li>• Allowing for revealing hidden information</li> <li>• Allowing for probing questions</li> </ul>	<ul style="list-style-type: none"> <li>• Requiring skilled and experienced moderator</li> <li>• Selection of participants highly influence the results</li> <li>• More informants can be covered</li> <li>• Demanding in time and labour</li> </ul>
Participative observations (visit, observation, transect walks)	Schools, school gardens, farmers' fields, storage/warehouse	Draft observation sheet example presented in Annex 6	<ul style="list-style-type: none"> <li>• Complementing to other methods</li> <li>• Allowing for immediate cross-check of information provided by e.g. a guide</li> <li>• Allowing for immediate evaluator's assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Requiring skills in site and guide selection, both influence the findings</li> <li>• Demanding in time and labour</li> <li>• Only few sites can be visited</li> </ul>
Questionnaire Surveys	<ul style="list-style-type: none"> <li>▪ Online questionnaire – quantitative and descriptive – all relevant staff from</li> </ul>	Proposed questionnaire for each stakeholder	<ul style="list-style-type: none"> <li>• Large number of respondents can be covered at once</li> </ul>	<ul style="list-style-type: none"> <li>• Brief and/or only superficial</li> </ul>

Method	Stakeholder / Sample	Details /Remarks	Advantages of the method	Constrains of the method
	<p>WFP, Government beneficiaries, UN country team, NGOs, Donors (two phase data collection)</p> <ul style="list-style-type: none"> <li>In field survey – sample defined based on stratified sampling from endline data when provided – targeted smallholder farmers, selected trained cooks, school gardeners</li> </ul>	group is presented in Annex 6	<ul style="list-style-type: none"> <li>Appropriate for quantitative and/or quick information</li> <li>Use of ITC for data collection and data analyses</li> </ul>	<p>information can be obtain</p> <ul style="list-style-type: none"> <li>No direct contact with respondents</li> <li>No control over the data collection process by the evaluator</li> </ul>

**Gender-sensitive Approach to Data Collection and Sampling.** The evaluation was carried out in a gender-responsive manner by following the approach defined in the Office of Evaluation’s Technical Note for Gender Integration in WFP and UNSWAP criteria integrating GEWE into the evaluation. Applying gender sensitivity and intersectionality in planning and conducting data collection ensures appropriate sampling and collection of all voices from representatives of a range of social groups including the most marginalised. Gender-disaggregated data was collected in both quantitative and qualitative data collection procedures. In line with the gender-sensitive approach to sampling and data collection, care was given to ensure that men’s/elites’/leaders’ opinion did not influence that of women/marginalised people and vice versa (respecting UNSWAP criterion 2d). Gender-segregated interviews and FGDs were held, if appropriate, simultaneously. Assuring privacy, appropriate meeting location and timing, and choice of language (including non-verbal communication) contributed to a respectful data collection process. Female enumerators and FGD facilitators in the field teams ensured better access to female informants/respondents. Detailed sampling strategy is described in Annex 7.

The gender dimension was integrated into every stage of the evaluation phase as indicated in Table 8, respecting UNSWAP criterion 2c.

**Table 8. Integration of gender into the evaluation**

Evaluation Phases and processes	Gender-sensitive activities
<p><b>Inception</b></p> <ul style="list-style-type: none"> <li>Drafting the IR based on the gender-related literature and data</li> <li>Conducting stakeholder analysis</li> <li>Formulating the evaluation matrix</li> <li>Designing the methodological approach</li> <li>Preparing the data-collection tools</li> </ul>	<ul style="list-style-type: none"> <li>The evaluation design incorporates gender in the evaluation design, approach, methods, sampling, data collection methods and operation plan</li> <li>Gender-sensitive context analysis is integrated in inception assessment</li> <li>The stakeholder analysis is gender sensitive</li> </ul>
<p><b>Data collection</b></p> <ul style="list-style-type: none"> <li>Desk reviews</li> <li>Data-collection methods and tools (Interviews, Focus group discussions, Surveys, Participative observation)</li> </ul>	<ul style="list-style-type: none"> <li>Data was collected on and from both women and men, girls and boys and age categories participants in WFP activities</li> <li>Voices and perspectives of all relevant social categories of participants were collected</li> <li>Separated FGDs by gender, age and locations were conducted</li> </ul>

Evaluation Phases and processes	Gender-sensitive activities
<ul style="list-style-type: none"> <li>Data disaggregation using mixed-method approach</li> </ul>	<ul style="list-style-type: none"> <li>Mixed-method approach was employed</li> <li>Data was gender disaggregated by sex and age</li> </ul>
<p><b>Data analysis and reporting</b></p> <ul style="list-style-type: none"> <li>Data analyses</li> <li>Drafting the evaluation report</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of data collected was framed by an adequate understanding of the context, social relations and power dynamics affecting interviewees' responses.</li> <li>Triangulation of data disaggregated by sex and age was carried out to ensure that voices and perspectives of women and men, girls and boys were considered and underpinned by various data sources.</li> <li>Gender was integrated into the ER in the specific sections and throughout it by involvement of gender-sensitive analysis, findings, results, factors, conclusions, and recommendations.</li> </ul>

**Quality Assurance for Data Collection Process.** The data collection in the field, particularly KIIs, FGDs and field survey, required important aspects for the facilitation and organisation to ensure that the discussions were productive and beneficial for the team and the study, and to ensure that the target groups were comfortable. For the KIIs and questionnaire survey, the evaluation recruited a number of qualified enumerators of both genders with previous experience in similar studies to ensure sensitization and survey conduction aligned with good ethics and standards for HHs surveys. To ensure the quality of the collected qualitative data our team put in place 4 major actions listed below:

- Orientation of the Qualitative Data Collection Team.** To ensure that the qualitative data collection team was fully oriented with the study scope, objective, and ethical standards, the consultant organized an orientation workshop to focus on the following elements:

  - Data collection objectives. The consultant briefly explained the purpose of the data collection for the evaluation assignment, and the possible outcomes that the evaluation team hopes to achieve. This provided a field team with understanding of their roles and expected outcome;
  - Roles and responsibilities. The consultant assigned the roles and responsibilities to each member of the field team so that each member was able to take responsibility for their work, and could perform their tasks efficiently;
  - Ethical considerations. The field workers were provided with clear instructions how to proceed within the data collection in order to respect all ethical consideration and perform the collection diligently. They were informed on how to introduce themselves, request and receive the approval and consent from respondents (see also Annex 4), keep the respondents' privacy and confidentiality and other related aspects;
  - Description of questions. All questions were discussed in detail with the fieldwork team along with common rules and methods for asking the questions.
- Supervision and follow up with the data collection team.** The consultant assigned a supervisor for data collection team. The supervisor assured the quality of collected data through regular spot checks, observations, and/ or review of collected data. This process enabled to timely identify any potential issues and provided immediate feedback for improvement and adjustment.
- Put in place protocols for data collection:** For each collection method, a specific protocol was prepared and followed (see Annex 6). The protocols included guidelines for the facilitator or interviewer how to prepare for FGD and interview and it included objective, the required equipment such (recorder, paper), interview or FGDs duration, venue, how to get participant consent. The objective of these protocols was to ensure that the discussions were productive and beneficial for both the team and the study, and to ensure that the target groups were comfortable.
- Validation of findings:** Close to the end of the assessment process when the analysed data and findings were presented in the first draft of report, the team validated the findings with the stakeholders to collect the feedback, incorporated the final comments and concluded the reporting process.

## 8.4. Data analysis

After the data collection phase, three consequent steps were conducted within the data analysis phase. These were data processing, data analysis and visualisation and interpretation of the findings. Within the data analysis, processing and presentation activities, the evaluation team considered and reflected on the following issues:

- Trends, common responses, and differences between groups of stakeholders (gender-disaggregated data by sex and age);
- Integrating the context, relationships, and power dynamics into the analysis;
- The extent to which participation and inclusiveness were maximised in the interventions planning, design, implementation, and decision-making processes;
- Comparison of the results obtained against the original plan;
- Presentation of findings in a visually attractive and comprehensible manner – e.g. in Microsoft Power BI, using infographics.

**Data processing.** Audio-recordings of KIIs and FGDs were transcribed with the free online tool [transcriptor.com](https://www.transcriptor.com), translated into Portuguese/English (if needed) and prepared for analysis with the software MAXQDA. Information from observation sheets were transcribed into the matrix created in the MS Word document for further analysis to answer the evaluation questions. Data collected in questionnaire surveys were downloaded from the Kobo server, cleaned, checked for consistency and prepared for further analysis.

**Data analysis.** Qualitative data analysis collected within KIIs and FGDs were analysed in line with the evaluation questions in the software for qualitative analysis MAXQDA. To ensure a gender-sensitive approach, **gender thematic analysis** (GTA) was applied.

The **empowerment** was analysed at individual, communal and environmental levels to demonstrate how the intervention contributed to each dimension of groups targeted by the intervention.

The quantitative data was analysed through descriptive statistics methods with the employment of SPSS version 21 and MS Excel software, as per the common practice during similar assignments, and as an efficient and comprehensible program for data analysis, processing and presentation.

**Data visualisation and interpretation.** Results and findings were presented in visualised form as much as possible to give readers comprehensive and attractive insights into the findings. Visualisation features of used software (MAXQDA, SPSS, MO Excel) and MO Power BI and infographics were used. To present the voices of target groups, their anonymised and not trackable voices were presented in direct speeches.

**Data management and beneficiary data protection.** Confidentiality of data collected during evaluations is a constant concern for every evaluation, be it through interviews, focus groups or surveys. When recording interview logbooks in a central data management system for storage and analysis, they were anonymised. During the reporting, no reference to a single informant allowing its identification was made, and references were made to the lowest group not allowing identification, such as “an informant from the partner ministries mentioned that...” or “some beneficiaries”. Data from the survey was systematically anonymised for analysis, and reporting was done in aggregation. In line with the UNEG guidelines, we did not report on small numbers in cross-tabulation that could allow identification and use semicolon (;) instead. Surveys all started with a data protection and confidentiality declaration allowing the respondent to make an informed decision as to how and for what purpose data would be used. In line with the GDPR provision, each informant was given the possibility to request the deletion of his/her information from the dataset. No contact details were archived for further use once the evaluation is closed. In addition, the evaluation team made every effort for the interviews not to endanger the interviewees as described in chapter below (“no-harm principle”).

## 8.5. Ethical considerations

Evaluations must conform to [the 2020 United Nations Evaluation Group \(UNEG\) Ethical Guidelines](#). Accordingly, ICON Institute was responsible for safeguarding and ensuring ethics at all stages of the evaluation cycle. This includes, but is not limited to, ensuring informed consent, protecting privacy, confidentiality and anonymity of participants, ensuring cultural sensitivity, respecting the autonomy of

participants, ensuring fair recruitment of participants (including women and socially excluded groups) and ensuring that the evaluation results in no harm to participants or their communities.

The table below describes the ethical issues, related risks, safeguards and measures that have been considered for each evaluation phase.

**Table 9. Ethical considerations**

<b>Phases</b>	<b>Ethical issues</b>	<b>Risks</b>	<b>Safeguards</b>
<b>Inception</b>	Conflict of Interest (Col)	In case some of the evaluation team members had Col, the impartiality and objectivity of the evaluation could be disturbed.	It has been checked, confirmed and verified that none of the evaluation team members is in Conflict of Interest. This risk is thus fully eliminated.
<b>Data collection</b>	<ul style="list-style-type: none"> <li>• Informed Consent (including for children),</li> <li>• Privacy and Confidentiality,</li> <li>• Data Security and Protection,</li> <li>• Minimizing Harm,</li> <li>• Respect for Cultural Sensitivities,</li> <li>• Equity and Fairness (including fair recruitment of participants such as women and socially excluded groups)</li> </ul>	In case of inappropriate management and non-diligent process the stakeholders may not feel comfortable and/or not provide relevant answers. Overall harm could be done. These risk thus was minimised.	<p>Diligent process of data collection, based on the expressed consent of the stakeholders, quality assured process of data collection (both within the phase and on managerial level).</p> <p>All consent forms were safely stored and managed. Before being engaged in data collection, stakeholders received full information about their participation and its implications for them.</p>
<b>Data analysis</b>	<ul style="list-style-type: none"> <li>• Data Integrity and Analysis</li> <li>• Data Security and Protection</li> <li>• Minimizing Harm</li> </ul>	In case of inappropriate process of data analysis and data management, the results of findings could be misleading and the privacy of interviewees would be under risk of breach of confidentiality.	Diligent procedures for data analysis, data validation and management was put in place. Data will not be accessible to external users, was properly managed and stored and when presented in the reporting all data was anonymized in order to preserve confidentiality.
<b>Reporting</b>	<ul style="list-style-type: none"> <li>• Privacy and Confidentiality</li> <li>• Minimizing Harm</li> <li>• Respect for Cultural Sensitivities</li> <li>• Equity and Fairness</li> </ul>	In case of inappropriate presentation of the findings the results could be misleading and the privacy of interviewees would be under risk of breach of confidentiality.	<p>Diligent procedures for presentation of findings was put in place. All data was anonymized in order to keep the confidentiality of the interviewees and findings were sensitised.</p> <p>Quality assurance to check the correct wording within all deliverables in line with all applicable UNEG.</p>

Phases	Ethical issues	Risks	Safeguards
<b>Dissemination</b>	Respect for Cultural Sensitivities	Inappropriate wording could be harmful for the evaluation results, hindering ownership by some stakeholders.	Diligent process of dissemination. Quality check of the correct and suitable wording within all deliverables, transparent and well-organized dissemination process.

Annex 4 of this report provides a short description of measures which put in place for each of the ethical considerations. Annex 4 also provides all templates for consent.

## 8.6. Risks and assumptions

The table below elaborates on the risks and assumptions identified in carrying out the evaluation and presents the major anticipated risks and/or assumptions and their mitigation measures.

**Table 10 . Risk matrix**

Potential Risk	Mitigation Actions
1. Unavailability of data and evidence because of gaps and/or data quality issue in record keeping	Thorough search of data/evidence in secondary sources of information; integration and triangulation with interviews.
2. Unavailability of data and evidence because of rotation of WFP staff leading to restricted institutional memory	Thorough selection of interviewees including key staff that has been significantly involved in formulation and implementation of intervention.
3. Difficulties accessing government institutional partners and representatives and staff turnover within government	Leverage on relationship between WFP CO and government to identify key government staff to engage.
4. Time constraints in connection to the field mission timing	This issue was communicated to WFP during the project preparatory phase and inception phase and the assistance and close coordination on this matter was agreed (for more see chapter 5).
5. The legislative elections in autumn 2022 could lead to some turnover and lack of key respondents which were engaged in the project	Preparation of list of interview partners including relevant Government staff; detailed preparation of the field mission and clear communication with interview partners; online interviews if interview during mission cannot be take place.
6. Interview partners are reluctant to share their true standpoints with the interviewer due to institutional constraints or social desirability bias	The team will ask interview partners to cross-check additional data sources. A non-attribution principle will be applied. Limitations concerning the reliability of data or data collection tools will be made explicit.
7. Difficult access to beneficiaries and non-beneficiaries	Thorough preparation of mission in close collaboration with partners and beneficiaries.
8. Some stakeholders could not speak in Portuguese or be illiterate	The evaluation recured to national consultants and staff to support with the translation to Portuguese/Saotomense. At the same time, almost all stakeholders were informed verbally in Portuguese/Saotomense, and had space and time to ensure a correct understanding of what is being done. The evaluation ensured a safe space for the interviewees/participants.
9. Difficult access to some of the locations	The plan for field visits was announced in advance, the logistics was also coordinated prior the trip to the location Accessibility to locations was considered during the field visit stage.

Potential Risk	Mitigation Actions
10. Low response rate of online survey	Proper dissemination of survey; adequate deployment period; reminders and false deadlines; representativeness tests for under-represented groups.

## 8.7. Quality assurance

WFP has developed a Decentralized Evaluation Quality Assurance System (DEQAS) based on the UNEG norms and standards and good practice of the international evaluation community (the Active Learning Network for Accountability and Performance (ALNAP) and the Development Assistance Commission (DAC)). It sets out process maps with in-built steps for quality assurance and templates for evaluation products. It also includes checklists for feedback on quality for each of the evaluation products. DEQAS will be systematically applied during this evaluation and relevant documents have been provided to the evaluation team.

On WFP's side, the WFP evaluation manager was responsible for ensuring that the evaluation progresses as per the DEQAS Process Guide and for conducting quality control on the evaluation products. As for the evaluation team, ICON-Institute ensured the quality of data (reliability, consistency and accuracy) throughout the data collection, synthesis, analysis and reporting phases.

For evaluations, ICON's strong commitment to high quality services implies the application of the following elements:

- **Quality assurance for data collection and analysis.** The evaluation team ensured proper coverage of all relevant stakeholders by thoroughly mapping actors during the inception phase; it strived for the highest completeness and comparability of collected data, including by developing consistent data collection tools; it systematically maintained traceability and consistency of evidence through an analytical framework aligned with the evaluation matrix and the evaluation's purpose and intended use. Specific data collection quality assurance steps are also described in section 3.3 and related protocols and consent form presented in Annex 5;
- **Quality assurance of deliverables.** To ensure it, particular attention was given to the application of the Evaluation Quality Assurance Grid used by the United Nations. Sound scientific methods were confirmed by systematic triangulation of evidence across methods. In the evaluation report, Annexes detailing analytical processes were shared to ensure transparency of analysis and allow readers to make a critical review of the findings and conclusions. The UNEG Quality Checklist for Evaluation Reports was used to evaluate the draft and final evaluation report.<sup>3</sup>

<sup>3</sup> See [https://evaluation.iom.int/sites/g/files/tmzbd1151/files/documents/UNEG\\_Eval\\_Report\\_1.pdf](https://evaluation.iom.int/sites/g/files/tmzbd1151/files/documents/UNEG_Eval_Report_1.pdf)

## 9 Ethical standards

Ethical considerations are of utmost importance when conducting data collection processes, as they uphold the integrity and well-being of both participants, evaluators and in-field team. During the implementation of this assignment, the evaluation team has been committed to UN Guidelines on ethical research<sup>4</sup> that are relevant to the evaluation scope. During the evaluation process following points were addressed:

**Informed Consent:** The purpose of informed consent was to assure that the fundamental rights and welfare of subjects are protected. The consultant obtained voluntary and informed consent from participants, ensuring they are fully aware of the purpose, procedures, any potential risks or benefits and their rights to participate or withdraw from the study. (Annex 5: Consent form)

- **Privacy and Confidentiality:** The consultant respected participants' privacy by ensuring the confidentiality of their personal information and data. Identifying information were protected, and data were anonymized whenever possible. Strong measures were taken to protect the privacy and confidentiality of participants.
- **Data Security and Protection:** Given the sensitive nature of the study data collected, data were securely stored and only accessible to authorized personnel and it was encrypted to prevent the access of unauthorized individuals to the data. Also, all the study team was trained on data protection best practices, security protocols, and the importance of handling data securely. Data stored on paper, such as interview and FGD notes were kept together in a safe, secure location away from public access.
- **Data Integrity and Analysis:** The consultant adhered to rigorous scientific standards, ensuring the accuracy, reliability, and integrity of the data collected. The team employed appropriate analysis methods and avoided misrepresentation and/or selective reporting of results.
- **Minimizing Harm:** The consultant minimized any potential physical, psychological, or social harm to participants. The team carefully assessed the potential risks and benefits of the research and took steps to mitigate and minimize any harm that may arise. The study involved young people and adults. The team also requested from each implementing partner to provide suitable venues for FGDs that are accessible and appropriate for their particular target group. In case any emergency situation would happen, the consultant would organize FGDs virtually if this would be agreed upon, safe and comfortable for the participants.
- **Respect for Cultural Sensitivities:** The consultant respected cultural, social, and individual differences when conducting study. The team avoided imposing their own values or beliefs on participants and will consider the cultural context.
- **Equity and Fairness:** The consultant considered issues of equity and fairness when recruiting participants, ensuring that vulnerable populations are not exploited or disproportionately included or excluded from the study.
- **Conflict of Interest:** The consultant confirmed there are no any current or potential conflicts of interest that may compromise the integrity or objectivity of the study.

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<sup>4</sup> UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis; Document Number: CF/PD/DRP/2015-001 Effective Date: 01 April 2015 Issued by: Director, Division of Data, Research and Policy (DRP)).



# 10 Data collection tools

## 10.1 Descriptive Questionnaire – for government, WFP, NGOs, donors, UNCT

### Evaluation of capacity strengthening activities for government and local communities in Sao Tome and Principe

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Dear respondent,

our team was commissioned by WFP to conduct the Evaluation of capacity strengthening activities for government and local communities in Sao Tome and Principe, with the dual objective of assessing the performance of the project and learning valuable lessons for its future. The evaluation covers the period from July 2019 to December 2022.

Your participation in this survey will greatly contribute to the success of this assessment. Thank you for your cooperation and support. Should you have any questions, please feel free to contact the ICON-INSTITUT evaluation team at: [marco.gozio@icon-institute.de](mailto:marco.gozio@icon-institute.de).

Many thanks in advance for your participation.

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#### ***Instructions for the questionnaire:***

*Please put in writing your brief personal feedback on each question. In case some of the questions are not relevant to your role in the project – put N/A and move to the next.*

*Your answers will be used only for the purpose of the external evaluation and will be anonymized for the Evaluation report output.*

*There is no wrong answer; any feedback you have is valuable.*

*It should not take more than 20 minutes to fill in.*

*Thank you*

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NAME:

INSTITUTION/ORGANIZATION YOU WORK IN:

TITLE OF POSITION WITHIN THE ORGANIZATION:

ROLE IN THE PROJECT:

## **1. Relevance of the interventions**

- To what extent were activities and outputs of WFP support to the government consistent with the overall goal, objectives and intended impact?
- How appropriate and in line with national requirements has the intervention results framework been?
- How have the national, local organizations and other actors of the civil society participated in the project design, implementation and monitoring?
- What particular activities did you take part in, and how often? (if relevant)
- What do you remember from these activities? (if relevant)
- To what extent was the intervention aligned with Government, WFP partners, UN agencies and donor policies priorities?
- To what extent have GEWE issues been incorporated in the design and implementation of WFP capacity strengthening and emergency response assistance across the country? (only WFP)

## **2. Effectiveness of the interventions**

What achievements have been made by the intervention? (from your own perspective, name some examples)

- What are the reasons for the achievement or non-achievement? (from your own perspective, name some examples)
- To what extent has the intervention helped the government achieve their national priorities and goals? (only for PNASE, CADR, CONSAN)
- How was the programme affected by COVID-19?
  - o How did it address the consequences in the short and long term?
  - o What advantages did the programme offer when responding to the COVID-19 pandemic in Sao Tome and Principe?
- To what extent has the intervention contributed to gender equality in the line/sector of work of the intervention? (from your own perspective)

## **3. Efficiency of the interventions**

- To what extent were the interventions implemented in the most efficient manner? (from your own perspective)
- To what extent did the monetary and non-monetary contributions from the government enable the intervention to be implemented in an efficient manner? (from your own perspective - if relevant)
- To what extent were the programme management and decision-making process efficient?
  - How could it be improved (if needed)? (from your own perspective/role in the project, how did you perceive the work of project management and decision-making process)

## **4. Coherence of the intervention**

- To what extent is WFP's support to the government on school feeding, promotion of local products and smallholder farmers' activities coherent and aligned with national programmes? (in your own understanding – if relevant)
- What synergies have been established between WFP-supported programmes and the interventions from Civil society, UN wider programmes, etc.? (in case you are aware of some, please list examples)

#### **5. Impact of the interventions**

- To what extent have national ministries been adjusting policies, regulations, budgets or programmes as a result of the capacity strengthening? (in case you are aware of some adjustments, please name example)
- What real difference has the activity made on the capacity to design, plan and implement programmes? (can you list some example from your own perspective?)
  - o How did the WFP support to government capacity building change beneficiaries lives and livelihoods?

#### **6. Sustainability of the intervention**

How have the activities built capacities and systems for the programmes to continue? (in case it is relevant, name some examples)

- In your opinion, what are the needs or gaps to be covered so the government can pursue the programme without WFP support? (name examples – if relevant)
- What mechanisms have been put in place or can be put in place by the government to guarantee successful financial stability and independence of the intervention?

## 10.2 KII Guideline – for organisations

Name:

Organisation:

Position within the organisation:

Role in the programme:

Location, Date and time:

Interviewer:

---

Hello, my name is \_\_\_\_\_, and our team was commissioned by WFP to conduct the Evaluation of capacity strengthening activities for government and local communities in Sao Tome and Principe, with the dual objective of assessing the performance of the project and learning valuable lessons for its future. The evaluation covers the period from July 2019 to December 2022.

Your participation in this interview will greatly contribute to the success of this assessment. The interview with you will take about [60 minutes] to complete. The interview will be audio-recorded for accurate data collection, but all information provided will be treated with strict confidentiality and used only for the purpose of this project.

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*Note for the interviewer: This is a full set of the questions. However, based on the results of two-round questionnaire survey among KII, some questions will be skipped. And the attention will be paid to the areas which were not covered sufficiently within the first two round of questionnaires or brought attention to that. The final version will be tailored after receiving results from the survey, prior the interviews.*

### RELEVANCE

- How were the intervention activities and outputs to the government consistent with the overall goal, objectives and intended impact?
- How have the national, local organizations and other actors of the civil society participated in the project design, implementation and monitoring?
- How Was GEWE included in the project design, implementation and monitoring?

### EFFECTIVENESS

- How did the intervention supported the government achieve national priorities and goals?
  - o Please, describe the structure, actors, roles and mechanism in food security in STP.
    - who and in what position is responsible for what
    - what relations are formalized? What are informal?
    - who are the key decision-makers (both formal as well as informal)

*(note for the interviewer: Try to jointly develop a map of actors, their relations and importance of those. Ask about formal as well as informal (power) relations and how these are linked to the position and/or personas.)*

- Where do you see greatest achievements/improvements?
- Where do you see major obstacles/critical points that (potentially) block the achievements/improvements?

#### EFFICIENCY

- To what extent the programme management and decision-making process were efficient?
- How could it be improved (if needed)? (from your own perspective/role in the project, how did you perceive the work of project management and decision-making process)

#### COHERENCE

- To what extent is WFP's support to the government on school feeding, promotion of local products and smallholder farmers' activities coherent and aligned with national programmes?
- What synergies have been between WFP-supported programmes and the interventions from Civil society, UN wider programmes, etc.?
- 

#### IMPACT

- What real difference has the activity made on the capacity to design, plan and implement programmes?
  - How did the WFP support to government capacity building change beneficiaries lives and livelihoods? (*examples are welcome*)

#### SUSTAINABILITY

- How have the activities built capacities and systems for the programmes to continue?
- In your opinion, what are the needs or gaps to be covered so the government can pursue the programme without WFP support?
- What mechanisms have been put in place or can be put in place by the government to guarantee successful financial stability and independence of the intervention?

### 10.3 Online quantitative survey

## Evaluation of capacity strengthening activities for government and local communities in Sao Tome and Principe

---

Dear respondent,

our team was commissioned by WFP to conduct the Evaluation of capacity strengthening activities for government and local communities in Sao Tome and Principe, with the dual objective of assessing the performance of the project and learning valuable lessons for its future. The evaluation covers the period from July 2019 to December 2022.

Your participation in this survey will greatly contribute to the success of this assessment. Thank you for your cooperation and support. Should you have any questions, please feel free to contact the ICON-INSTITUT evaluation team at: [marco.gozio@icon-institute.de](mailto:marco.gozio@icon-institute.de).

Many thanks in advance for your participation.

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### ***Instructions for the questionnaire:***

*For each question, please choose one option and circle the number.*

*Your answers will be used only for the purpose of the external evaluation and will be anonymized for the Evaluation report output.*

*There is no wrong answer; any feedback you have is valuable.*

*It should not take more than 10 minutes to fill in.*

*Thank you*

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### **1. Relevance of the intervention**

- To what extent were activities and outputs of WFP support to the government consistent with the overall goal, objectives and intended impact?

1	2	3	4	5
Very much	To some extent	To a low extent	Not at all	I do not know; N/A
  
- How appropriate and in line with national requirements has the intervention results framework been?

1	2	3	4	5
Very much	To some extent	To a low extent	Not at all	I do not know; N/A

- How have the national, local organizations and other actors of the civil society participated in the project design, implementation and monitoring?

1	2	3	4	5
Very much	To some extent	To a low extent	Not at all	I do not know; N/A

- To what extent was the intervention aligned with Government, WFP partners, UN agencies and donor policies priorities?

1	2	3	4	5
Very much	To some extent	To a low extent	Not at all	I do not know; N/A

- To what extent have GEWE issues been incorporated in the design and implementation of WFP capacity strengthening and emergency response assistance across the country? (only WFP)

1	2	3	4	5
Very much	To some extent	To a low extent	Not at all	I do not know; N/A

## 2. Effectiveness of the intervention

- What achievements have been made by the intervention?

- 1) Very considerable/observable achievement
- 2) Somewhat considerable/observable achievement
- 3) I do not know
- 4) Low achievement
- 5) No achievement

- To what extent has the intervention helped the government achieve their national priorities and goals? (only for PNASE, CADR, CONSAN)

1	2	3	4	5
Very much	To some extent	To a low extent	Not at all	I do not know; N/A

- To what extent was the programme affected by COVID-19?

1	2	3	4	5
Very much	To some extent	To a low extent	Not at all	I do not know; N/A

- To what extent did the programme address its consequences in the short and long term?

1	2	3	4	5
Very much	To some extent	To a low extent	Not at all	I do not know; N/A

- To what extent has the intervention contributed to gender equality in the line/sector of work of the intervention?

1	2	3	4	5
Very much	To some extent	To a low extent	Not at all	I do not know; N/A

### 3. Efficiency of the intervention:

- To what extent were the interventions implemented in the most efficient manner?

1	2	3	4	5
Very much	To some extent	To a low extent	Not at all	I do not know; N/A

- To what extent did the monetary and non-monetary contributions from the government enable the intervention to be implemented in an efficient manner?

1	2	3	4	5
Very much	To some extent	To a low extent	Not at all	I do not know; N/A

- To what extent the programme management and decision-making process were efficient?

1	2	3	4	5
Very much	To some extent	To a low extent	Not at all	I do not know; N/A

- To what extent were the programme management and decision-making process efficient?

1	2	3	4	5
Very much	To some extent	To a low extent	Not at all	I do not know; N/A

### 4. Coherence of the intervention

- To what extent is WFP's support to the government on school feeding, promotion of local products and smallholder farmers' activities coherent and aligned with national programmes?

1	2	3	4	5
Very much	To some extent	To a low extent	Not at all	I do not know; N/A



- To what extent have synergies been between WFP-supported programmes and the interventions from Civil society, UN wider programmes, etc.?

1	2	3	4	5
Very much	To some extent	To a low extent	Not at all	I do not know; N/A

## 5. Impact of the interventions

- To what extent have national ministries been adjusting policies, regulations, budgets or programmes as a result of the capacity strengthening?

1	2	3	4	5
Very much	To some extent	To a low extent	Not at all	I do not know; N/A

- To what extent real difference has the activity made on the capacity to design, plan and implement programmes?

1	2	3	4	5
Very much	To some extent	To a low extent	Not at all	I do not know; N/A

## 6. Sustainability of the intervention

- To what extent will the activities built capacities and systems for the programmes to continue?

1	2	3	4	5
Very much	To some extent	To a low extent	Not at all	I do not know; N/A

- To what extent are there needs or gaps to be covered so the government can pursue the programme without WFP support?

1	2	3	4	5
Very much	To some extent	To a low extent	Not at all	I do not know; N/A

## 10.4 Field survey for small-holder farmers

### Sampled target group: Smallholder farmers

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Dear respondent,

our team was commissioned by WFP to conduct the Evaluation of capacity strengthening activities for government and local communities in Sao Tome and Principe, with the dual objective of assessing the performance of the project and learning valuable lessons for its future. The evaluation covers the period from July 2019 to December 2022.

Your participation in this survey will greatly contribute to the success of this assessment. Thank you for your cooperation and support. Should you have any questions, please feel free to contact the ICON-INSTITUT evaluation team at: [marco.gozio@icon-institute.de](mailto:marco.gozio@icon-institute.de).

Many thanks in advance for your participation.

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#### **Instructions for the questionnaire:**

*For each question, please choose one option and circle the number.*

*Your answers will be used only for the purpose of the external evaluation and will be anonymized for the Evaluation report output.*

*There is no wrong answer; any feedback you have is valuable.*

*It should not take more than 30 minutes to fill in.*

*Thank you*

---

#### **Questionnaire - small-holder farmers**

1. District \_\_\_\_\_
2. Village/Community \_\_\_\_\_
3. How were you involved in the WFP programme? (*more answers are possible*)
  - I received agricultural input                      Please, specify \_\_\_\_\_
  - I attended training                                      Please, specify the topic(s) \_\_\_\_\_
  - I was supported in other way(s)                      Please, specify \_\_\_\_\_
  - I was not involved at all
4. Gender:                      male                      female                      do not want to say
5. Age: \_\_\_\_\_
6. Marital status: \_\_\_\_\_

Single          married          widow(er)          divorced          do not want to say

7. How many members does your family have? \_\_\_\_\_  
 How many female members does your family have? \_\_\_\_\_  
 How many children are younger 15 years? \_\_\_\_\_

8. Who is a head of your household? \_\_\_\_\_  
 I am          My husband          My father          My mother          another male relative

9. Size of field (ha) \_\_\_\_\_

10. Cultivated **crops** and their field share - What crop do you cultivate and on what area?

Crops	Area (ha)

11. Animals kept and their heads - What **animal** types do you keep and in what amount?

Type of animals	Number of heads

**12.** What **crops** and in what quantity and what price do you sell at what market(s) or local schools?

Crops	Production (per year or per cultivation season)	Quantity sold	Units	Price per unit	Markets (location/name)	Local schools (location/name)

**13.** What **animals** and in what quantity and what price do you sell at what market(s) or to local schools?

Animals	Quantity sold	Units	Price per unit	Markets (location/name)	Local schools (location/name)

**14.** Do you sell some products to the local school(s)? Yes No  
*(for enumerator – if the respondent says Yes, verify that some crop or animals were indicated as sold to the local schools. If there is a mismatch, go through the questions again for clarification.)*

- If Yes, how do you see the collaboration with the schools?

1	2	3	4	5
Very good	rather good	neutral poor	rather poor	

- What is the biggest challenge in collaboration with the school?

---

**15.** What **sustainable agriculture practice** do you do in your field? (*will be modified after the content of the training will be available*) More options are possible.

- Crop rotation
- Intercropping
- Mulching
- Composting application
- Minimal tillage
- Other.....please, specify

**16.** To what extent are you happy with your **agricultural production**?

1                                      2                                      3                                      4  
 Very much      rather happy                  rather unhappy                  unhappy at all

**17.** What major **challenges** do you see in your agricultural production? Please, name them and order them according to the perceived significance:

No	Challenge	Order
1		
2		
3		
4		
5		

**18.** To what extent is your household able to cover the **food needs** of its members?

1                                      2                                      3                                      4  
 Without a problem      with some problems      with great problems                  not able

**19.** Where do you see the main **challenge in covering the food needs** of your household?

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**20.** To what extent will you be able to **continue** with your agricultural production in the future without the support of WFP?

1                                      2                                      3                                      4  
 Without a problem      with some problems      with great problems                  not able

- If with problems or not able, please, specify the needs of the support.
- 

**21.** Did you notice the **campaign on local food production and consumption?**

Yes                      No

**22.** Did you notice the **campaign on gender-based violence?**

Yes                      No

Thank you very much for your time!

## 10.5 Focus group discussions protocol - children

Sampled target group: school children

Location:

Date and Time:

Moderator:

Assistant:

Characteristics of participants:

---

### Preamble

Dear children,

My name is [NAME] and our team was commissioned by WFP to conduct the Evaluation of capacity strengthening activities for government and local communities in Sao Tome and Principe (in the period from July 2019 to December 2022).

As you were somehow supported within this programme, I am here to hear from you what you think about it. Your parents agreed with our session today. We will have about half an hour discussion in which I will ask you several questions and will appreciate if you share what you think about it. There are no right and wrong answers, so, tell me what you think.

Everything what we say will stay only among us and no one outside this group will know it.

Your participation in this study is voluntary. You can leave anytime. You can also decide not to answer any questions.

We also hope to audio record this discussion for preparing transcription.

Before you say yes or no to participating in this FGD, we will answer your questions. If you join, you can ask me questions anytime during the discussion.

I am your guide in this discussion, but I want the discussion to flow freely among you—let's have lots of debate. Again, we are very pleased that you have taken the time to share your ideas with us.

Thank you for willingness to participate!

---

You have been selected for this FGD because you were beneficiaries/participants of activities within the WFP programme focusing on capacity strengthening activities for government and local communities in Sao Tome and Principe. We prepared several questions and would like to know your opinion. Let's start.

1. What is your name and what is your favourite colour?
2. What do you **like about your school**?
3. What do you **dislike** about your school?
4. **What meals** do you get at school?
  - a. Probes: lunch, snacks

- b. Probes: meat, fish, potatoes, rice, beans, others? *(to modified after the real school menu is available)*
- 5. How do you **like the meals**?
  - a. What about the quantity?
  - b. What about the taste?
- 6. What meals do you have at home?
  - a. Probs: breakfast, diner
  - b. meat, fish, potatoes, rice, beans, others? *(to modified after the real school menu is available)*
- 7. Your school has **a school garden**, what do you do there? *(in case the school has a garden)*
- 8. What do you want to be once you are grownup?
- 9. We are at the end of our session. There is now time for you to say anything you would like to say here.

Thank you very much for your wonderful discussion!

*We can sing together if you want. (Usually, children love to sing for the visitor. If this is not the case, leave it.)*



## 10.6 Focus group discussions protocol – small-holder farmers

Sampled target group: small-holder farmers

Location:

Date and Time:

Moderator:

Assistant:

Characteristics of participants:

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### Preamble

My name is [NAME] and our team was commissioned by WFP to conduct the Evaluation of capacity strengthening activities for government and local communities in Sao Tome and Principe, with the dual objective of assessing the performance of the project and learning valuable lessons for its future. The evaluation covers the period from July 2019 to December 2022.

We would appreciate your participation in this discussion, which will take about an hour to complete. Your information will remain strictly anonymous and confidential and will never be linked to you. Outside of this FGD group, neither your participation nor your responses will be shared with anyone except the evaluation team. This discussion should also be kept confidential from anyone outside of this group. As a result, we will combine your responses with those provided by the other participants and use them cumulatively instead of individually. We will never reveal your name or what you answered. All information will be stored safely under the care of the team leader.

Participating in this study will not benefit you directly, but your responses may help WFP to explore lessons learnt, project impact, and set recommendations for similar future interventions. In a group discussion like this it is really important that you express yourself openly. There are no right or wrong answers. We want to know what you think.

Your participation in this study is voluntary. If you agree to participate, you can decide not to answer any questions. We also hope to audio record this discussion for preparing transcription. Before you say yes or no to participating in this FGD, we will answer your questions. If you join, you can ask me questions anytime during the discussion. You may also contact [Mr. Marco Gozio, Project Coordinator, ICON-INSTITUTE], if you have any questions or concerns.

I am your guide in this discussion, but I want the discussion to flow freely among you—let's have lots of debate. Again, we are very pleased that you have taken the time to share your ideas with us.

---

You have been selected for this FGD because you were beneficiaries/participants of activities within the WFP programme focusing on capacity strengthening activities for government and local communities in Sao Tome and Principe. We prepared several questions and would like to know your opinion. Let's start.

1. The programme was focused on the support of local production and consumption of food products. How **important** is the **food production and consumption locally** to you?
2. Try to recall everything that has **changed** in your lives/lives of your community due to the programme activities.
  - To what extent do you use **SAP/organic** farming?
  - To what extent have you **diversified** your production compared to 4 years ago?
  - To what extent has your **access to market** changed? Please, specify.
    - To what extent do you **collaborate with local schools**?

- How does the collaboration look like? What is the most challenging in the collaboration?
  - Of those you named what was the most important change for you?
- 3. You attended some **training**. Please, try to recall what these were about? (*if needed, probs SAP, organic farming, female farmers – food production*)
  - Please, tell us what was the most useful/valuable information/skill you apply in your life.
- 4. What are the **challenges** you face in agricultural production?
  - And marketing (if applicable)
- 5. How do you see your production in the **future**?
- 6. You might also notice some **campaigns** within the programme. Try to recall the main messages of the campaigns.
  - Probing questions:
    - i. What was the main message you remember from the campaign on **food security** and importance of local food production and consumption?
    - ii. What was the main message you remember from the campaign on **gender-based violence**?
- 7. We are almost at the end of our session today and we would like to ask you to share anything what has not been shared so far and you fell it is important.

Thank you for your time and willingness to share your opinions with us. We really appreciate it.

Thank you again!

## 10.7 Focus group discussions protocol – school staff and parents

Sampled target group: teachers, school gardeners, school canteen cook, parents

Location:

Date and Time:

Moderator:

Assistant:

Characteristics of participants:

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### Preamble

My name is [NAME] and our team was commissioned by WFP to conduct the Evaluation of capacity strengthening activities for government and local communities in Sao Tome and Principe, with the dual objective of assessing the performance of the project and learning valuable lessons for its future. The evaluation covers the period from July 2019 to December 2022.

We would appreciate your participation in this discussion, which will take about an hour to complete. Your information will remain strictly anonymous and confidential and will never be linked to you. Outside of this FGD group, neither your participation nor your responses will be shared with anyone except the evaluation team. This discussion should also be kept confidential from anyone outside of this group. As a result, we will combine your responses with those provided by the other participants and use them cumulatively instead of individually. We will never reveal your name or what you answered. All information will be stored safely under the care of the team leader.

Participating in this study will not benefit you directly, but your responses may help WFP to explore lessons learnt, project impact, and set recommendations for similar future interventions. In a group discussion like this it is really important that you express yourself openly. There are no right or wrong answers. We want to know what you think.

Your participation in this study is voluntary. If you agree to participate, you can decide not to answer any questions. We also hope to audio record this discussion for preparing transcription. Before you say yes or no to participating in this FGD, we will answer your questions. If you join, you can ask me questions anytime during the discussion. You may also contact [Mr. Marco Gozio, Project Coordinator, ICON-INSTITUTE], if you have any questions or concerns.

I am your guide in this discussion, but I want the discussion to flow freely among you—let's have lots of debate. Again, we are very pleased that you have taken the time to share your ideas with us.

---

You have been selected for this FGD because you were beneficiaries/participants of activities within the WFP programme focusing on capacity strengthening activities for government and local communities in Sao Tome and Principe. We prepared several questions and would like to know your opinion. Let's start.

1. The programme was focused on the support of local production and consumption of food products. How **important** is the **food production and consumption locally** to you?
2. Try to recall everything that has **changed** in your lives/schools due to the programme activities.
  - Probing questions (*to be used as hints only when participants do not come with their own*):
    - i. To what extent do school **children's attendance** has changed?
    - ii. How does the school manage to **provide school meals**? From what products?
      1. What is the most **challenging** related to school meals provision?

- iii. To what extent does the school use the **school garden? /community school garden?**
  1. What are the **benefits** of having own school garden?/of using community school garden?
  2. What are the main **challenges** of having own school garden?/of using community school garden?
- iv. To what extent does the school **cooperate with local small/holder farmers?**
  1. How is the cooperation look like?
  2. What challenges do you face?
3. We continue with your perception about the **benefits** from participating in the programme. What benefits were the most important to you?
  - To your school?
  - To your community?
  - How do you feel about the benefits in your everyday life?
4. In your opinion, what has **not been addressed** in food security from local produce by the programme activities?
5. How do you see the **future** of school meals?/school garden/community garden?
  - In your opinion, what is the biggest challenge for continuation with the activities?
6. You attended some **training**. Please, tell us what was the most useful/valuable information/skill you apply in your life.
7. You might also notice some **campaigns** within the programme. Try to recall the main messages of the campaigns.
  - Probing questions:
    - i. What was the main message you remember from the campaign on **food security** and importance of local food production and consumption?
    - ii. What was the main message you remember from the campaign on **gender-based violence**?
8. We are almost at the end of our session today and we would like to ask you to share anything what has not been shared so far and you feel it is important to be said here.

Thank you for your time and willingness to share your opinions with us. We really appreciate it.

Thank you again!

# 11 Detailed Actionable Steps

This Annex provides with the particular steps as a guiding' examples for actions to undertake within the managerial response on consolidated recommendations stemming out from the findings of the current evaluation. Presented steps are tailor made for WFP STP CO based on the findings and conclusions, yet the list should not be read as exhaustive and particular actions shall be critically adjusted, fine- tuned and further developed corresponding to the current situation at the timing of managerial response implementation. Additional steps may be added. The guiding steps are always suggested and developed on the level of sub-recommendation.

## **Recommendation no. 1: Maintain the current strong position of WFP within the country and further reposition its role within the upcoming CSP period from operational to transformative development actor**

*Sub-recommendation 1.1: Maintain the role as the main stakeholder for delivering emergency support in case of natural and/or other disasters/emergencies.*

- Capitalise on the contacts and mobilisation skills developed within the previous work in country for the benefit of the transformative process in addressing the thematic long-term needs of local stakeholders to increase the self-reliance and resilience such as:
- Autonomisation of PNASE
- Enhancing the access to market for local smallholder farmers
- Empowering the women lead activities on various levels, etc.

*Sub-recommendation 1.2: Focus and work on creating synergies and active development of joint projects with other relevant donors and stakeholders in country, to enhance the impact of the new CSP, avoid overlaps and jointly achieve long-term national objectives and contribute to fulfilment of global strategies.*

- Possible but not limited synergies to actively procure include.:
- Cooperation with FAO and Ministry of Agriculture on the strengthening the role of farmers, supporting the climate change resilient practices, enhance their access to market, production of value-added products.
- Creating synergies with UNICEF when working with children in schools, ensuring the access to nutrition rich food and ensuring the good hygiene condition, etc.

*Sub-recommendation 1.3: Build upon the previous work with some of the stakeholders and/or coordination mechanisms in place. Such as:*

- CONSAN
- UN Coordination group
- Donor coordination meetings
- Particular meetings on the thematic achievements.

*Sub-recommendation 1.4: Take advantage of WFP unique role and achievements in country in order to mobilise financial resources from both conventional and unconventional sources of financing for both conventional emergency response and long-term transformative activities. Such as:*

- Particular UN structure thematic funds (SDG, GCF, etc) in cooperation with eligible agency/institution
- Various globally operating funds and/or foundations
- Thematic-related institutions – academic, private and other sources
- Financial contributions from private companies' internal funds allocated to contribution of to the fulfilment of their Net zero commitment, CSR and/or ESG related actions, etc.
- Always carefully consider ethical perspective of potential funding; ensure the alignment and/or compliance with WFP and UN organizational ethical perceptions/strategies/guidelines

## **Recommendation no.2 Review, adjust and strengthen country office internal capacities with perspective/in relation to more efficient implementation of CSP implementation management**

*Sub-recommendation 2.1: Check and revise the alignment of the expected outcomes and achievements of new CSP to the number of staff, their skills and qualifications; and address the discovered needs and emerged bottlenecks*

- Special considerations and assessment of following incentives but not limited to:
- How to ensure the capacities for procuring additional sources of financing?
- How to ensure gender expertise within the team enabling more gender responsive approach?
- Shall be some roles and qualifications combined? E.g. agriculture/nutritional expert with gender experience to be one of the field officers?
- How to ensure that especially field officers are more in quantity and can substitute themselves in field in case of some capacity bottlenecks?
- Shall the long-term agreement on ad hoc basis with international expert(s) of desired expertise considered?

*Sub-recommendation 2.2: Strengthen resilience against data loss and fluctuation of staff by review, adjustment and introduction of unified internal data management system. Every 3 months check that the most updated documents/information are recorded in the system, if not ensure it is inserted/recorded.*

- Introduce system (IT and/or hardcopy) of data recording and keeping which will enable the access to all CSP documents and actions to relevant WFP CO staff enabling the continuous monitoring and insight to the on-going activities
- System will ease the WFP CO achievement progress and reporting due its accessibility.
- The knowledge shall not lie on individuals and shall not be prone to loss and be accessible within the office so in case of substitution, HR rotation, etc.
- Within the choice of system consider the circumstances such as power cuts, no network situation, etc.

*Sub-recommendation 2.3: Develop and/or review the tools for internal management system to make it more efficient and interconnected. Review developed reporting protocols for implementing partners and align/adjust them to the WFP CSP reporting needs. Consider whether some supportive data management software or digital data collection tool may facilitate processes.*

- Self-explanatory.

*Sub-recommendation 2.4: Ensure that lists of beneficiaries addressed under particular emergencies are recorded and continuously added to the data management system, so the data can be compared over the time and their capacity to adapt can be assessed.*

- Within the data management system, the lists of beneficiaries addressed under particular emergencies shall be recorded and periodically complemented by up-to-date data
- Collected data over the time then shall be over time or in case of new planned intervention compared to see whether the interventions improved capacity to adapt.
- Such specific lists may facilitate faster reaction but also efficiency and sustainability of interventions.
- In case no progress neither improvement is recorded or declining tendency is observed, causes should be assessed in order to decide whether it is effective to include such a type of beneficiaries and /or location and/or intervention, etc.

*Sub-recommendation 2.5: Review and compare monitoring indicators of new CSP against protocols in place, align if needed. Ensure that the in-house staff capacities for monitoring and, system of record keeping, tracking and reporting are corresponding with the needs and requirements for monitoring data collection.*

- Ensure that data which are to be collected within the current monitoring activities are corresponding to the set indicators to be followed
- Aim for collection of such a date which are easy to access, ideally not creating additional pressure on the capacities and/or collection of data which has no further use, neither reporting/forecasting value

**Recommendation no.3: Ensure and periodically check the use and adoption of unified monitoring and implementation processes and intended strategic implementation of crosscutting issues and GEWE throughout whole CSP**

*Sub-recommendation 3.1: Review initially designed milestones for achievements of the new CSP built upon both quantitative and qualitative indicators, adjust based on the findings from the current evaluation, collected endline data and newly developed baseline and vulnerability analysis. Adjust accordingly and periodically revisit.*

- Self-explanatory

*Sub-recommendation 3.2: Collect and record the endline data of previous CSP or baseline data for new CSP to ease the measurement of change and progress monitoring of current CSP.*

- Self-explanatory

*Sub-recommendation 3.3: Develop the baseline vulnerability analysis, with clear strategy on gender transformative actions and particular activities/interventions.*

- Self-explanatory

*Sub-recommendation 3.4: Develop innovative approaches on how to strengthen WFP's visibility during their work in field.*

- Innovative ways how to be seen in the field
- Ensure that mode of presentation is environmentally friendly and rather causes memory imprint in the community, rather than only place banners, paper posters and other not-compostable and/or not-degradable and/or costly materials
- Once the local stakeholders/beneficiaries at community level are aware that the interventions are executed by WFP, this enhanced visibility may support further resource mobilisation from possible funding institutions, especially from unconventional donors such as the private sector who may seek for creating visible impact and/or PR appealing image of their contribution
- Linked with 1.4

**Recommendation no.4: Ensure that following topics and approaches are actively adopted within the implementation of new CSP and when not directly targeted create intended opportunities and synergies for including and building upon them.**

*Sub-recommendation 4.1: Keep the new CSP strategy direction focused and complex. When thinking of overlapping and additional topics – rather look for synergies with other donors and aim for cooperative joint funded and joint implemented projects than stepping into the new thematic areas.*

- By that more long-term impact, sustainability and resilience could be developed.
- Contribution of WFP e.g. to: building climate resilience of Sao Tome would be reported yet the main focus of CSP would remain well focused and internal capacities of WFP CO staff well used.

*Sub-recommendation 4.2: Overall, ensure the end-to-end activities addressing the stakeholders from all levels in order to reach the highest effectiveness and impact of the CSP. Such as:*

- Continue to work with government and PNASE on strengthening capacities.
- Maintain an insistent work on i) making the School Feeding Programme a government priority and support the release of collected funds for this programme; and ii) supporting PNASE to receive autonomous funding for the SFP and the diligent monitoring of their activities.
- Re-introduce and reactivate the engagement of parent associations as their role was significant and supported the ownership and acceptance of SFP within the communities.

*Sub-recommendation 4.3: Continue the cooperation with government and smallholder farmers to support their access on market and supply to schools. Emphasise the synergies with FAO, IFAD and take advantage of the agriculture extension workers to make these activities sustainable in long term and with potential to long-term impact.*

- Within these interventions, also include the drive to stimulate development of local value chains at the local level via a stable network of producers with emphasis on female farmers around schools.
- Ensure engagement and activation of both farmers and community members and their direct relation within the value chain.

*Sub-recommendation 4.4.: Support the government, PNASE and other relevant stakeholders with decisive/influence power to eliminate the systematic obstacles standing in the introduction and following up of good practices. Such as:*

- The new directive related the minimum requested qualification for the workers in school gardens. Currently the school gardens activities are not viable as there is lack of staff complying with the local directive. Yet the school garden programmes had very high impact on improvement of the access to nutritional food for schools as their contribution was significant and should be continued.



# 12 Survey results

The questionnaire survey with farmers aimed to determine to what extent the intervention was relevant and the impact and sustainability of the implemented activity.

In the framework of strategic outcome 1, subjected to the evaluation, the evaluation team identified the activity under A02 implemented under the MPFT project in 2020, in which WFP provided training for CADR extension officers and 568 (mostly female-headed) vulnerable households on innovative and sustainable agricultural techniques and climate change adaptation.

The evaluation team requested the list of farmers who attended the training before the field mission. However, the evaluation team received the list at the end of the first week of the field mission. Therefore, the survey occurred from September 29 to October 6, 2023, the second week of the field mission. The evaluation team aimed to contact all beneficiaries on the provided list (511). In some cases, only names and locations were stated in the list without further contact. In others, telephone numbers reported were not in operation anymore. Once on the site, the enumerators asked for the listed persons the evaluation team could not reach. In some cases, there was successful contact for the survey. In others, the enumerators did not track the person listed as beneficiary nor another member of the household. In total, 378 farmers were reached; 334 were female, and 44 were male.

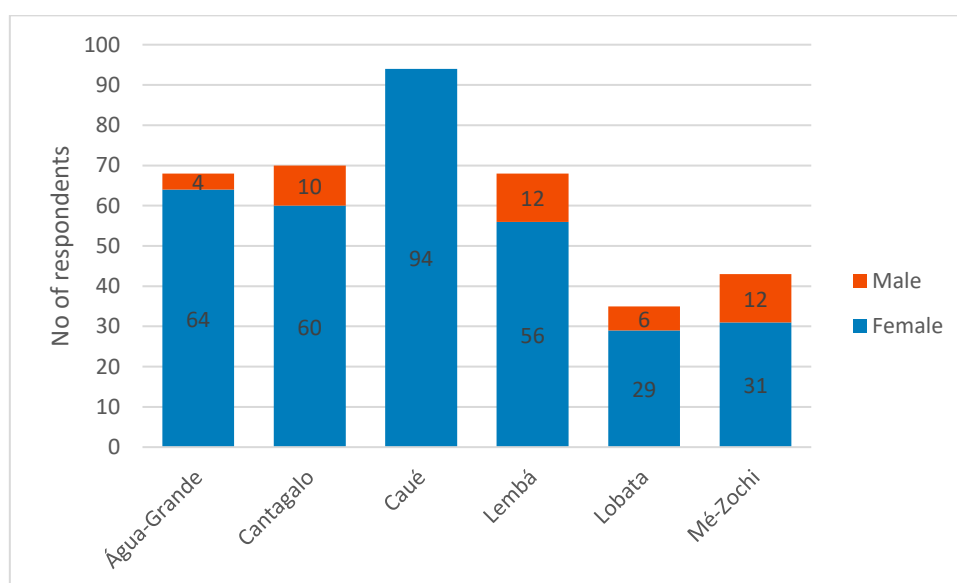
The data were collected with the KoboToolbox by ten trained enumerators. The respondents participated voluntarily after the assurance about the anonymity of their responses and level of confidentiality.

Principal limitations of the survey lay in difficulties in finding the listed farmers, time availability and willingness to be part of the questionnaire survey on the farmers' side. Even though listed, some farmers needed to be made aware of being part of the intervention supported by WFP/MPTF through additional questions.

## Results

The distribution of respondents disaggregated by gender across the districts is shown in the figure below.

**Figure 2. Distribution of respondents (N=378)**

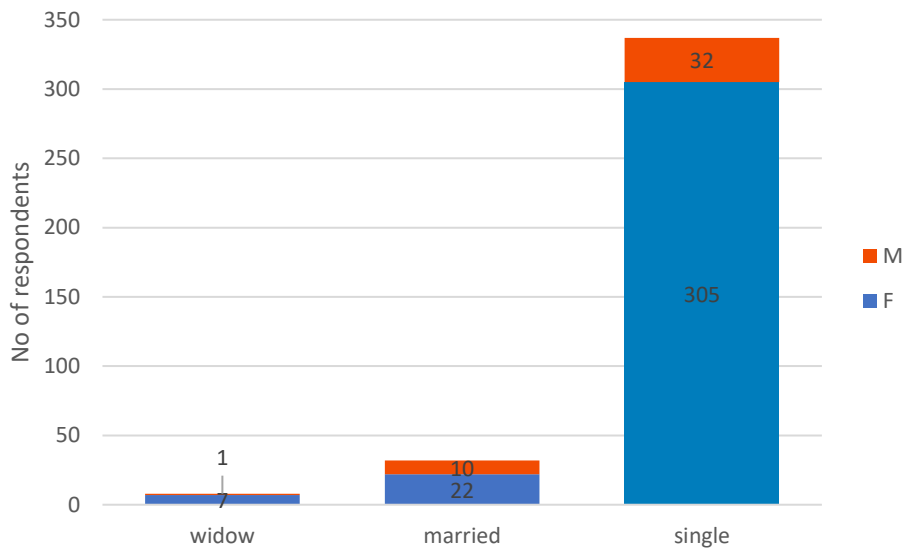


## Demographic characteristics of the respondents

The average age of all respondents is 45.7 (SD= 12.9) years. The average age of female respondents is 46.1 (SD = 12.3) years, while for males, 44.9 (SD= 14.2) years. More than half of female respondents reported

themselves as head of households (68.2%), while the rest reported their husbands (27.6%), male relatives or their mother as a head of their household. The female respondents said that their households have, on average, 5.5 (SD=2.5) members, of which, on average, 50.9 percent are female members and 38.9 percent are children younger than 15 years, pointing to their vulnerability. A significant majority of respondents are single (figure below).

**Figure 3. Family status of the respondents (N=378)**



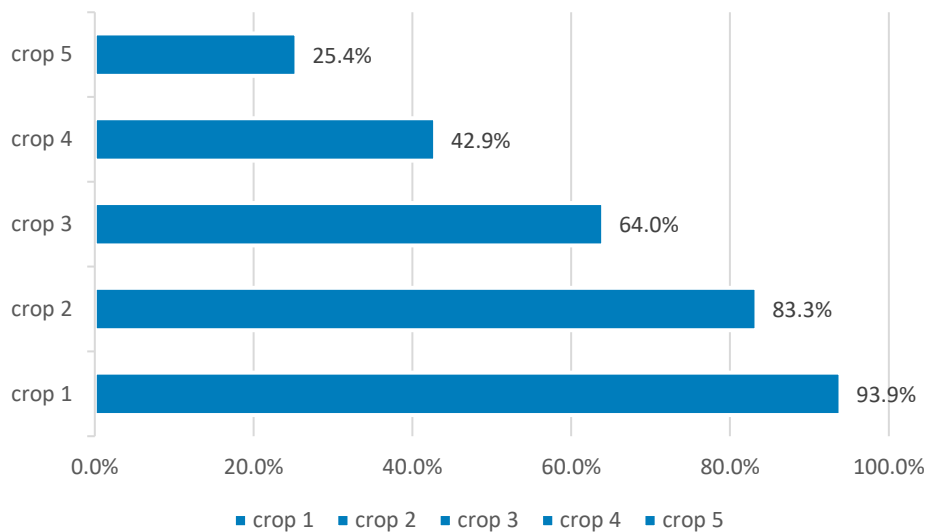
#### Area of cultivation

The average cultivation area for all respondents is 1.6 (SD=1.2) ha. Female respondents reported the average size of their cultivated area of 1.5 (SD=1.1) ha. However, it is essential to mention that during field data collection, the enumerators generally encountered farmers with low knowledge about the area they cultivate or own. Similar findings were reported in interviews and FGDs. In addition, in the interviews and FGDs, female farmers had difficulty recalling whether they were the owners by deed. Often, they stated that they are heads of the households and owners of the area cultivated only if their husbands are not at home (working in the city or out of the country). Additional verification and detailed research on the area cultivated and access to land by female farmers might clarify the situation. However this was beyond the scope of the evaluation.

#### Characteristics of production

Respondents were asked about their production to find out what crop they cultivate and in what area. Within the survey, enumerators reported a great challenge as farmers knew about crops they cultivated but did not know in what area. Therefore, we asked only about their perception of the importance of their crops from 1 – 5. From the figure, it is evident that there was a decrease in responses. For further analysis, we included only crops 1 to 3, where at least 50% of respondents answered the questions.

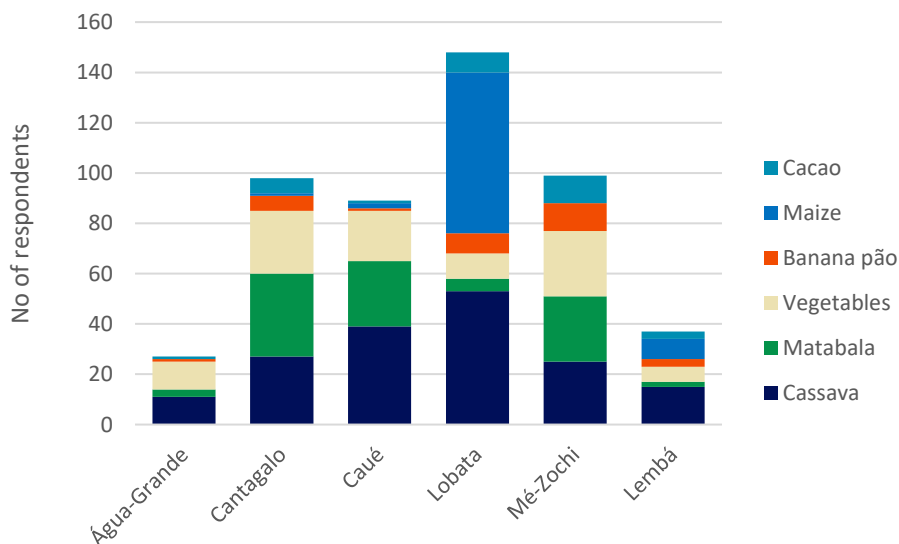
**Figure 4. Percentage of respondents answering on crops (N=378)**



For a detailed overview of the important crops, we considered only those mentioned at least by 10 percent of the respondents who answered the question.

The cumulative overview of crops 1 – 3 is shown in the figure below. This represents the diversity of crops that the surveyed farmers reported. Cassava, matabala and vegetables are important crops in all districts.

**Figure 5. Cumulative overview of the most important crops reported by farmers (cumulative answers N=544)**

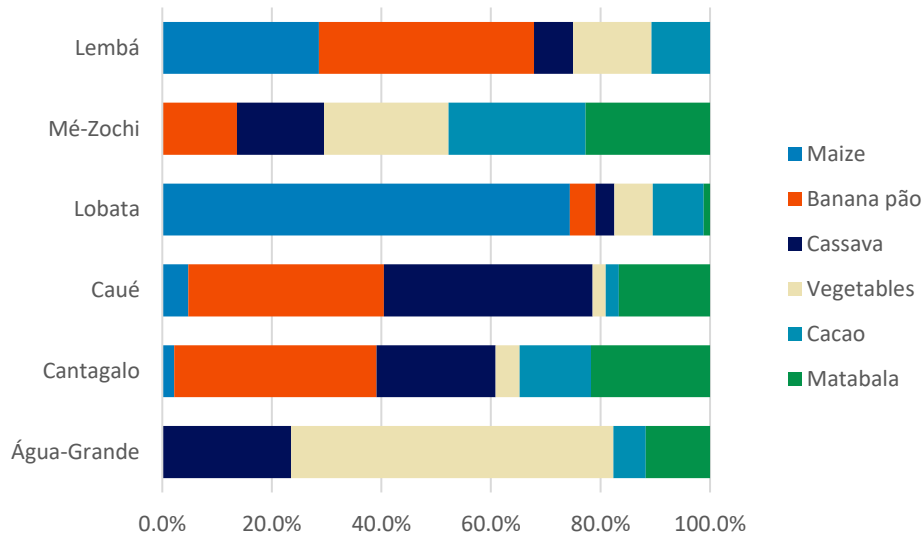


The figure below represents the most important crop for the surveyed farmers. Crops are district-specific<sup>5</sup>. Maize prevails in Lobata and is important in Lembá. Vegetables, which include tomato, pepper, pumpkin,

<sup>5</sup> The detailed information about the territorial diagnosis is provided in the technical document: DIAGNÓSTICO TERRITORIAL DA AGRICULTURA FAMILIAR EM SÃO TOMÉ E PRÍNCIPE from October 2021, authored by F.B. Sarmento and J. Ferreira, and funded by WFP.

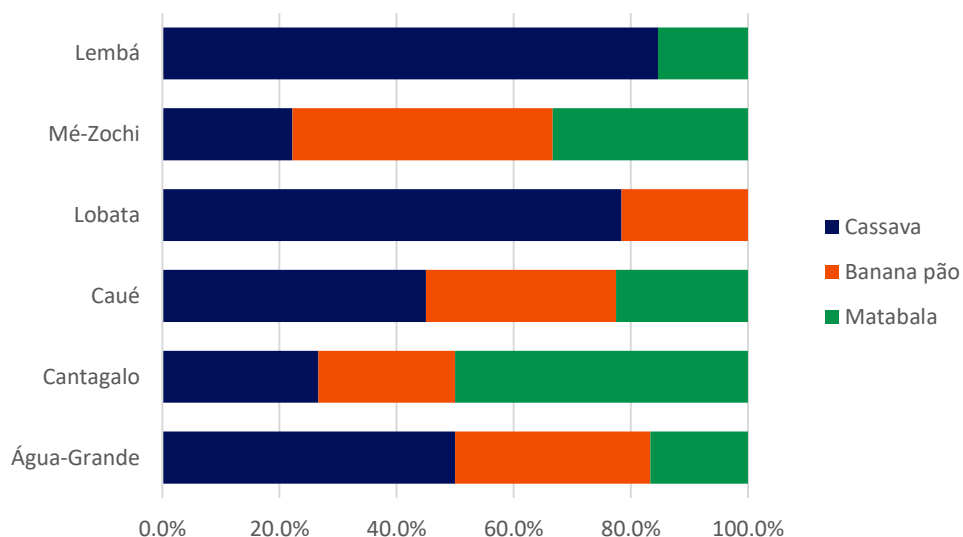
eggplant, courgette and various leaves (maqueque, amaranth), are important in Agua-Grande and Lembá. Banana pão in Caué and Cantagalo. Cassava in Caué, Agua-Grande and Cantagalo.

**Figure 6. Overview of the most important crop for the surveyed farmers according to districts (N=263)**



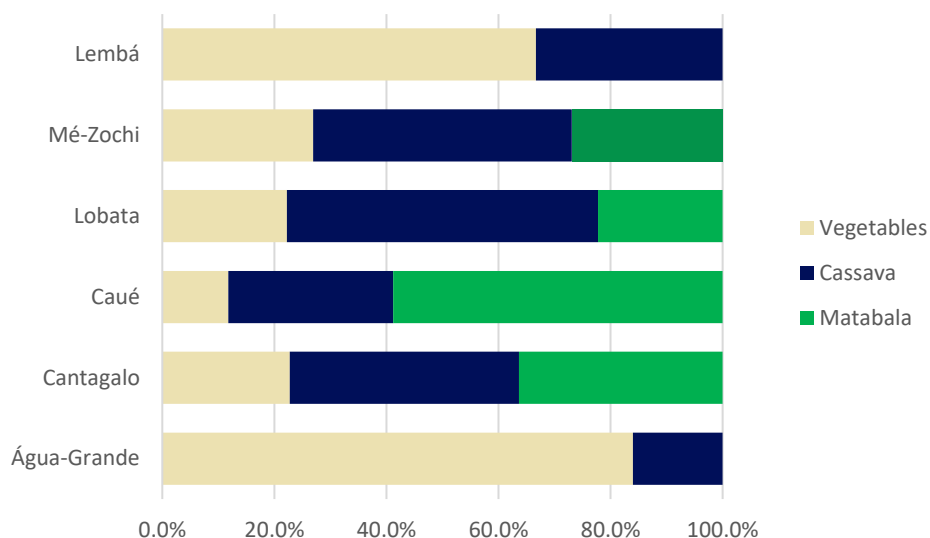
For crop 2, we consider only three crops, such as cassava, banana pão, and matabala, which more than 10 percent of the respondents mentioned. Cassava is perceived as the second most important crop by farmers in Lembá and Lobata, but it is an important crop in all districts. Then, banana pão and matabala were mentioned. In Lembá, banana pão was not mentioned, while matabala is not cultivated as Lobata's second most important crop.

**Figure 7. Overview of the second important crop for the surveyed farmers according to districts (N=167)**



For crop 3, only three crops were considered, such as vegetables, cassava and matabala. Vegetables and cassava were mentioned in all districts, while matabala was not reported in Lobata.

**Figure 8. Overview of the third important crop for the surveyed farmers according to districts (N=114)**

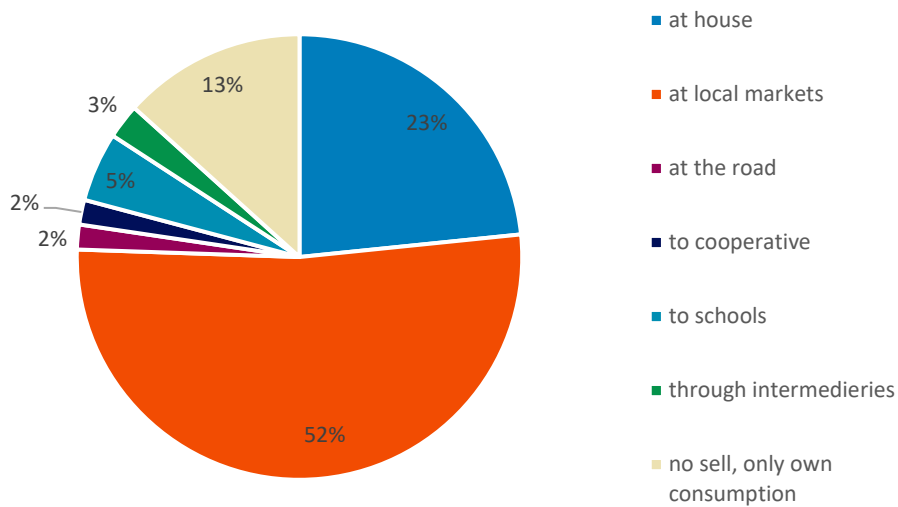


We also asked about the annual or seasonal production per crop and share sold, but the respondents mostly did not know or reported logically mutually exclusive amounts. Therefore, this variable was not considered. In the interviews and FGDs, we asked why farmers do not record what they produce, sell and have income from. The informants mainly mentioned that they do not see it as important, do not know how to do it, and see it as an extra task they would need to do.

### **Selling the production**

The survey comprised questions on crops and the amount which respondents sell. Only 278 respondents answered the question related to the crops for selling. And only one-third of those add information about the quantity. According to enumerators, the respondents were unaware of how much they sold from the last cultivation season, not annually. A similar lack of knowledge and evidence-keeping was found during personal interviews and FGDs. Of the respondents who answered the question, 52.2 percent sell their produce in the locality, mostly on local markets, and 23.4 percent sell directly at their house or field. Among the most frequent crops are maize, bananas, and cassava. Producers of cacao, five respondents, sell their produce to the cooperative CACEB. Some respondents (13.3%) reported cultivating only for their consumption, mainly bananas, vegetables, cassava, maize and matabala. A few farmers (seven respondents, 2.5%) reported selling to the city, where they have contacts, or local intermediaries bringing the produce to markets.

**Figure 9. Places where respondents sell their produce (N=278)**



One female farmer, Ponta Figo, Lembá, reported selling cassava to ADAPPA, which then sells it to PNASE, which is the initiative supported by WFP in 2023.

There were 14 respondents who reported selling their produce to schools and assessed their cooperation as very good (60 percent). They sell tomatoes, leaves of maqueque, bananas and lemons.

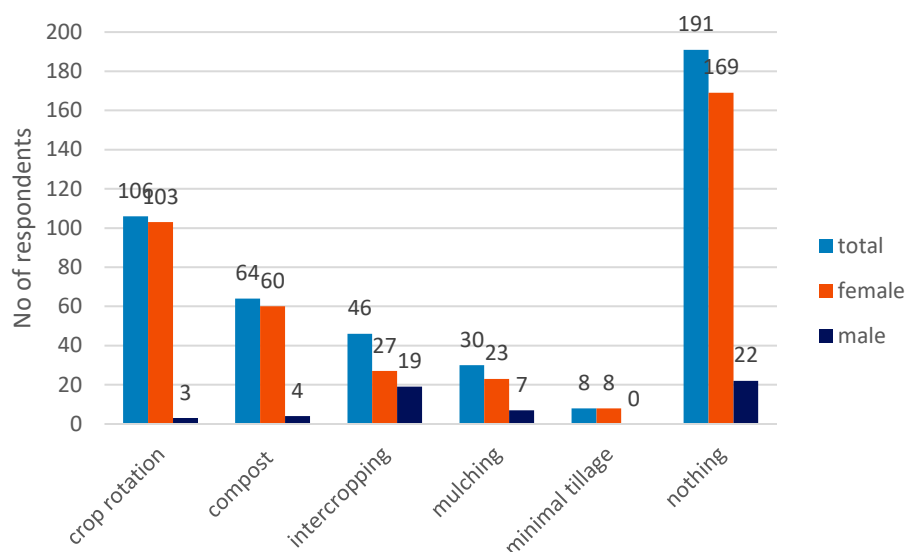
#### **Benefit from the intervention**

Almost half of the respondents (44.4%) out of 387 farmers stated that they have not been involved in any activity funded by WFP or implemented by CADR. Disaggregated by sex, 58 were male farmers, and 110 were female farmers. In the personal interviews, farmers stated that they do not remember being involved in any activities supported by WFP or CADR. However, with additional questions, we found that some farmers confirmed participation in training with the same content and timing.

Those farmers who reported support (55.6%) stated that they received agricultural inputs (tools like machetes, hoes, water barrels, seeds and plants), participated in training or were supported in both ways. Most of these farmers were females (72.5%).

Based on the information from the ACR 2020, the training was focused on innovative and sustainable agricultural techniques and climate change adaptation. Half of the respondents answered that they do not use any SAP techniques in their fields. Those respondents reported use of SAP used mainly crop rotation and compost. The figure below shows answers per used techniques (more than one choice was possible). Those farmers who applied for an SAP applied more than one.

**Figure 10. Application of sustainable agricultural practices by farmers (N=378) (more answers were possible)**

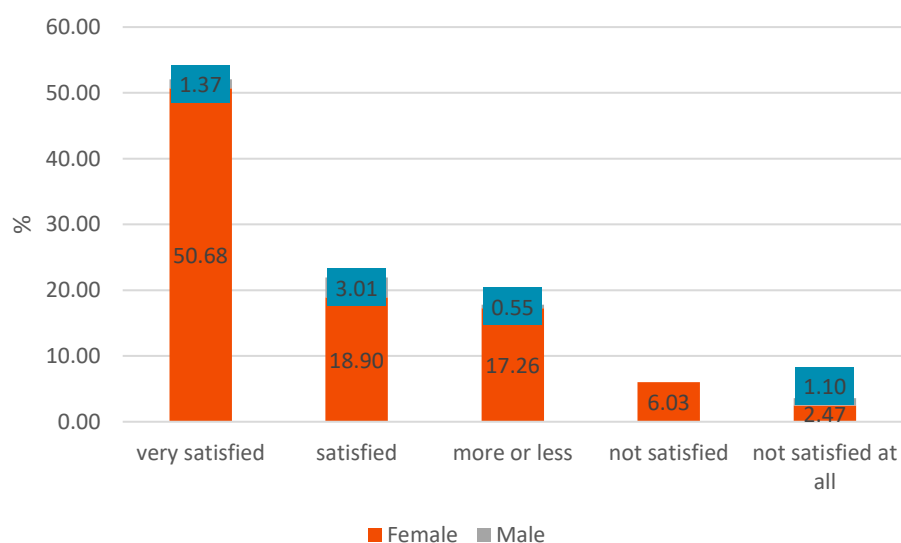


In the guided walks, the evaluation team noticed intercropping and mulching with coconut copra and composts in the fields near farmers' houses. In the personal interviews, some female farmers expressed that they think SAP techniques are good and can help cultivate good products. Some female farmers reported receiving other training and recalled training on organic farming and not using chemical fertilisers.

#### Satisfaction with own agricultural production perceived by individual farmers

The figure below shows results on the question related to the satisfaction with the agricultural production that individual farmers have. Almost 70% of respondents, primarily women, are satisfied with their production. In the FGDs, women stated that during COVID-19, it was difficult for them due to the high prices of food and agricultural inputs, restrictions on mobilities and higher care burden on women due to sick family members and children not attending schools, extra expenditure for hygienic kids. But now, the situation is better, despite the high food prices. Within the FGDs, participants of both genders expressed possible challenges related to sustaining their agricultural production in future, such as lack of financial means, climate-change impact (late start of rainy season), lack of available water for watering, lack of seeding and planting material, low productivity and stealing of the produce.

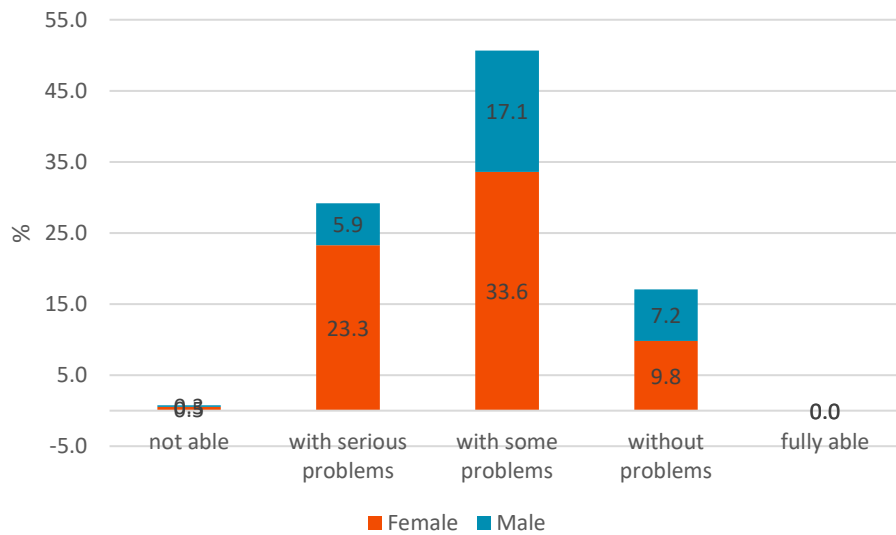
**Figure 11. Satisfaction with own agricultural production perceived by individual farmers (N=378)**



### Covering household food needs

The majority of the respondents reported that their households have either serious (29.2%) or some (50.6%) problems to cover the food needs of their members. None of the surveyed farmers mentioned that their household can fully cover their members' food needs. The figure below shows results in percentage and disaggregated by sex.

**Figure 12. Respondent's perception of covering their household's food needs (N=378)**

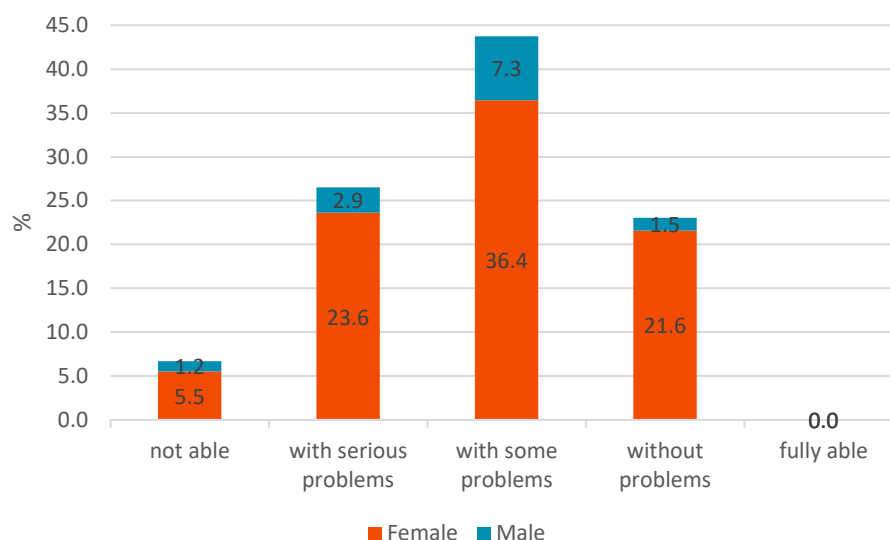


### Respondent's perception of their future related to own agricultural production

Based on the results, the majority of the respondents perceive that they will continue with their agricultural production in future without the support of external organisations (WFP/CADR/ADAPPA/HELPO), with some (43.7%) or severe problems (21.6%). Some farmers will not be able at all (6.7%). On the other hand, almost one-fourth of farmers (23.0%) will manage agricultural production without problem. The respondents perceiving disability or severe problems with their agricultural production without support stated that they would mostly lack seeding and planting material, agricultural tools (hoes, machetes) and financial support.



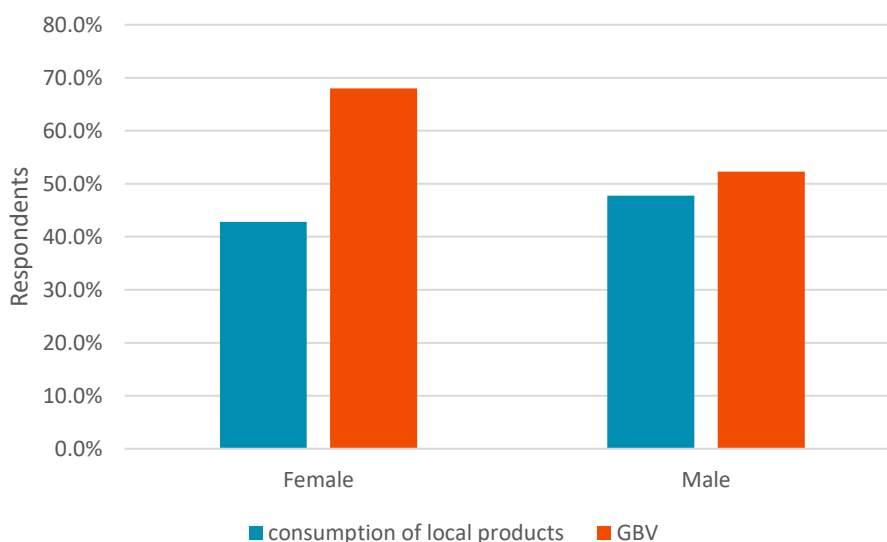
**Figure 13. Respondent's perception of their future related to own agricultural production**



### Knowledge about awareness-raising

Respondents were asked whether they had noticed two awareness-raising campaigns that WFP supported. These campaigns aimed at raising awareness about consumption of local production and gender-based violence, respectively. Out of the total number of respondents, 43.4 percent noticed the campaign on the consumption of local products, while 66.1 percent of the respondents noticed the campaign on GBV. The breakdown according to gender is shown in the figure below. Results show that for both genders, the campaign on GBV is more known. In percentage, female farmers have a lower level of notice about the consumption of local products awareness-raising campaign compared to the one on GBV and their male counterparts.

**Figure 14. Respondents noticing awareness-raising campaigns (N=378)**



# 13 Mapping of findings, conclusions and recommendations

Recommendation	Conclusions	Findings
<b>Maintain the current strong position of WFP within the country and further reposition its role within the upcoming CSP period from operational to transformative development actor</b>	Relevance	Finding 1, 2,3,4
	Effectiveness	Finding 7,8,9,10,11
	Coherence	Finding 21,22,23
Maintain the role as the main stakeholder for delivering emergency support in case of natural and/or other disasters/emergencies.		
Focus and work on creating synergies and active development of joint projects with other relevant donors and stakeholders in country, to enhance the impact of the new CSP, avoid overlaps and jointly achieve long-term national objectives and contribute to fulfilment of global strategies.		
Build upon the previous work with some of the stakeholders and/or coordination mechanisms in place		
Take advantage of WFP unique role and achievements in country in order to mobilise financial resources from both conventional and unconventional sources of financing for both conventional emergency response and long-term transformative activities.		
<b>Recommendation 2: Review, adjust and strengthen country office internal capacities with perspective/in relation to more efficient implementation of CSP implementation management</b>	Effectiveness	Finding 10, 11
	Efficiency	Finding 15, 16,20
	Coherence	Finding 21,22, 23
	Impact	Finding 26, 29
Check and revise the alignment of the expected outcomes and achievements of new CSP to the number of staff, their skills and qualifications; and address the discovered needs and emerged bottlenecks		
Strengthen resilience against data loss and fluctuation of staff by review, adjustment and introduction of unified internal data management system. Every 3 months check that the most updated documents/information are recorded in the system, if not ensure it is inserted/recorded.		
Develop and/or review the tools for internal management system to make it more efficient and interconnected. Review developed reporting protocols for implementing partners and align/adjust them to the WFP CSP reporting needs. Consider whether some supportive data management software or digital data collection tool may facilitate processes.		

Recommendation	Conclusions	Findings
Ensure that lists of beneficiaries addressed under particular emergencies are recorded and continuously added to the data management system, so the data can be compared over the time and their capacity to adapt can be assessed.		
Review and compare monitoring indicators of new CSP against protocols in place, align if needed. Ensure that the in-house staff capacities for monitoring and, system of record keeping, tracking and reporting are corresponding with the needs and requirements for monitoring data collection.		
<b>Recommendation 3: Ensure and periodically check the use and adoption of unified monitoring and implementation processes and intended strategic implementation of crosscutting issues and GEWE throughout whole CSP</b>	Relevance	Finding 3,4,6
	Effectiveness	Finding 12,13
	Efficiency	Finding 14,15,19
	Impact	Finding 32
Review initially designed milestones for achievements of the new CSP built upon both quantitative and qualitative indicators, adjust based on the findings from the current evaluation, collected endline data and newly developed baseiine and vulnerability analysis. Adjust accordingly and periodically revisit.		
Collect and record the endline data of previous CSP or baseline data for new CSP to ease the measurement of change and progress monitoring of current CSP.		
Develop the baseline vulnerability analysis, with clear strategy on gender transformative actions and particular activities/interventions.		
Develop innovative approaches on how to strengthen WFP's visibility during their work in field.		
<b>Recommendation 4: Ensure that following topics and approaches are actively adopted within the implementation of new CSP and when not directly targeted create intended opportunities and synergies for including and building upon them.</b>	Impact	Finding 24,25,26,28
	Sustainability	Finding 3,34,35,36,37
Keep the new CSP strategy direction focused and complex. When thinking of overlapping and additional topics – rather look for synergies with other donors and aim for cooperative joint funded and joint implemented projects than stepping into the new thematic areas.		
Overall, ensure the end-to-end activities addressing the stakeholders from all levels in order to reach the highest effectiveness and impact of the CSP.		
Continue the cooperation with government and smallholder farmers to support their access on market and supply to schools. Emphasise the synergies with FAO, IFAD and take advantage of the agriculture extension workers to make these activities sustainable in long term and with potential to long-term impact.		
Support the government, PNASE and other relevant stakeholders with decisive/influence power to eliminate the systematic obstacles standing in the introduction and following up of good practices.		

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