WFP EVALUATION

Evaluation of Tsogolo la Thanzi - Healthy Future Home-Grown School Feeding Project in Malawi from 2020 to 2023

Decentralized evaluation report- Volume II (Annexes)

World Food Programme - Malawi

Acknowledgments

Disclaimer

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Annex I. Summary Terms of Reference

Introduction

1.   These summarised terms of reference (ToR) are for the final activity evaluation of Tsogolo la Thanzi (TSOLATA) home grown school feeding (HGSF) project in Malawi's four districts of Nsanje, Chikwawa, Phalombe and Zomba. This evaluation is commissioned by WFP Malawi Country Office (CO) and will cover the period from September 2020 to August 2023. TSOLATA is implemented as part of the WFP Malawi Country Strategic Plan (2019-2023) and directly contributes to the '*AFIKEPO*' Nutrition Action in Malawi and is aligned with the 'Four Pillars Approach' adopted by the National Nutrition Committee in 2015, as it aims at ensuring that children develop to their full potential through implementation of nutrition-sensitive interventions targeting school learners, their families, and surrounding communities. TSOLATA is implemented with the Ministry of Education (School Health and Nutrition), in coordination with the Ministry of Agriculture and under the overall coordination of the Department of Nutrition, HIV and AIDS (DNHA) in the Ministry of Health.

2.   The TSOLATA HGSF has three main outcomes:

    a) Primary school learners and households in targeted communities are applying better nutrition, hygiene, and sanitation practices, and learners are increasing their intake of nutritious food. To achieve this outcome, the following activities were implemented: promotion of improved nutrition and healthy dietary practices in targeted schools, provision of school meals, capacity strengthening at district and school/community level and linkages with other programs such as health, water and sanitation.

    b) Smallholder farmers participating in the home-grown school meals programme have increased knowledge and capacity in the production of diversified nutritious crops and increased access to markets. Activities that were done to achieve this outcome were provision of support to smallholder farmers with knowledge and skills and facilitate linkages to schools, training smallholder farmers on crop diversification and production, post-harvest handling (including warehouse management) and financial literacy, training of farmers on aflatoxin management in crop production activities, awareness and promotion among smallholder farmers to control aflatoxin levels in production of maize and groundnuts; and engagement of smallholder farmers in cooperative farming.

    c) **Government staff have increased capacity to design and implement a national school meals programme.** Activities for this outcome included support of the operationalisation of the school health and nutrition policy and strategic plan; implementation of the school health and nutrition strategy; support to government to develop the national school meals operational plan; support in delivery and review of national curriculum for nutrition education; support to the Government to strengthen the process of data collection, cleaning and inputting into the National Nutrition Information system (NNIS) as well as analysis for operational decisions and tracking other indicators that are currently not in the NNIS.

3.   The ToR provides key evaluation information to stakeholders, guidance to the evaluation team, and specifies expectations during the various evaluation phases.

Subject and focus of the evaluation

4.   The evaluation will cover the TSOLATA home grown school feeding project implemented from September 2020 and is expected to end in December 2023. The three-year programme which targets 280,000 learners in 200 primary schools and 20,000 smallholder farmers is implemented in four districts of Nsanje, Chikwawa, Phalombe and Zomba. The European Union (EU) provided financial support of EUR 16 million for the implementation of the programme. Currently the programme has reached 306,068 schoolchildren (51 percent are girls) in 216 schools.

5.   The meals in schools are informed by menus developed in each district with participation of school level teachers and community members. In all schools, meals are prepared by community volunteer cooks with guidance from food committees and school health and nutrition teachers.

6.   An outcome monitoring survey conducted in April 2022 found that 79 percent of the primary school going children (an increase from 36 percent at baseline) of the learners had breakfast (whether at home or outside the home) in the previous day. Some 45 percent (an increase from 28 percent at baseline) of surveyed households reported that their primary schoolchildren ate food from at least four food groups in the previous 24 hours, while 55 percent of primary school children (an improvement from 72 percent at baseline) had consumed food from three or less food groups, indicating that they had limited dietary diversity. Staples (96 percent) and vegetables (98 percent) were consumed most frequently by primary school children. Primary schoolchildren from households headed by women had on average, poorer dietary diversity compared to households headed by men.

7.   Smallholder farmers across the four targeted districts were also interviewed as part of the outcome survey. Despite maize being the most common crop grown by these farmers, 60 percent of the farmers grew at least three different types of crops. The farmers indicated schools under the home-grown school feeding as their most preferred market for their commodities.

8.   The programme also includes:

   a)   **Other school meals related package** such as the provision of cooking equipment, eating utensils, school garden equipment and access to safe water.

   b)   **Nutrition sensitive interventions** such as development of menus and recipes, conducting cooking demonstrations in schools and surrounding communities and establishment of school gardens.

   c)   **Social and behaviour change communication (SBCC) activities** which include awareness campaigns on good nutrition, hygiene and sanitation practices in the targeted schools and in surrounding communities.

   d)   **Capacity building activities** such as training of school committees and district technical staff in procurement procedures, financial and school meals management; training of volunteer cooks in safe food preparation and storage techniques; capacity building for national and district level government staff; and support to nutrition and school meals coordination at district and national levels.

9.   The four districts implementing TSOLATA were among the 16 districts most affected by the Tropical Storm Ana which severely affected agricultural fields and infrastructure in January 2021. Some of the potential areas for HGSF expansion were affected, slightly delaying the transition to HGSF and employing a phased approach. Due to the scale of devastation to schools within the catchment area, the Crisis Modifier was activated through the education cluster response, allowing a horizontal expansion of school feeding to other affected and vulnerable children and contributed to continued access and learning in schools. A total of 37,932 children were supported through this initiative.

Objectives and stakeholders of the evaluation

10.   The objectives of the evaluation are: -

   • **Accountability** – The evaluation will assess and report on the performance and results of the TSOLATA home grown school feeding project.

- **Learning** – The evaluation will determine why certain results occurred or did not occur to draw lessons, derive good practices and provide pointers for learning. It will also provide evidence-based findings to inform operational and strategic decision-making. Findings will be actively disseminated, and lessons will be incorporated into relevant lesson-sharing systems.

11.   Overall, this evaluation leans towards learning as it aims to understand the extent to which programme objectives have been achieved and the reasons for the lack of fulfilment and inform the design and implementation of future HGSF programmes.

12.   The evaluation will seek the views of and be useful to a broad range of WFP internal and external stakeholders. A number of external stakeholders, including relevant government ministries, UN agencies, and donors, will be asked to play a role in the evaluation process in light of their expected interest in the evaluation's results and relative power to influence the programme's results.

13.   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).

Evaluation questions

14.   The evaluation will answer the overarching question: "*To what extent were the TSOLATA objectives achieved? How effectively were they achieved?*" The questions will be further developed and tailored by the evaluation team in a detailed evaluation matrix during the inception phase. The evaluation will apply the international evaluation criteria of coherence, effectiveness, efficiency, impact and sustainability. Relevance will not be applied as there is already evidence from similar school feeding evaluations conducted in Malawi.

Gender equity and inclusion:

15.   **Question 1:** To what extent does the TSOLATA HGSF equitably and in a transformative manner cater for the needs of women, men, girls and boys in the targeted communities?

16.   **Sub-Question 1.1:** To what extent is the intervention in line with the needs and priorities of the most vulnerable groups (men and women, boys and girls)?

17.   **Sub-Question 1.2:** What percentage of the HGSF market was captured by the smallholder farmers? How many smallholder farmers were integrated into the fortified oil value chain?

18.   **Sub-Question 1.3:** What percent of smallholder farmers transitioned from subsistence farming to surplus production, including the capacity to interact with financial and output markets?

19.   **Sub-Question 1.4:** To what extent was the intervention based on a sound gender analysis?

20.   **Sub-Question 1.5:** Were there any gender and inclusion effects of TSOLATA HGSF on school enrolment/ attendance/ retention among targeted schools/ communities?

Coherence

21.   **Question 2:** How compatible is the TSOLATA HGSF with other interventions implemented by WFP (programme integration), the Government and other stakeholders?

22.   **Sub-Question 2.1:** To what extent was TSOLATA coherent with policies and programmes of other partners operating within the same context?

23.   **Sub-Question 2.2:** What have been the complementarities and synergies between TSOLATA and other interventions implemented by the Government, other actors and WFP interventions such as livelihoods?

Effectiveness

24.   **Question 3:** To what extent did TSOLATA achieve its objectives and its results, including any differential results across groups of men, women, girls and boys?

25.   **Sub-Question 3.1:** To what extent were the outcomes achieved? Were there unintended (positive or negative) outcomes of assistance for participants and non-participants? How do learners, smallholder farmers and communities in target districts compare with those in non-targeted areas?

26.   **Sub-Question 3.2:** What major factors influenced the achievement or non-achievement of the outcomes for men, women, girls and boys?

27.   **Sub-Question 3.3:** To what extent were smallholder farmers able to provide sufficient diverse quality produce throughout the programme? What major factors influenced their ability to supply or not supply quality produce throughout the programme?

Efficiency

28.   **Question 4:** To what extent did TSOLATA deliver results in an economic and timely way?

29.   **Sub-Question 4.1:** Was TSOLATA implemented in a cost-efficient and timely way?

30.   **Sub-Question 4.2:** Which specific part of TSOLATA HGSF was more cost-efficient than others?

31.   **Sub-Question 4.3:** What is the cost of feeding one child in the targeted districts throughout a school year? Are there more cost-efficient approaches to HGSF?

32.   **Sub-Question 4.4:** Were the payments to farmers and schools done in a timely and efficient manner?

Impact

33.   **Question 5:** To what extent did TSOLATA generate or is expected to generate significant positive or negative, intended or unintended, higher-level effects?

34.   **Sub-Question 5.2:** What were the effects of TSOLATA HGSF on school enrolment/attendance/retention among targeted learners/communities? (intended and unintended)?

35.   **Sub-Question 5.3:** Did a specific part of TSOLATA HGSF achieve greater impact than another?

36.   **Sub-Question 5.4:** Was there any gender-specific impacts? Did TSOLATA HGSF influence the gender context?

Sustainability

37.   **Question 6:** To what extent will the net benefits of the intervention continue, or are likely to continue?

38.   **Sub-Question 6.1:** To what extent did the intervention implementation consider sustainability, such as capacity building of national and local government institutions, communities and other partners?

39.   **Sub-Question 6.2:** To what extent is it likely that the benefits of TSOLATA HGSF will continue after WFP's work ceases?

Methodology

40.   This evaluation will use a mixed methods approach where both qualitative and quantitative approaches are employed, and the results are triangulated to ensure rigour. The methodology will be developed with, and enhanced, by the evaluation team during the inception phase. In addition, the evaluation will:

a) Apply an evaluation matrix geared towards addressing the key evaluation questions considering the data availability challenges, the budget and timing constraints. The evaluation questions, lines of inquiry, indicators, data sources and data collection methods should be brought together in an evaluation matrix, which will form the basis of the sampling approach and data collection and analysis instruments (desk review, interview and observation guides, survey questionnaires etc.).

b) Ensure through the use of mixed methods (individual interviews, focus group discussions (FGD), key informant interviews, etc.), that women, girls, men and boys from different stakeholder groups participate and that their different voices are heard and used.

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Include a quasi-experimental evaluation design. Data should be collected from targeted and non-targeted areas to allow comparisons between project beneficiaries and control groups on key indicators of interest.
Include a knowledge, attitudes and practices (KAP) module as part of the data collection method for both school learners and smallholder farmers to capture the change in knowledge, attitudes and practices.
Include cost benefit analysis to address the efficiency criteria.
Perform a gender assessment of the intervention. This will feed into the gender analysis that the Country Office plans to do as part of the CSP (2024-2028).

41.   The evaluation will 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.

42.   The methodology should be sensitive in terms of GEWE, equity and inclusion, indicating how the perspectives and voices of diverse groups (men and women, boys, girls, the elderly, people living with disabilities and other marginalized groups) will be sought and taken into account. This should include how the sampling will include these marginalised groups. The methodology should ensure that primary data collected is disaggregated by sex and age; an explanation should be provided if this is not possible.

43.   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.

44.   Demonstrate attention to impartiality and reduction of bias by relying on mixed methods (quantitative, qualitative, participatory etc.) and different primary and secondary data sources.

45.   Consider WFP's approach to protection and accountability to affected populations (AAP) as per WFP's Policy on Humanitarian Protection and WFP strategy on AAP.

Roles and responsibilities

46.   **Evaluation Team:** The evaluation team will consist of one international and two national evaluators with expertise in disaster risk reduction and early warning systems, nutrition and food security, food systems, resilience, capacity strengthening, statistics/quantitative and qualitative methods. To the extent possible, the evaluation will be conducted by a gender-balanced and geographically and culturally diverse team with appropriate skills to assess the gender dimensions of the subject.

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

48.   **Evaluation Manager:** The evaluation process will be managed by Jason Nyirenda, monitoring and evaluation officer at the Country office.

49.   **Evaluation Committee:** The evaluation committee (EC) is chaired by the WFP Malawi deputy country director, Simon Denhere. This committee will oversee the evaluation process, make key decisions, and review evaluation products submitted to the chair for approval. The overall purpose of the committee is to ensure a credible, transparent, impartial, and quality evaluation process in accordance with the WFP Evaluation Policy (2022-2030).

50.   **Evaluation Reference Group:** The evaluation reference group (ERG) acts as the advisory body and will also be chaired by the WFP Malawi Deputy Country Director, Simon Denhere. The ERG will review and comment on the draft evaluation products and ensure a transparent impartial and credible evaluation

process. The ERG members include internal stakeholders (CO and Regional Bureau) and external stakeholders from the Ministry of Education, Ministry of Agriculture and the European Union.

Communications

51.   The evaluation team should emphasize transparent communication with key stakeholders to achieve a smooth and efficient process and maximize learning from this evaluation. This can be achieved through clear agreements on the channels and frequency of communication.

52.   The evaluation team will present preliminary findings to WFP internal and external during a face-to-face end-of-fieldwork debriefing session at the end of the data collection phase. Furthermore, a face-to-face learning workshop will be conducted in Malawi to share the evaluation results with the stakeholders to promote ownership and use of the findings and recommendations by stakeholders.

53.   The final evaluation report will be made available to the public on the WFP internal and external websites. The evaluation findings will be proactively and widely disseminated as outlined in the communication and knowledge management plan.

Timeliness and key milestones

54.   **Preparation:** Approved ToR; Evaluation team contracting in July 2023

55.   **Inception** August – September 2023: Inception Report with methodology, evaluation matrix, data collection tools, field schedule; stakeholders comments matrix.

56.   **Data collection** December 2023 – January 2024: The fieldwork will span over three weeks and will include visits to all the four target districts for primary and secondary data collection. A debriefing presentation of preliminary findings will be conducted.

57.   **Data analysis and reporting** January - April 2024: The evaluation report will present the findings, conclusions and recommendations. A stakeholder workshop will be held in May 2024 to ensure a transparent evaluation process and promote ownership of the findings and preliminary recommendations by stakeholders.

58.   **Dissemination** May - June 2024: Findings will be actively disseminated, and the final evaluation report will be publicly available on WFP's website.

Full Terms of Reference are available at [Malawi, Evaluation of Tsogolo la Thanzi - Healthy Future Home-Grown School Feeding Project from 2020 to 2023 | World Food Programme (wfp.org)](#)

Annex II. Timeline

Table 1: Detailed timeline with key deliverables and stakeholder tasks

Key Steps	Stakeholders responsible	Duration	Key dates
Inception			
1. Briefing of ET on the TSOLATA programme	WFP CO	1 day	8th September, 2023
2. Desk review of key documents, development of evaluation matrix and development of inception report	ET		11th September – 10th October, 2023
3. Inception meeting with ET	WFP CO	1 day	27th September, 2023
4. Draft inception report submission	**ET**	**1 day**	**10th October, 2023**
5. Review of draft IR and tools and sharing of comments for ET	WFP CO, DEQS, EM and REO	1.5 weeks	10th October – 15th November 2023
6. Revision of IR based on comments	ET	1 week	24th October – 21st November 2023
7. Final inception report	**ET**	**1 day**	**21st November, 2023**
8. Translation and adaptation of tools	ET, Local Partner	2 weeks	21st November – 11th December, 2023
Data collection			
9. Training of field enumerators including field practice and adaption of tools for local context	ET and Kadale	3 days	11th December – 13th December 2023
10. Fieldwork (qualitative and quantitative)	ET and Kadale	3-4 weeks	1st – 23rd December, 2023
11. Fieldwork debriefing	**ET, WFP CO**	**1 day**	**3rd January 2024**
Reporting			
12. Data cleaning, analysis and report writing	ET	4 weeks	1st January 2024– 28th March 2024,
13. Presentation on findings of evaluation	**WFP CO, RBJ**	**1day**	**8th March 2024**
14. Incorporating comments in the draft evaluation report	**ET**		**9th March 2024- 28th March 2024**

Key Steps	Stakeholders responsible	Duration	Key dates
15. Submission of evaluation report (first draft)	**ET**	**1 day**	**28th March 2024**
16. Review of Draft ER and sharing of comments for ET	WFP CO, DEQS, EM, REO ERG, RB, and other stakeholders	2 weeks	28th March 2024 - 15th April, 2024
17. Revision of ER based on comments received	ET	2 weeks	15th Apr – 30th Apr 2024
18. Submission of final evaluation Report	**ET**	**1 day**	**30thApr, 2024**

Note: Key deliverables have been highlighted in bold.

Annex III. Methodology

Conceptual Framework

59.   For the current evaluation the team used the 'Consolidated Framework for Implementation Research (CFIR)' approach to guide the evaluation. **CFIR is designed to identify implementation barriers and assess intervention effectiveness (Refer to Figure 1)**. Previously, the framework has been utilised to conduct DEs for WFP programmes to evaluate implementation of nutrition interventions, such as the Nutrition Sensitive Agriculture (NSA) project, in a school setting in Zambia.[1] The evaluation identified barriers to implementation and suggested strategies to address them. Additionally, WFP has used CFIR to evaluate the impact of its school feeding programs in Malawi, Ghana, and Kenya.[2] This evaluation identified the impact of the intervention on food security and nutrition outcomes and provided recommendations to strengthen the implementation. Studies have found that *CFIR is an effective tool for evaluating the impact of interventions on food security and nutrition outcomes, identifying implementation barriers, and suggesting strategies to address these barriers.*[3] The framework has been used extensively in development settings, particularly in complex settings such as evaluations of pilot implementation in public health, nutrition, and food systems,[4] especially to produce actionable findings to strengthen implementation.

60.   The framework is made up of five interrelated domains: (1) Characteristics of the intervention, which includes the intervention components and activities; (2) Characteristics of the participants/ Individuals, which include participant characteristics, health and social service delivery settings, and system barriers; (3) Inner Setting Factors, which refer to organizational and provider factors; (4) Outer setting factors, which refer to environmental and policy factors; and (5) Processes, which refer to specific strategies used to address identified barriers. The framework helps identify areas of strength and weakness in the implementation of the intervention and assess the intervention's effectiveness. The CFIR, serves as a practical guide for systematically assessing potential barriers and facilitators for implementation success. Furthermore, it produces actionable evaluation findings intended to improve implementation in a timely manner.

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[1] Bland, R. D., Dachi, H., Albuja, J., & Gillespie, D. (2016). Evaluation of the nutrition-sensitive agriculture project in Zambia using the consolidated framework for implementation research (CFIR). Global Health: Science and Practice, 4(4), 582-592.
[2] Jaceldo-Siegl, K., Cogill, B., Gillespie, S., Waage, S., & Gillespie, D. (2017). Evaluating the impact of WFP school feeding programs in Ghana, Kenya, and Malawi using the Consolidated Framework for Implementation Research (CFIR). PLoS ONE, 12(12), e0189735.
[3] Polanczyk, C. A., Atukunda, J., Waage, S., & Gillespie, D. (2015). Implementation of a supplementary feeding programme in Haiti: A Consolidated Framework for Implementation Research (CFIR) analysis. Global Health Action, 8(1), 27673
[4] https://implementationscience.biomedcentral.com/articles/10.1186/s13012-017-0550-7

Figure 1: CFIR approach used to investigate learning from a rapid scale-up initiative (Best et al 2021)
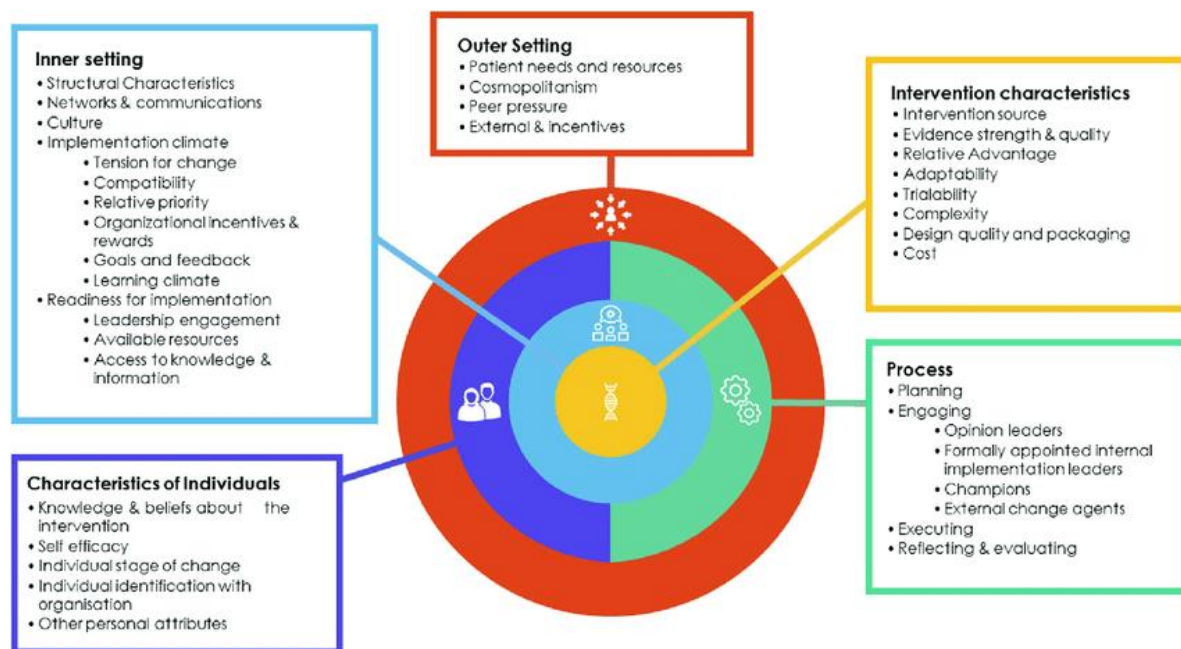
61. The CFIR is easily customized to diverse settings and scenarios and can be used as a practical tool and hence we propose to adapt and tailor it to the needs and context of this evaluation, such that it may generate evidence on implementation outcome variables.

Sampling

62. Quantitative Sampling: For quantitative sampling, a total of 80 schools were selected, with 20 schools allocated per district. These selections were evenly divided between schools participating in the programme (intervention) and non-intervention/control schools (10 schools each category per district). To facilitate this selection, two lists of schools (intervention and control schools) were compiled from the programme/district school office.

63. To facilitate school selection, the evaluation team collected two lists of schools (intervention and control) from the programme/district school office. All schools in the list were rated on the perceived impact of the cyclone (using a quick and short Delphi method) on 1) the impact on the district, and 2) the impact on the programme. This was based on the opinion of the district head of schools or school feeding programs and other stakeholders. The cumulative scores obtained from these ratings were used to create a ranked list of schools, sorted from high to low impact. Subsequently, this list of ranked schools was stratified into categories of high, medium, and low. Four high-impact schools and three schools each from medium and low-impact zones were selected.

64. A random sampling approach was applied to select up to 10 schools from each category (intervention and control), drawing four schools from high and three schools each from medium and low strata.

65. Sampling involved creating a long list of villages within the school's catchment area and randomly selecting three villages. These three villages, based on geographical contiguity, were segmented into 5 clusters. A thorough listing of up to 150 households (30 houses in each cluster) was conducted. This formed the sampling frame for the selection of the households. From this sampling frame, 30 households with children from grades 3 to 5 who attended a common school were selected for the parent interviews. Overall, gender balance was maintained within the sample, with 50 per cent of selected households led by women. A proportion of the households selected for the interviews included smallholder farmers (SHF), who were also household heads. The sampling size was calculated by maintaining a similar sample size as used in the baseline study to facilitate meaningful comparisons and analysis. The baseline sample size was statistically powered enough, with a post-hoc power analysis indicating a power of 98.5 percent. This high

level of power, based on an incidence of 50 percent for group 1 and 45 percent for group 2, and an alpha of 0.05, provides strong assurance that the baseline sample size was appropriate. The detailed sampling protocol and sample distribution are presented in Annex III.

66.   The sample size for smallholder farmers was 1,016 (intervention and control). This included 496 men and 520 women farmers. The process for identifying these farmers was as follows: The list of farmer organizations (FO) and individual farmers supplying food to the school was obtained from the school principal. Additionally, the evaluation team approached the FO by requesting a list of farmers, including men and women. These combined lists formed the sampling frame. Efforts were made to include SHFs from FOs and individual suppliers. The table below provides the distribution of samples across target groups for the quantitative surveys. Refer to Table 2.

Table 2: Quantitative sampling

Types	Sample
Households with primary school children	2 374 (intervention and control)
Households with SHFs	1 016 (intervention and control)
Total Household Interviews	**3 390**
School Head	80

Step1: Selection of the schools

	Intervention schools	Control Schools	Total
High	14	14	28
Medium	13	13	26
Low	13	13	26
Total	40	40	80

Districts	HGSF Schools			Non HGSF Schools			Total
	High	**Medium**	**Low**	**High**	**Medium**	**Low**	
Nsanje	4	3	3	4	3	3	20
Chikwawa	4	3	3	4	4	3	21
Phalombe	3	3	3	3	3	4	19
Zomba	3	4	4	3	3	3	20
Total	**14**	**13**	**13**	**14**	**13**	**13**	**80**

Step 2: Selection of the children and parents

	HGSF Schools			Non HGSF Schools			Total
	High	**Medium**	**Low**	**High**	**Medium**	**Low**	
Total number of schools	**14**	**13**	**13**	**14**	**13**	**13**	**80**
Total Girl Child Households	210	195	195	210	195	182	1 187

	HGSF Schools			Non HGSF Schools			Total
	High	**Medium**	**Low**	**High**	**Medium**	**Low**	
Total Boy Child Households	210	195	195	210	195	182	1 187
A) Total Households	**420**	**390**	**390**	**420**	**390**	**364**	***2 374**

* 50 per cent women led households

Step 3: Selection of the SHF

SHF KAP Survey	Profile of SHF		Total
Impact of survey & impact on the programme	**Women SHFs**	**Men SHFs**	
High	174	166	340
Medium	173	165	338
Low	173	165	338
Total	**520**	**496**	**1 016**

67.   **Qualitative sampling**: The qualitative data collection included a mix of focus group discussions (FGDs), key informant interviews (KIIs), and in-depth interviews (IDIs). The sampling for the qualitative data collection is provided in the table below. A total of 36 KIIs were conducted across four districts (Refer to Table 3). The informants were selected purposively based on input received from the WFP programme team.

68.   Focus group discussions primarily involved men SHF groups (8), women SHF groups (8), and parents of primary school children (8). The methodology included the identification of homogeneous groups corresponding to each target category in each of the four districts. Each FGD consisted of 4-5 participants to facilitate in-depth discussions. Participants/parents were chosen from households with children attending the corresponding school but not included in the household survey, ensuring comprehensive coverage and varied perspectives. Some parents were expected to be SHFs, while others were selected from lists obtained from the FO and schools, varying by the crops they cultivated.

69.   In addition, IDIs were conducted with representatives, management teams of FOs, representatives of cooperating partners, programme beneficiaries - including a mix of women and men SHFs, households headed by women and mothers of girl children benefiting from the programme. Two beneficiaries from each district were randomly selected from the household listing. Furthermore, a purposive selection through the snowballing method identified 'special instances' that were developed into case stories for the evaluation report.

Table 3: Qualitative sampling

Stakeholders	Districts (All 4 taken together)	At Lilongwe	Number of Interactions
Key Informant Interviews (KIIs)			
WFP programme representative, programme team, field teams RBJ, among others	4	4	36
School principals/representatives from PTA, SMC, VNCCs, ANCCs, school nutrition clubs, care groups	12		
National level government officials (Department of School Health and Nutrition, Ministry of Education; Department of Nutrition, HIV and AIDS (DNHA), Ministry of Health; Department of Agricultural Extension Services (DAES), Ministry of Agriculture; Directorates of Planning of School Health and Nutrition)	-	4	
District level government officials (representatives from district councils, DNCCs, DECs)	8	-	
Ecosystem representatives from EU, UNICEF, FAO, SBN	-	4	
In-depth interviews (Purposively selected through snowballing)			
Representatives, management teams of FOs	4	-	15
Representative cooperating partners*	3	-	
Programme beneficiaries	8	-	
FGDs with programme beneficiaries			
Men SHF groups	8	-	24
Women SHF groups	8	-	
Parents of primary school children	8	-	
Total	**63**	**12**	**75**
No cooperating partner in Chikwawa			

Detailed data collection approach

70.   **Quantitative approach.** The structured tools administered with the following respondents:

a)   **School-going children:** Children from grades 3 to 5 were selected through SRS based on roll numbers. Considering their age group, reliable data could not be obtained through direct interviews. Hence, their structured interviews catered to their attendance, attentiveness, literacy levels, learning levels, the frequency of receipt and consumption of school meals, etc. Further, it also attempted to understand their participation in the various activities implemented under the programme. Certain information areas of this tool were validated via (a) secondary data collected from school attendance registers, (b) responses from school heads, (c) responses from parents and SHFs, and (d) from the school supplies data.

b)   **Parents:** The structured questionnaires administered to the parents (of selected children) collected information on the social and demographic profile of the household, knowledge, attitude, and practices related to education, nutrition, and hygiene, patterns of food consumption at home (including information on dietary diversity), household food security, coping strategies to meet food

and nutrition needs, and their contribution/engagement in the programme (feedback, volunteering, community ownership, etc.). Both quantitative tools and FGDs were administered with parents.

c) **Smallholder farmers:** Structured interviews with smallholder farmers collected information on crop yields, household food security, awareness of improved agricultural practices, their adoption, and access to necessary farming resources, markets, and finance. Additionally, their perceptions of contracting mechanisms for the supply of food commodities to schools were captured. Both quantitative tools and FGDs were administered with farmers.

d) **School-based respondents**: A questionnaire for the school has been developed, which provided information on various aspects either through observations or through discussions with the headmaster, including enrolment data, attendance data (of both students and teachers), infrastructure, maintenance, and homegrown food utilization. In addition, the headmaster's perception of the programme's impact on students' well-being and food security within the community, overall food consumption and expenditure patterns of children, and questions related to WASH practices have also been included.

71. **Qualitative approach:** The qualitative component included the following activities:

a) **Key informant interviews (KIIs):** KIIs were held with representatives from WFP Country office, including the programme and field teams, school principals/representatives from PTA, SMC, Village Nutrition Coordinating Committees (VNCC), school nutrition clubs, care groups; national and district-level government officials (representatives from district councils, DNCCs, DECs), and ecosystem representatives from EU, UNICEF, FAO, SBN. KIIs gathered information about the current engagement of key stakeholders in the implementation of the programme and sought their perspectives on nutrition-sensitive interventions, SBCC activities, and capacity-building activities. To further understand the challenges faced during the implementation period, gather success stories, and extract valuable insights, in-depth discussions with representatives of WFP country office were conducted during the data collection phase. The discussion guide for KIIs is provided in Annex V. A communication was sent to the relevant government departments and other stakeholders highlighting the evaluation plan and the schedule of the meetings. During the consultations, other relevant stakeholders that could add value to the evaluation were also explored.

b) **In-depth interviews (IDIs):** IDIs were conducted with representatives and management teams of FOs, as well as representative cooperating partners, to understand their personal experiences, narratives, and perceptions regarding the evolution and implementation of the programme. The evaluation team also interacted with programme beneficiaries, randomly selected from the household listing. These included a mix of female and male SHFs, households headed by women, and mothers of girl children benefiting from the programme. Additionally, for case studies, 6-8 interviews were conducted with female and male SHFs, households headed by women, Mothers of girl children, and persons with disabilities.

c) **Focus group discussions (FGDs):** FGDs were conducted with smallholder farmer groups of men and women to comprehend gender dynamics and gather their perceptions regarding the extent to which programme interventions have addressed the specific needs and challenges of different segments of the farming community.

Data cleaning and analysis

72. Quantitative data were collected through computer aided personal interview (CAPI) using tablets. The software was programmed to minimize data entry errors through built-in constraints and skip-pattern logic. Data collection teams were trained to cross-check the data before uploading it to the server. Data were sent to a central server daily, and the evaluation team conducted range and consistency checks on the data throughout the data collection period to identify and address any errors in the data collection process.

73. The raw data obtained from the field was checked by the data analyst for consistency errors, duplicity of cases, and missing data. Most of these errors were expected to be already minimized during the software development process for CAPI-enabled data collection. Moreover, any outliers in the quantitative data were also triangulated with the qualitative information to assess the validity of the data point in the outlier. These outliers were noted and highlighted during the analysis, along with the associated qualitative observations. For the qualitative data, field notes along with the transcripts were attached to add information to the analysis.

Qualitative and quantitative data analysis

74. Primary quantitative and qualitative data were analysed using the questions set out as per the evaluation matrix and the relevant themes identified under the conceptual approach. Qualitative data was analysed using content analysis. The content of the FGDs and the IDIs was classified under the thematic areas of the evaluation. Within each category, sub-categories were generated depending on the qualitative information obtained from the field. Emerging trends were noted from the analysis of the main and sub-categories and assessed in response to the evaluation questions.

75. The quantitative data were analysed using SPSS software following a rigorous review of any errors in the data. Based on the available key information parameters, a data tabulation plan was finalized in consultation with WFP-country office. In addition, secondary data from relevant sources and qualitative findings were used to validate the observations.

76. Overall, a triangulation of the quantitative data, qualitative data, and programme documents was conducted to present conclusions on overall trends and patterns. Wherever deemed important, viewpoints were illustrated as quotations from relevant stakeholders.

Ethical considerations

77. Intellecap understands the United Nations Evaluation Group (UNEG) norms, standards and ethical guidelines and adhered to them strictly.

78. Intellecap adhere to ethical practices and code of conduct during all its evaluations, following its own ethical guidelines and those of the clients. Specifically, in relation to evaluations that cater to sensitive population groups such as women and girls, social and religious minorities, disaster-affected populations, migratory populations, the elderly, disabled individuals, and pregnant women, extra care was ensured in the process.

79. Considering that the evaluation involved engaging children (primary school students), special care was sought in ensuring ethical behaviour and understanding in data collection.

80. The evaluation team was guided by the UNEG ethical guidance principles which ensured that no violations, like collecting data without consent, collecting data not pertaining to this assignment, accessing areas within the institution premises for which approval has not been taken etc., are committed during the data collection.

81. For the interviews, verbal consent from the respondents was obtained. Prior to obtaining consent, the respondents were informed about their voluntary participation and the confidentiality of the information being collected. They were assured that the data would be kept confidential, and no personal identifiers would be mentioned in the report.

82.   The evaluation team as well as the data collection team adhered to the following three categories of ethical norms:

Integrity

The staff on payroll or contract always demonstrates honesty, integrity, and professionalism at all times.

The staff is aware of applicable statutes, regulations, practices, and ethical standards governing data collection and reporting.

The team reports information accurately and without bias.

The team is accountable, and holds others accountable, for ethical use of data.

Data Quality

The team promotes data quality by adhering to best practices and operating standards.

The team provides all relevant data, definitions, and documentation to promote comprehensive understanding and accurate analysis when releasing information.

Data Security

The team treats data systems as valuable organizational assets and hence data backup is a mandatory affair.

The team safeguards sensitive data to guarantee privacy and confidentiality as **our servers are accessible to limited staff only.**

83.   **Informed consent:** All interviews were conducted with the respondents' prior verbal consent. The participants were clearly briefed on the intent of the discussions and the use of the findings from the interviews. The respondents had the right to decline their participation in the interview or choose not to disclose any information that they did not want to reveal.

84.   **Right to safeguard integrity:** No information obtained from the responses would be made public at any stage of the surveys and thereafter. The database would not have the names of the respondents or family members, and all such information would be encrypted. The complete privacy of the respondents would be maintained.

85.   Protection from physical, mental, and emotional harm: During the survey, enumerators did not ask any personal or sensitive questions or pose any cross-questions that might physically, mentally, or emotionally harm the respondent.

86.   **Access to information:** Data collectors were required to provide all information related to the survey and its objectives. If the respondent still wanted to seek more information, he/she could contact the senior team member for answers.

87.   **Protection of privacy and well-being:** The personal information of the respondent was not shared with anyone and was kept confidential. It was used solely for evaluation purposes.

NRMC's Internal protocols

88.   NRMC's internal quality control measures are reflected at each stage of our evaluations, starting from the design of tools to the hiring and training of field teams, from data collection in the field to monitoring of the process, and from data analysis to the reporting stage. Some of our key steps to ensure data quality are as follows:

   a) **A three-stage internal review process of key deliverables**: Our evaluation teams are structured so that the team leader and the quality assurance expert review all deliverables, including data collection tools, inception reports, data analysis plans, and reports.

   b) The core members ensured that the data quality was excellent. We devised efficient and effective methods to deploy coordinators and supervisors to monitor the data collection process continuously.

   c) **Assuring data quality during analysis:** Using interactive checking, validation of sample data, and data cleaning by our data analysts, Intellecap ensured the quality of data from qualitative or quantitative methods. Transcripts of the qualitative interviews along with field notes were made available to the evaluation team for better analysis.

d) **Strong support teams:** Core team members (from the evaluation team) conducted training for field teams. Our internal data processing team ensured that all errors were resolved quickly and thoroughly.

89.   NRMC ensured the highest quality standards in terms of transparency, credibility, utility, efficacy, and delivery of outputs. One of the foremost measures for ensuring quality was to create a detailed project implementation plan and embed the quality measures across the implementation phases.

Risk and mitigation measures

90.   The risks envisaged during the evaluation and their mitigations measures are presented below (refer to Table 4).

Table 4: Risks and mitigation measures

Risks envisaged	Mitigation measures
Technical risks	
Missing out on key information areas	• Using a robust conceptual framework that aligned with the objectives of the assignment, all evaluation questions and information areas were pre-mapped under the structure of the conceptual framework. • The finalization of evaluation questions and information areas was done with the senior team and all external stakeholders before working on the instruments.
Capturing incorrect indicators	• The senior team was involved in formulating questionnaires and pre-testing tools. During the questionnaire's pre-testing, reliability and validity tests were conducted. • Additionally, core team members, who were well-versed with WFP's operations and had previous experience with pilot evaluations, were involved to prevent the use of incorrect indicators.
Data Inconsistency	• Logical checks were built into the questionnaire software, and warnings for inconsistent data were set to double-check with the respondent. Back-checks with specific respondents were conducted to understand apparent data inconsistency.
Evaluator's biases and risk of overgeneralizations and coloured interpretation of qualitative data	• Individuals from diverse gender, age, personality, and cultural contexts were selected to address some pre-existing biases. • Training processes were also undertaken to bridge any capacity gaps, especially regarding nuances like ethics and promising data collection practices. • Experienced field coordinators supervised the data collection process, while frequent stock-taking and group-level data reviews improved data depth and dimensions. • Team members' prior experience with WFP's strategies improved the valid interpretation of findings and data trends, reducing the likelihood of overgeneralizations.
Deviation in qualitative discussions from intended information areas	• Experienced and trained consultants and moderators conducted interviews and discussions. • The core team based in New Delhi also conducted interviews of key

Risks envisaged	Mitigation measures
	stakeholders with support from national consultants.
	• There was constant oversight and coordination with national field teams by the core team. Regular discussions on findings were planned with the core team, and iterations to discussion guides were made if required.
Challenges to data availability and quality: 1. Difficulty in establishing baseline for some indicators, especially for specific respondent groups. 2. Lack of outcome data in targeted geographic locations. 3. Uneven availability and standards with reference to data quality across districts as data availability heavily depends on record-keeping practices.	• Secondary data sources, including past evaluations, pilots, and monitoring data, were used to retrospectively achieve the best estimates possible. Multi-stakeholder consultation workshops were also facilitated by the evaluation team at the inception, data collection, and report-writing stages to promptly flag and address any major data gaps. • The larger team collectively decided on the way forward in terms of identifying proxy indicators, removing certain indicators, or including additional respondent groups to address data gaps.
Remote data collection or lack of availability of participants (due to farming season) affecting the quality of evaluation	• As mentioned in previous sections, strong quality assurance mechanisms for the evaluation were developed. The local team of experts involved was knowledgeable about the local context, languages, norms, and culture and guided the field team to adequately capture necessary information and mobilise adequate respondents irrespective of the medium of communication. Meanwhile, ET's core and backstopping teams also closely coordinated and monitored the quality of data collected daily.
Backstopping/coordination challenges/ gaps due to the concurrent nature of the evaluation and recommendation	• An open, receptive, and adaptive approach was adopted, encouraging a high level of CO ownership and ensuring a willingness to adapt the evaluation process when required. There was a high level of engagement with WFP CO staff during data collection (as well as with the Regional Bureau when appropriate), with regular feedback opportunities. The evaluation team regularly presented emerging findings, conclusions, and implications to WFP internal and external stakeholders.
Operational risks	
Difficulties in accessing government institutional partners and representatives due to: - Non-alignment of	• Field movement plans were created in consultation with research managers and WFP to ensure that proper authorization letters and permissions were obtained well in advance. • The evaluation team also relied on WFP CO's relationships with the Government and partners to reach key personnel who may have

Risks envisaged	Mitigation measures
schedules - Non-availability or attrition of personnel in positions related to HGSF due to staff turnover within the government	moved out or no longer worked in the same positions related to the HGSF programme.
Difficulty accessing certain affected populations and communities due to natural calamities (e.g., cyclone Freddy, cholera outbreak, etc.) and/or the seasonality of the countries.	• Creating fieldwork plans in consultation with research managers with extensive knowledge of the region helped anticipate natural calamities like heavy rainfall and floods and avoid/prepare for various situations. • To mitigate this risk, we proposed a large field team that includes the participation of core team members. This would enable us to complete the data collection in the least possible time, providing a buffer in case of bad weather. • In such instances, we also intended to consider the establishment of district-based field teams that could continue data collection even if a region/district lost accessibility.
Difficulty in accessing certain affected populations and communities due to socio-political situations	• Proper authorization letters and permissions were obtained well in advance, and local-level authorities were contacted before field data collection to ensure smooth functioning. • A local team of experts and enumerators was engaged in the data collection exercise.

Annex IV. Evaluation matrix

No	Sub-questions	Key areas of information	Main sources of data/ information	Data collection methods	Data analysis methods/ triangulation	Evidence Availability/ Reliability
1.	**Gender equity & disability inclusion**					
EQ1	**To what extent does the TSOLATA HGSF equitably and in a transformative manner cater for the needs of women, men, girls and boys in the targeted communities?**					
1.1.	To what extent is the intervention in line with the needs and priorities of the most vulnerable groups (women, children, men, people living with disabilities/ natural calamities)?	● Extent to which the programme design addresses the issues and concerns of the most vulnerable population (women, girls, children, working age group, the elderly, people living with disabilities and other marginalized groups) (from qual DI and programme MIS and desk research) ● Responsiveness of the programme to the needs and priorities of person with disability and other marginalised group in programme design and in the changing context of	● Programme documents including Annual reports, baseline report, outcome survey report, field level agreement, monthly narrative reports, CSP, other school feeding evaluation reports, EMIS report, SDG, other policy briefs and research studies developed under the project. ● Secondary data available in public domain such as	● Desk review of the context of nutrition, health, education, livelihood, agriculture of the project areas ● Review of the NESP, MNGDS III 2018-2022, NMNP 2018-2022, NMSNSP 2018-2022, National School Health and Nutrition Policy 2017, NAIP 2017, CSP 2019, 2023, SDGs, National Gender Policy 2015, surveys from	● Narrative/thematic analysis of secondary data ● Analysis of qualitative data (from KIIs/ IDIs/ FGDs conducted with WFP, staffs, Government, school representatives, FOs, women and men SHFs etc) ● Comparison of primary quantitative data of the study with the baseline values to identify	Strong

No	Sub-questions	Key areas of information	Main sources of data/ information	Data collection methods	Data analysis methods/ triangulation	Evidence Availability/ Reliability
		implementation (from qual DI and programme MIS and desk research) ● Process of inclusion of needs and priorities in planning, designing and implementation (from qual DI and programme MIS and desk research) ● Challenges with respect to inclusion of needs and priorities of vulnerable group in the programme design and implementation, (from qual DI and programme MIS and desk research) ● Adopted mechanisms to overcome challenges specific to the needs and priorities of the most vulnerable groups. ● Extent to which the programme has achieved desired outcomes equitably. (From qual DI and programme MIS and desk research)	NESP, MNGDS III, NMNP, NMSNSP, CSP ● Data made available by the government and WFP ● Government authorities implementing agency and communities ● Programme documents (ToR, logical framework programme design) ● Data from qualitative and quantitative interactions	various government department etc. ● Review of programme logical framework ● Mapping of programme's inputs activities and outputs with goal and objectives ● Programme documentation ● KII/IDIs/FGDs with WFP, programme team, government officials across relevant ministries, school representatives, FOs, cooperating partners etc. ● Quantitative interaction with parents/children ● SHF KAP survey	progress in terms of need fulfilment ● Analysis of the changing context from the beneficiary's perspective	

No	Sub-questions	Key areas of information	Main sources of data/ information	Data collection methods	Data analysis methods/ triangulation	Evidence Availability/ Reliability
1.2.	What proportion of the HGSF market was captured by the smallholder farmers? How many smallholder farmers were integrated into the value chain?	• Agriculture patterns around the villages (FGD, SHF KAP) • Farming practice across seasons (FGD, SHF KAP) • Proportion of farmers selling their crops and vegetables to HGSF market/ HGSF schools directly (FGD, SCHOOL Mgmt., SHF KAP) • Number of schools procuring raw materials from SHFs (SHFs - KAP survey, IDI-other beneficiaries, IDI – school management/ representatives and FOs) • Quantity and Frequency of procurement • Changes observed in procurement during the programme implementation. • Nature, quantum of training on value addition and numbers of SHFs who have adopted value addition activities. (SHFs - KAP survey, FGD-	• Programme documents including Annual reports, baseline report, outcome survey report, field level agreement, monthly narrative reports, CSP, other school feeding evaluation reports, EMIS report, SDG, other policy briefs and research studies developed under the project • Secondary data available in public domain such as NESP, MNGDS III, NMNP, NMSNSP, CSP etc • Data made available by the government and WFP • Government authorities implementing	• Review of the surveys from various government department etc. • Review of programme logical framework • Mapping of programme's inputs activities and outputs with goal and objectives • Programme documentation • KII/ IDIs/ FGDs with farmer organizations, WFP, programme team, government officials across relevant ministries, school representatives, cooperative partners etc. • Quantitative interaction with parents/ children	• Narrative/thematic analysis of secondary data • Analysis of qualitative data (from KIIs/ IDIs/ FGDs conducted with FOs, WFP, staffs, Government, School representatives, women and men SHFs etc) • Comparison of primary quantitative data of data with the available baseline values to identify progress in terms of need fulfilment. • Comparison with non-HGSF schools • Analysis of the changing context from the	Strong (depending on programme MIS information made available)

No	Sub-questions	Key areas of information	Main sources of data/ information	Data collection methods	Data analysis methods/ triangulation	Evidence Availability/ Reliability
		SHFs, FGD-parents, KII - programme representative, KII- School Principal/ Representatives)	agency and community • Programme documents (ToR, logical framework, programme design) • Data from qualitative and quantitative interactions	• SHF KAP survey	beneficiary's perspective	
1.3.	What percent of smallholder farmers transitioned from subsistence farming to surplus production, including the capacity to interact with financial and output markets?	• Extent of increase in surplus production (SHF KAP) • Proportion of SHFs that have increased their agricultural production beyond subsistence levels compared to the baseline. (SHF KAP) • Nature of interventions/support provided for establishing linkages with financial institutions and markets. (SHF KAP, FGD, KII with WFP, Gov, IDI with FOs) • Types of training and capacity-building programs have been provided to smallholder farmers to	• Programme documents including Annual reports, baseline report, outcome survey report, field level agreement, monthly narrative reports, CSP, other school feeding evaluation reports, EMIS report, SDG, other policy briefs and research studies developed under the project • Secondary data available in public domain such as NESP, MNGDS III,	• Review of the surveys from various government department etc. • Review of programme logical framework • Mapping of programme's inputs activities and outputs with goal and objectives • Programme documentation • KII/ IDIs/ FGDs with farmer organizations, WFP,	• Narrative/thematic analysis of secondary data • Analysis of qualitative data (from KIIs/ IDIs/ FGDs conducted with FOs, WFP, staffs, Government, School representatives, women and men SHFs etc) • Comparison of primary quantitative data of data with the	Strong

No	Sub-questions	Key areas of information	Main sources of data/ information	Data collection methods	Data analysis methods/ triangulation	Evidence Availability/ Reliability
		facilitate this transition. (SHF KAP, FGD, KII with WFP, Gov, IDI with FOs) ● Number of partnerships facilitated (SHF KAP, FGD, IDI with FOs) ● Proportion of SHFs that have gained improved access to financial services. (SHF KAP, FGD) ● Has the programme actively engaged women smallholder farmers in decision-making processes related to agriculture, finance, and market activities? (SHF KAP, FGD, KII with WFP, Gov, IDI with FOs) ● Proportion increases in income and profitability among smallholder farmers (SHF KAP, FGD, IDI with FOs) ● Perception of farmers on the support provided through the programme (SHF KAP, FGD, IDI with FOs)	NMNP, NMSNSP, CSP etc ● Data made available by the Government and WFP ● Government authorities implementing agency and community ● Programme documents (ToR, logical framework programme design) ● Data from qualitative and quantitative interactions	programme team, government officials across relevant ministries, school representatives, cooperative partners etc. ● Quantitative interaction with parents/ children ● SHF KAP survey	available baseline values to identify progress in terms of need fulfilment ● Comparison with non-HGSF schools ● Analysis of the changing context from the beneficiary's perspective ● Methodological triangulation (quantitative and qualitative)	

No	Sub-questions	Key areas of information	Main sources of data/ information	Data collection methods	Data analysis methods/ triangulation	Evidence Availability/ Reliability
1.4.	To what extent was the intervention based on a sound gender analysis?	• Extent to which key gender-specific needs/gender equality of affected populations identified through previous evaluations/ assessments/studies (WFP SFP) are reflected in the design of the programme (Programme documents) • Inclusion of gender, equity and disability inclusion objectives and gender equality and women's empowerment (GEWE) mainstreaming principles in the programme design (Programme documents) • Alignment of the programme with gender policies/strategies of Government and WFP (Programme documents) • Extent of adoption of gender transformation strategy in implementation ○ Proportion of male and female beneficiaries	• Programme documents including Annual reports, baseline report, outcome survey report, field level agreement, monthly narrative reports, CSP, other school feeding evaluation reports, EMIS report, SDG, other policy briefs and research studies developed under the project. • Secondary data available in public domain such as NESP, MNGDS III, NMNP, NMSNSP, CSP etc • Data made available by the government and WFP. • Government authorities implementing	• Review of programme logical framework • Mapping of programme's inputs activities and outputs with goal and objectives • Programme documentation • KII /IDIs/FGDs with WFP, programme team, government officials across relevant ministries, school representatives, FOs, Cooperating partners etc. • Quantitative interaction with Parents/ children • SHF KAP survey	• Narrative/thematic analysis of secondary data • Analysis of qualitative data (from KIIs/ IDIs/ FGDs conducted with WFP, staffs, Government, School representatives, FOs, women and men SHFs etc) • Comparison of primary quantitative data of data with the available baseline values to identify progress in terms of need fulfilment • Analysis of the changing context from the beneficiary's perspective	Fair (availability of programme design documents & MIS)

No	Sub-questions	Key areas of information	Main sources of data/ information	Data collection methods	Data analysis methods/ triangulation	Evidence Availability/ Reliability
		benefitting from programme activities (HH tool, SHFs KAP, KII - School Principal, programme docs) ● Extent to which needs of male and female beneficiaries have been addressed by the programme activities (KAP Households, SHFs - KAP survey, FGD-parents, FGD-SHFs, FGD-SHFs, IDI-other beneficiaries) ● Male and female stakeholders' perception on gender transformation ○ Equal participation in implementation ○ Increased decision making for women and girls ○ Not harming the dignity and safety of any gender during implementation (KII - programme representative, KII-school	agency and community. ● Programme documents (ToR, logical framework, programme design) ● Data from qualitative and quantitative interactions			

No	Sub-questions	Key areas of information	Main sources of data/ information	Data collection methods	Data analysis methods/ triangulation	Evidence Availability/ Reliability
		representatives, KII-Gov officials, KII-District level Gov officials, IDI - management and FOs,)				
1.5.	Were there any gender and disability inclusion effects of TSOLATA HGSF on school enrolment/attendance/retention among targeted schools/communities?	• Change in enrolment rates of girls compared to boys in targeted schools/communities. (KAP households, SHFs - KAP survey, KII-school representatives, KII-Government officials, KII-District level Government officials) • Changes observed in the attendance rates of girls and boys in targeted schools/communities. (KAP Households, SHFs - KAP survey, FGD-parents, FGD-SHFs, FGD-SHFs, IDI-other beneficiaries) • Differences in attendance patterns (KAP Households, SHFs - KAP, FGD-parents, FGD-SHFs, FGD-SHFs, IDI-other beneficiaries)	• Programme documents including annual reports, baseline report, outcome survey report, field level agreement, monthly narrative reports, CSP, other school feeding evaluation reports, EMIS report, SDG, other policy briefs and research studies developed under the project • Secondary data available in public domain such as NESP, MNGDS III, NMNP, NMSNSP, CSP etc • Data made available by the government and WFP	• Desk review of the context of nutrition, health, education, livelihood, agriculture of the project areas • Review of the policies and programmes • Mapping of programme's inputs activities and outputs with goal and objectives • Programme documentation • KII /IDIs/FGDs with WFP, programme team, government officials across relevant ministries, school representatives,	• Narrative/thematic analysis of secondary data • Analysis of qualitative data (from KIIs/ IDIs/ FGDs conducted with WFP, staffs, Government, School representatives, FOs, women and men SHFs etc) • Comparison of primary quantitative data of data with the available baseline values to identify progress in terms of need fulfilment • Analysis of the changing context from the	Fair (school level less reliable)

No	Sub-questions	Key areas of information	Main sources of data/ information	Data collection methods	Data analysis methods/ triangulation	Evidence Availability/ Reliability
		• Programme influence on school retention rates for girls and boy. • Perception on gender disparities in school enrolment before and after the programme implementation (KAP Households, SHFs - KAP survey, FGD-parents, FGD-SHFs, FGD-SHFs, IDI-other beneficiaries) • Differences in school dropout rates between genders prior to the programme (KAP Households, SHFs - KAP survey, KII-school representatives, KII-Gov officials, FGD-parents, FGD-SHFs) • Gender-specific challenges related to access to education resources. • Gender disaggregated data on enrolment, attendance, and retention rates (school principal)	• Government authorities implementing agency and community • Programme documents (ToR, logical framework, programme design) • Data from qualitative and quantitative interactions	FOs, Cooperating partners etc. • Quantitative interaction with parents/ children • SHF KAP survey	beneficiary's perspective	

No	Sub-questions	Key areas of information	Main sources of data/ information	Data collection methods	Data analysis methods/ triangulation	Evidence Availability/ Reliability
		• Barriers or challenges that girls and boys continue to face. (KII-programme representative, KII-school representatives, FGD-parents, KAP Households) * All the information areas will be examined from a gender and equity perspective				
2.	**Coherence**					
EQ2	**How compatible is the TSOLATA HGSF with other interventions implemented by WFP (programme integration), the Government and other stakeholders?**					
2.1.	To what extent was TSOLATA coherent with the policies and programs of other partners operating within the same context?	• Alignment of the HGSF programme with the policies and programmes of the Government of Malawi • Alignment of the HGSF programme with the policies and programmes of other partners, WFP, and Government of Malawi • Extent to which the intervention is adding value while avoiding duplication of	• Programme documents including Annual reports, baseline report, outcome survey report, field level agreement, monthly narrative reports, CSP, other school feeding evaluation reports, EMIS report, SDG, other policy briefs and research	• Desk review of the context of nutrition, health, education, livelihood, agriculture of the project areas • Review of the NESP, MNGDS III 2018-2022, NMNP 2018-2022, NMSNSP 2018-2022, National School Health and Nutrition Policy	• Narrative/thematic analysis of secondary data • Analysis of primary qualitative and quantitative data from survey • Comparison of values with baseline values • Methodological triangulation	Strong

No	Sub-questions	Key areas of information	Main sources of data/ information	Data collection methods	Data analysis methods/ triangulation	Evidence Availability/ Reliability
		efforts by other partners, WFP, and Government of Malawi. ● Potential areas of convergence (KII-Gov officials, KII- Ecosystem rep, KII-District level Gov officials, IDI-co-partners)	studies developed under the project. ● Secondary data available in public domain such as NESP, MNGDS III, NMNP, NMSNSP, CSP etc ● Data made available by the government and WFP ● Government authorities implementing agency and community ● Programme documents (ToR, logical framework, programme design) ● Data from qualitative interactions	2017, NAIP 2017, CSP 2019, 2023, SDGs, National Gender Policy 2015, surveys from various government department etc. ● Review of programme logical framework ● Mapping of programme's inputs activities and outputs with goal and objectives ● Programme documentation ● KII /IDIs/FGDs with WFP, programme team, government officials across relevant ministries, school representatives, FOs, Cooperating partners etc.	(quantitative and qualitative) ● Analysis of data disaggregated across vulnerable sub-group categories - gender, disability, women etc. ● Analysis of qualitative data (from IDIs and KIIs) ● district-level differences in key indicators	

No	Sub-questions	Key areas of information	Main sources of data/ information	Data collection methods	Data analysis methods/ triangulation	Evidence Availability/ Reliability
2.2.	What have been the complementarities and synergies between TSOLATA and other interventions implemented by the Government, other actors and WFP interventions such as livelihoods?	● Complementarity/uniqueness and overlaps in the context of : - ○ Programme design and activities with similar initiatives undertaken by other partners and Government of Malawi ○ Similar programmes that promote adoption of appropriate nutrition, hygiene and sanitation practices of primary school learners, livelihood improvement, education, etc. ○ Similar programmes seeking to promote agriculture diversification and connecting farmers with markets and finance. ● Extent to which the programme interventions are aligned with government of Malawi's plans and implementation strategies	● Programme documents including annual reports, baseline report, outcome survey report, field level agreement, monthly narrative reports, CSP, other school feeding evaluation reports, EMIS report, SDG, other policy briefs and research studies developed under the project ● Secondary data available in public domain such as NESP, MNGDS III, NMNP, NMSNSP, CSP etc ● Data made available by the government and WFP ● Government authorities implementing	● Desk review of the context of nutrition, health, education, livelihood, agriculture of the project areas ● Review of the NESP, MNGDS III 2018-2022, NMNP 2018-2022, NMSNSP 2018-2022, National School Health and Nutrition Policy 2017, NAIP 2017, CSP 2019, 2023, SDGs, National Gender Policy 2015, surveys from various government department etc. ● Review of programme logical framework ● Mapping of programme's inputs activities and outputs with goal and objectives	● Narrative/thematic analysis of secondary data ● Analysis of primary qualitative and quantitative data from survey ● Comparison of values with baseline values ● Methodological triangulation (quantitative and qualitative) ● Analysis of data disaggregated across vulnerable sub-group categories - gender, disability, women etc. ● Analysis of qualitative data (from IDIs and KIIs)	Strong

No	Sub-questions	Key areas of information	Main sources of data/ information	Data collection methods	Data analysis methods/ triangulation	Evidence Availability/ Reliability
		• Extent to which the programme components are consistent with WFP's global and regional strategies on nutrition • Perception of the Government representatives on the changes needed for alignment with the national and initiatives and frameworks • Potential areas of convergence (KII-Government officials, KII-Ecosystem rep, KII-District level Goverment officials, IDI-co-partners) * All the information areas will be examined from a gender and equity perspective	agency and community • Programme documents (ToR, logical framework, programme design) • Data from qualitative interactions	• Programme documentation • KII /IDIs/FGDs with WFP, programme team, government officials across relevant ministries	• District-level differences in key indicators	
3.	**Effectiveness**					
EQ3	**To what extent did TSOLATA achieve its objectives and its results, including any differential results across groups of men, women, girls and boys?**					
3.1.	To what extent were the outcomes achieved? Were there unintended (positive or	Progress against the target on	• Programme documents including annual reports,	• Desk review of the context of nutrition, health, education,	• Narrative/thematic analysis of secondary data	Strong It also depends on

No	Sub-questions	Key areas of information	Main sources of data/ information	Data collection methods	Data analysis methods/ triangulation	Evidence Availability/ Reliability
	negative) outcomes of assistance for participants and non-participants? How do learners, smallholder farmers and communities in target districts compare with those in non-targeted areas?	o Percent of children enrolled in the school o School attendance o Proportion of dropout for girls and boys o Number of children benefitting school meal programme o Proportion of schools that maintain enrolment records/ attendance sheet/ drop out records o Percent of girls and boys who regularly attend school (at least 80 percent of school days) o Percent of students having reduced absenteeism (KAP Households, KII-school representatives – school documents) ● Key enablers and barriers contributing to increase/decrease in attendance/enrolment/ dropout	baseline report, outcome survey report, field level agreement, monthly narrative reports, CSP, other school feeding evaluation reports, EMIS report, SDG, other policy briefs and research studies developed under the project ● Secondary data available in public domain such as NESP, MNGDS III, NMNP, NMSNSP, CSP etc ● Data made available by the government and WFP ● Government authorities implementing agency and community ● Programme documents (ToR,	livelihood, agriculture of the project areas ● Review of the NESP, MNGDS III 2018-2022, NMNP 2018-2022, NMSNSP 2018-2022, National School Health and Nutrition Policy 2017, NAIP 2017, CSP 2019, 2023, SDGs, National Gender Policy 2015, surveys from various government department etc. ● Review of programme logical framework ● Mapping of programme's inputs activities and outputs with goal and objectives ● Programme documentation	● Analysis of qualitative data (from KIIs/ IDIs/ FGDs conducted with WFP, staffs, Government, School representatives, FOs, women and men SHFs etc) ● Comparison of primary quantitative data of data with the available baseline values to identify progress in terms of need fulfilment ● Comparison with non-HGSF schools ● Methodological triangulation (quantitative and qualitative) ● Analysis of data disaggregated across vulnerable sub-group	the availability of programme records.

No	Sub-questions	Key areas of information	Main sources of data/ information	Data collection methods	Data analysis methods/ triangulation	Evidence Availability/ Reliability

		(KII-school representatives, FGD-parents, KAP Households)
		
		● Availability of school garden/ woodlot
		
		(Observation, school principal
		
		● Contribution of programme in terms of:
		
		  o Programme interventions contributing to increase nutrition security.
		
		  o Programme interventions contributing to ensure nutrition and hygiene practices.
		
		  o Programme interventions contributing to the production of quality food surplus that can be purchased for school meals programme
			logical framework, programme design)
			
			● Data from qualitative and quantitative interactions
				● KII /IDIs/FGDs with WFP, programme team, government officials across relevant ministries, school representatives, FOs, Cooperative partners etc.
				
				● Quantitative interaction with Parents/ children
				
				● SHF KAP survey
					categories - gender, disability, women etc.
					
					● Analysis of Qualitative data (from IDIs and KIIs)
					
					● District level differences in key indicators
					
					● Analysis of the changing context from the beneficiary's perspective	

No	Sub-questions	Key areas of information	Main sources of data/ information	Data collection methods	Data analysis methods/ triangulation	Evidence Availability/ Reliability
		o Processes that have enabled achievement of desired results				
		o Drivers that contribute to increased intake of nutritious food (Provision of school meal, integration of nutrition and agriculture into primary education, availability of separate toilets for boys and girls, WASH facility etc.)				
		o Stakeholders' awareness and perception about programme interventions (opinion on the programme activities by various stakeholders)				
		AWARENESS (Knowledge, attitude and trainings for knowledge building)				
		● Knowledge and awareness of children and parents, school				

No	Sub-questions	Key areas of information	Main sources of data/ information	Data collection methods	Data analysis methods/ triangulation	Evidence Availability/ Reliability
		administrators, SHFs around diet, nutrition and benefits of home/garden grown vegetables (KII-school representatives, FGD-parents, KAP Households) ● No. of schools where trained HGSF programme, procures food from local smallholder farmers for the provision of school meals (Programme records and reports, KII-school rep) ● Number of SHFs trained post-harvest management, financial management, crop diversification, use of hermetic bags etc. (Programme records and reports, SHFs - KAP, FGDs - SHF) ● Number of stakeholders trained on trained on school feeding procurement, management, finance, food				

No	Sub-questions	Key areas of information	Main sources of data/ information	Data collection methods	Data analysis methods/ triangulation	Evidence Availability/ Reliability
		preparation, and safe water access/preparation.				
		● Number of Food committees' members trained on safe water, sanitation and hygiene practices, food preparation, handling and distribution as well as storage (programme records and reports, KII-school rep)				
		● Number of FOs trained on group dynamics, leadership, and gender empowerment as well as conflict resolution (programme records and reports, IDI with FOs)				
		● Number of stakeholders trained in programme design and implementation (programme records and reports)				
		ACCESS (school meal, hygiene, facilities)				
		● Number of schools using three out of six food groups in the school meal defined in				

No	Sub-questions	Key areas of information	Main sources of data/ information	Data collection methods	Data analysis methods/ triangulation	Evidence Availability/ Reliability
		Malawi (programme records and documentation Verification through: KII-programme representative, KII-school representatives, SHFs - KAP survey, IDI-co-partners, IDI-other beneficiaries)				
		• Number of learners benefitting from school meal programme (KAP - Household, SHFs - KAP survey, Programme records)				
		• Number of stakeholders trained on nutrition and nutrition related topics (KII-programme representative, IDI-co-partners, Programme records)				
		• Number of schools with improved sanitation facilities (availability of water, separate toilets for girls and boys) - Programme records, Site visits				
		• Number of schools received sanitation and hygiene knowledge and practice				

No	Sub-questions	Key areas of information	Main sources of data/ information	Data collection methods	Data analysis methods/ triangulation	Evidence Availability/ Reliability
		• Number of schools received school menus with local recipes of diversified and nutritious meals • Number of SHFs within the community that produce diversified food to sell to supported primary schools • Number of SHF households participating in the school meals programme • Number of the schools with access to piped water for cleaning and cooking food (Programme records, Site visits, KII - School representatives & principal) **DEMONSTRATION (Performance / outcome type indicators)** • Proportion change in food source and consumption (KAP Households) • Proportion change in learners' daily dietary				

No	Sub-questions	Key areas of information	Main sources of data/ information	Data collection methods	Data analysis methods/ triangulation	Evidence Availability/ Reliability
		diversity in target districts (three out of six food groups defined in Malawi) (KAP Households, FGD-parents) • Proportion of school practicing improved hygiene and sanitation practices (KII - School rep, programme records, site visits and observations) • Proportion of primary school children consumed breakfast. • Frequency of food consumption (school rep-program records, site visits, and observations- validation KAP Households) • Food security status of household (KAP - Household, FGD - Parents) • Difference in livestock distribution (KAP - Household, FGD - Parents) • Expenditure spends on food (KAP - Household, FGD - Parents)				

No	Sub-questions	Key areas of information	Main sources of data/ information	Data collection methods	Data analysis methods/ triangulation	Evidence Availability/ Reliability
		• Number of health-related absence (self-reported; validated by parents) of school going children • Comparison of data on performance indicators with the baseline and targets • Comparison with non-intervention schools • (KAP - Household, FGD - Parents)				
3.2.	What major factors influenced the achievement or non-achievement of the outcomes for men, women, girls and boys?	• Progress of activities planned and undertaken (as per action plan) (Programme records, progress reports, site visits) • Strengthening of service delivery mechanism • Contribution of programme activities in reducing information barriers for target population, addressing access and disability inclusion issues and supporting health, nutrition and WASH infrastructure and	• Programme documents including annual reports, baseline report, outcome survey report, field level agreement, monthly narrative reports, CSP, other school feeding evaluation reports, EMIS report, SDG, other policy briefs and research studies developed under the project	• Review of programme logical framework • Mapping of programme's inputs activities and outputs with goal and objectives • Programme documentation • KII /IDIs/FGDs with WFP, programme team, government officials across relevant ministries,	• Narrative/thematic analysis of secondary data • Analysis of qualitative data (from KIIs/ IDIs/ FGDs conducted with WFP, staffs, Government, School representatives, FOs, women and men SHFs etc) • Comparison of primary quantitative data	Strong

No	Sub-questions	Key areas of information	Main sources of data/ information	Data collection methods	Data analysis methods/ triangulation	Evidence Availability/ Reliability
		enhancing utilization of services and facilities ● Extent to which the capacity building activities/ specific measures are undertaken across levels by implementing partners ● Nature of challenges faced by the schools, community and other stakeholders in implementing the programme ● Documentation of enablers and challenging factors ● Comparison of data on performance indicators with the baseline and targets ● Comparison with non-intervention schools (KII-Government officials, KII-District level, Government officials, IDI - management and Fos, IDI-co-partners)	● Secondary data available in public domain such as NESP, MNGDS III, NMNP, NMSNSP, CSP ● Data made available by the Government and WFP ● Government authorities implementing agency and community ● Programme documents (ToR, logical framework, programme design) ● Data from qualitative and quantitative interactions	school representatives, FOs, Cooperating partners etc. ● Quantitative interaction with parents/ children ● SHF KAP survey	of data with the available baseline values to identify progress in terms of need fulfilment ● Comparison with non-HGSF schools ● Methodological triangulation (quantitative and qualitative) ● Analysis of data disaggregated across vulnerable sub-group categories - gender, disability, women etc. ● Analysis of qualitative data (from IDIs and KIIs) ● District level differences in key indicators ● Analysis of the changing context from the	

No	Sub-questions	Key areas of information	Main sources of data/ information	Data collection methods	Data analysis methods/ triangulation	Evidence Availability/ Reliability
					beneficiary's perspective	
3.3.	To what extent were smallholder farmers able to provide sufficient diverse quality produce throughout the programme? What major factors influenced their ability to supply or not supply quality produce throughout the programme?	● Number of SHFs participating in the HGSF programme in target districts (Programme records, Surveys) ● Types of crops produced by SHFs (SHFs - KAP survey, FGD-SHFs) ● Volume of nutritious crops (e.g., fruits, vegetables, legumes) produced (SHFs - KAP FGD-SHFs, IDI - management and FOs) ● Volume of nutritious crops supplied to schools by SHFs (SHFs - KAP survey, IDI-other beneficiaries, IDI - management and FOs, FGD SHF) ● Proportion change in SHFs access to local and regional markets	● Programme documents including Annual reports, baseline report, outcome survey report, field level agreement, monthly narrative reports, CSP, other school feeding evaluation reports, EMIS report, SDG, other policy briefs and research studies developed under the project ● Secondary data available in public domain such as NESP, MNGDS III, NMNP, NMSNSP, CSP ● Data made available by the Government and WFP ● Government authorities implementing	● Review of programme logical framework ● Mapping of programme's inputs activities and outputs with goal and objectives ● Programme documentation ● KII /IDIs/FGDs with WFP, programme team, government officials across relevant ministries, school representatives, FOs, Cooperating partners etc. ● Quantitative interaction with parents/ children ● SHF KAP survey	● Narrative/thematic analysis of secondary data ● Analysis of qualitative data (from KIIs/ IDIs/ FGDs conducted with WFP, staffs, Government, School representatives, FOs, women and men SHFs etc) ● Comparison of primary quantitative data of data with the available baseline values to identify progress in terms of need fulfilment ● Methodological triangulation (quantitative and qualitative)	Strong

No	Sub-questions	Key areas of information	Main sources of data/ information	Data collection methods	Data analysis methods/ triangulation	Evidence Availability/ Reliability
		• Proportion of framers with aces to banks and financial markets • Proportion of SHFs experienced post-harvest losses • Change in production capacity of smallholder farmers in terms of quantity, diversity and quality produce • Adopted approached to minimize losses • Factors guided to the production choices • Post-harvest handling practices • Types of training and capacity-building programs were received. (Strong: SHFs - KAP survey, IDI-other beneficiaries, IDI - management and Fos) • Influence of gender in terms of the ability of women and men smallholder farmers to	agency and community • Programme documents (ToR, logical framework, programme design) • Data from qualitative and quantitative interactions		• Analysis of data disaggregated across vulnerable sub-group categories - gender, disability, women etc. • Analysis of qualitative data (from IDIs and KIIs) • District level differences in key indicators • Analysis of the changing context from the beneficiary's perspective	

No	Sub-questions	Key areas of information	Main sources of data/ information	Data collection methods	Data analysis methods/ triangulation	Evidence Availability/ Reliability
		supply quality and diverse produce? ● Major challenges and constraints faced by SHFs in their efforts to supply quality and diverse produce. ● Success stories or best practices from smallholder farmers (SHFs – KAP, IDI-other beneficiaries, IDI - management and FOs, FGD - SHF) * All the information areas will be examined from a gender and equity perspective				
4.	**Efficiency**					
EQ4	**What extent did TSOLATA deliver results in an economic and timely way?**					
4.1.	Was TSOLATA implemented in a cost-efficient and timely way?	● Programme capacity to timely address implementation challenges ● Timely communication and application processes	● Programme team ● Project functionaries ● Implementation partners ● Monitoring data	● Review of programme logical framework ● Programme documentation	● Narrative/ thematic analysis of secondary data ● Comparison of values with	Low - (due to lack of availability of data to estimate cost inputs and support

No	Sub-questions	Key areas of information	Main sources of data/information	Data collection methods	Data analysis methods/triangulation	Evidence Availability/Reliability
		• Timely and complete achievement of the programme outputs (year-wise) • Processes undertaken to ensure timely service delivery • Timely allocation and utilization of human, financial and technical resources by the intervention areas (geographic and programmatic) • Unit costs for different outputs and general opinions on efficiency • Intended and unintended outputs (Programme documents, KII - programme representative, KII-Gov officials, KII-District level Gov officials, KII- Ecosystem rep, IDI-co-partners)	• Financial plans and budgets • Baseline report/data • Outcome survey report • Annual reports • Monthly narrative reports	• Review of Secondary Programme documents such as M&E reports, financial plans and budgets, meeting minutes, Programme documents, TORs of key staff, donor reports, work plan, progress report, Programmatic visit report etc • KII /IDIs/FGDs with WFP, programme team, government officials across relevant ministries, school representatives, FOs, Cooperating partners etc. • SHF KAP survey	baseline values on indicators • Methodological triangulation (quantitative and qualitative) • Analysis of data disaggregated across vulnerable sub-group categories - gender, disability, women etc. • Analysis of Qualitative data (from IDIs and KIIs) • Assessing interlinkage between awareness, access and demonstration • Districts-level differences in key indicators	assumptions for conducting a CBA)

No	Sub-questions	Key areas of information	Main sources of data/ information	Data collection methods	Data analysis methods/ triangulation	Evidence Availability/ Reliability
4.2.	Which specific part of TSOLATA HGSF was more cost-efficient than others?	• The technical and allocative efficiency of the programme • Donors' contribution and Government (district) contribution and to the programme • Efficient use of budgetary resources for district level • Adoption of promising practices to ensure efficiency in planning and utilization of resources • Programme partnership strategy and approach • Organization Structure under the programme (roles assigned to government, donors, WFP, implementing agencies, community members etc.) • Use of evidence-based data to plan and allocate resources • Study of allocation of resources from the lens of key programmatic	• Programme documents including Annual reports, baseline report, outcome survey report, field level agreement, monthly narrative reports, CSP, other school feeding evaluation reports, EMIS report, SDG, other policy briefs and research studies developed under the project • Secondary data available in public domain such as NESP, MNGDS III, NMNP, NMSNSP, CSP • Data made available by the government and WFP • Government authorities implementing agency and community	• Review of programme logical framework • Mapping of programme's inputs activities and outputs with goal and objectives • Programme documentation • KII /IDIs/FGDs with WFP, programme team, government officials across relevant ministries, school representatives, FOs, cooperating partners etc. • Quantitative interaction with parents • SHF KAP survey	• Narrative/ thematic analysis of secondary data • Comparison of values with baseline values on indicators • Methodological triangulation (quantitative and qualitative) • Analysis of data disaggregated across vulnerable sub-group categories - gender, disability, women etc. • Analysis of qualitative data (from IDIs and KIIs) • Assessing interlinkage between awareness, access and demonstration	Fair - (depending on the availability of adequate documents, inputs, and insights. Estimations will be based on significant assumptions and cost inputs. Also, this will involve comparisons with similar school feeding programs implemented across the globe.

No	Sub-questions	Key areas of information	Main sources of data/ information	Data collection methods	Data analysis methods/ triangulation	Evidence Availability/ Reliability
		approaches (partnerships, financial resource mobilization and management, advocacy, cross-sectoral linkages, capacity development, service delivery, communication for development) • Efficiency of processes of identification, registering, and grievances and appeal mechanisms • Comparison of financial inputs with programme outputs and outcomes - whether resource utilisation optimal • Evidence of efficiency against identified alternatives • Mechanisms to ensure efficient implementation and coordination at various levels (e.g., standardised, and structured communication strategies, timely fund disbursement)	• Programme documents (ToR, logical framework, programme design) • Data from qualitative and quantitative interactions		• Districts-level differences in key indicators	

No	Sub-questions	Key areas of information	Main sources of data/ information	Data collection methods	Data analysis methods/ triangulation	Evidence Availability/ Reliability
		• Clear distribution and understanding of roles and responsibilities amongst key actors • Efficient and responsive enforcement mechanisms are in place. • Country allocations, work plans and key outcomes planned and achieved. (Programme documents, KII - programme representative, KII-Gov officials, KII-District level Gov officials, IDI-co-partners, IDI - Management and FOs)				
4.3.	What is the cost of feeding one child in the targeted districts throughout a school year? Are there more cost-efficient approaches to HGSF?	• Efficient use of budgetary resources for individual level • Factors affecting efficiency in utilization of budgetary resources • Evidence that activities were conducted at best value • Challenges faced by internal and external stakeholders in programme implementation	• Programme documents including annual reports, baseline report, outcome survey report, field level agreement, monthly narrative reports, CSP, other school feeding evaluation reports, EMIS report, SDG, other policy briefs and research	• Review of programme logical framework • Mapping of programme's inputs activities and outputs with goal and objectives • Programme documentation	• Narrative/ thematic analysis of secondary data • Comparison of values with baseline values on indicators • Methodological triangulation (quantitative and qualitative)	Fair – this will involve estimations based on multiple assumptions and inputs from various stakeholders.

No	Sub-questions	Key areas of information	Main sources of data/ information	Data collection methods	Data analysis methods/ triangulation	Evidence Availability/ Reliability
		- Innovative methods adopted to address these challenges and residual barriers - Key determinants of technical and allocative efficiency of the programme - Determinants of allocation and utilization of various resources for implementation - Availability of external mechanisms to ensure cost efficient approaches at various levels (e.g., standardised and structured communication strategies, timely fund disbursement) - Unit costs for different outputs and general opinions on efficiency - Unit cost of intended and unintended outputs (Programme documents, KII - programme representative, KII-Gov officials, KII-District level Gov officials, IDI-co-partners, IDI - Management and FOs)	- studies developed under the project - Secondary data available in public domain such as NESP, MNGDS III, NMNP, NMSNSP, CSP - Data made available by the government and WFP - Government authorities implementing agency and community - Programme documents (ToR, logical framework, programme design) - Data from qualitative and quantitative interactions	- KII /IDIs/FGDs with WFP, programme team, government officials across relevant ministries, school representatives, FOs, Cooperating partners etc. - Quantitative interaction with Parents - SHF KAP survey	- Analysis of data disaggregated across vulnerable sub-group categories - gender, disability, women etc. - Analysis of qualitative data (from IDIs and KIIs) - Assessing interlinkage between awareness, access and demonstration - Districts-level differences in key indicators	

No	Sub-questions	Key areas of information	Main sources of data/ information	Data collection methods	Data analysis methods/ triangulation	Evidence Availability/ Reliability
4.5.	Were the payments to farmers and schools done in a timely and efficient manner?	• The technical and allocative efficiency of the programme • Efficient use of budgetary resources for specific to farmers and schools • Resource allocation from the lens of gender, human rights and other vulnerable groups (women SHFs, women, girl child, children, Pearson with disability) - political, operational challenges and opportunities • Use of evidence-based data to plan and allocate resources. • Evidence of timely delivery • Timely allocation and utilization (Strong: programme documents, KII - Programme representative, KAP – SHF, FGD-SHFs, FGD-parents, KII - school principal/ representatives) * All the information areas will	• Programme documents including Annual reports, baseline report, outcome survey report, field level agreement, monthly narrative reports, CSP, other school feeding evaluation reports, EMIS report, SDG, other policy briefs and research studies developed under the project • Secondary data available in public domain such as NESP, MNGDS III, NMNP, NMSNSP, CSP etc • Data made available by the Government and WFP. • Government authorities implementing	• Review of programme logical framework • Mapping of programme's inputs activities and outputs with goal and objectives • Programme documentation • KII /IDIs/FGDs with WFP, programme team, government officials across relevant ministries, school representatives, FOs, Cooperating partners etc. • Quantitative interaction with Parents • SHF KAP survey	• Narrative/ thematic analysis of secondary data • Comparison of values with baseline values on indicators • Methodological triangulation (quantitative and qualitative) • Analysis of data disaggregated across vulnerable sub-group categories - gender, disability, women etc. • Analysis of Qualitative data (from IDIs and KIIs) • Assessing interlinkage between awareness, access and demonstration	Strong

No	Sub-questions	Key areas of information	Main sources of data/ information	Data collection methods	Data analysis methods/ triangulation	Evidence Availability/ Reliability
		be examined from a gender and equity perspective	agency and community. • Programme documents (ToR, logical framework, programme design) • Data from qualitative and quantitative interactions		• Districts-level differences in key indicators	
5.	**Impact**					
EQ5	**To what extent did TSOLATA generate or is expected to generate significant positive or negative, intended or unintended, higher-level effects?**					
5.1.	What were the effects of TSOLATA HGSF on school enrolment/ attendance/ retention among targeted learners/communities? (Intended and unintended)?	• Proportion change in primary school enrolment rates • Proportion change in school attendance rates • Changes in school dropout rates • Gender-disaggregated data on enrolment, attendance, and retention	• Programme documents including Annual reports, baseline report, outcome survey report, field level agreement, monthly narrative reports, CSP, other school feeding evaluation reports, EMIS report, SDG, other policy briefs and research	• Desk review of the context of nutrition, health, education, livelihood, agriculture of the project areas • Review of the NESP, MNGDS III 2018-2022, NMNP 2018-2022, NMSNSP 2018-2022, National School Health and Nutrition Policy 2017, NAIP 2017,	• Narrative/thematic analysis of secondary data • Analysis of qualitative data (from KIIs/ IDIs/ FGDs conducted with WFP, staffs, Government, School representatives, FOs, women and men SHFs etc)	Strong

No	Sub-questions	Key areas of information	Main sources of data/ information	Data collection methods	Data analysis methods/ triangulation	Evidence Availability/ Reliability
		• Factors affecting school enrolment/ attendance/ retention. • Community perception on TSOLATA HGSF programme's impact on school enrolment, attendance, and retention • Impact of socio-economic situation of family influencing school participation • Distance from home to school • Transportation availability and barriers • Unintended outcomes (positive and negative) because of programme interventions • Dietary preferences of children, staff, and parents • Reported changes in the diet of the children at home level. • Perceived benefits of HGSF on school enrolment/ attendance/ retention by	studies developed under the project • Secondary data available in public domain such as NESP, MNGDS III, NMNP, NMSNSP, CSP etc • Data made available by the government and WFP • Government authorities implementing agency and community • Programme documents (ToR, logical framework, programme design) • Data from qualitative and quantitative interactions • Attendance / enrolment registers from schools	CSP 2019, 2023, SDGs, National Gender Policy 2015, surveys from various government department etc. • Review of programme logical framework • Mapping of programme's inputs activities and outputs with goal and objectives • Programme documentation • KII /IDIs/FGDs with WFP, programme team, government officials across relevant ministries, school representatives, FOs, Cooperating partners etc.	• Comparison of primary quantitative data of data with the available baseline values to identify progress in terms of need fulfilment • Comparison with non-HGSF schools • Analysis of the changing context from the beneficiary's perspective	

No	Sub-questions	Key areas of information	Main sources of data/ information	Data collection methods	Data analysis methods/ triangulation	Evidence Availability/ Reliability
		stakeholders (children, parents, farmer groups, community volunteers, SMC, farmer groups, and local organizations) ● Nature of challenges faced by the beneficiaries and other stakeholders timely and effective manner. ● Major factors that influenced progress in improved enrolment/ attendance/ retention in comparison with control schools) (KAP – Household, FGD-parents, KII - school representatives, KII-Gov officials, KII - programme representative)		● Quantitative interaction with parents/children ● SHF KAP survey		
5.2.	Did a specific part of TSOLATA HGSF achieve greater impact than another?	● Intended and unintended outcomes of the programme around the following impact areas o Nutrition (nutrition knowledge and practice, consumption pattern at home and	● Programme documents including annual reports, baseline report, outcome survey report, field level agreement, monthly narrative reports, CSP, other school	● Review of programme logical framework ● Mapping of programme's inputs activities and outputs with goal and objectives	● Narrative/thematic analysis of secondary data ● Analysis of qualitative data (from KIIs/ IDIs/ FGDs conducted with WFP, staffs,	Strong

No	Sub-questions	Key areas of information	Main sources of data/ information	Data collection methods	Data analysis methods/ triangulation	Evidence Availability/ Reliability
		school, promoting home grown school meal) o Health and hygiene practices, (knowledge of nutrition, WASH practices and related challenges) o Education (attentiveness and student attendance, dropout rate, low absenteeism) o Farming practices (practicing diversified crops, access to market) o Access to markets • Reasons that lead to certain un-intended outcomes • Key unintended outcomes contributing to the overall programme objectives. • Reasons for positive unintended outcome	feeding evaluation reports, EMIS report, SDG, other policy briefs and research studies developed under the project • Secondary data available in public domain such as NESP, MNGDS III, NMNP, NMSNSP, CSP • Data made available by the government and WFP • Government authorities implementing agency and community • Programme documents (ToR, logical framework, programme design) • Data from qualitative and quantitative interactions	• Programme documentation • KII /IDIs/FGDs with WFP, programme team, government officials across relevant ministries, school representatives, FOs, Cooperating partners etc. • Quantitative interaction with Parents • SHF KAP survey	Government, School representatives, FOs, women and men SHFs etc) • Comparison of primary quantitative data of data with the available baseline values to identify progress in terms of need fulfilment • Analysis of the changing context from the beneficiary's perspective	

No	Sub-questions	Key areas of information	Main sources of data/ information	Data collection methods	Data analysis methods/ triangulation	Evidence Availability/ Reliability
		● Contribution of positive unintended outcome to the programme outcome ● Degree to which community and other stakeholders perceives the impact of programme activities in nutrition, health and hygiene, education, livelihood and external administrative, social and political environment. ● Extent of community, authorities and government's engagement and involvement for supporting HGSF activities and achievement of desired results ● Unintended impact on any difference of impact on girls and boys (KAP – Household, KII-Gov officials, KII-District level Gov officials Medium: IDI - management and Fos, KII - programme representative, KII-Ecosystem rep, IDI-co-partners)				

No	Sub-questions	Key areas of information	Main sources of data/ information	Data collection methods	Data analysis methods/ triangulation	Evidence Availability/ Reliability
5.3.	Was there any gender-specific impacts? Did TSOLATA HGSF influence the gender context?	● Performance of men and women on key outcomes: - o Number/ proportion of girls and boys benefitted from receipt and consumption of school lunch o Trends in the enrolment of girls and boys in school o Improved attentiveness, literacy, and attendance of girls and boys going to school. o Diet availability and dietary changes of girls and boys at home o Dietary Diversity Score (DDS) of school-aged girls and boys o Number of male and female parents, community members and school staff participating in maintenance of school garden/ woodlot	● Programme documents including annual reports, baseline report, outcome survey report, field level agreement, monthly narrative reports, CSP, other school feeding evaluation reports, EMIS report, SDG, other policy briefs and research studies developed under the project ● Secondary data available in public domain such as NESP, MNGDS III, NMNP, NMSNSP, CSP etc ● Data made available by the government and WFP ● Government authorities implementing	● Review of the NESP, MNGDS III 2018-2022, NMNP 2018-2022, NMSNSP 2018-2022, National School Health and Nutrition Policy 2017, NAIP 2017, CSP 2019, 2023, SDGs, National Gender Policy 2015, surveys from various government department etc. ● Review of programme logical framework ● Mapping of programme's inputs activities and outputs with goal and objectives ● Programme documentation ● KII /IDIs/FGDs with WFP, programme team, government officials across	● Narrative/thematic analysis of secondary data ● Analysis of qualitative data (from KIIs/ IDIs/ FGDs conducted with WFP, staffs, Government, School representatives, FOs, women and men SHFs etc) ● Comparison of primary quantitative data with the available baseline values ● Comparison with non-HGSF schools ● Analysis of the changing context from the beneficiary's perspective	Strong

No	Sub-questions	Key areas of information	Main sources of data/ information	Data collection methods	Data analysis methods/ triangulation	Evidence Availability/ Reliability
		● Number of male and female stakeholders: ○ Volunteering for preparing school meals. ○ Participation in school management committee ○ Participated in capacity building activities (E.g. training on procurement procedures, school meal management, Safe food preparation etc.) ○ Participated in SBCC activities (E.g. awareness campaigns conducted on various topics) ○ Participated in nutrition sensitive interventions. ● Trend analysis enrolment of girls and boys in school (comparison with control schools) ● school (comparison with control schools)	agency and communities ● Programme documents (ToR, logical framework, programme design) ● Data from qualitative and quantitative interactions	relevant ministries, school representatives, FOs, Cooperating partners etc. ● Quantitative interaction with parents ● SHF KAP survey		

No	Sub-questions	Key areas of information	Main sources of data/ information	Data collection methods	Data analysis methods/ triangulation	Evidence Availability/ Reliability
		● How was the programme impact different for girls and boys/men and women? Why? (FGD-parents, KII - school representatives, IDI - management and Fos, KII - programme representative, SHFs - KAP survey, Quant-children & parents) * All the information areas will be examined from a gender and equity perspective				
6.	**Sustainability**					
EQ6	**To what extent will the net benefits of the intervention continue, or are likely to continue?**					
6.1.	To what extent did the intervention implementation consider sustainability, such as capacity building of national and local government institutions, communities, and other partners?	● Attitudes, perceptions and reported behaviours of target population (government actors) ● Progress on capacity building at the district and national level	● Programme documents including Annual reports, baseline report, outcome survey report, field level agreement, monthly narrative reports, CSP, other school	● Review of programme logical framework ● Mapping of programme's inputs activities and outputs with goal and objectives	● Narrative/thematic analysis of secondary data ● Analysis of qualitative data (from KIIs/ IDIs/ FGDs conducted with WFP, staffs, Government,	Strong

No	Sub-questions	Key areas of information	Main sources of data/ information	Data collection methods	Data analysis methods/ triangulation	Evidence Availability/ Reliability
		• Availability of a sustainable plan • Delineation of responsibilities planned for all stakeholders involved • Preparedness of the stakeholders to uphold their responsibilities as per the plan • Participation of communities/ beneficiaries across the programme implementation • Perception of communities on opportunities and provisions available to the HGSF • Availability and preparedness of delivery mechanisms to mitigate risks/challenges that may be posed due to emergency /pandemic situations. • Key enablers and barriers (both internal and external) towards sustainability identified and remedial	feeding evaluation reports, EMIS report, SDG, other policy briefs and research studies developed under the project • Secondary data available in public domain such as NESP, MNGDS III, NMNP, NMSNSP, CSP • Data made available by the government and WFP. • Government authorities implementing agency and community. • Programme documents (ToR, logical framework, programme design) • Data from qualitative interactions	• Programme documentation • KII /IDIs/FGDs with WFP, programme team, government officials across relevant ministries, school representatives, FOs, Cooperating partners etc.	School representatives, FOs, etc)	

No	Sub-questions	Key areas of information	Main sources of data/ information	Data collection methods	Data analysis methods/ triangulation	Evidence Availability/ Reliability
		actions taken by the programme ● Integration of best practices and innovations for programme design and delivery at the district levels (KII-Gov officials, KII-District level Gov officials, KII-Ecosystem rep, IDI-co-partners)				
6.2.	To what extent is it likely that the benefits of TSOLATA HGSF will continue after WFP's work ceases?	● Evidence of systemic changes and activities to enable sustainability. ● Perception of government staff on their capacity (post support provided by WFP) to independently undertake programme activities. ● Evidence of best practices and innovations that strengthen the case for sustainability (implementation strategies/models) ● Willingness and commitment of government agencies to take forward or adopt best	● Programme documents including annual reports, baseline report, outcome survey report, field level agreement, monthly narrative reports, CSP, other school feeding evaluation reports, EMIS report, SDG, other policy briefs and research studies developed under the project ● Secondary data available in public domain such as	● Desk review of the context of nutrition, health, education, livelihood, agriculture of the project areas ● Review of the NESP, MNGDS III 2018-2022, NMNP 2018-2022, NMSNSP 2018-2022, National School Health and Nutrition Policy 2017, NAIP 2017, CSP 2019, 2023, SDGs, National Gender Policy 2015, surveys from	● Narrative/thematic analysis of secondary data ● Analysis of qualitative data (from KIIs/ IDIs/ FGDs conducted with WFP, staffs, Government, School representatives)	Strong (will be dependent on the inputs/ insights received from the Government representatives)

No	Sub-questions	Key areas of information	Main sources of data/ information	Data collection methods	Data analysis methods/ triangulation	Evidence Availability/ Reliability
		practices or innovations from the initiative. • Early potential demonstrated (in terms of effectiveness and efficiency) by delivery channels/models of implementation for replication. (KII-Government officials, KII-District level Government officials, IDI-co-partners) * All the information areas will be examined from a gender and equity perspective	NESP, MNGDS III, NMNP, NMSNSP, CSP • Data made available by the Government and WFP • Government authorities implementing agency and community • Programme documents (ToR, logical framework, programme design) • Data from qualitative interactions	various government department etc. • Review of programme logical framework • Mapping of programme's inputs activities and outputs with goal and objectives • Programme documentation • KII /IDIs/FGDs with WFP, programme team, government officials across relevant ministries		

Annex V. Data collection tools

1. FGD Guides

1.1. FGD with parents

Name of the School: Name of the Village: Name of the District: Name of the Province:					No of children in primary school	
S.No	**Name of the parent**	**Age**	**Gender**	**Mobile number**	**Boy/s**	**Girl/s**

Introduction

1. What are the main occupations of men and women in your village?
2. Do all children in your village attend the same school? What were your reasons for enrolling your children to the current school? *Probe for:*
   a) *Criteria for choosing school such as distance, cost, availability of meals, etc.*
   b) *How does the school's current infrastructure (classrooms, WASH facilities, play area etc) influence children and parents' motivation to join school?*
3. What are some of the key challenges to education and nutrition for children in your village? How have challenges changed in recent times (in the context of covid, storms, cholera etc)?
   a) What did you as parents do to support your children to continue their education and maintain their nutrition?
   b) Did the children or parents receive any support during crisis? If so, what was the nature of support received?

Programme interventions

4. Over the past 3 years what efforts have the schools, District Councils and/or WFP made to address these challenges to education and nutrition? Can you list some activities that you are aware of or have participated in *(e.g., school meals, Take Home Rations (THR), outreach for enrolment, Social and Behavioural Change Communication (SBCC), use of Information, Education & Communication (IEC) material etc)?*
   Note: Explore sections A, B and C in more depth by discussing all probe points provided.

A. School Meals:

5. What is your opinion on the regularity and quality (nutrition and hygiene) of food provided as school meals? Has your child ever mentioned being hungry after the school breakfast? Also check:
   a) What are the main challenges to regularity of school meals?

b) What are the main challenges to quality of school meals? *(Diversity of meals, inclusion of 6 food groups, quantity of meals, content of meals etc).*
c) What more should be done to improve regularity and quality of school meals?
d) What is your feedback (positive and negative) on the school meals menu?

6. How do you (parents) and other community members contribute to the school meals (in-cash, labour, or materials (like chicken, meat, fuelwood)? If contributions are made, in what quantity and how frequently are such contributions made? Also check:
   a) How is this decided – same for all farmers or different; same for parents of children currently in school and those not having children in school? What are your motivations for contributing?
   b) How are the community volunteer cooks paid for their services, if at all?

Do parents also contribute labour or resources for the building, repair and/or maintenance of the school infrastructure, gardens etc?

Non-meal interventions

7. Does your child's school have gardens, orchards, or woodlots? If yes, ask:
   a) What is being grown in the school gardens and orchards?
   b) To what extent are parents engaged in the looking after these?
   c) To what extent are children involved in garden activities?
   d) How are these gardens, orchards or woodlots used for the benefit of children/How have these benefitted children and families? (Knowledge, preference and practice around nutrition/food and diet?)
   e) What are the constraints faced in looking after the garden/orchard/woodlot?

8. In case you have any issues with respect to school meals management (food procurement, food preparation, cooking infrastructure etc.) or non-meal aspects (issues around school gardens, WASH infrastructure etc.) how are these resolved? Please provide examples.
   a) Are you part of PTAs or School Management Committees (SMCs)/Do you have parent representatives?
   b) How useful are PTAs or SMCs in addressing these concerns?

9. Have you ever attended any training or workshop conducted for parents by WFP, district councils or schools? If yes, ask:
   a) What topics were covered in these training sessions? *(Probe for Cooking demonstrations, storage and processing, agricultural training, WASH, aflatoxin management etc)*
   b) Was there use of communication materials or curriculums? How useful were these? Please give examples.
   c) What were some of your key learnings from these sessions? How have you applied those learnings at home/in your own nutrition, WASH and/or agricultural practices?
   d) Please provide feedback on these training sessions *(Probe further for feedback on relevance of content/frequency/duration/ease of understanding etc)*

If they have not attended any, please elaborate on the reasons. What topics would you like to receive trainings on?

Feedback

10. How has the school meals programme benefited your children and children in your village? Please elaborate. **(Note: Check impacts for both boys and girls separately).**

a) Have you witnessed any significant changes in your children's attitude/behaviour/performance around <u>education</u> in the last two years? Could you list the 3 most significant changes? *(Probe for attentiveness/concentration levels, student attendance, dropout vs retention, and academic performance).* ***(Note: Check impacts for both boys and girls separately).*** What do you think could be the reasons for these changes?

b) Have you witnessed any significant changes in your children's <u>health and nutrition</u> in the recent past? Could you list the 3 most significant changes? *(Probe for health and nutrition related knowledge and attitudes, food consumption practices, frequency of illness and health-related absenteeism).* ***(Note: Check impacts for both boys and girls separately).***

c) Have you witnessed any significant changes in your children's <u>sanitation and hygiene</u> in the recent past? Could you list the 3 most significant changes? *(Probe for change in knowledge of WASH, use of WASH facilities, and hand-washing)* **(Note: Check impacts for both boys and girls separately).**

11. How has the school meals programme and related agriculture services benefited you as parents or parents in your village? Please elaborate. **(Note: Check impacts men and women separately).**

a) To what extent has the programme influenced your livelihoods as farmers/parent-farmers in your village? (Probe for access to inputs, production quality and quantity, access to market, change in incomes and quality of lives). **(Note: Check impacts men and women separately).**

b) To what extent has access to meals influenced your out-of-pocket expenditure? (Probe for *expenditure changes regarding food expenses, children's education, illness, and health care*). **(Note: Check impacts men and women separately).**

12. What has the community done to continue school meals program after the TSOLATA program ends? Do you think that as a community, parents can continue to support school meals management in the future?

a) What is the support that they will seek from the school, the district councils, or other institutions like WFP?

b) What may be the key challenges in continuing the school meals by themselves?

Thank you for your valuable time, your feedback is much appreciated.

1.2. FGD with smallholder farmers (men and women)

					No. of children in primary school	
Name of the School: **Name of the Village:** **Name of the District:** **Name of the Province:**						
S.No	**Name of the parent**	**Age**	**Gender**	**Mobile number**	**Boys**	**Girls**

Production and harvest practices

1. Can you please tell us about the agricultural patterns in your village throughout the year?
    a) How many months in a year do you practice farming and in which months?
    b) What are the different crops grown in your area over different seasons? Fill the table provided below – and probe for reasons for change in crops grown for each season.

	Details	Season 1 (Rain season) (Specify crops grown)	Season 2 (Dry season) (Specify crops grown)
In Intervention villages	Before 2019		
	In the last 1 year		

   c) Do most farmers practice *single or multiple cropping?* Why/ What apprehensions do farmers have for practicing *multiple cropping*?
   d) Apart from agriculture, what other livelihood activities are you all involved in *(for example non timber forest produce, labour)*? How does involvement in these activities change across the year?

2. How are decisions on what types of crops and vegetables to grow made? *Probe for role of Farmer Field Schools, Farmer Groups and WFP or any other guidance received. Do not provide answers.*

3. What is the status of land ownership in your village? How does this influence your production practices (Check for ability to produce surplus versus subsistence based on land availability)? **(Note: Check impacts men and women separately).**

4. Where do you generally get farming inputs from (e.g., seeds, tools, fertilizers, pesticides, etc.)? Also check:
    a) How do they fund their farm inputs? (Probe for *access to banks, loans, savings, support from* institutions and/or district councils and agencies like WFP)
    b) What challenges do farmers face in accessing farm inputs (e.g., access to market, lack of transport, lack of money/capital, etc) *(Note: Check key challenges that women farmers face)*
    c) Have you received any inputs for farming from WFP or from other organisations/NGOs (E.g., FAO or any that they mention)? How frequently? /What kinds of support is available for increasing production for farmers in your village?

5. Where do you store your farm inputs and produce? Do you have enough storage space? Did you receive any support or guidance regarding the same from WFP or NGOs – kindly specify?

6. Did you experience any loss during in the last 2 years? What were the reasons for this loss? What are some of your challenges in managing crops post-harvest? Also probe:

    a) What measures do you usually take to minimize harvest losses?

    b) What are your sources of information/support for adopting these measures? (Check for impact of trainings)

    c) What kinds of post-harvest techniques do you use after harvesting your crops? *(e.g., Proper Shelling/preparing, Proper drying, Storage hygiene, Application of chemicals, Hermetic bags etc – Do not provide answers)*

    d) How do you undertake these processes? (On their own/through third parties/through farmer groups or cooperatives etc).

7. Are you able to produce enough to sell in the market?

    a) If yes, what are some of the main factors that determine sale of harvest? *(e.g., price, surplus, market availability, costs of transport etc)*

    b) If no, what are the key challenges/reasons limiting your production capacity? Please explain with some examples. *(Hint: Issues around Crop failures; Labor deficit; Lack of fertiliser, Lack of financial means, Pest, and diseases)*

    c) How do these differ for men and women farmers, if at all?

    d) Have you received any support on addressing these challenges from WFP?

8. How do you sell your crops (*e.g., local traders/through Farmer Organizations/to market, to school etc)?* Also ask:

    a) Where do you sell your crops (Probe for *access to local, regional, digital, or external markets*)

    b) What challenges do you face in selling crops (check for: lack of match FO needs and farmer's produce, lack of access to markets, distance from markets, pricing/rates related gaps etc.)

    c) Have your processes of selling crops to traders changed in last two-three years – how?

9. Are there any farmer groups in and around your village? Is anybody here part of farmer groups? If yes:

    a) What kind of groups are they part of? (Farmer Cooperatives, Associations or Clubs)

    b) How did they become motivated to join these groups?

    c) What advantages and disadvantages do you see in being part of a farmer group?

    d) Opinion on price setting process?

    e) How representative is the management?

    f) How responsive are FOs to your challenges?

HGSF Programme

10. Do you also sell crops and vegetables to schools? If yes, ask:
    a) How do you decide which schools to supply to and when? (*Check role of Farmer Groups*)
    b) What items do you supply to schools and how frequently? How are these decisions made – by all farmers collectively or individually?
    c) In what quantity? How does it differ across farmers? (production capacity/land size/gender etc)

d) Do you (farmers) sell to schools on higher prices/market rates/free of cost/at discounted rates?

e) Did your ability or decision to supply to schools change in the last 2 years till present?

11. What has your experience of supplying to schools been like? Discuss:

a) What are some of the positive drivers/motivations for supplying to schools?

b) What challenges do you face in supplying food to schools? *Also probe around issues price setting, menu changes, delayed payments, involvement of middlemen, poor coordination etc.*

c) How can these be addressed in the future?

12. Do you and farmers like you also contribute in-cash or other materials (like chicken, meat, fuelwood) for school meals? How frequently? How is this decided – same for all farmers or different; same for parents of children currently in school and those not having children in school? What are your motivations for contributing?

13. Are you aware of the HGSFP? If so, what kind of benefits did you receive under HGSFP? *Probe for trainings, provision of tools, seeds and plants, access to market etc. for women and men farmers separately, and the most (socially and economically) vulnerable farmers).*

14. Have you received/are aware of any trainings or workshops on agricultural practices for improving production or outputs provided to farmers? What topics were covered in these sessions? *(Probe for record management, multi-cropping, irrigation scheme linkages, entrepreneurship and business management, farmer filed schools etc.)* Also ask:

a) What is your opinion on the frequency and intensity of these trainings?

b) How relevant were these trainings to your needs?

c) How did farmers benefit from these sessions? How did farmers use the knowledge received through these trainings?

15. In the last 2-3 years, what changes have you observed in the overall farm productivity, income, and quality of life of you and of other farmers? Can you list the 3 most significant changes observed? **(Note: enquire about impacts separately for men and women farmers)**

a) Have you experienced any change in quantity, diversity, and quality of produce?

b) Any change in linkage/access to markets? *Any difference between male and female farmers?*

c) Any change in nutritional practices due to growing of nutritional crops? For children and families?

d) *Any changes about participation, decision making and discrimination of female farmers?*

e) Any change in lives (income, quality of life) of farmers and communities?

16. Do you think that as a community, farmers can continue to support home grown school feeding in the future?

a) What is the support that they will seek from the school, the district councils, or other institutions like WFP?

b) What may be the key challenges in continuing engagement with HGSF by themselves?

Thank you for your valuable time, your feedback is much appreciated.

2. In-depth Interview Guides

2.1. IDI with Farmer Organizations (Cooperatives, Associations and Clubs)

Introduction, roles, and responsibilities

1. What is your name and position? Do you have a mobile number? If so, could you share it with us? Can you tell me more about your farmer group?

   a) When was it established/how long has your FO been functional?
   b) What type of an FO is it? (Cooperative, Association or Club) How is it registered?
   c) ***How many male and female farmers are part of your FO?***
   d) What is the process to joining your FO? (Any standard procedure/personal links/preferences etc
   e) How is the management of your FO organized?? ***(Check for gender representation across divisions)***

2. What type of farmers does your group typically consist of? *(Probe whether: landed/ tenant/ smallholder/)*

   a) What are the types of cropping patterns over the year (*rainy summer season only, or also dry winter season?)*
   b) Types of Crops grown

3. How are decisions on what types of crops and vegetables to grow made by farmers?

   a) To what extent does FO influence this decision?
   b) How does WFP or FAO influence this decision? *(Any trainings, farmer field school etc.)*
   c) How does District Council (DC)and Department of Agricultural Extension Services (DAES) influence this decision *(Any trainings or provision of school meals menu or food calendars)*

4. What does membership to your FO include? What are your main expectations and requirements from members? Also ask:

   a) What is the process of buying/aggregating produce from members ***(Check for differences in process for male and female farmers)***
   b) What kind of support do you provide to members? *(Check for farm inputs, storage, aggregation, selling, access to finance, trainings, or capacity building/entrepreneurial opportunities etc)*
   c) How do FOs monitor and support farmers in enhancing production? *(Check use of any tools/forms provided by WFP or DAES/DC))*
   d) What is the process of pricing produce of member farmers?
   e) How does your FO meet needs of women farmers and farmers from disadvantaged backgrounds?

5. Did you experience any loss during the 2022/2023 harvest? If yes, please elaborate. What were the reasons for this loss?

   a) What measures do you usually take to minimize harvest losses?
   b) What are your sources of information/support for adopting these measures?
   c) In the case of poor production due to multiple reasons, how are farmers and FOs affected? Are there any risk mitigation strategies adopted?

6. What quantity of produce did you sell in the last season (2022-2023)? How and where do you sell your FO's produce? What are your key buyer categories (Probe for *local market, local traders, district level traders, schools, other institutions*). Also ask:

   a) What challenges do you have in selling your FO's produce?

   b) What are some of the main factors that determine sale of harvest? *(e.g., price, surplus, market availability, costs of transport etc)*

   c) Have your processes of selling crops changed in last two-three years (Check how HGSF support has changed market dynamics for them)?

7. In your opinion, what are some of the major challenges faced by smallholder farmers in your village on agriculture and increasing production? Please explain with some examples. *(Hint: Issues around Crop failures; Labor deficit; Lack of appropriate tools, Lack of financial means, Pest, and diseases)*

   a) How do these differ for men and women farmers, if at all?

   b) Have you received any support on addressing these challenges from WFP?

HGSF Programme

8. Does your FO also sell crops and vegetables to schools? If yes, ask:

   a) What items do you supply to schools and how frequently?

   b) How does it differ across farmers? (production capacity/land size/gender etc)

   c) How are decisions on what crops to supply, in what quantity etc. made? (Check influence of FAO, WFP, School meal menus, food calendars etc)

   d) How is the procurement and delivery of produce ensured by FOs against orders?

   e) How is the decision on which schools to sell produce in, made?

9. What does the contracting process for supplying to schools look like?

   a) How are farmers alerted of school requirements? What is the process for bidding?

   b) Do farmers sell to schools on market rates/free of cost/at discounted rates?

   c) How is pricing done for supplying to schools? To what extent are farmer representatives involved in the process?

   d) How are payments made and in what sequence? (Payments schedules, distribution to farmers etc)

   e) What is your opinion on the overall contracting and engagement with schools as an FO representative?

10. Are you aware of the HGSFP? What kind of benefits did you receive under HGSFP? **Note: *If no, ask the following questions generally. If yes, ask the following questions in clear reference to HGSFP.***

10.1. Has your FO/member farmers received any trainings or workshops on agricultural practices for improving production? What topics were covered in these sessions?

Farming and food safety practices: *Check for trainings on multi-cropping, post-harvest loss management, irrigation scheme linkages, handling, quality control, grading, and food safety (aflatoxin management)*

Enterprise management and governance: *Check for trainings on record management, FO governance, collective marketing, entrepreneurship and business management, market-based crop planning.*

   a) How relevant were these trainings to your needs? How did farmers benefit from these sessions?

   b) How did farmers use the knowledge received through these trainings?

c) What is your opinion on the frequency and quality of these trainings? What can be improved?

10.2. Has your FO/member farmers received any input support from WFP (e.g., *provision of tools, seeds and plants, finances etc.)*

    a) How relevant were these inputs to your needs? How did farmers benefit from these?

    b) What is your opinion on the frequency and quality of these support? What can be improved?

11. How has your FO's experience of supplying food to schools been? Specifically:

    a) What has been your main motivation to supply/sell produce to schools? Please elaborate. *(e.g., better linkage to market/better incomes/nutrition of children and community/support from HGSFP/any other)*

    b) How has your experience of working with school management communities/principals/WFP been while supplying for HGSFP?

    c) What has been some of the main challenges around selling produce to schools? Please elaborate. *(e.g., dissatisfaction with prices/menu changes/delayed payments/poor coordination/issues with school management, any other)*

12. In the last 2-3 years, what changes have you observed in the overall farm productivity, income, and quality of life of farmers? Can you list the 3 most significant changes observed?

    a) Have you experienced any change in quantity and quality of output of farming thereafter?

    b) Any change in linkage/access to markets? *Any difference between male and female farmers?*

    c) Any change in nutritional practices due to growing of nutritional crops? For children and families?

    d) *Any changes on. participation, decision making and discrimination of female farmers?*

    e) Any change in lives (income, quality of life) of farmers and communities?

13. In your opinion, to what extent has the school meals programme improved the well-being of your children (nutrition, education, and health) and local farmers (improving agricultural production and income)? What improvements can be made to enhance outcomes in the future?

14. Do you think it is possible for farmers to support HGSF in the absence of external support for linkages?

    a) What is the support that they will seek from the school, the district councils, or other institutions like WFP?

    b) What may be the key challenges in continuing the school meals by themselves?

Thank you for your valuable time, your feedback is much appreciated.

2.2. IDI with Beneficiaries (Parents/Farmers)

Beneficiary Type: Tick as applicable Parent [ ] SHF [ ]				No of children in primary school	
Name of the parent	**Age**	**Gender**	**Mobile number**	**Boys**	**Girls**
Name of the Village: **Name of the District:**				**Name of the School:**	

Common lines of inquiry

1. What were your reasons for enrolling your children to their current school? *Probe for:*
   a) *Criteria for choosing school such as distance, cost, availability of meals, etc.*
   b) *How does the school's current infrastructure (classrooms and education materials, WASH facilities, support for children with special needs, play area etc) influence children and parents' motivation to join school?*
   c) *What is your opinion on adequacy of these infrastructure/support*? Explain.

2. What are some of the key challenges you face in securing education and nutrition for your children?
   a) How have challenges changed in recent times (in the context of covid, storms, cholera etc)?
   b) What are some of the challenges related to your girl child's education as compared to boy child's?
   c) What are some of the challenges related to your girl child's nutrition and health as compared to boy child's?
   d) How have you supported your children continue their education and maintain their nutrition?
   e) Did you or your children receive any support during crisis (in the context of covid, storms, cholera etc)? What was the nature of support received?

3. Over the past 3 years what efforts have the schools, District Councils (DC) and/or WFP made in to address these challenges to education and nutrition? Can you list some activities that you are aware of or have participated in *(e.g., school meals, Take Home Ration (THR), outreach for enrolment, Social and Behavioural Change Communication (SBCC), use of Information and Education Communication (IEC) materials etc)?* **This is to be broadly asked and responded to based on recall of participants. Subsequent questions would explore each of these components.**

Contribution and experience with school meals

4. How do the parents and other community members contribute to the school meals (in-cash, labour, or materials (like chicken, meat, fuelwood)? In what quantity and how frequently are such contributions made? Also check:

a) How is this decided – same for all farmers or different; same for parents of children currently in school and those not having children in school? What are your motivations for contributing?

b) Do you contribute labour or resources for the building, repair and/or maintenance of the school infrastructure, gardens etc?

c) In case you have any issues with respect to school meals, how do you communicate with school meals committees? Do you have parent representatives in the School Management Committees (SMC)s?

5. What is your opinion on the regularity and quality (nutrition and hygiene) of food provided as school meals? Has your child ever mentioned being hungry after the school meal? Also check:

a) What are the main challenges to regularity of school meals?

b) What are the main challenges to quality of school meals? *(diversity of meals, quantity of meals, content of meals etc).*

c) What more should be done to improve regularity and quality of school meals?

d) What is your feedback (positive and negative) on the school meals menu?

Contribution and experience with non-meals interventions

6. Does your child's school have gardens, orchards, or woodlots? If yes, ask:

a) To what extent are you engaged in the development and maintenance of school gardens, orchards, woodlots etc? Why/why not? (Check especially for female SHFs and parents)

b) To what extent are your children involved in garden activities? Why/why not? (Check especially for girls and learners with special needs)

c) How are these used for the benefit of children/How have these benefitted children and families? (Knowledge, preference and practice around nutrition/food and diet?)

Women SHFs – Not relevant for mothers of girls or learners with disability:

7. In your opinion, what are some of the major challenges faced by female smallholder farmers in your village/region w.r.t agriculture and increasing production? Please explain with some examples. *(Hint: Issues around Crop failures; Labor deficit; Lack of appropriate tools, Lack of financial means, Pest and diseases)*
   a) *How do these differ for male and female farmers, if at all?*
   b) Have you received any support on addressing these challenges from WFP?
   c) In your opinion, how can these challenges be addressed? /What kind of support would you require to improve production and sales?

8. What kinds of support are available to female farmers for increasing the quality, quantity, and diversity of production?

a) Did you receive any input support from WFP or district councils (e.g., provision of tools, seeds and plants, finances, IEC or knowledge materials etc.)?

b) How relevant and useful were these? How did you benefit from this support?

c) What is your opinion on the frequency and quality support? What can be improved?

9. Are you part of any FO? If yes,
   a) What kind of groups are you part of? (Farmer Cooperatives, Associations or Clubs)
   b) How did you become motivated to join these groups?
   c) What advantages and disadvantages do you see in being part of a farmer group? (Probe for input support, marketing support, pricing support, processing support etc)

d) What is your opinion on the price setting processes for your produce?

e) Do you have representatives (e.g., women SHFs) in the main managerial units?

f) How responsive are FOs to your challenges as a female farmer?

Common lines of inquiry

10. Have you ever attended any training or workshop conducted for parents or smallholder farmers by WFP, district councils or schools? If yes, can you share what topics were covered in these training sessions? Discuss separately for each category:

Check for school meals related training (parents and farmers): *cooking demonstrations, storage and processing, agricultural training, WASH etc)*	**Check for farming related training (Farmers only):** *multi-cropping, post-harvest loss management, irrigation scheme linkages, handling, quality control, grading, and food safety (aflatoxin management)*	**Check for enterprise management and governance trainings (Farmers only):** *record management, FO governance, collective marketing, entrepreneurship and business management, market-based crop planning.*

a) Which categories of trainings did you receive most regularly?

b) How relevant were these trainings to your needs? How did you benefit from these?

c) What were some of your key learnings from these sessions?

d) How have you applied those learnings at home/in your own nutrition, WASH and/or agricultural practices?

e) Please provide feedback on these training sessions *(feedback on relevance of content/frequency/duration/ease of understanding etc)*

If they have not attended any, please elaborate on the reasons. What topics would you like to receive trainings on?

11. How has the school meals programme benefitted your children and children in your village? Please elaborate. **(Note: Check impacts for both boys and girls separately).**

a) Have you witnessed any significant changes in your children's attitude/behaviour/performance around <u>education</u> in the recent past? Could you list the top 3 changes? *(Probe for attentiveness/concentration levels, student attendance, dropout vs retention, and academic performance)* What do you think could be the reasons for these changes?

b) Have you witnessed any significant changes in your children's <u>health and nutrition</u> in the recent past? Could you list the top 3 changes? *(Probe for health and nutrition related knowledge and attitudes, food consumption practices, frequency of illness and health-related absenteeism)* What do you think could be the reasons for these changes?

c) Have you witnessed any significant changes in your children's <u>health and hygiene</u> in the recent past? Could you list the top 3 changes? *(Probe for change in knowledge of WASH, use of WASH facilities, and hand-washing)* What do you think could be the reasons for these changes?

12. How has the school meals programme and related agriculture services benefitted you as parents or farmers? Please elaborate. **(Note: Check impacts men and women separately).**

a) To what extent has the programme influenced your livelihoods as farmers/parent-farmers in your village? (Probe for access to inputs, production quality and quantity, access to market, change in incomes and quality of lives)

b) To what extent has access to meals influenced your out-of-pocket expenditure? (Probe for *expenditure changes regarding food expenses, children's education, illness, and health care*)

13. In your opinion, to what extent has the school meals programme improved the well-being of your children (nutrition, education, and health)? What improvements can be made to enhance outcome in the future?

14. Do you think it is possible for parents and local farmers to support school meals/HGSF in the future without external support?

a) What is the support that they will seek from the school, the district councils, or other institutions like WFP?

b) What may be the key challenges in continuing the school meals by themselves?

Thank you for your valuable time, your feedback is much appreciated.

2.3. IDI with Cooperating Partners (CPs) – World Vision International (Chikwawa and Phalombe), Evangelical Association of Malawi (Nsanje), Emmanuel International (Zomba)

District:		Name of the CP:	
Designation	**Name of the representative**		**Tenure of current role (years)**

1. As a contracted Cooperating Partner (CO), what are some of the key programmes that you support the District Council (DC) of # with (across nutrition, education, health, agriculture etc)?

2. In what capacity has your organisation been engaged in WFP's school feeding activities? *Probe:*

    a) *Partnership agreements and timelines*
    b) *Resource allocation and payment processes*
    c) *Points of communication and feedback mechanisms*
    d) *What is the role that he/she undertakes as part of these engagements?*

3. What specific support do you provide for the home-grown school feeding programme? *(e.g., training, demonstrations, distribution of food and non-food support, conducting meetings and reviews, nutrition open days, price setting etc)?*

    a) What role does the CP play in coordination of food/cash distribution?
    b) What role does the CP play in non-food support provision?
    c) What role does the CP play in identification of beneficiaries for food/non-food items?
    d) What role does the CP play in maintaining database for interventions, beneficiaries etc?

4. For implementation of HGSFP, which stakeholders do you most actively work with and in what capacity? *(e.g., Village leaders, monitoring champions, Area Nutrition Coordination Committee (ANCC), Village Nutrition Coordination Committee (VNCC), Area Community Leaders Action for Nutrition (ACLAN), School Management Committees (SMCs), Care Groups, price setting committees)*

5. What kind of capacity building support do you provide to community level stakeholders for delivery of school meals? *Probe:*

    a) Who are the main recipients of these trainings? *(e.g., Village project management communities, monitoring champions, ANCC, VNCC, ACLAN, SMC, Care Groups etc)*
    b) Which other institutions are involved in conducting these? *(e.g., DCs, DNCC, DAES, Farmer Field School/FAO, any other)*
    c) What is the frequency and duration of trainings conducted?
    d) What are the topics and mediums of training? *(e.g., workshops/IEC/demonstrations etc)*
    e) In your opinion, how relevant or useful were these for the beneficiaries? What can be improved?

6. What activities do you undertake for supporting livelihoods, especially agriculture with FOs and farmers under HGSFP? Also ask:

    a) How do you identify beneficiaries for different programme services for farmers?
    b) ***What strategies are adopted for inclusion of female farmers and people from disadvantaged backgrounds?***

7. Have you or representatives from your organization attended any training or workshop for supporting the HGSFP (from a nutrition or agriculture standpoint)? How have these influenced your capacity for

programme implementation? *Check for Capacity building conducted by WFP/DCs/ FAO or other NGOs, as applicable or recalled as well as the topics of these trainings.* What is your opinion on the quality and frequency of trainings attended? What can be improved?

8. What are the mechanisms in place for monitoring the implementation of programme activities and tracking beneficiaries? Also ask:

   a) Can you elaborate on the key monitoring activities and stakeholders involved? *(e.g., Joint monitoring visits, sectoral technical supervision, monthly joint reviews with village stakeholders, quarterly meetings with DNCC etc).*
   b) How frequently are these activities conducted? How do you utilise learnings from these exercises?
   c) Are there any mechanisms to take feedback from the community on the programme interventions? Please elaborate.

9. Can you elaborate upon your coordination mechanisms for HGSFP implementation at the district level?

   a) What is the nature and process of coordinating at the district level?
   b) *What is the frequency, timelines, and mechanisms in place for seamless coordination?*
   c) *What have been some of the key challenges with regards to ensuring coordination at the district level?*
   d) *How can coordination amongst Cooperating Partners, District Council and schools/communities be improved in the future?*

10. Were you able to complete all programme commitments in a timely manner? If no, what were the reasons for the delay? *Probe for general coordination and logistics related issues*; *bureaucratic factors*; *impacts of COVID-19 and natural disasters*; *Change in needs, priorities and participation of stakeholders (e.g., community)*

11. To what extent has the programme addressed the needs of the community? Are there any specific measures to ensure community participation in your implementation processes? Please explain with examples.

    Probe for (i) any gender-responsive strategy/policy followed; (ii) inclusion of members from different genders, girls, women led HHs, women SHFs etc; (iii) programme responsiveness to issues specific to marginalized groups including poor families, ethnically marginal groups, and persons with disability)

12. Based on your experience/organizational data, how have interventions been received by beneficiary communities? Could you reflect and share the 3 most significant changes/impacts with examples? *Probe for any negative positive changes/impacts; any success stories related to the programme in the communities; identification of community change agents.*

13. What have been some of the key implementation related challenges? Kindly elaborate with examples. How has the partnership (DC and CP) responded to/plan to respond to – these challenges? *Probe for:*

    a) *Any gaps in programme design that they think needs to be addressed.*
    b) *Any suggestions on how to best address the issues.*
    c) *New measures planned and strategized in response to the pandemic or disasters.*

14. To what extent are different stakeholders ready for sustaining programme activities and outcomes in the future? In your opinion, what more can be done to improve ownership and enable independent implementation of programme activities (e.g., school feeding or diversified agricultural practices)?

15. With the first phase of the programme having reached its end, what have been some of your key lessons as an CP? Going forward, what support would you require to improve the implementation of the programme?

Thank you for your valuable time, your feedback is much appreciated.

3. Key Informant Interview (KII) Guides

3.1. KII with School Principal/Representatives from School Management Committee (SMC)/Village Nutrition Coordination Committee (VNCC)/Area Nutrition Coordination Committee (ANCC)/Care Groups

Name of the School and Village:	
Name of District:	
Name of Representative:	**Gender:** **Tenure in current role:**
Mobile Number:	

1. Can you tell us something about your village and its access to facilities for education like:

   a) How many households are there? What are the main occupations of men and women in your village?

   b) What is the status of literacy in your village? *(Check for literacy trends amongst parents, people of different work profiles, people of different ethnic groups and youth)*

   c) How many schools are there in and around your village? Where do most of the village children attend school *(inquire for primary, secondary, and higher education separately)?*

   d) Are these schools able to accommodate the school-age population in your village? If not, what other alternatives exist?

   e) Are there any households in your village where children do not go to school? If so, then why?

2. What are your primary responsibilities at the school level? (e.g., admin, teaching, cooking, store keeping, maintenance of school infrastructure, gardens etc, informing children, school staff and parents about health and nutrition; Engagement with nutrition clubs, School Management Committees (SMCs), or other bodies; Community outreach for promoting literacy and increasing enrolment/attendance or any other)

Education, Nutrition and WASH trends, activities, and facilities

3. What is the status of education in your village? Can you brief us on recent enrolment and dropout trends in your village? (In the context of pandemic, natural disasters, disease outbreaks etc.) Probe:

   a) How are trends different across different genders?
   b) How do trends differ across grades?
   c) How do these differ across ethnic groups?

4. Can you explain trends in attendance amongst children? (Probe for differences for boys and girls)

   a) What are the most common reasons/determinants of absenteeism?
   b) What has the school done to improve attendance of children?

5. What are some of the key challenges to improving/maintaining enrolment and reducing dropouts? Ask:

   a) What are the main reasons for low enrolment or dropout prevalence? (Probe for *differences in reasons for boys and girls)*

   b) Does the school undertake any activities to improve enrolment outcomes, reduce dropout and cases of repetition among children?

    c)   How do you engage with parents and communities to ensure these? What kind of response have you received?

6.   What are some of the key challenges to improving learning outcomes (like reading/writing, numeracy skills, academic performance etc)? (Check for influence of factors like teacher-student ratio, funds, lack of community support, low attendance etc.)

    a)   Check for gender differences in learning outcomes in detail.
    b)   Check for ethnic differences in learning outcomes in detail.
    c)   What do you do to engage students and improve their learning outcomes?
    d)   How have learning outcomes been affected by recent series of events (pandemic/disaster/school closure)?
    e)   What is the status of school infrastructure to support learning? (e.g., classrooms, libraries, computers, labs etc). How are these developed/maintained? (school funds allocated, external support received etc.)

7.   How does the school support learners with special needs?

    a)   Does school have appropriate facilities to support learners with special needs? *(e.g., toilets for children with special needs, accessible classroom and materials, modified teaching, learning and assessment, availability of specialized assistive devices etc)*
    b)   How are the school staff equipped to accommodate learners with special needs (Review staff attitudes, knowledge, and ability to accommodate learners with special needs)? Elaborate.
    c)   Has the school received any support to improve accessibility of education for learners with special needs? (Any past trainings or sensitization/who conducted, any material or financial support provided by WFP or any other NGOs to support learners with special needs)
    d)   What are the key challenges faced in supporting learners with special needs?
    e)   What measures does the school take to provide appropriate school meals for learners with special needs? Are there any challenges faced in ensuring the same (Probe for meal rejection, additional requirements, food restrictions, dining infrastructure etc.)?

8.   What is the status of WASH infrastructure in your school? What are some of the key challenges to promoting good WASH standards/practices among children and staff? How have these been addressed in the past/can be addressed?

9.   How does the school impart knowledge on healthy diet and hygiene practices to children? To what extent is nutrition integrated into primary education.

    a)   Are lessons on healthy diet and hygiene practices integrated in curriculum for students?
    b)   How does the school use menus and communication materials to discuss nutrition?

HGSFP implementation

10. What type of support does the school receive from WFP and partners under the HGSFP programme? (e.g., THR, cash and food support, school garden equipment, IEC materials, training, and capacity development)

    a)   How relevant have these been to the needs of children and communities?
    b)   How have this evolved/changed in the last 2 years?
    c)   What measures have been taken to maintain support for children's nutrition and education outcomes over time?

11. **School meals management.** Which are some of the main bodies relevant to administration and delivery of school meals? (Cooks and store keeping, menu development, procurement and liaising with farmers/communities, and training)

   a) *Check roles of ANCC, VNCC, SMC, Parents-Teachers Association (PTA), Care Groups, Area Community Leaders Action for Nutrition (ACLAN) etc. as applicable*
   b) Can you briefly describe their key functions and responsibilities towards the HGSFP? *(across intervention areas of nutrition, health, WASH, agriculture)*
   c) Who are members of the SMC? How does the leadership function in SMCs? *(Check gender)*
   d) What role does SMC and PTA play in the delivery of school feeding and related activities?
   e) How frequently do these bodies convene? What is the mechanism of coordination?
   f) What are some of the main topics of discussion and action within these meetings?
   g) What kinds of challenges do these bodies face with regards to fulfilling their responsibilities towards HGSFP activities?

Note: Ask the following questions to persons responsible for HGSFP implementation on a component-wise basis)

12. Cooking and storekeeping

11.1. What infrastructure exists in your school for supporting the provision of school meals? *(e.g., kitchen, energy saving gas stove, cooking equipment, storage etc.)*.

   a) Who is responsible for maintaining these facilities?
   b) How are these procured/managed? *(school funds allocated, external support received etc.)*
   c) What challenges do you face in maintaining school meals infrastructure? *(e.g., leaking roofs, flooding during rainy season, poor storage, etc.)*

11.2. How frequently are school meals provided? How frequently do children consume school meals? What are major reasons for children to miss school meals?

11.3. What is the process of meal preparation?

   a) Can you elaborate upon the food preparation and storage practices used by cooks and store managers? Can you list some of the best practices?
   b) What are some of the main food groups that school meals include? Do you face any challenges in ensuring three out of six food groups as suggested? Please elaborate.
   c) What is the process of appointment for cooks? How are they incentivised, if at all? What are key challenges faced by these stakeholders in fulfilling their roles?

11.4. What are some bottlenecks to ensuring regularity and quality of school meal provision? (Lack of volunteers, lack of funds for input/equipment, poor infrastructure, low access to food groups etc)?

11.5. How were the school meals affected in recent years (pandemic/natural disaster/disease outbreak related closures/change in community perceptions and action)

12. Food procurement and liaising with farmers

12.1. Can you elaborate on the process of food procurement for school meals? To what extent were you able to manage food procurement in a timely and budgeted manner?

   a) Where does the school procure food for meals? (Check for farmers, Fos, or other markets)
   b) How frequently does procurement happen? How do you ensure timely procurement?
   c) How do you communicate and onboard local FOs and farmers for food procurement?

d) What is the process of price setting for procuring of inputs?

e) Please comment on the sufficiency of budget available for procurement. What is the estimated cost for feeding each child in your context?

f) What were the reasons for delay in procurement? (Probe for general coordination and logistics related issues; bureaucratic factors; impacts of COVID-19 and natural disasters; Change in needs, priorities, and participation of stakeholders (e.g., community)

12.2. What are the constraints faced related to procurement of food materials for meals?

a) What has your experience of procuring from farmers been? How has it changed over the years of engagement?

b) Can you list out some of the benefits and challenges of procuring locally from farmers?

c) How do you address the challenges/how can these be addressed?

13. **Non-meals interventions**

13.1. Does your school have orchards, school gardens or woodlots? If yes,

a) Which nutritious crops are grown?

b) How are these used for the benefit of children/How have these benefitted children and families (knowledge, preference and practice around nutrition/food and diet?

c) What are the constraints faced in maintaining the garden? *(e.g., land allocation access to water, climate and seasons-Dry season, input shortage or unavailability of input like seeds, fertilizers, pesticides, tools etc, financial gaps etc*.)

13.2. What are some of the capacity-building activities done by district councils and WFP at the school level on implementing the HGSFP?

a) Topics of training (e.g., Health, hygiene and nutrition, Food preparation and storage, Commodity management, meals management, menu development, record keeping, budgeting, procurement)

b) How often have you received these trainings?

c) To what extent were these helpful in improving your knowledge and skills to fulfil your responsibilities? How have you applied the training received?

d) Were any training materials and IEC outputs provided to schools by WFP and partners? How helpful were those?

e) How can training and capacity building be improved in the future? What additional training would you require to enhance your skills for promoting appropriate nutrition, health and WASH?

14. What has been the nature of engagement of the community in participating and supporting the HGSFP?

a) In what way are community members, parent, farmers etc involved in school meal preparation? Any challenges to participation?

b) Based on experiences can you comment on the communities' readiness in terms of capacities (resources, time, interest etc.) to implement the school meal without support from WFP and partners?

c) What more can be done to improve ownership and enable independent implementation of programme activities (e.g., school feeding or diversified agricultural practices)?

15. In addition to HGSFP, are there other support programmes being implemented at this school towards improving nutrition, health, WASH and/or agriculture?

a) How does the school manage these?

b) How do these complement or contradict each other?

c) In the coming years of implementation, how can WFP improve its support to schools?

Thank you for your valuable time, your feedback is much appreciated.

3.2. KII with NGO/CSO/ Implementation/Cooperating partners (National)

Date of KII:		
Name & Position:		
Name of the organisation:		
Year since he/she has been in the designated position:		

Introduction, Roles, and Responsibilities

1. Can you briefly tell us about some of your organizations' interventions (education/health/nutrition/WASH/food security and agriculture *as applicable*) in Malawi?
2. Can you explain WFP's working partnership with your organization for school feeding or otherwise? What kind of support does WFP provide to facilitate implementation of interventions? Probe for:
    a) Partnership agreements and timelines
    b) Resource allocation and payment processes
    c) Points of communication and feedback mechanisms

WFP HGSFP implementation and outcomes

3. In what capacity has your organisation been engaged in WFP's school feeding activities? Could you provide some background on the duration, geographies, and nature of these engagements? *Probe for:*
    a) What are the key processes followed and actors involved?
    b) Check for activities like (i)direct provision of cash or materials for school meals or agri component (ii) trainings and capacity building (iii) Social and Behavioural Change Communication (SBCC).
    c) What is the role that he/she undertakes as part of these engagements?
4. What capacity building activities have been undertaken as part of this partnership? How have these benefitted programme implementation processes? *Check for:*
    a) Capacity building conducted by WFP for IP
    b) Capacity building conducted by Implementation Partner (IP) for other stakeholders (internal or external like District Councils -DCs)
5. To what extent has the programme addressed the needs of the community? Are there any specific measures to ensure community participation in your implementation processes? Please explain with examples.
    Probe for Any specific gender-responsive strategy/policy followed; Inclusion of members from different genders, girls, women led HHs, women SHFs etc; Programme responsiveness to issues specific to marginalized groups including poor families, ethnically marginal groups, and persons with disability)
6. Based on your experience/organizational data, how have interventions been received by beneficiary communities? Could you reflect and share the 3 most significant changes/impacts with examples? Probe for:
    a) any negative positive changes/impacts
    b) any success stories related to the programme in the communities
    c) identification of community change agents
    d) Do you see any unintended results (positive or negative) emerging through the interventions under the programme? Please describe.

e) Amongst all TSOLATA activities, which interventions worked best? Which did not achieve outcomes as expected and why?

7. What are the mechanisms in place for monitoring the implementation of programme activities? Were there any mechanisms to take feedback from the community on the programme interventions? How do you utilise learning from these exercises?

8. Can you elaborate upon your coordination mechanisms for HGSFP implementation at the national level?
   a) What is the nature and process of coordinating with other relevant implementation stakeholders?
   b) *What is the frequency, timelines and mechanisms in place for seamless coordination?*
   c) *What have been some of the key challenges with regards to ensuring coordination?*
   d) *How can coordination amongst IPs, WFP and schools/communities be improved in the future?*

9. Were you able to complete all programme commitments in a timely manner? If no, what were the reasons for the delay? *Probe for:*
   a) general coordination and logistics related issues
   b) bureaucratic factors
   c) impacts of COVID-19 and natural disasters
   d) Change in needs, priorities and participation of stakeholders (e.g., community)

10. What have been some of the key challenges to achievement of outcomes for (i)education and (ii)food security? In your opinion, examples. How has the partnership responded to/plan to respond to – these challenges? *Probe for:*
    a) Any gaps in programme design that they think needs to be addressed.
    b) Any suggestions on how to best address the issues.
    c) New measures planned and strategized in response to the pandemic or disasters

Moving forward

11. To what extent are different stakeholders ready for sustaining programme activities and outcomes in the future? In your opinion, what more can be done to improve ownership and enable independent implementation of programme activities (e.g., school feeding or diversified agricultural practices)?

    Check for any suggestions on integration of interventions, extensions of partnerships, use of alternate models, multi-sectoral coordination etc)

12. With the first phase of the programme having reached its end, what have been some of your key lessons as an IP? Going forward, what support would you require to improve the implementation of the programme?

Thank you for your valuable time, your feedback is much appreciated.

3.3. KII with Ecosystem Representatives

Introduction, roles and responsibilities

1. Can you briefly tell us about some of your organizations' key/flagship interventions in the area of (education/health/nutrition/WASH/food security and agriculture *as applicable*) in Malawi? What is the role that he/she undertakes as part of these engagements?

2. **EU:** What kind of working partnerships do you have with WFP for action within the development areas of - education/health/nutrition/WASH/food security and agriculture *as applicable*? Can you name some of your key joint interventions with WFP?

3. **FAO:** What kind of working partnerships do you have with WFP for action within the development areas of agriculture and food security in Malawi? Can you name some of your key joint interventions with WFP?

4. **UNICEF and SBN:** What kind of working partnerships do you have with WFP for action within the development areas of nutrition/health/WASH/food security in Malawi? Can you name some of your key joint interventions with WFP?

5. What has been your motivation to work with WFP as an ecosystem partner? Can you elaborate on some of the key complementarities of your organization and WFP? *(Familiarity of administrative structure/ common policies/ past performances /alignment of goals and strategies etc.)*

6. What kind of support does WFP provide to facilitate implementation of joint interventions?
    a) Partnership agreements and timelines
    b) Resource allocation and payment processes
    c) Points of communication and feedback mechanisms

7. In what capacity has your organisation been engaged in WFP's school feeding activities? Could you provide some background on the duration, geographies, and nature of these engagements? *Probe for:*
    a) What are the key processes followed and actors/stakeholders involved?
    b) What are some of the main activities you undertake under this engagement? *Check: (i) direct provision of cash or materials for school meals (ii) non-food input support of any kind (iii) trainings and capacity building (iv) Social and Behavioural Change Communication (SBCC) and advocacy*

8. Are you aware about both the centralised and HGSFP models adopted by WFP? Can you briefly share your opinion on the effectiveness of the two models based on experience form the past?

FAO

9. How has FAO supported WFP's livelihoods and food security interventions? In particular, how has FAO complemented HGSFP through its farmer field school model? Can you elaborate on the main activities and support provided? (Capacity building/extension services/input support/evidence generation/etc)
    a) Which stakeholders did FAO primarily work with to support HGSFP?
    b) To what extent were FAO's activities integrated at the farmers level, in the past 2-3 years?
    c) What positive changes were brought about from this partnership? Please give examples.
    d) What were some of the challenges around integrating FAO's work with the HGSFP? Please explain with examples.
    e) How were these addressed/how can these challenges be addressed?

UNICEF

10. How has UNICEF supported WFP's school feeding and nutrition interventions? To what extent has UNICEF been involved in the implementation of the HGSFP model? Can you elaborate on the main activities and support provided? (Capacity building/evidence generation/IEC and advocacy etc.)

   a) Which stakeholders did UNICEF primarily work with to support HGSFP?

   b) To what extent were UNICEF'S activities integrated at the school and community level, in the past 2-3 years?

   c) What positive changes were brought about from this partnership? Please give examples.

   d) What were some of the challenges around integrating UNICEF's work with the HGSFP? Please explain with examples.

   e) How were these addressed/how can these challenges be addressed?

Common questions

11. Have you or representatives from your organization attended any training or workshop for supporting the HGSFP (from a nutrition or agriculture standpoint)? How have these influenced your capacity for programme implementation? *Check for:*

   a) *What were some of the topics covered in these trainings? How relevant were these to your needs?*

   b) *What is your opinion on the quality and frequency of trainings attended? What can be improved?*

12. Based on your understanding of WFP's performance within school feeding, answer the following:

   a) How significant is WFP's HGSFP? What potential does WFP's HGSFP hold to address nutrition and food security issues in the country?

   b) To what extent has the programme addressed the needs of the communities and target populations? Please reflect on some of your inclusion strategies and provide suggestions, if any, for WFP/HGSFP.

   c) To what extent are different stakeholders ready for sustaining programme activities and outcomes in the future?

   d) In your opinion, what more can be done to improve ownership and enable independent implementation of programme activities? *Check for any suggestions on integration of interventions, extensions of partnerships, use of alternate models, multi-sectoral coordination etc)*

   e) In the context of changing needs and vulnerabilities, what are some critical roadblocks that WFP and HGSF should be equipped for?

   f) What can WFP or HGSFP do differently to ensure higher quality of implementation and outcomes?

13. **In the coming phase of the programme, how you envision your institution's partnership with WFP?**

   a) What would be some of the key areas of goal integration and joint efforts in the Malawian development context?

   b) What support/changes would be necessary to achieve these future goals?

Thank you for your valuable time, your feedback is much appreciated.

3.4. KII with WFP Staff (National and District Level)

Date of KII:			
Name:		Designation:	

1. Can you briefly describe your role and responsibilities w.r.t the HGSFP oversight/implementation?

Relevance, Coherence, and Inclusion – Programme design (national level)

2. How long have you been part of school feeding activities in Malawi in general, and HGSFP in particular? If more than a year, ask the following:

   a) Can you describe how the TSOLATA was designed moving away from the previous model?
   b) What were the key sources to insight/data informing this design? How did learnings from previous programmes and their evaluations shape the design of the TSOLATA?
   c) To what extent, and how - were opinions and feedback of beneficiaries incorporated at the design stage?
   d) How was the prioritisation of intervention activities and locations for TSOLATA undertaken? To what extent did this respond to the needs of the most marginalised and vulnerable communities?
   e) How did WFP approach gender-specific needs of affected populations/What strategies were undertaken to include women and vulnerable sections of target populations at the design stage? Explain with examples.

3. How has the experience of implementing a centralised school feeding differed from the HGSFP model of school feeding?

   a) Can you highlight some of the key differences in terms of WFP's efforts/nature of engagements?
   b) Can you briefly share your opinion on the effectiveness of the two models based on experience form the past?

4. **National only.** Can you also describe what other interventions in your organization implementing in the field of education, nutrition, health, WASH and agriculture across Malawi in general and 4 programme districts in particular?

   a) In your opinion, how has TSOLATA complemented these interventions?
   b) What have been some areas of overlap or conflict?
   c) How have recent events (pandemic, storms, health crisis etc) influenced immediate priorities of WFP?

5. **National only.** What kind of a partnership was envisioned between WFP and GoM under the TSOLATA project at the design stage? How has this partnership evolved in the last three years?

   a) To what extent has GoM departments fulfilled their roles within this partnership? *(Implementation expectations, fulfilment, and challenges of the partnership)*
   b) What are some of the key GoM interventions that TSOLATA aligns with/ What have been some common points of convergence/cooperation? Please share examples.
   c) Can you tell us about WFP and GoM's joint school feeding interventions?
   d) What have been some areas of overlap or conflict with GoM's initiatives?
   e) How have recent events (pandemic, storms, health crisis etc) influenced the government's commitment and efforts towards school feeding?

Effectiveness (national and district office level)

6. Can you give a brief overview of all the activities and interventions implemented under the TSOLATA programme? Which of these would you be able to provide insights on?

7. ***Outcome 1: Nutrition, WASH KAP change.*** *What kind of assistance was provided by WFP and implementation partners at the district level for Primary school nutrition, and WASH knowledge and practices of* primary school learners and targeted households? Probe for:
   a) Key activities
   b) Key stakeholders supported: WFP support to District Council (DCs)/Cooperating Partner (CPs) and Partnership support to other stakeholders.
   c) What have been the overall beneficiary response to interventions in terms of participation and cooperation? Comment on the readiness and ownership of communities?
   d) What measure has WFP taken (planned to take) to increase community participation?

8. ***Outcome 2: Smallholder farmer support.*** *What kind of assistance was provided by WFP and implementation partners at the district level for increasing production and diversification of produce amongst small holder farmers?* Probe for:
   a) Key activities
   b) Key stakeholders supported: WFP support to DC/CP and Partnership support to other stakeholders.
   c) What have been the overall beneficiary response to interventions in terms of participation and cooperation? Comment on the readiness and ownership of communities?
   d) What measure has WFP taken (planned to take) to increase community participation?

9. According to you, to what extent has the programme addressed the needs of the community?
   a) **District only.** How responsive was the programme to the prevalent issues and concerns of the most affected/vulnerable population within your district?

   b) How did WFP approach gender-specific needs of affected populations/What strategies were undertaken to include women and vulnerable sections of target populations during implementation?

   (Probe for whether needs of all genders and PWD are considered, Inclusion of all targeted population, members from different genders, marginalized groups including poor families, women led families, ethnically marginal groups, and persons with disability; responsiveness to differing needs across districts)

   c) What measure has the ministry/department/council taken (planned to take) to increase community participation? What more can be done to improve participation and programme ownership amongst beneficiary communities?

   d) What more can be done to best address the issues faced by beneficiary communities?

   e) What measure has WFP taken (planned to take) to increase community participation?

10. How has the recent series of events influenced/changed needs and issues of communities and target populations? To what extent was the programme equipped to respond to these? Can you explain with examples? *Probe for flexibility of the programme in addressing needs of the community.*

11. **District only.** What have been the overall beneficiary response to interventions in terms of participation and cooperation? Comment on the readiness and ownership of communities? What can be done to improve participation and ownership of target populations?

Outcome 3: Government Capacitation

12. **National only.** What type of technical assistance has been provided by WFP to develop/improve the knowledge and skills of national and provincial personnel around HGSF implementation? (Probe for joint training, workshops, field visits, conclaves and knowledge sharing etc)

    a) What were the topics and content of these activities?

    b) What was the frequency and intensity of these initiatives? Were they satisfactory?

    c) How relevant and useful have these been? How were learnings from these used to improve implementation?

    d) What gaps and challenges to capacity building were experienced? What can be done to improve?

13. **District only.** What measures have been taken by WFP and partners to build capacities and develop knowledge and skills of stakeholders at the district and community level, especially target populations around HGSF implementation?

    a) What were the topics and content of these activities?

    b) What was the frequency and intensity of these initiatives? Were they satisfactory?

    c) How relevant and useful have these been? How were learnings from these used to improve implementation?

    d) What gaps and challenges to capacity building were experienced? What can be done to improve?

Efficiency

14. **Both as relevant:** Can you elaborate upon your coordination mechanisms for HGSFP implementation at the district/national level?

    a) What is the nature and process of coordinating with other relevant implementation stakeholders?

    b) *What is the frequency, timelines and mechanisms in place for seamless coordination?*

    c) *What have been some of the key challenges with regards to ensuring coordination?*

    d) *How can coordination amongst CPs, IPs, WFP and schools/communities be improved in the future?*

15. What are the mechanisms in place for monitoring of the implementation of programme activities in general? What are the kinds of monitoring activities involving multiple stakeholders?

    a) What is the planned frequency of these activities?

    b) To what extent have these been conducted in a timely manner?

    c) What are the main challenges to timely monitoring? *Probe for communication lines, frequency of communication, nature of government support extended, criteria for extension of support, duration for approvals and overall efficiency of the feedback mechanism)*

    d) What are the mechanisms to collect feedback from the community on the programme interventions? How have such mechanisms been utilized to ensure the programme responds to the community's needs on a sustained basis?

16. To what extent have you been able to achieve/implement all planned activities under TSOLATA?

    a) How well were resources (time and finances) utilised? Have you been able to achieve these in a timely manner?

    b) What are some of the implementation challenges observed by WFP/ implementation partners?

    c) What are the measures taken to address those challenges/what can be done to address these?

    d) In your experience, which components of TSOLATA HGSF was most cost-efficient than others?

Impact and Sustainability

17. As per your experience/data, what are some of the most prominent changes in the lives of target populations resulting from TSOLATA and WFP's work? Do you see any unintended results (positive or negative) emerging through the interventions under the programme? Please describe. Probe:

    a) How has the programme impacted children in schools and their parents in general? (Probe: improved literacy among school age children, increased use of health and dietary practices).

    b) How has the programme impacted smallholder farmers? Probe: increased production, higher income, diverse and nutritious crops, better access to market and financing, enterprise development and leadership etc.)

    c) How has the programme contributed towards increasing demand, strengthening service delivery and improving utilization of education and nutrition-based services?

18. Has there been any success in terms of community management of programme components without the aid of the programme? Please share examples.

    a) What, according to you, are some of the key factors that contribute to these successes?

    b) Amongst all TSOLATA activities, which interventions worked best? Which did not achieve outcomes as expected and why?

    c) To what extent do you think, these programme outcomes achieved are likely to sustain in the future? What more can be done to sustain outcomes for target populations?

19. **National only.** To what extent and how - has TSOLATA influenced the broader education, health and nutrition related goals of the national government?

    a) What is the status of progress around integration of nutrition, education and agriculture? (e.g., *revised curriculums, integrated programme developments, joint initiatives other than TSOLATA etc.)*

    b) Has WFP contributed to development of any new education, nutrition or agricultural policies with the GoM in line with TSOLATA objectives?

    c) Have any multi-sectoral steering committee, national school feeding management unit or other accountability structures set in place? Please elaborate.

    d) Did the government make (or plans to make) any clear commitments or policy changes related to nutrition or education or livelihood support? Please share specific examples. To what extent has GoM made a clear commitment to a nationally owned school feeding programme?

    e) To what extent do you think the GoM has stable funding to implement a national school feeding programme? How does the government plan to ensure the inclusion of SFs in the national budget line?

20. With the first phase of the programme having reached its end, what have been some of your key lessons?

    a) Can you reflect on some of the best practices and successes of this programme? Give examples.

    b) To what extent do you think, these programme outcomes achieved are likely to sustain in the future? What is WFP's strategy/plan for sustaining outcomes for target populations?

    c) What more can be done to improve the implementation of the programme?

21. **National only.** In the coming phase of the programme, how does WFP envision its partnership with different ecosystem stakeholders and the GoM? What would be some of the key areas of goal integration and joint efforts in the Malawian development context? What support/changes would be necessary to achieve these future goals?

Thank you for your valuable time, your feedback is much appreciated.

3.5. KII with Government Officials (Ministry of Education, Health, Agriculture and Planning) National and District Level

Date of KII:		
Name & Position:		
Year since he/she has been in the designated position:		

Introduction, Roles & Responsibilities

1. Can you briefly describe your role and responsibilities w.r.t the HGSFP or school feeding oversight/implementation?

2. **National only.** What have been some of the key developmental challenges in achieving favourable education and nutrition/nutrition and health/livelihoods/good security outcomes across the country?

   a) How has the ministry/department tacked these?

   b) What kind of variations and differences be observed in education outcomes across different regions/districts in Malawi?

   c) How does the ministry prioritise identify key priority areas or groups (for example inclusion of vulnerable population sub-groups) in planning interventions and policies?

3. Can you describe some of your key interventions in the field of education, nutrition, health, WASH, and agriculture across Malawi in general and 4 programme districts in particular?

   a) In your opinion, how has TSOLATA complemented these interventions?

   b) To what extent do you TSOLATA's objectives are aligned with the goals and strategies of the GoM? What are some of the aspects that align well?

   c) What have been some areas of overlap or conflict?

   d) What other national or internationally funded programmes are being carried out, or are in the pipeline focused on education and child nutrition?

4. **National only.** What have been some of the key national mandates around improvement of nutrition and food security? Have there been any recent developments or changes in these mandates over the last three-four years? Please elaborate. Probe for

   a) Progress along national school meals and commitments

   b) Prioritization or integration of action areas (e.g., nutrition and livelihoods)

   c) How has WFP supported GoM in these endeavours? How have other ecosystem partners influenced?

   d) How have recent events (pandemic, storms, health crisis etc) influenced immediate priorities of the GoM/ your ministry/department?

   e) Can you tell us about WFP and GoM's joint school feeding interventions?

   f) While model have these followed?

   g) what have been the key differences in support needs of the two models?

   h) How has the experience of implementing a centralised school feeding differed from the HGSFP model of school feeding?

   i) What have been the major learnings from past?

5. **National only.** What has been your motivation to work with WFP as an ecosystem partner? Can you elaborate on some of the key complementarities of your organization and WFP? *(Familiarity of administrative structure/ common policies/ past performances /alignment of goals and strategies etc.)*

Programme Implementation

6. **National only.** What kind of a partnership was envisioned between WFP and GoM under the TSOLATA project at the design stage? How has this partnership evolved in the last three years?

    a) In what capacity has your ministry/department been engaged in WFP's school feeding activities?

    b) What are the various activities under the programme that the ministry is directly or indirectly supporting?

    c) What are the key processes followed and actors/stakeholders involved?

    d) What is the nature of your engagement you have with the district staff, implementing partners and other stakeholders?

    e) Could you provide some background on the duration, geographies, and nature of these engagements?

    f) What are some of the main activities you undertake under this engagement? *Check: (i) direct provision of cash or materials for school meals (ii) non-food input support of any kind (iii) trainings and capacity building (iv) Social and Behavioural Change Communication (SBCC) and advocacy*

7. **District only.** What kind of a partnership was envisioned between WFP and District Councils under the TSOLATA project at the design stage? How has this partnership evolved in the last three years?

    a) In what capacity has your department/council been engaged in WFP's school feeding activities?

    b) What are the various activities under the programme that you are directly or indirectly supporting?

    c) What are the key processes followed and actors/stakeholders involved?

    d) What is the nature of your engagement with the district staff, implementing partners and other stakeholders?

    e) Could you provide some background on the duration, geographies, and nature of these engagements?

    f) What are some of the main activities you undertake under this engagement? *Check: (i) direct provision of cash or materials for school meals (ii) non-food input support of any kind (iii) trainings and capacity building (iv) Social and Behavioural Change Communication (SBCC) and advocacy*

8. *What is GoM's strategy for inclusion of vulnerable populations in its interventions (general and TSOLATA specific)?* According to you, to what extent has the programme addressed the needs of the community?

    a) **District only.** How responsive was the programme to the prevalent issues and concerns of the most affected/vulnerable population within your district?

    b) How did WFP approach gender-specific needs of affected populations/What strategies were undertaken to include women and vulnerable sections of target populations during implementation?

    (Probe for whether needs of all genders and PWD are considered, Inclusion of all targeted population, members from different genders, marginalized groups including poor families, women led families, ethnically marginal groups, and persons with disability; responsiveness to differing needs across districts)

c) What measure has the ministry/department/council taken (planned to take) to increase community participation? What more can be done to improve participation and programme ownership amongst beneficiary communities?

9. How has the recent series of events influenced/changed needs and issues of communities and target populations? To what extent was the programme equipped to respond to these? Can you explain with examples? *Probe for flexibility of the programme in addressing needs of the community.*

10. **National only.** What type of technical assistance has been provided by WFP to develop/improve the knowledge and skills of national and provincial personnel around HGSF implementation? (Probe for joint training, workshops, field visits, conclaves and knowledge sharing etc)

    a) What were the topics and content of these activities?

    b) What was the frequency and intensity of these initiatives? Were they satisfactory?

    c) How relevant and useful have these been? How were learnings from these used to improve implementation?

    d) What gaps and challenges to capacity building were experienced? What can be done to improve?

11. **District only.** What measures have been taken by WFP and partners to build capacities and develop knowledge and skills of stakeholders at the district and community level, especially target populations around HGSF implementation?

    a) What were the topics and content of these activities?

    b) What was the frequency and intensity of these initiatives? Were they satisfactory?

    c) How relevant and useful have these been? How were learnings from these used to improve implementation?

    d) What gaps and challenges to capacity building were experienced? What can be done to improve?

Efficiency

12. Can you elaborate upon your coordination mechanisms for HGSFP implementation at the district/national level?

    a) What is the nature and process of coordinating with other relevant implementation stakeholders?

    b) *What is the frequency, timelines and mechanisms in place for seamless coordination?*

    c) *What have been some of the key challenges with regards to ensuring coordination?*

    d) *How can coordination amongst IPs, WFP and schools/communities be improved in the future?*

13. To what extent has GoM/departments fulfilled their roles within this partnership? Can you share your implementation experience against what was planned/expected, your *successes and key challenges with examples?*

    a) How well were resources (time and finances) utilised? Have you been able to achieve these in a timely manner?

    b) How does the department ensure timely allocation and utilization of human, financial and technical resources? How adequate are the resources allocated for implementation? *(Probe for COVID-19, natural disasters and/or other external and internal factors)*

    c) What are some of the implementation challenges observed by WFP/ implementation partners?

d) What are the measures taken to address those challenges/what can be done to address these?

e) In your experience, which components of TSOLATA HGSF was most cost-efficient than others?

14. What are the mechanisms in place for monitoring of the implementation of programme activities in general? What are the kinds of monitoring activities involving multiple stakeholders?

a) What is the planned frequency of these activities?

b) To what extent have these been conducted in a timely manner?

c) What are the main challenges to timely monitoring? *Probe for communication lines, frequency of communication, nature of government support extended, criteria for extension of support, duration for approvals and overall efficiency of the feedback mechanism)*

d) What are the mechanisms to collect feedback from the community on the programme interventions? How have such mechanisms been utilized to ensure the programme responds to the community's needs on a sustained basis?

Impact and Sustainability

15. In your opinion, to what extent has TSOLATA contributed to improvement in nutrition, education, health, WASH, livelihoods, and food security outcomes in Malawi? As per your experience/data, what are some of the most prominent changes in the lives of target populations resulting from TSOLATA and WFP's work?

a) How has the programme impacted children in schools and their parents? (Probe: improved literacy among school age children, increased use of health and dietary practices).

b) How has the programme impacted smallholder farmers? Probe: increased production, higher income, diverse and nutritious crops, better access to market and financing, enterprise development and leadership etc.)

c) How has the programme contributed towards increasing demand, strengthening service delivery and improving utilization of education and nutrition-based services?

d) Has there been any success in terms of community management of programme components without the aid of the programme? Please share examples.

e) Amongst all TSOLATA activities, which interventions worked best? Which did not achieve outcomes as expected and why?

16. **District only.** What have been the overall beneficiary response to interventions in terms of participation and cooperation? Comment on the readiness and ownership of communities? What can be done to improve participation and ownership of target populations?

17. To what extent has school feeding been included in national development policies over the recent years?

a) Did the government make (or plans to make) any clear commitments or policy changes related to nutrition or education or livelihood support? Please share specific examples.

b) To what extent has GoM made a clear commitment to a nationally owned school feeding programme?

c) Is there a documented and agreed plan for ongoing technical support?

d) Has WFP contributed to development of any new education, nutrition or agricultural policies with the GoM in line with TSOLATA objectives?

18. **National only.** To what extent is GoM prepared for independent implementation of a national school feeding programme?

    a) To what extent do you think the GoM has stable funding to implement a national school feeding programme?

    b) How does the government plan to ensure the inclusion of SF in the national budget line?

    c) What is the status of progress around integration of nutrition, education and agriculture? (e.g., *revised curriculums, integrated programme developments, joint initiatives other than TSOLATA etc.)*

    d) Have any multi-sectoral steering committee, national school feeding management unit or other accountability structures set in place? Please elaborate.

    e) What challenges do you foresee in independent execution of similar programmes in future? What are the necessary conditions required for scaling and replication of intervention?

19. With the first phase of the programme having reached its end, what have been some of your key lessons?

    a) Can you reflect on some of the best practices and successes of this programme? Give examples.

    b) Going forward, what can be the best approach and strategy of sustaining the impact created under the SFP?

    c) What support would you require to improve the implementation of the programme?

20. **National only.** In the coming phase of the programme, how does GoM/your ministry/department/council envision its partnership with WFP and different ecosystem stakeholders?

    a) What would be some of the key areas of goal integration and joint efforts in the Malawian development context?

    b) What support/changes would be necessary to achieve these future goals? (multi-stakeholder collaboration, improved integration or division of targets, joint monitoring etc)

Thank you for your valuable time, your feedback is much appreciated.

4. Household Level Questionnaire

<table>
<tr><td colspan="4" align="center">Tsogolo la Thanzi (TSOLATA) – Healthy Future Survey
October 2023
Household Level Questionnaire</td></tr>
<tr><td colspan="4">Instruction:
This questionnaire should be administered to Household. Informed consent should be taken</td></tr>
<tr><td colspan="4">Consent:
Good morning/ afternoon. My name is __(name of enumerator). I am here on behalf of the United Nations World Food Programme (WFP). We are conducting a survey on the status of food and nutrition security indicators in your community as part of a school meals programme. Your name was randomly selected from list of parents/ guardians whose children go to _____primary school (name of sampled primary school).

Your demographic information, and overall response will remain confidential and will only be used to learn about how the Government, the UN and its partners can improve the school meals programme. Take note that there is no material benefit from this interview; however, your information will help in making improvements in the school feeding programme. More importantly, your community and society at large plus the Government will benefit from learning from the information you share during this interview.

The survey will take approximately 60 minutes. Are you willing to participate? Yes/No</td></tr>
</table>

<table>
<tr><td colspan="4">SECTION 1: GENERAL INFORMATION
Questions S1.1-S1.8 to be completed by enumerator</td></tr>
<tr><td>S1.1</td><td>Date of visit:</td><td></td><td></td></tr>
<tr><td>S1.2</td><td>Supervisor name</td><td></td><td></td></tr>
<tr><td>S1.3</td><td>Enumerator name:</td><td></td><td></td></tr>
<tr><td>S1.4</td><td>Household ID:</td><td></td><td></td></tr>
<tr><td rowspan="4">S1.5</td><td rowspan="4">District</td><td>Chikwawa</td><td>1</td></tr>
<tr><td>Nsanje</td><td>2</td></tr>
<tr><td>Phalombe</td><td>3</td></tr>
<tr><td>Zomba</td><td>4</td></tr>
<tr><td>S1.6</td><td>Name of primary school:</td><td></td><td></td></tr>
<tr><td rowspan="2">S1.7</td><td rowspan="2">Child School category</td><td>TSOLATA – HGSF</td><td>1</td></tr>
<tr><td>Non - TSOLATA – HGSF</td><td>2</td></tr>
<tr><td rowspan="3">S1.8</td><td rowspan="3">Cyclone intensity category</td><td>High</td><td>1</td></tr>
<tr><td>Medium</td><td>2</td></tr>
<tr><td>Low</td><td>3</td></tr>
<tr><td rowspan="2">S1.9</td><td rowspan="2">Area Type</td><td>Urban/ Town</td><td>1</td></tr>
<tr><td>Rural</td><td>2</td></tr>
</table>

<table>
<tr><td colspan="5">SECTION 2: DEMOGRAPHICS</td></tr>
<tr><th>S. No</th><th>Questions</th><th>Response Options</th><th>Codes</th><th>Skips</th></tr>
<tr><td>S2.1a</td><td>Full name of respondent</td><td></td><td></td><td></td></tr>
<tr><td>S2.1b</td><td>Phone number of respondent</td><td></td><td></td><td></td></tr>
<tr><td rowspan="2">S2.1c</td><td rowspan="2">Are you the HH head</td><td>Yes</td><td>1</td><td></td></tr>
<tr><td>No</td><td>2</td><td></td></tr>
<tr><td rowspan="2">S2.1d</td><td rowspan="2">Gender of the respondent</td><td>Yes</td><td>1</td><td></td></tr>
<tr><td>No</td><td>2</td><td></td></tr>
<tr><td>S2.1cc</td><td>Full name of the HH head (if not</td><td></td><td></td><td></td></tr>
</table>

	the respondent)			
S2.2	Age of the household head **(Record the age, in completed years)**			
S2.3	Gender of the HH head			
S2.5	Type of family	Joint Family/ Extended Family	1	
		Nuclear Family	2	
S2.6	Highest educational level of HH head **Single Coding only** **Do not read out options**	Never Been to School	1	
		Primary (Std 1 - 4)	2	
		Primary (Std 5 – 8)	3	
		Secondary	4	
		Tertiary	5	
S2.7	What is your family's **primary source** of income? Do not read out **Single coding only**	Agriculture/farming	1	
		Salaried employment	2	
		Informal daily/casual labour	3	
		Family and friends	4	
		Own business/ trade	5	
		Pension	6	
		Petty trade	7	
		No income	8	
		Remittances	10	
		Government/NGO assistance	11	
		Other source		
S2.8	Does your household have **any other source (secondary income)** of income? Do not read out	Agriculture/farming	1	
		Salaried employment	2	
		Informal daily/casual labour	3	
		Family and friends	4	
		Own business/ trade	5	
		Pension	6	
		Petty trade	7	
		No income	8	
		Remittances	9	
		Government/NGO assistance	10	
		Other source		
S2.8 a	Can you please tell us the annual income (Gross income) of the family (approx.)	--------------------(in Kwacha)		
S2.9	**ASK WHEN S2.7 or S2.8 are coded 1** You have said agriculture is your primary/secondary source of income. Do you own any land?	Yes	1	
		No	2	GOTO S2.15a
S2.10	You have said you own land, how much land do you own?	In acres………		

S2.13	Which crops do you grow in your land? **Multiple response possible**	1=Maize	1	
		2=Rice	2	
		3=Cassava	3	

	Do not read out options	4=Groundnuts	4	
		5=Sweet Potatoes	5	
		6=Irish Potatoes	6	
		7=Onions	7	
		8=Tomatoes	8	
		9=Cowpeas	9	
		10=Beans	10	
		11=Pigeon Peas	11	
		12=Cotton	12	
		13=Eggplant	13	
		14=Cabbage	14	
		15=Carrots	15	
		16=Sugar Cane	16	
		17=Sunflower	17	
		18=Pumpkin	18	
		19=Bananas	19	
		20=Soya Beans	20	
		21=Bambara Nuts	21	
		22=Millet	22	
		23=Sorghum	23	
		24=Tobacco	24	
		25=Sesame	25	
		97=Other		
S2.14	What do you do with the crops that you have produced? **Multiple response possible** **Do not read out options**	Self-consumption	1	
		Sell at market	2	
		Sell for school meals	3	
		Store for seeds	4	
		Other (specify)		
S2.15	**ASK only if S2.14 is coded 1** What proportion of your crops is consumed by your household? ----------------------%			
S2.15a	Does your household own this house?	Yes	1	
		No	2	
S2.15b	Do you own any other house in Malawi?	Yes	1	
		No	2	
S2.16	Does your household own livestock?	Yes	1	
		No	2	GOTO S2.18
S2.17	What kind of livestock does your household own? **Multiple response possible** **Do not read out options**	Goats	1	
		Dairy cows	2	
		Chickens	3	
		Beef cows	4	
		Pigs	5	
		Other (please specify)		

	Does your household have the following:	Yes	No	
S2.18	Vegetable/kitchen garden	1	2	
S2.19	Fruit trees scattered across the farm	1	2	
S2.20	Orchard fruit trees in one place	1	2	

S2.21	What is the main source of water for members of your household? **Single Coding only** **Do not read out options**	Piped into dwelling	1	
		Piped to yard/plot	2	
		Piped to neighbor	3	
		Public tap/standpipe	4	
		Tube well/borehole	5	
		Dug well (un-protected)	6	
		Dug well (protected)	7	
		Water from spring	8	
		Rain-water	9	
		Surface water (River, Dam, Lake/ Pond etc.)	12	
		Bottled water	13	
		Other (specify)		
S2.21a	Where is the water source located? **Single Coding only** **Do not read out options**	In own dwelling	1	If selected 1 or 2 go to S2.2
		In own yard/plot	2	
		Elsewhere	3	
S2.21b	**If selected 3 in 2.21a.** How long does it take to go there, get water, and come back	------------------(Minutes)		
S2.22	What kind of toilet do members of your household use? **Multiple response possible** **Do not read out options**	Flush/ pour flush toilet	1	If selected 1-4 go to S2.22.a, if other go to S2.22b
		Pit latrine	2	
		Composting toilet	3	
		Bucket toilet	4	
		No facility/bush/ field	5	
		Other (specify)		
S2.22a	Do you share this toilet with another household?	Yes	1	
		No	2	

S2.22b	Do you have access to water inside the toilet? **Multiple response possible** **Read out options**	Yes, piped water	1	
		Yes, a container for water	2	
		No	3	

S2.23	What type of fuel does your household primarily use for cooking? **Single Coding only** **Do not read out options**	Electricity	1	
		LPG	2	
		Natural gas	3	
		Biogas	4	
		Kerosene	5	
		Charcoal	6	
		Wood	7	
		Straw/ shrubs/grass	8	
		Agricultural crop	9	
		Animal dung	10	
		Other (specify)		

PPI Questions

S2.24a	In which region does this household live?	North	4	
		Central	0	
		South	0	
S2.24b	How many members does this household have?	One or two	22	
		Three	10	
		Four	5	
		Five	2	
		Six or more	0	
S2.24c	How many members of the household are children under 18 years of age?	None	24	
		One	13	
		Two	8	
		Three	5	
		Four or more	0	
S2.24d	The floor of the main dwelling is predominantly made of what material?	Sand, smoothed mud, other	0	
		Smooth cement, wood, tile	6	
S2.24e	What is your main source of energy used for cooking?	Collected firewood, crop residue, saw dust, other	0	
		Purchased firewood, electricity, gas, charcoal	2	
S2.24f	Does your household own a bed?	Yes	8	
		No	0	

S2.24g	Over the past one week (7 days), did you or others in your household consume any Bread? **Include food both eaten communally in the household and that eaten separately by individual household members**	Yes	10	
		No	0	
S2.24h	Over the past one week (7 days), did you or others in your household consume any Eggs? Include food both eaten communally in the household and that eaten separately by individual household members.	Yes	9	
		No	0	
S2.24i	Over the past one week (7 days), did you or others in your household consume any Rice? Include food both eaten communally in the household and that eaten separately by individual household members	Yes	6	
		No	0	

S2.24j	Over the past one week (7 days), did you or others in your household consume any Sugar or sugar cane?	Yes		10	
	Include food both eaten communally in the household and that eaten separately by individual household members	No		0	
S2.24k	SUM of (S2.24.a to S2.24.j)	---------------------------			

| **SECTION 3: DETAILS OF THE PEOPLE RESIDING IN THE HOUSE AND THEIR MEAL PATTERNS** |

			a.Total	b.Male	c.Female	
S3.1	How many members are there in the household?	**a.18+**				
			aa.Total	ab.Male	ac.Female	
		aa.6-18				
3.1d	How many **meals** did the **adults (18+)** in this **household eat yesterday**? Write the number of meals as the answer (breakfast, lunch, and dinner)					
S3.2	How many members are there in the household?		a.Total	b.Male	c.Female	
		a.2-5				
S3.3	How many members are there in the household?		a.Total	b.Male	c.Female	
		a.below 2 yrs				

S3.1ad	How many **meals** did the **children 6 to18** years in this **household** eat yesterday? Write the number of meals as the answer (breakfast, lunch, and dinner)		
S3.2d	How many **meals** did **children 2 to 5 years** in this **household** eat yesterday? Write the number of meals as the answer (breakfast, lunch, and dinner)		
S3.4	You mentioned that there are --- children between the ages of 2 and 18 in the household. **Instructions: (Tally from S3.1aa+S3.2a)** Please tell us how many children within your household are in primary school? **Please tell me the name, age, gender and class/ standard in which the child is studying. Start list with the youngest child first,**		No of children in primary school ---------------
S3.5	*Randomly select a child from the list below:* *child name*	**a. Age**	**b. Male/Female**	**c. Class/ Standard**	
	1_aa.Child 1				

	2_aa.Child 2				
	3_aa.Child 3				
	4_aa.Child 4				
	5_aa.Child 5				
	6_aa.Child 6				
	7_aa.Child 7				
	8_aa.Child 8				
S3.6	Does any of the child have any disability?	Yes		1	
		No		2	If no, go to S3.8
S3.7	Type of disability **Single Coding only** **Do not read out**	In Seeing		1	
		In Hearing		2	
		In Speech		3	
		In Movement		4	
		Mental Retardation		5	
		Mental Illness		6	
		Other disability		7	
		Multiple disability		8	

S3.7a	Does your child with disability go to the school on regular basis?	Yes, regularly		1	If yes, skip to S3.7c
		No, irregular attendance		2	
		No, not attending at all		3	
		Not applicable (if the child is not of school-going age)		4	
S3.7b	**If selected 2, or 3 in S3.7.a.** please ask What are the reasons for your child not attending school on a regular basis/ not going to the school? **Multiple response possible** **Do not read out options**	Lack of accessible transportation for children with disabilities		1	
		Insufficient support services for children with disabilities within the school		2	
		Inadequate facilities that are not disability-friendly		3	
		Lack of specialized teaching or assistance for children with disabilities		4	
		Other (specify)			
3.7c	Has your child with a disability received or is receiving any support from the school?	Yes		1	If no, skip to 3.8
		No		2	
3.7d	What support services did/is your child with a disability receiving from the school? **Multiple response possible** **Do not read out options.**	Specialized teaching or assistance		1	
		Adapted learning materials		2	
		Transportation assistance		3	
		Accessibility accommodations (e.g., Ramps, accessible bathrooms, accessible washing stations)		4	
		Other (please specify)			

		Food Groups	TOP of Mind (a)	Prompt (b)	
S3.8	What are any of the six food groups that you know?				
		1. Staples (Zakudya Zokhutitsa)	1	1	

Multiple response possible **A-Top of mind - Do not read out options for first question.** **B-Prompt: Read out options they have not stated for top-of mind and ask if they know that is one of the food groups.**	2. Food from animal sources (Zakudya zochokera kunyama)	2	2	
	3. Legumes (zakudya za nyemba)	3	3	
	4. Vegetables (Ndiwo za masamba)	4	4	
	5. Fruits (Zipatso)	5	5	
	6. Fats and oils (Za Mafuta)	6	6	
	7. Does not know any	7	7	

S3.9 Food Groups

A - Number of days eaten in past 7 days – last week (If 0 days, do not specify the main source)

B – How was this food acquired?

Write the main source of food for the past 7 days for entire household.

Read out options (No need to read out all options within each food groups)
(Use Food Acquisition Codes for 3.9B).

		3.9a	3.9b
1	**Cereals, grain, roots, and tubers: (**Rice, pasta, bread / cake and / or donuts, sorghum, millet, maize, *fonio*, potato, yam, cassava, sweet potato, and / or other tubers etc.)		
2	**Legumes / nuts:** beans, cowpeas, peanuts, lentils, groundnut, soybean, pigeon pea and / or other nuts		
3	**Orange vegetables (vegetables rich in Vitamin A):** carrot, red pepper, pumpkin, orange-fleshed sweet potatoes,		
4	**Milk and other dairy products**: fresh milk / sour, yogurt, cheese, powdered milk, other dairy products (Exclude margarine / butter or small amounts of milk for tea / coffee)		
5	**Meat, fish and eggs:** goat, beef, chicken, pork, blood, fish, including canned tuna, other sea foods and eggs (meat and fish consumed in large quantities and not as a condiment)		
6	**Vegetables and leaves** (spinach onion, tomatoes, carrot, peppers (not red), green beans, cabbage, spinach, Chinese leaf, etc.)		
7	**Fruits:** banana, apple, lemon, mango, papaya, apricot, peach etc.		
8	**Oil / fat / butter:** vegetable oil, palm oil, shea butter, margarine, butter, other fats / oil for cooking		
	Food acquisition codes 1 = Own production (crops, animal) 2 = Fishing / Hunting 3 = Gathering 4 = Loan 5 = Market (purchase with cash) 6 = Market (purchase on credit) 7 = Beg for food 8 = Exchange labor or items 9 = Gift (food) from family relatives or friends 10 = Food aid from civil society, NFOs, Government, WFP etc.		

SECTION 4: QUESTIONS RELATED TO SCHOOL MEALS				
School Meal				
Sr. No	**Questions**	**Response Options**	**Codes**	**Skips**
S4.1	What benefits are there from providing your child with nutritious meals. **Up to three responses possible** **Do not read out options**	Improves growth and development	1	
		Helps children perform well in school	2	
		Better overall health and immunity	3	
		Ensures children have the strength to help with chores	4	
		Others (specify)		
S4.1a	Is food provided in your child's school? (Any existing School Meal Programme)	Yes	1	If no, go to 4.14a
		No	2	
S4.1aa	Is this the WFP HGSF-TSOLATA programme?	Yes	1	
		No	2	

S4.1.b	Does your child's school provide school meals (breakfast) every school day?	Yes	1	If selected 1, go to S4.7. If selected 3, GOTO S4.14a
		No, just some days	2	
		Never	3	
S4.1.c	In the last 1 week (School days), how many days did the school NOT provide meal to your child)?	--------------------days		
4.1.d	Reasons for school NOT providing the meal to (name of the child)? **Multiple responses possible**	Teacher was not available	1	
		School does not have the food stock	2	
		I am not aware of the reason	3	
		Others (please specify)	4	
4.1.e	On such days, when school meals are not provided, what does *(your child)* do for breakfast? **Single Coding only- Multiple**	Take meal from home	1	
		Came home to eat meal and went back to school	2	
		Came home to eat meal and stayed back at home	3	
		Stayed at home and ate meal at home	4	
		Gave money to child to buy food from canteen	5	
		Go hungry/skip meal	6	
		Eat with friends	7	
		Other (please specify) (create a code list)		
S4.7	Do you **give any additional food from home** to (name of the child) take to school?	Yes, everyday	1	
		Yes, sometimes	2	
		No	3	

S4.8	Normally, if you are aware that there will be no school meal the next day, does your child (name of the child) still go to school the next day?	Yes	1	
		No	2	
		Never told in advance/not applicable	3	
S4.9	In the last week, did the school provide you with any free food to take home?	Yes	1	
		No	2	
		Don't remember	3	
S4.11	Has (your child) ever told you that he/she felt hungry even after eating meal in the school?	Yes	1	
		No	2	
		Don't know	3	

S4.12	**Ask if yes on question S4.1a or S4.1aa** **We spoke to several people about their opinions, experiences, and their perception on the <u>School Meal Programme.</u>** Please listen to these statements as I read them out for you. Please tell me if you 1 – Strongly disagree, 2 – Disagree, 3 –Neither agree nor disagree 4– Agree, 5 – Strongly Agree, with the statements.						
		(1)	**(2)**	**(3)**	**(4)**	**(5)**	
	Perceptions on SM/ HGSM programme						
A	School meal encourages my child to attend school regularly						
B	School meal have contributed in reduced absenteeism						
C	School meal takes care of the nutrition requirement of my child						
D	School meals ensure my child starts the day with the energy, enabling them to concentrate on their studies						
E	School meals plays a crucial role in keeping my child's hunger at day during school hours						
F	The school meal program has reduced the financial burden of providing daily meals for my child						
G	Overall, my child enjoys the food at school						
H	Overall cleanliness and hygiene at the school environment have improved						
4.13.	Have you ever received cash under TSOLATA for buying food for your children within the past 3 years?	Yes	1				
		No	2				

School Attendance						
4.14	**We spoke to several people about their opinions, experiences, and their perception on the importance of Primary Education. Please listen to these statements as I read them out for you. Please tell me if you 1 – Strongly disagree, 2 – Disagree, 3 –Neither agree nor disagree 4– Agree, 5 – Strongly Agree, with the statements.**					
		(1)	**(2)**	**(3)**	**(4)**	**(5)**
	Perception on the importance of primary education					
A	I believe primary education plays a crucial role in my child's overall development					
B	I believe primary education helps my child develop important skills they'll use throughout their lives					
C	I see primary education as a crucial step in preparing my					

	child for better job opportunities and ability to earn a better income/living			
D	I think providing education helps my child feel good about themselves and deal with problems			
E	I think it helps girls to remain in school and delay early marriage			
S4.15	How does your child get to school (most often)? **Single Coding only**	Walk	1	If 1 go to S4.16, otherwise go to S4.17
		Bicycle	2	
		Cart	3	
		Motorcycle/vehicle	4	
		Other (specify)		
S4.16	If coded 1 in 4.15, Distance of your house to school if walking?	---------(in minutes)		
S4.17	In the last 1 week, has *(your child)* been absent from school for the whole or part of a day?	Yes	1	
		No	2	GOTO 4.19
S4.17a	If yes, then how many days was *(name of the child)* **absent for the whole or part of a day** in the last one week?			
S4.17b	What was the reason of this absence? **Multiple responses possible Do not read out options.**	**Reasons**		
		He/she was sick/health issues	1	Go to S4.18
		He/she had to stay at home to help (with household chores, farm work, take care of siblings)	2	All others, go to S4.19
		Our home is far away from school/ He/she was not able to walk there	3	
		Teacher was not in school	4	
		The child was aware that there wouldn't be any school meal provided that day	5	
		The child experienced hunger and was no strong enough to go to school	6	
		The school faced food supply issues leading to a lack of meal options for the child	7	
		Due to bad weather conditions	8	
		There was a festival/funeral in my village/ family function at home	9	
		No reason	10	
		Don't want to say	11	
		Other		
S4.18	**If coded 1 in S4.17b** then ask, You said *(name of the child)* was sick. What were the symptoms of his sickness? **Multiple responses possible Do not read out**	Stomach-ache	1	
		Fever	2	
		Headache	3	
		Tiredness	4	
		Cold and Cough	5	
		Vomiting	6	
		Diarrhoea	7	
		Other (specify)		
SS4.19	**Ask yes on question 4.1aa** In your opinion, has the TSOLATA	Yes, significantly	1	
		Yes, to some extent	2	
		No, it has had no impact	3	

		HGSF program positively impacted school enrolment? **Single Coding only** **Read out options other than option 4, but code 4 if they do not know.**	I don't know	4	
S4.20		**Ask yes on question 4.1aa** What specific benefits have you observed because of the TSOLATA HGSF program? **Multiple responses possible** **Do not read out options**	More children going to school	1	
			Improved attendance	2	
			Reduced dropout from school	3	
			Kids doing better in their studies	4	
			More parents getting involved in school activities	5	
			Children looking healthier and happier	6	
			Increased income for local farmers	7	
			Increased knowledge about WASH practice	8	
			Other (specify)		

S4.21	**Ask only HGSF-TSOLATA respondents** **We spoke to several people about their opinions, experiences and their perception on the challenges or drawbacks that they have noticed related to the TSOLATA HGSF program. As I read these statements, please tell me if you 1 – Strongly disagree, 2 – Disagree, 3 –Neither agree nor disagree 4– Agree, 5 – Strongly Agree, with the statements.**						
		(1)	**(2)**	**(3)**	**(4)**	**(5)**	
4.21a	I think that the program has sufficient or adequate resources for the school feeding program						
4.21b	I think that the program experiences no logistical issues in providing the meal						
4.21c	I think that there are no concerns about the quality and variety of the meals						
4.21d	I think that girls have equal access to the program benefits						
4.21e	I understand that the quantity of food served for breakfast/meal is sufficient						

Support to school meal and other activities					
S4.22	**Ask if yes on question S4.1a or S4.1aa** Do you or your family members contribute to the school for the school meal? **Instructions: by either giving food items (free of cost – different from selling farm produce to the schools or volunteering to cook or working in the school garden etc)**	Yes	1		
		No	2	GOTO S4.23	
S4.22a	If yes, then how do you contribute? **Multiple responses possible** **Do not read out**	In kind, by providing vegetables	1		
		In kind, by helping in cooking the school meal	2		
		In kind, by providing labour in the school garden/ woodlot etc.	3		

		By providing food items through my Farmer Organisation		4	
		By providing food items as an independent farmer		5	
		Others (please specify) (create a code list)			
S4.22b	How frequently do you contribute to the school? **Single Coding only**	Once a week		1	
		Once a month		2	
		Twice a month		3	
		Once every term		4	
		Twice in a term		5	
		Once in a year		6	
		Twice in a year		7	
		As and when the school asks		8	
		Other (specify)			
S4.23	Are you aware if your primary school has any of the following associations of committees? **Instructions: Readout each option including I do not know Single Coding only**	Parent-Teacher Association (PTA)		1	
		School Management Committee (SMC)		2	
		Both PTA and SMC		3	
		There are no such committees		4	GOTO Q4.24
		I don't know		5	GOTO Q4.24
S4.23a	Are you a member of any of the following association/committee of your child's school?		**Yes**	**No**	
		A. Parent-Teacher Association (PTA)	1	2	
		B. School Management Committee (SMC)	1	2	
ASK S4.23b - S4.23g, only if 1 is coded for any options in S4.23a					
S4.23b	How often are PTA/SMC meetings held in your child's school?	Monthly		1	
		Quarterly		2	
		Annually		3	
		I don't know		4	GOTO Q4.24
S4.23c	Do you or any member of your household receive **advance notice** from the school authorities about upcoming PTA/SMC meetings?	Yes. always		1	
		Yes, sometimes		2	
		No		3	
S4.23d	Do you or any member of your household **regularly attend** PTA/SMC meetings?	Yes, always		1	If 1, or 2 go to 4.23e otherwise go to 4.24
		Yes, sometimes		2	
		Never		3	
S4.23e	What topics or issues are usually discussed during these meetings? (Select all that apply) **Multiple Coding possible Read out**	School policies and rules		1	If 4 go to 4.23f otherwise go to 4.23g
		Academic progress of students		2	
		School infrastructure and maintenance		3	
		School meal program related		4	
		Budget and financial matters		5	
		Others (please specify)			
S4.23f	**Ask if yes on question S4.1a or S4.1aa**	Availability of food grains		1	
		Effectiveness in collecting food from farmer organizations		2	

		Quality and nutrition of the meals	3	
	ASK this question only if option 4 is selected in S4.23e In discussions about the school meal program, what specific aspects are usually covered? **Multiple responses possible**	Issues and challenges related to the school meal program	4	
		Strategies for program improvement	5	
		Impact on children's nutrition and health	6	
		Cost and budget allocation for the meal program	7	
		Involvement of local communities in the program	8	
		Transparency and accountability in meal distribution	9	
		Others (please specify)		
S4.23g	Are parents' opinions and suggestions actively heard and considered during PTA/SMC meetings?	Yes, always	1	
		sometimes	2	
		No	3	
S4.23h	**Ask if yes on question S4.1a or S4.1aa** Regarding the school meal program, are you satisfied with the information provided during these meetings?	Yes, always	1	
		sometimes	2	
		No	3	
S4.24	**Ask if yes on question S4.1a or S4.1aa** **If selected option 4 or 5 in S4.23**, how do you get information about home grown school feeding programme or make complaints if necessary? **Multiple responses possible**	Informal communication (spoken) with teachers	1	
		Suggestion Box	2	
		My child (student)	3	
		Others (Specify)		

SECTION 5: DIETARY DIVERSITY (SCHOOL CHILD)
INSTRUCTIONS: **[Reference child should that was already randomly selected by enumerator using the child names provided by the respondent in Q3.5]**

S5.1	Please tell us the food (meal or snack) that "child name" ate yesterday during day and night whether at home or outside the home. Please start with the morning meal.
	Please, insert day of week (see codes below):
	1- Monday
	2- Tuesday
	3- Wednesday
	4- Thursday
	5- Friday
	6- Saturday
	7- Sunday

Source		5.2_1a. Breakfast		5.2_2a. Morning Snack		5.2_3a. Meal		5.2_4a. Afternoon Snack		5.2_5a. Dinner	
Please tell us the meal or snack that "child name" ate yesterday during day and night whether at home or outside the home. **Did the child eat...?**		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
		1	2	1	2	1	2	1	2	1	2
Ask the following if coded 1 (Yes) above											
5.2		**Was the food they ate part of WFP-provided school meals (wet ration) (SMP) or take-home ration (THR)?**										
Yes, part of SMP or THR		5.2_1b		5.2_2b		5.2_3b		5.2_4b		5.2_5b	
		1		1		1		1		1	
No, not part of SMP or THR		2		2		2		2		2	

S5.3. Did "child name" eat this kind of food yesterday *during the day and night*?

	Food Group	Description	Option
1	Staples (Zakudya Zokhutitsa)	*Buledi, bisiketi, mchewere, mapira, chimanga cha mtunduuliwonse,mpunga, tirigu, nsima, phala, thobwa, mawere, chikondamoyo, mikate, sikono, chitumbuwa, mandasi, cake, tondido/mbanjiwa, mbatata, koko (yam), chinangwa,*	Yes-1 No-2
2	Food from animals sources (Zakudya zochokera kunyama)	*Nyama za mtundu uliwonse monga izi: nyamayang'ombe, nkhumba, nkhosa, mbuzi, kalulu, gwape, nguluwe, nkhuku, bakha, nkhanga, khukundembo, nkhunda, mbira, mbewa, nsanasana, mazira, nsombazaziwisi/zowuma, mphalabungu, inswa(gumbi) mafulufute, nkhululu, bwanoni, matondo, mabwabwa, malasankhuli, sesenya, dzombe, ziboli, nkhungu, bobo/numkhadala, nkhunguni,mkaka, cheese, yorghut, chambiko.*	Yes-1 No-2
3	Legumes (zakudya za nyemba)	*Nyemba/mbwanda, nandolo, khobwe, nseula, nzama, mtedza, khungudzu, chitowe, soya, mphodza, ntchana, nsawawa, kamumpanda, kalongonda*	Yes-1 No-2
4	**Vegetables (Ndiwo za masamba)**	*Maungu, kaloti, mphonda, masambaobiliwiramonga: Bonongwe, chisoso/kazota, luni, mwamunaaligone, chigwada, kholowa, nkhwani, khwanya, chitambe, kamuganje, mpiru, lepu, chayinizi, kamwamba/sagowa, kadzulo, denje, nsendeka, mnadzi,matimati, anyezi, mabiligano/mabilunjala, kabichi,thererelobala/chithanda,*	Yes-1 No-2

		kadzinje/kalire, bowa, nkhaka, kayimbi, zipwete, zikanyanga,	
5	**Fruits (Zipatso)**	*Mango, mavwembe, mapapaya,masuku, madimu, maolanje, mandalena/nachesi, bwemba, malambe, manyumwa, thudza, mapoza, maula, apozi, pichesi, guwafa, mapulamu, masawu,*	Yes-1 No-2
6	**Fats and oils (Za Mafuta)**	*Majarini, butter, kovo, kazinga, kukoma, mapeyala, coconut*	Yes-1 No-2

SECTION 6: EXPENDITURE & COPING STRATEGIES		
SS6.1 How much money did you spend on the following items during the **last 30 days** for domestic consumption? INSTRUCTIONS: • **Ask for an estimated expenditure <u>during the last month.</u>** • If none, write 0 and go to the next item.	*Local Currency (including those accessed through credit)*	
1	Cereals (maize, maize flour, rice, etc.)	
2	Roots and tubers (yams, potatoes, etc.)	
3	Bread	
4	Legumes (beans, peas, groundnuts)	
5	Fruits & vegetables	
6	Fish/Meat/Eggs/poultry	
7	Oil, fat, butter	
8	Milk	
9	Sugar/Salt	
10	Milling	
11	Alcohol & Tobacco	
12	Soap & other personal care items (body lotion, toothpaste, etc) or any HH items	
13	Transport	
14	Fuel (wood, paraffin, etc.)	
• **In the <u>past 1 year</u> how much money have you spent on each of the following items or services?** • **Use the following table, write 0 if no expenditure.**	Estimated expenditure in **Local Currency**	
15	Medical expenses, health care	
16	Clothing, shoes	
17	Agricultural inputs (seeds, fertilizers, tools, animals, etc.)	
18	Construction, house repairs	
19	Hiring labour (not for house repair/construction)	
20	Debt repayment	
21	Education, school fees, uniform, etc.	
22	Celebrations, social events	
23	Funerals	
24	Savings	
25	Travelling	
26	Helping the needy/charity	

	Question	Coping strategy	Number of days (from 0 to 7)	
S6.5	During the **last 7 days**, were there days (and, if so, how many) when your household had to employ one of the following strategies (to cope with a lack of food or money to buy it)? Read out each option and code accordingly **Instructions:** **0 means no days.** **1-7 number of days**	1. Rely on less preferred and less expensive food		
		2. Borrow food or rely on help from relative(s) or friend(s)		
		3. Limit portion size at meals times		
		4. Restrict consumption by adults for small children to eat		
		5. Reduce number of meals eaten in a day		
SS6.6	During the past 30 days, did anyone in your household have to engage in any of the following activities because there was not enough food or money to buy food? Instructions: **READ OUT THE OPTIONS** 1. **No, because I did not face a shortage of food** 2. **No, because I already sold those assets or have engaged in this activity and cannot continue to do it** 3. **No** 4. **Yes** 5. **Not applicable** **READ OUT ACTIVITIES**			
a.	Sold household assets (radio, furniture, refrigerators, television, jewelry etc.)			
b.	Borrowed money			
c.	Sold productive assets or means of transport (e.g., sewing machine, wheelbarrow, bicycle, cart, animal, etc.)			
d.	Withdrew children from school			
e.	Harvested immature crops for quick money e.g., green maize			
f.	Consumed seed stocks that were to be used for the next season			
g.	Decreased expenditures on fertilizer, seed, pesticide, veterinary care or other farm inputs.			
h.	Sold house or land			
i.	Begged			
j.	Engaged in illegal income activities (theft)			
k.	Some household members worked in exchange for food.			
l.	Reduced essential non-food expenditures such as education or health,			
m.	Spent savings			
n.	Sent household members to eat elsewhere			

SECTION 7: HOUSEHOLD HUNGER SCALE				
Sr No	**Questions**	**Response options**	**Codes**	**SKIPS**
S7.1	In the **past 30 days**, was there ever no food of any kind in your house because of lack of resources?	Yes	1	
		No	2	Go to S7.3
S7.2	How often did this happen in the past 30 days?	Rarely (1–2 days)	1	
		Sometimes (3–10 days)	2	

			Codes	SKIPS
		Often (more than 10 days)	3	
S7.3	In the **past 30 days**, did you or any household member go to sleep at night hungry?	Yes	1	
		No	2	
S7.4	How often did this happen in the past 30 days?	Rarely (1–2 days)	1	
		Sometimes (3–10 days)	2	
		Often (more than 10 days)	3	
S7.5	In the **past 30 days**, did you or any household member go a whole day and night without eating anything at all because there was not enough food?	Yes	1	
		No	2	
S7.6	How often did this happen in the **past 30 days**?	Rarely (1–2 times)	1	
		Sometimes (3–10 times)	2	
		Often (more than 10 times)	3	

SECTION 8: TRAININGS RECEIVED

Sr No	Questions	Response options			Codes	SKIPS
S8.1	During the past one year, have you received any messages/sensitizations/trainings/demonstrations on the following topics?					
		Yes	No	If yes =1 **B.Source of information** (select option from the list below)		
a.	Nutrition	1	2			
b.	Crop production	1	2			
c.	Livestock production	1	2			
d.	Food preparation, preservation, and processing	1	2			
e.	Cooking demonstration	1	2			
f.	Training on procurement procedures	1	2			
g.	School meal management	1	2			
h.	Awareness campaigns on health, nutrition and WASH	1	2			
i.	Any other (please specify)					
	Source of Information 1=Local health clinic/hospital 2=Training received from school 3=School teachers 4=Community meetings 5=School PTA meetings 6=SMC meetings 7=Poster and Pamphlet 8=Notice board/ wall magazine / Wall paintings/hording board 9=Radio / Television 10=Video/Documentary Street Drama Show 11=Newspaper / Magazine 99=Others					

SECTION 9: WASH

S9.1	Do you have a handwashing facility inside your household/in the yard/plot, and if so what type is it? **Multiple responses possible Do not read out.**	Yes, piped water with tap	1	
		Yes, water in a bucket or a container	2	
		Yes, tippy tap	3	
		No	4	
S9.2	Do you/ family members use soap for handwashing in your household?	Yes, always	1	
		Sometimes	2	
		No	3	
S9.3	Can you tell me the times when a person should wash hands? **Multiple responses possible Do not read out responses**	Before eating a meal	1	
		After eating a meal	2	
		Before preparing/handling food	3	
		After using toilet	4	
		After handling farm work/animals	5	
		Other		

			With soap			
S9.4	Do you/family members wash hand with soap? **Read out responses**		Always	Sometimes	Never	
		Before eating a meal	1	2	3	
		After eating a meal	1	2	3	
		Before preparing/handling food	1	2	3	
		After using toilet	1	2	3	
		After handling farm work/animals	1	2	3	

SECTION 10: OTHER PROGRAMMES & GENDER

Sr No	Questions	Response options	Codes	SKIPS
S10.1	Is your household participating in any of the following programmes?			
		Yes	**No**	
	A. Social Cash Transfer Programme (SCTP)	1	2	
	B. Affordable Input Programme (AIP)	1	2	
	C. WFP resilience programmes (FFA, Integrated Risk Management (IRM), SAMS, Climate Services (CS))	1	2	
	D. Nutrition programmes such as care groups	1	2	
Gender (10.2 - only ask women respondents)				
S10.2	Please tell us			
	ECONOMIC SECURITY AND CONTRIBUTION SUBSCALE	Yes	No	
	A. Do you have any cash savings?	1	2	
	B. Have you ever used your savings for business or money lending?	1	2	
	WOMEN'S MOBILITY SUBSCALE			
	C. Have you ever been to the market?	1	2	
	Ask D if coded 1 in C D. Have you ever been there alone?	1	2	
	E. Have you ever been to the hospital/clinic/doctor?	1	2	
	Ask F if coded 1 in E F. Have you ever gone there alone?	1	2	

	G. Have you ever gone outside the village?		1	2	
	Ask J if coded 1 in G H. Have you ever gone there alone?		1	2	
	I. Have you ever gone to a bank/ financial institution?		1	2	
	Ask L if coded 1 in I J. Have you ever gone there alone?		1	2	

S10.3a	Who in your household (men, women, or both) make decisions on how food is used in your household?	Men	1	
		Women	2	
		Both together	3	
S10.3b	Who in your household (men, women, or both) make decisions on how cash is used in your household?	Men	1	
		Women	2	
		Both together	3	

S10.4	We spoke to several people like you about their opinions, experiences, and their perception on Decision Making for Economic choices among women. Please listen to these statements as I read them out for you. Please tell me if you 1 – Strongly disagree, 2 – Disagree, 3 –Neither agree nor disagree 3– Agree, 4 – Strongly Agree-5						
	Decision on Economic Choice	**1**	**2**	**3**	**4**	**5**	
	a. The choice of the crop for cultivation is decided by the Farmer Organization						
	b. The choice of the crop for cultivation is decided by the school						
	c. The choice of the crop for cultivation is decided by the male members of the household (and women don't get to decide about the choice of crops)						
	d. Only males can do economic activities outside of the home						
	e. Women should not take up economic activities outside of their home						
	f. I cannot change how I spend my income as my spouse/ household member tells me how I must spend it.						
S10.5	Who in your household (men, women or both) make decisions on how other household resources or important household issues are used/handled in your household?	Men		1	
		Women		2	
		Both together		3	
S10.6	Who in your household is responsible for the "Decisions regarding agricultural/ livestock inputs and cropping (type of inputs, crop selection and cropping pattern, type and number of livestock, migration, etc.,	Men		1	
		Women		2	
		Both		3	
		Not Applicable		4	
S10.7	We spoke to several people like you about their opinions, experiences, and their perception on social norms around women. Please listen to these statements as I read them out for you. Please tell me if you 1 – Strongly disagree, 2 – Disagree, 3 –Neither agree nor disagree 3– Agree, 4 – Strongly Agree, with the statements. You could also tell me if you don't have an opinion (6) Don't Know/ Can't Say.						
	Norms	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**	
	a. A woman can contradict her partner						

b.	Men should occupy posts of responsibility						
c.	Only a man should have the final word in all the decisions made at home						
d.	I believe only men should handle sale and purchase of produce/ assets						
e.	Household chores should be allocated by sex						
f.	The husband is responsible for the family so the wife must obey him						
g.	I believe only men should own property						
h.	I think boys should be brought up differently than girls						
i.	Only men can make financial decisions and handling finances						

Thank you for your time

5. School Level Questionnaire

Tsogolo la Thanzi (TSOLATA) – Healthy Future Survey October 2023 School Level Questionnaire			
Instructions: **This questionnaire should be administered to the Head / Deputy Teacher or Officer who keeps school records of the sampled school.** **The Head/Deputy or Officer who keeps records of the school will fill this paper form by referring to their school records**			
Consent: Good morning/ afternoon. My name is (name of enumerator). I am here on behalf of the United Nations World Food Programme (WFP). We are conducting a survey on the current status of food and nutrition security indicators in your community and school as part of a school meals programme. Your school was randomly selected from list of primary schools that will be part of the school meals project. Your demographic information, and overall response will remain confidential and will only be used to learn about how the Government, the UN and its partners can improve the school meals programme. Take note that there is no material benefit from this interview; however, your information will help in making improvements in the school feeding programme. More importantly, your community and the society at large plus the Government will benefit from learning from the information you share during this interview. The survey will take approximately 60 minutes. Are you willing to participate? Yes/No			
SECTION 1. GENERAL INFORMATION			
A	Date of visit:		
B	Enumerator name (data entry)		
School Identification details (Enumerator to complete)			
1.1	Primary School Details		
1.2	Primary School Name:		
1.3	Primary School EMIS ID:		
1.4	Districts: Instructions: Single Coding only	Chikwawa	1	
		Nsanje	2	
		Phalombe	3	
		Zomba	4	
1.5	Traditional Authority:		
1.6	Education Zone:		
1.7	School category Instructions: **Single Coding only**	TSOLATA - HGSF	1	
		Non - TSOLATA - HGSF	2	
1.7a	Cyclone intensity category	High	1	
		Medium	2	
		Low	3	
1.8	Area type Where the school is located	Urban/ Town	1	
		Rural	2	
1.9	When was the survey administered? Instructions: **Single Coding only**	Before Breakfast	1	
		During Breakfast	2	
		After Breakfast	3	

	Details of the person being interviewed:					
1.10	Name of the person being interviewed					
1.11	Phone number of the person being interviewed					
1.12	Designation of the person being interviewed? **Instructions:** **Single Coding only**	School principal/head			1	
		School vice-principal			2	
		School teacher			3	
		Others			4	
1.15	Does the school have records of Student enrolment records/ attendance sheet/ drop out records for last academic years? (September 2022 to August 2023) **observing the records, mark the correct answer.**	Yes, complete records			1	
		Yes, partial records			2	
		No			3	

	Instruction & Details		**Years**			
			(2023-2024)	**(2022-2023)**	**(2021-2022)**	
1.16	Number of children enrolled in the following years. **Instructions:** **(Enrolment at start of academic school year)** **Ask for classes 2 to 5** **Including children with disabilities**	Total	a.	d.	g.	
		Boys	b.	e.	h.	
		Girls	c.	f.	i.	
1.17	Total number of students present on the day of data collection (head count) **Ask for classes 2 to 5**	Total	a.			
		Boys	b.			
		Girls	c.			
1.18	Number of children advanced to next class **(Ask for classes 2 to 5)**	Total	i.	iv.	vii.	
		Boys	ii.	v.	viii.	
		Girls	iii.	vi.	ix.	
1.18a	Number of learners passed the primary school leaving certificate exams (PSLCE) **(Only class 8. Ask with the schools that have Class 8)**	Total		ai.	aiv.	
		Boys		aii.	av.	
		Girls		aiii.	avi.	
1.19	Numbers remaining in the same class (repetition) **(Ask for classes 2 to 5)**	Total		a.	d.	
		Boys		b.	e.	
		Girls		c.	f.	
1.21	Total number of dropout children last school year (Left without reason)	Total	a.	d.	g.	
		Male	b.	e.	h.	
		Female	c.	f.	i.	
1.22	Number of learners with disabilities (If the school does not have the data please add "999") **(Please respond this- taking into consideration classes 2 to 5)**	Total	a.	d.	g.	
		Male	b.	e.	h.	
		Female	c.	f.	i.	
1.24	Are there any school meal programmes being	Yes			1	

		implemented at this school?	No		2	GOTO 1.29
1.24 a		Is the WFP TSOLATA program been implemented in your school?	Yes		1	GOTO Q1.26
			No		2	
1.25		If No in Q1.24.a, specify the programmes. Instructions: Pease write the name of the recent programme implemented in the school.				GOTO 1.29
1.26		Since when did the school start receiving support from the TSOLATA home grown school feeding programme supported by WFP? **Instructions: Ask for the year in which the WFP support started.**	The year & month when it started. Month: Year:			

1.27		What is the type of support that the school is currently receiving from the TSOLATA HGSF Programme / School Meal programme? **Instructions: Read out each option in turn** **For each type of support, ask if they are currently receiving it the current school year and code in 1.27a** **If not currently receiving (that is 1.27a=2), then ask if they received it during the past school years and code in 1.27b** **(Ask the Headmaster about all the options mentioned here, and at the end also check if there is any additional support)** **(Circle all that apply)**				
		Type of support	1.27a During current school year		1.27b Received in past academic years	
			Yes=1	No=2	Yes=1	No=2	
	1	School meal (breakfast) for students	1	2	1	2	
	2	Take home ration for students	1	2	1	2	
	3	Received cooking and eating equipment	1	2	1	2	
	4	Received school garden equipment	1	2	1	2	
	5	Received Information, Education and Communication materials	1	2	1	2	
	6	Provision of water in treated and protected wells, taps, boreholes	1	2	1	2	
	7	Water supply for drinking	1	2	1	2	
	8	Water supply for cooking	1	2	1	2	
	9	Water supply for toilets	1	2	1	2	
	10	Water supply for vegetable garden/ fruit orchards/woodlots	1	2	1	2	
	11	School management committees trained on aflatoxin management	1	2	1	2	
	12	Cooking demonstrations in school	1	2	1	2	
	13	Support to establish fruit orchards in schools	1	2	1	2	
	14	Support to establish woodlots in schools	1	2	1	2	
	15	Support to establish vegetable gardens in schools	1	2	1	2	

16	Awareness campaigns on good nutrition; hygiene and sanitation practices for teachers	1	2	1	2	
17	Awareness campaigns on good nutrition; hygiene and sanitation practices for school children	1	2	1	2	

1.28	In your opinion, what are the benefits of using home/garden-grown vegetables in school meals? **Instructions: Multiple response possible Do not read out**	Improved nutrition for students	1	
		Community engagement and involvement	2	
		Promoting sustainable agriculture	3	
		Cost savings for the school	4	
		Other (please specify)		
1.29	Please select the factors that you believe most significantly affect school enrolment, attendance, and retention? **Instructions: Multiple response possible Do not prompt/ read**	Availability of School Meals	1	
		Quality of Education	2	
		Economic Conditions of parents and guardians	3	
		Distance to School	4	
		Teaching and Administrative Staff	5	
		Educational Resources and materials	6	
		Curriculum and Teaching Methods	7	
		Transportation availability	8	
		Others (please specify):		

SECTION 2: IMPROVED SCHOOL INFRASTRUCTURE

Sr No	Questions	Response Options		Codes	SKIPS
2.1	Total number of class-rooms available in your school				
2.2	Are the classrooms in the school disabled-friendly[5]? **(observe and mark accordingly)**	Yes		1	
		No		2	
2.2a	If yes, please select the features available. Read out options **Instructions: Multiple response possible**		Yes	No	
		Widened doors available	1	2	
		Disabled-friendly sitting facilities available	1	2	
		Disabled-friendly learning materials available	1	2	
		Ramps for easy access	1	2	
		Modified teaching and assessment resources	1	2	
		Specialised assistive devices	1	2	
		Other (please specify)	1	2	
2.3	Does the school have toilets?	Yes		1	
		No		2	GOTO Q 2.12
2.3a	Total number of toilets (This	**Total**	**Male**	**Female**	

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[5]Check the presence of wheelchair-accessible entrances, adaptable furniture, and unobstructed pathways during classroom assessments. If any two of the above-mentioned services are available, mark "Yes.

			Total	Male	Female	
	includes both functioning and non-functioning) in the school? **Instructions: Check the sums are correct**	**Teachers**	ai.	aii.	aiii.	
		Students	aiv.	av.	avi.	
2.3a.a	Total number of functioning toilets? **Instructions: Check the sums are correct**		**Total**	**Male**	**Female**	
		Teachers	ai.	aii.	aiii.	
		Students	aiv.	av.	avi.	

2.3b	Are the student toilets are disabled friendly? (observe and mark accordingly)	Yes	1	If no, go to 2.4
		No	2	
2.3c	How many disabled-friendly toilets are available in the school?	----------(Nos)		
2.4	Main Type of functioning toilets in the school ground **Multiple responses possible**	Type:		
	Type codes: 1 = Pit latrine with slab 2 = Pit latrine without slab 3 = Flush toilet/septic tank 4 = Piped sewer system 5 = Flush/pour to elsewhere 6 = Flush/pour to pit latrine 7 = Ventilated improved pit latrine (VIP) 8 = Composting toilet 9 = Other (specify)			
2.5	Are there separate toilets for boys and girls?	Yes	1	
		No	2	
2.6	Do most of the toilets have water inside for use? **Instructions: Observe and only then mark the right option.**	Yes, piped water connection	1	
		Yes, water kept in a container	2	
		Some have water and others does not	3	
		No water inside the toilet	4	
2.7	Are there any hand washing facilities within the toilets or within the school?	Yes	1	If no, go to 2.12
		No	2	
2.9	Does the hand washing facility have a soap?	Yes	1	
		No	2	
2.10	How often is it a challenge to have sufficient water for the hand washing facility?	Never	1	
		Rarely	2	
		Sometimes	3	
		Always	4	
2.11	Are these water stations are disabled friendly? **(Observe and mark accordingly)**	Yes	1	
		No	2	
2.12	Does the school have a woodlot currently in use?	Yes	1	if no, you go to 2.12a. If yes, then go to 2.13
		No	2	

2.12a	If no, why not? Do not prompt	No land allocated	1	
		No access to water	2	
		Dry season	3	GOTO Q2.14
		No seedlings available locally	4	
		No money to buy seedlings	6	
		Other, specify	7	
2.13	Are you/ any other teachers in the school participating in the maintenance of the school woodlot initiatives?	Yes	1	
		No	2	
2.14	Does the school have a vegetable garden currently in use? **Instructions: Observe and only then mark the right option.**	Yes	1	If yes, GOTO Q2.16
		No	2	If no, GOTO 2.15
2.15	If no, why not? Do not read out	No land allocated	1	
		No access to water	2	
		Dry season	3	GOTO Q2.19
		No seeds available locally	4	
		No money to buy seeds	5	
		Other, specify	6	
2.16	Is there any vegetable/fruit sown or growing in the garden?	Yes	1	
		No	2	
2.17	Are you/ any other teachers in the school participating in the maintenance of the school vegetable garden?	Yes	1	
		No	2	
2.18	How many times in a month, does the school garden provide vegetables for the school meals in the first term (September to December)?	Once a month	1	
		Twice a month	2	
		Thrice a month	3	
		Four times a month	4	
		Others		
2.19	Does the school get **voluntary contributions** of food items (such as vegetables, fruits, meat, or eggs) from parents of students for school meals?	Yes	1	
		No	2	
2.20	Does the school get voluntary contributions of food items from farmers/ farmers groups for students (for school meal)?	Yes	1	
		No	2	
2.20a	Approximately what proportion of the food requirement is coming from voluntary contributions in an academic year? **Instructions: (Write it in %, e.g. - 25%)**	------------(%)		

| 2.23 | Does the school buy food items | Yes | 1 | |

	(e.g. maize, rice, beans, pigeon pea, vegetable, fruits) from local farmers (Individual farmers) for school meals? **Instructions: (Clearly mention – it is direct from local farmers and not from farmer's group (FO))**	No	2	GOTO Q2.27
2.24	Approximately what proportion of the food requirement is purchased from the local farmers in an academic year? **Instructions:** **(Write it in %, e.g. - 25%)**	-----------------(%)		
2.26	what is the frequency of this purchase?	Once a week	1	
		Once a month	2	
		Twice a month	3	
		Once every term	4	
		Twice in a term	5	
		Once in a year	6	
		Twice in a year	7	
		As and when the school asks	8	
		Others		
2.27	Does the school buy food items (e.g., maize, beans, pigeon peas, rice, vegetable, fruits) from **farmer's group** for school meal?	Yes	1	
		No	2	GOTO Q2.30 a
2.28	If yes, what proportion of the food items come from **farmer groups** in a year? **Instructions: (Write it in %, e.g. 25%)**	----------------- (%)		
2.30	what is the frequency of this contribution?	Once a week	1	
		Once a month	2	
		Twice a month	3	
		Once every semester	4	
		Twice in a semester	5	
		Once in a year	6	
		Twice in a year	7	
		As and when the school asks	8	
		Others (specify)		

2.31	What proportion of your school's requirement you buy from Local Farmer Farmer organizations Voluntary contributions/ Donations? **Instructions: Please check if the SUM is 100%**	a. Voluntary Contributions (Refer Q.no 2.20a)		
		b. Local farmer (Refer Q2.24)		
		c. Farmer Organizations (Refer 2.28)		
		d. Total		
	Were you able to procure adequate	Always	1	

2.32	quantity of food items in the last year to meet the school's requirements?	Most of the time	2	
		Occasionally	3	
		Rarely	4	
		Never	5	
2.33	If answered option 2,3,4,5 please ask Please select the challenges you encountered during food procurement. **Instructions:** **Multiple response possible**	Delays in delivery	1	
		Insufficient quantity	2	
		Quality issues with the food items	3	
		Price fluctuations	4	
		Coordination issues with farmers	5	
		No challenges faced	6	
		Other (please specify):		
2.34	How satisfied are you with the food procurement process during the program implementation? **Instructions:** **Please respond on a scale of 1 to 10, with 1 as lowest (not satisfied and 10 as highly satisfied)?**	--- ---		
2.35	Does the school have a kitchen?	Yes	1	
		No	2	GOTO Q2.37
2.36	If yes, is your kitchen is in good condition?	Yes	1	
		No	2	
2.37	If no, why not? Do not read/ prompt	Leaking roofs	1	
		Flooded at rainy season	2	
		Cracked walls	3	
		Poor floors	4	
		Poor fittings/surfaces	5	
		Poor equipment	6	
		Others (specify)		
2.38	Is there an assigned cook to prepare the school meal?	Yes	1	
		No	2	
2.38a	Does the school get voluntary labour contributions from parents for cooking the school meal?	Yes	1	
		No	2	
2.39	Is there any teacher involved in supervising the school meal	Yes	1	
		No	2	
2.40	Is there any teacher involved in preparing the school meal	Yes, always	1	
		Yes, often	2	
		Yes, only when the cook/community volunteers are absent	3	
		No	4	
2.42	Does the school have energy-saving stoves?	Yes	1	
		No	2	
2.43	Does the school have a storeroom?	Yes	1	If yes go to 2.45
		No	2	
2.44	If yes, is your storeroom in good condition?	Yes	1	
		No	2	
2.45	If no, why not?	Leaking roofs	1	

		Flooded at rainy season	2	
		Broken windows/door	3	
		Damaged walls	4	
		Poor floor	5	
		Food was not stored off ground	6	
		Others, (please specify)		
2.50	Does the school have year-round access to a clean and safe water source for drinking?	Yes	1	If no go to 2.52
		No	2	
2.51	You said Yes in 2.50 What water source/sources are available?	Drilled well	1	
		Rainwater catchment	2	
		Piped Water	3	
		Others, (please specify)		
2.52	Are there any non-functioning drilled wells or rainwater catchments installed on the school grounds?	Yes	1	
		No	2	
Ask 2.54 and 2.55 to HGSF schools				
2.54	Are children/learners with disabilities prioritized in the school's feeding program?	Yes	1	If no go to 3.1
		No	2	
2.55	If yes, what facilities does the HGSF programme supports? Read out options **Instructions: Multiple response possible**	Toilets for children with disabilities	1	
		Water access for children with disabilities	2	
		Library	3	
		Accessible classroom	4	
		Modified teaching, learning and assessment resources	5	
		Specialized assistive devices	6	
		Other, specify		

SECTION 3: LOCAL ORGANIZATION AND COMMUNITY GROUPS

S. No	Questions	Response Options	Codes	SKIPS
3.1.	Does the school have a functioning Parent Teacher Association (PTA)	Yes	1	
		No	2	
3.2.	Does the school have a functioning School Management Committee (SMC)?	Yes	1	3
		No	2	
3.2.aii	What is the number of parents with children enrolled in your school that are members of PTA women?			
3.2bi	What is the number of parents with children enrolled in your school that are members of SMC Total?			
3.3	Were there any PTA or SMC awareness raising events conducted at your school in the last school year? (2022-2023)	Yes	1	If no, go to 4.1
		No	2	
3.4	If yes, how many times were	Once	1	

awareness- raising events conducted (per school year) in the past 12 months?	Twice		2	
	Three or more times		3	
	Do not know			

SECTION 4: NUTRITION, HEALTH, AND DIETARY PRACTICES

Sr. No.	Questions	Response Options			SKIPS
		Yes	No	DKCS	
4.1	In the past 12 months, did the school management committee receive training on:				
4.1b	School meals programme management	1	2	3	
4.1c	Record keeping	1	2	3	
4.1d	Hygiene and sanitation	1	2	3	
4.1e	Nutrition and dietary diversification	1	2	3	
4.1f	The importance of education	1	2	3	
4.1g	Food preparation	1	2	3	
4.1h	Storage management	1	2	3	
4.1i	Procuring food from local smallholder farmers for the provision of school meals	1	2	3	
4.1j	Safe water access/ preparation	1	2	3	
4.1k	Food procurement procedure	1	2	3	
4.1l	Financial management	1	2	3	
4.1m	Safe food preparation and storage techniques	1	2	3	

4.2	Does the school have soap and water at a hand washing station/facility? (This is different from the washing facilities available in the toilet)	Yes	1	
		No	2	GoTo Q4.4
4.3	If yes, is it commonly used by students?	Yes, regularly	1	GoTo Q4.5
		Yes, sometimes	2	
		Rarely	3	
		Never	4	
4.4	If not, why not?	No money to buy soap	1	
		Not in school's plan to buy soap	2	
		Other (specify)		
4.5	For this handwashing stations who provides the soap for hand washing **(Ask this question about Q. 4.2)**	School	1	
		WFP	2	
		Charity persons	3	
		Other NGOs	4	
		A business	5	
		UNICEF	6	
		Others (specify...)	7	

SECTION 5: SCHOOL MEALS

S. No.	Question	Response Options	Codes	SKIPS

5.1	On average, for the last term, how many days in a school week did the school provide school meal to the students?	------------- Total number of school feeding days (Verify number of days in school records)			
5.2	In the last school week how, many days was school meal provided to the students?	1 day	1		
		2 days	2		
		3 days	3		
		4 days	4		
		5 days	5		
		Did not provide on any day			
5.4	Number of children benefitting from school meals under the HGSF programme	a. Total: b. Boys: c. Girls:			
5.10	What is the proportion of primary school children who have consumed breakfast yesterday?	-------------------(%)			
5.11	If 0% in 5.10, ask why was the school meal not provided? **Instructions:** **Multiple response possible**	No cooks	1		
		No food available due to delay in delivery of stock	2		
		No food available due to consumption of available stock	3		
		Lack of fresh vegetables or meat or eggs	4		
		Lack of water	5		
		Lack of cooking fuel	6		
		Students do not like the food	7		
		Other (specify)			
5.13	What are the main challenges your school has faced in regularly providing school meals? **Instructions:** **Multiple response possible**	Irregularity of cooks/absence of cooks	1		
		No food available due to delay in delivery of stock	2		
		No food available due to consumption of available stock	3		
		Lack of fresh vegetables or meat or eggs	4		
		Lack of water	5		
		Lack of cooking fuel	6		
		Students do not like the food	7		
		Other (specify)			

Thank you for your time!

6. **School Level Questionnaire**

<table>
<tr><td colspan="4" align="center">**Tsogolo la Thanzi (TSOLATA) – Healthy Future Survey**
October 2023
Smallholder Farmer Questionnaire</td></tr>
<tr><td colspan="4">**Instruction:**
This questionnaire should be administered to a smallholder farmer (SHF) who is a member of a farmer organization (FO) that supplies food to the TSOLATA-HGSF primary school. It is also to be used with the appropriate skips for the control farmers who are non-HGSF primary school.</td></tr>
<tr><td colspan="4">Consent:
Good morning/ afternoon. My name is _____(name of enumerator). I am here on behalf of the United Nations World Food Programme (WFP). We are conducting a survey on the status of food and nutrition security indicators in your community as part of a school meals programme. Your name was randomly selected from a list of <Smallholder Famer who supports the home-grown school feeding programme><smallholder farmers in the community> in this area.
Information about you and your other responses will remain confidential and will only be used to learn about how the Government, the United Nations and its partners can improve the school meals programme. Take note that there is no material benefit from this interview; however, your information will help in making improvements in the school feeding programme. More importantly, your community, the Government and Malawi as a whole will benefit from learning from the information you share during this interview.
The survey will take approximately 60 minutes.
Are you willing to participate? Yes/No</td></tr>
<tr><td colspan="4">**SECTION 1: GENERAL INFORMATION (Profiling the Farmer)**</td></tr>
<tr><td colspan="4">**Enumerator to complete S1.1-S1.5 prior to start**</td></tr>
<tr><td>S1.1</td><td>Date of visit:</td><td></td><td></td></tr>
<tr><td>S1.2</td><td>Supervisor name</td><td></td><td></td></tr>
<tr><td>S1.3</td><td>Enumerator name:</td><td></td><td></td></tr>
<tr><td>S1.4</td><td>SHF ID:</td><td></td><td></td></tr>
<tr><td rowspan="4">S1.5</td><td rowspan="4">Districts:
Single Coding only</td><td>Chikwawa</td><td>1</td></tr>
<tr><td>Nsanje,</td><td>2</td></tr>
<tr><td>Phalombe,</td><td>3</td></tr>
<tr><td>Zomba</td><td>4</td></tr>
<tr><td>S1.6</td><td>Name of smallholder farmer</td><td></td><td></td></tr>
<tr><td>S1.6a</td><td>Phone Number</td><td></td><td></td></tr>
<tr><td rowspan="2">S1.7</td><td rowspan="2">SHF category</td><td>TSOLATA-HGSF</td><td>1</td></tr>
<tr><td>Non-TSOLATA-HGSF</td><td>2</td></tr>
<tr><td rowspan="3">S1.7a</td><td rowspan="3">Cyclone intensity category</td><td>High</td><td>1</td></tr>
<tr><td>Medium</td><td>2</td></tr>
<tr><td>Low</td><td>3</td></tr>
<tr><td rowspan="2">S1.8</td><td rowspan="2">Gender of SHF (by observation)</td><td>Male</td><td>1</td></tr>
<tr><td>Female</td><td>2</td></tr>
<tr><td rowspan="2">S1.9</td><td rowspan="2">Area Type (by observation)</td><td>Urban/Town</td><td>1</td></tr>
<tr><td>Rural</td><td>2</td></tr>
<tr><td rowspan="7">S1.10a</td><td rowspan="7">What is your family's **primary source** of earning?
Do not read out</td><td>Agriculture/farming</td><td>1</td></tr>
<tr><td>Salaried work</td><td>2</td></tr>
<tr><td>Informal daily/casual labour</td><td>3</td></tr>
<tr><td>Family and friends</td><td>4</td></tr>
<tr><td>Own business/ trade</td><td>5</td></tr>
<tr><td>Pension</td><td>6</td></tr>
<tr><td>Petty trade</td><td>7</td></tr>
</table>

		No income	8	
		Remittances	9	
		Government assistance	10	
		Other source		
S1.10b	Does your household have **any other source (secondary income)** of income? Do not read out	Agriculture/farming	1	
		Salaried work	2	
		Informal daily/casual labour	3	
		Family and friends	4	
		Business/ trade	5	
		Pension	6	
		Petty trade	7	
		No income	8	
		No income	9	
		Remittances	10	
		Government assistance	11	
		Other source		
S1.10c	**ASK WHEN S1.10a or S1.10b are coded 1** You have said agriculture is your primary/ secondary source of income. Do you own any land?	Yes	1	
		No	2	

PPI Questions				
S1.10d	In which region does this household live?	North	4	
		Central	0	
		South	0	
S1.10e	How many members does this household have?	One or two	22	
		Three	10	
		Four	5	
		Five	2	
		Six or more	0	
S1.10f	How many members of the household are children under 18 years of age?	None	24	
		One	13	
		Two	8	
		Three	5	
		Four or more	0	
S1.10g	The floor of the main dwelling is predominantly made of what material?	Sand, smoothed mud, other	0	
		Smooth cement, wood, tile	6	
S1.10h	What is your main source of energy used for cooking?	Collected firewood, crop residue, saw dust, other	0	
		Purchased firewood, electricity, gas, charcoal	2	
S1.10i	Does your household own a bed?	Yes	8	
		No	0	
S1.10j	Over the past one week (7 days), did you or others in your household consume any bread?	Yes	10	

	Include food both eaten communally in the household and that eaten separately by individual household members	No	0	
S1.10k	Over the past one week (7 days), did you or others in your household consume any Eggs?	Yes	9	
	Include food both eaten communally in the household and that eaten separately by individual household members	No	0	
S1.10l	Over the past one week (7 days), did you or others in your household consume any Rice?	Yes	6	
	Include food both eaten communally in the household and that eaten separately by individual household members	No	0	
S1.10m	Over the past one week (7 days), did you or others in your household consume any Sugar or sugar cane?	Yes	10	
	Include food both eaten communally in the household and that eaten separately by individual household members.	No	0	
S1.10n	**SUM of (S1.10.e to S1.10 m)**	----------------------------		
S1.11	Are you a member of any farmer organization (FO)?	Yes	1	
		No	2	
S1.12	Which FO are you a member of?	_____ (Name of FO, if any)		
S1.13	What is your position on the FO? **Instructions: Single Coding only Do not read out**	Executive/management level	1	
		Lead farmer	2	
		Member	3	
		Other (specify)		

		(1)	(2)	(3)	(4)	(5)
S1.13a	**Ask to those who have said yes to S1.11.** **We spoke to several SHFs about their opinion / experience of being in a FO. Please listen to these statements as I read them out. Please tell me if you 1 – Strongly disagree, 2 – Disagree, 3 –Neither agree nor disagree 4– Agree, 5 – Strongly Agree, with the statements.**					
S1.13aa	I believe the training received from FOs has given me the confidence to explore new income opportunities in agriculture					
S1.13ab	Training on Improved record management by me has provided me with a clear picture of my farm's performance					

	and financial status				
S1.13ac	I now make data-driven decisions based on a better understanding of my farming activities and financial situation				
S1.13ad	Selling my crops to FO has made me more organized				
S1.13ae	Selling my crops has become more efficient and it saves time				

SECTION 2: Land Ownership

S. No.	Questions	Response Options		Code	SKIPS
S2.1	What is the total land area owned by your household?	___ Acres			
S2.2	Did you rent any of your land to others to farm? **Do not read out options**	Yes		1	**If no, go to S2.3**
		No		2	
S2.2a	What was the total land area rented out?	___ Acres			
S2.3	Did you rent land from others for you to farm? Do not read out options	Yes		1	**If no, go to S2.5**
		No		2	
S2.4	What was the total land rent from others?	___ Acres			
S2.5	What was the total land area cultivated in the following season?	a. Current season (2023-2024)	___ Acres		
		b. Last season (2022-2023)?	___ Acres		
		c. Season 2021-2022?	___ Acres		
S2.6	**Ask all** Have you ever sold your crops to a Home-Grown School Feeding (HGSF) program school?	Yes		1	**If no, go to section 3 (S3.1)**
		No		2	
S2.7	Are you currently selling your crops to a Home-Grown School Feeding program school?	Yes, through farmer organizations		1	
		Yes, as an independent framer		2	
		No		3	
S2.8	**We spoke to several SHFs about their opinion / experience of selling the produce to HGSF schools (Schools with a school feeding programme)** **Please listen to these statements as I read them out for you. Please tell me if you 1 – Strongly disagree, 2 – Disagree, 3 –Neither agree nor disagree 4– Agree, 5 – Strongly Agree, with the statements.**				
		(1)	**(2)**	**(3)**	**(4)**	**(5)**
S2.8a	Selling crops to school feeding programs ensures a more stable and predictable income compared to traditional markets					
S2.8b	Providing crops to HGSF schools has brought a consistent source of income to my family, which has helped us meet					

	our daily needs				
S2.8c	Selling the produce to HGSF schools is a commercially beneficial way to support local communities				
S2.8d	Selling crops to HGSF schools often results in faster payments, benefiting my household				
S2.8e	Selling crops to HGSF schools often results in assured price/ rates, benefiting my household				
S2.8f	The benefit of selling to HGSF schools is that it helps me avoid the uncertainties and price fluctuations in traditional markets				

SECTION 3: CROP PRODUCTION

	Ask All Now I would like to ask you about all the crops that you grew in the last two seasons. Enumerator: probe for all crops starting with the crop with the largest total land area cultivated				
			a. 2021-2022	**b. 2022-2023**	
S3.1	Please tell us the names of the crops you cultivated in the last two years. Refer the below codes. 1=Maize 2=Rice 3=Cassava 4=Groundnuts 5=Sweet potatoes 6= Irish potatoes 7=Onions 8=Tomatoes 9=Cowpeas 10=Beans 11=Pigeon peas 12=Cotton 13=Eggplant 14=Cabbage 15=Carrots 16=Sugar cane 17=Sunflower 18=Pumpkin 19=Bananas 20=Soybeans 21=Bambara nuts 22=Millet 23=Sorghum 24=Sesame 99=Other **Instructions:** **Multiple response possible**	Crop 1			
		Crop 2			
		Crop 3			
		Crop 4			
S3.2	What was the total land area cultivated under this crop by your household during the **agriculture**		**a. 2021-2022**	**b. 2022-2023**	
		Crop 1			

			a. 2021-2022	b. 2022-2023	
	season? (Combined land area cultivated on a year should not be larger than S2.5) **Instructions:** **Multiple response possible**	Crop 2			
		Crop 3			
		Crop 4			
S3.3	Did/ were you harvest any of these crops during the **agriculture** season? 1=Yes 2=No (If '1' (yes) coded for any of the crop's SKIP to S3.5)		**a. 2021-2022**	**b. 2022-2023**	
		Crop 1			
		Crop 2			
		Crop 3			
		Crop 4			
S3.4	What is the main reason why you did not harvest this crop during the "Read year _____" **agriculture** season? SKIP to S3.5 USE below codes 1=Crop failure 2=Lack of labor 3=Lack of tools 3=Lack of financial means 4=Pest/disease 99=Other **Instructions:** **Single response possible**		**a. 2021-2022**	**b. 2022-2023**	
		Crop 1			
		Crop 2			
		Crop 3			
		Crop 4			
S3.5	What is the total quantity of this crop that your household harvested during each **agriculture** season? **Instructions:** **(Mention quantity in Bags, 1 bag=50 kg)**		**a. 2021-2022**	**b. 2022-2023**	
		Crop 1			
		Crop 2			
		Crop 3			
		Crop 4			
S3.6	Have you sold or intended to sell this crop during **marketing seasons?** 1=Yes 2=No If coded '1' for any crop for the season SKIP to S3.8		**a. 2021-2022**	**b. 2022-2023**	
		Crop 1			
		Crop 2			
		Crop 3			
		Crop 4			
S3.7	What is the main reason why you did not intend to sell any of this		**a. 2021-2022**	**b. 2022-2023**	

			a. 2021-2022	b. 2022-2023	
	harvested crop during the "READ YEAR marketing season? USE below codes SKIP TO 3.12 1=Wanted to sell but price too low 2=Expected surplus but did not want/need to sell 3=Expected no surplus to sell 4=Market too far 5=High transport cost 6=Poor quality of crop 7=Post harvest loss 8=Stored for future use (seed) 9=Stored for future use (consumption) 99=Other (specify) **Instructions: Multiple response possible**	Crop 1			
		Crop 2			
		Crop 3			
		Crop 4			
S3.7a	**Ask only if coded 9 in any of the crop for S3.7** Approximately how much of the total production for each crop was used for home consumption? **Instructions: (Mention quantity in Kg)**		**a. 2021-2022**	**b. 2022-2023**	
		Crop 1			
		Crop 2			
		Crop 3			
		Crop 4			
S3.8	What is the total **quantity** of the harvested crop that you expect to sell this **marketing** season? Or have sold in the past **marketing** season? **Instructions: (Mention quantity in Bags, 1 bag=50 kg)**		**a. 2021-2022**	**b. 2022-2023**	
		Crop 1			
		Crop 2			
		Crop 3			
		Crop 4			
S3.8a	What is the total **quantity** of the crop that you sold to schools during the **marketing** season?		**a. 2021-2022**	**b. 2022-2023**	
		Crop 1			
		Crop 2			
		Crop 3			
		Crop 4			
SS3.9	What is the total **value** of the harvested crop that you sold in this marketing season? (In Kwacha)		**a. 2021-2022**	**b. 2022-2023**	
		Crop 1			
		Crop 2			
		Crop 3			
		Crop 4			

S3.10	Main reasons for selling the crops? Use below codes for response. 1=Needed cash for food consumption 2=Needed cash for other basic needs 3=Repaid loans 4=Sold surplus for profit 5=Purchase of inputs 6=Other **Instructions: Multiple response possible**		**a. 2021-2022**	**b. 2022-2023**	
		Crop 1			
		Crop 2			
		Crop 3			
		Crop 4			
S3.11	Where did you sell the crops during the respective **marketing** season? Use below codes for response. 1=Neighbour 2=Family member representative 3=Vendor 4=Association/Cooperative 5=Local market 6=Company/Wholesaler 7=ADMARC 8=NGO 9= Food Reserve Agency 10=Other (specify) **Instructions: Multiple response possible**		**a. 2021-2022**	**b. 2022-2023**	
		Crop 1			
		Crop 2			
		Crop 3			
		Crop 4			
S3.11 bb	Which market did you sell most of your crops to in the 2022-2023 season?	Neighbour	1		
		Family member	2		
		Vendor	3		
		Association/Cooperative	4		
		Local market	5		
		Company/Wholesaler	6		
		ADMARC	7		
		NGO	8		
		Food Reserve Agency	9		
		Other (specify)			
S3.11 aa	Did you receive the sum in cash or in a bank account?	Cash	1		
		Bank	2		
		Both	3		
S3.11 ab	Did you receive the payments in time?	Yes	1		**If no, go to S3.13a**
		No	2		
S3.11 ac	How delayed were the payments?	1 Month	1		
		Up to 2 Months	2		
		Up to 3 Months	3		
		More than 3 months	4		
S3.13a	Did you experience any harvest related loss in the last harvesting season? (2022-2023)	Yes		1	**If coded '2' SKIP to S3.14a**
		No		2	

S3.13b	If yes, what was the quantity lost? **(Mention quantity in Kg)**	-------		
S3.13c	If yes, what was the reason for the loss?	Rodents	1	
		Insects' infestation (e.g., Weevils or termites)	2	
		Rotting/wet/discoloured	3	
		Infested by termites	4	
		Theft	5	
		Other _____specify		
S3.13 d	What was the average amount (in local currency) of the loss?			
S3.14a	Have you ever applied any post-harvest techniques?	Yes	1	**If '2' SKIP to S3.14c**
		No	2	
S3.14b	If yes, what were the techniques you applied? Do not read out options.	Proper shelling/preparing	1	
		Proper drying	2	
		Storage place/hygiene	3	
		Application of chemicals	4	
		Hermetic (PICS) bags	5	
		Other ___specify		
S3.14c	In the agricultural season have you taken any loan for cultivation?	Yes	1	**If '2' SKIP to S3.14 f**
		No	2	
S3.14d	If yes, who did you approach for the loan? **Instructions: Multiple response possible**	Bank	1	
		FO or cooperative	2	
		Local money lender	3	
		Relatives or friends	4	
		Shopkeeper (Agri-Input shops)	5	
		Other farmers	6	
		Agents	7	
		Schools	8	
		Other ___specify		
S3.14e	Can you please tell us the rate of interest for the borrowed sum? **Instructions: Write the rate of Interest in % If they borrowed money from multiple sources, in the same year write the highest return on investment for the year.**			

S3.14f	What types of interventions or support have you received to establish linkages with financial institutions and markets for your farming activities? **Instructions: Read out each option and get yes/no Multiple response possible**		
		a. 2022	**b. 2023**
	1. Training or workshops on financial literacy and access to credit	1	1
	2. Assistance in forming or joining a farmers' cooperative or association	2	2

		a. 2022	b. 2023	
	3. Access to microloans or credit facilities	3	3	
	4. Support in market research and market linkages	4	4	
	5. Information on government agricultural schemes and subsidies	5	5	
	6. Assistance in obtaining crop insurance	6	6	
	7. Technical support for improving crop yields and product quality	7	7	
	8. Assistance in product packaging and marketing	8	8	
	9. No specific support received in this regard	9	9	
	10. Other (please specify)			

S3.14g	Please describe the topic of the training you attended in the last 2 years.		**a. 2022**	**b. 2023**
	1. Post harvest loss management		1	1
	2. Entrepreneurship and business management		2	2
	3. Governance of FOs		3	3
	4. Improved record management		4	4
	5. Irrigation schemes		5	5
	6. Procurement and record keeping		6	6
	7. Financial management		7	7
	8. Aflatoxin management		8	8
	9. Crop diversification and production		9	9
	10. Storage of commodities		10	10
	11. Use of hermetic bags		11	11
	12. Other ___specify **Instructions: Multiple response possible**			
S3.14ah	Who conducted the most recent training in 2022? **Instructions: Multiple response possible**	Government of Malawi through farmer organizations		1
		World Bank		2
		Local NGO		3
		Government of Malawi		4
		Other ___specify		
S3.14bh	Who conducted the most recent training in 2023? **Instructions: Multiple response possible**	Government of Malawi through farmer organizations		1
		World Bank		2
		Local NGO		3
		Govt of Malawi		4
		Other ___specify		

S3.15	**Please listen to these statements as I read them out for you. Please tell me if you 1 – Strongly disagree, 2 – Disagree, 3 –Neither agree nor disagree 4– Agree, 5 – Strongly Agree, with the statements.**						
		(1)	**(2)**	**(3)**	**(4)**	**(5)**	
	Statements on training received from FOs/ Government of Malawi etc. as a part of the HGSF programme						
S3.15a	I've become more adept at minimizing post-harvest losses, which has positively affected my income						
S3.15b	My awareness of the value of proper crop handling and storage has increased, leading to reduced post-harvest losses						
S3.15c	**I've seen an increase in crop yields**						
S3.15d	Budgeting and financial planning knowledge have improved my overall financial well-being						

S3.15e	Aflatoxin management has increased the market value of my crops and ensured food safety for consumers					
S3.15f	Crop diversification has broadened my crop portfolio, reducing risks associated with a single crop focus					
S3.15g	My farm's resilience to changing weather conditions has increased with the training on crop diversification					
S3.15h	Storage of commodities has extended the shelf life of my crops, enabling better market access and prices.					
S3.15i	The use of hermetic bags has become an essential part of my post-harvest strategy, preserving crop quality and reducing waste					
S3.15j	I see hermetic bags as a valuable tool in safeguarding my crops and ensuring their marketability.					
S3.15k	Overall, I am very satisfied with the technical knowledge and support provided by the WFP programme					

Thank you for your time!

Annex VI. Fieldwork agenda

91.   A detailed evaluation schedule explaining key tasks, stakeholders and dates have been provided in Annex 2. In addition to that, a field movement plan indicating the movement plan for enumerators in Malawi has been provided (refer to Table 5).

Table 5: Field movement plan

Field movement plan																				
Days			S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	S
District		**Day**		1	2	3	4	5	6		8	9	10	11	12	13	1	15	16	
		Interview type	Total schools	4	4	4	4	4	4		4	4	4	5	7	10		11	11	80
Nsanje (2 teams (4 RA & 1 supervisor per team working jointly)	Surveys	HGSF_C/P & SHF	Teams travel to field	1						Teams travel to field										Teams travel to LL
		HGSF_C/P & SHF			1															
		HGSF_C/P & SHF				1														
		HGSF_C/P & SHF					1													
		HGSF_C/P & SHF						1				]'								
		HGSF_C/P & SHF							1											
		HGSF_C/P & SHF									1									
		HGSF_C/P & SHF										1								
		HGSF_C/P & SHF											1							
		HGSF_C/P & SHF														1				

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District		Day	S	1	2	3	4	5	6	S	8	9	10	11	12	13	1	15	16	S
		Control													2					
		Control														2				
		Control																3		
		Control																	3	
		Control																		
	FGD & KIIs			1 x School principal 1 x Parent 1 x WFP field team	1 x RB 1 x Men SHF	1 x OEV 1 x Local govt.	1 x Women SHF	1 x Parent 1 x Beneficiary	1 x Men SHF		1 x Women SHF	1 x NGO/CSOs 1 x Beneficiary	1 x Local govt 1 x NGO/CSOs					No FGD/KIIs		
Chikwawa (4 RA & 1 supervisor per team working jointly)	Surveys	HGSF_C/P & SHF		1																
		HGSF_C/P & SHF			1															
		HGSF_C/P & SHF				1														
		HGSF_C/P & SHF					1													
		HGSF_C/P & SHF						1												
		HGSF_C/P & SHF							1											
		HGSF_C/P & SHF									1									
		HGSF_C/P & SHF										1								
		HGSF_C/P & SHF											1							
		HGSF_C/P & SHF												1						

	Days		S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	S
District		**Day**		**1**	**2**	**3**	**4**	**5**	**6**		**8**	**9**	**10**	**11**	**12**	**13**	**1**	**15**	**16**	
		Control													2					
		Control														3				
		Control																3		
		Control																	3	
		Control																		
	FGD & KIIs			1x School principal 1 x Parent 1 x WFP field team	1xRB 1 x Men SHF	1xOEV 1 x Local govt	1 x Women SHF 1 x Beneficiary	1 x Parent	1 x Men SHF		1 x Women SHF	1 x NGO/CSOs 1 x Beneficiary	1 x Local govt 1 x NGO/CSOs							
Phalombe (4 RA & 1 supervisor per team working jointly)	Surveys	HGSF_C/P & SHF		1																
		HGSF_C/P & SHF			1															
		HGSF_C/P & SHF				1														
		HGSF_C/P & SHF					1													
		HGSF_C/P & SHF						1												
		HGSF_C/P &SHF							1											
		HGSF_C/P & SHF									1									
		HGSF_C/P & SHF										1								
		HGSF_C/P & SHF											1							
		Control													2					

Days			S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	S
District		Day		1	2	3	4	5	6		8	9	10	11	12	13	1	15	16	
		Control													2					
		Control														2				
		Control																2		
		Control																	2	
		Control																		
	FGD & KIIs			1x School principal 1 x Parent 1 x WFP field team	1x RB 1 x Men SHF	1x OEV 1 x Loc govt	1 x Women SHF 1 x Beneficiary	1 x Parent	1 x Men SHF 1 x Beneficiary		1 x Women SHF	1 x NGO/CSOs	1 x Loc govt 1 x NGO/CSOs							
Zomba (4 RA & 1 supervisor per team working jointly)	Surveys	HGSF_C/P & SHF		1																
		HGSF_C/P & SHF			1															
		HGSF_C/P & SHF				1														
		HGSF_C/P & SHF					1													
		HGSF_C/P & SHF						1												
		HGSF_C/P & SHF							1											
		HGSF_C/P & SHF									1									
		HGSF_C/P & SHF										1								
		HGSF_C/P & SHF											1							
		HGSF_C/P & SHF												1						

District		Days	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	S
District		Day		1	2	3	4	5	6		8	9	10	11	12	13	1	15	16	
		HGSF_C/P & SHF													1					
		Control														3				
		Control																3		
		Control																	3	
		Control																		
	FGD & KIIs			1 x School principal 1x Parent 1 x WFP field team	1 x RB 1 x Men SHF	1 x OEV 1 x Loc govt	1 x Women SHF	1 x Parent	1 x Men SHF 1 x Beneficiary		1 x Women SHF	1 x NGO/CSOs 1 x Beneficiary	1 x Local govt 1 x NGO/CSOs					No FGDS/KIIs		

Annex VII. Findings, conclusions and recommendations mapping

S.No	Recommendation [*in numerical order*]	Conclusions [*by number(s) of conclusion*]	Findings [*by number of finding*]
1.1	**Sub Recommendation 1.1** WFP (in collaboration with partners such as UNICEF) should consider sensitizing and building the capacities of teachers and Ministry of Education representatives so that they can adapt school curricula for individualized teaching and devise learning approaches for children with disabilities. Further, WFP should train teachers and staff to understand these students' needs and provide the necessary support to accommodate them.	Despite high attendance among children with disabilities, there are significant challenges due to insufficient school support and a lack of specialized resources.	Over 90 percent (92% intervention, 95% non-intervention) of the parents from the sample expressed that the school lacks support for children with disabilities, and 63 percent said their child missed their classes due to the unavailability of specialized teaching materials, insufficient support services, and inadequate disabled-friendly facilities in the school premises.
1.2	**Sub Recommendation 1.2** WFP should support GoM in standardising the design and construction of disabled-friendly facilities (infrastructure) in schools.		
2	**Recommendation 2** With a focus on improving the quality of education, WFP, in collaboration with partner organizations such as UNICEF, should provide technical assistance to GoM in facilitating digital learning. The technical assistance would include (i) the creation of a digital library that hosts updated content for primary classes and can be accessed by both students and teachers and (ii) creating a platform for online classes. Further,	The findings suggest that only 1 in 5 schools offer modified teaching, learning, and assessment resources, demonstrating efforts to accommodate diverse learning needs	While the prevalence of high primary school net enrolment is reported in Malawi, the enrolment trends coincide with high drop-out and grade repetition rates, poor teacher-student ratio, and inadequate availability of infrastructure, including teachers and teaching-learning materials

S.No	Recommendation [in numerical order]	Conclusions [by number(s) of conclusion]	Findings [by number of finding]
3.1	Sub recommendation 3.1 WFP should invest in designing and implementing a comprehensive gender-disaggregated M&E Framework (indicators) to monitor and track the programme's impact and ensure equitable outcomes. (Integrate GEWE and protection indicators into a gender action plan for TSOLATA-HGSF and conduct yearly gender and protection assessments)	Improvements in gender analysis can be achieved by integrating GEWE and protection indicators into monitoring processes and conducting annual gender and protection assessments to monitor gender protection indicators	Gender disaggregated data/indicators are unavailable for various outputs, such as the number of school officials, teachers, and SMC/PTA members trained, as well as the number of smallholder farmers supported/trained in post-harvest loss handling and storage
3.2	Sub recommendation 3.2 WFP should support GoM in strengthening monitoring (through MIS) across all relevant levels (school, district, and EMIS levels). It should also support digitizing templates for home-grown school feeding management processes, including budgeting, financial management, food procurement, food storage, and record-keeping procedures.	The efficiency of HGSF is hampered by the non-availability of an online platform that facilitates timely reporting of data (aspects such as procurement and financial management) and its utilization for planning and timely decision-making. There are often discrepancies between DEMIS data and school-collected or reported data. These discrepancies significantly impede progressive programme design and monitoring. This highlights the need to invest in better programme management and Management Information System (MIS) infrastructure for evidence-based decision-making	The entire cycle from requisition (from school) to actual fund transfer (to school) to support the distribution of homegrown school meals spans across 6-8 weeks (per term). This hinders schools from receiving upfront funds and timely disbursements to Fos. Procedural complexities and the absence of an online platform (MIS) are the reasons for delays
4	WFP should integrate TSOLATA-HGSF with other Climate Resilience Programmes, particularly those aimed at addressing climate-induced	Despite notable achievements, climate events have posed challenges, leading to setbacks in food security. Vulnerabilities must	While training initiatives enhanced agricultural productivity, successive climate

S.No	Recommendation [*in numerical order*]	Conclusions [*by number(s) of conclusion*]	Findings [*by number of finding*]
	vulnerabilities. The combined investments should focus on asset creation, increased food systems resilience, strengthening education, and health and nutrition services. This will promote livelihoods, empower women and marginalized groups, and improve coping mechanisms for climate-induced vulnerabilities.	be addressed to ensure programme resilience, especially among women-headed households. To achieve lasting impact, the programme must prioritize resilient and climate-smart interventions	disasters hindered academic and nutritional progress, necessitating resilience-building measures.
5	WFP should integrate community-driven alternate learning approaches with support from partners such as UNICEF (for out-of-school children, especially girls) within HGSF. This would include: • Conducting awareness campaigns in collaboration with community leaders, emphasizing the benefits of alternative learning programmes and encouraging enrolment of out-of-school children. • Organize training sessions for parents to familiarize them with the alternative learning approaches	TSOLATA-HGSF's success in benefiting communities and the district lays a strong foundation for its sustainability. The model has demonstrated success and built community capacity, but continued support from the World Food Programme (WFP) will be necessary to scale the programme nationwide. WFP's approach of involving communities in intervention selection, implementation, and monitoring fosters a sense of ownership critical for long-term success. The communities themselves are deeply invested in the programme, which is a positive sign for sustainability	Programme officials reflected that in this project, the engagement with the community started too late, that's why most community members are lagging in community participation of the project. They also think there is a need to engage with and do more advocacy with the community. As community members indicated, "There is a huge enthusiasm among beneficiaries towards interventions that the *WFP does. Adjacent communities outside treatment of the programme areas try to adopt the interventions in their ways by adopting those kinds of technologies*"
6	WFP should strengthen the capacities of	The collaboration between	During the

S.No	Recommendation [in numerical order]	Conclusions [by number(s) of conclusion]	Findings [by number of finding]
	Ministry of Education representatives (at the national level) in operationalizing and coordinating activities under the HGSF.	the WFP, the Ministry of Agriculture and other actors demonstrates the government's ownership and support for the programme. While the model has demonstrated success and built the capacity of the communities, WFP's support will be needed to scale the programme countrywide	discussion with district level officials, they opined that "WFP works hand in hand with other sectors to implement the project
7	TSOLATA HGSF should strengthen its existing linkages with formal financial institutions to design different financing instruments/mechanisms and engagement models to meet the working capital requirements of SHFs/FOs. Addressing delayed payments from schools is crucial to alleviating cash flow issues and ensuring farmers can meet their basic needs and manage agricultural inputs effectively.	Smallholder farmers relying on informal sources to borrow at high interest rates. Higher interest rates and significant cash flow issues exacerbated by delays in payments require strengthening linkages with formal financial institutions for affordable finance. Payment delays have hindered farmers' ability to meet their basic needs, support their children's education, and service loans, including the delayed purchase of argi-inputs for the next production cycle."	With over 70 percent of farmers taking loans for cultivation at interest rates ranging from 20 to 50 percent, and significant cash flow issues exacerbated by delayed school payments, enhancing connections with formal financial institutions like banks can provide more affordable credit options and improve financial stability

Annex VIII. Key informants' overview

92.   At the inception and data collection phases, discussions were held with the following individuals (refer to Table 6):

Table 6: List of stakeholders interviewed during the Inception and evaluation phases

Sl. no.	Stakeholder Position	Organization
1.	Deputy country director (Chair)	WFP Malawi
2.	Evaluation manager (secretary or delegated chair)	
3.	Head of programme	
4.	Head of M&E	
5.	Head of supply chain unit	
6.	Regional evaluation officer	
7.	Senior programme associate - School meals programme coordinator	
8.	Nutritionist	
9.	Programme policy officer - School meals	
10.	Deputy Director	National Level Government Official
11.	District Agriculture Officer (Chikwawa)	Ministry of Agriculture, GoM
12.	District School Health and Nutrition Coordinator (Chikwawa)	Ministry of Education, GoM
13.	Farmer organization representative (Chikwawa)	Lalanje Solar Irrigation Scheme
14.	District School Health and Nutrition Coordinator (Nsanje)	Ministry of Education, GoM
15.	District Food and Nutrition Officer (Nsanje)	Ministry of Agriculture, GoM
16.	District Coordinator under Integrated Resilience Programme (Nsanje)	Evangelical Association of Malawi
17.	Representative of cooperating partners at district level (Nsanje)	Evangelical Association of

Sl. no.	Stakeholder Position	Organization
		Malawi
18.	Farmer organization representative (Nsanje)	Mchere village
19.	District Crops Officer (Phalombe)	Ministry of Agriculture, GoM
20.	Principal Nutrition (Phalombe)	HIV – AIDS Officer
21.	Monitoring & Evaluation Officer, representative of cooperating partner (Phalombe)	World Vision Malawi
22.	Farmer organization representative (Phalombe)	Nanguluwe Cooperative Chairlady
23.	Food & Nutrition Officer (Zomba)	Ministry of Agriculture, GoM
24.	School Health & Nutrition Coordinator (Zomba)	Ministry of Education, GoM
25.	District Coordinator (Zomba)	Emmanual International
26.	Farmer organization representative (Zomba)	Chigalu Cooperative Chairperson
27.	SMC Secretary (Chikwawa)	SMC/PTA/School Representative
28.	PTA Chair (Chikwawa)	
29.	School Principal (Chikwawa)	
30.	PTA Chair (Nsanje)	
31.	SMC Chair (Nsanje)	
32.	PTA Chair (Phalombe)	
33.	Mother group member (Phalombe)	
34.	SMC Chairperson (Phalombe)	
35.	PTA Chair (Zomba)	
36.	SMC Treasurer (Zomba)	
37.	Deputy Principal (Zomba)	
38.	2 FGDs with men SHF group (Chikwawa)	SHF group
39.	2 FGDs with women SHF group (Chikwawa)	

Sl. no.	Stakeholder Position	Organization
40.	2 FGDs with men SHF group (Nsanje)	
41.	2 FGDs with women SHF group (Nsanje)	
42.	2 FGDs with men SHF group (Phalombe)	
43.	2 FGDs with women SHF group (Phalombe)	
44.	2 FGDs with men SHF group (Zomba)	
45.	2 FGDs with women SHF group (Zomba)	
46.	2 FGDs with parents of primary children (Chikwawa)	Parents of primary school children
47.	2 FGDs with parents of primary children (Nsanje)	
48.	2 FGDs with parents of primary children (Phalombe)	
49.	2 FGDs with parents of primary children (Zomba)	
50.	8 IDIs with Programme beneficiaries (women smallholders, households headed by women, mothers/parents of girl children and persons with disability) across Chikwawa, Nsanje, Phalombe and Zomba districts	Programme beneficiaries

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Annex X. Findings and conclusions - Tables and Figures

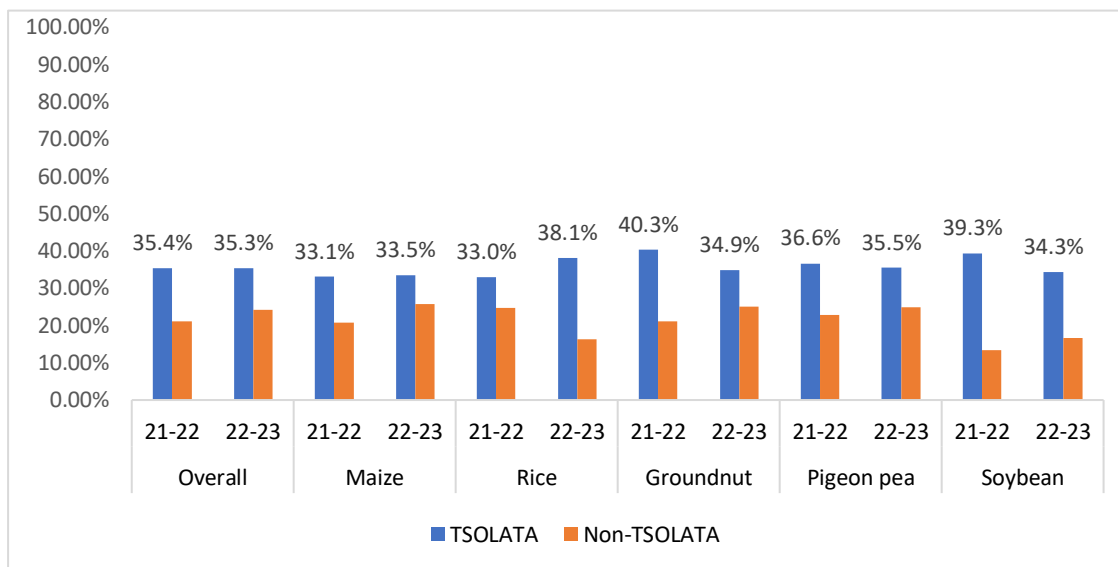**Figure 2: Percentage of farmers selling their crops in the market**

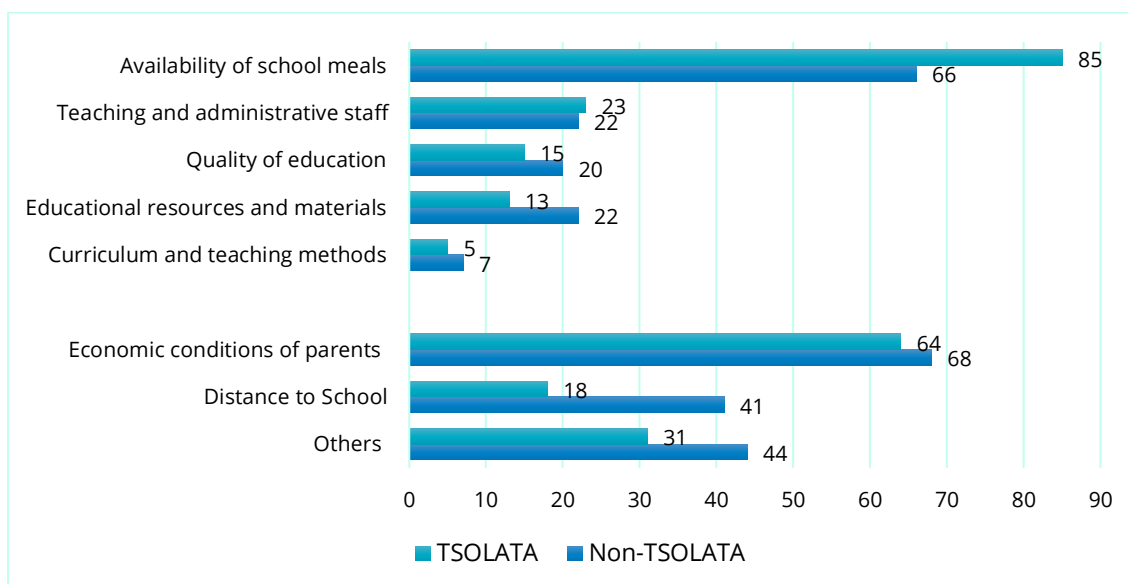**Figure 3: Factors affecting enrolment, attendance and retention (in percentage)**

Table 7: Summary list of policies which TSOLATA-HGSF programme is aligned

Policies	About the programme
Nutrition and Health	
National Nutrition Policy and Strategic Plan (NNPSP)	Aims to improve nutritional outcomes across sectors, including child nutrition and pregnant/lactating mothers.
Malawi National Multi-Sector Nutrition Policy (NMNP) 2018-2022	Aims to improve nutrition outcomes, ensuring a coordinated response across various sectors and stakeholders
Malawi National Growth and Development Strategy (MNGDS III 2018-2022)	Aim to promote inclusive and sustainable development by prioritizing nutrition interventions to enhance human capital and economic prosperity.
National School Health and Nutrition Policy (2017)	To promote the health and well-being of schoolchildren through comprehensive school health programs, including nutrition education, school feeding initiatives, and health promotion activities.
Agriculture and Livelihood	
National Agriculture Policy	A framework for the development and transformation of the agricultural sector, emphasizing sustainable practices, market-driven approaches, and inclusive growth strategies.
National Agricultural Investment Plan of 2017 (NAIP)	Outlines strategic priorities and investment opportunities to support agricultural development, enhance productivity, and improve food security and livelihoods for smallholder farmers in Malawi
Education	
National Education Sector Plan (NSIP)	Provides a framework for improving access and quality of education at all levels.
Free Primary Education Policy	Ensures free primary education for all Malawian children.
Gender	
National Gender Policy (2015)	Framework for promoting gender equality and women's empowerment across all sectors
National Gender Equality Policy (NGEP)	Builds upon the National Gender Policy (2015) and further emphasizes the government's commitment to advancing gender equality and women's empowerment. Aimed at achieving gender parity and promoting women's rights and opportunities in Malawi.

Table 8: Summary list of programmes which TSOLATA-HGSF programme is aligned

Policy / Programme	Starting Year	Supported by	About the programme
School Meal Programs			
AFIKEPO Nutrition Programme in Malawi (2017-2026)	2017	GoM, international organizations (UNICEF, WFP, WHO,FAO), NGOs, EU, academic institutions, and community-based organizations	The programme aims to improve the overall nutritional status and well-being of individuals, particularly pregnant women lactating mothers and children under the age of 5.
United Nations Joint Programme on Girls Education	2021	UNFPA, UNICEF and WFP, GoM, CSO	Supports gender equality and girls' empowerment by enhancing access to quality education
McGovern-Dole International Food for Education and Child Nutrition project (About to begin)	2024	USDA, USAID, GoM, NGOs, CARE, International Organizations	Improve education and nutrition outcomes for vulnerable children through the provision of nutritious meals
Malawi National Social Support Programme (MNSSP II) 2018-2023	2018	GoM, Development partners, UN Agencies, World Bank, NGOs, CSOs, CBOs	Aimed at strengthening social protection systems and promoting inclusive development
Scaling Up Nutrition (SUN) Movement	2010	Global movement, various donors (UN agencies, WFP)	Global movement to end malnutrition, focusing on child nutrition and maternal health.
Livelihood			
Social Support for Resilient Livelihoods Project (2023-2027)	2023	GoM, World Bank, NGOs, CSOs	Aimed at enhancing the resilience and livelihoods of vulnerable populations
Climate resilience and rural livelihood programme in Malawi - Mozambique (MAMO II) – 2021-2025	2021	GoM, UNDP, World Bank, ADB, NGOs, CSOs	By promoting sustainable development approaches, the programme aims to mitigate the adverse effects of climate change and improve the livelihoods of rural populations in Malawi and Mozambique

Table 9: Mapping goals and features of TSOLATA-HGSF and other donor supported programmes

Programme	Main Goal	Features
TSOLATA-HGSF programme	Improve food security & empower communities	Strengthens food system at the source: - Empowers farmers for diverse, nutritious crop production - Promotes better nutrition practices within communities - Creates a reliable source of local food - Provides home grown food to schools unlike centralized model
AFIKEPO Nutrition Programme in Malawi (2017-2026) **European Union**	Addressing undernutrition, particularly in the under-5 children	- Provides support to increase and diversify dietary intake of safe and nutritious foods to achieve optimal nutrition for women of childbearing age, adolescent girls, infants and young children in the targeted districts - increase the use of enhanced nutrition knowledge, awareness, and hygiene practices by the target communities, learners and Programme Development Agents - strengthen multi-sectoral governance of nutrition contributing both to national and district development planning and monitoring as well as informing national level policies
United Nations Joint Programme on Girls Education (UNFPA, UNICEF and WFP)	Address barriers to quality education for girls, boys, and vulnerable children in Malawi, focusing on socioeconomic, cultural, health, nutrition, and gender-related challenges	Support for education, life skills, health and nutrition of children and adolescents (in and out-of-school) - Provides school meals and other related nutrition, WASH, safe school and health services in and through schools - Strengthen quality classroom environment - Provides schools with inclusive, gender sensitive educational materials - Strengthen capacity of SHFs to supply diversified commodities to schools and promote diversified foods (SHF sell their products through WFP-supported aggregated system)
McGovern-Dole International Food for Education and Child Nutrition (McGovern-Dole)	Improve food security, improve maternal-infant and child nutrition, reduce the incidence of hunger, and improve literacy and primary	- Provides school meals, teacher training, government capacity-building, and related education and nutrition support - Encourages the inclusion of health- and nutrition-sensitive activities such as the use of micronutrient-fortified products; take-home rations; treatments for

Programme	Main Goal	Features
project - Care **(About to begin)**	education	deworming and diarrhoea; water, sanitation, and hygiene (WASH); school gardens; and curriculum-based nutrition education
Social Support for Resilient Livelihoods Project (2023-2027) **World Bank**	Improve resilience among the poor and vulnerable population and to strengthen the national platform for safety nets in Malawi	- Social and economic inclusion focusing on social cash transfer, livelihood support, and enhance public works and scalable financing in the time of crisis - Strengthening harmonized delivery systems - Capacity building and institutional strengthening support
Climate resilience and rural livelihood programme in Malawi - Mozambique (MAMO II) – 2021-2025	Goal is for small-scale agriculture communities become resilient and part of a sustainable food systems	- Provide support to communities and grassroots organization to advocate for promising government services and legal frameworks (Centre for Environmental Policy and Advocacy (CEPA), Heifer International, Biodiversity Conservation Initiative (BCI) and Point of Progress (POP))

Annex XI. TSOLATA Outcomes and activities

Table 10: TSOLATA Outcomes and activities

Outputs	Key Stakeholders	Activities
Outcome 1. Primary school learners and targeted households are applying better nutrition, hygiene and sanitation practices and learners have increased intake of nutritious food (contributing to AFIKEPO Strategic Objective 2)		
Targeted school learners have increased nutrition security	WFP CO supported by district councils and cooperating partners (CPs) Department of School Health and Nutrition, Ministry of Education Department of Nutrition, HIV and AIDS (DNHA) in the Ministry of Health	- Provision of diversified school meals. - Nutrition sensitive interventions by district councils including district-wise menu /recipe development, cooking demonstrations and training, establishment of fruit orchards, school gardens and woodlots. - Procurement and distribution of non-food items such as school garden equipment, equipment and IEC materials, training on aflatoxin management etc.) - Provision of take-home rations (crisis response modality). - Hygiene promotion through messages, community awareness activities and IEC materials (crisis response modality.)
Primary school learners, households and school staff are sensitised on the importance of and possibilities to ensure healthy nutrition and hygiene practices		- Sensitization meetings. - Capacity development of SMC, PTA, FCs, Finance and procurement committees, volunteer cooks and Teachers, district technical staff and national government staff on overall HGSF management, budgeting, food procurement, food storage and record keeping procedures. - Training and SBCC activities on nutrition (and nutrition related topics) with primary school learners (including girls of reproductive age), teachers, communities, and Programme Development Agents (PDAs). - Development and dissemination of nutrition and WASH messages, school menus with local recipes of diversified and nutritious meals, seasonal food availability calendars etc. - Nutrition open days. - Monthly visits, supportive supervision, and

Outputs	Key Stakeholders	Activities
		- coaching.
		- Support to coordination structures – DNCC meetings.
		- Strengthen feedback and complaints mechanisms.
		- Map and review functionality of care groups and other community-based structures – VNCC (Village Nutrition Coordination Committee), ANCCs (Area Nutrition Coordinating Committees), school nutrition clubs.
		- Evidence generation: Post distribution monitoring survey and Annual outcome monitoring survey.
Outcome 2. Smallholder farmers participating in home-grown school meals have increased their production of diversified nutritious crops and increased access to markets. (Linked to AFIKEPO Strategic Objective 1)		
Smallholder farmers, including women, are supported to produce quality food surplus that can be purchased for school meals programme	WFP supported by district councils and CPs

District subject matter specialists and community-based extension workers (Agriculture Extension Development Coordinators (AEDC) and Agriculture Extension Development Officers (AEDO). | - Sensitization for FOs. |
		- Evaluation of FOs.
		- Review and strengthen operationalization of price setting committees.
		- Strengthen governance of FOs through trainings on group dynamics, leadership, gender empowerment and conflict resolution.
		- Conduct post-harvest loss management training for farmer organisations / FBOs (Farmer Based Organisations) covering topics of handling, quality control, grading and food safety (aflatoxin management).
		- Training FOs in market-based crop planning and establishing seller buyer linkages.
		- Training FOs in collective marketing, entrepreneurship, and business management.
		- Record management training for FOs along with tools development for record management: FO commodity supply form; FO record booklet; FO mapping and screening tool.
		- Conduct field days, including linkages with agro-dealers for input supply.
		- Programme sustainability brainstorming sessions.
		- Farmer Field School related activities to build capacities of extension workers and community-based facilitators.
		- Training of trainers (TOT) with extension officers from the four district councils (agribusiness, monitoring and evaluation, trade, crop, and school health and nutrition coordinators) on the tools.

Outputs	Key Stakeholders	Activities
Outcome 3. Government staff are designing and implementing a sustainable national school meals programme		

Ministry of Education/SHN staff, DNCC, capacitated to fulfil their roles and responsibilities to implement and advocate for school health and nutrition interventions	WFP
	
	Directorates of Planning of School Health and Nutrition
	
	Department of School Health and Nutrition, Ministry of Education
	
	GIZ
	
	Department of Nutrition, HIV and AIDS (DNHA) in the Ministry of Health
	
	Department of Agricultural Extension Services (DAES), Ministry of Agriculture
		• Capacity needs assessments.
		
		• Strategic engagement with ministries of education, health and planning for universal access to school meals and delivery of comprehensive school nutrition including HGSF.
		
		• Strategic engagement with Ministry of Agriculture o capacitate farmers, provide a market for smallholder farmers, and increase food security in Malawi.
		
		• Technical support to government on:
		
		  - Designing the national school feeding programme
		
		  - Development of nutrition promotional IEC materials, cooking demonstrations guides, local recipe books etc. with DNHA, DAES and Ministry of Education.
		
		  - Capacity-strengthening of government staff to enhance management of school feeding.
		
		  - Training of district officers in in nutrition, hygiene, sanitation, commodity management, and cross-cutting issues
		
		  - Advocacy for multi-partner, multi-sectoral and ministerial coordination, and knowledge exchange.
		
		  - Evidence generation activities to improve implementation, harmonization of approaches and ratify models for scale up.
		
		  - Coordination meetings at national level related to education, social protection, school health and nutrition and nutrition in general.

Annex XII. Results framework/Line of Sight

Figure 4: WFP- Country Strategic Plan Line of Sight (2019-2023)

SR/ SDG	SR1 / SDG 2.1 Everyone has access to food		SR2 / SDG 2.2 End Malnutrition	SR4 / SDG 2.4 Sustainable Food Systems	SR 5 / SDG 17.9 Capacity Strengthening
FOCUS	CRISIS RESPONSE	RESILIENCE	RESILIENCE	RESILIENCE	RESILIENCE
Strategic Outcomes	**STRATEGIC OUTCOME 1:** Shock-affected people in Malawi, including refugees, have access to nutritious food all year long.	**STRATEGIC OUTCOME 2:** Vulnerable populations in food-insecure communities benefit from strengthened shock-responsive social protection systems and efficient supply chains that ensure access to safe, nutritious food all year round.	**STRATEGIC OUTCOME 3:** Targeted populations in Malawi – especially children under 5, adolescents, pregnant and lactating women and girls (PLWG) and TB and HIV/AIDS clients – have improved nutritional status in line with national targets.	**STRATEGIC OUTCOME 4:** Smallholder producers and vulnerable populations in Malawi (especially women) have enhanced resilience, through diversified livelihoods increased marketable surpluses and access to well-functioning food systems and efficient supply chains by 2030.	**STRATEGIC OUTCOME5:** National and local institutions, agencies and enterprises in Malawi have increased capacity and improved supply chain systems to achieve SDG 2 by 2030.
Outputs (Output Category)	1.1 Targeted populations including refugees (tier 1) receive sufficient social transfers, including specialized nutritious food that meets the particular basic food and nutrition requirements for girls, boys, women and men, to facilitate their early recovery. [A1: Unconditional resources transferred] 1.2 Households affected by recurrent shocks (tier 1) benefit from the creation and/or rehabilitation of nutrition-sensitive assets (Strategic Result 4) and skills development that support early recovery and transition towards resilience and self-reliance. [D: Assets created] (Refer to output 4.1) 1.3 Shock-affected people (tier 3) benefit from strengthened national capacity to prepare for, respond to and recover from shocks. [C:Capacity development & technical support provided] (Refer to output 2.1) 1.4 Targeted individuals (tier 2) benefit from improved knowledge of nutrition, care practices, diverse healthy diets, climate, agriculture, gender and protection that effects behaviour change to contribute to improvement in their nutrition status. [E: Advocacy and education provided] 1.5 Malnourished people in Malawi – especially children under 5, adolescents, PLWG and TB and HIV/AIDS clients (tier 1) – receive specialized nutritious foods to treat acute malnutrition. [B: Nutritious food provided]	2.1 Food-insecure people (tier 3) in targeted areas benefit from innovative, well-coordinated food security and nutrition-sensitive and shock-responsive national social protection programmes and efficient supply chain systems that ensure access to food. [C: Capacity development and technical support provided] (Refer to output 1.3) 2.2 Targeted schoolchildren (tier 1) receive a nutritious meal every day they attend school that meets their basic food and nutrition needs and increases enrolment, attendance and retention. (SDG 4) [A2: Conditional resources transferred] 2.3 Communities in affected areas (tier 2) benefit from girls' and boys' access to education, skills transfer and training that enhance gender equality and the empowerment of girls and women. [E: Advocacy and education provided] 2.4 Schoolchildren targeted by the national school meals programme (tier 3) benefit from improved government capacity to help meet their basic food and nutrition needs and contribute to improved education indicators (SDG 4). [C: capacity development and technical support provided] 2.5 Children and communities in targeted areas (tier 3) benefit from the government's improved capacity to provide access to smallholder produce, including through homegrown school meals programmes (Strategic Result 4).[A2: conditional resources transferred]	3.1 Children under 5 years of age (tier 1) in targeted districts receive specialized nutritious foods and complementary non-food items that prevent chronic malnutrition and micronutrient deficiency. [B: Nutritious food provided] 3.2 Targeted individuals (tier 1) benefit from improved gender-sensitive knowledge in nutrition, hygiene, care practices, diverse nutritious diets and healthy lifestyles (including to prevent obesity), that effects behaviour change to improve their nutritional status and enhance gender equality and girls' and women's empowerment. [E: Advocacy and education provided] 3.3 People in Malawi (tier 3), especially women, benefit from strengthened national (and subnational) capacity to coordinate and deliver evidence-based nutrition assistance that improves their nutritional status. [C: Capacity development and technical support provided] 3.4 People in Malawi (tier 3) benefit from national institutions who receive technical assistance to coordinate, develop and implement effective national nutrition strategies, policies and programmes, and links to private sector networks. [I: Policy engagement strategies developed or implemented]	4.1 Targeted food-insecure communities (tier 1) benefit from conditional food, cash-based and knowledge transfers to meet the immediate food needs for targeted girls, boys, women and men while participating in asset creation activities. [A2: Conditional resources transferred] 4.2 Targeted food-insecure communities (tier 2) benefit from asset creation and rehabilitation, that help to mitigate environmental degradation, improve food security (Strategic Result 1) and effect behaviour change to build resilience to natural shocks and climate change (Strategic Result 3). [D: Assets created] (Refer to output 1.2) 4.3 The population (tier 3) benefits from targeted smallholder producers and cooperatives receiving financial and technical support (Strategic Result 3). [G: Linkages to financial resources and insurance services facilitated] 4.4 Targeted farmers and farmers' organizations (tier 3) benefit from strengthened national policies, systems and institutions that facilitate access to well-functioning markets. [C: Capacity development and technical support provided] 4.5 Food value-chain actors (tier 3), including public and private buyers, have improved access to innovative trading platforms (including linkages to homegrown school meals) and quality assurance systems to increase supply chain efficiency and support procurement for smallholder farmers. [F: Purchases from smallholders completed] 4.6 Targeted households (tier 2) benefit from access to better information management and knowledge-sharing systems to improve awareness of best practices in agriculture, climate services, nutrition, care practices, diverse healthy diets, gender and protection. [H: shared services and platforms provided] 4.7 Targeted communities (tier 3) benefit from increased awareness of best practices that promotes behaviour change to improve their productivity and nutrition status. [E: advocacy and education provided]	5.1 The population (tier 3) benefits from coordination between the Government and private sector to enhanced multisectoral food and nutrition security plans and partnerships for achieving SDG 2. [I: Policy engagement strategies developed or implemented] 5.2 Targeted populations benefit from the Government's improved technical capacity (tier 3) to conduct food and nutrition security analysis is strengthened to enable better inform nationally owned evidence-based policies. [C: capacity development and technical support provided] 5.3 Vulnerable people (tier 3) benefit from strengthened government capacity for emergency preparedness and response mechanisms and supply chain services. (Strategic Result 1). [C: capacity development and technical support provided] 5.4 Consumers in Malawi (tier 3) have improved access to safe, good quality, affordable food through more efficient national supply chains and retail systems. [M: National coordination mechanisms supported] 5.5 Humanitarian and development actors benefit from access to WFP supply chain services. [H: shared services and platforms provided]
Activities (Activity Category)	1. Provide cash and/or food transfers to refugees, malnourished persons, and the most vulnerable populations affected by seasonal shocks (Activity category 1: Unconditional resource transfers; modality: food, vouchers and cash-based transfers, nutrition treatment, capacity strengthening, service provision)	2. Support national social protection systems to become increasingly shock-responsive and hunger- and nutrition-sensitive. (Activity category 9: institutional capacity strengthening; modality: capacity strengthening) 3. Provide nutritious meals to schoolchildren in food-insecure areas. (Activity category 4: school meals; modalities: food, cash-based transfers, capacity strengthening)	4. Provide chronic malnutrition and micronutrient deficiency prevention services to at-risk populations in targeted areas. (Activity category 6: Malnutrition prevention activities; modalities: food, capacity strengthening)	5. Provide resilience-building support, education and systems-strengthening services to smallholder farmers and value chain actors. (Activity category 2: asset creation and livelihood support; modalities: food, cash-based transfers, capacity strengthening)	6. Provide capacity strengthening, skills transfer, partnership activities and logistics and procurement services to national and local institutions and private-sector enterprises involved in food security, nutrition, food safety, disaster risk management and emergency response. (Activity category 9: institutional capacity strengthening; modalities: capacity strengthening, service delivery)

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Figure 5: Revised Line of Sight

ADDITIONAL STRATEGIC OUTCOME FOR EMERGENCY IN MALAWI
SR 8 – Enhance global partnership (SDG Target 17.16)
CRISIS RESPONSE
STRATEGIC OUTCOME 6 Humanitarian and development partners in Malawi have access to increased emergency services throughout the crisis.
OUTPUTS: **6.1** Affected populations benefit from logistics cluster services to national disaster management cells, humanitarian agencies and partners (Output category H) in order to timely receive life-saving food and medical supplies. **6.2.** Affected populations benefit from on-demand services to national disaster management cells, humanitarian agencies and partners (Output category H) in order to timely receive humanitarian assistance.
ACTIVITY 7 Provide services through the Logistics Cluster to National Disaster Management Offices and other relevant partners to improve emergency logistics coordination and supply chain management. (Act Category: 10)
ACTIVITY 8 Provide on-demand services to humanitarian and other relevant partners to ensure effective emergency assistance. (Act Category: 10)

Annex XIII. Reconstructed Theory of Change

93.   The Country Office has an integrated theory of change (ToC) which has been reconstructed as part of the country strategic plan (CSP) evaluation in 2022. Out of the three 'impact pathways' highlighted within the CSP 2019-2023, pathway two i.e., "Enhance sustainable livelihoods through improved nutrition status, agricultural productivity, and market support" covers school feeding as a key activity. Based on this ToC, WFP CO prioritized the expansion of the home-grown school feeding (HGSF) model in areas where Smallholder Agricultural Market Support (SAMS) and food assistance for assets (FFA) were already being implemented. This was done to foster linkages across activities and demonstrate the benefits of integration for targeted communities.[6] The ToC is depicted below:

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[6] Terms of reference document

Figure 6: Reconstructed Theory of Change

Pathways	Activities	Immediate Changes (Summaries)	Intermediate Changes (Integrated Effects of Pathways and SOs)	Long-term Changes	Impact
Meeting immediate emergency response needs to save live	01: Provide cash and food transfers to refugees, malnourished people, and the most vulnerable populations affected by seasonal shocks 02: Support national social protection systems to become increasingly shock-responsive and hunger-and nutrition sensitive 07: Provide services through the Logistics Cluster to National Disaster Management Offices and other relevant partners to improve emergency logistics coordination and supply chain management 08: Provide on-demand services to humanitarian and other relevant partners to ensure effective emergency assistance	Group A: Timely and accurate reporting on dispatch of food; increased accessibility and availability of food, and provision of food.	Vulnerable populations Malawi benefit from an effective integrated shock-responsive hunger safety net (SO1, SO2, and SO3)	**Access to food protected through improved resilience to climate shocks**	**Achievement of SDGs 2 and 17 - Population in Malawi is provided with timely assistance in emergencies, adequate and predictable social safety nets, and is food and nutrition secure with sustainable livelihoods throughout the human life cycle**
Enhancing sustainable food security and nutrition through improved agricultural productivity and market support	03: Provide nutritious meals to schoolchildren in food insecure areas 04: Provide chronic malnutrition and micronutrient deficiency prevention services to at-risk populations in targeted areas 05: Provide resilience-building support, education, and systems-strengthening services to smallholder farmers and value chain actor	Group B: Smallholder farmers have improved market access skills and practices. Smallholders use assets for resilient and sustainable production; Children and households have improved health and nutrition through school meals and nutrition SBCC; Increased ability of communities to mitigate various shocks	Vulnerable populations have Transitioned from relief to resilience (SO2, SO3, SO4 and cross-cutting results)	**Food security and nutrition improved through improved sustainable food systems and strengthened national systems**	
Strengthening Government Capacity	09. Provide analytical support and undertake capacity-strengthening activities to support the improved design and delivery of social protection. School meals and nutrition-based programmes to deliver predictable and timely support to vulnerable households 06: Provide capacity strengthening, skills transfer partnership actives, and logistics and procurement services to national and local institutions and private-sector enterprises involved in food security, nutrition, food safety, disaster risk management, and emergency response	Group C: Increased government capacity in emergency preparedness, logistics coordination, and ability to design and deliver services to meet objectives. Government supports climate adaptation, food security, and nutrition of households: Governments	Government has capacity to achieve SDG2 and SDG17 (Through all six SOs)		

Underlying immediate change risks and assumptions

Underlying intermediate change risks and assumptions

94.   The Theory of Change depicted in the illustration above outlines several pathways aimed at achieving sustainable food security, improved nutrition, and resilience in Malawi. The underlying assumptions for this ToC include:

Underlying assumption	Description of the assumption
Effective implementation of interventions	The success of providing cash, food transfers, social protection systems, and nutrition services relies on the effective and timely implementation of these interventions. It assumes that the logistical, technical, and operational challenges will be addressed efficiently.
Government and partner commitment	The ToC assumes strong government commitment and capacity, along with effective coordination and support from partners. It relies on the assumption that the government and partners will be committed to enhancing systems for food security, nutrition, and resilience building.
Community participation and response	For interventions such as resilience-building support and nutrition services to be effective, it assumes active participation and positive response from the targeted communities, including smallholder farmers and households
Timely and accurate reporting	The success of emergency response interventions hinges on the assumption that reporting on food dispatch, accessibility, and availability will be timely and accurate, enabling swift and effective responses to emergencies.
Sustained financial and human resources	The ToC assumes the availability and sustainability of financial and human resources to implement and scale the interventions. It also assumes that these resources will be allocated effectively to meet the objectives.
External factors	The assumptions also include a manageable level of external shocks, such as climate events or economic downturns, that could affect the outcomes of the interventions. It is assumed that the interventions will be robust enough to withstand these shocks and continue providing support to vulnerable populations.

95.   These assumptions form the basis on which the pathways in the Theory of Change are expected to lead to the desired outcomes of improved food security, nutrition, and resilience in Malawi.

Annex XIV. Detailed stakeholder analysis

Table 11: Detailed stakeholder analysis

Stakeholder	Interest in the intervention/project/operation	Involvement in evaluation and likely use	Who (specifically for the evaluation)
Internal (WFP) Stakeholders			
WFP Country Office (CO) in Malawi	• Responsible for the planning and implementation of WFP interventions at country level. • Accounts internally as well as to its beneficiaries and partners for performance and results of its programmes. • Responsible for overall coordination, liaison with stakeholders, implementation oversight and capacity building of all involved stakeholders. • Responsible for the coordination of the activity's implementation. • Overseeing the overall financial management. • Providing field support, liaison with sub-offices and providing M&E support	• Involvement as key informant and primary stakeholder, and users of this evaluation. • To provide initial briefing and overview of WFP work in Malawi to the ET and share programme documents. • To aid ET in understanding the Malawian context of implementation. • To liaise networks and connect ET with relevant stakeholders. • To review inception report and draft endline evaluation report. • To use evaluation findings for future HGSF programme implementation and/or strategic decision making for next programme and partnerships.	• Deputy country director (Chair) • Head of programme • Head of M&E • Evaluation manager • Head of supply chain unit • Regional evaluation officer • Senior programme officer
WFP Field Offices in Nsanje, Chikwawa, Phalombe and	• Coordination with WFP-CO on school feeding programme; management of overall project timeline; ensuring timely submission of promising quality deliverables; communication of programme process	• Involvement as key informant and primary stakeholder.	• Senior programme officer • School feeding officer

Stakeholder	Interest in the intervention/project/operation	Involvement in evaluation and likely use	Who (specifically for the evaluation)
Zomba	to relevant stakeholders; overseeing the overall financial management of project; providing support for pipeline management and assisting the implementing agencies in tracking supply and utilization of resources. • Coordinating, supervising, and guiding implementation, monitoring, and reporting at the field level; Responsible for day-to-day programme implementation with direct beneficiary contact.	• To provide ET with field specific experience of implementation, key bottlenecks, and nuanced examples of successes across districts. • Involvement as users of the evaluation findings to understand the extent to which needs of the targeted population have been met. • To use findings and share feedback to respective implementation stakeholders for improving programme performance in future.	• Senior programme assistant • Logistics assistant
Regional bureau (RB) for Southern Africa	• Responsible for both oversight of COs and technical guidance and support. • The RB management has an interest in an independent/impartial account of the operational performance as well as in learning from the evaluation findings to apply this learning to other country offices. • The Regional Evaluation Officer supports CO/RB management to ensure quality, credible and useful decentralized evaluations.	• Key informant and primary stakeholder • User of the evaluation: Building on insights from the evaluation, the RB will provide strategic guidance, programme support, and oversight in designing the next programme. • Interested in the independent account of TSOLATA's performance. • Applying learning from evaluation to other country offices in the region.	No interviews will be conducted
WFP HQ Divisions	• 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.	• HQ will be interested in the lessons that emerge from evaluation, as many may have relevance beyond the geographical area of focus. • Relevant headquarters units would ensure that key policy, strategic and programmatic considerations are understood from the onset of the evaluation by guiding the ET.	No interviews will be conducted

Stakeholder	Interest in the intervention/project/operation	Involvement in evaluation and likely use	Who (specifically for the evaluation)
	• They also have an interest in the lessons that emerge from evaluations, as many may have relevance beyond the geographical area of focus.	• They may use the evaluation for wider organizational learning and accountability.	
WFP Executive Board (EB)	• 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 operations. • 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.	No interviews will be conducted
WFP Office of Evaluation (OEV)	• Provides indirect independent oversight. • 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.	• DE Help Desk • It may use the evaluation findings, as appropriate, to feed into centralized evaluations, evaluation syntheses or other learning products.	No interviews will be conducted
External stakeholders			
Beneficiaries (women, men, boys, and girls)	• They are the ultimate recipients of WFP support and therefore, have a stake in WFP determining whether its assistance is appropriate and effective. • While it may be challenging for the beneficiaries to access the evaluation results, application of the recommendations in improving programme implementation will further respond to beneficiaries' unique needs.	• Key informants and primary stakeholder • To provide perspective on results, outcomes, and emerging impact of WFP's intervention. • To share perspectives and experiences of women, men, boys, and girls from different groups of beneficiaries (e.g., parents, children, smallholder farmers etc.) with the programme interventions.	Within each sampled school, following respondents will be interviewed: • Parents and children • School Principal • Smallholder farmers

Stakeholder	Interest in the intervention/project/operation	Involvement in evaluation and likely use	Who (specifically for the evaluation)
		• To provide feedback and highlight beneficiaries' unique needs.	• Parents, teachers, SMC members and other entities at the village level • Efforts would be made to ensure interviews with equal numbers of men and women with additional insight on females.
Government (Ministry of Education, Ministry of Agriculture, Ministry of Health, and Ministry of Planning)	• The government has several common as well as specialised roles in implementation and oversight of TSOLATA and school feeding in general. • Responsible for training local small holder farmers on nutrition sensitive agriculture • Ensuring food diversity in the produce supplied to McGovern-Dole supported schools. • Improve market linkages. • Establishing proper monitoring and reporting systems • Engaging and learning from community awareness activities to make school feeding nutrition sensitive. • Receiving capacity support for school meals programme implementation at the national and sub national level	• Key informant and primary stakeholder • To provide insight on government policy, priorities, views on support by WFP and on expanding school feeding. • To highlights issues related to capacity development, handover, and sustainability of the programme. • 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. • Ministries of education and agriculture will be interested to see how the project affected education and smallholder farmers outcomes.	1. Representatives from Ministries 2. Officials from: • Directorates of Planning of School Health and Nutrition • Department of School Health and Nutrition • Department of Nutrition, HIV and AIDS (DNHA) • Department of Agricultural Extension Services (DAES)

Stakeholder	Interest in the intervention/project/operation	Involvement in evaluation and likely use	Who (specifically for the evaluation)
District Councils	• The district councils directly involved in the operations and implementation of school feeding activities in Malawi. In tandem with a range of area and village development committees, they have direct contact with the beneficiaries. • With guidance and support from WFP and partners, DCs work with cooperating partners to implement school feeding, nutrition sensitive interventions, provide agriculture support, and undertake capacity building. • Receiving capacity support for school meals programme implementation at the national and sub national level • Maintain monitoring and reporting systems.	• Primary stakeholder and key informant • To provide insight on the implementation of the TSOLATA and general school feeding components. • To provide perspective on implementation experiences, key bottlenecks, and nuances of successes. • District councils, as implementers of the project, have a direct interest in knowing whether the project achieved its objectives.	• DEC representative • ANCC representative • VNCC representative • Care Group Promoters
United Nations Country Team (UNCT)	• The harmonized action of the UNCT is envisioned to contribute to the realization of the Government developmental objectives. • Various UN agencies are, therefore, also direct partners of WFP at policy and activity level. • FAO supports a range of agricultural interventions while UNICEF is a key partner for school feeding in Malawi.	• Secondary stakeholder and Key Informant • To provide insights on status of joint interventions and outcome of partnerships • To highlight challenges around multi-institutional coordination and explore potential pathways of improvement. • UNCT has an interest in evaluation to know how WFP programmes are contributing to UN concerted efforts. • Evaluation insights and recommendations may guide future joint interventions and improve functioning of partnerships.	• Representatives from FAO and UNICEF

Stakeholder	Interest in the intervention/project/operation	Involvement in evaluation and likely use	Who (specifically for the evaluation)
NGOS or other Cooperating Partners SBN, GIZ, RCM, YONECO, World Vision, Evangelical Association of Malawi, Emmanuel International	• The implementation of TSOLATA has involved several NGOs and cooperating partners over the course of its evolving implementation. • These have supported implementation of several specific components of the programme (e.g., school feeding, THR, nutrition and WASH SBCC, community feedback, agricultural support and training etc.)	• Secondary stakeholder and key informant • The results of the evaluation might affect future implementation modalities, strategic orientations, and partnerships. • Their respective perspectives will be sought as the engagement of these actors influences the effectiveness of the programme as well as its sustainability.	• Programme Operations Director • Literacy Director • Research Monitoring & Evaluation
Donors (European Union)	• WFP interventions are voluntarily funded by several donors. Following the exit of USDA funding, the European Union has funded the TSOLATA HGSFP implementation and scale up in Malawi.	• Primary stakeholder and key informant. • European Union has an interest in knowing whether their funds in TSOLATA have been spent efficiently. • From an accountability standpoint, EU is interested to know whether WFP's work has been effective and contributed to their own strategies and programmes.	• EU representative

Annex XV. Updated Evaluation Reference Group

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

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

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

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

99.   The main roles of the Evaluation Reference Group are as follows:

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

100.   Composition of the Evaluation Reference Group

Country Office	Name
Core members: - Deputy country director (Chair) - Evaluation manager (Secretary) - Head of programme - Head of M&E - Head of supply chain unit	- Simon Denhere - Monica Msiska - Nicole Carn - Daniel Svanlund - Julie Vanderwiel

Country Office	Name
- Regional evaluation officer - Other CO staff with relevant expertise e.g., nutrition, resilience, SAMS, gender, school feeding, partnerships - Area/field office representative(s) - Government, NGOs, and donor partner(s) (with knowledge of the intervention and ideally an M&E profile)	- Jean Providence Nzabonimpa - Fortune Maduma, Sandra Kamvazina, Linny Msowoya, Victoria Huwa, Moses Jemitale, Kylie Scott - Rodrick Nkhono, Elton Mgalamadzi - Albert Saka (Ministry of education) - Moreen Maguza Tembo (Ministry of Education) - Ruth Msungambeu
Regional Bureau	**Name**
Core members: - Regional monitoring advisor - Regional programme policy officer (school feeding) - Regional gender adviser - Regional programme policy officer (smallholder agriculture market support-SAMS) - Regional nutrition officer	- Caterina Kireeva - Rosalyn Ford - Jane Remme - Leigh Hildyard - James Kingori

Annex XVI. Communication and knowledge management plan

101. The Communication and Knowledge Management Plan as articulated by WFP-CO is as follows.

Table 12: Communication and Knowledge Management Plan

Evaluation Phase	Product	Target Audience	Creator lead	Communication channel	Communication purpose
Inception	Draft Inception report	Evaluation Reference Group	Evaluation manager	Email	To request review of and comments on IR
	Final Inception Report	Evaluation Reference Group; WFP employees; WFP evaluation cadre	Evaluation manager	Email	To inform key stakeholders of the detailed plan for the evaluation, including critical dates and milestones, sites to be visited, stakeholders to be engaged etc.
Data Collection	Debriefing power-point	Commissioning office management and programme staff; Evaluation Reference Group	Team leader (shared with EM who will forward to the relevant staff)	Meeting	To invite key stakeholders to discuss the preliminary findings
Reporting	Draft Evaluation report	Evaluation Reference Group	Evaluation manager	Email	To request review of and comments on ER
	Validation workshop power-point and visual thinking44	Commissioning office management and programme staff; Evaluation Reference Group; partners	Evaluation manager and team leader	Meeting	To discuss preliminary conclusions and recommendations
	Final Evaluation report	Evaluation Reference Group; WFP Management; donors and	Evaluation manager	Email; WFPgo; WFP.org; Evaluation Network	To inform key stakeholders of the final main product from the evaluation and

Evaluation Phase	Product	Target Audience	Creator lead	Communication channel	Communication purpose
		partners; Evaluation community; WFP employees; public		platforms (e.g., UNEG, ALNAP)	make the report available publicly
Dissemination & Follow-up	Draft Management Response	Evaluation Reference Group; CO Programme staff; CO M&E staff; Senior Regional Programme Adviser	Evaluation manager	Email and/or a webinar	To discuss the commissioning office's actions to address the evaluation recommendations and elicit comments
	Final Management Response	Evaluation Reference Group; WFP Management; WFP employees; general public	Evaluation manager	Email; WFPgo; WFP.org;	To ensure that all relevant staff are informed of the commitments made on taking actions and make the Management Response publicly available
Dissemination & Follow-up (Associated Content)	Evaluation Brief	WFP Management; WFP employees; donors and partners; National decision-makers	Evaluation manager	WFP.org, WFPgo	To disseminate evaluation findings
	Infographics, 45 posters & data visualisation 46	Donors and partners; Evaluation community; National decision makers; Affected populations, beneficiaries, and communities; General public	Evaluation team; OEV/RB/CO Communications/ Knowledge Management unit	WFP.org, WFPgo; Evaluation Network platforms (e.g., UNEG, ALNAP); Newsletter; business card for event; radio programmes; theatre/drama, townhall meetings; exhibition space	
	Video47				
	Blog, lessons learned papers, tailored briefs, summaries of findings		Evaluation manager		

Annex XVII. Training schedule of the data collection team

Table 13: Training Schedule (Tentative)

Time	Topic	Responsibility
Day 1		
9:30 am–10:00 am	Team Introductions	ET and Kadale
10:00 am- 10:30 am	Training on WHO norms and guidelines for COVID-19, Cholera outbreak and other health measures	ET
10:30 am-11:30 am	Training on context, activities, and beneficiaries of the programme along with various components of the evaluation. Brief overview of the tools.	ET
11:30 am-12:00 pm	Training on ethical guidelines to be followed during the evaluation survey	ET
12:00 pm-1:30 pm	Training on School Questionnaire	ET and Kadale
1:30 pm-2:15 pm	Lunch break	
2:15 pm–3:00 pm	Training of school Questionnaire continued.	ET and Kadale
3:00 pm to 4:00 pm	Training on Parents Questionnaire	ET and Kadale
4:00 pm-4:15 pm	Break	
4:00 pm-4:30 pm	Training on Parents Questionnaire	ET and Kadale
4:30 pm-6:00 pm	Formation of groups (4 groups) basis on the exercise conducted to assess their capabilities	ET and Kadale
Day 2		
9:00 am-9:30 am	Recap of last day	ET and Kadale
9:30 am-11:00 am	Training on Smallholder Farmer Questionnaires	ET and Kadale
11:00 am-11:15pm	Break	
11:15 am-12:30 pm	Mock calls of all questionnaires using CAPI	ET and Kadale

Time	Topic	Responsibility
12:30 pm – 1:30 pm	Training on Parents FGD Guide	ET and Kadale
1:30 pm-2:15 pm	Lunch Break	
2:15 pm-3:00 pm	Training on Parents FGD Guide	ET and Kadale
3:00 pm – 4:00 pm	Training on Smallholder Farmer FGD Guide	ET and Kadale
4:00 pm-4:15 pm	Break	
4:15 pm-5:00 pm	Training on Smallholder Farmer FGD Guide	ET and Kadale
5:00 pm – 6:00 pm	Mock FGDs in groups using FGD Guide and revision for the day	ET and Kadale
Day 3 (If all tools are successfully covered by Day 2, following schedule will be adopted)		
7:30 am-12:30 pm	Field practice	ET and Kadale
12:30 pm-1:00 pm	Lunch Break	
1:00 pm-3:00 pm	Field practice	ET and Kadale
3:00 pm-4:00 pm	Field enumerators share experiences, lessons, and queries	ET and Kadale
5:00 pm-6:00 pm	De-briefing of the team and query resolution	ET and Kadale
6:00 pm –6:30 pm	Finalize field movement plan	ET and Kadale

Note: Concurrent to training of enumerators who conducted interactions at the community level, training for data collection supervisors (who conducted KIIs and IDIs) was also undertaken.

Annex XVIII. Team composition and specific tasks

Table 14: Team composition of the evaluation team

| Team members	Primary role	Specific tasks within the evaluation	Deliverables	Dates
Evaluation Core Team (ET)				
Rahul Agrawal	Team Leader. Agro-Value Chain and Food Systems Expert	• Providing technical inputs on the evaluation design and methodology, including evaluation tools, analytical framework, sampling design and reports. • Ensuring technical backstopping, quality assurance in data collection, analysis, and deliverables. • Coordination with WFP evaluation manager and interaction with the WFP COs. • Leading the evaluation mission and representing the evaluation while guiding and managing the team. • Contribute to contextual and gender analysis of data. • Contribute to the drafting and revision of evaluation outputs like as required, the inception report, the end of field work (i.e., exit) debriefing presentation and evaluation report in line with DEQAS.	Inception report, draft report, case studies, and final report	As per the timelines in section 4.2.
Stella Kimani	Advisor	• Guiding the team in understanding norms, culture and gendered differences and practices for the successful development of evaluation process. • Guiding GEWE principles in preparation of inception, draft, and final report. • Ensuring gender responsive methods and frameworks used throughout the evaluation process. • Overall project backstopping and coordination of assignment. • Oversee quality assurance for data and deliverables.	Inception report, draft report, case studies, and final report	As per the timelines in section 4.2.

Team members	Primary role	Specific tasks within the evaluation	Deliverables	Dates
		• Guiding the team in generating learnings and recommendations.		
Ashish Sinha	Co Team Leader, Economic Analyst	• Guiding evaluation budgetary processes within the evaluation team. • Review documents on programme costs and resource utilization. • Facilitate consultations with WFP team to identify key dimensions of cost and benefits to assess efficiency of programme. • Undertaking stakeholder interviews at national level (KIIs) to assess programme resource allocation and utilisation, including challenges and enablers. • Undertake cost-benefit analysis for the programme. • Contribute to documentation of programme efficiency, especially through draft and final reports.	Inception report, draft report, cost-benefit analysis and final report	As per the timelines in section 4.2.
Aali Sinha	Research Specialist	• Lead the coordination with field team. • Client interaction and stakeholder engagement. • Development of evaluation design, methodology, sampling and tools for the study, themes of documentation and reporting formats. • Conducting literature review and secondary data analysis. • Finalisation of tool. • Undertaking stakeholder interviews at national level (KIIs) and FGDs. • Inputs on innovative tools and techniques, analytical framework based on emerging themes and overseeing data analysis.	Inception report, draft report, case studies and final report	As per the timelines in section 4.2.
Siya Ravi	Research Associate	• Desk review of programme documents and literature review. • Preparation of tools and manuals. • Support data collection processes. • Assistance in effective management of qualitative data and analysis.	Inception report, draft report, case studies and final report	As per the timelines in section 4.2.

Team members	Primary role	Specific tasks within the evaluation	Deliverables	Dates
		- Documentation of success stories and case studies, as relevant. - Quantitative data analysis. - Documentation and report writing for inception and final reports.		
Yeshi Lhamu Naksang	Research Associate	- Desk review of programme documents and literature review. - Preparation of tools and manuals. - Support data collection processes. - Assistance in effective management of qualitative data and analysis. - Documentation of success stories and case studies, as relevant. - Qualitative data analysis. - Documentation and report writing for inception and final reports.	Inception report, draft report, case studies and final report	As per the timelines in section 4.2.
Local Partner: Kadale Consultants, Lilongwe, Malawi				
Yamikani Chabwera	Country Specialist and Research Manager	- Overall evaluation management and coordination and supervision of fieldwork activities. - Finalisation of tools. - Facilitate and support training processes. - Managing data collection. - Support/ facilitate stakeholder interviews at national level (KIIs). - Bring insight of Malawi's socio-political and institutional context in terms of nutrition, food security, food value chains, agriculture, and gender, especially for tool development and contextual and thematic analysis of data. - Quality assurance, client interaction and stakeholder engagement.	Qualitative and quantitative datasets	As per the timelines in section 4.2.
Patience Mtembezeka	Data Collection Supervisor	- Overall field team management and logistics. - Undertaking stakeholder interviews at national level (KIIs). - Ensuring quality assurance in data collection, analysis, and deliverables.	Qualitative and quantitative datasets	As per the timelines in section 4.2.

Team members	Primary role	Specific tasks within the evaluation	Deliverables	Dates
		● Managing data collection and large team.		

Annex XIX. Geographic coverage

102.   Tsogolo la Thanzi (TSOLATA) home-grown school feeding (HGSF) programme is being implemented in Malawi's four districts of Nsanje, Chikwawa, Phalombe and Zomba.
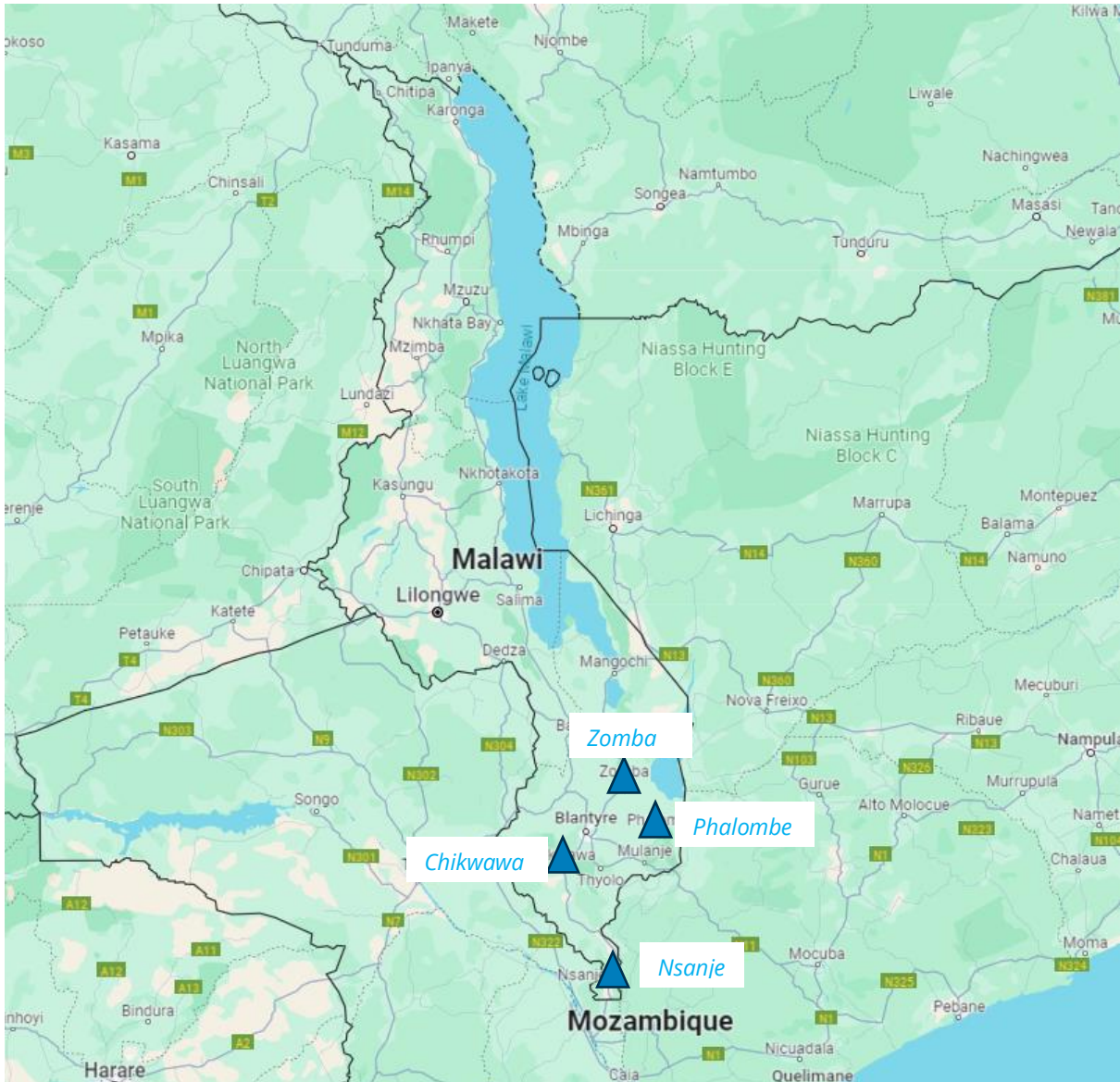
Annex XX. Acronyms

ACL	Asset creation and livelihood
ACLAN	Area Community Leaders Action for Nutrition
AEDC	Agriculture Extension Development Coordinators
AEDO	Agriculture Extension Development Officers
AIDS	Acquired Immunodeficiency Syndrome
ANCC	Area Nutrition Coordination Committee
BCI	Biodiversity Conservation Initiative
CAPI	Computer-Assisted Personal Interviewing
CARI	Consolidated Approach for Reporting on food insecurity
CBA	Cost Benefit Analysis
CEDAW	Convention on the Elimination of all forms of Discrimination Against Women
CEPA	Centre for Environmental Policy and Advocacy
CFIR	Consolidated Framework for Implementation Research
CFM	Complaint Feedback Response Mechanism
CO	Country office
COVID-19	Coronavirus Disease
CP	Cooperating partner
CSB+	Corn-Soya Blend Plus
CSO	Civil Society Organization
CSP	Country Strategic Plan
DAC	Development Assistance Committee
DAES	Department of Agriculture and Extension Services
DDS	Dietary Diversity Score
DE	Decentralized evaluation
DEC	District Executive Committee
DEMIS	District Education Management Information System
DEQAS	Decentralized evaluation quality assurance system
DMECC	District Monitoring and Evaluation Coordination Committee
DNCC	District Nutrition Coordination Committee
DNHA	Department of Nutrition, HIV and AIDS
EAM	Evangelical Association of Malawi
EC	Evaluation Committee
ECDI	Early Childhood Development Index
EM	Evaluation Manager
EMIS	Education Management Information System
EPA	Extension Planning Area
EQ	Evaluation Question
ER	Evaluation Report
ERG	Evaluation Reference Group
ET	Evaluation Team
EU	European Union
EUR	Euros
FAO	Food and Agriculture Organization

FCS	Food Consumption Score
FES	Food Expenditure Share
FFA	Food Assistance for Assets
FGD	Focus group discussion
FO	Farmer organizations
FSI	Food Security Index
FY	Financial year
GBV	Gender based violence
GDP	Gross Domestic Product
GEWE	Gender equality and the empowerment of women
GII	Gender Inequality Index
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
GoM	Government of Malawi
HGSF	Home-grown school feeding
HGSFP	Home-grown school feeding programme
HH	Household
HHS	Household Hunger Scale
HIV	Human Immunodeficiency Virus
IDI	In-depth interview
IEC	Information, education and communication
IFA	Iron-Folic Acid
IFAD	International Fund for Agricultural Development
IPC	Integrated Food Security Phase Classification
IR	Inception report
JPGE	Joint Programme on Girls Education
KAP	Knowledge, attitudes, and practices
KII	Key informant interview
LCSI	Livelihood Coping Strategy Index
MAMO	Malawi-Mozambique
MGD	McGovern-Dole
MIS	Management Information System
MNGDS	Malawi National Growth and Development Strategy
MNSSP	Malawi National Social Support Programme
MoH	Ministry of Health
MoU	Memoranda of understanding
MRE	Monitoring, review, and evaluation
MTE	Monitoring, tracking, and evaluation
MVAC	Malawi Vulnerability Assessment Committee
NAIP	National Agricultural Investment Plan
ND-GAIN	Notre Dame – Global Adaptation Initiative
NGO	Non-Governmental Organization
NER	Net Enrolment Rate
NESIP	National Education Sector Investment Plan
NESP	National Education Sector Plan
NMNP	National Multi-Sector Nutrition Policy
NNCC	National Nutrition Coordinating Committee

NNIS	National Nutrition Information System
NORAD	Norwegian Agency for Development Cooperation
NRMC	NR Management Consultants India Pvt Ltd, A subsidiary of Intellecap Advisory Services
NSA	Nutrition Sensitive Agriculture
OCHA	Office for the Coordination of Humanitarian Affairs
OECD	Organization for Economic Cooperation and Development
OEV	Office of Evaluation
ORD	Office of Research and Development
PDA	Programme Development Agents
PHQA	Post hoc quality assessment
PICS	Purdue Improved Crop Storage
POP	Point of progress
PPI	Poverty Probability Index
PTA	Parent Teacher Associations
RB	Regional Bureau
RBJ	Regional Bureau Johannesburg
RCM	Red Cross Malawi
rSCI	Reduced Coping Strategies Index
REO	Regional evaluation officer
REU	Regional Evaluation Unit
SADC	Southern African Development Community
SAMS	Smallholder Agricultural Market Support
SBCC	Social and behaviour change communication
SBN	Sun Business Network
SDG	Sustainable Development Goals
SHF	Smallholder Farmer
SHN	School Health and Nutrition
SMC	School Management Committee
SMP	School Meals Programme
SO	Strategic Objective
SOP	Standard Operating Procedure
SPSS	Statistical Package for the Social Sciences
SRS	Simple Random Sampling
SUN	Scaling Up Nutrition
THR	Take home ration
TL	Team leader
TOR	Terms of Reference
TSOLATA	Tsogolo la Thanzi
UN	United Nations
UNCT	United Nations Country Team
UNDP	United Nations Development Programme
UNEG	United Nations Evaluations Group
UNJP	United Nations Joint Programme
UNFPA	United Nations Population Fund
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund

UNSDCF	United Nations Sustainable Development Cooperation Framework
USDA	United States Department of Agriculture
VNCC	Village Nutrition Coordination Committee
WASH	Water, sanitation and hygiene
WFP	World Food Programme
YONECO	Youth Net and Counselling