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Evaluation of WFP's Capacity Strengthening to Smallholder Farmers and National School Meals Programme in Tunisia from 2022 to December 2024

Decentralized evaluation final report

WFP Tunisia

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Executive summary

Introduction

1. Commissioned by WFP's Tunisia Country Office, this report presents the findings of the Decentralized Evaluation (DE) of two of the primary activity areas of the World Food Programme's (WFP) Country Strategic Plan (CSP) in Tunisia (2022–2025): Activity 1 on livelihoods support to smallholder farmers, and Activity 2 on technical assistance to national institutions. Conducted with the support of the OEV Regional Evaluation Technical Team – Cairo, the evaluation adhered closely to the requirements of WFP's [Decentralized Evaluation Quality Assurance System](#) (DEQAS).

Evaluation Purpose

2. The purpose of the evaluation was to support accountability for resources entrusted to WFP and generate learning for strategic and operational improvement in the area of WFP support to school feeding and livelihoods over the period 2022 - 2024. In line with WFP's 2024 decision to phase out its operations in Tunisia, the evaluation was explicitly commissioned to facilitate reflection, learning, and the handover of results to national partners and stakeholders. Specific objectives included assessing the relevance, coherence, effectiveness, efficiency, impact, and sustainability of WFP's support to Tunisia's National School Meals Programme (NSMP) and livelihoods development.

Context

3. Tunisia faces a complex and evolving socio-economic landscape characterized by prolonged economic stagnation, high youth unemployment, persistent gender disparities, and increasing vulnerability to climate-related shocks. As of 2024, unemployment remains above 15 percent, with rates exceeding 21 percent among women. Chronic drought and overdependence on food imports continue to drive food insecurity, particularly in rural areas. These challenges are further exacerbated by inflation, supply chain disruptions, and a growing population of forcibly displaced people transiting through Tunisia.

4. Institutional fragility and regional inequalities present ongoing barriers to inclusive development. Education systems, especially in rural regions, suffer from declining quality, infrastructure deficits, and uneven access. While Tunisia has made policy commitments to the Sustainable Development Goals, the operational capacity to deliver inclusive services remains uneven. National strategies—including those for school feeding, women's empowerment, and climate resilience—offer a framework for WFP alignment. WFP's CSP interventions are situated within this context of both systemic vulnerability and reform opportunity, aiming to build institutional resilience and community-level capacity for sustainable development.



Image source: WFP Tunisia ACR 2024

Subject Being Evaluated

5. The elements of the CSP (2022-2025) covered by the evaluation include Activity 1 (technical assistance to smallholder farmers) and Activity 2 (technical support to national institutions). The Home-Grown School Feeding model and the EU-funded ADAPT initiative were an integral part of WFP's intervention aimed at promoting local food systems integration and institutional strengthening.
6. The CSP operated at national scale through the NSMP across all 24 governorates, while targeted resilience and women's economic empowerment initiatives were concentrated in Jendouba, Kairouan, and Siliana. In 2022, WFP reached 37,500 people through emergency distributions, trained nearly 300 government and partner staff, and prepared the groundwork for the Joint Project - Accelerating Progress towards the Economic Empowerment of Rural Women (JP-RWEE) which targeted 2,220 women, 780 farmers, and 60 agricultural organizations. In 2023, programme scale-up was slower, with 459 direct beneficiaries, though institutional strengthening continued with 240 officials trained. By 2024, the JP-RWEE was fully rolled out, aiming to benefit over 2,200 women directly and 14,000 community members indirectly.
7. The CSP had a needs-based budget of USD 11.6 million, with available resources fluctuating around 30–40% of requirements (USD 5.3m in 2022). Expenditures totalled USD 1.7m in 2022, with funding gaps constraining activities in 2023. Contributions from the EU (ADAPT, €2m), Japan (USD 1m emergency food aid), and other partners sustained critical interventions.

Intended Users

8. The evaluation is primarily intended for WFP Tunisia CO, WFP's Middle East, North Africa and Eastern Europe Regional Office (MENAEEERO), and relevant WFP HQ units. It is also intended to be useful for national and local partners, including Ministries, donors, cooperating partners, and UN agencies.

Methodology

9. The evaluation applied a mixed-methods approach grounded in utilization-focused and theory-based principles. Guided by six key criteria, relevance, coherence, effectiveness, efficiency, impact, and sustainability, the evaluation prioritized effectiveness and efficiency due to the stage of programme implementation. Sustainability was also a central focus, reflecting global WFP priorities.
10. A reconstructed Theory of Change (ToC) served as the analytical backbone of the evaluation, enabling structured inquiry across interrelated intervention pathways and identifying key assumptions. Exploration of results under the ToC was supplemented by case studies. Beyond the document review and stakeholder interviews, the three in-depth case studies included 62 Key Informant Interviews (KIs) and 5 Focus Group Discussions (FGDs) covering approximately 57 individuals, alongside direct observation. These studies, spanning the objectives of the Accelerating Progress towards the Economic Empowerment of Rural Women (JP-RWEE) programme, climate adaptation for agricultural cooperatives, and the digitalization of school feeding, enabled triangulation and contextual depth. Comparative elements between beneficiary and non-beneficiary groups were used to strengthen validity. Despite limitations in possible attribution, baseline availability, and the evolving country context, the methodology provided a credible basis for assessing WFP's contributions to systemic and community-level outcomes analysis, supported by change analysis and participatory validation.
11. Ethical standards aligned with UN Evaluation Group norms were rigorously followed, including safeguards for informed consent, confidentiality, and gender-sensitive data collection.

Key Findings

12. **Relevance:** WFP's activities in Tunisia were found to be highly relevant to national priorities and local needs. They addressed critical gaps in food security, school nutrition, gender equality, and institutional capacity. The design of interventions was closely aligned with national strategies such as the Sustainable School Meals Strategy (2015–2030), the National Development Plan (2023–2025), and climate resilience commitments. At the community level, initiatives targeting women-led cooperatives responded to structural inequities and socio-economic vulnerabilities. However, some contextual challenges, particularly legal and regulatory barriers, limited full responsiveness during implementation.
13. **Effectiveness:** WFP's technical assistance to national institutions led to visible improvements in capacity, especially for ODESCO and selected regional stakeholders. Digital innovations like GIS mapping

enhanced planning, while training for school staff and smallholder farmers contributed to localized change. Women participating in *Groupes de Développement Agricole* (GDA), also known as OPA, reported empowerment outcomes such as increased confidence, leadership, and peer support. Yet, significant structural limitations—such as lack of procurement pathways and land tenure insecurity—diminished potential long-term effectiveness. The school feeding interventions showed mixed outcomes, with some progress in meal quality and school-level ownership but operational delays in central kitchens.

14. **Coherence:** The evaluation found strong internal coherence between the two core activities—school feeding and livelihoods support. These activities complemented each other through shared objectives of food system integration and community resilience. WFP's cooperation with the Ministry of Education and Ministry of Agriculture reflected well-aligned institutional engagement. However, coherence was weaker at the national policy level, particularly with Ministries not directly involved in WFP's programming. The absence of formal collaboration with the Ministry of Social Affairs, for instance, hindered broader system integration.

15. **Efficiency:** Implementation efficiency was constrained by delays in infrastructure delivery, staffing, and procurement processes. OPAs faced startup difficulties and budgetary constraints, weak logistical capacity, and seasonal mismatches affected rollouts. Nevertheless, WFP's support, particularly in training and material provision, was well received by beneficiaries. As for school feeding, school kitchens were not operational within expected timeframes. Digital tools and planning dashboards showed promise for improving supply chain management but were not yet fully functional due to connectivity issues and slow adoption.

16. **Impact:** WFP has enhanced capacity of national institutions like OOESCO and the Ministry of Education through training, system development, and GIS-based school mapping, boosting school feeding planning and responsiveness. School staff training is now partly institutionalized, and partnerships with Agriculture and Environment Ministries have deepened policy engagement. Challenges remain around local procurement regulations and coordination with Social Affairs. Climate-smart practices foster environmental awareness, laying a foundation for a resilient, evolving school feeding system. School meals improved nutrition, while women in OPAs gained skills and income. Indeed, livelihood outcomes were particularly visible among women-led OPAs, where WFP's support in the form of agro-processing equipment, climate-resilient agricultural training, and entrepreneurship coaching contributed to enhanced skills, peer support networks, and increased self-confidence. These groups reported improvements in product quality and a stronger sense of economic agency, with early-stage market engagement underway. However, challenges persist: OPAs face legal barriers to procurement participation, inconsistent access to markets, and insufficient production capacity to meet institutional demand. Without targeted reforms and sustained technical and financial support, the full impact on rural livelihoods may remain constrained.

17. **Sustainability:** While WFP's investments in capacity building and infrastructure laid important foundations, long-term sustainability remains at risk. OOESCO's ownership of central kitchens and digital tools is a positive sign, but gaps in institutional financing, staffing, and legal frameworks pose substantial threats. OPAs remain vulnerable due to limited access to procurement systems, insecure tenure, and weak market integration. As WFP prepares its exit, lack of structured handover strategies and limited clarity among stakeholders about post-WFP responsibilities jeopardize continuity.

Conclusions

18. The evaluation concluded that WFP's interventions in Tunisia under the 2022–2025 Country Strategic Plan (CSP) were highly relevant, strategically coherent, and thoughtfully aligned with national development priorities. The integration of school feeding with support to smallholder farmers, particularly women, was a well-conceived approach that addressed systemic gaps in nutrition, education, rural livelihoods, and institutional capacity. The approach also reflected WFP's comparative advantage in linking food systems to social protection while advancing gender equality.

19. At the local level, WFP's participatory and system-aligned approach created visible ownership and institutional engagement. Community planning processes, school gardens, and the rehabilitation of central kitchens were not only operational improvements but also became part of schools' identities, with principals, parents, and students expressing a sense of pride and responsibility. OOESCO's management of the Zaghouan central kitchen, supported by a Ministry of Education budget line, is a strong example of

embedded national capacity. In parallel, WFP's support to women-led cooperatives and OPAs under the Joint Programme on Rural Women's Economic Empowerment (JP-RWEE) helped build entrepreneurial skills, peer support networks, and greater self-confidence. These groups reported improved product quality, stronger solidarity, and early market engagement, a clear empowerment outcome.

20. Despite these achievements, several structural and operational limitations hindered full realization of outcomes. Market access constraints, restrictive procurement regulations, and gaps in coordination across ministries limited the ability to scale up. Engagement was strong with the Ministry of Education and Ministry of Agriculture, but weak with other ministries such as Social Affairs, leaving school feeding insufficiently embedded within broader social protection systems. Turnover within the MoE, combined with financial constraints, further threatens continuity. While WFP's investment in capacity strengthening produced localized change, systemic transformation has not yet taken hold, meaning operational gains risk remaining isolated rather than institutionalized.

21. As WFP prepares to exit Tunisia, the need for handover strategies and clearly designated successors presents an immediate factor relating to sustainability. Although groundwork was laid through institutional partnerships, infrastructure, and digital tools, sustaining these gains will require proactive government financing, strengthened legal frameworks to integrate local cooperatives into procurement systems, and coordinated donor support. Without this, continuity of school meals and smallholder linkages may be jeopardized.

22. Finally, the evaluation highlighted Tunisia's experience as a valuable global case study. The integrated model, combining school feeding, rural women's empowerment, and digital innovation, demonstrates the potential of system-based approaches to deliver results across multiple Sustainable Development Goals. Sharing these lessons through South-South and triangular cooperation platforms can reinforce WFP's global leadership while enabling Tunisian institutions to benefit from continued peer learning and international collaboration.

Lessons Identified

1. Institutional commitment is a critical success factor. Experience in Tunisia showed that when institutions demonstrated early and strong commitment (e.g. OOESCO with central kitchens), implementation moved faster, and integration of new systems was smoother.
2. Participation only builds ownership when it is meaningful. The evaluation found that community and cooperative involvement were most effective when participants had genuine decision-making power, rather than being limited to consultation. This distinction influenced levels of trust, ownership, and sustainability.
3. Digital tools succeed when introduced with clear frameworks and transition planning. The uptake of innovations such as GIS mapping and the "Last Mile Ecosystem" highlighted that without structured terms of reference, sustainability strategies, and sufficient user capacity, digital solutions risk underutilization.
4. Market integration depends on enabling environments. Support to OPAs and women-led groups revealed that training and equipment alone were insufficient; the absence of supportive procurement laws and financial mechanisms constrained their ability to transition into sustainable suppliers.
5. Exit strategies work best when embedded from the outset in programming. Planning for WFP's transition early ensures that handovers are smooth, roles are clear, and programme impacts can be sustained beyond its presence.

Recommendations: Summarised recommendations, derived from the conclusions which flow from the evaluation findings, are presented below. Full recommendations are included the body of the report.

1. **Recommendation 1** (High Priority/Strategic): In the context of WFP's decision to transition out of Tunisia, WFP should establish a structured and inclusive transition plan with clear successor roles. This is essential to preserve institutional memory, ensure continuity of systems such as digital tools and school feeding kitchens, and build national ownership over sustained delivery. **Responsible entity:** WFP HQ and Regional Office; **Timeframe:** during inception or programme (re)design
2. **Recommendation 2** (Medium Priority/Operational): Across its operations, WFP should embed operational risk analysis and mitigation strategies into early design. This improves implementation resilience by anticipating infrastructure delays, procurement cycles, or staff turnover that can

undermine programme success. **Responsible entity:** WFP Tunisia CO; **Timeframe:** Immediate application in exit transition

3. **Recommendation 3** (Medium Priority/Operational): In contexts where WFP supports smallholder and women-led organizations, WFP should develop participatory, gender-sensitive investment feasibility plans for OPAs. Ensuring that women's groups can sustainably engage in procurement requires tailored plans addressing market access, costs, and legal eligibility. **Responsible entity:** WFP Tunisia CO; **Timeframe:** Q4 2025
4. **Recommendation 4** (High priority/Strategic): In contexts where WFP decides to phase out its operations, WFP should communicate exit, and transition plans clearly and early to all WFP and partner stakeholders. Timely and clear communication can reduce confusion, maintain trust, and allow partners to adapt and prepare for future roles. **Responsible entity:** WFP Tunisia and Regional Office; **Timeframe:** Q4 2025
5. **Recommendation 5** (Medium Priority/Strategic): In contexts of transition and beyond, WFP should disseminate Tunisia's experience via global and South-South platforms. Sharing best practices from Tunisia's integrated school feeding model can inspire replication and bolster WFP's knowledge leadership. **Responsible entity:** WFP Tunisia; **Timeframe:** Q4 2025
6. **Recommendation 6** (Medium Priority/Strategic): In contexts such as Tunisia where WFP is engaged in a structured phase-out process, WFP should prepare early for exit by mapping assets, successors, and linkages to donor programming. Early planning enables smoother handover, alignment with future donor initiatives, and better preparedness for continuity without WFP. **Responsible entity:** WFP Tunisia/Regional Office; **Timeframe:** Q4 2025
7. **Recommendation 7** (High Priority/Strategic): In contexts where WFP invests in digital innovation, WFP should strengthen the institutionalization and scale-up of digital planning and supply chain tools. Tools such as GIS mapping, monitoring dashboards, and the "Last Mile Ecosystem" improved planning and market linkages, but without financing, user capacity, and institutional frameworks, their sustainability is at risk. **Responsible entity:** EU/WFP Tunisia and Regional Office; **Timeframe:** Q4 2025.

1. Introduction

1. This report presents the findings, conclusions, lessons learned, and recommendations for the decentralised evaluation (DE) of the World Food Programme's (WFP's) Capacity Strengthening to Smallholder Farmers and National School Meals Programme in Tunisia from January 2022 to December 2024. This DE was commissioned by WFP Tunisia in 2024 and conducted in line with the Terms of Reference ([Annex I](#)).

1.1. Evaluation features

2. WFP Tunisia's Country Strategic Plan (CSP) 2022 – 2025 consists of two intended outcomes:
 - Strategic Outcome 1 (Resilience Building): By 2025, selected vulnerable groups in targeted areas have increased economic opportunities and strengthened resilience to shocks and climate risks
 - Strategic Outcome 2 (Root causes of food insecurity): By 2025, targeted national institutions in Tunisia have strengthened capacity to implement school meals and inclusive shock-responsive social protection programmes that advance food security and nutrition.¹
3. The purpose of the DE is to independently assess two activities under its current CSP:
4. Activity 1: Support to Livelihoods (Outcome 1): provision of technical assistance to smallholder farmers, and conditional transfers to smallholder farmers. Under this activity, WFP implemented the Joint Programme on Accelerating Progress Towards the Economic Empowerment of Rural Women (JP-RWEE), focusing on enhancing rural women's livelihoods and climate resilience.
5. Activity 2: Multi-Modality (Outcome 2): combined multiple modalities aimed at strengthening national capacities for inclusive, nutrition-sensitive, and shock-responsive school feeding and social protection systems. These included:
 - Conducting baseline and nutrition studies, and a detailed assessment of institutional market access and the production capacities of small-scale producers.
 - Implementing local procurement mechanisms and revitalizing school gardens with the goal of achieving organic certification.
 - Allocating subsidies to local cooperatives, producer associations, and/or other not-for-profit social economy entities to meet the growing demand for locally sourced food products in school canteens.
 - Launching communication activities to promote social and behavioural change around nutrition and environmental awareness, including nutritional education for children and caregivers.
 - The National School Meals Programme (NSMP) supported the Ministry of Education in improving the quality and coverage of school feeding.
6. The Overall budget in terms of actuals allocated to both activities (excluding overhead costs) equated to 4,973,420 USD over the duration of the full CSP.² Cumulative direct expenditures for the period 2022–2024 amounted to USD 1,887,438, representing 38% of the total actual allocations.³
7. The evaluation was intended to assess how target groups, including Government of Tunisia counterparts, smallholder farmers, rural women and unemployed young people, benefited from WFP support. These benefits were expected to include enhanced access to school feeding and to markets, contributions to sustainable and efficient food systems (Output 1); improved social safety nets (Output 2)

¹ Tunisia CSP TN01 BR01 - LoS

² WFP Budget and Programming Associate

³ ACR 2024, Annual CSP Financial Overview by Strategic Outcome, pp 25-26

and strengthened capacity of national institutions (Output 3).

8. The evaluation also looked into the synergies between strategic outcome 1 and 2, and the quality of the support provided to MoE and smallholder farmers and examined how these activities were designed and implemented to support CSP's Strategic Outcomes. The evaluation covered the CSP implementation period (2022–2025), with a focus on activities from January 2022 up to December 2024. The geographic scope included 24 governorates for the National School Meals Programme (NSMP) and the Jendouba and Kairouan governorates for the joint project "Accelerating Progress towards the Economic Empowerment of Rural Women (JP-RWEE).

9. The overall objective of the evaluation was to support WFP to account for the public resources entrusted to it and to generate strategic learning around what has worked, for whom and in what way, with special emphasis on gender equality, social inclusion, and equitable access in line with WFP's Evaluation Policy objectives. More specifically, the evaluation sought to:

- Assess WFP performance and results related to policy advice and technical assistance to the Tunisian Government in strengthening the NSMP over the period under evaluation as well as examine WFP's support to smallholder farmers; especially women aimed at strengthening their resilience and increasing economic opportunities in partnership with local partners.
- Compare the implementation of WFP support with what was planned (including unintended results) and explore reasons for good achievement of results or lack thereof. It assessed the programme's ability to meet the needs of vulnerable populations, including young people and women. It draws lessons, derives good practices and provides pointers for learning focusing on how the evaluated activities supported the 'changing lives' objective of WFP's mandate.

10. The evaluation, commissioned after the decision was made to close the CO, was designed to be participatory to underpin the handover process as an element of dialogue. The evaluation emphasised communication with women, girls, men and boys of diverse backgrounds, providing prompt and clear feedback, and assessing the degree of organisational learning and adaptation in favour of these groups. Gender equality is reflected across all lines of enquiry in the Evaluation Matrix ([Annex IV](#)).

11. Internal evaluation stakeholders consisted of WFP's CO in Tunisia, the Middle East North Africa and Eastern Europe (MENAEE) Regional Office, relevant Headquarters Divisions, and, indirectly, WFP's Executive Board. The stakeholder analysis conducted during the ToR development phase was deepened during the Inception Phase. To deliver a credible and utilization-focused evaluation, the primary intended users of the evaluation were engaged throughout the evaluation for ownership and to facilitate real-time learning.

12. The evaluation's external stakeholders included beneficiaries (, smallholder farmers and school stakeholders); Government representatives from the Ministry of Agriculture (MoA) and Ministry of Education (MoE) at central level and the regional commissions, UN agencies, NGO partners, WFP donors, and private sector entities. During data collection, the ET sought external stakeholder perspectives on WFP's strategy and performance in Tunisia.

13. The Evaluation Team (ET) was composed of Emery Brusset (Team Leader), Herma Majoor (Co-Team Leader), Souad Alamin (Evaluator), Asma Ayari (Evaluator), Julien Brusset (Data Analyst), Nathan Horst (Quality Assurance Expert), and Renate Schoep (Evaluation Manager). Fieldwork was conducted in March 2025 over a three-week period, combining interviews in Tunis with field visits and workshops in the governorates of Jendouba and Kairouan. Data collection included key informant interviews, focus group discussions, and direct observation of school canteens, gardens, and smallholder farmer activities.

1.2. Context

Country overview and economy

14. Though Tunisia is developing economically, the Finance Laws of October 2023 show that its

economic outlook remains highly uncertain.⁴⁵ Imports of goods and services makes up 59 percent of Tunisia's economy, creating significant food security challenges as global prices rise and agricultural productivity declines due to ongoing drought.⁶ Given the increasingly challenging socioeconomic context, the Government has recognized the need to monitor the food security situation in the most vulnerable areas⁷ in order to help inform and enhance shock preparedness and response.

15. The national unemployment rate remains high, around 15.6 percent, with women facing even higher rates of unemployment at 21.1 percent.⁸ Tunisia has also seen an increase in refugees and migrants using the country as a route to Europe with over 14,733 displaced people currently in Tunisia.⁹ This influx of migrants from Sub-Saharan Africa in 2023 has amplified social tensions, straining relations between local authorities, residents, and migrants alike.¹⁰

16. Implementation of the Sustainable Development Goals remains a government commitment as evidenced by its submission of a Voluntary National Report in 2021, which emphasised aligning national priorities with the United Nations Sustainable Development Cooperation Framework (UNSDCF) 2021-2025¹¹. Emphasizing inequality reduction, climate resilience, and food security, the UNSDCF supports Tunisia's sustainable development agenda through partnerships with WFP, the World Bank, and UNHCR, aiming for longer-term resilience and poverty alleviation.^{12,13,14}

Poverty, Food security and nutrition

17. The first nationwide WFP remote food security and vulnerability survey (mVAM, July–September 2023) reported a national level of inadequate food consumption at 4 percent, with variations across governorates. The highest averages were observed in Zaghouan governorate (8.5 percent), followed by Siliana and Jendouba governorates (7.4 percent each). Over 70 percent of households reported a rise in vegetable prices and approximately 54 percent noted an increase in the cost of meat in the 14 days prior to the survey. Between July and September 2023, mVAM data show that the price of wheat flour increased by 15 % and olive oil by 25 % in key markets over the preceding month, while rice prices remained relatively stable. Meanwhile, 65 % of households reported that they reduced the number of diverse food items (especially pulses, fruits, vegetables) consumed in the past two weeks due to rising costs. These shifts in consumption patterns reflect how price inflation is directly constraining dietary diversity among vulnerable families.

18. Approximately one third of households indicated the use of livelihood “crisis” coping strategies. These strategies were more commonly employed in Kebili (43 percent) and Jendouba (42 percent). The share of households resorting to crisis mechanisms to cope with food shortages and increased food prices was significantly higher among households receiving governmental subsidies (46 percent), indicating the vulnerability and the limited capacity of this group to cope with rising expenses. A third of interviewed households reported a loss of income over the past year. Those experiencing a decrease in income compared to the previous year had the worst levels of food consumption. Despite the potential of fortification to bolster micronutrient intake through school feeding, the current Tunisian national programme appears to lack systematic inclusion of fortified or biofortified foods in its standard menu.

⁴ Country Office Annual Report 2023, UNICEF

⁵ The Finance Law of 2023 was Tunisia's annual state budget law, formally passed in late December 2022 and entering into force in January 2023. Like in many countries, Tunisia adopts a *Loi de finances* every year to authorize government revenues, expenditures, and borrowing. It sets out the expected resources of the state (mainly taxes and fees), the planned spending (on wages, subsidies, investment, debt service, etc.), and the mechanisms to finance any deficit.

⁶ Ibid.

⁷ WFP mobile vulnerability analysis and mapping survey, June 2020, Kairouan, Sidi Bouzid, El Kef and Siliana Governorates and food security monitoring systems survey, February 2021, Kairouan, Kasserine and Sidi Bouzid (report pending publication)

⁸ [World Bank. Tunisia Emergency Food Security Response Project](#)

⁹ United Nations High Commissioner for Refugees/ Situation report/ October 2023

¹⁰ United Nations High Commissioner for Refugees / Situation report/ December 2023

¹¹ [United Nations Development Programme. Voluntary National Review 2021 - Tunisia](#)

¹² [United Nations High Commissioner for Refugees. Tunisia: Refugees and Asylum Seekers](#)

¹³ [World Food Programme. Tunisia Country Strategic Plan \(2022–2025\)](#)

¹⁴ [World Bank. Tunisia Emergency Food Security Response Project](#)

According to the GCNF 2020–2021 survey, the national school feeding programme's food baskets listed common food groups but did not list fortified or biofortified foods or systematic micronutrient supplementation¹⁵.

19. Tunisia is highly vulnerable to climate change effects. The World Bank's Climate Risk Country Profile ranks Tunisia 64th out of 181 countries in the 2019 ND-GAIN Index, indicating its high vulnerability to climate impacts.¹⁶ The country has experienced a notable increase in average annual temperature, rising by approximately 1.4°C since 1901, with a more rapid increase of 0.37°C per decade over the past 30 years.¹⁷

20. Beyond food consumption patterns, structural vulnerabilities further compound nutrition insecurity. According to the Food Systems Dashboard, about 25 percent of the population is estimated to experience moderate or severe food insecurity, while 8 percent of Tunisians are unable to afford a healthy diet.¹⁸ Micronutrient deficiencies are widespread, with 30 percent of children under five and pregnant and lactating women suffering from anemia.¹⁹ These indicators highlight that while the proportion of households with inadequate food consumption is relatively low, diet quality and affordability remain significant challenges.

21. The broader macroeconomic environment has also played a central role in shaping food security outcomes. Tunisia has faced a combination of slow economic growth (GDP growth averaging 2 percent in 2023), high inflation (averaging 9.3 percent in 2023, with food inflation at 15 percent), and rising unemployment, particularly among youth and women²⁰. External shocks such as the COVID-19 pandemic and the war in Ukraine further aggravated vulnerabilities by disrupting supply chains, raising international commodity prices, and increasing fiscal pressures²¹. These factors have collectively limited household purchasing power and exacerbated inequalities in access to nutritious food²².

22. Intersecting vulnerabilities deepen the food security and education challenges faced by specific groups. Households in remote rural areas, female-headed households, and those with elderly members or children under five are disproportionately affected, as they face both higher exposure to shocks and fewer coping mechanisms. These overlapping drivers of marginalization (age, location, and sex) compound risks and reinforce barriers to equitable access to food and services. Further elaboration on these dynamics is provided in the general country context presented in [Annex XII](#).

Education

23. According to UNESCO Institute for Statistics data, Tunisia's educational challenges persist, with the primary school completion rate falling from 95.1 percent in 2018 to 92.7 percent in 2022.²⁴ This decline is particularly pronounced among the poorest households, with a 7-percentage point drop observed.²⁵ The World Bank reports that the primary school enrolment rate in Tunisia stood at 104 percent in 2023, indicating over-age and under-age enrolment.²⁶ Despite this high enrolment rate, disparities in educational quality and access remain significant between urban and rural areas, as highlighted by the Tunisian Forum for Economic and Social Rights (FTDS).²⁷ According to a recent study by the European

¹⁵ https://gcnf.org/wp-content/uploads/2022/09/Tunisia_2021_final.pdf?utm_source=source.com

¹⁶ https://climateknowledgeportal.worldbank.org/sites/default/files/2021-04/15727-WB_Tunisia percent20Country percent20Profile-WEB.pdf

¹⁷ <https://theforum.erf.org.eg/2024/12/17/climate-change-a-growing-threat-to-sustainable-development-in-tunisia/>

¹⁸ https://www.foodsystemsdashboard.org/countries/tun/fsci?utm_source=source.com

¹⁹ https://www.wfp.org/countries/tunisia?utm_source=source.com

²⁰ https://country.eiu.com/Tunisia/ArticleList/Updates/Economy?utm_source=source.com

²¹ https://www.afdb.org/en/countries-north-africa-tunisian-republic/tunisia-economic-outlook?utm_source=source.com

²² https://www.worldbank.org/en/country/tunisia/overview?utm_source=source.com

²³ *ibid*

²⁴ <https://uis.unesco.org/sites/default/files/country-profile/Tunisia.pdf>

²⁵ *ibid*

²⁶ https://thedocs.worldbank.org/en/doc/65cf93926fdb3ea23b72f277fc249a72-0500042021/related/mpo-tun.pdf?utm_source=source.com

²⁷ https://ftdes.net/en/marginalisation-et-effondrement-de-lecole-publique-en-tunisie-avons-nous-fait-face-a-une-education-de-classe-qui-consacre-linegalite-entre-les-enfants-de-differentes-classes-s/?utm_source=source.com

Investment Bank, urban schools in Tunisia generally benefit from better infrastructure, access to digital tools, and higher-qualified teachers.

24. In contrast, rural schools face severe challenges, including inadequate facilities, limited resources, and a shortage of trained educators.²⁸

25. The World Bank data shows that girls (94.6 percent) and urban students (95 percent) have higher completion rates compared to boys and rural students. However, the European Investment Bank report notes that these disparities contribute to lower student performance and higher dropout rates in rural areas, perpetuating socio-economic inequalities.²⁹ Interestingly, poverty does not appear to be a major obstacle to primary school enrolment. According to recent data cited in the Broken Chalk report, children from the poorest households actually have a slightly higher enrolment rate (95 percent) compared to those from the richest households (89 percent).³⁰ Regional inequalities in education remain significant, as reported by the Tunisian Forum for Economic and Social Rights. For example, in the 2023 baccalaureate exams, coastal governorates like Sfax achieved success rates above 50 percent, while inland regions such as Kasserine and Gafsa had rates below 30 percent. The World Bank's Tunisia Country Climate and Development Report suggests that failure to address these educational challenges could have significant economic implications. The report indicates that GDP losses of up to 3.4 percent by 2030 could result from inaction on climate change and related educational disparities.³¹

26. Secondary education completion increased slightly from 2018 to 2023, from 49 percent to 51 percent,³² with urban areas at 56 percent and rural areas at 41 percent. The poorest families' students represent only 32 percent of completions, while the richest families' students make up 67 percent. Girls have a higher completion rate (57 percent) than boys (45 percent). The highest completion rates are in Greater Tunis (55 percent), with the lowest in the Centre-West (40 percent) and North-West (41 percent) regions.

27. The Ministry of Education's White Paper on Education Reform (2016) targets these disparities, through four areas: (i) ensure equity and equal opportunities; (ii) improve the quality of teaching and student achievement; (iii) ensure the integration of the education system into the job market and society; and (iv) improve governance. The Government is working to advance the reform's strategic objectives, including developing school life - which encompasses school meals, lodging, school transportation, and extra-curricular activities - and preventing school failure and dropouts.^{33,34}

National policies and institutional capacities

28. Tunisia has implemented several key national policies to address education, school feeding, food security, and gender issues. The Sustainable School Meals Strategy (2015-2030) aims to enhance the national school feeding program, with a target of reaching 1 million children by 2030.³⁵ The European Training Foundation (ETF) country fiche reports that the National Development Plan 2023-2025 envisions generalizing at least one year of pre-primary school and increasing vocational training enrolment to 35 percent by 2025.³⁶

29. The World Bank highlights the National Strategy for Social Inclusion and Poverty Alleviation (2019-2023), which focuses on reducing poverty rates from 15.2 percent to 10 percent by 2023.³⁷ UN Women

²⁸ https://www.education-inequalities.org/indicators/comp_prim_v2/tunisia#ageGroups=percent5Bpercent22comp_prim_v2percent22percent5D&years=percent5Bpercent222023percent22percent5D&dimension=percent7Bpercent22idpercent22percent3Apercent22communitypercent22percent2Cpercent22filterspercent22percent3Apercent5Bpercent22Urbanpercent22percent2Cpercent22Ruralpercent22percent5Dpercent7D

²⁹ https://data.worldbank.org/indicator/SE.PRM.CMPT.ZS?locations=TN&utm_source.com

³⁰ <https://brokenchalk.org/navigating-educational-challenges-in-tunisia-a-roadmap-for-reform/>

³¹ <https://www.worldbank.org/en/country/tunisia/publication/tunisia-country-climate-and-development-report>

³² UNESCO, <https://www.education-inequalities.org/countries/tunisia#year=%222023%22>

³³ International Monetary Fund. Tunisia Country Overview and Economic Indicators

³⁴ WFP. Tunisia Country Strategic Plan (2022-2025)

³⁵ République Tunisienne ministère de l'Éducation, 2014. Stratégie de Pérennisation de l'Alimentation Scolaire en Tunisie

³⁶ WFP Executive Board Document – Tunisia Country Strategic Plan.

³⁷ World Bank – Tunisia Country Overview.

reports that the National Strategy for Women's Economic Empowerment (2020-2025) aims to increase women's labour force participation from 26 percent to 35 percent by 2025. Additionally, the Food and Agriculture Organization (FAO) states that the National Food Security Strategy (2021-2030) targets reducing food insecurity from 36 percent to 20 percent by 2030.³⁸

Institutional Capacity Related to School Feeding

30. The Office of Scholastic Services (known in French as *Office des Œuvres Scolaires*, and the abbreviation OOESCO), a dedicated unit within the Ministry of Education, has been managing the national school meals program since its establishment in 2016. The National School Feeding Programme (NSFP) has seen its budget increase from TND 10 million in 2014 to TND 40 million in 2023, according to WFP. The program currently benefits around 260,000 children (125,000 girls and 135,000 boys) across more than 2,500 primary schools and aims to expand coverage to reach one million children by 2030 as part of Tunisia's Sustainable School Meals Strategy.³⁹

1.3. Subject being evaluated

31. WFP has been active in Tunisia since re-opening its office in 2011, with the aim to strengthen community resilience and national systems against multifaceted challenges, shocks, and climate risks while also contributing to the country's efforts in advancing food security and nutrition. The current CSP for Tunisia - (2022-2025) follows the previous CSP 2018-21. The CSP 2018-2021 was originally meant to continue until 2022, but the duration was shortened to align with Tunisia's United Nations Sustainable Development Cooperation Framework (UNSDCF).

32. The primary activity of the previous CSP (2018 to 2021) SO2 was to strengthen the Government's capacity to improve the quality and sustainability of the existing National School Meals Programme (NSMP). During this period WFP provided technical assistance and policy advice under three main pillars: a) a review of the existing programme; b) study visits for South-South cooperation, sharing experiences and best practices; and c) development of a Sustainable School Meals Strategy. WFP Tunisia successfully positioned itself in a technical advisory role through government capacity strengthening activities aiming to enhance the performance of the NSMP.

33. The design of Tunisia's second CSP 2022-2025 was informed by various evaluations and reviews. A 2019 Decentralised Evaluation⁴⁰ concluded that WFP was a key player in the implementation of the NSMP, supporting the strengthening of legal frameworks; piloting new models with a multidimensional approach; and seeking improved governance, links with local production, and revenue opportunities for rural women. The evaluation found that while significant progress had been made in most areas of intervention, it had not yet translated into tangible improvements in school feeding management and the quality of meals. Lack of resources until 2018 limited implementation of the pilots, and certain axes of the program, such as local procurement and community participation, were found to need strengthening. It is also worth mentioning WFP's Operations Evaluation of the Capacity Development Framework of the school feeding programme (2012-2015), the evaluation of WFP's capacity strengthening activities to develop the SMP (2016-2018), and the 2020 update of the Zero Hunger Strategic Review.⁴¹

34. The goals of the 2022 – 2025 CSP were also aligned with the UNSDCF 2021–2025, with WFP activities contributing to SDG 1 (no poverty), 2 (zero hunger), 4 (quality education), 5 (gender equality), 13 (climate action), and 17 (partnerships for the goals).

35. By the time of the evaluation, the current CSP had expanded its scope from the previous one, which focused on school feeding, and support to smallholder farmers and communities, and includes climate change initiatives. Under this CSP, the main focus of WFP support was technical assistance and policy advice through capacity strengthening activities at both the government and community levels and

³⁸ Food and Agriculture Organization (FAO) – National Food Security Strategy Report.

³⁹ World Food Programme (WFP) – School Feeding Program Reports.

⁴⁰ WFP, 2019. *Évaluation Décentralisée Activités du PAM de renforcement des capacités pour l'amélioration du Programme National d'Alimentation Scolaire en Tunisie de 2016 à 2018*

⁴¹ As referenced in the CSP, WFP supported the 2020 updated to the Tunisia Zero Hunger Strategic Review

direct subsidy to smallholder farmers. WFP Tunisia's current CSP was intended to consolidate the previous work accomplished in school feeding while aiming at strengthening the resilience and climate change adaptation of smallholder farmers and the capacity of government institutions to improve the quality, flexibility, inclusivity, and shock responsiveness of national social safety-nets.

36. A comprehensive information of activities implemented categorized by Output and Outcome is presented in [Annex XIII](#) and summarised in the table below.

37. The programming structure of the CSP under evaluation is reflected in the table below:

Table 1: Outcomes and activities according to WFP programme cycle

Outputs	Activities Implemented (per ACR 2022, 2023, and 2024)
Strategic outcome 1: By 2025, selected vulnerable groups in targeted areas have increased economic opportunities and strengthened resilience to shocks and climate risks. Activity 1: Provide technical assistance to smallholder farmers. Implementation Plan Budget (\$): 2,272,533 and Actual Budget (\$): 416,582	
1: Smallholder farmers, rural women and unemployed young people benefit from enhanced access to the school feeding and other markets, contributing to sustainable and efficient food systems.	Capacity Building via JP-RWEE: Delivered training and assets to 2,220 women and agricultural groups, focusing on production, post-harvest handling, and agro-processing. Market Linkages: Connected smallholders to institutional buyers (school canteens, hospitals, shelters, tourism sector). Participatory Planning: Conducted community planning sessions in Kairouan and Jendouba to tailor interventions to women's priorities and production contexts. Resulting in the creation of 12 community-led agro-processing initiatives aligned with local production priorities. Value Chain Assessments: Identified potential markets beyond schools (e.g. hospitals, shelters, tourism) to diversify income sources. School Canteen Integration: Connected women's groups to school food supply chains, supporting home-grown school feeding models. Youth Engagement: Facilitated youth involvement through vocational and food systems initiatives, though detail is limited. Digital Market Access Platforms: Enhances market linkages for rural women and smallholder producers, especially through innovation in sales and procurement. Gender Action Learning System: Trained rural women and their families using GALS tools to • Map their economic and personal goals • Improve household-level decision-making • Address gendered constraints to participation in agricultural and income-generating activities Technical assistance to smallholder farmers: WFP equipped rural women's cooperatives and smallholder groups with 60 agro-processing kits, 110 poultry-raising kits, and 20 drip irrigation systems to enhance productivity, diversify livelihoods, and strengthen resilience in Kairouan and Jendouba. Training on Agroecology, Agri-Entrepreneurship, and Food Safety: Delivered tailored training modules to rural women and OPAs to build their knowledge on sustainable agricultural practices, entrepreneurship, and food hygiene.
Strategic Outcome 2: By 2025, targeted national institutions in Tunisia have strengthened capacity to implement school meals and inclusive shock-responsive social protection programmes that advance food security and nutrition. Activity 2: Provide technical assistance to national institutions through innovations, enhanced data, pilot transfer modalities and South-South cooperation. Implementation Plan Budget (\$): 6,556,295 and Actual Budget (\$): 3,535,944	
2: School girls and boys and vulnerable population groups benefit from evidence-based improvements to social safety nets that	Culinary Training for School Staff: Trained over 900 MoE staff in hygiene, food safety, and healthy meal preparation. GIS-based School Mapping: Developed a digital school mapping platform in collaboration with OoESCO to improve resource allocation and planning. School Infrastructure Upgrades: WFP rehabilitated and equipped five central kitchens to improve the quality and efficiency of the National School Meals Programme. These kitchens were upgraded with improved cooking facilities, storage capacity, and clean energy solutions Social and Behaviour Change Communication (SBCC) Strategy finalized and piloted in schools using VR and gamified tools (exact number of schools not stated).

Outputs	Activities Implemented (per ACR 2022, 2023, and 2024)
contribute to more nutrition and gender-transformative national policies and programme. 3: Targeted vulnerable people benefit from the strengthened capacity of national institutions to prevent, mitigate, and respond to climate change and shocks.	Nutrition Education: Revived school gardens and included climate-smart food practices in the curriculum. Supported in 33 pilot schools. Vulnerability Analysis and Mapping (VAM) mobile survey: WFP implemented a mobile-based VAM survey as part of the broader effort to support Food Security Monitoring System (FSMS) development, providing rapid, real-time data on household food security to national partners like ONAGRI. National coverage, targeting representative samples (detailed figures not included). Food Security and Monitoring (FSMS): Institutional collaboration with ONAGRI and PCB, integrating early warning systems (number of institutions: 2). Policy Engagement: Provided technical assistance to the Ministry of Education and supported gender-transformative policies through institutional capacity building. South-South and Triangular Cooperation (SSTC): Facilitated peer exchanges with countries like Brazil and Morocco on school feeding models; supported Tunisian institutions (e.g. MoE, OOECSO) to participate in regional workshops and technical roundtables on home-grown school feeding, social protection, and climate-resilient practices; collaborated with WFP Centre of Excellence in Brazil to strengthen national planning, policy frameworks, and institutional design. 'Salla Salla' National TV Campaign Launched a 16-episode televised behaviour change campaign to promote healthy diets, traditional food practices, and environmentally sustainable consumption among schoolchildren and their communities.

Source: Evaluation Team & Annual Country Reports 2022, 2023 and 2024.

38. An analysis relating to Resource allocation per activity, Implementation Plan vs actuals is provided in the efficiency section (confer [Sub-question 3.1 How efficiently have Activity One and Activity Two delivered their expected results to date, in terms of timelines, and in terms of the quality of WFP support?](#)) of this report and visually represented in table 6.

Since January 2022 and drawing on results reporting in the Annual Country Reports, implementation under the CSP has advanced across both Activity 1 and Activity 2, encompassing a wide variety of interventions⁴², with much of this work funded (to the amount of 2 million euros) by the European Union's ADAPT programme (Appui au Développement durable dans le secteur de l'Agriculture et de la Pêche artisanale en Tunisie).⁴³

39. Under Activity 1, implementation included a comprehensive package of support to smallholder farmers, women's cooperatives, and Agricultural Professional Organizations (OPAs). WFP facilitated 13 Community-Based Participatory Planning (CBPP) workshops, which led to the identification and launch of 12 agro-processing projects, tailored to local value chains such as tomato, chili, and forest product processing. Material support was provided to 13 OPAs, including solar dryers, kitchen units, drip irrigation systems, poultry-raising kits, and agro-processing machinery. WFP also delivered formal training to 840 participants (of whom 672 were women) on topics including agroecology, food safety, environmental safeguards, and hygiene. A further 236 participants received hands-on instruction in product development, packaging, and processing operations.⁴⁴ The training curriculum incorporated financial literacy and business planning modules to enhance entrepreneurial resilience, though some participants

⁴² ACR 2022; ACR 2023 and ACR 2024

⁴³ Falling within the overall framework of the EU budget support programme for rural development, the overall budget for this Action, including direct and indirect costs, was meant to cover a) the conduct of baseline and nutrition studies and an in-depth assessment of institutional market access and the capacities of small-scale producers, b) implementing local purchasing mechanisms and supporting school gardens towards organic certification, c) communication activities to promote social change and behaviour sensitive to nutrition, nutritional and environmental education, and d) €300,000 was earmarked for subsidies to local cooperatives, producer associations and/or other not-for-profit social economy enterprises to meet the demand for food products in school canteens. Investment expenditure and actions to support the capacities of local farmers are eligible for these grants, in particular in favour of rural women and the contribution to the integrated resilience of rural communities.

⁴⁴ Ibid

reported challenges in consistently applying financial discipline or accessing credit.⁴⁵

40. Under Activity 2, WFP supported the Ministry of Education and OOESCO to strengthen the National School Feeding Programme (NSFP) and institutional capacities across the school feeding ecosystem. This included the rehabilitation of 10 school canteens and the revitalization of at least 14 school gardens across six governorates (including Siliana, Kairouan, Jendouba, and Bizerte). WFP co-developed and rolled out a geospatial school mapping platform with ESRI and OOESCO to link schools with nearby producer groups, supporting decentralized procurement models. In parallel, 240 government officials were trained in logistics, procurement, monitoring and evaluation (M&E), and school feeding governance. To improve nutrition awareness and drive behaviour change, WFP launched “Salla Salla,” a 16-episode national TV series, reaching over 3 million viewers with content on healthy eating, food waste reduction, and local food culture. In addition, a national micronutrient study, conducted in collaboration with INNTA, covered 2,670 children and informed the push toward transitioning from cold to freshly prepared hot meals using locally sourced ingredients. WFP also supported the design of the “Last Mile Ecosystem” digital application, intended to connect OPAs with school food markets, though uptake was limited due to internet connectivity challenges and the early-stage status of the tool.⁴⁶

41. In addition to its operational footprint, ADAPT supported policy engagement and planning by contributing to studies on institutional market access and smallholder capacities, and financed subsidies of €300,000 to rural producer organizations and cooperatives to help them participate in public food procurement. These efforts were intended to reinforce the ecological and socio-economic objectives of Tunisia’s rural development strategy while operationalizing WFP’s Home-Grown School Feeding (HGSF) model.⁴⁷

42. Under Outcome 2, the funding from ADAPT contributed to “Result 3” by supporting SMEs, cooperatives and OPAs in diversifying their access to markets by supplying local food to school canteens.

43. The evaluation covers both CSP Strategic Outcomes (Activities One and Two) from January 2022 up to December 2024. The Evaluation Team reconstructed the more focused explicit causal theory of change in close collaboration with WFP Tunisia,⁴⁸ during inception phase, using a systems lens to understand the expected causal pathway for each activity, their inter-linkages, as well as WFP’s intended contribution to higher level changes in the policy and socio-economic systems in which it is intervening alongside those of other actors (see [Annex XI](#)).

44. In response to the request made in the Terms of Reference (ToR) and the confirmed interest expressed by the EU during the inception meeting, a standalone deliverable for the ADAPT project is included in [Annex XIV](#).

1.4. Evaluation methodology and limitations

Evaluation Criteria and Questions

45. The evaluation applied the six Organization for Economic Co-operation and Development-Development Assistance Criteria (OECD DAC) criteria: relevance, coherence, effectiveness, efficiency, impact, and sustainability as outlined in Table 2 below. Effectiveness and efficiency were prioritized due to the operational status of implementation, while sustainability was critical in the context of WFP’s ongoing global review of its operational presence in countries around the world. Impact was interpreted as emerging and likely impact given the early stage of programme maturity. Coherence examined the internal alignment between Activity One and Two as well as the complementarity, harmonization, and coordination with other actors in Tunisia.

⁴⁵ Evaluation Interview

⁴⁶ ACR 2022; ACR 2023 and ACR 2024

⁴⁷ Ibid

⁴⁸ In the course of the interviews the ToC was discussed with CO interlocutors. It transpired that such causal modeling approaches are not familiar to stakeholders, who did not feel that they were qualified to comment.

Table 2 Evaluation questions by evaluation criteria

Evaluation Questions	Evaluation Criteria
Evaluation question 1: How well do the design and objectives of both activities align with government plans, strategies, and high-level development commitments while responding to local contexts and needs of beneficiaries?	Relevance
Evaluation question 2: Coherence of Activity One and Two within themselves and with other interventions and policy commitments in a country, sector, or institution?	Coherence
Evaluation Question 3: How effective are WFP's efforts in strengthening the capacity of targeted national institutions in Tunisia to implement NSMP and in strengthening the resilience of vulnerable rural populations affected by climate change?	Effectiveness
Evaluation Question 4 – To what extent have Activity One and Activity Two converted inputs and activities into outputs and how effectively this process has been managed/overseen?	Efficiency
Evaluation Question 5: What is the overall contribution of WFP's efforts to strengthen the capacity of national institutions in implementing the school meals programme and shock-responsive SP programme, particularly in terms of system development and potential effects on lives of beneficiaries?	Impact
Evaluation Question 6: To what extent did the WFP's interventions (Activity One and Two) contribute to create an ongoing enabling environment for sustainable development?	Sustainability

Evaluation Design and Methodology

As foreseen in the Terms of Reference (ToR), the evaluation adopted a structured, theory-based approach centred on contribution analysis. The core methodological tools included a reconstructed Theory of Change (ToC), an evaluation matrix, and purposively selected case studies. These tools provided a suitable framework for capturing plausible links between WFP's interventions and observed outcomes, while ensuring rigour and responsiveness to context.

Phase 1. Theory of Change Construction

46. During the inception phase, the ET reviewed programme documents and conducted key informants with representatives from the Country Office (CO), State-level actors, and Cooperating Partners (CPs). These activities led to the **reconstruction of the ToC**, which served as the foundational framework for the evaluation design. The ToC clarified expected results, key assumptions, and guided the alignment of evaluation questions. It also informed the merging of certain ToR sub-questions for clarity. For example, sub-questions 3.3 and 3.4 (What major factors are contributing to the achievement or non-achievement of the outcomes and are there (likely to be) any unintended (positive/negative) outcomes of the support provided so far) were merged into a sub-question: To what extent has the support provided to smallholder farmers' groups and the Ministry of Education contributed to establishing strong linkages between local farmers and school canteens?

47. The reconstructed ToC identified four core causal pathways through which WFP interventions were expected to contribute to higher-level outcomes:

- Addressing structural vulnerabilities through targeted support to marginalized groups and regions.
- Improving livelihoods and risk management via support to smallholder farmers and women-led enterprises.
- Strengthening institutional capacity and systems for sustainable delivery of school feeding and

resilience programmes.

- Enhancing reliable common services and coherence through coordinated One-UN action.

48. These pathways guided the overall evaluation logic and were tested and refined during the course of data collection and analysis. The ToC also clarified key actors, such as farmers, schoolchildren, families, and government officials, who were prioritised for interviews and focus group discussions.

49. The ToC outlined key assumptions linking activities to outputs and outcomes (e.g., promoting women's economic empowerment improves livelihoods and local food production). These assumptions were examined through the case studies, and participant observations to assess their validity across different contexts or find alternative explanations for the observed changes (such as: Are there other factors driving improved nutritional quality besides the school feeding programme?). Qualitative techniques were used to examine whether the pathways and assumptions embedded in the ToC were reflected in real-life contexts.

50. The ToC also helped frame key evaluation questions focused on understanding the "how" and "why" of observed outcomes:

- How has integration of local agricultural production affected the sustainability of school feeding?
- Why do some vulnerable communities show higher school attendance due to the programme?
- How have the livelihoods of smallholder farmers and women changed due to support packages, trainings, assets, and market linkages?

51. Finally, since the ToC outlines the linkages between different programme components (e.g., school feeding and livelihoods), the qualitative techniques deployed explored how these components interacted. For example: How has providing technical assistance to smallholder farmers as well as national institutions reinforced each other? What has been the experience of integrating local food production with school meal programmes? This was intended to provide a deeper understanding of the synergies and gaps within the programme design. The detailed approach is described in the methodology guidance presented in [Annex III](#).

Phase 2. Development of the Evaluation Matrix

Based on the reconstructed ToC and the evaluation questions, an evaluation matrix was developed ([Annex IV](#)). The matrix structured the lines of enquiry across evaluation questions, assumptions, indicators, data sources, and methods. It helped align data collection and analysis activities and

Phase 3. Data Collection Strategy

52. The evaluation adopted a mixed-methods approach aligned with the evaluation questions and further elaborated in the matrix. Data sources included both existing secondary data (programme reports, monitoring data, institutional strategies) and new primary data, obtained through fieldwork and stakeholder engagement. This included field missions by four team members to Tunis, Kairouan, and Jendouba, including visits to schools, cooperatives, and local institutions. These missions followed best practices in data collection and ethical engagement.

53. A collaborative approach, inspired by appreciative enquiry, was adopted during interviews and focus groups. Instead of focusing only on gaps or failures, stakeholders, particularly field staff and beneficiaries, were encouraged to reflect on what worked well, under what conditions, and why. This supported the ethical imperative of empowerment and provided rich, context-specific insights into enablers of positive change.

54. The approach to data collection and analysis integrated both qualitative and quantitative tools, including:

- Semi-structured interviews and focus groups with beneficiaries, staff, and institutional partners (see [Annex VIII](#));
- Participatory observation and site visits;
- Review of quantitative datasets related to programme coverage and outputs;

- Thematic coding and synthesis using an evaluation framework grounded in the ToC.

55. Gender equality and social inclusion (GESI) considerations were systematically integrated into both data collection and analysis. The instruments included gender related questions to capture differentiated experiences of food security, livelihoods, and coping strategies. Focus Group Discussions and key informant interviews ensured representation of women, while analysis examined intersecting factors (e.g. gender, age, location, socioeconomic status) that shape vulnerability and access to assistance. This approach allowed the evaluation to reflect diverse perspectives. Due to the nature of evaluative focus and the WFP activities, a strong majority of women were interviewed, with a more limited male perspective.

Phase 4. Use of Case Studies

56. Following initial data collection, case studies were used as analytical tools to validate ToC assumptions, contextualise findings, and triangulate across multiple lines of evidence. They contributed rich, non-anecdotal evidence, fulfilling the ToR requirement for participatory and grounded inquiry. The cases were chosen to reflect a typology of interventions—central kitchens, decentralized school feeding, and livelihoods support—across diverse geographic and socio-economic settings. This allowed for cross-case analysis on gender, social protection, and institutional outcomes.

57. The case studies used applied social science principles for rich contextual descriptions and fulfilled the TOR requirement for a participatory approach. They were deliberately selected to reflect and test the key causal pathways outlined in the reconstructed Theory of Change (see para 50 and Figure 1 below). Specifically, Mghira Enzel School illustrated community engagement and decentralised service delivery as part of Pathway 3 (institutional capacity and systems for school feeding); Nadhour demonstrated linkages between local agricultural markets and school feeding operations, aligning with Pathways 2 and 3 (livelihoods and institutional systems); the Kairouan case examined women's economic empowerment and resilience-building under Pathway 2; and Jendouba focused on addressing structural vulnerabilities and inter-agency coordination under Pathways 1 and 4. This typology ensured coverage across geographic, operational, and institutional dimensions of the programme logic.

- **Mghira Enzel School, Tunis:** A decentralized canteen model where meals are prepared on-site. It highlighted community involvement, especially of women, and allowed comparison with centralized models.
- **Nadhour, Zaghouan:** A central kitchen model supporting multiple schools and local farmers. It enabled analysis of operational efficiency and rural vulnerability.
- **Kairouan:** Focused on livelihoods support under JP-RWEE, particularly for women farmers. The intervention included entrepreneurship training and partnership with the Ministry of Agriculture.
- **Jendouba:** Emphasized addressing regional disparities through community planning and coordination with other UN agencies. The region faces high environmental and economic vulnerability.

58. The cases enabled cross-case analysis on gender, and social protection outcomes. They triangulated findings across data sources, validated assumptions in the ToC, and explored synergies between school feeding and livelihoods.

59. Their role was not just illustrative but central to understanding how various components interacted in context. An in-depth review of the case studies selected, as well as workplan surrounding them is provided in [Annex III](#).

Analytical Framework and Tools

60. To address the evaluability challenges outlined above, the evaluation applied a collaborative and participatory analytical framework. Interviews and focus groups were designed to elicit stakeholders' reflections on what worked, under which conditions, and why. This approach enabled the team to identify context-specific enablers of positive change, capture the lived experiences of participants, and document good practices that may inform WFP Tunisia's learning and future programming. It also supported an ethical and respectful evaluation process.

61. As also described above, this collaborative approach included three main analytical tools: (1) the Theory of Change (ToC) which transcribes the logic of intervention into visual elements according to a

reconstructed results chain, (2) the Evaluation matrix ([Annex IV](#)) which sets out the various lines of enquiry to be deployed to answer the evaluation questions), and (3) the case studies ([Annex III](#)) which contribute credible and non-anecdotal evidence by bringing together data from different lines of evidence used in answering relevant evaluation questions. Data analysis was conducted through thematic coding of qualitative data, supported by structured synthesis matrices that aligned findings with evaluation questions and ToC pathways. This was complemented by contribution analysis, which enabled the team to assess plausible causal links, and triangulation across sources to ensure validity and depth. Quantitative data, where available, was used descriptively to reinforce and contextualise qualitative insights.

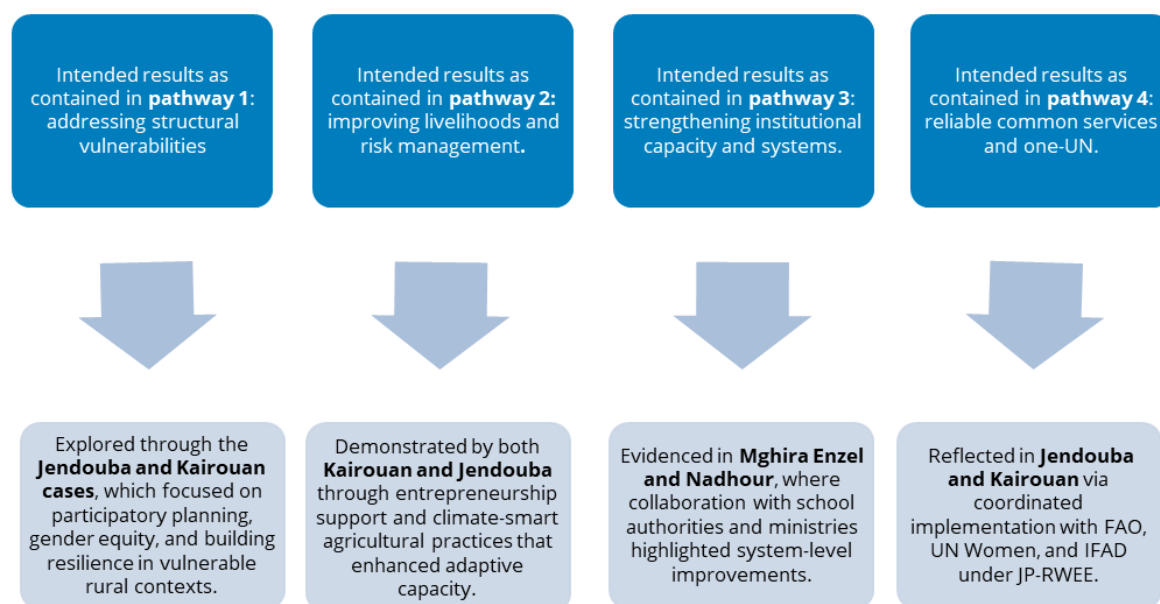


Figure 1 Analytical Framework

Source: Evaluation team

62. **Case Study Challenges:** The team originally planned to visit Siliana in combination with Zaghouan, focussing on the Last Mile Ecosystem digital application and revitalized school gardens. However, due to governmental approval not forthcoming for Siliana, the team was forced to select another location for its visit. The evaluation team believes that this does not compromise the evaluation findings as the methodological rigour described above still applies.

Evaluability and Limitations

63. Three main challenges were encountered. A clearly defined ToC was not available. However, the evaluation team reconstructed a ToC to guide the evaluation. This reconstruction was based on document review and key stakeholder interviews and observed alignment between intervention design and reported outcomes. It was developed as an evaluation product that was then used to present the findings and conclusions (see annex XI). Secondly, the challenges in the attribution of results: WFP's reporting has been significantly constrained by successive planning processes, leading to challenges particularly in providing evidence for results achieved at the outcome level (due to the preponderant compounding factors, and the fact that there have been no credible baselines indicating how the situation would have evolved without WFP intervention). The evaluation team noted that WFP's monitoring data were generally reliable at the output level and supported by structured tools such as FGDs, KIIs, and OPA 'fiches'. With regards to gender equality and social inclusion, most monitoring instruments systematically disaggregated data by sex and, in some cases, by age and other categories (e.g. youth, elderly, disability). Moreover, the majority of consulted groups were women-led cooperatives and associations, ensuring strong female representation.

64. Where possible, the team sought to identify counterfactual evidence, this was particularly visible during interviews with JP-RWEE stakeholders. Thirdly, the evaluation had to consider the changing environment on the ground over time: the context in which the activities were being implemented

evolved over the three-year period to be evaluated. A new transition is taking place in 2025 in the form of changes in WFP's involvement in Tunisia. These shifts are reflected in the changes in staffing and outputs over the course of the operations.

1.5. Ethical considerations

65. WFP decentralized evaluations must conform to WFP and UNEG ethical standards and norms. The evaluation team was responsible for safeguarding and ensuring ethics during the conduct of the evaluation. This included, but was not limited to, ensuring informed consent, protecting privacy, confidentiality and anonymity of participants, ensuring cultural sensitivity, respecting the autonomy of participants, ensuring fair recruitment of participants (including women and socially excluded groups) and ensuring that the evaluation results in no harm to participants or their communities. SALASAN was responsible for safeguarding and ensuring ethics at all stages of the evaluation cycle; the following ethical issues, related risks, safeguards and measures were considered:

Table 3. Issues, risks, and safeguards

Phases	Ethical issues	Risks	Safeguards
Inception	Non-availability of WFP's former staff	Limited availability of historic data	To take stock of the implementation of the activities, and make up for the considerable turnover of staff, the team has closely consulted with WFP to reach out and interview former staff to the extent possible, including former country directors.
Data collection	Stakeholders' concerns	Stakeholders lack time to participate	The team ensured that invites were shared in a timely manner and promoted the importance of a participatory approach.
Reporting	Biased responses	Interviewees are reluctant to share their true standpoints or tend to provide positive-biased rather than critical responses	The team conducted interviews with a range of stakeholders coming from different sectors (WFP, Cooperating Partners, UN agencies, donors, partners, beneficiaries, and even non-beneficiaries). Interview guides included areas of inquiry to ensure that similar questions or areas are prompted with these different stakeholders. Triangulation of data received from these sources, including documentary evidence, was conducted to ensure that full stock of views, examples, and evidence is collected to provide for balanced and triangulated assessment. Limitations concerning the reliability of data or data collection tools was made explicit. The team remained transparent where evidence may not be conclusive and applied triangulation methods to mitigate where possible – while considering power asymmetries, gender compatibility and other concerns.

66. The evaluation team maintained moral values and professional standards, taking accountability for all decisions and actions. The study upheld the dignity, well-being, and personal agency of stakeholders while striving to maximize benefits and minimize potential harm arising from the evaluation.

67. Before conducting interviews or observations in schools and communities, participants received a letter, call, or email outlining the study's purpose, and consent was requested from them. In the case of students, consent was obtained from their teachers before the interview. The verbal consent process ensured that participants were well-informed about the organization and interviewer, the evaluation's purpose, their voluntary participation, the confidentiality and anonymity of responses, the duration of the interview, and potential risks and benefits. Field notes remained confidential and were not shared with public or private entities. Measures were taken to ensure that men, women, boys, and girls felt comfortable expressing their views freely in appropriate interview locations, without fear of reprisal. Schools were notified in advance of their participation in the evaluation. Permission to interview children at school was obtained from teachers, and parental consent was sought during household interviews. Participants had the opportunity to ask questions to help them make an informed decision about their participation.

68. Confidentiality and anonymity were strictly maintained in all documents. Personally Identifiable Information (PII) was not disclosed to any party. The evaluation team protected the privacy, confidentiality, and interests of all respondents, including those at risk, vulnerable, or disabled. PII was used exclusively for analysis and was destroyed upon completion of the study.

69. The evaluation followed mechanisms to ensure inclusive representation and equitable treatment of all stakeholder groups, including marginalized communities and individuals with disabilities. The evaluation team applied ethical considerations that recognized potential power imbalances and sought to create a respectful and safe environment for participants. Confidentiality, anonymity, and data protection measures were upheld through stringent ethical protocols. All collected data was stored securely, and personal identifiers were removed before analysis. Data protection measures ensured compliance with ethical research standards, safeguarding respondents' privacy at all times.

2. Evaluation findings

2.1. Evaluation question 1: How well do the design and objectives of WFP school feeding and livelihoods activities align with government plans, strategies, and high-level development commitments while responding to local contexts and needs of beneficiaries?

EQ 1: Summary Findings

The design and objectives of WFP's school feeding and livelihoods activities were highly relevant to Tunisia's national development priorities and aligned closely with strategic frameworks such as the NSMP, the Sustainable School Meals Strategy (2015–2030), and the 2023–2025 National Development Plan. WFP's emphasis on home-grown school feeding and support to women-led agricultural groups addressed critical gaps in food security, rural economic empowerment, and gender equity. At the local level, interventions were tailored to community needs, particularly in high-vulnerability areas, using participatory approaches and gender-sensitive design. However, while conceptually aligned and locally grounded, full responsiveness was hindered by structural constraints, including market access barriers, legal limitations, and institutional rigidity.

Sub-question 1.1 Do WFP's interventions align with government plans, strategies and priorities related to school feeding, women's economic empowerment, climate change and high-level development commitments?

Finding 1: WFP's interventions are strongly aligned with Tunisia's national strategies and priorities across education, school feeding, women's economic empowerment, climate resilience, and rural development, with formal endorsement and collaboration from key ministries.

70. Since 2016, the Government of Tunisia has pursued the strategic objectives outlined in its White Paper on Education Reform, which includes strengthening the national school feeding programme as a pillar of equity and retention. In 2016, The Ministry of Education (MoE) started the process to entrust OOESCO with managing the National School Feeding Programme since 2016. At that time, the programme covered approximately 240,000 primary school children. By 2022, this figure had increased modestly to around 250,000, and as of the 2023–2024 school year, the programme reaches approximately 260,000 children (125,000 girls and 135,000 boys) across more than 2,500 primary schools. This reflects a gradual but steady increase in coverage, despite infrastructure and budgetary constraints that have at times limited expansion. The government has emphasized qualitative improvements alongside quantitative expansion. Notably, there is a strategic push to transition from low-nutrient meals (such as sandwiches and boxed juice) to freshly prepared meals, which are more nutritious and locally sourced. WFP's support in decentralizing meal preparation and strengthening links with local producers has reinforced this shift.

71. Looking ahead, the National School Feeding Programme aims to scale up coverage to 1 million children by 2030, a nearly fourfold increase, aligning with broader ambitions outlined in the National Development Plan 2023–2025, which also envisions universal access to at least one year of pre-primary education and raising vocational training enrolment for youth to 35 percent by 2025. WFP's interventions are strongly aligned with these objectives and benefit from high levels of collaboration with the MoE, including formal integration into national plans and strategies. In parallel, WFP's interventions are closely aligned with government strategies aimed at promoting economic empowerment and resilience among local smallholder farmers, advancing climate adaptation, and supporting rural women. Specifically, WFP's support includes the Home-Grown School Feeding (HGSF) model, which links smallholder farmers, particularly women-led cooperatives and OPAs, to school canteens, enabling reliable market access for local produce. In Kairouan, for example, under the Joint Programme on Rural Women's Economic Empowerment (JP-RWEE), WFP has facilitated entrepreneurship training, equipment provision, climate-smart agricultural practices, and access to formal markets for women farmers.

72. WFP has also provided technical assistance to the Ministry of Agriculture and local institutions to strengthen inclusive value chains and integrate gender-responsive planning into agricultural strategies. These interventions directly contribute to the objectives outlined in the National Strategy for Agricultural

Development and Food Security (2021–2030), which emphasizes building resilient food systems and empowering women in rural economies, climate-resilient agriculture, and local sourcing for public procurement schemes.⁴⁹ Tunisia's Ministry of Agriculture has rolled out several initiatives under this strategy, including support for agroecology, capacity building for cooperatives, and access to markets for rural producers.⁵⁰

73. The following activities illustrate how WFP operationalized its alignment with these national strategies:

- Provision of 60 agro-processing kits, 110 poultry kits to schools, and 20 drip irrigation systems to rural women's cooperatives and smallholder farmers to enhance productivity and diversify income.
- Delivery of tailored trainings on agroecology, food safety, and entrepreneurship to improve sustainability and market readiness.
- Training of over 400 Ministry of Education staff in culinary practices, food bank management, and IT systems, strengthening institutional capacity for school feeding.
- Community-based participatory planning workshops in Kairouan and Jendouba, which led to the development of 12 community-led agro-processing initiatives.
- Rollout of a digital school mapping and market access platform ("Integrated Geospatial Platform for School Feeding") to support producer-school linkages and improve resource allocation.

74. WFP's Home-Grown School Feeding (HGSF) approach is intended to complement national efforts by linking local farmers to school meal supply chains, with the aim of creating predictable demand for their produce and supporting income stability.⁵¹ In parallel, WFP contributed to the rehabilitation of 2 central kitchens and over 20 decentralised Canteens, trained over 900 MoE staff in culinary hygiene and food preparation, and piloted a gamified SBCC strategy in schools.⁵²

75. Moreover, WFP supports rural women's cooperatives through technical training, business development, and equipment provision, reinforcing the government's Gender Equality Strategy and Rural Women's Empowerment Plan.⁵³ These efforts contribute to national goals of reducing rural poverty, increasing agricultural productivity, and building climate resilience. This includes participatory planning workshops and livelihood strengthening interventions, particularly in Kairouan and Jendouba, that help women farmers adapt to environmental challenges such as soil degradation and unreliable rainfall.⁵⁴ These efforts also complement Tunisia's 2023–2025 Development Plan by advancing inclusive rural development and green economic growth, reinforcing national objectives around sustainable agriculture, institutional coordination, and gender-responsive climate action⁵⁵. The Ministry of Agriculture and Ministry of Women, Family, Children and Seniors have both acknowledged WFP's contributions as supportive of their mandates and national priorities.⁵⁶

76. Finally, WFP's South-South Cooperation activities, including peer exchanges with Japan and Morocco, and collaboration with the WFP Centre of Excellence, have supported institutional learning and policy development around school feeding and social protection systems. These efforts are aligned with the strategic priorities of the Ministries of Agriculture, Education, and Women's Affairs, which have been

⁴⁹ Government of Tunisia. (2021). *National Strategy for Agricultural Development and Food Security 2021–2030*. Ministry of Agriculture

⁵⁰ Ministry of Agriculture. (2022). *Annual Report on Agricultural Programs and Rural Development Initiatives*

⁵¹ World Food Programme. (2023). *Tunisia Country Strategic Plan (2022–2025)*. WFP

⁵² ACR 2024

⁵³ Government of Tunisia. (2020). *National Gender Equality Strategy 2020–2030*; Ministry of Women, Family, Children and Seniors

⁵⁴ Ministry of Development, Investment and International Cooperation. (2023). *National Development Plan 2023–2025*.

⁵⁵ 2023-2025 Development Plan for Tunisia, <https://andp.unescwa.org/index.php/plans/1496>

⁵⁶ WFP. (2024). *Midterm Review – Tunisia CSP*; and official statements from the Ministry of Agriculture and Ministry of Women during joint planning workshops.

key partners in implementation.⁵⁷

Sub-question 1.2 Were the two Activities designed in ways that respond to the local context and to the evolving needs and priorities of all genders?

Finding 2: WFP's activities were designed to address local food insecurity and gender disparities with culturally sensitive and gender-responsive approaches, but despite a strong intent and partial institutional collaboration, structural barriers (particularly limited market access, production scale, and coordination among OPAs) continued to constrain full responsiveness by WFP to evolving local needs.

77. WFP's activities were informed by a strong intent to address local food insecurity and gender disparities through culturally sensitive and gender-responsive approaches. However, structural barriers, particularly limited market access, production scale, and coordination among OPAs, continued to constrain WFP's ability to fully adapt to evolving local needs, despite efforts at institutional collaboration.

78. The design of both sets of activities was intended to address diverse local needs, providing balanced diets to children across socioeconomic groups, promoting economic resilience and incorporating gender-sensitive approaches. In the provinces targeted by WFP's support for school meals, food insecurity was high. Whilst the national average of inadequate food consumption stood at 4 percent, in Zaghouan governorate it was 8.5 percent, followed by Siliana and Jendouba governorates (7.4 percent each).⁵⁸ Providing children with varied diets through school meals was expected to help reduce this gap. In 2023, a third of households interviewed under mVAM (2023)⁵⁹ reported a loss of income over the previous year. Those households also had exhibited the lowest levels of food consumption. Engaging women through Agricultural Development Groups (OPAs)⁶⁰ to deliver food to school canteens was intended to provide them with a much-needed additional and sustainable income source.

79. WFP's JP-RWEE 2023 baseline study highlighted that 67.0 percent of rural target beneficiary households in Jendouba and Kairouan experienced moderate or severe food insecurity, and 44.6 percent experienced severe food insecurity. At the regional level, Kairouan had the highest prevalence of household food insecurity, with 71.2 percent of households experiencing moderate or severe food insecurity and 48.7 percent experiencing severe food insecurity, compared to 64.6 percent moderate or severe and 42.1 percent severe in Jendouba.⁶² Furthermore, only 9 percent of women in intervention areas are considered economically empowered based on pro-WEAI scores.⁶³

80. WFP's JP-RWEE initiative is specifically designed to address the dual challenge of food insecurity and limited economic empowerment among rural women by providing targeted support such as entrepreneurship training, capacity-building, and improved access to resources. These interventions are particularly relevant in high-vulnerability areas like Kairouan and Jendouba, where food insecurity rates are elevated and pro-WEAI scores indicate persistent gender-based economic marginalisation.

81. Field visits and interviews highlighted a cultural paradigm where women often worked in the field more than men. However, it was also found that women were paid less than men, creating an incentive for farmers to hire women. WFP's activities aimed at strengthening the production and selling capabilities

⁵⁷ WFP ACR 2024

⁵⁸ WFP remote food security and vulnerability survey (mVAM) July-September 2023

⁵⁹ WFP ACR 2023

⁶⁰ World Bank, "Tunisia: Agricultural Development Groups (GDAs) and Community Participation" (2022)

⁶¹ Agricultural Development Groups (GDAs) are community-based organizations in Tunisia, established to manage and develop local agricultural resources collectively. They are legal entities that allow farmers and rural community members to organize, manage, and benefit from shared agricultural infrastructure and resources. GDAs were established by the Tunisian government, particularly under the Ministry of Agriculture, Water Resources, and Fisheries. Their creation was formalized by Law No. 2004-24 of March 15, 2004, which replaced earlier forms of rural cooperatives (such as the GICs - Groupements d'Intérêt Collectif). As of 2024, there are approximately 3,000 GDAs across Tunisia. This number may vary slightly due to new registrations or dissolutions, but the Ministry of Agriculture regularly updates the official registry.

⁶² Rapport JP_RWEE_Tunisie101123

⁶³ Rapport JP_RWEE_Tunisie101123

⁶⁴ Women's Empowerment in Agriculture Index. It is a globally recognized tool developed by the International Food Policy Research Institute (IFPRI)

of OPAs have empowered women to work both independently and in more hospitable environments. When asked if they preferred working in the OPAs or in the fields, all participants unanimously expressed a preference for the OPAs. Furthermore, all OPAs experienced either notable personnel growth or reached the capacity (between 25-55 women) in recent years, demonstrating local demand and appreciation. Though WFP sought to enable economic growth of local farmers, there was a clear prioritisation to help females over males.

82. Mechanisms to adapt to evolving contexts are in place, including in project reviews and the identification of needs by OPA beneficiaries. Though WFP identified the need and existing challenges of OPAs to market access both during design and monitoring⁶⁵ the challenge remained as of time of writing.

83. WFP worked with the Ministry of Education to reduce financial barriers by establishing a special operational status for OPAs, allowing them to engage with schools more easily and provide canteen supplies through simplified procedures. Furthermore, WFP has worked in collaboration with the Ministry of Agriculture to map out all school canteens, number of students, bakeries, bus routes and proximate OPAs, per Figure 2. The objective and relevance of the initiative is clear – that is to say to facilitate both decision-making and collaboration between stakeholders, bridging demand to supply.

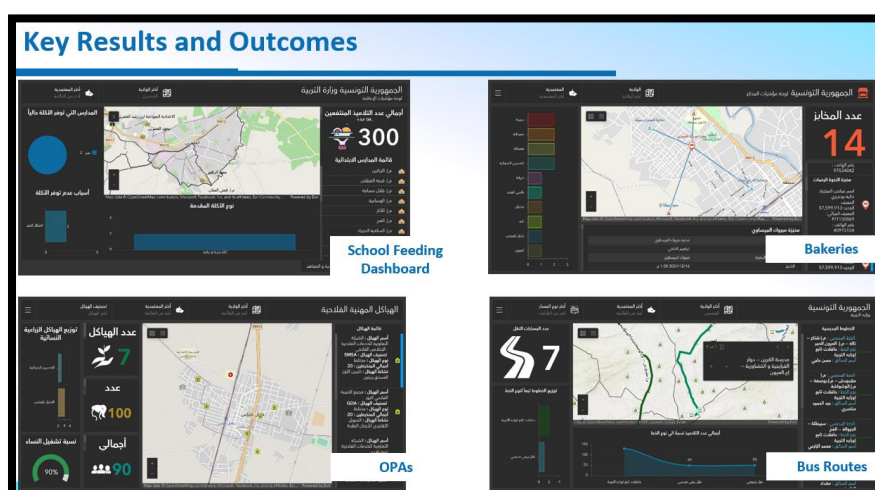


Figure 2 Dashboard prototype developed

Source: WFP ESRI MOE – Geoportal, Feb 2025

⁶⁵ PCP SMSA Jendouba reports

2.2. Evaluation question 2: Coherence of Activity One and Two within themselves and with other interventions and policy commitments in a country, sector, or institution?

EQ 2: Summary Findings

WFP's Activities One (Rural Women's Empowerment and Livelihoods) and Two (School Feeding) demonstrated strong coherence both within themselves and with Tunisia's national policy priorities. Activity Two effectively aligned with the Ministry of Education, particularly through its agency OOESCO, by contributing to the National School Feeding Programme through technical assistance, digitization efforts, and staff training. Activity One, while slower to launch due to administrative delays, progressively aligned with national goals on gender and agricultural development, with growing collaboration with the Ministry of Agriculture under the Joint Programme on Rural Women's Economic Empowerment (JP-RWEE). However, engagement with other ministries like Social Affairs remained limited, reflecting WFP's pragmatic approach to focus where institutional alignment and political will were strongest.

The organization collaborated effectively with UN Women, FAO, IFAD, and ILO, contributing to a coordinated division of labour across empowerment, production, and community-level engagement.

The two activities were designed to reinforce each other through a home-grown school feeding model that linked women-led agricultural groups to school food supply chains. This integrated approach aimed to address child nutrition, local food systems, and women's economic empowerment simultaneously. In practice, early results were promising, especially in regions like Zaghuan where rural women contributed to school meals, but logistical constraints, such as limited production capacity and reliance on centralized procurement, slowed full realization of this synergy.

Sub-question 2.1: Does WFP's intervention (Activity One and Two) effectively leverage policy commitments and national partnerships?

Finding 3: WFP effectively leveraged national policy commitments and built strong partnerships, especially with the Ministry of Education and Ministry of Agriculture, demonstrating adaptive, strategic collaboration, though engagement with some sectors (like Social Affairs) remained limited and sustainability concerns have emerged in light of WFP's anticipated exit.

84. WFP's interventions under Activity One (Rural Women's Empowerment and Livelihoods) and Activity Two (School Feeding) demonstrate a clear and strategic effort to leverage national policy commitments and build effective partnerships with key government institutions. While the strength and depth of these partnerships varied, the approach reflects both responsiveness to national priorities and adaptive programming within a complex institutional landscape.

85. Under Activity Two, WFP's collaboration with the Ministry of Education, specifically through its implementing agency OOESCO (Office des Œuvres Scolaires), stands out as a model of how policy commitments can be translated into operational partnerships. WFP contributed directly to the development and implementation of Tunisia's National School Feeding Programme (PNAS), aligning its technical assistance with national priorities on education and school infrastructure. This included joint planning processes, where WFP worked alongside OOESCO to co-develop implementation timelines, review school canteen needs, and plan procurement cycles in coordination with the academic calendar. WFP also supported the deployment of a digital school mapping and procurement platform, the "Integrated Geospatial Platform for School Feeding", which visualized the locations of schools, student numbers, local bakeries, OPAs, and transport routes to facilitate more efficient and localized sourcing. This innovation aimed to reduce delays, streamline logistics, and bridge the gap between demand and local supply capacity. Furthermore, WFP trained over 900 MoE staff, including canteen workers and regional education personnel, in hygiene, food safety, and the preparation of balanced, healthy meals. This not only improved meal quality but also contributed to institutional capacity-building and greater ownership of the National School Feeding Programme at decentralized levels.

86. A WFP Programme Advisor emphasized the strength of this relationship: “Both WFP and OOESCO work well and implement plans together (...) the plan is reviewed and updated on a regular basis”. He explained that WFP’s mapping of school canteens and integration with local farmer networks was helping to efficiently match existing demand from school canteens for food items with supply from local farmers.

87. Moreover, WFP’s work in promoting home-grown school feeding models further strengthened alignment with national policies. By piloting hot meals in selected schools and linking the programme with rural women engaged in local food production (bread, harissa, semolina), WFP reinforced multiple policy areas from nutrition to rural development. As a Nutrition Officer noted, “WFP works on local procurement and delivery of food items to the school,” highlighting the programme’s contribution to both education and agriculture objectives.

88. Under Activity One, WFP aligned its work with national objectives around gender, agricultural development, and rural livelihoods, particularly through the Joint Programme on Rural Women’s Economic Empowerment (JP-RWEE), (with FAO, IFAD, and UN Women). This activity focused on resilience and women’s economic empowerment, and WFP sought to build a complementary partnership with the MoA. Engagement under this activity was slower to materialize but became increasingly significant over time. A WFP Programme officer noted “the project started in June 2022 and is supposed to go on until the end of 2027. The government only signed the JP-RWEE document by the end of 2023. The project therefore started with a bit of delay.” At the same time, WFP’s agricultural focal point reported that WFP had already begun local training and interventions. “Some beneficiaries have already started producing and selling in the market,” he explained, pointing to WFP’s early action and participatory model.

89. This was echoed by a senior official at the Ministry of Agriculture, who described a “real symbiosis” with the WFP team. She highlighted how WFP co-developed studies with government counterparts, focusing on baseline conditions and opportunities for JP-RWEE participants to sell their goods to schools. She also emphasized tangible results on the ground, including the expansion of women-led agricultural groups from 165 to over 260. Still, she flagged a key gap that remained unresolved: “We don’t have a problem of leadership among rural women. What we need is a real, tangible and durable financing mechanism to support them”.

90. While these examples clearly demonstrate WFP’s ability to leverage national partnerships and policy agendas under Activities One and Two, the degree of engagement with other line ministries was more limited. For instance, there was no substantive engagement with the Ministry of Social Affairs (MoSA), even if as livelihoods projects address broader determinants affecting well-being including insecurity and exposure to violence, it also touches on social protection. According to interviews with WFP staff, WFP did not identify an appropriate entry point with MoSA, and a deeper contextual analysis would have been needed to define where its technical assistance could add value.

91. Additionally, while agriculture plays a key role in supporting school feeding, some stakeholders noted that under Activity Two, engaged government actors remained primarily within the education sector, despite potential synergies with MoA that could have been strengthened.

92. Nevertheless, WFP’s differentiated engagement strategy reflected an intentional and adaptive approach. The organization built structured, high-impact partnerships where political will, institutional access, and shared goals allowed for meaningful collaboration. Where these conditions were not in place, WFP exercised restraint, avoiding fragmented efforts in less receptive spaces. This shows that WFP was intentional and adaptive, choosing to focus resources where they could make the most difference.

93. As WFP prepares for an exit in 2025, concerns about institutional memory and programme sustainability have emerged. When interviewed, the Ministry of the Environment was keen to include WFP as one of its three key strategic partners, however it noted that until it was sure of its continued presence it had been unable to confirm this and had stalled strategic plans. The uncertainty was detrimental to the ministerial planning process, costing valuable time. WFP was viewed as a potential key strategic partner and lauded for its strong collaborative and organisational strengths.

94. Foundations laid, particularly with OOESCO and regional MoA structures, offer a strong platform for future handover to other UN agencies or national actors. Ultimately, WFP Tunisia has demonstrated that it can effectively leverage national policy frameworks and institutional partnerships, delivering results aligned with Tunisia’s development priorities, while navigating complex systems with strategy and care.

95. WFP's responsiveness also extended to the wider UN ecosystem in Tunisia. Other UN agencies perceived that WFP demonstrated a pragmatic approach in adjusting its engagement based on the activities of other UN agencies. A senior WFP officer noted that though the organization had initially aimed to take a lead in social protection, this space was taken by a different UN body, who recruited key MoSA staff. WFP then pivoted its focus towards community-level work with ILO and others.

Sub-question 2.2: How are Activity One and Two synergetic within themselves and with other actors in the areas of school feeding, women's economic empowerment and climate change in Tunisia?

Finding 4: WFP's integrated approach created meaningful synergies between school feeding, women's economic empowerment, and climate resilience by linking local food systems to education, with strong stakeholder recognition and inter-agency coordination, though practical constraints, like limited production capacity and delayed school access, mean many intended benefits are still emerging rather than fully realized.

96. Activities created cross-sectoral synergies between school feeding, women's empowerment, and environment protection by linking women-led OPAs to school canteens. Strategic stakeholders generally recognized the value of WFP's integrated approach, though some schools highlighted the lack of consistent engagement. It was only in one, where the principal was hesitant about engaging (beginning) women's OPAs and would rather rely on the MoE official supply chain. He did not believe women in a startup agricultural business had the capacity to provide supply to the school in a long-term reliable manner.

97. WFP's model created theoretically functional linkages between addressing nutrition needs in schools and local agricultural value chains driven by women-led groups. Through this dual-pronged approach, WFP intended to simultaneously contribute to school meal delivery (Activity Two) and strengthens rural women's resilience and income generation (Activity One), with clear touchpoints in food procurement, training, and climate adaptation.

98. For example, in Zaghouan, WFP's cooperating partner sourced vegetables for the central kitchen from women members of local OPAs, who received irrigation and entrepreneurship training aligned with WFP's climate resilience goals. As noted by field stakeholders and reflected in programme documentation⁶⁶, this integration created cross-sectoral synergies across nutrition, women's economic empowerment, and sustainable procurement. For example, a WFP Nutrition Officer, described how WFP worked with rural women to "produce and deliver food items to the school," enabling simultaneous gains in child nutrition and local livelihoods.

99. There is widespread stakeholder awareness of the synergies between Activities One and Two, particularly at the local level. School principals, canteen managers, and MoE personnel in both urban and rural settings recognized the integration of decentralized food systems and school meals. In Zaghouan, an OOESCO staff member reported: "I would prefer working with the OPAs to large suppliers (...) it's more sustainable, and WFP's approach can be expanded to more schools".

100. WFP's role in agro-processing and school food supply was complemented by UN Women (empowerment) and FAO (production), ensuring division of labour between UN actors. According to staff interviews, this cross-agency coordination allowed resources and responsibilities to be efficiently distributed. Other international partners viewed WFP as an excellent partner, an FAO officer noted that "If WFP leaves, some of the institutions may not be able to work as easily with another agency. WFP is doing a good job; they are implementing well and have a good relationship with all stakeholders".

101. The challenges linked to the intended synergy between both activities are highlighted in detail under EQ3. Results are still limited, as one FAO officer noted that "we are still implementing the project, so gains remain small . . . We need to take time". Furthermore, access to schools is not yet achieved by any of the OPAs interviewed. The same conclusion was drawn from all schools visited. The current programme relies on centralized purchasing through caterers and regional education offices, leaving little room for localized sourcing. Thus, WFP's theory of change and vision for synergy between the two Activities synergy

⁶⁶ CSP 2023-2025

is yet to bear fruit.

102. Similarly, OPA women were aware of their connection to the school feeding system and holidays, and aligned their planting cycles accordingly: “Producing for school meals is our priority; the surplus we sell in the market,” one OPA member explained, yet all OPAs were aware of their limitations, appreciating the difficulty of producing enough product to feed large schools daily.

103. Indeed, though many stakeholders saw value in coordination with women’s OPAs. A principal at one school anticipated buying produce from a newly formed women’s OPA once their leased land became productive, although she expressed concern over the sustainability of this arrangement given the group’s lack of farming experience.

104. In terms of recognition and value from direct beneficiaries, women engaged in OPAs clearly recognize and value the integration between agricultural livelihoods and school feeding, both for its economic potential and its symbolic empowerment. In FGDs held in Jendouba and Kairouan, participants noted that while income generation was still emerging, they felt their contributions were meaningful: “We feel proud that our food will go to feed the children, including our own”. Some women even expressed how participation changed their family dynamics, with one stating she now has “greater decision-making power at home” and another saying she now aspired to “financial independence before marriage”. Beneficiaries also appreciated the role of school feeding in their children’s education. In Mghira and Nadhour, teachers and parents reported that even existing “simple” school feeding (a sandwich and juice) improved student enrolment and attention, and that the integration of hot meals and local produce would add nutritional and community value. Furthermore, the school gardens—supported by both activities—enhanced environmental awareness and strengthened community-state links. Children learned composting and rainwater harvesting, while their parents became more involved in school-community dynamics.

2.3. Evaluation Question 3: To what extent have Activity One and Activity Two converted inputs and activities into outputs and how efficiently has this process been managed/overseen?

EQ 4: Summary Findings

WFP’s Activities One and Two have made foundational progress in converting inputs into outputs, but efficiency has been limited by significant delays, underfunding, and coordination gaps. School canteens were equipped but not yet operational at the time of the evaluation due to infrastructure and staffing setbacks, while women-led GDAs faced start-up barriers such as land readiness and late equipment delivery. Budgetary constraints and transport limitations further hindered timely implementation. Despite these challenges, the quality of WFP’s support, particularly equipment and training, was consistently rated highly by beneficiaries. Communication between WFP, OOESCO, and cooperating partners was generally effective, though coordination at the central Ministry of Education level proved weaker and slowed decision-making. WFP’s digitalization efforts, including the Last Mile Ecosystem and GIS-based school mapping, show strong potential to improve supply chain efficiency, but these systems remain in development and face limitations such as poor internet connectivity in some schools. Capacity strengthening support to OOESCO has been targeted and well-received, positioning it as the key national actor for future implementation. However, risk management efforts were primarily strategic in nature and lacked documented mitigation measures for operational-level challenges. Staff attrition in the context of WFP’s planned exit has further impacted continuity.

Sub-question 3.1 How efficiently have Activity One and Activity Two delivered their expected results to date, in terms of timelines, and in terms of the quality of WFP support?

Finding 5 Delivery under Activities One and Two has been constrained by significant delays, staffing uncertainty, and budget shortfalls, particularly under Activity One, yet the quality of WFP’s support, including well-received equipment and training for OPA (under Activity 1), was good, while digital tools and innovations (Activity 2) show long-term promise. Shortfalls in national funding, coordination, and documented risk mitigation have limited the efficiency of implementation to date.

Activity 1: Smallholder Support and Livelihood Strengthening

105. Under Output 1, WFP promoted the economic empowerment of rural women and smallholders through participatory planning, training, equipment distribution, and value chain support. As demonstrated in table 5 progress was uneven across the evaluation period: in 2023, implementation delays meant that only 459 beneficiaries were reached out of 12,840 planned (ACR 2023), with training covering just 55 percent of the intended farmers. By contrast, 2024 marked a strong turnaround, with WFP exceeding its targets and scaling up activities significantly. Taken together, across 2023–2024, WFP succeeded in training 97 percent of its planned beneficiary output. Table 5: Smallholder farmers provided with training.⁶⁷

Table 4 Comparison of planned vs. actual beneficiaries by gender (2023-2024)

Year	Planned number of beneficiaries			Actual number of beneficiaries			Planned vs Actual percent
	M	F	Total	M	F	Total	
2023	168	672	840	69	390	459	55
2024	168	672	840	118	1,056	1,174	140

Source: ACR 2023 and ACR 2024

106. In terms of financial efficiency, the scale of operations was modest compared to the Implementation Plan (as described in Table 6: Resource allocation per activity, Implementation Plan vs actuals). Excluding cash-based transfers (0 percent) and food (94 percent), WFP received only 40.5 percent of its planned budget across both activities. Direct Support Costs (DSC) were more robust at 83 percent, suggesting relatively stronger coverage for administrative and coordination expenses. Activity One in particular did not receive the desired budget envelope, which underscores the significance of the progress achieved despite constraints.

107. Total staff expenditures from 2022 until the time of writing is USD 1.6m, those costs are overlapped within the DSC, Implementation or Capacity Strengthening activities. The team was unable to discern the exact spread of staff expenditures across these different activities.

Table 5 Resource allocation per activity, Implementation Plan vs actuals:

Activity	Activity Number	Cost Control Category	Needs Based Plan	Implementation Plan	Actuals	(%) Actuals vs Implementation Plan
TN02.05.021.CSI1	2	FOOD	712,515	712,514	671,153	94%
TN02.05.021.CSI1	2	Cash-Based Transfer	293,207	114,595	0	0%
TN02.04.011.SMS1	1	Cash-Based Transfer	233,908	214,979	0	0%
TN02.05.021.CSI1	2	CAPACITY STRENGTHENING	2,937,986	4,476,496	1,883,257	42%
TN02.04.011.SMS1	1	CAPACITY STRENGTHENING	2,389,785	1,654,449	381,395	23%
TN02.05.021.CSI1	2	IMPLEMENTATION	1,652,603	1,252,690	981,534	78%
TN02.04.011.SMS1	1	IMPLEMENTATION	1,116,268	403,105	35,187	9%
Direct Support Costs (DSC)	Direct Support Costs (DSC)	Direct Support Costs (DSC)	1,791,444	1,223,077	1,020,894	83%

Source: WFP Budget and Programming Associate

108. As noted in the ACR 2023 and 2024, for Activity 1 under SO, the planned beneficiary reach

⁶⁷ Training included food processing, covering hygiene standards, agro-food safety, and sustainable production techniques

consistently fell short of targets. In 2023, only 459 beneficiaries were reached out of a planned 12,840. In 2024, this increased to 1,174, still well below targets, though showing an upward trend. The main reasons for underperformance were linked to financing issues and include:

- Delays in rehabilitating school infrastructure, hiring staff, and operationalizing canteens (e.g., school kitchens were equipped but not yet functional).
- Delays in establishing agricultural production: many OPAs had only recently acquired or leased land, much of it uncultivated, and faced further delays in receiving equipment.
- Underfunding relative to plan, especially under Activity One, reduced the scale and speed of delivery.

109. Despite these delays, there were positive signs regarding the quality of support provided. All OPAs visited during the evaluation confirmed that the equipment received from WFP was of good quality, well-suited to their needs, and in good working condition. Beneficiaries consistently expressed satisfaction with the training and tools, particularly in agro-processing, hygiene, and entrepreneurship. School stakeholders also noted the relevance and potential of the support once operational hurdles were addressed.

110. Delays in implementation and training have affected the timeliness of results. In the locations visited by the team, school canteens were put in place and equipped, but they were not operational yet. Delays had been faced in building the canteens, and moreover, in most targeted schools, staff was not yet hired to prepare the meals and the supply chain of food items was not yet established.

111. The food supply side from OPAs was not yet operational either. Some OPAs had been newly established, and working on the land that had not previously been used for agriculture, or needed some form of preparation. Furthermore, WFP equipment had only recently been delivered. Thus, it can be foreseen that it will take some time before the OPAs can start delivering food items. In many cases, it is likely that nothing will be produced in the first season.

112. At the same time, it should be considered that the existing school feeding of sandwiches, cake and boxed fruit juice faced many delays as well; at the school visited in Zaghouan for instance, food items are usually delivered by OOESCO every other week, but the evaluation team was told that some weeks go by without any delivery. In remote areas, this can be even less. Also, often, fewer meals are delivered as compared to the number of eligible students according to a CP from Balades Solidaires. Once school meals are up and running, it is expected that timeliness will be less of a problem and there will be more flexibility in terms of quantity.

113. Budgetary constraints from the side of the MoE also hampered a smooth start or implementation, such as lack of financial support for transport of food items and insufficient allocation for kitchen staff. School principals were worried that budgetary constraints would remain an issue once delivery of school meals had started.

114. WFP's investments in digital systems, such as the Geographic Information System (GIS) for school mapping and the Last Mile Ecosystem platform, are promising innovations that could significantly enhance long-term operational efficiency. However, as of 2025, many OPAs had not yet been onboarded or made aware of these platforms, which limits their immediate effectiveness.

115. As details of WFP's anticipated exit from Tunisia in 2025 became clearer, staff turnover increased. Uncertainty about organizational strategy and lack of transparent communication contributed to a weakened institutional memory, as several staff members left in search of alternative opportunities. A core group of committed staff remained but voiced concerns about internal clarity and the need for better transition planning.

116. According to ACR 2024, WFP faced multiple operational risks, economic volatility, climate impacts, political instability, and social tensions. Risk management measures included coordination with government partners, scenario-based adaptive planning, the use of early warning systems, and contingency planning. Notably, WFP Tunisia developed a Contingency Plan in 2023 to respond to potential emergencies, which was integrated into the CSP. However, specific risk mitigation mechanisms for implementation challenges (e.g. delays, market access, staff loss) were not systematically documented or explicitly referenced in WFP's reporting.

Sub-question 3.2 Is WFP's capacity strengthening approach being adequately operationalized to strengthen national capacity of OOESCO to implement NSMP? What can be done to improve the efficiency of the capacity strengthening work?

Finding 6: WFP's capacity strengthening approach has been effectively targeted at OOESCO, with investments in training, infrastructure, and digital tools enhancing its ability to implement the NSMP; however, efficiency is undermined by weak coordination and communication within the broader Ministry of Education, limiting the full operationalization of these gains.

117. OOESCO is clearly the most appropriate institutional partner for strengthening Tunisia's NSMP. It is embedded within the Ministry of Education (MoE), has longstanding operational experience, and has received high levels of trust and engagement from WFP. Across all levels of the evaluation and stakeholder interviews, OOESCO was seen as the most viable actor to carry forward and sustain NSMP efforts in the long term.

118. WFP's capacity strengthening approach has included key operational investments in OOESCO, which are now being put into use. Notably, WFP:

- Supported the development of a digital geospatial platform (GIS-based School Mapping Project) to improve OOESCO's planning, resource allocation, and oversight of school feeding operations. This tool is designed to link school-level demand with local supply, contributing to decentralized procurement and improved accountability.
- Provided specialized training to OOESCO staff on warehouse management, nutrition, procurement systems, and kitchen hygiene. In 2023, 240 government officials and public sector staff received training on various aspects of school feeding management.
- Invested in infrastructure rehabilitation, restoring 10 school canteens across six governorates in 2024, coordinated through OOESCO, with additional support in procurement of equipment and training for school cooks and storekeepers.

119. These initiatives reflect WFP's deliberate effort to strengthen OOESCO by embedding new practices, tools, and skills into its systems. While this support has increased OOESCO's operational capacity, its overall effectiveness has been constrained by institutional coordination issues within the Ministry of Education. In the schools visited, staff highlighted persistent delays and unclear communication from MoE central authorities regarding school meals, with requests from regional schools often circulating between administrative layers without resolution. This situation has slowed implementation and risks undermining efficiency and institutional ownership. Nevertheless, where WFP and its cooperating partners worked directly with OOESCO and schools, communication was described as smooth and responsive, demonstrating the value of WFP's technical support even within a challenging institutional framework.

Sub-question 3.3 What role are WFP-led digitalization initiatives playing in improving the efficiency of the NSMP for OOESCO?

Finding 7: WFP-led digitalization initiatives, particularly the GIS-based school mapping and the Last Mile Ecosystem, have strong potential to improve OOESCO's efficiency in planning and managing school meal logistics, but progress was constrained by delayed rollout, infrastructure gaps such as internet access, and the need for continued user training and data integration before full operational use.

120. WFP developed new digital resources but was not able to fully control the delivery and a step is missing to ensure user access. The development started with an agency called WeAre Moon, and a platform prototype was developed, but thereafter, the cooperation was ended due to disagreement on scope creep. Thereupon, the agency Esri was hired, which started with the concept of mapping schools, bus routes and OPAs. The speed at which the prototype was developed within four months was remarkable. This bodes well for the possibility that the platform will be working and data flowing in by the end of 2025 and WFP's withdrawal from the country. The mapping will allow the OOESCO to better predict the needs related to the supply and demand for school meals, and hence more efficiently organise it.

121. Though the system is still in prototype phase and under development, Esri trains local focal points to collect and input the data digitally. The related app, the Last Mile Ecosystem, was launched in Zaghuan

and Siliana.

122. In the visited schools, though school principals were aware of its existence, the Last Mile Ecosystem digital application was not used yet. In one school, the principal shared that they had not had internet or WIFI for many years, which is a major constraint to using this app. Still, school and OOESCO staff shared that finalising the digitisation exercise would be very helpful to ensure appropriate planning and transparency and create an adequate supply chain.

2.4. **Evaluation question 4:** How effective are WFP's efforts in strengthening the capacity of targeted national institutions in Tunisia to implement NSMP and in strengthening the resilience of vulnerable rural populations affected by climate change?

EQ 3: Summary Findings

WFP has effectively strengthened national institutional capacity within OOESCO and built climate resilience among vulnerable rural populations. Through training, infrastructure support, and digital tools like the geospatial planning dashboard, WFP enhanced OOESCO's operational efficiency and planning capabilities while contributing to regulatory framework improvements. The dashboard enables climate-sensitive targeting of school canteens in food-insecure areas, aligning with climate adaptation objectives like reducing food loss and promoting energy-efficient practices.

At the community level, women-led GDAs benefited from climate-resilient agricultural practices, including crop diversification and improved water management, alongside financial literacy and entrepreneurial training that boosted confidence and adaptive capacity. Integration of school gardens and nutrition education improved awareness of sustainable food systems among students and families, fostering behavioural shifts toward climate and nutrition resilience. Participatory gender training and early disability inclusion initiatives further broadened WFP's resilience strategy.

In relation to Activity 1, WFP delivered high-quality support and built foundational capacities, particularly for women. However, the absence of enabling market structures and delayed institutional buy-in limited the translation of outputs into sustained economic outcomes. Future gains will depend on addressing procurement bottlenecks, strengthening aggregation systems, and improving market integration.

While linkages between GDAs and school canteens show promising progress, they face hurdles including transportation gaps, seasonal supply constraints, and climate impacts like irregular rainfall. Access to finance, legal constraints, and market integration remain significant barriers for GDAs. Despite these limitations, the evidence collected indicates increased ownership and operational competence, though measurable improvements in institutional performance are still emerging. WFP's efforts are widely valued and demonstrate meaningful progress toward systemic capacity and climate resilience, with sustained cross-sector coordination needed to secure long-term impact.

123. This section presents the evaluation's assessment of the effectiveness of WFP Tunisia's Activities 1 and 2: **1 Livelihoods support**, primarily delivered through the Joint Programme on Rural Women's Economic Empowerment (JP-RWEE); and **2 the National School Feeding Programme** (NSFP), implemented in partnership with the Ministry of Education through OOESCO. While these activities are operationally distinct, they are strategically interconnected, particularly through efforts to integrate smallholder farmers, especially women, into the school meals supply chain, and to strengthen national systems that enable more resilient and inclusive food and education services.

124. The descriptive elements of these activities, including details of training delivered, infrastructure rehabilitated, equipment distributed, and awareness campaigns launched, are outlined in the section 1.3 - Subject being evaluated.

Sub-question 4.1: To what extent is Activity Two contributing to building the capacity of the NSMP ecosystem, including OOESCO, government representatives, school stakeholders, warehouse and smallholder farmers, while also enhancing the capacity of national institutions to prevent, mitigate and respond to climate change and shocks?

Finding 8: Activity Two has contributed significantly to building capacity across the school feeding ecosystem, from training women agro-entrepreneurs and school stakeholders to supporting OOESCO's

digital infrastructure, though financial sustainability, climate resilience, and access to resources remain critical challenges that require ongoing support to fully realize impact and ensure institutional continuity beyond WFP's exit.

125. Beneficiaries noted clear improvement in terms of capacity building. During FGDs, they noted how WFP has built capacity at many levels via training for teachers and children in schools (nutritious meals and vegetable gardens), OPA members (organic farming, entrepreneurship, irrigation, equipment, financial education) and OOESCO (supply and organisation of a system with decentralised kitchens and shifting from the ongoing type of school feeding⁶⁸ to hot meals). Additionally, WFP supported training of stakeholders from warehouse and foodbank managers to deal with digital tools and supply chain.

126. One participant reflected, "Before the training, we had less structured financial habits, but now we better understand budgeting and saving, even if it's hard to maintain in everyday life."

127. That said, challenges remained consistently noted across beneficiary interviews. The obstacles are of a structural nature, which could have been anticipated in the design of the interventions. All OPAs highlighted the following challenges in selling their products to local schools as follows:

- The schools don't pay the farmer immediately, which creates financial strain. The procurement and payment processes for public institutions like school canteens are often slow. These delays can be attributed to bureaucratic procedures, the need for multiple approvals, and periodic disbursement of funds from the government. For example, funding for the school meals programme is typically received only twice a year, which leads schools to make informal arrangements with suppliers, often buying food on credit and delaying payments to farmers.
- WFP and OOESCO are looking at ways to ensure local farmers don't have to compete with large companies to produce for schools, but currently their products are far more expensive than those of large companies.
- Transportation remains a challenge for many OPAs. Whereby goods are expensive to transport, or cannot be transported for long periods of time.
- The production of OPAs is deemed insufficient to cover the demand of large schools with daily attendance of over 300 students.

128. Furthermore, despite the relevance of this initiative, the final challenge, namely that OPAs can't produce enough to feed 300 students daily has not been answered in practice despite WFP awareness and theoretical recommendation to create larger SMSAs (*Société Mutuelle de Services Agricoles* -Mutual Agricultural Service Company) in Tunisia. These are agricultural service cooperatives established to provide collective services and benefits to farmers, such as access to equipment, training, agricultural credit, insurance, and group purchasing of inputs. As WFP is one of many organisations aiding in the improvement of OPAs, its say, though listened to, in the actual entities is limited.

129. When asked directly about collaboration with other OPAs, all local OPA stakeholders acknowledged the awareness and even sometimes collaboration with some OPAs but did not provide any intent to merge. OPAs interviewed in both Kairouan and Jendouba identified the production to scale challenge.

130. In the visited schools, awareness raising of students related to nutritious food and how to maintain a school garden came across as appropriate and working well. The observed school gardens were all in good shape. The produce from the school garden created enthusiasm among children and teachers and offer an opportunity to convince even parents of the value of fresh produce with a high nutrition value. The nutrition awareness that is provided alongside the school gardens strengthens the understanding around the necessity and composition of varied diets.

131. Finally, WFP has been collaborating with OOESCO to develop a digital integrated geospatial platform that provided data-driven insights for planning, monitoring, and optimizing school feeding operations. Designed in partnership with ESRI, the platform is expected to significantly strengthen OOESCO's ability to coordinate the procurement and delivery of school meals across regions, using real-

⁶⁸ Consisting of a sandwich, cake and boxed fruit juice

time, location-based data. By mapping schools and linking them to nearby agricultural cooperatives, the system is intended to enable more efficient alignment between school-level demand and local agricultural supply, supporting the broader shift toward decentralized procurement strategies.

132. Beyond logistics, the platform is also intended to enhance transparency and traceability within the supply chain, particularly regarding the participation of women-led OPAs and oversight of food quality. This level of visibility helps establish accountability mechanisms that were previously difficult to achieve. Importantly, the system also serves as a foundational element in WFP's exit strategy, offering a scalable and nationally owned digital infrastructure that can support ongoing NSMP operations without direct WFP management.

133. It is important to note that though promising and developed very quickly, the product has not yet been rolled out - due in part to the delayed timeline, onboarding training, and awareness required.

134. Though still in the pilot phase, should the platform survive WFP's exit from Tunisia, OOESCO will be equipped with tool which will bolster the operational capacity of Tunisia's NSMP.

Sub-question 4.2: Are the outcomes related to WFP's contributions strengthening the regulatory framework for NSMP and improving access to nutritious meals being achieved or likely to be achieved? What are the results or likely results of WFP support in this area, including any differential results across the group (gender, governorates etc.)?

Finding 9: WFP's support has strengthened the regulatory and institutional framework of the NSMP and improved access to nutritious meals through support to policy alignment, capacity building, and awareness-raising, with notable empowerment gains for women; however, data gaps, limited access for people with disabilities, and systemic market and coordination barriers for women's groups constrained full achievement and equitable outcomes across all beneficiary groups.

135. WFP support helped bolster the NSMP and addressed root causes of food insecurity, by enhancing food supply systems and integrating local agricultural production. WFP contributed to strengthening the NSMP regulatory framework by working with OOESCO, for example advocating for the shift from dry rations to hot meals, which are considered to be more nutritious and contributing to a varied diet for school children. This shift aimed to improve nutritional outcomes and dietary diversity for schoolchildren. According to the 2023 ACR, 240 government officials and public-sector personnel received training and technical support on school feeding governance, nutrition, and procurement practices. WFP's support extended to mapping canteen coverage and food needs through a geospatial dashboard developed with ESRI and the Ministry of Education, allowing for more responsive planning and coordination (Geoportal, 2025). Further, WFP helped facilitate the piloting of models that integrate local agricultural production, including engaging women-led cooperatives through the Home-Grown School Feeding (HGSF) model.

136. The transition from cold store-bought meals to hot meals in Tunisian schools, facilitated by WFP, represents a significant improvement in the school feeding programme. Hot meals, prepared using fresh produce from school gardens and locally supplied by women's agricultural groups such as OPA, offer better nutritional quality and greater cultural acceptability for children. This locally sourced approach not only enhances children's health and meal satisfaction but also supports rural economies by creating stable markets for smallholder women farmers, thereby promoting their economic empowerment. Additionally, integrating school gardens provides valuable educational opportunities and strengthens community engagement. While the shift requires investment in kitchen infrastructure and training, it ultimately improves supply chain resilience and sustainability, making the school feeding program more effective in addressing food security and nutrition challenges in Tunisia.

137. The evaluation concurs to a large extent with the ACR 2023 which reports, that out of a target of six, all national policies, strategies, programmes and other system components contributing to Zero Hunger and other SDGs were enhanced with WFP capacity strengthening support. Among these, one was related to school health and nutrition, including school feeding.

138. When it comes to results for beneficiaries, table 7 reflects the proportion of beneficiaries, who had benefitted from nutrition sensitive programme support in 2023 and 2024. WFP emphasises working with women on nutrition-sensitive programmes (among others through OPAs) so their planned proportion is much higher than men's (80% vs 20%); overall, the group of men is also much lower in absolute terms though. The proportion of beneficiaries reached is overall much lower than planned, though progress

improved between 2023 and 2024. This is mainly driven through male beneficiaries, among whom almost all (94%) have been reached, whereas for women the proportion was lower in 2024 (56% versus 66%). WFP does not collect outcome data for this topic, so it is difficult to say what the results are beyond qualitative and relatively small-size feedback from the evaluation.

Table 6: Proportion of WFP beneficiaries (all ages) who benefit from a nutrition-sensitive programme component

Year	Planned proportion of beneficiaries			Actual of proportion beneficiaries			Planned vs Actual
	M	F	Overall	M	F	Total	Percent
2023	20	80	80	15	66	50	63
2024	20	80	80	94	56	58	73

Source: ACR 2023 and ACR 2024

139. In 2024, WFP together with the National Institute of Nutrition and Food Technology conducted a study on micronutrient deficiencies among school age children.⁶⁹ The study brought out significant gaps in micronutrient intake, including deficiencies that affect cognitive development and physical growth. These findings underline the importance of moving to school meals, which provide more and a larger variation in micronutrients. By engaging various stakeholders (including OOECSO as a key partner) in expanding the proportion of hot meals within the system of school feeding, better access for more children to nutritious meals will be facilitated.

140. Approximately 350,000 schoolchildren in Tunisia, representing about 14% of the total primary and secondary school-age population of around 2.55 million, currently benefit from school meals through the National School Feeding Programme (NSFP), which is technically supported by WFP. Of these beneficiaries, roughly 260,000 are primary students and 90,000 are secondary students. The NSFP had aimed to expand coverage to reach 260,000 vulnerable children by 2025, with a strong focus on improving nutrition and sourcing ingredients locally. The target was in fact exceeded. While specific data distinguishing the proportion of children receiving hot meals versus cold or pre-packaged meals is not publicly available, WFP's support emphasizes the use of fresh, locally sourced ingredients and digital tools to optimize supply chains, facilitating the preparation and delivery of hot meals on-site or nearby. Evidence indicates that hot meals prepared with fresh, local ingredients generally provide superior nutritional benefits compared to cold or pre-packaged meals. Such meals, prepared with fresh, locally sourced ingredients, are more acceptable to children and have been shown to improve consumption and nutrient intake (WFP & INNTA, 2024). This is particularly important in Tunisia, where malnutrition challenges include both micronutrient deficiencies and rising rates of overweight and obesity. The strategic focus on hot, nutritious meals sourced locally aligns with Tunisia's goals to enhance child health, food security, and sustainable development. Supporting awareness raising and education on nutritious meals and environment-friendly vegetable gardening (for children) and agriculture (for women) also contributes to enhancing the nutritious value of the school meals.

141. In terms of reaching very vulnerable groups, three percent of WFPs beneficiaries in 2023 were people living with disabilities (persons with disabilities').⁷⁰ Access for persons with disabilities was also part of other elements under WFP's approach. One example is through the programme "The New Tunisia Won't Be Built Without Us",⁷¹ which focuses on capacity-building for stakeholders to advocate for the rights of persons with disabilities. WFP partnered with CBM Global Inclusion Advisory Group⁷² to provide tailored technical advice via a Disability Inclusion Helpdesk. This service offers guidance on consulting persons with disabilities during community engagement activities and ensuring accessibility of information and services. It also builds technical capacity for disability-inclusive programming across WFP

⁶⁹ WFP/INNTA (2024). *Micronutrient Deficiencies Among School-age Children in Tunisia*. Internal study, referenced in ACR 2024

⁷⁰ WFP ACR 2023

⁷¹ [UN Partnership to Promote the Rights of Persons with Disabilities. Tunisia Programme Proposal "The new Tunisia won't be built without us"](#)

⁷² <https://cbm-global.org/inclusion-advisory-group#who-we-are>

operations. According to ACR 2023 this support helped build institutional capacity within WFP and among its partners, reinforcing inclusive practices within programme design and delivery. The initiative also supported awareness-raising and advocacy for persons with disability rights, aligning with WFP's commitments to equity and inclusion. While implementation remained at an early stage and specific reach data was limited, the initiative laid foundational steps for embedding disability considerations into food security and resilience strategies in Tunisia.

142. Under the JP-RWEE, WFP conducted participatory workshops involving persons with disabilities' representatives to strengthen their role in agricultural professional organizations. This initiative fosters empowerment through specialized training and tools tailored to individual needs. OPA members shared, that participation was equally possible for all, and that finding members went by word of mouth. They perceived though, that the kind of work they did was not accessible for female persons with disabilities. Even if it would be easy for vulnerable people to join, provided they were interested in doing such work. OPA members perceived it as difficult for persons with disabilities.

143. Women in rural Tunisia have traditionally been involved in agriculture primarily in harvesting and other labour-intensive roles, often receiving about half the pay of men and lacking control over income or decision-making. The shift supported by WFP focuses on moving women into more productive, income-generating agricultural activities, such as managing agricultural development groups, engaging in value chain activities, and adopting climate-smart practices, which enhances their economic contribution and visibility. This transition not only improves women's earnings and autonomy but also elevates the perception of their roles in agriculture from unpaid or low-paid labourers to recognized economic actors.

144. WFP also supported inclusive education by working with the MoE, through revising statistical data collection for Education Management Information System (EMIS) to include disabilities. This responds to the need for reliable data on Persons with disabilities that was highlighted in the Common Country Analysis.⁷³ Still, in practice, the visited schools did not have access for disabled children and did not know of any effort to improve inclusion of vulnerable groups.

145. The engagement of women for producing food items showed a positive influence on gender equality and women's empowerment, even if most of them had not started generating an income yet. Many women in both Jendouba and Kairouan underlined how their participation in the project already had led to a significant shift in gender roles. They now enjoy greater decision-making power within their households and report improved relationships with their husbands as well as in the community.

146. From a social protection perspective, none of the women interviewed stated they were in abusive relationships, on the contrary, as previously mentioned, the husbands demonstrated support. However, transport to the various OPAs was known to be dangerous due to the use of women riding to work in open trucks with no safety devices - with many stakeholders reporting accidents, and multiple women dying. WFP has been seeking to encourage the application of health and safety practices, but this issue remains a widespread one in rural Tunisia.

⁷³ United Nations Resident Coordinator Office. Tunisia Common Country Analysis Tunisia April 2020.

Figure 3: Evaluation Photos



147. Photos from Kairouan's OPA facility, including equipment provided by WFP and final products packaged. Taken during the evaluation visit.

Sub-question 4.3 To what extent has the support provided to smallholder farmers' groups and the Ministry of Education contributed to establishing strong linkages between local farmers and school canteens?

Finding 10: WFP has played a key role in establishing linkages between smallholder farmers (particularly women-led OPAs) and school canteens, supported by training and coordinated planning through cooperating partners, but challenges related to scalability, agricultural expertise, transport logistics, and seasonal supply-demand mismatches limit the full operationalization of these connections.

148. WFP has managed to establish linkages between local farmers (especially women-led OPAs) and school canteens, promoting economic empowerment while ensuring a steady supply of nutritious food for schools. According to the 2025 JP-RWEE Workplan and OPA database, five OPAs/SMSAs will be formally linked to school canteens in 2025, undersigned partnership agreements. Based on WFP and CP field records, these initial pilots may serve a limited number of schools, likely below 5 percent of the total school canteens nationwide. Each OPA is estimated to serve between 1–3 schools, depending on capacity, implying that fewer than 15 schools are directly involved at this stage. The total potential for scale-up exists, especially in Jendouba and Kairouan, where 12 OPA/SMSA groups are engaged in related activities, but logistical, institutional, and seasonal constraints limit expansion.

149. Through mapping and capacity building among stakeholders in both the school environment and local food production, these linkages have been established. Although actual production for schools has not started yet, the groundwork is in place and is ready to take off.

150. In 2023, the programme sought to link smallholder farmers with school canteens via the Last Mile Ecosystem digital application,⁷⁴ “this ecosystem links local farmer cooperatives to the school feeding market through a network of transporters, ensuring that the food supply process is shorter, more efficient, and better aligned with the needs of the local communities”. No OPAs met spoke of their awareness of the system.

151. Between 2022 and 2024, WFP revitalized at least 14 school gardens, as part of its efforts to enhance school-based nutrition through targeted nutrition education and improved access to fresh produce. In 2022, five gardens were revitalized in Siliana, contributing to green education and providing vegetables (e.g., peppers, tomatoes, parsley, squash) used in school meals. By 2024, 10 school canteens across Kairouan, Bizerte, Tataouine, Zaghuan, Jendouba, and Tunis had been rehabilitated, including the rejuvenation of school gardens aimed at supplying fresh produce for school meals.

152. WFP’s nutrition education was delivered in parallel through school clubs and awareness sessions facilitated by cooperating partners. These included activities like healthy eating campaigns, virtual reality tools to engage children in garden learning, and school-based training sessions for cooks and animators. In 2022, WFP also produced multimedia materials including culinary demonstration videos and educator manuals for primary school nutrition education.⁷⁵

153. WFP has played a major role in setting up this linkage and mechanism, with contribution from their various Cooperating Partners (CPs). CPs aimed to identify the most appropriate OPAs and made sure they were trained and preparing for provision of food items to the schools. The CSP had observed gaps in the capacity of OPAs to manage legal and administrative procedures, their knowledge about good agricultural practices, and impact of climate change.⁷⁶ These topics were addressed in the training by the CPs, even though most CPs had not been able yet to put the acquired knowledge and skills into practice.

154. Since the CP engaged in the schools simultaneously works with the OPAs that will deliver the food to those schools, they know exactly what the needs are for the school meals and are able to help the OPAs respond to these needs.

⁷⁴ ACR 2023

⁷⁵ ACR 2022 ; ACR 2023

⁷⁶ WFP Tunisia Annual Country Report 2023 (CSP 2022–2025)

155. Whilst in many aspects the linkage was successful, issues were also identified.

156. Some of WFP's CPs that were engaged in linking local farmers (members of OPA) to school canteens brought up that transport is not provided by the MoE, which is a constraint for the farmers. Also, in certain areas (for example a school in Tunis), ad hoc groups of interested women were formed under the guidance of the CP without necessarily having experience in agriculture, which raises questions on their knowledge and skills in agriculture. It was questioned anyhow, what proportion of the demand of school canteens the women groups would be able to supply, and to what extent this supply would match the needs of the school canteens during the entire school season, as canteens need food on a continuous basis which does not always coincide with the harvest times. As mentioned in other findings, interviewed OPA members reported that they doubted their capacity to feed large schools (with more than 300 students) on a daily basis.

157. When asked about its historical collaboration with WFP, the MoE stated that political fluidity had impeded collaboration citing that in 2023, the programme faced significant implementation delays due to political instability, including two changes in the MoE and four rotations of key civil servants within the year. Each administrative change prompted OESCO to request revisions to the planned activities, disrupting continuity. The situation was further affected by the presidential elections in October 2024. However, since September/October 2024, there has been renewed momentum and steady progress, with implementation timelines gradually being restored, and a hopeful outlook for catching up on delays.

2.5. Evaluation Question 5: What is the overall contribution of WFP's efforts to strengthen the capacity of national institutions in implementing the school meals programme and shock-responsive SP programme, particularly in terms of system development and potential effects on lives of beneficiaries?

EQ 5: Summary Findings

WFP has made a meaningful contribution to strengthening national institutional capacity for implementing the school meals programme and laying groundwork for a shock-responsive social protection (SP) system. Through sustained technical assistance, infrastructure upgrades, and digital innovations like the geospatial planning dashboard, WFP supported OOESCO and key ministries in enhancing school meal system design, targeting, and coordination. These efforts contributed to improved planning, regulatory clarity, and integration of school meals into broader development frameworks.

While Tunisia does not yet have a fully functioning shock-responsive SP system, WFP's engagement has advanced foundational elements, such as mapping of vulnerable areas and institutional dialogues, creating entry points for future expansion. Capacity strengthening also extended to subnational levels, where WFP's work with local actors, including GDAs, supported decentralized delivery models and embedded adaptive practices.

Beneficiary-level effects are still emerging but show early promise. School children gained improved access to meals and nutrition awareness, while women in rural cooperatives reported enhanced skills, confidence, and income opportunities. Despite institutional constraints and limited formalization of shock-responsive mechanisms, WFP's contributions have strengthened national systems and generated tangible, if initial, benefits for targeted communities.

Sub-question 5.1 What has been the overall contribution so far of WFP's efforts to strengthen the capacity of targeted national institutions in Tunisia for implementing school meals and for preventing, mitigating, and responding to climate change and shocks?

Finding 11: WFP's capacity strengthening efforts have contributed meaningfully to institutional readiness for school meals and resilience planning - particularly through training, digital tools, and advocacy. However structural and legal barriers, such as the lack of procurement recognition for OPAs and limited cross-ministerial coordination, continue to constrain the full operationalization and sustainability of these gains.

158. WFP's capacity-strengthening interventions have had notable system-wide effects on key national institutions, particularly OOESCO and the Ministry of Education (MoE), by embedding tools and knowledge

that enable more responsive, coordinated, and adequate delivery of school meals. One of the clearest examples is the School Mapping Project, developed with ESRI, which introduced Geographic Information System (GIS) technology to the school meals system.

159. According to the 2024 ACR, WFP also helped OOESCO and the MoE establish and expand training systems for school cooks, storekeepers, and administrative staff. These actors are now more capable of adapting operations in response to disruptions, such as delays in food supply or infrastructure constraints. Moreover, the training delivery model has become more institutionalized, with the MoE co-facilitating sessions and increasingly owning technical content and implementation responsibilities. Fear of failing financial backing and reduced or no routine support does put this impact at risk.

160. Although primarily focused on education, the systemic capacity improvements indirectly supported other national stakeholders. For example, the MoA and Ministry of Environment are now more engaged in the school feeding space through WFP's efforts to integrate women-led producer groups into the school meal supply chain. These ministries benefit from procurement and distribution ecosystem that is more coherent, enabling them to better absorb shocks related to food production and climate impacts (especially droughts) and thus serve the population in a consistent manner.

161. Notably, WFP's assistance also catalysed policy and institutional development, such as the planned creation of a Social Protection Fund for female agricultural workers in the 2025 Finance Law. This milestone, highlighted as a result of WFP advocacy, indicates a growing institutional commitment to resilience and inclusive social protection that extends beyond the education sector.⁷⁷

162. Perceptions among national stakeholders have been largely positive. OOESCO officials, as documented in interviews, have credited WFP for delivering "practical tools" and "usable data" that inform better targeting and programme design. While some government counterparts expressed concern over sustainability following WFP's exit, they also noted that these tools laid the groundwork for long-term institutional resilience.

163. Despite WFP's significant efforts to build the technical and operational capacity of OPAs and integrate them into the NSMP, several institutional and policy gaps prevent these groups from fully accessing and benefiting from public procurement opportunities.

164. Currently, OPAs are not formally recognized as eligible entities under Tunisia's public procurement law. This means that schools and public entities cannot contract directly with OPAs, even when they are technically able to supply food items that meet required standards. As a result, procurement has to go through intermediaries or NGOs, limiting the economic autonomy and visibility of the OPAs. WFP's partners often had to act as intermediaries between OPAs and OOESCO, despite WFP's efforts to link OPAs directly to OOESCO. A school principal from Zaghouan reported "We can't pay the women's group directly. We rely on the NGO to do that", illustrating how this administrative gap limits direct transactions and hinders scale-up.

165. Although WFP is piloting decentralized procurement by linking local women's groups to nearby schools, this model lacks a formal regulatory framework at the national level. There are no ministerial circulars or decrees institutionalizing the local sourcing approach within the national school meals policy (PNAS), and therefore no standardized mechanisms or budget lines for schools to prioritize or incentivize buying locally. In interviews, OOESCO officials acknowledged that while the concept of local sourcing is promising, they do not yet have the policy tools or operational budget flexibility to implement it nationwide. This limits the scalability and sustainability of WFP's pilot efforts. ACR 2024 states that schools rely on a per-student daily budget (e.g. 1.6 TND per student/day) but do not have clear guidelines or frameworks to assess the value-for-money trade-off when sourcing from OPAs, whose products may be more expensive but fresher and locally produced.

166. WFP's interviews confirm that MoSA remains largely absent from the school feeding reform process, even though this activity sits at the intersection of nutrition, protection, and rural livelihoods.

167. The JP-RWEE programme helped bridge this gap at the grassroots level, but there as of yet, there is

⁷⁷ ACR 2024

no formal government mechanism to bring these ministries together in a strategic way to support inclusive local sourcing or rural women's economic empowerment in public food systems.

168. WFP's efforts under both Activity 1 and Activity 2 have laid meaningful groundwork for systemic change, particularly in fostering institutional ownership, promoting decentralized procurement models, and empowering rural women through value chain inclusion. While the outputs and early outcomes are clearly evident, their translation into long-term, sustainable results remains emergent. Achieving full operational impact will require sustained engagement, stronger regulatory frameworks, and continued alignment with national systems and partners.

Sub-question 5.2 What were the effects of WFP's capacity strengthening efforts on peoples' well-being, human rights and gender equality including intended and unintended as well as positive and negative outcomes?

Finding 12: WFP's capacity strengthening efforts have contributed to improved student nutrition and concentration, created income-generating opportunities for rural women, and promoted gender equality and climate resilience through skills development and inclusive agricultural practices. Broader systemic impacts on education and economic empowerment remain limited by structural constraints such as part-time engagement and informal work conditions.

169. The provision of balanced school meals contributed to a better diet and improved concentration, potentially supporting better educational outcomes. Some school principals said that the school meals led to higher enrolment, but probing brought out that this appeared to be replacement enrolment, since children would relocate from an existing school to get school meals. Other school staff reported that enrolment in Tunisia is already high so that school meals cannot influence it much. There was no clear effect on attendance rate according to respondents, though concentration of some pupils was perceived better resulting from school meals.

170. Nonetheless, though the primary school enrolment rate in Tunisia stood at 104 percent in 2023,⁷⁸ disparities in educational quality and access remain significant between urban and rural areas.⁷⁹ All interviewees however agreed that good quality school meals contributed to better attention and concentration among the students. Since WFP is engaged in institutional strengthening, no education related indicators are reflected in the ACRs.

171. The central kitchen in Zaghouan that the team visited was running well, it was clean and efficiently organised. In terms of a better diet, the quality of school meals was excellent: the meal was very palatable and contained food items from all food groups, including various vegetables, fruit, chicken, egg and rice. The focus is on creating meals that are nutritionally balanced but at the same time they remain cost-effective and are prepared according to the traditional Tunisian cuisine.

172. Though some staff highlighted that the socio-economic status of school children and their families in Tunisia varied a lot, they also stipulated that it was not only the worse-off children that benefitted. The landscape in terms of poverty and food security in Tunisian schools is very diverse, and a considerable proportion of children need school meals to contribute to fulfilling their needs in terms of good nutrition. All children have equal access, so also those who do not need it that much will get food at school, but at least all of those in need receive the necessary support. Moreover, children coming from better-off socio-economic groups may have enough access to food, but that does not mean it is also sufficiently nutritious. The school meals are well balanced and therefore also contribute to their nutrition status.

173. Under Activity 1, outsourcing of hot meal production to women-led OPAs has the potential to create economic opportunities for women, enabling them to generate income through agriculture and food supply to schools. Women in areas visited by the team often engage in informal agricultural work or small-scale production with limited access to formal employment opportunities. Procuring food items from smallholder (mainly) female farmers therefore supports people in a difficult condition, whilst

⁷⁸ https://thedocs.worldbank.org/en/doc/65cf93926fdb3ea23b72f277fc249a72-0500042021/related/mpo-tun.pdf?utm_source.com

⁷⁹ https://ftdes.net/en/marginalisation-et-effondrement-de-lecole-publique-en-tunisie-avons-nous-fait-face-a-une-education-de-classe-qui-consacre-linegalite-entre-les-enfants-de-differentes-classes-s/?utm_source.comAs

benefitting vulnerable children at the same time. Schools only provide meals (and hence income opportunities for the women) for 120 days per year, but additional training in organic farming, irrigation, and entrepreneurship is offered to diversify their skills for year-round economic activity. The empowerment through participating in production for school canteens therefore extends to the entire family and community, creating a sense of purpose and organization, and for the women producers the OPA provides a safe space to engage with one another on their own terms.

174. In their support, WFP had well considered climate change and the environment. Through training provided by the project, women have started adopting climate-smart agricultural techniques such as efficient water use and sustainable farming methods. Integrating practices like composting, rainwater harvesting, and organic farming in school gardens and OPAs' farming operations raises awareness and promotes environmentally sustainable practices among children, teachers, and women farmers, contributing to long-term environmental resilience. The assistance to women also fosters peer support networks, enabling women to develop leadership and communication skills, which are critical for advocating for their rights and accessing resources.

2.6. Evaluation Question 6: To what extent did the WFP's interventions (Activity One and Two) contribute to create an ongoing enabling environment for sustainable development?

EQ 6: Summary Findings

WFP's interventions under Activities One and Two have fostered an enabling environment for sustainable development through community engagement, institutional collaboration, and climate-smart practices. School gardens and GDAs promoted local ownership and knowledge transfer, while support to OOESCO and preparation for rollout of digital tools enhanced planning capacity—though continued government investment is needed for full implementation.

Despite strong motivation among women-led GDAs, long-term sustainability is threatened by structural barriers such as limited market access, insecure land leases, and a lack of procurement frameworks. Climate risks and MoE budget constraints also pose challenges. As WFP plans its exit, clear handover strategies and stronger national ownership will be essential to preserve gains and ensure continuity.

Sub-questions 6.1 What is the likely sustainability of support provided so far by WFP across the two Activities?

Finding 13: WFP's support shows strong potential for sustainability in both Activity One and Two through participatory planning, institutional training, and community-led school gardens, but long-term viability—especially for women-led OPAs—remains uncertain due to legal, financial, and policy gaps, limited market access, and unclear successor arrangements following WFP's planned exit.

175. The National School Feeding Programme has seen its budget increase from TND 10 million (USD 3,338,000) in 2014 to TND 40 million (USD 13,352,000) in 2023. This is promising in terms of potential to increase the coverage of school meals and related activities that WFP has been supporting up to now.

176. Community engagement through participatory processes (such as school gardens involving children, teachers, parents, and OPA members) fosters ownership and long-term sustainability. The process of setting up the school meals was participative. School principals, teachers, parents, communities and OPA members were consulted and gave their feedback. This helped their acceptance and ownership. One of the CPs explained that schools were selected for integration in the hot meals programme based on willingness of school principals to support the initiative, which was deemed critical to avoid resistance and ensure program success. All interviewees from various backgrounds confirmed that they had been engaged sufficiently in the process leading up to establishing school canteens and school gardens.

177. For the OPAs, interviewed women from one OPA stated that WFP had conducted a market analysis survey with them early on, but they hadn't felt listened to; women from the other four visited OPAs had no negative feedback. Under JP-RWEE in Activity 1, WFP introduced the community participatory planning

after the baseline study which involved FGDs with OPAs.

178. The engagement of children in school gardens provided a link between community and school engagement. The children learn how to grow vegetables in an environmentally sustainable way and to serve a varied diet. The benefit of these skills and knowledge are likely to reach the parents and also the communities, while their nutrition status is positively affected through the knowledge and skills in vegetable gardening that children bring home and to the community. Quite a few women farmers in FGDs reported to be mothers as well and had introduced healthier eating habits at home as a result of their increased awareness of nutrition, having benefitted from the increased awareness of their children. This had positively influenced their children's food choices compared to their peers at school, fostering a culture of better dietary practices.

179. In operationalising the central kitchen in Zaghouan, WFP worked in cooperation with the OOESCO. The interviewed staff member was very positive about the operation as well as about the expected sustainability of this central kitchen. He reported that MoE currently already allocated and disbursed the budget for the central kitchen, and he was convinced that MoE would continue doing so, if WFP was no longer able to provide support to the NSMP. From a technical perspective OOESCO, though posing a potential temporary challenge, it believed it could continue to implement school feeding through its other partners.

180. The decentralisation approach was also deemed sustainable though. Further decentralisation was believed to help expanding hot meals to other schools. One school principal believed that his school canteen could serve as a core canteen to serve eight to ten schools, since the space and equipment were adequate, but provided sufficient kitchen staff could be hired.

181. In terms of school gardens, the result looks relatively sustainable. The school gardens are run by the pupils with support and supervision from the teachers, and they even grow crops for seed multiplication. In combination with the training on vegetable gardening that is now part of the regular lessons, the activity is likely to continue, not only in the schools but potentially also in gardens of children's parents. The acquired knowledge and skills of teachers, pupils as well as their parents is sustainable as well.

182. In 2023, WFP conducted a nationwide mVAM survey. This was the basis of the support to ONAGRI on setting up the National Food Security Monitoring System (FSMS) to provide comprehensive information on the food security situation in the country. Though the system was initiated, it needs more support to make it sustainable, since in the current state ONAGRI will not be able to operate it independently.

183. The same observation was made related to the digitisation of school mapping. The digital mapping of schools, bakeries, agricultural organisations and transport potential is still in its prototype phase. The mapping was done at government request, and WFP trained the government, on data entry and also on updating the mapping at a later stage. The mapping itself however is not yet up and running and still needs WFP support to finalise. Nonetheless, the government holds the server and has a one-year contract with Esri, which is positive for sustainability – ensuring MoE database ownership post WFP departure.

184. As for WFP's component under the JP-RWEE, interviewees confirmed that this is an important component and well implemented by WFP. If WFP leaves the country, FAO as the joint programme leader will reassign the work, and one of the other UN agencies will have to take the component upon them. Whilst this is being discussed, interviewees shared their doubts about how easy this transfer and future implementation would be.

185. WFP's use of Community-Based Participatory Planning (CBPP) helped lay the groundwork for long-term sustainability by involving women's cooperatives, local agricultural actors, and government representatives in jointly identifying needs, assets, and action plans. This inclusive approach contributed to local ownership, especially among female-led Professional Agricultural Organisations (OPAs), many of whom expressed a sense of commitment to continuing the work beyond WFP's support. However, while the planning process itself was participatory, not all women felt their feedback translated into concrete programme design decisions, with some citing a gap between the early consultation and implementation.

186. The sustainability of JP-RWEE interventions hinges on both the continued motivation, financial independence of participating communities and the ability of government or UN partners to secure funding and take over implementation. Interviewees from WFP and FAO agreed that while WFP's

component, focused on agro-processing, food safety, and school supply integration, was technically strong and well-received, there were concerns about continuity should WFP exit without a designated successor. One FAO respondent remarked that while FAO could oversee the programme, “reallocating WFP’s technical and field-level work would not be easy” due to WFP’s strong field presence and relationships with women’s groups.

187. Beyond JP- RWEE the European Union stated it is seeking to scale up initiatives previously implemented by the World Food Programme (WFP). This is done in the frame of a broader food production support in Tunisia. Collaboration with enterprises like GIZ and Expertise France was mentioned. However, the school feeding programme was not perceived as priority.

188. In Kairouan and Jendouba, women farmers expressed their intention to maintain the value chains they were developing, such as school meal production and vegetable processing—but noted that without timely payment systems, affordable inputs, and formal market access, the model would be hard to sustain independently. Some groups suggested alternative income streams, like catering or seasonal food markets, as a way to diversify and strengthen resilience, but these had not yet fully materialised. OPAs remain trapped in a cycle of structural neglect: WFP identifies solutions, but implementation depends on government actors who face no binding incentives to decentralize. Without legal reforms, infrastructure investment, and targeted funding, scaling OPA production remains aspirational.

189. Importantly, WFP’s component of JP-RWEE also promoted climate-smart agricultural techniques, such as composting, organic farming, and rainwater harvesting, all of which contribute to long-term environmental and economic sustainability. Women reported adopting techniques at home and teaching them to their children, indicating a spillover effect that may help embed these practices as norms.

190. Regional MoA offices played a role in OPA mobilization, training, and cooperative certification, particularly through the Bureau d’Appui à la Femme Rurale (BAFR). Yet, despite this engagement, there is still no policy framework or financing mechanism in place to formally support women-led OPAs in supplying schools or accessing public procurement, highlighting a key structural gap that could affect the programme’s long-term viability.

Sub-questions 6.2 What are the foreseeable positive or negative contextual factors that may influence the continuity and durability of the results achieved?

Finding 14: While climate-smart practices promoted by WFP support environmental resilience, its sustainability is threatened by increasing droughts, insecure land tenure, lack of business planning skills among OPAs, and financial and human resource constraints within the Ministry of Education, all of which could disrupt continuity and institutional ownership.

191. Environmental sustainability was well supported by practices like composting, rainwater harvesting, and organic farming, which enhance resilience among target groups while reducing environmental impact. Attention to these topics was not only paid in the training and crop production by the OPAs, but also with the children in their school gardens. Nonetheless, a number of stakeholders saw drought and water shortage as a problem and expected this to aggravate in future. Many regions face significant challenges due to climate change. Prolonged droughts and unpredictable weather patterns have affected agricultural productivity, particularly in Jendouba, where seasonal production is dominant.

192. Sustainability is also threatened by land lease issues and unpaid labour during initial stages, and a general inability to conceive basic business plans. As indicated earlier, some of the OPAs had just been established and others had existed longer but did not own land. They had to lease land, even land that had not been designated for agriculture before. Therefore, there was a risk that after the lease period had ended, the land would be no longer available, or the price would increase. Since many OPA members did not have experience in developing business plans, it is unlikely that they would be able to factor this into their prices.

193. Future financial constraints at the level of MoE and MoA may furthermore threaten the sustainability of the school meals, as does regular turnover of staff. While WFP has contributed to building national capacity and piloting scalable models, long-term success depends on the government’s ability to absorb and finance these programmes independently. Recurrent budgetary limitations, particularly at the decentralized level, pose challenges for institutionalizing innovations such as the central kitchen model, local procurement from smallholder farmers, and the expansion of hot meal provision. In parallel, high

turnover among MoE staff, including technical focal points and department heads, has been reported as a barrier to continuity. According to OOESCO staff, this turnover often disrupts policy implementation cycles, requiring WFP and its partners to revisit previously agreed-upon procedures or reintroduce plans already validated under prior leadership. This discontinuity delays progress and contributes to institutional fatigue, particularly when newly appointed officials request plan modifications or exhibit limited institutional memory regarding school meals reform. Such dynamics risk undermining the gains achieved through earlier capacity-strengthening efforts and highlight the importance of formalizing processes and embedding institutional knowledge across departments.

Sub-question 6.3 How likely are the economic opportunities and resilience benefits provided by activity one (JP-RWEE) to continue after the conclusion of intervention?

Finding 15: While women engaged in Activity One (JP-RWEE) expressed strong motivation and optimism about future income and empowerment, the continuity of economic opportunities and resilience benefits remains uncertain due to pre-financing burdens, unpaid early labour, and lack of current income.

194. Individual women are positive about economic opportunities in agricultural production. A number of women farmers, though none of them operational yet, foresaw a certain empowerment in terms of income generation and decision making. They reported that the income of their husband is too low and this additional income, once generated, would help feed the household.

195. Still, despite their commitment and hard work, nobody in the interviewed groups in Jendouba nor Kairouan is currently generating income from their agricultural activities. However, the women remained optimistic about future outcomes. They trust that the project's support will eventually pay off and are willing to invest time and effort to achieve financial independence. Moreover, a number of them shared that their own children would benefit from the school meals.

196. A number of the OPA women mentioned their worry about future contracting by MoE. They were afraid that conditions would not be optimal for them and the duration insufficient. They only receive payment after their first harvest; hence, they have to pre-finance the first season in terms of inputs, equipment and labour, and in many cases also the transport once the food is produced. For these women, most of whom are severely economically constrained, this is a major issue.

197. As WFP prepares its potential exit from Tunisia, the evaluation observed that WFP's engagement (also visible under Activity Two) made notable efforts to embed its work within national systems, foster ownership, and build lasting partnerships. These experiences provided the organization with critical insights into what works, and what risks undermining sustainability when international actors phase out their support.

198. Another critical factor is the timing and transparency of the exit process. The evaluation found that uncertainty around WFP's departure had already triggered staff attrition and disrupted planning efforts by key government counterparts. Moreover, this runs the risk of creating reputational risk for WFP as a global organisation. Ministries hesitated to formalize long-term commitments in the absence of clear information. Respondents in the CO commented on the importance of early, consistent communication around exit timelines and handover plans, not only between global, regional and country offices, but with all relevant stakeholders.

199. In terms of capacity strengthening, WFP has laid a solid technical foundation, particularly for women-led OPAs. Yet, significant gaps remain in areas such as market access, legal recognition, business planning, and financing mechanisms. Without addressing these structural constraints, there is a risk that the benefits of WFP's investment will erode over time. Training alone does not suffice; capacity development must be holistic and linked to viable policy and economic frameworks.

200. Lastly, while WFP's engagement built social capital, especially so among motivated and empowered women—it is clear that motivation alone is not enough. Interviewed OPA members expressed strong pride and commitment, but they also highlighted pressing concerns around pre-financing, payment delays, their unofficial status and their limited access to viable markets. Without a more enabling environment, their ability to sustain operations post-WFP is uncertain.

201. In sum, WFP's experience in Tunisia provides valuable guidance for potential future exit strategies in other countries. A successful transition requires more than a withdrawal plan; it demands a deliberate and inclusive phasing in of national systems, partners, and resources, as well as a clear communication

with all relevant stakeholders. It must be planned well in advance, co-owned by local actors, and structurally embedded within national priorities. While WFP has made strong progress in several areas, the sustainability of its impact will ultimately depend on continued support, accountability frameworks, and the ability of national institutions and partners to take full ownership in the long term. Whereas this is valid for both Activity One and Two, for JP-RWEE the engagement of relevant ministries, local structures like OPAs and collaboration with UN agencies have appeared crucial for success, but at this moment without a documented exit strategy, the way forward has not been sufficiently solidified.

3. Conclusions, Lessons and Recommendations

3.1. Conclusions

Conclusion 1: The relevance and coherence of WFP's main input, related to provision of local agricultural production for school meals, was high, but delays in implementation cast a doubt on sustainability of potential benefits.

Linked findings:

- Finding 1 (Alignment with national priorities)
- Finding 2 (Alignment to local context and needs)
- Finding 4 (Internal coherence between school meals provision and local agricultural production)
- Finding 7 (Linkages between activity 1 and 2)
- Finding 8 (Timeliness - delay in implementation of various activities)
- Finding 11 (Operational challenges to institutional effects of capacity strengthening)
- Finding 13 (Potential for sustainability of OOESCO-led operations)

202. The design of activity 1 and activity 2 were very relevant, internally coherent and strongly aligned to the national priorities, strategies and needs. Linking to the main questions that the evaluation has asked (see section 2.2), it was found that linking the school meals to local agricultural production of (mainly female) smallholder farmers has enhanced the potential sustainability. However, the extent of this benefit depends on the proportion of school food requirements that smallholders can supply on a regular basis. For the school meals programme itself, sustainability can be ensured through a combination of local and external sourcing, but for farmers, a meaningful share of supply will be key to achieving lasting livelihood gains

203. The livelihoods of these farmers have a strong potential to increase, once the food production is occurring. This will address a significant cleavage in society, where small-holders have a lowly status. Nonetheless, due to a lag in implementation, it is not clear yet, to what extent these benefits will sustainably be obtained. As for vulnerable communities reaching higher school attendance, since school meals were not fully operational yet, the evaluation found no evidence.

Conclusion 2: WFP's participatory and system-aligned approach successfully fostered local ownership and institutional engagement, but long-term sustainability will depend on continued government commitment and financing.

Linked findings:

- Finding 1 (Alignment with national priorities)
- Finding 5 and 9 (OOESCO capacity strengthened)
- Finding 11 (Institutional effects of capacity strengthening)
- Finding 13 (Sustainability of OOESCO-led operations)
- Finding 14 (Contextual risks in particular MoE turnover and funding)

204. While WFP connected well with local initiatives and opened new opportunities for collaboration and new avenues for local initiative, the activities would require a clear follow-on strategy, especially in

light of the enthusiastic support of women. This could be linked to future donor programmes and government social protection.

205. WFP's engagement - particularly through school gardens, community planning processes, and partnerships with OOESCO - demonstrated a strong commitment to participatory development and national system alignment. These efforts created visible ownership among teachers, parents, students, and school principals, particularly where canteens and gardens were seen as part of the school's identity. OOESCO's ability to manage operations like the central kitchen in Zaghuan, supported by a MoE budget line, is a promising sign of embedded capacity.

206. In parallel, WFP's cooperating partners (CPs) played a critical role in enabling smallholder engagement through OPAs. CPs supported capacity-building for agricultural groups, facilitated alignment between school needs and local food production, and helped manage the legal and logistical aspects of farmer-school partnerships. Their work reinforced participatory approaches by bridging community-level actors with institutional stakeholders, further embedding the programme in local governance and development frameworks.

207. This conclusion speaks directly to ToC Pathway 1 (support through physical and social infrastructure) and Pathway 3 (capacity strengthening of national institutions), and validates Assumption 1 (local alignment and ownership) and Assumption 3 (public systems integration). WFP's modalities of "delivering" (equipment, infrastructure) and "capacitating" (training, participatory planning) were key enablers.

208. Nonetheless, institutional sustainability remains fragile, particularly given MoE's financial constraints which threaten the continuity of school meal operations post-WFP. Without further government or donor resource mobilisation, key elements of WFP's support to school meals will likely not be maintained or scaled.

Conclusion 3: WFP's capacity strengthening model has produced localised change but has not yet catalysed wider institutional transformation due to fragmented policy alignment and coordination gaps.

Linked findings:

- Finding 1 (Strategic alignment)
- Finding 3 (National partnerships)
- Finding 5 (OOESCO strengthened, broader gaps remain)
- Finding 11 (Lack of regulatory framework for local sourcing)
- Finding 13 (Sustainability gaps in procurement frameworks)

209. While WFP strengthened OOESCO's planning, logistics, and training systems, systemic scale-up is held back by limited engagement from other ministries and lack of policy frameworks. The absence of the Ministry of Social Affairs from school feeding reform, and the lack of legal mechanisms to allow public institutions to procure directly from OPAs, illustrate the limits of inter-institutional coordination. Even where MoA and MoE collaboration existed at regional levels, national coherence was lacking.

210. This links directly to ToC Pathway 4, which assumes that WFP's work is most effective when situated within a broader inter-agency and systems-wide approach (Assumption 4). WFP's efforts to "influence" national systems—while appreciated—were not consistently matched by formal government action, limiting structural transformation.

211. The result is that gains in operational capacity at the school and local levels remain isolated rather than institutionalised at scale. ToC ambitions for horizontally integrated engagement were only partially realised.

Conclusion 4: Digital platforms developed by WFP offer transformative potential for planning and supply chain management, but lack of roll-out limits their immediate effectiveness.

Linked findings:

- Finding 5 (GIS platform contributes to OOESCO capacity)
- Finding 10 (Digital platforms not yet fully operational)
- Finding 13 (GIS/Last Mile sustainability challenges)

- Finding 14 (Infrastructure constraints—e.g. internet access)

212. WFP's introduction of tools like the Last Mile Ecosystem and GIS-based school mapping reflects significant innovation aimed at strengthening system efficiency and transparency. These initiatives directly support ToC Pathway 3 (capacity strengthening) and link both WFP's activities. Though its effectiveness is limited due to a delayed implementation it stands as one of the key cornerstones of successful design by WFP. Adoption is still to be proven, with risks such as poor internet access, insufficient training, and the absence of a long-term institutional or financial plan. This undercuts their intended contribution to national capacity.

Conclusion 5: WFP's efforts under Activity One (JP-RWEE) have created the conditions for women's empowerment and local food system integration, but the enabling environment remains too weak to unlock this potential.

Linked findings:

- Finding 11 (Implementation delays and budget gaps)
- Finding 9 (Capacity gaps in planning and staffing)
- Finding 13 (Early operational delays, weak risk response)
- Finding 14 (External risks like drought, insecure land)

213. Women-led OPAs have received training, equipment, and social support structures that have increased confidence and organizational cohesion. Participants expressed strong pride and a desire to contribute economically to their families and communities. However, structural challenges - such as the inability to access public procurement systems, insecure land tenure, lack of business planning, and pre-financing burdens - undermine the long-term viability of these models.

214. This conclusion is rooted in ToC Pathway 2 (linking local production with school feeding and women's empowerment), and tests Assumption 2, which emphasizes the need for sustained, coordinated support over time. While WFP's "capacitating" and "delivering" modalities were well-executed, the lack of enabling policy and financial frameworks prevents movement from outputs to outcomes.

215. Without legal recognition and reliable income streams, women's groups risk remaining in an aspirational phase, despite WFP's substantial groundwork.

Conclusion 6: Delays in infrastructure, staffing, and agricultural start-up reduced the efficiency of WFP's activities and slowed delivery of outputs, exacerbated by insufficient field-level risk mitigation.

Linked findings:

- Finding 8 (Staff turnover linked to unclear exit)
- Finding 11 (Capacity building without successor mechanisms)
- Finding 13 (Need for asset handover plans)
- Finding 15 (Future of JP-RWEE post-WFP)

216. Although WFP planned and designed activities with logical sequencing, execution was hindered by delays in kitchen construction, equipment delivery, staff hiring, and OPA operational readiness. These delays contributed to underachievement of output targets in both 2023 and 2024. While strategic risks (e.g., political instability, inflation) were identified in planning documents, operational risks (e.g., logistics delays, internal staffing turnover, seasonal production cycles) were not sufficiently anticipated or addressed in real time.

217. This affects all ToC pathways, but especially Pathway 1 (infrastructure support) and Pathway 2 (agricultural production and livelihoods). It highlights a gap between ToC ambition and implementation resilience. WFP's "delivering", and "servicing" modalities were partially compromised by dependency on slow-moving processes, indicating a need for more agile and scenario-based delivery models.

Conclusion 7: WFP's exit from Tunisia presents both risks and lessons for sustainable transition, highlighting the need for early planning, asset handover strategies, and designated institutional successors.

Linked findings:

- Finding 8 (Staff turnover linked to unclear exit)
- Finding 11 (Capacity building without successor mechanisms)
- Finding 13 (Need for asset handover plans)
- Finding 15 (Future of JP-RWEE post-WFP)

218. WFP's exit in 2025 has already triggered staff turnover and hesitation among national counterparts. While components like OOESCO's kitchen management, school gardens, and training systems have been embedded within institutions, other elements - including digital tools, FSMS, and OPA support - still lack clear custodianship. There is no formal plan to reassign WFP's field-based work under JP-RWEE, and stakeholders have voiced concern over continuity and capacity.

219. This tests ToC Assumption 3 and 4, which require that capacity strengthening be institutionally endorsed and that partnerships be deeply embedded. The "influencing" and "servicing" modalities are especially vulnerable in exit scenarios without strong national or donor transition strategies.

220. Sustainability depends not just on technical support, but on long-term alignment, financing, and co-ownership of the systems WFP helped build.

3.2. Lessons Identified

Lesson 1: Institutional commitment is a critical success factor. Experience in Tunisia showed that when institutions demonstrated early and strong commitment (e.g., OOESCO with central kitchens), implementation moved faster and integration of new systems was smoother.

Derived from Conclusion 1 & 2 | ToC Pathways 1 & 3

221. WFP's success in embedding its work within OOESCO and schools demonstrated early interest and shows that targeting institutions and actors with high commitment and capacity can ensure and accelerate ownership and operationalisation. Conversely, delays and inefficiencies were more common in contexts with limited early buy-in.

Broader relevance:

222. This lesson applies to any programme aiming to strengthen national systems through embedded delivery models. In future interventions, especially in transition or exit contexts, WFP should conduct a contextual readiness assessment to identify champions and "anchor institutions" at both national and subnational levels.

Lesson 2: Participation only builds ownership when it is meaningful. The evaluation found that community and cooperative involvement was most effective when participants had genuine decision-making power, rather than being limited to consultation.

Derived from Conclusion 1 & 4 | ToC Pathways 2 & 4

223. WFP's use of community-based participatory planning (CBPP) was widely appreciated by schools and OPAs, especially women. However, several participants felt their input was not reflected in programme decisions—e.g., around OPA procurement or payment terms under school feeding. Without real influence, participation risks becoming procedural rather than transformative.

Broader relevance:

224. This lesson is applicable in gender-sensitive programming and livelihoods initiatives, where participatory tools are widely used. Participatory processes should include mechanisms for feedback loops, negotiation of trade-offs, and clear visibility of how stakeholder voices are acted upon.

Lesson 3: Digital tools succeed when introduced with clear frameworks and transition planning. The uptake of innovations such as GIS mapping and the "Last Mile Ecosystem" highlighted that without structured TOR, sustainability strategies, and sufficient user capacity, digital solutions risk underutilization.

Derived from Conclusion 3 & 6 | ToC Pathway 3

225. The development of digital systems like the Last Mile Ecosystem was an innovative feature of WFP Tunisia's work. With WFP leaving Tunisia, it is even more important that the government is ready and able to take the responsibility. The nature of the work demanded a relatively agile methodology, however disagreements over the scope of work with the first contractor (WeAre Moon Agency) cost the operation time and resources. Even if the new contractor has been progressing very efficiently up to now, the sustainability of MoE using the digital system has not yet been secured.

Broader relevance:

226. As WFP and other agencies increasingly use digital public goods in support of national systems, where such systems are still innovative, investments should include feasibility assessments (e.g., infrastructure mapping), joint ownership models, and transition strategies that outlive the project cycle.

Lesson 4: Market integration depends on enabling environments. Support to local producers and women-led groups revealed that training and equipment alone were insufficient; the absence of supportive procurement laws and financial mechanisms constrained their ability to transition into sustainable suppliers.

Derived from Conclusion 4 | ToC Pathway 2

227. WFP's support to women-led OPAs created important empowerment outcomes, but income generation was limited due to legal, logistical, and financial barriers. Most OPAs were not yet market-ready. A robust investment and viability analysis at the outset could have better defined the level and type of support needed.

Broader relevance:

228. For programmes that aim to link smallholders—particularly women—to institutional markets (e.g., school feeding), success depends not only on skills and equipment but also on access to procurement systems, cash flow management, and market development support. Feasibility studies should inform design and rollout from the start.

Lesson 5: Exit strategies work best when well structured, or even better when embedded from the outset in programming.

Derived from Conclusion 6 | Cross-cutting ToC pathways and assumptions

229. WFP Tunisia's upcoming exit caused confusion and staffing disruptions, despite a clear management plan, and WFP's programme having laid strong foundations in terms of school feeding. This illustrates that sustainability does not only hinge on capacity built, but also on the timing, clarity, strategic communication with all relevant stakeholders at multiple levels, and transparency of handover processes.

Broader relevance:

230. In all country transition or phase-out settings, WFP should include exit planning from the design phase, with clear criteria for handover, timelines, risk mitigation, and designated successors for each key system or tool introduced.

3.3. Recommendations

215. Operations similar to the ones which were implemented in Tunisia would gain from more programming around vulnerability and value chains, and a very local level participatory design. The existence of a government priority in social protection and large donors to continue elements of the program argue for responsible exit strategies.

216. The recommendations formulated below are formulated in recognition of the fact that the CO is closing at the end of 2025 and is not envisaging further livelihoods or school feeding activities at this point.

#	Recommendation	Grouping	Responsibility	Contributors	Priority	By when
1	In the context of WFP's decision to transition out of Tunisia, WFP should establish a Structured and Inclusive Transition Plan with Clear Successor Roles and Resource Mapping at an Early Point in Time Linked to Conclusions: <i>Conclusion 7: Exit risks require proactive planning and alignment with broader systems and formal successor structures and handover plans</i> <i>Conclusion 6: Implementation suffered from lack of scenario-based risk mitigation; delays and staff turnover weakened delivery and handover readiness</i> <i>Conclusion 3: Missed institutional opportunities due to weak engagement of the Ministry of Education</i> Rationale: For future programmes of this kind, if a downsize or closure of WFP programme in a country is imminent, develop, finalize and operationalize a transition plan together with all relevant partners and stakeholders, with designated successors, their role and input, and resource mapping for systems that had been supported by WFP up to now (e.g., digital tools, school gardens, OPA linkages). Carry out a detailed study of what assets can be handed over, to whom and how, and what additional measures are needed and should be budgeted. This should be linked to upcoming EU, WB and other donor programming.	Strategic / Exit planning Short Term	WFP HQ & Regional Office	Country Offices, CPs, MoE, OOESCO, FAO	High	During inception or programme (re)design

#	Recommendation	Grouping	Responsibility	Contributors	Priority	By when
2	Across its operations, WFP should embed Risk and Dependency Analysis into Early Programme Design to Prevent Operational Bottlenecks Linked to Conclusions: <i>Conclusion 6: Delivery delays due to poor anticipation of field-level risks</i> <i>Conclusion 1: Delays affected realization of benefits</i> <i>Conclusion 5: Enabling environment was not strong enough to support early-stage start-up</i> Rationale: Future programme designs should map early-stage dependencies (e.g., infrastructure readiness, procurement cycles) and risks related to the local context, and create contingency strategies to reduce risks of bottlenecks and delays.	Operational / Design quality / Implementation	WFP Tunisia, Programme Support Units		Medium	Immediate application in exit transition
3	In contexts where WFP supports smallholder and women-led organizations, it should develop Participatory, Gender-Sensitive Investment Feasibility Plans for OPAs Linked to Conclusions: <i>Conclusion 5: Women's empowerment potential unmet due to lack of enabling environment</i> <i>Conclusion 1: High relevance but under-realized outcomes for local production</i> <i>Conclusion 3: Financial and procurement systems not inclusive of OPA realities</i> Rationale: Support the participatory	Operational / Gender & livelihoods	WFP Tunisia / HQ Livelihoods Unit	UN Women, MoA, CPs	Medium	Q4 2025

#	Recommendation	Grouping	Responsibility	Contributors	Priority	By when
	development of a targeted investment feasibility plan, that can be easily adapted for each OPA. This should include financial modelling, cost of inputs, labour timelines, and minimum procurement thresholds to avoid placing disproportionate financial burden on women. If time allows, conduct a quick assessment to base the plan on.					
4	In contexts such as Tunisia where WFP is engaged in a structured phase-out process, it should communicate exit and transition plans clearly and early to all WFP and partner stakeholders Linked to Conclusion: <i>Conclusion 7: WFP's late exit communication created uncertainty and concern</i> <i>Conclusion 6: Lack of coordination affected operational sustainability</i> Rationale: The uncertainty around WFP's departure has negatively impacted planning and morale among staff and stakeholders. Clear, timely communication around exit timelines and responsibilities—particularly for systems like JP-RWEE, digital platforms, and field-based support—is essential to ensure continuity, maintain trust, and avoid programmatic disruption.	Strategic / Exit Planning	WFP Tunisia / Regional Office	HQ Programme & Communications Units	High	Q4 2025
5	In contexts of transition and beyond, WFP should disseminate Tunisia's school meals experience through global platforms such as the Systems Approach for Better Education Results	Strategic / Knowledge Sharing	WFP Tunisia / School-based Programmes Unit	SABER, HQ Knowledge Management Team, MoE Tunisia	Medium	Q4 2025

#	Recommendation	Grouping	Responsibility	Contributors	Priority	By when
	(SABER) and South-South Cooperation mechanisms Linked to Conclusions: <i>Conclusion 1: High relevance and design quality of school meals model</i> <i>Conclusion 2: Embedded practices in OOESCO and schools create learning value</i> Rationale: WFP Tunisia's experience in integrating school feeding with local production and institutional strengthening offers valuable lessons for other countries. Sharing this success can enhance WFP's global positioning and promote replication of good practices, including nutrition-sensitive and gender-transformative school feeding.					
6	In contexts where WFP works to strengthen national ownership, WFP should conduct a joint capacity and interest mapping of government entities to expand strategic engagement. Linked to Conclusions: <i>Conclusion 3: Limited government engagement outside MoE and OOESCO</i> <i>Conclusion 5: Gaps in coordination and institutional mandates</i> <i>Conclusion 2: Future institutionalisation requires broader ownership</i> Rationale: WFP missed opportunities to work with several relevant ministries (e.g., MoSA, MoE central level, Environment). A joint UN mapping	Strategic / Institutional Engagement	WFP Tunisia / Regional Office	MoA, MoE, MoSA, UN partners (FAO, IFAD, UN Women)	Medium	Q4 2025

#	Recommendation	Grouping	Responsibility	Contributors	Priority	By when
	exercise could help identify which institutions have the mandate, interest, and capacity to co-lead or co-finance school feeding or livelihoods interventions, including climate-smart and inclusive procurement approaches.					
7	In contexts where WFP invests in digital innovation, WFP should strengthen the institutionalization and scale-up of digital planning and supply chain tools.. <i>Conclusion 4: Digital platforms developed by WFP offer transformative potential</i> <i>Conclusion 5: Gaps in coordination and institutional mandates</i> <i>Conclusion 2: Future institutionalisation requires broader ownership</i> Rationale: To fully harness the long-term value of WFP's digital innovations, such as the Last Mile Ecosystem and school-OPA mapping dashboards, WFP should continue to work to embed these tools within national systems but also align them with broader international development initiatives. This includes ensuring sustained staff training, integrating the tools into procurement and planning processes, and allocating dedicated resources for their upkeep and expansion. Additionally, WFP should promote broader awareness and usability of these platforms among cooperatives and local actors, ensuring that they are adapted to local operational realities and accessible to end users.	Operational / Design quality / Implementation	EU/WFP Tunisia / Regional Office	Country Offices	High	Q4 2025

#	Recommendation	Grouping	Responsibility	Contributors	Priority	By when
	These efforts would enhance transparency, responsiveness, and national ownership of school feeding supply chains.					

Annexes

Annex I. Summary Terms of Reference

Decentralized evaluation of Tunisia, Evaluation on School Feeding and Livelihood Activities from 2022 to 2024



SAVING
LIVES
CHANGING
LIVES

The World Food Programme (WFP) Tunisia Country Office (CO) has commissioned a decentralized evaluation of its interventions from 2022 to 2024, focusing on capacity strengthening for smallholder farmers and the NSMP. This evaluation will assess the relevance, coherence, efficiency, effectiveness, impact, and sustainability of WFP's technical assistance activities and their contribution to Tunisia's Country Strategic Plan (CSP) 2022-2025.

Subject and focus of the evaluation

The evaluation focuses on two key activities:

Activity 1: Support to Livelihoods – Technical assistance and training for smallholder farmers, rural women, and youth in Jendouba and Kairouan, in collaboration with the Ministry of Agriculture.

Activity 2: NSMP – Policy advice and technical support to the Ministry of Education to enhance the NSMP's governance, implementation, and links to local agriculture.

WFP does not provide direct food assistance but works to strengthen national and community capacity. The primary beneficiaries include government institutions, smallholder farmers, school staff, and cooks, while indirect beneficiaries are schoolchildren and their families. WFP collaborates with the Government of Tunisia, UN agencies, and NGOs to ensure effective implementation.

The evaluation will adopt standard UNEG and OECD/DAC evaluation criteria, namely: relevance, coherence, efficiency, effectiveness, sustainability.

Objectives and stakeholders of the evaluation

The evaluation aims to provide an independent assessment of WFP's contributions, informing strategic and operational decisions. It will:

- Strengthen regulatory frameworks and tools for the NSMP.
- Increase economic opportunities and resilience among smallholder farmers and rural women.
- Enhance technical capacity for the Government of Tunisia to design and finance resilience-building programs.

Primary users include WFP Tunisia, the Regional Office, government ministries (Education, Agriculture), donors, UN partners, NGOs, and beneficiaries.

Key evaluation questions

The evaluation will address the following key questions:

The evaluation will address the following key questions:

Relevance: How well do the design and objectives of both activities align with government plans and beneficiary needs?

Coherence: How effectively do Activity 1 and Activity 2 integrate with other national and international interventions?

Effectiveness: How successful has WFP been in building national institutional capacity and strengthening resilience among smallholder farmers and rural communities?

Efficiency: How cost-effective and timely has WFP's implementation process been?

Impact: What has been the overall contribution of WFP to system development and improved beneficiary well-being?

Sustainability: How likely are the benefits and outcomes of WFP's interventions to be sustained beyond the evaluation period?

Methodology and ethical considerations

The evaluation will adopt a theory-based, non-experimental design, integrating mixed methods for triangulation and gender-sensitive analysis. It will follow WFP and UNEG ethical guidelines, ensuring:

- Informed consent, privacy, and confidentiality of participants.
- Cultural sensitivity and inclusivity, prioritizing gender equity.
- No harm to stakeholders.

Roles and responsibilities

EVALUATION TEAM: The evaluation will be conducted by a team of independent consultants with a mix of relevant expertise related to Tunisia

EVALUATION CHAIR: The evaluation will be chaired by the designated Evaluation Committee (EC), ensuring independence, approving deliverables, and overseeing the dissemination of findings., who nominates the evaluation manager, approves all evaluation deliverables, ensure the independence and impartiality of the evaluation at all stages, participates in discussions with the evaluation team, oversee the dissemination and follow up process, including the management response.

EVALUATION MANAGER: The evaluation will be managed by name and title of EM. He will be the main interlocutor between the evaluation team, represented by the team leader, and WFP counterparts, to ensure a smooth implementation process and compliance with quality standards for process and content. Support will be provided by the Regional Evaluation Unit throughout the evaluation process.

EVALUATION REFERENCE GROUP: advisory group composed of a cross-section of WFP and external stakeholders from relevant business areas. It provides advice and feedback at key moments of the evaluation process. It is guided by the principles of transparency, ownership and use and accuracy. It is composed of Country Office Members:

- Chair: Country Director or Deputy Country Director
- Secretary (or delegated chair): Evaluation Manager
- Head of Programme: Philippe Royan
- Head of Supply Chain Unit: Vacant
- Additional Country Office Members: Nadim Zribi

External Stakeholders:

- Government representatives (Ministry of Education, Ministry of Agriculture, Ministry of Social Affairs)
- Implementing partners (FAO, IFAD, UN Women, AICS)
- Donors (Italy, Japan, Multi-Partner Trust Fund)

Regional Office Members:

- Regional Evaluation Officer: Andrew Fyfe
- Regional Monitoring Advisor: Alba Collazos

- Regional Programme Unit Representative: Omar Ali Alrifai
- Regional Programme Policy officer: Rizwan Bajwa
- Regional Nutrition Advisor: Filippo Dibari

STAKEHOLDERS: WFP key stakeholders are expected to engage throughout the evaluation process to ensure a high degree of utility and transparency. External stakeholders, such as beneficiaries, government, donors, implementing partners and other UN agencies will be consulted

Timing and key milestones

- Inception (Oct-Dec 2024): Document review, stakeholder consultations, development of evaluation matrix and methodology.
- Data Collection (Dec 2024): Fieldwork across Tunisia, collection of primary and secondary data, stakeholder debriefing.
- Reporting & Analysis (Jan-Mar 2025): Data synthesis, drafting of findings, conclusions, and recommendations; stakeholder validation workshop.
- Dissemination (Mar-Apr 2025): Publication of findings, stakeholder engagement, and knowledge-sharing via WFP platforms.

Full Terms of Reference are available at <https://www.wfp.org/publications/tunisia-evaluation-school-feeding-and-livelihood-activities-2022-2024>

Annex II. Detailed timeline

Mindful of the sensitivity of the timing of the evaluation deliverables, the workplan outlined below is consistent with the calendar proposed in the ToR.

Planned Evaluation Process and Key Milestones

1. Inception Phase: Up to mid-February 2025

The evaluation commenced with a virtual briefing on 8 January 2025, chaired by the Evaluation Manager and attended by the full evaluation team and the Country Office (CO). This session provided a structured introduction to the evaluation objectives, scope, and methodology.

Despite the limited time available, the Co-Team Leaders, with support from the team, developed the draft inception report by 29 January 2025. *Following quality assurance (QA) review, a finalized Version 2 of the inception report was completed on 17 February 2025, ensuring it met DEQS and stakeholder expectations.*

2. Data Collection: February 2025

With the inception phase completed, the team commenced fieldwork from 17 to 28 February 2025. This phase included in-country visits by Emery Brusset and Herma Majoer, accompanied by Souad Alamin and Asma Ayari. The objective of this phase was to collect qualitative and quantitative data to assess the relevance, effectiveness, and impact of WFP's interventions.

Following the fieldwork, the team conducted a debriefing on 28 February 2025 to present and consolidate emerging findings. This debriefing was partially conducted remotely to ensure that all team members can contribute to the synthesis of insights.

3. Reporting: April 2025

After concluding fieldwork, the team began drafting the evaluation report in March 2025. This phase involved analysing the data collected, drawing key insights, and formulating evidence-based recommendations.

A structured review process followed, allowing stakeholders and DEQS to provide feedback. Based on this, the final revised evaluation report was submitted by the start of September 2025, ensuring that findings were refined and aligned with the needs of decision-makers.

Finally, the team produced a two-pager brief in English and French as well as a PowerPoint presentation.

4. Dissemination and Follow-Up: September 2025

To facilitate the uptake of evaluation findings, the Evaluation Manager and Country Office will prepare a management response in September 2025. This document will outline key takeaways, potential action points, and organizational learning.

Additionally, the team will oversee the publication of debriefing and Lessons Learned slides and participate in a debriefing session in September 2025, ensuring that stakeholders have an opportunity to engage with the findings.

The evaluation process will conclude with an end-of-evaluation "Lessons Learned" call in September 2025, involving Co-Team Leaders, the Country Office, the Evaluation Manager, and the Regional Office (RO). This session will serve as a reflection on the evaluation process and its implications for future WFP programming.

Steps	By whom	Key dates
Inception		
Briefing	Full evaluation team. Virtual conference call chaired by the Evaluation Manager and attended by the CO	8 January 2025
Draft inception report	Co-Team Leaders with support from the team	29 January 2025
	Review by WFP RBC, adjustment, external QA	
Revision and finalisation of V2 inception report following QA	Co-Team Leaders with support from the team	14 February 2025
Data collection		
Fieldwork	Visit in-country by the evaluation team. The team will be based in Tunis, from where they will meet with WFP staff, government officials and other Tunis-based stakeholders.	17 to 28 February
Case Study 3	The team members will travel to each location and divide into two (1 international + 1 regional team member), each sub-team will conduct interviews and workshops so as to maximise time. Spending one day and a half in Zaghouan before travelling directly Siliana to also spend a day and a half in that location.	Tuesday 18 February to Friday 21 st February
Case Study 1&3	Tunis based – the team will separate in two and divide stakeholder interviews between themselves to maximise time efficiency.	22 nd – 24 th February
Case Study 1&2	The team members will travel to each location and divide into two (1 international + 1 regional team member), each sub-team will conduct interviews and workshops so as to maximise time. Spending one day and a half in Jendouba before travelling directly Kairouan to also spend a day and a half in that location.	Monday 24 February to Thursday 27 February

Steps	By whom	Key dates
Fieldwork debriefing	The team will compare notes and identify any final interviews to be conducted in Tunis or alternatively done remotely depending on stakeholder locations.	Friday 28 February
Reporting		
Draft Evaluation Report	Co-Team Leaders with support from the team	March
Final revised Evaluation Report submitted	Co-Team Leaders with support from the team	April - May
Dissemination and follow up		
Preparation of Prepare management response	Evaluation Manager, CO	May
Publication of debriefing slides and participation in-country debriefing.	Co-Team Leaders	April
End-of- evaluation lessons learned call	Co-Team Leaders, CO, Evaluation Manager, RB	July 2025

Annex III. Methodology guidance

Overview of Case Study Methodology Implementation:

The case study approach for this evaluation was designed to support triangulation, deepen contextual understanding, and test the causal pathways of the Theory of Change (ToC) through in-depth field inquiry. The design applied established principles of qualitative evaluation, including purposeful site selection, theory-driven inquiry, iterative field-based learning, and stakeholder-centred data collection. These practices ensured methodological coherence, analytical depth, and the ability to capture variation across different program contexts, rooted in a theory-based framework and aligned with contribution analysis. The case study component was developed to provide a credible, non-anecdotal basis for assessing performance across multiple levels of the results chain. Fieldwork was carried out by senior national and international evaluators using a standard protocol of interviews and focus group discussions (FGDs), guided by the Evaluation Matrix (Annex IV) and consistently cross-referenced with the reconstructed ToC.

Case studies were selected to represent a typology of intervention clusters – namely: (a) school feeding delivery models (centralised and decentralised), (b) support to livelihoods and smallholder producers, and (c) multi-stakeholder collaboration in contexts of high vulnerability. These categories enabled a broad coverage of intervention modalities and helped trace pathways of change across diverse institutional and socio-economic contexts. Each site was selected based on operational relevance, typological representation, and logistical feasibility. Importantly, location and typology were interlinked: geographic areas were grouped according to intervention typology to ensure each selected site provided not only regional diversity but also represented a distinct operational model within the broader program architecture. This approach enabled a structured comparison across delivery modalities (e.g., centralised vs. decentralised feeding), livelihood models, and institutional collaboration mechanisms, ensuring that both place-based and programmatic variables were systematically explored. This was contrasted with two other smallholder groups which were visited, to examine whether similar results chains could be observed. The visits yielded two significant elements of information, the first around the existence of other similar donor programmes in the area, and the other around the similarity of the challenges, which have been discussed in the report.

Participants were selected through on-site snowball sampling, guided by the stakeholder mapping conducted during the inception phase. A total of 119 individuals were consulted during fieldwork, including representatives from a wide range of stakeholder groups: WFP staff at Country Office and field levels, Government counterparts (notably from the Ministry of Education and Ministry of Agriculture), Cooperating Partners (CPs), smallholder farmers, women's groups, school administrators, local community leaders, and students' caregivers. This diversity was crucial to ensuring a comprehensive understanding of programme processes and outcomes.

To address potential selection bias, case study sites were identified in coordination with WFP to ensure typological and geographic diversity; however, the evaluation team also independently identified and engaged with additional stakeholders on-site, including through direct outreach to local associations (OPAs). Respondents for interviews and focus groups were chosen based on their relevance to the intervention and diversity of perspectives, rather than solely through implementing partner nominations.

The evaluation team also took measures to mitigate response and confirmation biases: data collection tools included semi-structured, open-ended questions, and field teams were trained in neutral facilitation. Interviews were conducted by at least two evaluators, who later held structured debriefings to triangulate perspectives and challenge assumptions. These findings were further cross-validated with programme documents and quantitative monitoring data, enhancing the reliability and neutrality of the analysis.

To mitigate response bias, the team designed a semi-structured toolkit anchored in open-ended, non-leading questions. Enumerators were trained to foster trust, clarify that participation was voluntary and anonymous, and avoid reinforcing power dynamics. To reduce confirmation bias, all interviews were conducted by at least two team members who subsequently engaged in structured debriefings to surface divergent interpretations, test assumptions, and ensure that findings reflected multiple viewpoints. These safeguards were further strengthened by triangulating primary data with document review and insights from other case study sites, enhancing the credibility and neutrality of the overall analysis. The findings from each case study are presented in the body of the report, with reference to the case study source.

One of the analytical tool for this evaluation was the net change analysis. From a methodological perspective this involves comparing groups of population that have benefited from WFP assistance with those that have not, as well as a baseline and endline analysis. While this approach does not achieve the level of comparative rigour associated with experimental methods (nor would such methods be feasible or relevant in this context) it enables an understanding of WFP's role within the local context. Specifically, it allows for an assessment of what has occurred in the absence of support among communities with similar profiles to beneficiaries, while also capturing how non-beneficiaries perceive and understand WFP's assistance, if they are aware of it. As the data did not include rigorous baselines and mid-point status, the approach was applied to case study beneficiaries in terms of their ability to recall change, and contrast it with non-beneficiaries. This case-based approach was designed to provide a reasonable level of confidence in establishing a plausible association between WFP's interventions and the observed outcomes.

231. The other analytical tool applied was broad contribution analysis frame, based on the Theory of Change formulated in the Inception Phase, and the assumptions it contains that, should they be confirmed as correct, would allow the causal links between the different levels of change to occur. In other words, the evaluation was able to analyse the degree to which the WFP approach corresponded with the chain of effects between activities and the emerging impact, and the drivers of change in the complex systems of public administration, and the broader project funding environment. Implementation adhered closely to the original plan, with one exception. The evaluation team had intended to visit Siliana to assess digital innovations and revitalised school gardens but was unable to obtain the necessary governmental permissions. Nadhour in Zaghouan was selected as a comparable alternative, enabling analysis of school feeding efficiency and central kitchen modalities. This substitution did not compromise methodological integrity, and the rigour of evidence gathering across other selected sites ensured analytical robustness. The three proposed case studies are:

CLUSTER A: DIGITALIZATION AND LOCAL INTEGRATION IN SCHOOL FEEDING

1. Mghira Enzel School, Tunis – Decentralised Canteen Model

This case study explored a decentralised school feeding model in an urban setting where meals are prepared locally. The fieldwork included interviews with three key stakeholders, including school staff and community actors. It also included an in-depth analysis of the digital tools developed by WFP to link decentralised producers with schools. The decentralised model emphasized women's participation and local engagement, offering valuable insight into gender inclusion, sustainability, and operational efficiency.

- **Sub-questions addressed:** 3.1 (capacity of institutions), 3.3 (smallholder linkages), 5.2 (perceived impact on children), 6.2 (community ownership and sustainability).
- **Evaluation criteria:** Effectiveness, Efficiency, Sustainability, Gender Equality and Social Inclusion (GESI).

2. Nadhour, Zaghouan – Central Kitchen Model

In Nadhour, the team interviewed five stakeholders, including kitchen staff and local government officials, to understand the operations of a central kitchen preparing meals for multiple schools. This model demonstrated potential scalability, efficiencies in bulk sourcing, and linkages to smallholder producers.

- **Sub-questions addressed:** 1.1 (alignment with national systems), 3.2 (institutional coordination), 4.1 (resource use and logistics), 5.1 (contribution to system development).
- **Evaluation criteria:** Relevance, Coherence, Efficiency, Sustainability.

CLUSTER B: SUPPORT TO LIVELIHOODS AND SMALLHOLDER PRODUCERS

3. Kairouan, Jendouba – Women's Livelihoods and JP-RWEE

Kairouan and Jendouba served as the focal point for examining WFP's support to women farmers under the Joint Programme for Rural Women's Economic Empowerment (JP-RWEE). The team interviewed 25 stakeholders and conducted one FGD with women smallholders and local facilitators. This case assessed entrepreneurship training, equipment provision, and institutional support involving the Ministry of Agriculture.

- **Sub-questions addressed:** 2.1 (coherence with other actors), 3.3 (value chain linkages), 6.1 (scaling and institutionalisation), 6.3 (gender equity and empowerment).
- **Evaluation criteria:** Coherence (external), Effectiveness, Sustainability, Impact.

CLUSTER C: COMMUNITY-LED CLIMATE ADAPTATION – KAIROUAN & JENDOUBA

4. Kairouan, Jendouba – Vulnerability, Environment and Interagency Coordination

In Jendouba, the team conducted three FGDs and interviewed 65 stakeholders, making it the richest site in terms of primary data. Discussions included community leaders, women farmers, implementing partners, and local authorities. The focus was on participatory planning, agricultural resilience, and coordination among UN agencies.

- **Sub-questions addressed:** 2.2 (interagency coordination), 3.1 (capacity support), 5.3 (inclusive development impact), 6.2 (ownership and resilience).
- **Evaluation criteria:** Coherence, Effectiveness, Sustainability, Impact, GESI.

This case enabled deep exploration of equity and gender in agriculture-based economies and validated several ToC assumptions under real-world conditions.

Synthesis and Triangulation All case studies were structured to respond to multiple sub-questions and triangulate findings with other sources of evidence, including document review and national-level KIIs. Together, they yielded a rich body of qualitative data reflecting diverse lived experiences and operational models. Cross-case analysis allowed the team to assess the relative performance of decentralised vs. centralised school feeding systems, the catalytic effects of livelihoods support on women's empowerment, and the enabling conditions for institutional ownership and sustainability. This layered approach significantly enhanced the evaluation's capacity to answer how and why observed changes occurred, in alignment with contribution analysis principles.

Additional details on stakeholders engaged and protocols used during fieldwork are available in the fieldwork tools annex.

Annex IV. Evaluation matrix

The purpose of the evaluation matrix is to provide a clear analytical framework for the conduct of the evaluation by identifying for all evaluation questions and sub questions: i) lines of inquiry; ii) indicators; iii) data sources; iv) data collection methods; and v) data analysis approaches. It is proposed not to treat the ToR question 3.5 “Are there any other expected or unexpected impact on systems, structures and individuals?” as the way in which the other Lines of Enquiry are structured this question will already have been covered in a variety of ways within Question 5.

Sub-questions	Indicators	Data Collection Methods	Main Sources of data/information	Analysis Methods/Triangulation	Data availability/reliability
Evaluation Question 1 How well do the design and objectives of both activities align with government plans, strategies, and high-level development commitments while responding to local contexts and needs of beneficiaries?				Criterion: Relevance	
Sub-question 1.1 Do WFP's interventions align with government plans, strategies and priorities related to school feeding, women's economic empowerment, climate change and high-level development commitments?				Relevance	
1.1.1. WFP reflects government plans and priorities to understand the context and the views and most pressing needs of the affected population 1.1.2. Alignment of WFP's programme objectives and activities with relevant policies and commitments of GoT.	Quantity and quality of needs assessments, performed since 2022 Evidence that perceptions of affected population (male and female (M/F)), including the most vulnerable, has been included in the assessments Quality and reach of the Third Party Monitoring and Community Feedback Mechanism, extent of (documented) feedback from targeted population, and evidence of response Structure of reporting, quality, and quantity of RAM monitoring, done since 2019 Evidence of data protection measures in place. Document review with a focus on the way the WFP internal and external reporting built on external sources	Document review Semi-structured interviews, with a focus on the time-based dimensions, and constraints and factors of success encountered	Tunisia CSP (2022-2025) RAM reports, evaluations, mission reports. Monitoring data VAM Plans and SOPs Risk Registers Interviews with Key Informants: WFP CO and RBC Staff International non-governmental organizations (INGOs), non-governmental organizations (NGOs), UN agencies and other international actors present in the country Principal WFP donors Cooperating Partners (CPs), including a substantive number of local CPs. Annual Country Reports (ACR) Annual Performance Reports (APR) Budget Revisions (BR) if applicable	Systematic coding and content analysis of data and interview data (using recurrent themes and key words) Triangulation through Case Study Visits to locations after reporting has been gathered and analysed. Descriptive analysis, timelines, and narrative histories Systematic disaggregation of data by sex age and disability and other vulnerable groups wherever feasible Assessment of monitoring and procedures in place at CO level.	No issues anticipated. Access has been progressive, and will continue with the field visit.
Sub-question 1.2 Were the two activities designed in ways that respond to the local context and to the evolving needs and priorities of all genders?				Criterion: Relevance	
1.2.1. Extent to which design/adjustments in the two activities responded to the main needs of the target populations, especially on gender, and policy planning in the country and local context (including National Development Programme and Humanitarian Response Plan, UNSDCF.	Evidence that design/changes in the Activities (objectives and scope of the assistance) responded well to the main evolution in national plans, Ministry of Education and Agriculture priorities, and humanitarian or recovery response. Evidence that design/changes in the Activities responded well to changes in the population.	Document review Semi-structured interviews, with a focus on the time-based dimensions, and constraints and factors of success encountered	Interviews of Government and WFP officials, including during Inception Workshop. Interviews of Cooperating Partners and CO personnel ACRs, APRs, Budget Revisions Emergency Appeals, UN Secretary General Reports, OCHA, UNICEF and UNHCR reporting CSP BRs and interview narratives detailing the rationale of each BR RAM reports, evaluations, mission reports. To be analysed in timeline form to extract precise and accurate trends to the changing context National documents Supply chain documentation Transfers and beneficiary data analysed month by month to extract precise trends in relation with the changing context Resource mobilization data and strategy, with a focus on prioritization, targeting, geographical coverage, and proposed modality Interviews with Key Informants: WFP CO (current and former management team) and RBC Staff Donors and (I)NGOs Cooperating Partners Government (MoA, MoE)	Analysis of the matching of internal guidelines, policies, and others, versus donor preferences, UNCT/HCT agreements, access limitations. Systematic coding and content analysis of data and interview data Analysis of the timing and overall frequency of changes in suppliers, transporters, and in Cooperating Partners, particularly at the time of the largest country transition points Triangulation across data collection methods and sources, seeking patterns of recurrence and outliers Descriptive analysis, timelines, and narrative histories Systematic disaggregation of data by sex age and degree of vulnerability wherever feasible. Case study stakeholder visits to public administration and Ministries to verify convergence of views.	No issues anticipated. Access has been progressive, and will continue with the field visit. Government data will be complex to obtain and process due to parallel structures.
1.2.2. Appropriateness of mechanisms in place to make timely decisions to adapt WFP assistance to the many major changes in the context.	Quality of WFP's mechanisms to regularly monitor and anticipate major shifts in the political and security contexts Timeliness of assessments, targeting, monitoring, reviews, reporting, and evaluation compared to when information was needed for decision making Perception of stakeholders on WFP ability to plan and adapt its work in a dynamic / rapidly changing environment.				No issues anticipated. Access has been progressive, and will continue with the field visit.

Sub-questions	Indicators	Data Collection Methods	Main Sources of data/information	Analysis Methods/Triangulation	Data availability/reliability
EQ 2-Coherence of Activity One and Two within themselves and with other interventions and policy commitments in a country, sector, or institution?				Coherence	
Sub-question 2.1: Does WFP's intervention (Activity One and Two) effectively leverage policy commitments and national partnerships?				Coherence	
2.1.1: To what extent the activities linked to the two Strategic Outcomes responded to the main objectives of policymakers and external partners?	Evidence that the objectives and scope of the assistance responded to the main evolution in national plans, Ministry of Education and Agriculture priorities, and humanitarian or recovery response. Evidence that changes in the Activities responded well to changes in the activities of other UN agencies and INGOs. Evidence that engagement with the authorities was actively sought by WFP.	Document review Semi-structured interviews, with a focus on the time-based dimensions, and constraints and factors of success encountered	Internal monitoring results framework, workplans, ACRs, CSP MTR. KIIs: WFP CO and RBC staff, ministerial stakeholders	Thematic analysis of KII interviews Triangulation through Case Study Visits to locations after reporting has been gathered and analysed. Descriptive analysis, timelines, and narrative histories Triangulation of desk and field data sources	Potential anterior ministers and WFP staff no longer available. Affecting historic data reliability
2.1.2: What level of cooperation existed between WFP and the various ministerial bodies?	Evidence of cooperation between ministerial bodies and WFP. Evidence of recognition and value from ministerial bodies towards WFP	Document review Semi-structured interviews, with a focus on sentiment analysis and factors of success encountered	Internal monitoring results framework, workplans, ACRs, CSP MTR. KIIs: WFP CO and RBC staff, ministerial stakeholders	Thematic analysis of KII interviews Quantitative analysis of sentiment specific Interview questions Triangulation of data sources Visual and tabular display of quantitative data	Potential anterior ministers and WFP staff no longer available. Affecting historic data reliability
Sub-question 2.2: How is Activity One and Two synergetic within themselves and with other actors in the areas of school feeding, women's economic empowerment and climate change in Tunisia?				Coherence	
2.1.3: Did stakeholders from both SO Activities recognise the value and efforts of the other?	Evidence of cross-activity value in the ToC with WFP and across other development partners Evidence of knowledge/awareness of other Activity by stakeholders Evidence of recognition and value from potential direct beneficiaries	Document review Semi-structured interviews, with a focus on sentiment analysis and factors of success encountered	Internal monitoring results framework, workplans, ACRs, CSP MTR, CO donor reports, PDM, WFP Interviews with Key Informants: WFP CO (current and former management team) and RBC Staff Cooperating Partners Local acting NGOs UNDP and FAO Government (MoA, MoE)	Triangulation of data sources, in particular case study visits. This will be used to develop the counterfactual analysis	It is possible that stakeholders across activities are not aware of each other's input. This can be triangulated by including a wider group of informants. No effect on data reliability expected.
Evaluation Question 3 – How effective are WFP's efforts in strengthening the capacity of targeted national institutions in Tunisia to implement NSMP and in strengthening the resilience of vulnerable rural populations affected by climate change?				Criterion: Effectiveness	
Sub-question 3.1: To what extent is Activity Two contributing to building the capacity of the NSMP ecosystem, including OOESCO, government representatives, school stakeholders, warehouse and smallholder farmers, while also enhancing the capacity of national institutions to prevent, mitigate and respond to climate change and shocks?				Effectiveness	
3.1.1 Level of attainment of planned capacity building outputs	Achievement of quantitative targets for the planned activities and outputs Quality of activities and outputs delivered Weighing the relative importance of what was achieved Factors affecting the generation of outputs from activities as per reconstructed ToC (such as evidence for specific implementation facilitating factors / constraints; reasons for delivery / non-delivery) Explicit consideration of the inclusion -adequacy trade off. Gender disaggregation of participants Extent to which disabled people (including children) have been reached and their needs included.	Document review In-depth analysis and keyword search of documents Key informant Interviews (KIIs) / semi-structured interviews Focus Group Discussions (FGDs)	Internal monitoring results framework, workplans, ACRs, CSP MTR, CO donor reports, PDM, WFP monitoring database KIIs: WFP CO and RBC staff, WFP FOs, CPs, DPs, donors FGDs with participants: indirect and direct beneficiaries Observable infrastructure, assets	Thematic analysis of KII interviews and FGD notes Triangulation of data sources Visual and tabular display of quantitative data	Qualitative data on GEWE impacts and absence of data on disability and other vulnerabilities may require validation through FGDs with women's groups to mitigate potential reporting biases.
3.1.2 (including sub-questions 3.4 and 3.5 in the TOR) Progress towards achieving capacity building outcomes in relation to external factors. What major factors are contributing to the achievement or non-achievement of the	Evidence of the expected WFP contribution to Activity/CSP outcomes as defined in the reconstructed TOC Extent to which activities and outputs have contributed to intended outcomes. Evidence and examples of contribution to unintended outcomes	Document review In-depth analysis and keyword search of documents Key informant Interviews (KIIs) / semi-structured	CSP and consecutive budget revision documents, CSP logical frameworks, ACRs, RAM reports, PDM reports, Partner assessment report, CSP MTR KIIs: WFP CO and FO Staff, CPs, DPs, donors FGDs: indirect and direct	Thematic analysis of KII interviews and FGD notes Triangulation of data sources, in particular case study visits. This will be used to develop the counterfactual analysis in Fezzan region	Lack of data disaggregated to vulnerability may require validation through FGDs with women's groups to mitigate potential reporting biases.

Sub-questions	Indicators	Data Collection Methods	Main Sources of data/information	Analysis Methods/Triangulation	Data availability/reliability
outcomes? Are there (likely to be) any unintended (positive/negative) outcomes of the support provided so far?	(those not defined in the TOC) External and internal factors affecting the outcome attainment Degree to which WFP's implementation plans and budget revisions are informed by assessments of the evolving economic crisis and its effect on the most vulnerable groups Relative weight of results/outcomes achieved and differential results through inclusive and equity lens	interviews Focus Group Discussions (FGDs)	beneficiaries Observable infrastructure, assets	as regards the similarity or divergence of resilience and School Feeding trajectories over the evaluation period.	
Sub-question 3.2: Are the outcomes related to WFP's contributions to strengthening the regulatory framework for NSMP and improving access to nutritious meals being achieved or likely to be achieved? What are the results or likely results of WFP support in this area, including any differential results across the group (gender, governorates etc.,)?				Criterion: Effectiveness	
3.2.1 In what way does WFP contribute to the NSMP regulatory framework?	Measures taken by WFP in response to considerations in the NSMP and adaptation of plans. Evidence that the CO team considered how the regulatory environment could be adhered to, reports of any tensions and explicit process to manage trade-offs, if any.	Document review In-depth analysis and keyword search of documents Key informant Interviews (KIs) / semi-structured interviews	WFP policies and guidance, CSP, BR documentation, Annual reports, relevant secondary data and documentation. Access data. KIs: WFP CO management, RBC, AO teams, CP (workshops), Other agency – UN teams, (I)NGOs	Thematic analysis of KI interviews Triangulation of data sources Tracking of key regulatory commitments	No issues anticipated. Access has been progressive, and will continue with the field visit.
3.2.2 How does WFP – working with government - ensure better access to nutritious meals?	Accessibility to canteen food and nutrition of children across all population groups (language, ability, geography) Quality of food monitored and addressed through and prompt programme adaptation.	Document review In-depth analysis and keyword search of documents Key Informant Interviews (KIs)	Output documentation, Annual reports, KIs: WFP CO management, CP (workshops), Degree of awareness of Area Office personnel of nutritional needs. KIs with school stakeholders (head teacher, teacher, school management, cooks and FGDs with school children. Observation of school kitchen, supply chain	Thematic analysis of KI interviews Triangulation of data sources Analysis of trends in cross-cutting indicators 2019-24 and data quality	
Sub-question 3.3 To what extent has the support provided to smallholder farmers' groups and the Ministry of Education contributed to establishing strong linkages between local farmers and school canteens?				Criterion: Effectiveness	
3.3.1 Progress towards better linkages	Extent to which the employment difficulties of disadvantaged groups (e.g., elderly women, disabled child) were considered during the linkages between activities Evidence that the targeting of local farmers is the right one for the school canteens Examples of vulnerability and equality focused approaches: e.g., aspects of GEWE.	Document review In-depth analysis and keyword search of documents Key informant Interviews (KIs) Focus Group Discussions (FGDs)	CSP and consecutive budget revision documents, Gender analyses (country level and/or for planned interventions). WFP Gender Equality Policy and guidance, ACRs, CSP MTR, monitoring reports, CFM reporting, AAPs KIs: WFP Staff: programme team, M&E, VAM, Gender & Protection, CPs FGDs: direct and indirect beneficiaries	Thematic analysis of KI interviews and FGD notes Triangulation of data sources, Case study visits will prioritise a contrasted analysis of the experience of women and marginalised groups, in particular migrants.	No issues anticipated. Access has been progressive, and will continue with the field visit. Access may be reduced due to insecurity, but we rate this risk as low.
3.3.2 Creation of synergies between producers and canteens by WFP Tunisia	Evidence of mutually reinforcing components at different points in time within WFP Stakeholder perceptions on the strategic choices WFP has made in its partnerships with other CPs (e.g., in terms of corporate mission, thematic expertise, available resources) Stakeholder perceptions on how WFP contributes to filling gaps, exploits opportunities for interaction and induced effects, avoids overlaps/ duplications, and opinions on what could be done better in future	Document review In-depth analysis and keyword search of documents Key informant Interviews (KIs) / semi-structured interviews	CSP document; ACRs, CSP MTR, CO donor reports KIs: WFP CO, smallholder farmers, and cooks, school stakeholders Observation of value chain if possible	Thematic analysis of KI interviews Triangulation of data sources	No issues anticipated. Access has been progressive and will continue with the field visit. Access may be reduced due to insecurity, but we rate this risk as low.
Evaluation Question 4 – To what extent have Activity One and Activity Two converted inputs and activities into outputs and how efficiently has this process has been managed/overseen?				Criterion: Efficiency	
Sub-question 4.1 How efficiently have Activity One and Activity Two delivered their expected results to date, in terms of timelines, and in terms of the quality of WFP support?				Efficiency	
4.1.1 Were the resources allocated by WFP made available in a timely and	Degree of a match between financial and human resources over time, identified as needed and those provided/accessed by CO (including	Document review In-depth analysis and keyword	WFP policies and guidance, CSP, BR documentation, Annual reports, HR and supply chain data (incl. lead time analysis, cost analysis, transfer	Thematic analysis of KIs Triangulation of data sources	No issues anticipated. Access has been progressive and will continue with the field

Sub-questions	Indicators	Data Collection Methods	Main Sources of data/information	Analysis Methods/Triangulation	Data availability/reliability
appropriate manner?	those from RB and HQ). Speed of resources being made available (flexibility and timeliness of financial resources, degree of experience and timeliness of human resources; speed with which partners are contracted, use of mechanisms to enhance efficiency, e.g., advance financing) after a requirement was presented to Supply, HR and Finance teams.	search of documents Key informant Interviews (KIIs) / semi-structured interviews	modality framework use), risk registers and area-level risk analysis, FLAs, audits and evaluations; JP-RWEE action plan, JP-RWEE annual reports, resource mobilisation strategies Data on grants/funding; human resource needs and provision; supply chain data; Data on use of WFP advance finance mechanisms. WFP policies and guidance, CSP, BR documentation, Annual reports, KIIs: WFP CO management, RBC, AO teams, CP (workshops)	Timeline analysis in the four case study visits marking the emergence of need, and the timing of deliveries within the evaluation period.	visit. Access may be reduced due to insecurity, but we rate this risk as low.
4.1.2 Were the main risks well identified and fully taken into account by WFP programme management, finance, CP points of contact and supply chain?	Ways in which any measures taken for risk management and financial monitoring allowed gains in efficiency by the CO Speed of revisions in partnership contracts including with CPs	Document review Semi-structured interviews, with a focus on the risks and corresponding measures taken	Risk matrices, Budget Revisions and CP contract sample (focusing on the larger CPs). CP Reports and incident reports.	Focus on key moments of transition in the delivery of the two programmes	No issues anticipated. Access has been progressive, and will continue with the field visit. Access may be reduced due to insecurity, but we rate this risk as low.
Sub-question 4.2 Is WFP's capacity strengthening approach being adequately operationalized to strengthen national capacity of OOESCO to implement NSMP? What can be done to improve the efficiency of the capacity strengthening work?				Criterion: Efficiency	
4.2.1 Was OOESCO capacity to implement NSMP accurately targeted?	Degree to which assistance reaches beneficiaries in line with NSMP against that needed and planned through different modalities. Evidence that targeting is monitored both in terms of cost management achieved but also factors contributing to and hindering it.	Document review In-depth analysis and keyword search of documents Key informant Interviews (KIIs) Semi-structured interviews Case study visit to the Made in Tunisia implementation in Derna.	WFP policies and guidance, CSP, BR documentation, Annual reports, supply chain and HR data, audits and evaluations WFP policies and guidance, CSP, BR documentation, Annual reports, Data on grants/funding; human resource needs and provision; supply chain data; Data on use of WFP advance finance mechanisms.; programme/activity/area implementation plans; CP and new supplier contracting process (data on timing for agreement to new ones); programme implementation data vis-à-vis plans (CO level, selected area office) KIIs: WFP CO management, RBC AO teams, CP (workshops), case study visit.	Thematic analysis of KII interviews	No issues anticipated. Access has been progressive, and will continue with the field visit. Access may be reduced due to insecurity, but we rate this risk as low.
4.2.2 Was the assistance provided enable the actors to be able to deliver the activities without waste and building on synergies?	Evidence that quality factors (inclusion, vulnerability, nutrition-sensitive, other) were considered in calculations of cost-effectiveness. Comparative analysis of the partners called upon in different parts of Tunisia and at different points in time	Document review In-depth analysis and keyword search of documents Key informant Interviews (KIIs) Semi-structured interviews Case study visit to the Made in Tunisia implementation in Derna.	KIIs: WFP CO management, RBC AO teams, CP (workshops), case study visit.	Weighing comparatively the perspectives of as wide a range of respondents as possible. Observation of two activities to identify possible gains or instances of waste.	
Sub-question 4.3 What role are WFP-led digitalization initiatives playing in improving the efficiency of the NSMP for OOESCO?				Criterion: Efficiency	
4.3.1 Existence of awareness and application of WFP digitalization measures as regards OOESCO?	Evidence of data collection, protection and dissemination being considered in the last mile. Evidence of participation of partners and affected population in informing WFP on systems implementation. Evidence of adaptation of the programme to address challenges. Evidence of adoption and close collaboration of digital functions with OOESCO.	Document review In-depth analysis and keyword search of documents Key informant Interviews (KIIs) Semi-structured interviews Case study visits	WFP policies and guidance, CSP, BR documentation, Annual reports, Protection Impact Assessment(s), relevant secondary data and documentation. Cross cutting data. Community Engagement Mechanism reporting and tracking of measures. KIIs: WFP CO management, RBC, AO teams, CP (workshops), evaluation primary community-level data. Feedback from Country Office interviews.	Thematic analysis of KII interviews of CPs Triangulation of data sources Analysis of trends in cross-cutting indicators 2019-24	No issues anticipated. Access has been progressive, and will continue with the field visit. Access may be reduced due to insecurity, but we rate this risk as low.
Evaluation Question 5 – What is the overall contribution of WFP's efforts to strengthen the capacity of national institutions in implementing the school meals programme and shock-responsive SP programme, particularly in terms of system development and potential effects on lives of beneficiaries?				Criterion: Impact	

Sub-questions	Indicators	Data Collection Methods	Main Sources of data/information	Analysis Methods/Triangulation	Data availability/reliability
Sub-question 5.1 What has been the overall contribution so far of WFP's capacity strengthening efforts to strengthen the capacity of targeted national institutions in Tunisia for implementing school meals and for preventing, mitigating, and responding to climate change and shocks?				Impact	
5.1.1 What were the wider effects on targeted national institutions in terms of resilience?	Did the WFP contributions help additional (secondary) stakeholders in anticipating, absorbing or adapting shocks and pressures Recognisable adjustments in operations and programmes that map those capacities Perception about the benefit of WFP's capacity strengthening efforts by targeted national institution	Documentation at the CO level, verification of the existence of measures that relate to shocks and pressures In-depth analysis and keyword search of documents Key-informant Interviews (KIIs) / semi-structured interviews Focus Group Discussions (FGDs)	FGDs with WFP CO Staff, including programme and operations personnel KIIs with selected beneficiaries and direct stakeholders in schools and at project sites.	Thematic analysis of KII interviews and FGD notes The case study visit will use a counterfactual set of visits to ascertain the significance of WFP's effects.	No issues anticipated. Access has been progressive, and will continue with the field visit. Access may be reduced due to insecurity, but we rate this risk as low.
5.1.2 To what extent were capacity-building efforts been valuable to the government?	Evidence that the assistance provided has generated very different types or levels of capacity among direct beneficiary institutions and surrounding stakeholders, increasing differentials in resilience. Evidence of inequitable impacts resulting from the type of assistance or the way in which it was delivered.	Documentation at the CO level, verification of the existence of measures that relate to environmental and social sensitivity issues In-depth analysis and keyword search of documents Key-informant Interviews (KIIs) / semi-structured interviews Focus Group Discussions (FGDs) Site observation during distribution	FGDs with beneficiary groups around inequity. Group interviews with Sub-Office Staff, including programme and operations personnel KIIs with selected beneficiaries and direct stakeholders in schools and at Activity 2 project sites.	Thematic analysis of KII interviews and FGD notes The case study visit in Fezzan will use a counterfactual set of visits to ascertain the significance of WFP's effects.	
Sub-question 5.2 What were the effects of WFP's capacity strengthening efforts on peoples' well-being, human rights and gender equality including intended and unintended as well as positive and negative outcomes?				Criterion: Impact	
5.2.1 What has been the effect of the activities in the different regions and have they been favourable to the enjoyment of rights, and if so in what way?	Degree to which assistance reaches people in line with an increase in their enjoyment of rights, especially for women. Adaptation of WFP to specific population profiles.	Document review In-depth analysis and keyword search of documents Key-informant Interviews (KIIs) / semi-structured interviews Focus Group Discussions (FGDs)	Livelihoods studies, internal monitoring results framework, workplans, ACRs, PDMs, CSP MTR, CO donor reports, WFP monitoring database. KIIs: WFP CO and FO staff, CPs, DPs, donors FGD participants: indirect and direct beneficiaries	Thematic analysis of KII interviews and FGD notes Triangulation of data sources, i.e. corroboration by WFP staff after interviews with the affected populations.	No issues anticipated. Access has been progressive and will continue with the field visit. Access may be reduced due to insecurity, but we rate this risk as low.
5.2.2 What has been the effect of the activities in the different regions and have the unintended effects been monitored?	Extent to which unintended effects captured in the case study were anticipated and planned for and reported on. Evidence that the assistance resulted in new approaches, new models and new partnerships	Case study visits	Internal monitoring results framework, workplans, ACRs, PDMs, CSP MTR, CO donor reports, WFP monitoring database. KIIs: WFP CO and FO staff, RBC staff, CPs, DPs, donors FGD participants: indirect and direct beneficiaries, conducted in the course of case study visits	Thematic analysis of KII interviews and FGD notes Triangulation of data sources, i.e. corroboration by WFP staff after interviews with the affected populations.	No issues anticipated. Access has been progressive, and will continue with the field visit. Access may be reduced due to insecurity, but we rate this risk as low.
Evaluation Question 6 – To what extent did the WFP's interventions (Activity One and Two) contribute to create an ongoing enabling environment for sustainable development?				Criterion: Sustainability	
Sub-questions 6.1 What is the likely sustainability of support provided so far by WFP across the two Activities?				Criterion: Sustainability	
6.1.1 What are key incentives that could ensure that state, community and household commitment continue to support the activities?	Assessment of internal and external factors that facilitated or hindered the understanding and support of communities of/to the overall approach to design and selection	Document review In-depth analysis and keyword search of documents Key-informant	Documentation at the FO and AO level, verification of the existence of measures that relate to environmental and social sensitivity issues FGDs with Area-Office	Thematic analysis of KII interviews and FGD notes The case study visit in Fezzan will use a counterfactual set of	No issues anticipated. Access has been progressive, and will continue with the field visit. Access may be reduced due to insecurity, but we rate

Sub-questions	Indicators	Data Collection Methods	Main Sources of data/information	Analysis Methods/Triangulation	Data availability/reliability
	Ability of communities and households to describe the resources and efforts needed to continue the activities at an operational level	Interviews (KIIs) / semi-structured interviews Focus Group Discussions (FGDs) Case study visit	KIIs/FGDs with selected beneficiaries and direct stakeholders in schools and at project sites.	visits to ascertain the significance of local preparation for handover.	this risk as low.
6.1.2 What are key success which allowed government, development and partners to ensure access to alternative non-WFP resources?	Assessment of internal and external factors that facilitated or hindered the identification and decision to pursue new funding. Evidence that the investments made by WFP are maintained continued after the end of activities.	Document review In-depth analysis and keyword search of documents Key-informant Interviews (KIIs) / semi-structured interviews Focus Group Discussions (FGDs) Case study visit	Documentation at the FO and AO level, verification of the existence of measures that relate to environmental and social sensitivity issues FGDs with Area-Office KIIs/FGDs with selected beneficiaries and direct stakeholders in schools and at project sites.	Thematic analysis of KII interviews and FGD notes The case study visit in Fezzan will use a counterfactual set of visits to ascertain the significance of local preparation for handover.	No issues anticipated. Access has been progressive and will continue with the field visit. Access may be reduced due to insecurity, but we rate this risk as low.
Sub-questions 6.2 What are the foreseeable positive or negative contextual factors that may influence the continuity and durability of the results achieved?				Criterion: Sustainability	
6.2.1 To what extent are the target groups and/or relevant local authorities/institutions able to anticipate, absorb and adapt to external factors adverse to the results achieved?	Extent of the existence of capacities, intentions, ownership and resources which could be allocated to responding to shocks and pressures. Nature and degree of commitment of the target groups and/or relevant local authorities/institutions to continue to maintain or deliver the outputs. Presence of alternative donors and sources of funding to WFP from January 2025.	Key-informant Interviews (KIIs) / semi-structured interviews with current and former WFP staff Project site visits and interviews with local authorities and beneficiaries	Existence of evidence in documentation of the intentional preparation of alternative approaches for continuity – disaggregated by stakeholder types and levels (authorities in the east and west, local authorities, CPs, other partners). Existence of evidence in document regarding the existence of alternative donors than WFP KIIs: WFP and Activities stakeholders' consensus perceptions regarding the exploration of alternative approaches for cost effective measures.	Triangulation between data sources, data collection techniques, and data types KII with secondary stakeholders, including, among others: CD, DCD, SO Managers, Policy & Partnerships, M&E	No issues anticipated. Access has been progressive, and will continue with the field visit. Access may be reduced due to insecurity, but we rate this risk as low.
6.2.1 What factors that threaten maintenance and sustainability?	Extent of the existence of capacities, intentions, ownership and resources which could be allocated to the continuation or maintenance of the outputs delivered by WFP. Nature and degree of commitment of the target groups and/or relevant local authorities/institutions to continue to maintain or deliver the outputs. Presence of alternative donors and sources of funding to WFP from January 2025.	Key-informant Interviews (KIIs) / semi-structured interviews with current and former WFP staff Project site visits and interviews with local authorities and beneficiaries	Existence of evidence in documentation of the intentional preparation of alternative approaches for continuity – disaggregated by stakeholder types and levels (authorities in the east and west, local authorities, CPs, other partners). Existence of evidence in document regarding the existence of alternative donors than WFP KIIs: WFP and Activities stakeholders' consensus perceptions regarding the exploration of alternative approaches for cost effective measures.	Triangulation between data sources, data collection techniques, and data types KII with secondary stakeholders, including, among others: CD, DCD, SO Managers, Policy & Partnerships, M&E	No issues anticipated. Access has been progressive, and will continue with the field visit. Access may be reduced due to insecurity, but we rate this risk as low.
Sub-question 6.3 How likely are the economic opportunities and resilience benefits provided by activity one (JP-RWEE) to continue after the conclusion of intervention?				Criterion: Sustainability	
6.3.1 To what extent is it likely that the programme results and the benefits of the intervention will continue after WFP's work ceases? How have the activities built capacities and systems for the programmes to continue?	Evidence regarding barriers – if any – to resource mobilization including international donors and Government commitments – documentation and stakeholder perceptions Extent to which WFP built or strengthened systems that already exist and perdure in the context	Document review In-depth analysis and keyword search of documents Key-informant Interviews (KIIs) / semi-structured interviews Case study visits will analyse these linkages.	KIIs with State and social services officials at various levels and in various areas of the country. KIIs with current and former WFP Stakeholders, including, among others: CPs, community leaders and Mayors, businesses KIIs working on the outputs achieved by WFP, as well as parent-teacher associations, customer and user associations. Triangulation between data sources, data collection techniques, and data types KIIs with Donor and UN Peer Agencies – RCO, UNDP, UNICEF, EU, Japan and others Project site visits and interviews with local authorities and	Thematic analysis of KII interviews and FGD notes Triangulation of data sources, in particular donor reporting and financial decisions	No issues anticipated. Access has been progressive, and will continue with the field visit. Access may be reduced due to insecurity, but we rate this risk as low.

Sub-questions	Indicators	Data Collection Methods	Main Sources of data/information	Analysis Methods/Triangulation	Data availability/reliability
			beneficiaries		

Annex V. Data collection tools

The latter stakeholder group was structured, at the initiation phase, by specific categories of respondents. Care was given to the expression of the voices of different groups of beneficiaries by the evaluators. The questions were described below, with a specific interview protocol. The case study visit then elaborated a schedule of interviews and site observations in several localities, based on the results of this 'entry' analysis.

The schedule was created to ensure that there was sufficient time in every location to overcome barriers of distrust or unfamiliarity. This was achieved in various ways based on the judgment of the evaluators. The influence of WFP field personnel in guiding the visits or the conversations was controlled by the evaluators, within the rules of courtesy and the natural constraints of logistics and security. The team prioritised the quality of consultations with direct and indirect beneficiaries and remained as independent as possible from WFP.

Short notes were elaborated as a result of the visits. These included (A) a description of the visit, (B) an analytical text which was used for the main evaluation report, and (C) the Field Observation Tool.

SEMI-STRUCTURED INTERVIEWS

The following shortened EQ sub-questions and related semi-structured interview questions were divided by stakeholder group and were aimed at guiding the evaluation team as per the evaluation matrix. These interview questions could also be shared with the interviewees ahead of time at their request.

Group 1: WFP Staff

Sub-question 1.1: Alignment with Government Plans, Strategies, and Priorities

How did WFP ensure that its interventions aligned with Tunisia's government policies on school feeding, women's economic empowerment, and climate change?

Were there any adjustments made to WFP's approach in response to government policy changes?

How did WFP coordinate with national institutions to align its interventions with high-level development commitments?

Sub-question 1.2: Responsiveness to Local Context and Gender Needs

What steps were taken to ensure that Activity One and Two were designed to meet the evolving needs of different gender groups?

How did WFP incorporate gender-sensitive and inclusive approaches in programme design?

Were there specific adjustments made to respond to the needs of marginalized or underrepresented groups?

Sub-question 2.1: Leveraging Policy Commitments and Partnerships

How has WFP leveraged national policy commitments to strengthen the impact of Activity One and Two?

What partnerships have been the most beneficial in advancing WFP's objectives?

Were there any gaps in policy alignment that posed challenges to implementation?

Sub-question 2.2: Synergies Among Activities and Actors

How have Activity One and Two complemented each other in areas such as school feeding, women's empowerment, and climate change adaptation?

What are the main areas of coordination between WFP and other actors in these sectors?

Were there missed opportunities to create stronger synergies?

Sub-question 3.1: Capacity Building within the NSMP Ecosystem

How has WFP contributed to strengthening the capacity of the NSMP ecosystem, including OOESCO, school stakeholders, and smallholder farmers?

What challenges have been encountered in strengthening the institutional capacity to respond to climate change and shocks?

How has capacity-building support translated into improved programme implementation?

Sub-question 3.2: Strengthening the Regulatory Framework and Nutrition Outcomes

What steps has WFP taken to support regulatory improvements for the NSMP?

What progress has been made in improving access to nutritious meals through WFP's interventions?

Have there been any noticeable differences in impact across gender or geographic locations?

Sub-question 3.3: Linkages Between Smallholder Farmers and School Canteens

What strategies have been implemented to establish sustainable linkages between local farmers and school feeding programmes?

What challenges have farmers faced in integrating into the school feeding supply chain?

How has WFP supported the Ministry of Education in developing these linkages?

Sub-question 4.1: Efficiency of Activity Delivery

Have Activities One and Two been delivered on time and at the expected quality?

What operational challenges have affected the efficiency of WFP's support?

How has WFP addressed delays or gaps in service delivery?

Sub-question 4.2: Capacity Strengthening of OOESCO

Is WFP's approach to capacity strengthening effectively helping OOESCO implement NSMP?

What improvements could be made to enhance efficiency in capacity-building efforts?

How does WFP ensure that capacity-building efforts translate into long-term sustainability?

Sub-question 4.3: Role of Digitalization in NSMP Efficiency

What digitalization initiatives have been introduced to improve NSMP efficiency?

How have these initiatives enhanced programme monitoring, accountability, or resource management?

What further innovations could improve NSMP operations?

Sub-question 5.1: Contribution to National Institutional Capacity

What has been the overall impact of WFP's capacity-strengthening efforts on targeted national institutions?

What additional support do national institutions require to implement school meals and climate response programmes?

Have there been any unintended positive or negative consequences?

Sub-question 5.2: Effects on Well-being, Human Rights, and Gender Equality

How has WFP's support influenced the well-being of beneficiaries, particularly in gender equality and human rights?

Have there been unintended outcomes, whether positive or negative?

What additional measures could WFP implement to enhance its impact in these areas?

Sub-question 6.1: Sustainability of WFP's Support

How likely is it that WFP's interventions will continue delivering benefits beyond WFP's involvement?

What structures are in place to ensure sustainability?

What challenges could affect the long-term sustainability of the interventions?

Sub-question 6.2: Contextual Factors Influencing Sustainability

What external factors (economic, political, environmental) might impact the sustainability of results?

How has WFP prepared for potential negative influences?

What additional actions could strengthen sustainability?

Sub-question 6.3: Sustainability of Economic and Resilience Benefits

How likely is it that economic opportunities created by Activity One (JP-RWEE) will continue after WFP's exit?

What mechanisms have been put in place to sustain income-generation and resilience efforts?

What further support is needed to ensure long-term economic viability?

Group 2: Beneficiaries, including Female Agro-Entrepreneurs

Sub-question 1.2: Responsiveness to Local Context and Gender Needs

How well do WFP's programmes address the specific challenges faced by women in agriculture and agribusiness?

Have you seen any changes in the way women agro-entrepreneurs are supported over time?

What additional support would help women entrepreneurs grow their businesses?

Sub-question 2.2: Synergies Among Activities and Actors

Have you been able to benefit from connections between WFP activities, such as school feeding and women's empowerment programmes?

Are there partnerships (with cooperatives, markets, or institutions) that have helped your business?

Do you see any ways that WFP's programmes could better connect different stakeholders to improve support for agro-entrepreneurs?

Sub-question 3.1: Capacity Building

Has WFP or its partners provided you with training or support to improve your farming or business skills?

What kind of training or resources would help you the most in improving your business?

Have these skills helped you increase your income or improve your business in a lasting way?

Sub-question 3.3: Linkages Between Smallholder Farmers and School Canteens

Have you been able to sell your products to school canteens through WFP's programmes?

What challenges have you faced in supplying food to school feeding programmes?

What could be done to make it easier for local female farmers to sell their products to schools?

Sub-question 4.1: Efficiency of Activity Delivery

Have you received support from WFP on time and at the expected quality?

What challenges have you faced in accessing WFP's support?

If there were any delays or gaps in support, how were they addressed?

Sub-question 5.2: Effects on Well-being, Human Rights, and Gender Equality

Has WFP's support helped improve your income, business opportunities, or economic independence?

Have you noticed any changes in how women in your community are viewed or treated as a result of this programme?

What additional support could help women agro-entrepreneurs achieve greater success and equality?

Sub-question 6.1: Sustainability of WFP's Support

Do you think the benefits you've received from WFP's programmes will continue after WFP leaves?

What challenges do you see in keeping your business or cooperative running in the long term?

What additional support is needed to ensure long-term success for women agro-entrepreneurs?

Group 3: Beneficiaries - Schools/Children

Sub-question 1.2: Responsiveness to Local Context and Gender Needs

How has the school feeding programme changed your meals at school?

Do all children in your school have equal access to the food provided?

What kinds of meals would you like to see more of at school?

Sub-question 2.2: Synergies Among Activities and Actors

Do you know where the food in your school meals comes from?

Have you or your family benefited from any other programmes connected to school feeding, such as gardening or nutrition education?

What do you think could be done to make school meals better?

Sub-question 3.2: Strengthening Nutrition Outcomes

Have you noticed any changes in your school meals over time?

Do you feel that school meals help you concentrate and feel better during the day?

Are there times when there isn't enough food, or when the meals don't meet your needs?

Sub-question 3.3: Linkages Between Smallholder Farmers and School Canteens

Do you know if local farmers help provide food for your school meals?

Have you or your family participated in any activities related to farming or nutrition through school?

How do you think your school could improve the meals you receive?

Sub-question 4.1: Efficiency of Activity Delivery

Do you always receive your school meals on time?

Have there been times when meals were delayed or not available? If so, what happened?

What could be done to make sure all children receive meals regularly?

Sub-question 5.2: Effects on Well-being, Human Rights, and Gender Equality

How do school meals help you and your classmates?

Have school meals helped girls and boys in your school in different ways?

What else could be done to make sure all children get the food they need to grow and learn?

Sub-question 6.1: Sustainability of WFP's Support

Do you think the school feeding programme will continue even if WFP is no longer supporting it?

What would happen if the school meals stopped? How would that affect you and your classmates?

What could be done to make sure all students continue receiving meals at school in the future?

For Cooperating Partners (INGOs, NGOs, UN Agencies)

Sub-question 1.1: Alignment with Government Plans, Strategies, and Priorities

How do you align your interventions with Tunisia's national policies on school feeding, women's economic empowerment, and climate resilience?

Have there been any challenges in ensuring your programmes remain in line with evolving government strategies?

How would you describe the level of coordination between international partners, including WFP, and national institutions in advancing these priorities?

Sub-question 1.2: Responsiveness to Local Context and Gender Needs

What are the most pressing challenges women agro-entrepreneurs face in Tunisia today?

How have you adapted your programmes to address the specific needs of different gender groups?

What strategies have you found most effective in reaching marginalized or underrepresented women?

How do cultural and societal norms influence the participation of women in economic activities?

Sub-question 2.1: Leveraging Policy Commitments and Partnerships

How do you leverage national policy commitments to support women's economic empowerment and resilience-building?

What partnerships have been the most effective in enhancing the impact of your work?

Are there any gaps in policy or regulatory frameworks that hinder women's access to economic opportunities?

How does coordination among INGOs, NGOs, and UN agencies influence the effectiveness of gender-focused initiatives?

Sub-question 2.2: Synergies Among Activities and Actors

How do you collaborate with other organizations, including WFP, to support women's economic empowerment and school feeding initiatives?

What are some best practices or successful models of coordination you have experienced?

Are there any challenges or missed opportunities in fostering stronger synergies between different actors?

How could cooperation among INGOs, NGOs, and UN agencies be improved to maximize impact?

Sub-question 3.1: Capacity Building within the NSMP Ecosystem

What capacity-building initiatives have you been involved in to support women agro-entrepreneurs or school feeding programmes?

What are the biggest barriers to improving the skills and knowledge of women in agribusiness?

How do you ensure that training and capacity-strengthening activities lead to long-term benefits?

Have you observed any shifts in local capacity to manage and sustain economic empowerment initiatives?

Sub-question 3.2: Strengthening the Regulatory Framework and Nutrition Outcomes

What regulatory or institutional barriers impact the success of smallholder farmers, particularly women, in entering formal markets?

How does access to nutritious food in schools vary across different regions or communities?

What role do you see for international organizations in improving nutrition-related policies and practices?

What additional steps could be taken to ensure more sustainable improvements in nutrition and food security?

Sub-question 3.3: Linkages Between Smallholder Farmers and School Canteens

What are the biggest challenges smallholder farmers, especially women, face in accessing institutional markets like school feeding programmes?

What strategies have been successful in linking local producers to larger buyers, including schools?

How do procurement policies impact the ability of women agro-entrepreneurs to participate in supply chains?

What additional support is needed to strengthen market linkages for small-scale producers?

Sub-question 4.1: Efficiency of Activity Delivery

From your experience, what operational challenges exist in delivering support to women agro-entrepreneurs or school feeding programmes?

How do logistical, financial, or regulatory hurdles impact the timely implementation of activities?

What strategies have been most effective in overcoming these challenges?

Sub-question 4.2: Capacity Strengthening of OOESCO

What role do you play in supporting national or local institutions like OOESCO?

How can capacity-building initiatives be made more sustainable and impactful?

What gaps still exist in ensuring institutions have the skills and resources to independently manage school feeding and economic empowerment initiatives?

Sub-question 4.3: Role of Digitalization in NSMP Efficiency

How have digital solutions been used to improve the efficiency of school feeding or economic empowerment programmes?

What challenges exist in implementing digital tools in rural or underserved areas?

What innovations could further enhance transparency, accountability, or resource management in these programmes?

Sub-question 5.1: Contribution to National Institutional Capacity

What institutional weaknesses need to be addressed to improve programme implementation in school feeding or women's empowerment?

How do you see the role of INGOs, NGOs, and UN agencies in strengthening national institutional capacity?

What additional forms of support or investment are required to ensure institutions can sustain these initiatives?

Sub-question 5.2: Effects on Well-being, Human Rights, and Gender Equality

How have programmes like JP-RWEE contributed to improving gender equality in the communities where you work?

What are the key barriers preventing women from fully benefiting from economic empowerment initiatives?

Have you observed any unintended consequences—positive or negative—arising from gender-focused programmes?

What additional measures should be taken to promote gender equality and human rights in economic development initiatives?

Sub-question 6.1: Sustainability of WFP's Support

What factors determine whether women's economic empowerment initiatives will be sustained beyond external support?

What challenges could affect the long-term sustainability of interventions like JP-RWEE?

What role can cooperating partners play in ensuring sustainability beyond WFP's engagement?

Sub-question 6.2: Contextual Factors Influencing Sustainability

What economic, political, or environmental factors could impact the sustainability of women's economic empowerment and school feeding programmes?

How have international organizations adapted their programmes to mitigate risks to sustainability?

What additional actions could be taken to ensure long-term success?

Sub-question 6.3: Sustainability of Economic and Resilience Benefits

What mechanisms have been put in place to sustain income-generation and resilience efforts for women agro-entrepreneurs?

What are the biggest risks to ensuring long-term economic viability for women-led businesses?

What additional support or policy changes would strengthen economic opportunities for women beyond donor-funded initiatives?

Group 4: Government Officials

Sub-question 1.1: Alignment with Government Plans, Strategies, and Priorities

How do WFP's interventions align with Tunisia's national priorities on school feeding, women's economic empowerment, and climate resilience?

What are the main challenges in ensuring that international assistance aligns with national strategies?

How does your institution coordinate with WFP and other partners to implement policies effectively?

Have there been any recent policy changes that required adjustments in collaboration with WFP?

Sub-question 1.2: Responsiveness to Local Context and Gender Needs

What are the key gender-related challenges in implementing school feeding and women's economic empowerment programmes?

How have you worked with WFP to ensure that these programs respond to the evolving needs of women, particularly agro-entrepreneurs?

What additional support is needed to ensure policies and interventions are inclusive and gender-sensitive?

How can collaboration with WFP be improved to better address the needs of marginalized groups?

Sub-question 2.1: Leveraging Policy Commitments and Partnerships

How does your institution leverage national policy commitments to advance school feeding and economic empowerment programs?

What role has WFP played in supporting policy implementation in these areas?

Are there any gaps in national policies or regulations that create challenges in program implementation?

How effective are the partnerships between government agencies, WFP, and other actors in addressing these policy gaps?

Sub-question 2.2: Synergies Among Activities and Actors

How does your institution coordinate efforts with WFP and other partners to ensure synergy in school feeding, women's empowerment, and climate adaptation programs?

What challenges have been encountered in aligning government-led initiatives with WFP activities?

Have there been any missed opportunities where stronger collaboration with WFP could have improved program effectiveness?

What best practices have emerged from joint efforts with WFP that could be replicated or scaled up?

Sub-question 3.1: Capacity Building within the NSMP Ecosystem

How has WFP contributed to strengthening the capacity of national institutions involved in school feeding and women's economic empowerment?

What are the biggest capacity gaps that still exist in your institution or within local implementing bodies?

What additional technical support, training, or resources are needed to enhance institutional capacity?

How can WFP's capacity-building efforts be better aligned with long-term national development goals?

Sub-question 3.2: Strengthening the Regulatory Framework and Nutrition Outcomes

What challenges exist in improving the regulatory framework for school feeding and women's economic empowerment?

How does WFP support the government in improving access to nutritious meals in schools?

Have there been any recent policy reforms or initiatives aimed at strengthening school feeding and nutrition?

What additional policy changes or regulatory support would help enhance the sustainability of these programs?

Sub-question 3.3: Linkages Between Smallholder Farmers and School Canteens

What strategies have been implemented to link smallholder farmers, particularly women, to the school feeding supply chain?

What challenges exist in integrating local farmers into public procurement processes?

How has WFP supported the government in establishing sustainable market linkages for smallholder farmers?

What policy or program adjustments could help strengthen these linkages in the future?

Sub-question 4.1: Efficiency of Activity Delivery

From your perspective, how efficient have WFP-supported activities been in delivering services on time and at the expected quality?

What operational challenges (logistical, financial, regulatory) have affected the efficiency of school feeding and economic empowerment programs?

How have WFP and the government worked together to address delays or inefficiencies in service delivery?

What improvements could be made to enhance the efficiency of joint program implementation?

Sub-question 4.2: Capacity Strengthening of OOESCO

How effective has WFP's approach been in strengthening OOESCO's capacity to implement the National School Meals Program?

What are the key challenges OOESCO faces in managing and sustaining school feeding initiatives?

What additional support would help OOESCO improve its effectiveness and long-term sustainability?

How can collaboration between WFP and national institutions be improved to strengthen school feeding management?

Sub-question 4.3: Role of Digitalization in NSMP Efficiency

What digital solutions have been introduced to improve the efficiency of the school feeding program?

How has digitalization helped in monitoring, accountability, or resource management within school feeding initiatives?

What challenges exist in implementing digital tools at the national or local level?

What further innovations could enhance program efficiency and oversight?

Sub-question 5.1: Contribution to National Institutional Capacity

How has WFP's capacity-strengthening support influenced the ability of national institutions to manage school feeding and women's economic empowerment programs?

What additional technical or financial support is needed for national institutions to take full ownership of these programs?

Have there been any unintended positive or negative consequences of capacity-strengthening efforts?

How can WFP's role be better adapted to support long-term national institutional development?

Sub-question 5.2: Effects on Well-being, Human Rights, and Gender Equality

How have school feeding and women's economic empowerment initiatives contributed to broader social and economic well-being?

What challenges remain in ensuring gender equality and human rights are fully integrated into these programs?

Have there been unintended positive or negative outcomes arising from these initiatives?

What additional measures could strengthen the impact of these programs on gender equality and social inclusion?

Sub-question 6.1: Sustainability of WFP's Support

What steps have been taken to ensure the sustainability of school feeding and women's empowerment initiatives beyond WFP's involvement?

What challenges could affect the long-term sustainability of these programs?

How can WFP support the transition towards full government ownership of these interventions?

What lessons have been learned from past sustainability efforts that should guide future strategies?

Sub-question 6.2: Contextual Factors Influencing Sustainability

What economic, political, or environmental factors could impact the long-term sustainability of school feeding and women's economic empowerment programs?

How have national institutions prepared for potential risks to program sustainability?

What role do external partners like WFP play in mitigating risks to sustainability?

What additional policies or strategies could help strengthen the resilience of these programs?

Sub-question 6.3: Sustainability of Economic and Resilience Benefits

How can economic opportunities created through programmes like JP-RWEE be sustained in the long term?

What mechanisms have been put in place to support income-generation and resilience-building for women agro-entrepreneurs?

What further government-led actions are needed to support women's economic participation beyond donor-funded programs?

How can public-private partnerships be leveraged to ensure long-term economic viability for women agro-entrepreneurs?

FOCUS GROUPS - PRELIMINARY DISCUSSION GUIDE

Preparatory info and tasks

The discussion groups will comprise between 8 and 10 participants. Group discussions should last between 1h and 1h30mn.

Participants: Identify 3-5 key people from staff, implementation actors and, if feasible, from forcibly displaced and stateless people and local communities (10-15 people - including subcategories and populations [max 12, so selectivity important]). Care will be taken to ensure that all groups of participants are comfortable with one another, and if not, separate discussions will be organised.

Tool: Prepare tools for FGDs (qualitative 'listening approach' - using their words, their understanding, include personal testimony: current situation; future intentions/prospects; feedback on assistance linked to WFP activity (or in general); general advice to actors in this area; any other thoughts

Local guide/s: Identify local guide / consultant / key informant

Visit: Visit and collect data, input into tool

Observation: Add any personal observations / impressions (optional)

Participants in the FGD will receive travel expenses and/or logistical support during the discussions.

The focus group discussion guiding questions below are general, but the facilitator could expand on them during the discussions.

Identification

Date of interview	
Interviewer	
Location	

Briefing for FGD participants

My name is _____, and I work as an independent consultant. We have been contracted by WFP to conduct an external evaluation of WFP school feeding and livelihoods activities. This evaluation will help inform WFP's next multi-year strategy and also aims to deepen the collective approach to this work.

The **aim of this discussion is to** gather information from you to exchange views on the relevance and quality of the assistance provided by WFP and how this could be improved.

Confidentiality: This interview is entirely confidential and your names will not be used in any transcriptions of the recordings. Quotes will not be attributed to any individual or group. If you would prefer us not to use quotes from this discussion, please let us know.

Duration: This discussion should last between 1h and 1h30. If you don't have a lot of time, let me know and I'll make sure I focus on the most important issues.

What's more, it doesn't matter if you don't know the answer to a question or prefer not to answer.

Opportunity to ask questions: Do you have any questions before we start?

Introduction

Please give a brief introduction of yourself, including your background, your role in the organisation / project / community and how it relates to WFP assistance in your region or community.

Explore: What specific interactions or activities have you had with activities carried out or supported by WFP and its partners (possibly name the partners)? Have you received assistance for yourself or your household?

Guiding questions

To what extent has WFP accurately identified the needs?
How has WFP identified / defined your needs and priorities? Did it meet your needs?
What are the key factors driving WFP's decision-making and what are the trade-offs involved in prioritising interventions?
Has the WFP's response been adapted to meet changing needs, and in what way?
What have been the results (intended and unintended) in the areas of assistance (non-emergency response)?
To what extent has the WFP responded to your specific needs (in terms of assistance, specific protection needs or solutions)? How have the WFP's results affected you? could you be more specific? (Positive or negative, intended or unintended) Were the sustainable solutions adapted to the context? Could you provide some examples?
To what extent have climate change effects and environmental considerations and been included in WFP Tunisia strategy and interventions?
To what extent have WFP operations enabled you to adapt to climate change and environmental challenges? Could you provide some examples? What else could have been put in place?

End of the FGD

We have come to the end of the FGD. Is there anything else you would like to add that might be relevant to this evaluation and that has not yet been discussed?

FIELD OBSERVATION TOOL

The evaluators will apply a Field Observation Tool during the visits to project sites, such as schools or livelihoods assets, to ensure consistency and allow comparison across different sites (see below).

WFP activity:		
Location:		
Date:		
ET participant(s):		
1.	Describe what was shown to you related to this activity	Start of the intervention: Stakeholders present: Process(es): Equipment/infrastructure(s):
2.	Describe the dynamics: did you see beneficiaries receiving WFP assistance?	No Yes: If yes, describe:
3	Number of beneficiaries (approximately)	
4	Beneficiary diversity	Age range: Gender: Visible disability: Ethnicity (if possible): Other (e.g., IDP/refugee, smallholder farmer, school children):
5	Describe the general atmosphere during the visit (e.g. well organised/poorly organised, calm/anxious, etc.)	
6	Visible infrastructure, asset or hardware: comment on appropriateness (adequate, inadequate, etc.)	Locale/spacing:

		Accessibility of site for disabled persons for women and girls: Accessibility of site for disabled persons: Accessibility of site for beneficiaries from where they reside: Protection, community feedback mechanism setup: Exposure to environment/weather: Equipment/infrastructure/materials: Sustainability measures:
7	Positives: what are the main <i>positive</i> take-aways from the visit?	
8	Concerns: what are the main <i>challenges</i> observed during the visit? Including any potential protection concerns and if yes, for whom and were they appropriately addressed?	
9	Other ET comments / observations	
0	Any feedback from stakeholders	

Annex VI. Evaluation field mission schedule

See **Annexes II and III** for some of the detail of the country visit, which is mainly structured by the case studies.

Annex VII. Findings, Conclusions and Recommendations

Recommendation	Conclusions	Findings
Recommendation	Conclusions	Findings
Recommendation 1: Establish a Structured and Inclusive Transition Plan with Clear Successor Roles and Resource Mapping at an Early Point in Time	Conclusion 3: Sustainability risks due to limited planning and successor frameworks and missed institutional opportunities Conclusion 6: Delays and institutional uncertainty linked to WFP's exit Conclusion 7: Exit risks require formal successor structures and alignment with broader systems	8: Staff turnover linked to unclear exit 11: Capacity building without successor mechanisms 13: Need for asset handover plans 15: Future of JP-RWEE post-WFP
Recommendation 2: Prepare for Program Exit Early by Mapping Assets, Successors, and Linkages to Broader Donor Programming	Conclusion 6: Delays and risk gaps reduced delivery efficiency Conclusion 7: Exit risks require proactive planning and alignment	8: Staff turnover linked to unclear exit 11: Capacity building without successor mechanisms 13: Need for asset handover plans 15: Future of JP-RWEE post-WFP
Recommendation 3: Embed Risk and Dependency Analysis into Early Programme Design to Prevent Operational Bottlenecks	Conclusion 1: Delays affected realization of benefits Conclusion 5: Enabling environment weak for women's groups Conclusion 6: Lack of field-level risk mitigation	1: (Alignment with national priorities) 2: (Alignment to local context and needs) 4: (Internal coherence between school meals provision and local agricultural production) 7: (Linkages between activity 1 and 2) 8: (Timeliness - delay in implementation of various activities) 11: (Operational challenges to institutional effects of capacity strengthening) 13: (Potential for sustainability of OOECSO-led operations) 14: Infrastructure constraints—e.g. internet access
Recommendation 4: Develop Participatory, Gender-Sensitive Investment Feasibility Plans for OPAs	Conclusion 1: Potential benefits not fully realized Conclusion 3: Weak enabling environment and procurement framework Conclusion 5: Institutional barriers prevent full women's economic empowerment	4: Internal coherence between school meals and local agriculture 11: Lack of legal/policy structures for scaling procurement 13: OPA viability risks and operational fragility

Recommendation	Conclusions	Findings
Recommendation 5: Communicate Exit and Transition Plans Clearly and Early to All WFP and Partner Stakeholders	Conclusion 6: Lack of coordination affected handover readiness Conclusion 7: Delayed exit communication created operational risks	8: Staff turnover due to unclear exit 13: Institutional planning gaps for transition 15: JP-RWEE post-WFP uncertainty
Recommendation 6: Disseminate Tunisia's School Meals Experience Through Global Platforms such as SABER and South-South Cooperation Mechanisms	Conclusion 1: High relevance of school meals design Conclusion 2: OOESCO-led practices demonstrate embedded capacity	1: Alignment with national priorities 5: OOESCO's operational capacity strengthened 12: Outcomes for school personnel and local actors
Recommendation 7: Conduct a Joint Capacity and Interest Mapping of Government Entities to Expand Strategic Engagement	Conclusion 2: Future institutionalisation requires broader ownership Conclusion 3: Limited engagement outside MoE Conclusion 5: Need for wider enabling environment	3: National partnerships were limited 9: Capacity gaps in planning and staffing 11: Lack of regulatory framework for local sourcing 13: Institutional sustainability gaps without multistakeholder involvement 14: External risks like drought, insecure land

Annex VIII. Key Informants Overview

Stakeholders interviewed

Organization	Number of Informants
WFP (incl. consultants)	21
UTAP	2
ILO	2
BCR	2
FAO	5
UN Women	2
IFAD	2
INNTA	3
Min Environment	1
Min of Education	1
OOESCO	5
CRDA (Regional Commissariat for Agricultural)	3
CRDA Jendouba, Unité de financement et encouragement (Gov)	2
CRDA Kairouan, Unité de la femme rurale (Gov)	2
CRDA Kairouan, Unité de financement et encouragement (Gov)	2
Ecole Zaghouan	3
Ecole Tunis	3
EU	1
Grand Total	62

FGDs participants				
Location	SO	Number of women	Number of men	Total number
Kairouan GDAs	1	20	0	24
Jendouba GDAs	4	30	3	33
Total FGD participants				57

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Annex X. Acronyms and abbreviations

AAP	Accountability to Affected Populations
ACR	Annual Country Report
AFMT	Training Agency for Tourism Professions
AICS	Italian Agency for Development Cooperation
ALNAP	Active Learning Network for Accountability and Performance
BR	Budget Revisions
CO	Country Office
CRDA	Regional Agricultural Development Commission
CSP	Country Strategic Plan
DE	Decentralized Evaluation
DEQAS	Decentralized Evaluation Quality Assurance System
EU	European Union
FGD	Focus Group Discussion
FNG	Fill the Nutrient Gap
GAM	Gender Age Marker
GDP	Gross Domestic Product
HQ	WFP Headquarters
INNTA	Institute of Nutrition and Food Technology
IR	Inception Report
JP-RWEE	Joint Project Accelerating Progress towards the Economic Empowerment of Rural Women
KII	Key Informant Interview
M&E	Monitoring and Evaluation
MENA	Middle East and Northern Africa
MFWCE	Ministry of Family, Women, Children, and the Elderly
MoA	Ministry of Agriculture

MoE	Ministry of Education / Ministry of Environment (Both used)
MoSA	Ministry of Social Affairs
MPTF	Multiparter Trust Fund
mVAM	Remote Food Security and Vulnerability Survey
NBP	Needs Based Plan
NGO	Non-Government Organisation
NSMP	National School Meals Programme
OECD/DAC	Organisation for Economic Co-operation and Development's Development Assistance Committee
ONAGRI	National Observatory of Agriculture
OOESCO	School Works Office
PCB	Pole of Competitiveness of Bizerte
PLHIV	people living with HIV/AIDS
PROFITS	Territorial Development Pathways Promotion Project
QA	Quality Assurance
RBC	WFP Regional Bureau for the Middle East and Northern Africa (in Cairo)
SABER	Systems Approach for Better Education Results
SBCC	Social and Behavioural Change Communication
SDG	Sustainable Development Goal
ToC	Theory of Change
ToR	Terms of Reference
TPAD	Technical and Practical Assistance to Development
TRC	Tunisian Red Crescent
UN	United Nations
UNEG	United National Evaluation Group
UNICEF	United Nations Children's Fund
UNOPS	United Nations Office for Project Services
UNSDCF	United Nations Sustainable Development Cooperation Framework
UTSS	Union for Social Solidarity

VAM	Vulnerability Assessment Method
WFP	World Food Programme

Annex XI. Theory of change

The Theory of Change (ToC) provides a framework that has been applied to guide the methodological design of this qualitative evaluation for the school feeding and livelihood programme. The ToC outlines the key assumptions and pathways through which the programme aims to achieve its impact, such as improving nutrition, boosting school attendance, and enhancing livelihoods. As such, it is a roadmap for the evaluation by clarifying what to evaluate, who to involve, how to track progress, and where to test assumptions. It ensures that the evaluation is aligned with the program's strategic goals and provides a structured way to capture rich, contextual insights about the program's impact and effectiveness.

The ToC has been used to define the **evaluation objectives** by identifying:

- What needs to be evaluated (e.g., outcomes such as improved school attendance, local economic development, or social cohesion).
- The underlying assumptions to be tested (e.g., "Does digitalization increase capacity?").

The ToC also structures **research questions** that focus on understanding the "how" and "why" behind the outcomes. It helps pinpoint areas where more information is needed on processes and outcomes. Key research questions based on the causal pathways and assumptions in the ToC include:

- **How** has the integration of local agricultural production affected the sustainability of school feeding?
- **Why** are some vulnerable communities showing higher school attendance as a result of the programme?
- **How** have the livelihoods of smallholder farmers and women changed due to the market linkages created through the program?

The ToC also points to the different actors involved in the program, such as farmers, schoolchildren, families, and government officials. This is used to identify the **key stakeholders** to engage during interviews, focus groups, or case studies.

Moreover, the ToC helps to identify the assumptions that link activities to outputs and outcomes (for example providing vocational training to women will improve their livelihoods and, in turn, boost local food production). The case studies can focus on **testing these assumptions** by formulating specific hypotheses exploring whether and how assumptions hold true across different contexts or regions or find alternative explanations for the observed changes (such as: Are there other factors driving improved school attendance besides the school feeding programme?). Qualitative methods such as case studies and participant observations will be used to examine whether the pathways and assumptions in the ToC are reflected in real-life contexts.

Last but not least, since the ToC outlines the **linkages between different programme components** (e.g., school feeding and livelihoods), the qualitative evaluation will explore how these components interact. For example: How have school feeding and livelihood activities reinforce each other? What has been the experience of integrating local food production with school meal programmes? This will provide a deeper understanding of the synergies and gaps within the program design.

In the ToC pictured below, four broad pathways are indicated.

- **Pathway 1:** The first revolves around the provision of physical assets to overcome structural vulnerabilities both in the agricultural production in Tunisia, and in primary education. By procuring equipment, supporting the rehabilitation of assets such as school kitchens, it is possible to empower women farmers and to enhance the attractiveness of schools for students and their families. This contributes to nutrition, education levels, and the ability of women to generate their own revenue from farming.
- **Pathway 2:** local livelihood improvements such as training and helping the organisation of women's cooperations contributes to smallholder production, while linkages to school kitchens help with educational outcomes.
- **Pathway 3:** capacity strengthening is a particularly important feature of the activities. It involves a

wide array of activities, ranging from digitalisation to field surveys and mapping of school capacities to helping attend international events. This comes in complement of a relatively well developed public service effort, leading to a country systems approach.

- **Pathway 4:** One of the more striking aspects of the WFP Tunisia work is the facility with which it has worked jointly with other UN agencies such as International Labour Organisation, International Fund for Agricultural Development, and UN Women. This contributed to leveraging country partnerships and a good level of coordination in the UN Country Team.

The Line of Sight and the Theory of Change both point to a horizontally articulated form of engagement by WFP. The activities, which are according to WFP CO staff represent 95 percent of the full portfolio, are best seen as a single line of engagement with various actors, moving towards convergent goals of country development and the SDGs.

The principal assumptions behind these pathways are identified as the following:

- **Pathway 1, Assumption 1:** School feeding activities must blend in with the initiatives launched by targeted schools, and mobilise local initiative that also balances entitlements and public sector, parent-teacher and smallholder interests. Achieving outcomes is predicated on a good local alignment.
- **Pathway 2, Assumption 2:** The long term nature of the changes required, and particular the need to synchronise the activities with agricultural cycles, require continuity on the part of WFP. It will be important that the predictability of funding and the contracting cycles of WFP give CPs and their civil society and education partners sufficient medium to long term planning horizons. The cross-cutting nature of the WFP support and its general social protection content is widely diversified, and requires strong internal coordination on the part of WFP. It will require in particular clear partner assessment, and targeting of resources, to ensure that it is able to move from outputs to outcomes.
- **Pathway 3, Assumption 3:** the WFP contribution is closely coordinated and matched by the public Ministries, so that all the activities fit within a recognizable pattern for local stakeholders, and complement their own resources. This includes in particular clear endorsement by senior Tunisian civil servants.
- **Pathway 4, Assumption 4:** the inter-agency coordination that is required in the interventions is high, due to the prevalence of other UN projects in the area, and the need for WFP to adopt a developmental approach.

To probe the pathways and to verify whether the assumptions are met without engaging in a general and necessarily superficial analysis of the activities, the evaluation will engage in case studies. These are designed to probe specific aspects, with specific partners and in specific locations, to understand the context in which the activities are implemented. The sampling (described earlier in the report) must be based on a typology that reflects the above pathways.

It should be pointed out that the ToC below reflects the five broad outcomes of WFP's Strategic Plan, but not all are being met – this is why 'meeting emergency food needs' has not been filled in; it is not relevant in Tunisia, and outside the scope of the present evaluation. It is included here to highlight the particularities of the Tunisia activities in relation to other activities WFP may be conducting in the region.

The Theory of Change contains information about the modalities of WFP's influence. Such influence is considered to be important in an evaluation of a capacity building intervention, as effects are achieved in a variety of ways, which need to be mapped. This is situated at the source of the pathways, and presents a different positioning:

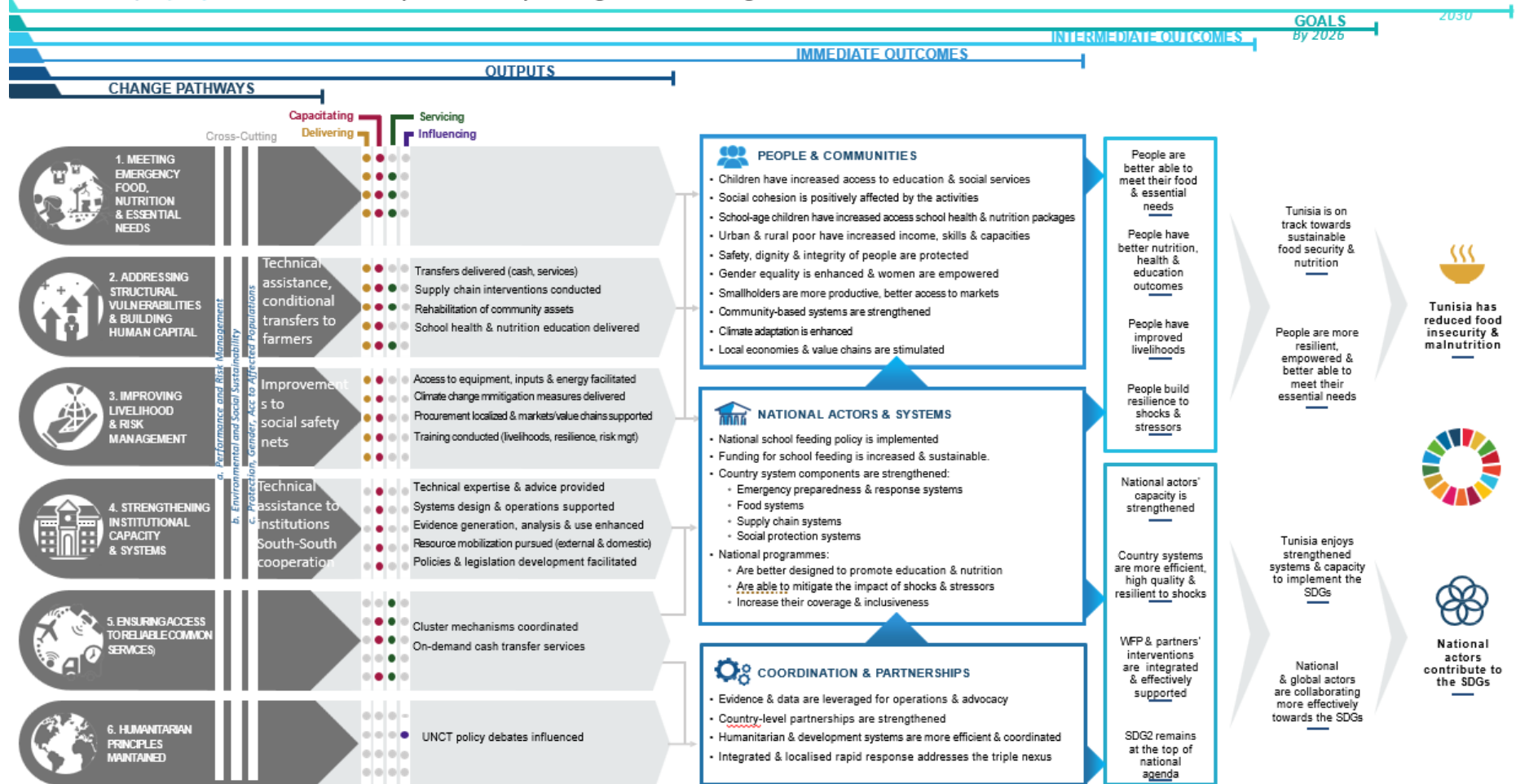
- Delivering depicts a direct material contribution by WFP (for example a computer system).
- Capacitating consists primarily in training, with no resource transfers.
- Servicing consists in supporting existing work, such as collaborating with ILO in the drafting of a proposal for a project ILO will implement.
- Influencing is an advocacy action, such as supporting the position of the Bureau d'Appui à la Femme Rurale within the MoA.

This means that the ToC should not be read in a linear manner, as it presents a meta-analysis of WFP

activities. For example it would be wrong to read "capacitating the transfers delivered" – rather the transfers are delivered both in the context of training and actual delivery.

Supply chain interventions conducted are distinct from localised procurement, as the former does not consist in actual procurement but the facilitation of procurement. Similarly, towards the right of the figure, 'national actors' capacity is strengthened' is quite different from 'WFP actions are integrated and supported'. The former relates to the strengthening of existing systems. The latter relates to the acceptance of WFP's contribution within a broader Ministry's work, such as the efforts of the Ministry of Education to ensure school feeding. Finally it should be noted that the following two categories of impact are quite distinct: "National & global actors are collaborating more effectively towards the SDGs" concerns the collaboration of international actors (donors, UN, intergovernmental bodies) with the government. "Tunisia enjoys strengthened systems & capacity to implement the SDGs" concerns the capacity of the public administration in Tunisia.

WFP Tunisia Activity 2 and 3 Theory of Change Focused on Design



Annex XII General Country Context

1. Tunisia, a middle-income North African country bordered by Algeria to the west, Libya to the southeast, and the Mediterranean Sea to the north and east, spans approximately 163,610 km² featuring coastal plains, mountains, and arid regions. Tunisia's population of around 12.4 million (2023), is concentrated in urban centres like Tunis, Sfax, and Sousse.^{80,81}

2. In 2020, Tunisia ranked 95th of 189 countries in the Human Development Index and 102nd of 173 countries in the Human Capital Index. The service sector is the largest contributor to the Gross Domestic Product (GDP), at 64 percent, with industry accounting for 26 percent and agriculture for 10 percent. Tunisia has one of the highest unemployment rates within the Middle East and Central Asia region, reaching 15.6 percent of the second quarter of 2023.⁸²

3. Since the 2011 Jasmine Revolution, Tunisia's political landscape has been characterized by multiple transitions, with frequent government changes impacting legislative and social stability.⁸³ Since then, Tunisia has had 13 governments and is suffering from perceptible social tension and slow economic recovery due to ongoing structural challenges and an economy that is highly dependent on external revenue sources.⁸⁴ The shift to a presidential system in 2021 has compounded challenges within governance structures.^{85,86}

4. According to the World Bank's Economic Monitor, Tunisia's economic recovery has slowed significantly in recent years. The country's GDP growth rate decreased to 1.2 percent in 2023, half the rate of 2022 and a quarter of the 2021 rate. This slowdown is attributed to persistent drought, external financing challenges, and regulatory barriers to growth.⁸⁷

5. The inflation rate in Tunisia stood at 6.2 percent in December 2024, the lowest since September 2021, as reported by the National Institute of Statistics – Tunisia.⁸⁸ While this represents a decrease from previous months, it remains a concern for the economy, particularly affecting low-income households.⁸⁹ Tunisia's current account balance has shown some improvement. According to the European Bank for Reconstruction



Source: [Oneworld map](#)

⁸⁰ WFP Tunisia Country Strategic Plan (2022–2025)

⁸¹ Tunisia Population (2024) - Worldometer ([worldometers.info](#))

⁸² Human Development Report 2020

⁸³ IMF, Tunisia Country Overview and Economic Indicators

⁸⁴ WFP, Tunisia Country Strategic Plan (2022–2025)

⁸⁵ FAO, Tunisia Agricultural Outlook.

⁸⁶ WFP, Tunisia Country Strategic Plan (2022–2025)

⁸⁷ <https://www.worldbank.org/en/news/press-release/2024/11/12/new-world-bank-report-tunisia-s-economic-growth-and-prospects-for-its-tax-system>

⁸⁸ <https://carnegieendowment.org/research/2024/10/tunisias-economy-in-the-eye-of-the-storm?lang=en¢er=middle-east>

⁸⁹ <https://tradingeconomics.com/tunisia/inflation-cpi>

and Development (EBRD), in December 2022, the current account deficit accounted for 8.6 percent of the country's Nominal GDP. However, it is projected to narrow to 5.8 percent of GDP in 2023, supported by improvements in tourism, remittances and the trade balance.⁹⁰ The country's economic performance continues to face challenges. As stated by the World Bank, as of the first half of 2023, Tunisia's GDP experienced a modest growth rate of 0.6 percent compared to the same period in 2022. While this indicates some recovery from the impact of the COVID-19 pandemic, it still reflects ongoing vulnerabilities and external dependencies.⁹¹ Looking ahead, the World Bank forecasts Tunisia's GDP growth to reach 3 percent in 2024, but this projection is subject to risks related to drought conditions, financing conditions, and the pace of reforms. The country's economic recovery remains fragile, with its GDP per capita still 4.7 percent below the pre-pandemic level as of 2023.^{92,93}

6. Tunisia reaffirmed its commitment to the Sustainable Development Goals (SDGs) through the 2021 Voluntary National Report, aligning national priorities with the United Nations Sustainable Development Cooperation Framework (UNSDCF) 2021-2025.⁹⁴ Emphasizing inequality reduction, climate resilience, and food security, the UNSDCF supports Tunisia's sustainable development agenda through partnerships with WFP, the World Bank, and UNHCR, aiming for longer-term resilience and poverty alleviation.^{95,96,97}

General Food Security Data

7. Progress on SDG 2 targets indicate that Tunisia has a low level of hunger, ranking 23rd of 107 countries in the 2020 Global Hunger Index. Still, the stagnant economy that suffered a dramatic contraction during COVID-19, the high unemployment rates and regional disparities and the high dependence on cereal imports could compromise the access of a significant portion of the population to a healthy and nutritious diet.⁹⁸ Tunisia imports approximately 77 percent of its cereals, with 60 percent coming from external sources, including Ukraine and Russia.⁹⁹ This makes the country highly vulnerable to external price shocks, which exacerbate food insecurity.¹⁰⁰

8. About 25 percent of Tunisians were in a state of moderate to severe food insecurity during 2018-20, compared to 18 percent during 2014-16 with the poorest households spend 58 percent of their expenditure on food in 2023, with rural women informally working in agriculture being most severely affected.

Climate Change

9. The drought that has persisted for five consecutive years has reduced domestic agricultural production and placed further pressure on food availability and cost stability. Staple crops like wheat and olive oil have been particularly affected, worsening food access for low-income households, especially in rural regions such as Kairouan and Jendouba.¹⁰¹

10. Rising food prices also intensify food insecurity. Many rural families allocate over half their household income to food purchases, creating vulnerability as food costs continue to rise. In the first half of 2023, vegetable prices increased by more than 70 percent, with similar trends for meat products.¹⁰² Food scarcity and rising prices have led nearly a third of Tunisian households to adopt crisis-level coping mechanisms, such as reducing meal sizes or purchasing less nutritious food, with these strategies especially common among families already receiving government subsidies.¹⁰³

11. The agricultural sector, which accounts for 10 percent of Tunisia's GDP and employs about 14 percent

⁹⁰ <https://www.ebrd.com/documents/oce/transition-report-202324-tunisia-pdf.pdf>

⁹¹ <https://www.worldbank.org/en/news/press-release/2023/11/06/tunisia-s-economic-recovery-slows-down-amid-the-drought>

⁹² <https://www.worldbank.org/en/news/press-release/2023/11/06/tunisia-s-economic-recovery-slows-down-amid-the-drought>

⁹³ <https://www.worldbank.org/en/country/tunisia/overview>

⁹⁴ [United Nations Development Programme. Voluntary National Review 2021 - Tunisia](#)

⁹⁵ [United Nations High Commissioner for Refugees. Tunisia: Refugees and Asylum Seekers](#)

⁹⁶ [World Food Programme. Tunisia Country Strategic Plan \(2022-2025\)](#)

⁹⁷ [World Bank. Tunisia Emergency Food Security Response Project](#)

⁹⁸ [World Food Programme. Tunisia Country Strategic Plan \(2022-2025\).](#)

⁹⁹ Ibid

¹⁰⁰ [World Bank. Tunisia Emergency Food Security Response Project](#)

¹⁰¹ Ibid

¹⁰² [International Monetary Fund. Tunisia Country Overview and Economic Indicators](#)

¹⁰³ Ibid

of the workforce, is particularly susceptible to climate change impacts.¹⁰⁴ Climate projections indicate potential decreases in cereal production by 40 percent and olive production by 32 percent by 2050.¹⁰⁵ These projections align with recent experiences; for instance, in May 2023, the Tunisian government reported that the wheat harvest was expected to reach only 250,000 tons, compared to an average of 1.5 million tons annually.¹⁰⁶

12. Tunisia has faced recurring droughts, with a significant three-year drought from 2017 to 2020.¹⁰⁷ The country has also experienced a 3 percent decrease in average annual precipitation over the past three decades, exacerbating water scarcity issues.¹⁰⁸ This has led to crop failures and reduced agricultural productivity. In 2023, cereal output was estimated at 302,000 tonnes, almost 80 percent below the average, due to severe drought conditions.¹⁰⁹

13. The North-West and Centre-West regions of Tunisia, including Kairouan and Jendouba governorates, have indeed been significantly affected by climate change. The Adaptation Fund project proposal notes that the Governorate of Kairouan ranks second to last among Tunisia's 24 governorates on the Regional Development Index.¹¹⁰

14. The World Bank's Tunisia Country Climate and Development Report suggests that failure to act on climate change could result in GDP losses of up to 3.4 percent by 2030, leading to projected annual losses of around 5.6 billion dinars.¹¹¹ This economic impact is already being felt, with the agricultural sector witnessing a nine percent decline in GDP in the first six months of 2023 compared to 2022.¹¹²

15. As women in rural areas are often responsible for water collection and usage, the impacts of climate change on water resources can disproportionately affect them. Furthermore, climate change is also leading to migration and displacement, particularly in rural areas.

Education System

16. UNESCO reports that Tunisia's education system consists of nine years of basic education (six years of primary education followed by three years of lower secondary education) and four years of upper secondary education. According to the UNESCO Institute for Statistics, the 2023 enrolment rates show a pre-primary enrolment of 55.3 percent, a primary gross enrolment rate of 103.5 percent (net 92.2 percent), a secondary gross enrolment rate of 88.7 percent, and a tertiary gross enrolment rate of 32.4 percent.

17. The World Bank data from 2021 indicates that the literacy rate stands at approximately 79 percent. Tunisia allocates about 6.6 percent of its GDP to education as of 2021, one of the highest rates in the region.¹¹³ However, the system faces several challenges. OECD studies note that regional disparities persist, with urban areas outperforming rural areas in educational outcomes. UNICEF reports that while gender gaps are narrowing, they remain evident, with girls outperforming boys in primary school completion rates (94.6 percent vs. 90.4 percent). Quality concerns are significant, as PISA results from 2018 show Tunisian students scoring below OECD averages in reading, mathematics, and science.¹¹⁴

Social Protection System

18. The International Labour Organization notes that Tunisia's social protection system is relatively

¹⁰⁴ <https://carnegieendowment.org/research/2024/06/tunisia-climate-adaptation-regions-local-communities?lang=en¢er=russia-eurasia>

¹⁰⁵ <https://carnegieendowment.org/research/2024/06/tunisia-climate-adaptation-regions-local-communities?lang=en¢er=russia-eurasia>

¹⁰⁶ <https://carnegieendowment.org/research/2024/06/tunisia-climate-adaptation-regions-local-communities?lang=en¢er=russia-eurasia>

¹⁰⁷ *ibid*

¹⁰⁸ <https://theforum.erf.org.eg/2024/12/17/climate-change-a-growing-threat-to-sustainable-development-in-tunisia/>

¹⁰⁹ <https://reliefweb.int/report/tunisia/gIEWS-country-brief-tunisia-29-november-2023>

¹¹⁰ https://www.adaptation-fund.org/wp-content/uploads/2020/01/IESS-Adapt_20th_Jan_Clean.pdf

¹¹¹ <https://reliefweb.int/report/tunisia/tunisia-country-climate-and-development-report-november-2023-enar>

¹¹² <https://carnegieendowment.org/research/2024/06/tunisia-climate-adaptation-regions-local-communities?lang=en¢er=russia-eurasia>

¹¹³ *ibid*

¹¹⁴ UNICEF – AMEN Social Program Report.

advanced for the region. It comprises both contributory and non-contributory schemes. The contributory schemes include the National Pension and Social Insurance Fund (CNRPS) for public sector employees, covering approximately 0.9 million beneficiaries, and the National Social Security Fund (CNSS) for private sector workers, covering around 3.5 million beneficiaries.¹¹⁵

19. **Non-contributory schemes are also significant.** According to the International Monetary Fund (IMF), universal subsidies account for about 2.5 percent of GDP in 2023. UNICEF reports that the AMEN Social Program provides cash transfers to over 333,000 poor households and free healthcare to 623,000 low-income households. The World Food Programme (WFP) supports Tunisia's school feeding program, which reaches approximately 260,000 children in over 2,500 primary schools.¹¹⁶

20. The World Bank indicates that social protection programmes currently reach about 78 percent of Tunisia's population, with plans to achieve universal coverage by 2030.¹¹⁷

Human rights and gender

21. Tunisia has ratified key international human rights treaties, including the International Covenant on Civil and Political Rights. Still, human rights challenges persist, particularly concerning freedom of expression, minority rights, and police brutality. Tunisia has also ratified the Convention on the Rights of Persons with Disabilities and the Convention against Torture when?

22. Tunisia has been hailed for its progressive stance on women's rights, particularly since the adoption of the Code of Personal Status in 1956, which granted Tunisian women several rights related to divorce, child custody, and prohibited polygamy. The 2014 Constitution makes explicit commitments to promoting women's appointment to positions of responsibility in all sectors, working towards gender parity in all elected bodies in the country and eliminating violence against women.

23. Tunisia has also ratified the Convention on the Elimination of All Forms of Discrimination Against Women and is recognized for progressive gender policies. With women constituting over 65 percent of university graduates, Tunisia leads the Middle East and North Africa (MENA) region in women's education.¹¹⁸ Nonetheless, disparities persist in economic participation, political representation, and access to education, healthcare, and employment opportunities in rural regions like Kairouan and Jendouba.¹¹⁹ Tunisia's ranking of 128th in the 2023 Global Gender Gap Index marks a decline, reflecting continued challenges in gender equality despite legal protections;¹²⁰ its ranking in the MENA region declined from 4th to 6th place.¹²¹

24. Women have less access to equal employment opportunities than men, inside and outside of agriculture.¹²² The labour force participation of women is considerably lower than that of men (27 percent vs. 68 percent), whereas their engagement in informal agriculture is much higher than men's (97 percent vs. 86 percent).¹²³

25. As per the latest Common Country Analysis, the lack of systematically collected and disaggregated data in Tunisia means that the UN cannot include several groups in its analyses, though the general lack of disabled children in schools is highlighted. As a result, the intersectionality with gender cannot be further elaborated either.¹²⁴

Features of international assistance in the area and related work of other humanitarian/development actors

26. Other international organizations which collaborate with local partners to enhance food security and nutrition are:

¹¹⁵ International Labour Organization – Social Protection Systems in Tunisia.

¹¹⁶ International Monetary Fund (IMF) – Tunisia Economic Outlook.

¹¹⁷ World Bank Data – Literacy Rates and Education Spending in Tunisia.

¹¹⁸ [WFP. Tunisia Country Strategic Plan \(2022–2025\)](#)

¹¹⁹ [World Bank. Tunisia Emergency Food Security Response Project](#)

¹²⁰ [World Bank. Tunisia Economic and Social Context](#)

¹²¹ Global Gender Gap Report 2023, World Economic Forum

¹²² UN Women Tunisia. Strategic Note 2022-2025

¹²³ ILO (2022). ILOSTAT (ILO Database for labour statistics)

¹²⁴ United Nations Resident Coordinator Office (RCO) Tunisia, April 2020. Common Country Analysis Tunisia

United Nations Children's Fund (UNICEF):

- Nutrition Education in Mahdia: In the village of Kerker, located in the Mahdia governorate, UNICEF has implemented programs to promote healthy eating habits among children.¹²⁵
- Youth Engagement in Nabeul: Within the Nabeul governorate, UNICEF supports activities where young individuals lead efforts to promote healthy eating among their peers, utilizing creative approaches such as poetry.¹²⁶

Food and Agriculture Organization (FAO):

- Sustainable Agriculture in Kasserine: FAO is involved in projects aimed at the adaptive management and restoration of degraded Aleppo pine forests in the Kasserine region. This initiative not only focuses on reforestation but also on improving local agricultural practices to ensure sustainability.¹²⁷
- Food Security and Adaptation Priorities: FAO collaborates with Tunisian authorities to address food security and adapt agricultural practices to changing climatic conditions, with projects spanning various regions, including Kairouan.¹²⁸

EU Knowledge Centre for Global Food and Nutrition Security:

- The EU collaborates with Tunisia to promote sustainable agricultural practices and strengthen food security policies. Through the Knowledge Centre for Global Food and Nutrition Security, the EU engages in science-policy interfaces and inter-policy dialogues to support global commitments to end hunger and improve nutrition.¹²⁹ It compiles and shares data related to food and nutrition security, agricultural practices, and economic indicators.¹³⁰

¹²⁵ https://www.unicef.org/tunisia/topics/nutrition?utm_source.com

¹²⁶ https://www.unicef.org/tunisia/topics/nutrition?utm_source.com

¹²⁷ https://www.fao.org/countryprofiles/index/en/?iso3=TUN&utm_source.com

¹²⁸ https://www.fao.org/countryprofiles/index/en/?iso3=TUN&utm_source.com

¹²⁹ https://knowledge4policy.ec.europa.eu/global-food-nutrition-security/country/tunisia_en

¹³⁰ *ibid*

Annex XIII Activity table

The following table is based on the 2023 'RWEE Activités' document provided by WFP and updated with the 2024 ACR Draft Report

WFP Tunisia Activities	Actuals Achieved?
Outcome 1: Improved food security and nutrition for rural women and their households that contribute to equitable and sustainable food systems)	
Output 1.1 Increased access to resources, assets and technologies critical for climate-resilient agricultural production, food security and nutrition	
1.1.1. Provision of high-quality drought resistant, local and indigenous seeds, climate-resilient tools and technology for improved irrigation and time-savings and gazing (greenhouse, dripping system)	2,855 post-harvest equipment items distributed across 12 agro-processing projects; 840 participants supported, including 672 women
1.1.2. Select and procure tools to improve the quality and processing of agro-forestry products	Equipment supplied for processing wild forest plants (e.g., thyme, mint, eucalyptus); prioritized through CBPP process. 2885 post-harvest management equipment provided
1.1.3. Select and procure tools and assets for agro processing depending on selected farm subsidiary and sectors.	Agricultural inputs and tools provided to 761 women and 35 men
1.1.4. Develop training materials for agro processing	Training materials developed and implemented for 236 farmers. Training covered hygiene, food safety, material selection and processing methods
1.1.5. Develop modules/systems on changes in gender-based roles within the household, ensuring equitable access to and control over productive resources	Gender-transformative trainings reached 672 women via JP RWEE activities
1.1.6. Carry out sensitization on gender equitable household relations with regards to ensuring equitable access to and control over productive resources	Nutrition and behavioural study informed SBCC tools addressing gender dynamics, food distribution, food waste
Output 1.2 Enhanced skills and capacities to increase food production, food quality and local food security reserves; reduce food losses and waste; and improve household diets)	

1.2.1. Conduct intra-household nutrition survey to develop training material and Social Behavioural Change Communication (SBCC) tools/messages for improved household diets	Survey conducted in collaboration with CAWTAR to inform SBCC strategy
1.2.2. Select and procure tools and assets to improve smallholder livestock activities	Agricultural inputs and equipment provided to 796 smallholder farmers (761 women, 35 men); tools not disaggregated by type (e.g., livestock vs. crops)
1.2.3. Develop training material through field-farmer schools and extension services at regional level on field preparation, cultivation, fertilization, pest and disease control)	Trainings covered topics including pest control, fertilization, field preparation
1.2.4. Provide beneficiaries with practical in-field training to improve smallholder livestock activities	Practical agricultural training delivered through farmer field schools
1.2.5 Train beneficiaries through farmer schools and extension services at regional level on field preparation, cultivation, fertilization, pest and disease control, post-harvest losses and harvesting)	Full cycle (production to processing) training conducted under SAMS and JP RWEE
Outcome 2: Rural women's income, decent work and economic autonomy increased to secure their livelihoods and build resilience	
Output 2.1 Enhanced capacities, skills and time for entrepreneurship and access to markets and value chains	
2.1.1. Conduct beneficiary contact survey and direct consultations to select OPA and SMSA benefitting of outcome 2 activities	13 community-based participatory planning (CBPP) workshops conducted across 12 delegations, leading to selection of 30 OPAs/SMSAs
2.1.2. Initiate dialogue with national counterparts to assess the technical specification of an E-market platform for selling cooperative's local produce (WFP)	WFP began consultations with ministries and local authorities to develop an e-market platform for smallholder producers. The platform is still in the planning stage and was not yet launched in 2024
2.1.3. Conduct market and supply chain assessment across local and national markets outreach (hospitals, shelters, schools, tourist sector) to scout potential linkages for rural women's cooperatives.	Market and supply chain mapping completed in Jendouba and Kairouan, including school-linked value chains
2.1.4. Develop material for business management, business plan development, record keeping, strategic planning, marketing, and negotiation skills (access to credit, financial management of agriculture exploitation) valorisation of products, packaging, and branding	Business and management material developed and delivered to 840 participants (672 women) via OPAs
2.1.5 Provide training business management, business plan development, record keeping, strategic planning, marketing, and negotiation skills (access to credit, financial management of agriculture exploitation) valorisation of products, packaging, and branding	Training provided to 840 individuals (672 women), covering marketing,

	strategic planning, and product branding
Output 2.2 Increased access to decent work, including off-farm work, and social protection	
2.2.1. Conduct assessment to develop FFT/FFW in selected regions using Community Based approach	Assessment carried out to design FFA/FFW using community-based approach; 60 beneficiaries were the target group
2.2.2 Deliver identified FFA/FFW interventions to most vulnerable rural women to increase their resilience to shocks and natural disasters	No FFA/FFW or cash-based transfer was delivered. Indicator A.1.6 shows 0 achieved vs. 60 planned
2.2.3. Develop campaign messages and material to sensitize rural women and employers to decent work.	General awareness raising done through coordination with ILO & MoW, but not evidenced with outputs or data.
2.2.4. Develop and implement inclusive and innovative solutions which includes transporters and employers for a dignified transport of rural women.	Dignified transport idea included in ADAPT initiative, but no evidence of rollout or results reported
Output 2.3 Rural women have increased access to gender-responsive financial and business development services, ICTs, and other products and services.	
2.3.1. Mapping of microfinance institutions (public and private) with focus on distribution of microcredits (by amount, gender and regions)	Conducted via Smart Farming Assessment; 14 personas analyzed including access to finance by gender and region
2.3.2. Initiate advocacy across targeted financial institutions to improve access to microfinance services for rural women	Advocacy contributed to inclusion of a Social Protection Fund for female agri-workers in Tunisia's 2025 Finance Law
2.3.3. Assessment of technology use in financing and accountability process)	Smart Farming Assessment conducted using UX approach; 6 tech prototypes developed by 5 startups to support transparency and access
Outcome 3: Rural women's voice and agency increased for full and equal participation and leadership in their households, communities, organizations and governance systems	
Output 3.1 Increased skills and capacity to participate in local governance and decision-making structures	
3.1.1. Adapt GALs to Tunisia country context and scouting of implementing partners at local level/women entrepreneurs	Gender-sensitive planning implemented, WFP supported women-led OPAs and SMSAs to lead value

	chain projects(...) gender-transformative training was implemented to strengthen women's leadership and technical capacities.
3.1.2. Establish a network of women leaders and men trained as agents of change at the household, group and community levels through the Gender Action Learning System (GALS)	JP RWEE promoted leadership and inclusion, but no figures reported for formalized networks
Output 3.2 Strengthened organizational capacities and social capital to form, participate in and sustain producer organizations, cooperatives and unions, savings groups and self-help groups	
3.2.1. Conduct FGD and KII (through workshops) to develop gender policy and advocacy messages leading to gender balanced boards among rural women organizations.	Advocacy mentioned, but no indicators reported for FGDs/IIIs
3.2.2 Organize a series of workshops with partners (producers organizations, cooperatives and unions) to increase awareness of the benefits of gender equality in their board/management.	Training occurred, but no breakdown provided for cooperatives or unions specifically
Outcome 4: Gender responsive legal frameworks, policies, and institutions strengthened to create an enabling environment for rural women to secure their livelihoods, rights and resilience	
Output 4.1 Enhanced capacities of policy makers and other relevant stakeholders to design, implement and track gender-responsive policies, strategies, legal frameworks and budgets	
4.1.1. Strengthen the capacity of Ministry of Women and Agriculture to use gender-responsive budgeting that can contribute to rural women economic empowerment	Resulted in national Social Protection Fund for women agri-workers in 2025 Finance Law.
4.1.2. Conduct an in-depth gap analysis of the current social protection system available to rural women in partnership with the Ministry of Social Affairs and the Ministry of women.	Joint analysis conducted with MoSA and MoW.
4.1.3. Provide technical support to the Ministry of Social Affairs for improved Complaint and Feedback, targeting and social protection distribution modalities	Supported complaint, targeting, and distribution mechanisms in social protection systems
Output 4.2 Increased capacity of rural women and their organizations to engage in and influence relevant policy forums at national, regional and global levels	
4.2.1. Map and assess CSOs and any other mechanism in considered regions which are working to promote/support gender equality and to address GBV	Mapping of actors supporting gender equality and GBV completed
4.2.2. Support cooperatives in developing skills on grant monitoring	Capacity building and training for cooperatives included in JP RWEE scope

4.2.3. Advocate and facilitate dialogue between relevant ministries and rural women for dignified work transport directly supporting the National Concertation Platform and its sub-groups

The National Concertation Platform successfully brought together MoW and MoT to begin formal policy dialogue on dignified transport for rural women. While this laid critical groundwork for multisectoral coordination, **no tangible policy outcomes or transport initiatives** were reported as achieved in 2024.

Annex XIV ADAPT Report

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1. Introduction

Project Profile

The ADAPT programme (*Appui au Développement Durable dans le secteur de l'Agriculture et de la Pêche Artisanale en Tunisie*), funded by the European Union, is a flagship initiative for WFP Tunisia integrated under its Country Strategic Plan (CSP) 2022–2025. It contributes to Strategic Outcome 1 (enhanced livelihoods and resilience) and Strategic Outcome 2 (strengthened institutional food systems).

ADAPT seeks to build inclusive, climate-resilient food systems by supporting:

- Inclusive value chain development for smallholder and women farmers;
- Adoption of climate-smart agriculture and sustainable environmental practices;
- Women's economic empowerment and community leadership;
- Strengthening of institutional market linkages, especially school feeding;
- Behavioural change around nutrition, food waste, and local food pride.

It was implemented in coordination with national ministries, local government structures, and WFP's cooperating partners (CPs), ADAPT activities span governorates including Siliana, Kairouan, Jendouba, and Bizerte. The programme also aligns with Tunisia's national food security priorities and rural development strategies.

Scope of the Activities Conducted

Supporting Inclusive and Sustainable Value Chains

ADAPT strengthened agricultural value chains by enabling small-scale producers, particularly women-led OPAs (*Organisations Professionnelles Agricoles*), to participate in agro-processing and institutional food procurement. This includes the provision of solar dryers, packaging units, and kitchen infrastructure to support the local processing of tomatoes, chili, grains, and non-timber forest products like rosemary and wild mushrooms.

These interventions aimed to support Tunisia's home-grown school feeding (HGSF) model by linking food production to community nutrition needs.

Building Capacity of Smallholder Producers and OPAs

Capacity-building was central to ADAPT. Over 840 people, including 672 women, have been trained through ADAPT and complementary programmes such as JP-RWEE. Trainings focus on:

- Agroecology, sustainable farming, and composting;
- Agro-processing, hygiene, and food safety;
- Financial literacy, budgeting, and entrepreneurship; and
- Environmental safeguards and sustainable natural resource use.

These trainings were delivered through Community-Based Participatory Planning (CBPP) approaches to reflect local realities. Participants reported significant improvements in technical confidence, business planning, and intra-group collaboration.

"With the dryer, we were able to speed up [chili drying] while improving product quality. This has allowed us to increase productivity and better manage our resources, which is crucial for growing our business."

OPAs have also become hubs of mutual support, peer learning, and women's empowerment, fostering soft skills like communication, leadership, and conflict resolution.

Promoting Climate Resilience and Environmental Sustainability

Climate resilience emerged as a progressively integrated pillar of ADAPT. Beginning in 2023, activities increasingly emphasized environmental sustainability, particularly in regions vulnerable to climate variability such as Siliana and Jendouba. OPAs received training and support in adopting sustainable and adaptive

practices, including the use of solar-powered dryers for agro-processing, composting techniques, and agroecological cultivation methods. By 2024, these efforts expanded to include community awareness sessions on biodiversity and natural resource management, as well as the valorisation of non-timber forest products through sustainable harvesting. The revitalization of school gardens also served as a climate adaptation tool, linking environmental education with local food systems. Together, these interventions contributed to building local adaptive capacities and promoting sustainable livelihoods across target areas.

Enhancing Market Access and Institutional Linkages

A central aim of ADAPT is to connect women-led OPAs with institutional buyers, particularly school canteens. This is being pursued through:

- Support for decentralized procurement pilots;
- Deployment of the Last Mile Ecosystem digital platform;
- Development of a geospatial mapping tool (in partnership with OOESCO and ESRI).

The 2023 ACR confirmed progress, including the digital registration of local producers and mapping of procurement potential. However, structural challenges remain. Due to their legal status, OPAs cannot directly contract with schools or public institutions. Furthermore, field investigations highlighted the impact of operational delays in digital implementation, creating further backlog in roll-out and user adoption.

Beneficiaries consulted in Jendouba and Kairouan described their vulnerability in terms of market access, relying on WFP CPs to access markets. However, one OPA in Jendouba, stated that it had, nonetheless, secured contracts with private exporters despite legal hurdles.

Policy and Systems Support

Beyond field-level interventions, ADAPT contributed to national-level systems transformation. It enhanced WFP's efforts to institutionalize local procurement models, including:

- Drafting of national guidelines on decentralized procurement;
- Designing Tunisia's Social Protection Fund for Women Agricultural Workers (included in the 2025 Finance Law);
- Advocating for the institutionalization of digital procurement tools within MoE and OOESCO frameworks.

While collaboration with MoA and MoE is strong, the Ministry of Social Affairs (MoSA) remains less engaged. Effective multisectoral coordination is still an area for improvement.

Communication and Behaviour Change

To promote nutrition-sensitive production and consumption, ADAPT implemented a wide-reaching social and behaviour change communication (SBCC) strategy. Its flagship initiative was the national television series "Salla Salla", co-produced with INNTA and OOESCO. Broadcast in 16 episodes, it reached over 3 million viewers, promoting:

- Healthy eating and food safety;
- Pride in local food and culinary heritage;
- Waste reduction and environmental responsibility.

Complementary campaigns and school garden initiatives reinforced these messages at the community level.

Unclear Boundaries

Although ADAPT and JP-RWEE are distinct initiatives within WFP's portfolio, with key thematic differentiations noted, the evaluation team observed that within shared locations the two WFP activities were conducted jointly. Implementation in Kairouan and Jendouba was delivered in an integrated manner under Activity 1. The interventions, particularly those targeting women's OPAs, were jointly supported, and activity-level reporting in ACRs does not disaggregate between the two. The evaluation team therefore finds that OPA field level findings are comparable for both the JP-RWEE and ADAPT.

2. Methodology

The evaluation team integrated the ADAPT-specific assessment within the larger decentralized evaluation of WFP's Country Strategic Plan activities. The ADAPT component was evaluated using a mixed-methods approach grounded in WFP's Decentralized Evaluation Quality Assurance System (DEQAS). The methodology was utilization-focused and theory-based, aiming to generate practical insights for accountability and learning.

A reconstructed Theory of Change (ToC) served as the analytical backbone, clarifying causal pathways between ADAPT-supported interventions and intended outcomes in institutional capacity, livelihoods, and climate resilience. The evaluation prioritized criteria of relevance, effectiveness, efficiency, and sustainability, with particular attention to gender and climate integration.

Data collection combined:

- Document review (programme reports, ACRs, policy frameworks);
- Key informant interviews with WFP staff, government counterparts (MoE, MoA, OOESCO), and partners;
- Focus group discussions with women's cooperatives (OPAs) and community stakeholders;
- Direct observation of schools, canteens, and agro-processing units.

Fieldwork in Kairouan and Jendouba provided contextual depth and facilitated triangulation across sources. Comparative analysis between beneficiary and non-beneficiary groups strengthened validity. Limitations included attribution challenges, evolving institutional contexts, and uneven baseline data, but triangulation and participatory validation mitigated these constraints.

Ethical safeguards consistent with UNEG norms were applied, ensuring informed consent, confidentiality, and gender-sensitive engagement throughout.

3. Findings

Outcomes Achieved

The evaluation identified strong short-term outcomes with a clear potential for long-term impact.

Skills and Confidence

Women reported significant improvements in agro-processing skills, product quality, financial planning, and leadership. Many were taking on new roles in their OPAs and within their households. Beneficiaries consistently stated "We are more prepared now. We understand what hygiene standards are and how to label products properly." Others spoke of their lack of available skills. "We don't have a business plan, but we hope to find buyers with WFP's help."

Climate Adaptation and Resilience

The programme has raised awareness of climate risks and supported concrete adaptation strategies. OPAs have diversified their activities to buffer seasonal shocks.

However, interviewees also highlighted ongoing needs: advanced agricultural techniques, secure land tenure, and easier access to financial resources. They spoke of an urgent need to acquire new skills and invest in new equipment to improve their practices. Modern agricultural technologies and specialized equipment were described as greatly helping them increase their productivity.

Economic and Social Empowerment

WFP's support has increased the visibility and status of rural women. Participants reported retaining control over their income and making independent decisions about spending, mostly in support of their children. This allows them to counteract the existing gender biases. They described how the income is not shared with the husbands and could be spent for the benefit of children. Still however, systemic gender norms and unpaid labour expectations persist.

Market Readiness

Pilot sales and new product lines are emerging. Improved packaging, quality control, and hygiene practices are evident across supported OPAs. The 2024 ACR confirms initial sales to local markets and school-based trials. Even with training and tools, producers still need buyers and better policies to make achievements sustainable, as described for example by the OPA President in Siliana. Market access remains constrained. Four out of five interviewed OPAs lacked business plans, and access to credit, buyers, and marketing tools is uneven.

Institutional Barriers

Legal restrictions prevent OPAs from participating in tenders or managing profit-making operations. Public payment delays and lack of financial autonomy further hinder scaling. The OPA beneficiaries interviewed unanimously emphasized their preference for communal growth rather than pursuing individual entrepreneurial ventures outside the group structure.

Sustainability Prospects

Despite a relatively short timeframe, ADAPT's sustainability prospects are promising, supported by:

- Digital platforms that can be institutionalized nationally;
- Embedded training models (CBPP);
- Strong community ownership and demand.

However, sustainability depends on:

- Formalizing procurement processes and legal recognition for OPAs;
- Bridging institutional coordination gaps;
- Continuing technical support and market access facilitation;
- Ensuring that local innovations are scaled within government systems.

4. Conclusions

Conclusion 1: Relevance and coherence of ADAPT were high, but delays in implementation constrained timely benefits.

ADAPT's design, linking smallholder farmers (90% women¹³¹) to institutional procurement through school feeding, was highly relevant and coherent with national policies and community needs. Its dual focus on food security and women's livelihoods addressed critical gaps in Tunisia's rural development agenda. Training, equipment provision, and support to agro-processing and forest product value chains created the foundation for sustainable growth.

However, fieldwork confirmed that delays in infrastructure, procurement system development, and OPA operational readiness limited the realization of full benefits during the evaluation period.

Conclusion 2: Participatory and systems-aligned approaches enabled local ownership, but long-term sustainability depends on government leadership.

ADAPT successfully embedded its activities in national and sub-national institutions. Partnerships with OOESCO, use of CBPP methodologies, and direct engagement with school actors strengthened ownership. The support of CPs in organizing and training OPAs further reinforced this local alignment.

The long-term viability of these gains is contingent on sustained financial and policy support from the government, particularly from the Ministry of Education and Social Affairs, whose engagement remains uneven. Beneficiaries highlighted that even with training and tools, they still need buyers and support from government policies for long term support. The absence of fully operational procurement mechanisms delayed anticipated income and market access gains.

¹³¹ ACR 2024

Conclusion 3: Institutional transformation is constrained by fragmented policy environments and lack of legal pathways for OPA engagement.

While ADAPT advanced OOESCO's logistical and planning capacity, legal and institutional barriers remain. OPAs continue to face structural exclusion from public procurement frameworks. Due to existing legal and administrative constraints, schools are unable to pay women's groups directly and must rely on intermediaries, such as NGOs, to facilitate transactions. These workarounds, while useful in the short term, are unsustainable and inhibit formal market integration.

Conclusion 4: Digital tools have transformative potential but require stronger institutional anchoring.

The Last Mile Ecosystem and GIS mapping tools, piloted under ADAPT, offer valuable functionality for procurement planning, producer registration, and traceability. However, delays in deployment and uncertain government buy-in have limited their immediate utility. ADAPT's experience highlights the importance of pairing technological innovation with clear transition and ownership strategies.

Conclusion 5: ADAPT laid a strong foundation for women's empowerment, but enabling conditions remain fragile.

Through trainings, equipment, and social cohesion, ADAPT built confidence and technical capacity among women-led OPAs. Many women gained leadership roles and autonomy: "The money we earn, we don't give it to our husbands. We decide how to spend it, mostly on our children".

However, persistent legal constraints, lack of business planning, and limited access to credit challenge the scalability of these models. Some OPAs had not yet developed business plans or identified sustainable buyer pathways. One participant admitted, "We don't have a business plan, but we hope to find buyers with WFP's help".

Conclusion 6: Operational delays hampered efficiency and delivery of planned outputs.

Challenges related to kitchen construction, equipment installation, staff turnover, and OPA preparedness created bottlenecks across implementation sites. Agricultural seasonality further complicated timing. The cumulative effect of these delays slowed results delivery in market access and institutional integration.

Conclusion 7: WFP's planned exit raises concerns about sustainability without clear transition mechanisms.

While elements like school gardens and OOESCO-managed kitchens are becoming embedded, other components (including digital tools, capacity support to OPAs, and agro-processing infrastructure) lack assigned national custodians. With WFP's exit in 2025, stakeholders expressed anxiety over continuity. Without institutional successors or follow-on funding, momentum risks being lost.

5. **Lessons Learned**

Lesson 1: Local commitment and institutional capacity must guide programme targeting.

ADAPT's most effective outcomes were found in communities and institutions (e.g., schools, OPAs) that demonstrated early interest and operational readiness. Where local willingness was low or CPs lacked reach, delays were more frequent. Future initiatives should include readiness assessments at the design phase.

Lesson 2: Participation must be meaningful, not just procedural.

While CBPP approaches were widely valued, some OPA members felt they had little say in operational decisions, particularly around market linkages. Participatory design must be followed by influence over implementation and transparent communication around trade-offs.

Lesson 3: Digital innovations require structured integration plans.

The rollout of the Last Mile Ecosystem was slowed by contracting issues and the lack of an institutional roadmap. For digital tools to outlive the project cycle, strategic milestones, cost-sharing models, and long-term custodianship must be planned from inception.

Lesson 4: Market-based models need robust ecosystem support.

ADAPT demonstrated that technical capacity and equipment are necessary but insufficient. Legal recognition, business development services, and procurement access are essential to transform training into viable livelihoods. Market-readiness assessments should precede scaling efforts.

Lesson 5: Exit strategies should be built into design.

WFP's anticipated departure has created uncertainty, especially in areas without embedded successors. Clear handover strategies, risk mitigation plans, and designation of national counterparts for each output are critical to ensure gains are preserved.