



Republic of Namibia

Ministry of Education

Namibian School Feeding Programme

Monitoring & Evaluation Plan

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Republic of Namibia



Namibian School Feeding Programme Monitoring and Evaluation Plan

Developed with technical assistance from World Food Programme

FOREWORD



The attainment of the school feeding objectives in Namibia as set for the implementation of the Namibian School Feeding Programme (NSFP) will only be possible if the implementation of the programme is properly tracked and guided through regular and well-targeted reporting of the progress being attained at every level. Therefore, the Ministry of Education (MOE) with technical support from the World Food Programme (WFP) has developed an M&E plan to ensure the performance of the NSFP is measured, reported on and directed accordingly.

The Government of Namibia is committed to ensuring quality primary education to all children, including those in difficult circumstances. In January 2013, the Government introduced free primary education to achieve this objective, and is in the process of expanding school feeding to reach more children in pre-primary and primary schools. We believe if a comprehensive school-feeding programme is to be scaled up and sustained, effective M&E is essential to provide oversight and control in the delivery of the programme.

Over the past years, MOE has continued to receive the highest share of the national development budget, a proportion of this budget goes into ensuring that school learners receive a nutritious meal at school every day in order to enhance access and performance. To help sustain the financial commitments to the school feeding programme, we are required to substantiate the benefits this school-feeding programme has on our children, communities and the nation. The Namibian citizens also require proper accountability of the resources invested in school feeding. Hence, our decisive focus on improving M&E is very important to demonstrate the diverse impact of the school feeding programme.

The NSFP M&E plan will address the problems regarding a lack of systems for monitoring, data collection and reporting. Identified by the NSFP Case Study in 2012, the lack of monitoring and evaluation the programme was one of the bottlenecks compromising the quality of the NSFP. The efforts taken by the MOE to address this gap is a clear indication of its commitment to improve the programme by increasing accountability and transparency to stakeholders.

Finally, I would like to acknowledge, with sincere appreciation, the substantial commitment of all stakeholders involved in the development of the M&E plan. These include the Ministry of Education's Directorate of Programmes and Quality Assurance (PQA), the World Food Programme in Namibia and various national and international organisations. Your support is invaluable in the Government's on going pursuit of achieving its educational goals.

Mr. A.M. Ilukena
Permanent Secretary
Ministry of Education

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List of Acronyms

EMIS	Education Management Information System
M&E	Monitoring and Evaluation
MOE	Ministry of Education
MPAT	Management, Planning, Appraisal and Training
NFI	Non-food items (e.g. kitchen equipment and utensils, plates, cutlery, storage equipment, construction material, etc.)
NPD4	Fourth National Development Plan (2013 – 2017)
NSFP	Namibian School Feeding Programme
RBM	Results-Based Management
RDI	Recommended daily intake
PQA	Programmes and Quality Assurance
SMART	Specific, measurable, achievable (including affordable), relevant and time-bound



Since the early 1990's, the school feeding has been an integral part of the Government's strategy to address inequalities and to expand access to educational opportunities to all children of Namibia. The programme especially targeted those who are disadvantaged or vulnerable. The Namibian School Feeding Programme (NSFP) receives strong political support through the various legal and policy instruments in which it is embedded, and is recognised for its important role by the fourth National Development Plan. By 2013, the NSFP will provide school meals to close to 300,000 primary school learners, and is planning to expand its coverage to include all primary and pre-primary schools in the country, with possibly of reaching secondary schools in the future.

The present Monitoring and Evaluation (M&E) plan forms part of the Government's quest to expand and improve the efficiency and effectiveness of the NSFP, and goes hand in hand with the revised reference manual for the implementation of the NSFP. A summary of the present plan is included in the reference manual.

This M&E plan follows a logic that intends to make it clear and easy to follow for users at all levels who are involved in the implementation of the NSFP. The plan is not meant as a textbook to be worked through from cover to cover by each NSFP actor, but rather as a reference aid. Through its user-friendly structure, the plan set uniformed standards that all users and stakeholder can grasp easily. The M&E plan is described from general to specific. Chapter 2 provides a conceptual framework, which shows what an M&E system is and how it forms results-based management (RBM); which specific questions are addressed by monitoring and evaluation, respectively; and how a monitoring M&E system is developed. Chapter 3 gives an overview of the NSFP M&E system as a whole. Chapters 4 through 7 explain the specific monitoring and reporting tasks of the NSFP actors at school, circuit, regional and central levels. Chapter 8 details how evaluations for the NSFP should be completed. For easy reference, a collection of specific monitoring and reporting tools are attached as annexes.

The M&E plan hopes to fulfil three main tasks:

- Create a common understanding for all NSFP actors regarding the overall M&E system, and how it is related to (and a precondition of) pro-active, strategic and well informed management;
- Describe the responsibilities of each NSFP actor within the M&E system;
- Provide each actor with the guidance and tools required to fulfil their responsibilities in a reliable, timely and high quality manner, without causing an inadequate additional workload.

The NSFP M&E system and the overall management of the NSFP are integrated—the NSFP objectives and processes determine the content and processes of the M&E system. Therefore, any significant revision of the NSFP implementation will have to be reflected by a corresponding revision of the M&E plan.

2: Conceptual Framework: What is Monitoring and Evaluation?



The terms monitoring and evaluation are typically used as single expression, however the two terms in fact have two very distinct meanings and answer highly distinctive questions.

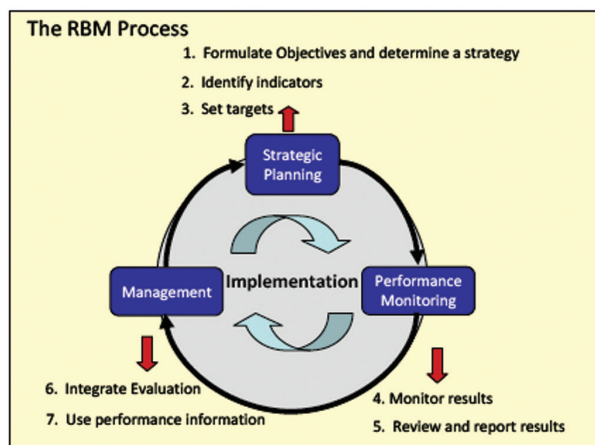
To accurately understand M&E, the concept of results-based management (RBM) needs to be introduced. This explanation will require a brief look at what 'results' are and how an intervention strategy is identified. On this basis, the concept of a logical framework and its elements will be explained. Finally, monitoring, evaluation and the elements of an M&E system will be clarified.

2.1 Results-based Management

First, it is important to understand that RMB looks at what is to be achieved, not the process (i.e. what is being done). The primary objective of RMB is to ensure focus is kept on the results and the intervention strategy used to achieve them. Therefore, RMB provides information on how the resources are being used, which increases the programmes accountability.

Where RBM detects serious flaws in this intervention strategy, it warrants management to adjust the strategy and to seek different ways to achieve the objective aimed for, rather than maintain a course once chosen and implement an activity plan just for the sake of implementing it. The figure below illustrates how RBM embraces the entire implementation of a programme through strategic planning, performance monitoring and regular, proactive and well-informed management decisions.

Figure 1: Overview of the RBM process



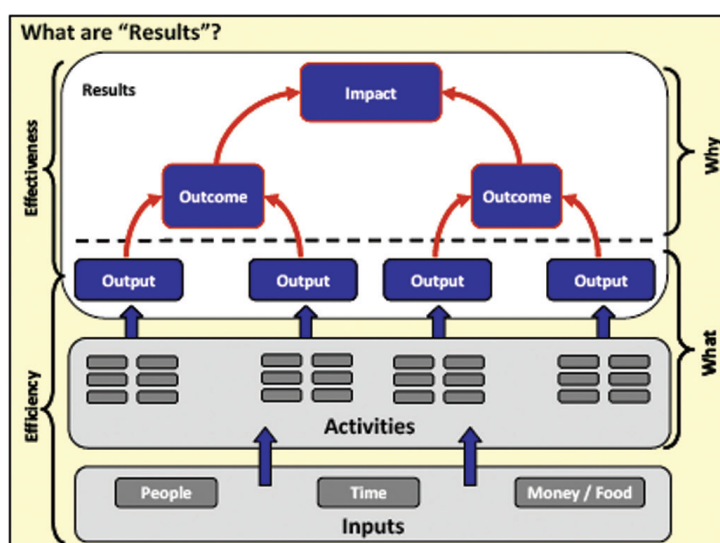
Results-based management has multiple benefits:

- Performance expectations are jointly set and owned by stakeholders. This is usually done through a consultative process, during which programme objectives, the intervention strategy and targets are discussed and agreed upon.
- Clear accountability and responsibility for results are assigned. Once the intervention strategy is developed, a 'logical framework' (section 2.1.3) is created which determines the results to be achieved, how the achievements will be measured, and which actors will carry out which activities. Subsequently, a monitoring plan lays out who will collect, compile, analyse and share which information at which times.

- Timely information becomes available for informed management decisions. The monitoring plan ensures that the information inputs and reports is coordinated to the overall planning (especially the budgeting cycle) and implementation of the programme.
- The programme increases its efficiency and effectiveness through institutional learning. The monitoring system allows management to use available information to enhance learning and knowledge management.
- Performance reporting to stakeholders can be improved. A strong monitoring system is at the heart of high-quality, evidence-based reports.

Results-based monitoring provides the framework for strategic planning, risk management, performance monitoring, evaluation and reporting. Due the cohesive aspect of the RBM process and a robust monitoring, this present chapter will follow the logic of an RBM process to explain the conceptual framework of an M&E system.

Figure 2: What are results?



2.1.1 What are results?

The central term of RBM is 'results'. Figure 2 illustrates what results are in the context of RBM and for monitoring and evaluation. Starting from the base are inputs. Inputs are the resources (i.e. money, materials, equipment, staff, consultants, etc.) available to a project. These are incorporated as line items in the budget and monetised to determine the project or programme budget.

Moving one level up to Activities, these are the actions taken to run the project/programme. The main substance of a programme consists of a set of activities that are carried out using the available resources. Such activities can include carrying out a training programme, building a road or preparing and serving a school meal.

The next level in figure 2 illustrates how activities transform inputs into outputs. Outputs are the direct results of the activities carried out to the intended recipient (e.g. participants are trained, a road is built, learners are fed).

Regarding the NSFP, the NSFP budget (inputs) is used to purchase and deliver food to schools (activities), and to have food prepared and served to learners (activities). These actions achieve two main outputs, food is available at the right schools in the right quantity, quality and on time and learners receive adequate and nutritious meals in sanitary conditions.

The sum of inputs, activities and outputs describes what is being done, but it does not describe why it is being done. The next level up shows how producing outputs will, ideally, translate into intended outcomes. Outcomes are medium to long-term program effects (e.g. changes in what others do) influenced by the programme's outputs.

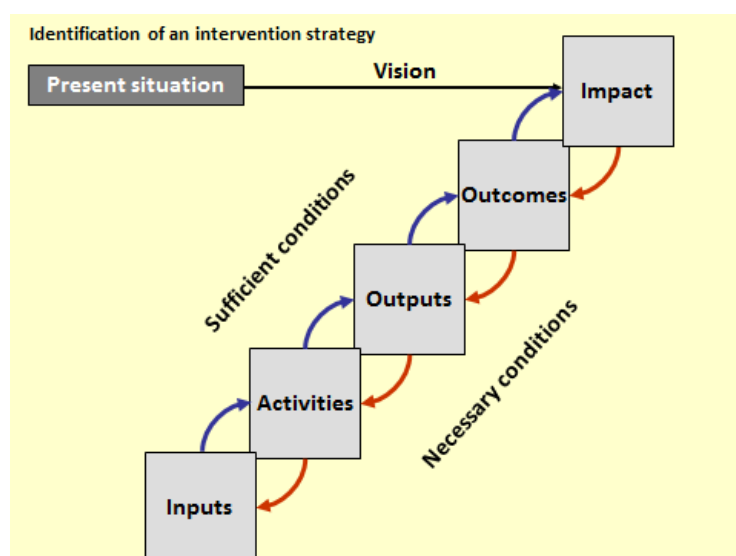
The top level of figure 2 illustrates how, ultimately, outcomes have a specific intended impact. An impact is a long-term effect on identifiable populations or groups (e.g. school learners) produced by a programme or project (e.g. NSFP). Impacts and outcomes are essential considerations when designing an intervention strategy of a programme or project.

2.1.2 Identification of an intervention strategy

Figure 3 illustrates how an intervention strategy is identified. Beginning by reviewing the present situation and analysing the issue, i.e. something in the present situation is felt as being problematic. For example, slow administrative processes are inhibiting business development or rarely supervised rural bank branches are performing poorly. Once the problem is identified problem, a vision can be created based on the desired impact. Administration is conducive to business development or rural bank branches are performing effectively. The intervention will transform a present, problematic situation into a desired beneficial situation. This final goal of our intervention is called impact.¹

The core meaning of RBM is that the focus of all management decisions is the desired end result. An intervention strategy is then devised answering the question of how the intended result can be achieved.

Figure 3: Identifying an intervention strategy



Impact

An impact is a long-term effect on identifiable populations or groups produced by a programme or project.

Outcomes

An outcome is the expression of a behavioural change of key actors which is expected to lead to the intended impact of an intervention.

Following figure 3, the red arrows moving down the steps leads to determining how to achieve the intended impact. The intervention strategy should be identifying the necessary conditions to continue movement to the next level. For example, if the intended change is for better functioning public service conducive to business development, necessary conditions for such a change could include an increased motivation and capacity of public service units to implement required administrative processes. Or if one wants to achieve better performance of rural bank branches, one element of an intervention strategy could be to ensure more frequent and better supervision visits. The first step of identifying an intervention strategy is to identify the necessary change in the behaviour of key actors who have an influence on the development situation in question. This 'intermediate' change is called an outcome.

¹Other systems use similar terms (e.g. development objective, purpose, long-term goal, etc.) for the same reason for an intervention.

Once this behavioural change is identified, the next step looks at what support these actors need to be motivated and to change the behaviour in the desired way. For example, public service units may need clearer or easier regulations, more efficient tools and business processes and additional training. Or bank supervisors may need vehicles to visit and support rural bank branches more frequently. These 'enabling conditions', which the intervention creates, are the outputs. Moving further down the staircase, activities needed to produce the outputs can be identified. The final step is recognising the inputs that are required to undertake the necessary activities.

An intervention strategy can thus be summarised as follows:

Outputs

Outputs are products and services resulting directly from project activities

1. If we are provided with the identified inputs for our intervention, we will carry out activities 1, 2 and 3.
2. If we carry out activities 1, 2 and 3, we will produce outputs X, Y and Z.
3. If we produce outputs X, Y and Z, then key actors a, b and c will change their behaviour to x, y and z (outcomes).
4. If key actors change their behaviour to x, y and z, then the development situation will change from A to B (impact).

In summary, results are the outputs, outcomes and impacts of an intervention. Meaningful RBM and monitoring must differentiate between the results according to their position in the intervention logic and hierarchy.

2.1.3 The Logical Framework

A central tool for result-based management is the logical framework of an intervention. The Logical Framework provides a summary of the intervention logic, which explains how the achievement of results (at different levels) will be measured, sets targets for each result, information on the achievement of results and on underlying assumptions the intervention logic is built. This information is gathered into one comprehensive matrix - the Log Frame Matrix.

The structure of a Log Frame matrix is shown in Figure 4 below:

Figure 4: Log Frame Matrix

Logical Hierarchy	Indicator	Data Source	Assumptions
Overall Objective			Linking Objective and Outcomes
Outcome 1			
Outcome 2			
Output 1.1			Linking Outcomes and Outputs
Output 1.2			
Output 1.3			
Output 2.1			
Output 2.2			
Activity 1.1.1			Linking Outputs and Activities
Inputs			Linking Activities and Inputs

Logical Framework

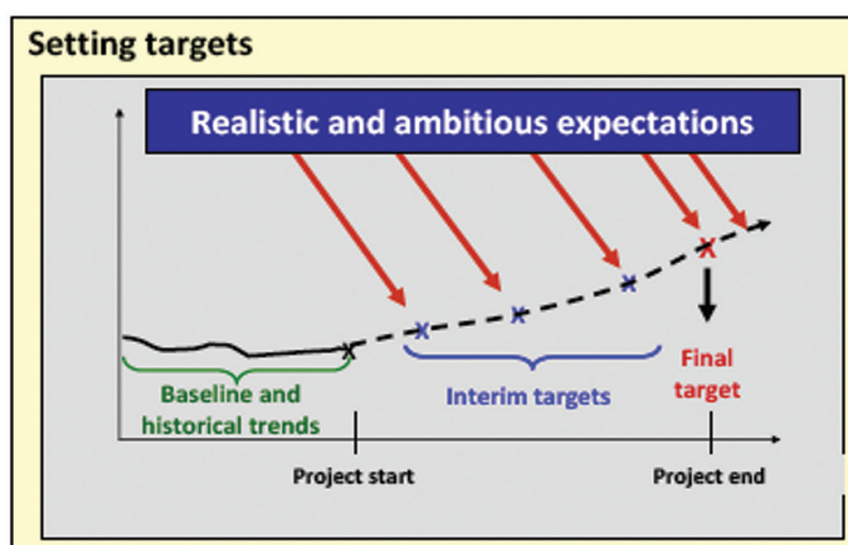
The Logical Framework provides a summary of the intervention logic. It is explicit about the way how the achievement of results at different levels will be measured, which targets are set for each result, where information on the achievement of results will be found and on which underlying assumptions the intervention logic is built.

The logical hierarchy shown in figure 3, described in section 2.1.2, will help develop the objectives, outputs, activities and inputs. This information can be consolidated in the Log Frame Matrix far left column. After the designation of the name and numbering of the intervention element, a concise statement is noted of what the intervention intends to achieve, which activities it foresees and which resources are required.

The second column notes what to measure that objectively verifies if the results have been achieved, an indicator. Indicators are a qualitative or quantitative factor or variable that provides a reliable means to reflect the changes connected to an intervention. For example, the indicator 'reduction of time required for registering a new business' can measure a chosen outcome of 'improved performance of the commercial registry'.

Two steps need to be completed to determine if the expected results are being achieved, the indicator must be compared to an initial state - a baseline

Figure 5: Setting targets



Indicators

Indicators are a qualitative or quantitative factor or variable that provides a reliable means to reflect the changes connected to an intervention.

Baseline

A baseline is the state of an indicator prior to the implementation of the intervention.

and a target needs to be established. A baseline is an initial point of measurement of an indicator; the state of an indicator prior to the implementation of the intervention.

Once the baseline of the indicator is measured a target can be set. Targets are realistic expectations of what can be achieved through the programme intervention. Targets must be SMART goals, i.e. specific, measurable, achievable (or affordable), relevant and time-bound. Comparing the baseline quantity of an indicator to the target, determines how much is supposed to be achieved over the intervention period. A baseline can consist of a narrative of relevant factors, or the values of specified indicators. The baseline for our rural bank example would be similar to, 'supervisors visit rural bank locations twice per year'.

A well-formulated target provides information on how much an indicator is foreseen to change within a given timeframe. In our rural bank example from above, the indicator with a set target would be: 'numbers of visits by supervisors to the 80% of the rural bank locations have increased from 2 visits per year to 4 visits per year'.

Targets

Targets express how much an indicator is expected to change in relation to the baseline.

The third column of the Log Frame Matrix is the source where the indicator's baseline and target will be provided. Possible data sources can be national statistics, programme reports, stakeholder interviews, site visits or primary data collection. Each indicator must have a reliable, accessible and affordable data source, or the indicator must be revised.

Finally, the last column notes the important and critical assumptions underlying the intervention logic. Once the entire sequence of necessary conditions is developed, the critical and important assumptions underlying an intervention strategy should be identified. Assumptions are external factors, which the

Assumptions

Assumptions are external factors, which the project or programme agency has little or no control over. Assumptions are important and critical external conditions that impact the success of an intervention strategy.

project or programme agency has little or no control over. For example, trained staff of public service units may only implement administrative processes better if they are sufficiently motivated. Or rural bank branches may only improve their performance, if internet connectivity is sufficient to allow reliable electronic transactions.

Identifying underlying assumptions is an important step of elaborating a realistic intervention strategy. Being conscious and explicit about assumptions allows early identification and adequate measures of important risks for the success of the strategy. Additional activities may be identified that are required for risk management and would need to be included in the intervention strategy and budget.

2.2 The role of monitoring and evaluation

Monitoring and evaluation form part of comprehensive performance monitoring. Performance monitoring is an on-going effort of observing and registering processes, behaviour and results, and analysing the context and the causes for the observations made.

Monitoring and evaluation are often used as one combined fixed term however; they are two very distinct concepts. Monitoring is a continuing function that uses the systematic collection of data on specified indicators to inform management and the main stakeholders of an on-going operation of the extent of progress and achievement of results in the use of allocated funds. Monitoring tracks developments and alerts management as to whether results are being achieved as planned. A monitoring system must have an agreed-upon results framework and defined performance indicators: the logical framework, as discussed above.

The required sequence of work towards a monitoring system is to (1) establish a logical hierarchy of objectives, outcomes and outputs for an intervention, (2) establish a logical framework and (3) elaborate monitoring matrices for the respective indicators identified and agreed-upon (see section 2.1.1).

The Log Frame Matrix is the core of monitoring and evaluation. Meaningful monitoring and evaluation are impossible without clarity on interventions' intended results, indicators and targets. A well-formulated Log Frame Matrix will provide reliable information on the status of the targets, allowing management to adjust the intervention programme as necessary.

Performance Monitoring

Performance monitoring is an on-going effort of observing and registering processes, behaviour and results, and analysing the context and the causes for the observations made.

By contrast, evaluations are carried out as needed (during or after the time-frame set for an operation) to address in-depth specific issues that were identified during performance monitoring. Evaluations regularly address specific aspects of an operation, namely relevance, effectiveness, efficiency and sustainability.²

The relevance of an intervention is focused on the intended impact and outcomes in relation to the identified problem and the overall development context. The fundamental question when asking about the relevance of an intervention is: 'are we doing the right thing?'

The effectiveness of an intervention is determined by the extent to which outputs in fact lead to intended outcomes and these in turn cause the intended impact. The fundamental question in this context is 'did our intervention strategy work?'

The efficiency of an intervention looks at how well available resources (inputs) have been used to produce the planned outputs. The basic question to inquire about efficiency is

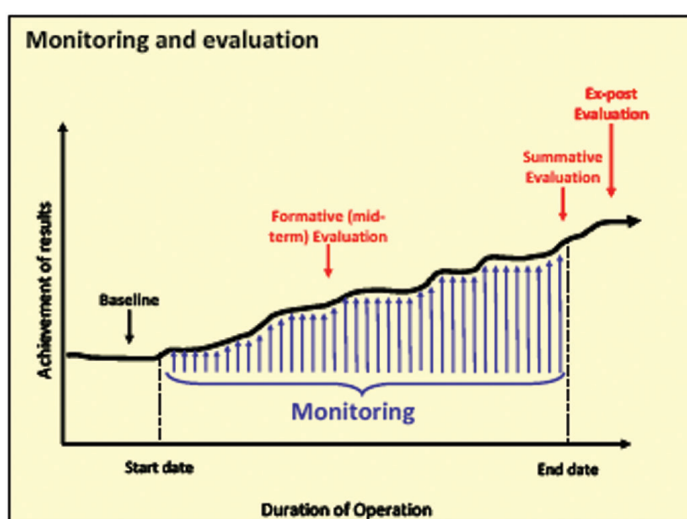
²These are the international standard evaluation criteria established by e.g. OECD-DAC and UNEG.

'are we doing things right?' For example, could activities been carried out in a better way to produce more outputs with the same resources, or the same outputs with fewer resources? Or could we have pursued other activities, arriving at the same outputs in a faster or cheaper way?

Finally, the sustainability of an intervention depends on the degree to which the effects of the intervention continue after the intervention itself is finalised. For a national programme like the NSFP, the question of sustainability will focus on the institutional capacity to resource and manage the programme in a reliable, foreseeable, efficient and effective way.

While monitoring is usually carried out by the intervention itself as part of its management tasks, external actors who have specialised expertise often carry out evaluations. The intervention, as well as its context, is examined in a new unbiased way. Typically evaluations involve interviewing all relevant stakeholders. The context of monitoring and evaluation is illustrated by figure 6 below. Chapter 8 will provide more details on the role of evaluations for the NSFP.

Figure 6: Context of monitoring and evaluation



2.2.1 The Monitoring Matrix

Preparing a monitoring matrix is an important step from an established Log Frame to a complete monitoring system. It shows and summarises the main elements of a performance monitoring system, ensures the collection of comparable performance information, specifies responsibilities for regular and timely data collection, and facilitates the costing of the M&E system. Altogether, it is helpful in identifying ways of obtaining information in a timely, reliable and cost-efficient manner. The format of a Monitoring Matrix is shown below, in figure 7.

For each expected result and indicator, the monitoring matrix identifies:

- the **source of data** from which information can be drawn to assess the development of the indicator
- the **frequency of data collection**: this can be any period from 'daily' to 'annually'
- the **responsibility for data collection**: this can be one or several functions or persons, depending on the specific data and the potential work-flow of collection, compilation, and reporting

Monitoring

Monitoring is a continuous management effort to gather data, analyse and report on results in a systematic, timely, informative and reliable manner to allow well informed pro-active and strategic decisions by the relevant stakeholders.

Evaluation

Evaluation is the systematic and objective assessment of an on-going or completed operation, programme or policy, its design, implementation and results. The aim is to determine the relevance and fulfilment of objectives, as well as efficiency, effectiveness, impact and sustainability.

Figure 7: Core structure of a monitoring matrix

Expected Result						
Key Indicators	Means of Verification					Use of Information
	Data Source	Frequency per year	Responsibility of Collection	Collection Method	Annual Cost of Collection	
1.1.1						
1.1.2						
1.2.1						

- the **collection method**: many different methods can be used, e.g. secondary data review, interviews, site visits, counting (e.g. stocks in warehouses, pupils in classroom, etc.)
- the **annual cost of collection**: it will be difficult to arrive at very exact costs for the collection of each indicator. Many SMART indicators will hardly cause any significant cost for data collection by a programme (i.e. if available secondary data only have to be looked up or if employed staff spends less than 1% of her or his time ensuring data are available). However, some data collection methods (e.g. an annual health survey) can be extremely costly. However justified, decisions about incurring such costs must be explicit, conscious and transparent.
- the **use of the information collected**: it is important for all actors involved in an M&E system to know exactly why and for what purpose collected information is required. Including information on the potential use of information thus forces the designers of an M&E system to restrict data collection (and treatment) requirements to information that will actually be used; and it can help to motivate M&E actors to ensure that they do their part.

Quite a range of different uses of information can be perceived. Uses may include: accountability on the use of resources, documenting progress towards an outcome, informing management decisions on potential programme adjustments, feeding into the regular work of planning and budgeting and ensuring adequate risk management. A complete monitoring matrix can become quite long, as it includes one row for every single indicator identified as an element of the M&E system of a programme.

2.2.2 The Monitoring System

Monitoring System

A monitoring system is a structured combination of collecting, verifying, reporting and using information that allows management and stakeholders to make informed decisions on strategic, pro-active and efficient use of resources to attain an agreed-upon objective..

A monitoring system can be defined as a structured combination of collecting, verifying, reporting and using information, allowing management and stakeholders to make informed decisions on strategic, pro-active and efficient use of resources to attain an agreed-upon objective. Monitoring is therefore much more than just control of actors and activities, it provides constant feedback on progress being made against set targets, allowing timely corrective measures and assistance to actors where problems are identified. Monitoring comprises elements of providing required management information, accountability, and evidence-based results.

A comprehensive monitoring system consists of a number of elements:

- A **Log Frame** for the programme that defines which indicators have to be monitored in relation to which element of the logical hierarchy;
- An **activity chart** – often in the form of a GANTT-chart³ – that shows how the monitoring and reporting activities are linked to the overall management of the programme;
- A **monitoring matrix** summarising relevant details with respect to each indicator;
- A number of **work flow charts** which describe how information is collected, compiled, analysed and reported within the system;
- An **overview of the M&E responsibilities of the actors** at each level of the programme;

³A GANTT-chart is a simple visual representation of activities in a calendar, which allows intuitive recognition of the sequence or simultaneity of different activities. An example of a GANTT-chart is provided in section 3.

- A **collection of tools** for data collection and reporting, in particular formats for questionnaires or reports; and, where applicable
- A **software application** that allows for reliable and uniform entry of data into a uniform framework, from which reports can be drawn.



3: The NSFP monitoring system

This chapter provides an overview of the NSFP M&E system, focusing on the roles and responsibilities of each actor involved. Each actor is a crucial part of the monitoring and the management of the programme. This M&E system as will be reflected in an annual NSFP report, released each February/March for the previous school year. This report will provide aggregate figures for the entire NSFP, and disaggregate information to regions (and possibly circuits) to help identify bottlenecks and areas where efforts have to be reinforced or the intervention logic would require adjustments. A tentative structure of the annual NSFP report is proposed in Annex 2. The time horizon for the achievement of expected NSFP results is 2017, aligned to the fourth National Development Plan (NDP4).

The section starts out with the Log Frame of the NSFP, which is the foundation of the NSFP M&E system. For each indicator, it will be established how the required information will be captured. An overview will be provided of how the information from various existing or new tools will be processed and feed into the NSFP online database.

Furthermore, the schedule of data collection and reports will be shown in the context of the NSFP planning and budgeting cycle. The third step is going through the monitoring of each indicator throughout the system. Finally, this chapter will provide a summary overview of the tasks of each actor involved in the monitoring system.

The subsequent sections will then in detail address the specific monitoring tasks of each actor at each level, including an introduction to monitoring tools.

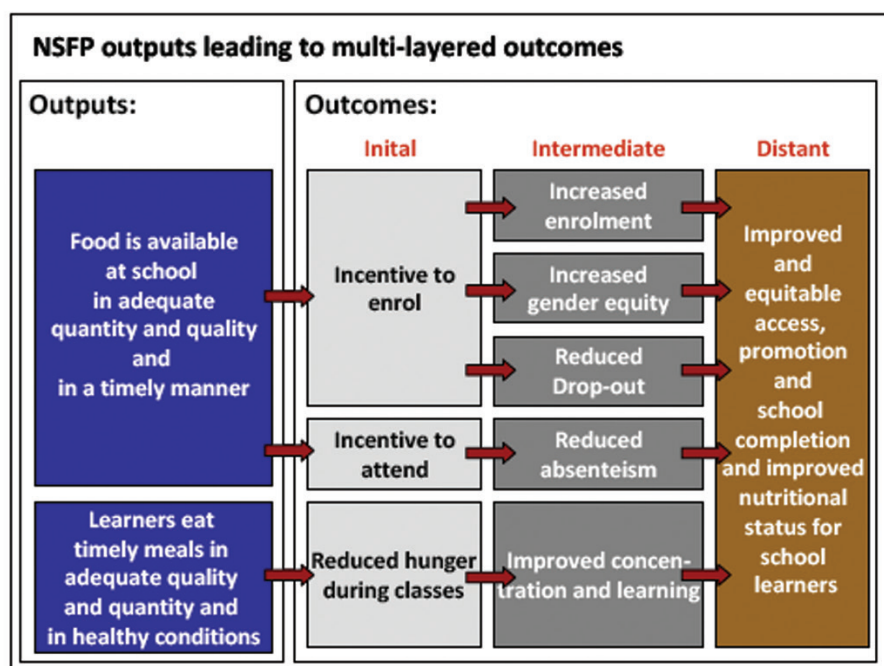
3.1 The Logical Framework of the NSFP

The NSFP has evolved considerably since its launch by WFP in 1991. The Government of Namibia assumed full responsibility for resourcing and management in 1996. The current planned expansion of the programme (expected to be completed by the end of 2013) will reach 300,000 learners in almost all pre and primary schools in food insecure regions of Namibia. Additional expansion is planned to include secondary schools in the near future. Also the objective of the NSFP has widened, from aiming at providing access to education to some particularly disadvantaged schools, mainly orphans and vulnerable children (OVC), to encompassing a range of elements, including access equity to all, quality of learning, health and nutrition, and safety nets.

This expanded development of the NSFP needed a corresponding comprehensive logical framework. The NSFP was elaborated reflecting the understanding of the programme in 2013, and for the medium-term future goals. The present section presents and explains the logical hierarchy and the indicators identified. The complete Log Frame Matrix attached as Annex 3.

Figure 8 below, illustrates how the two main outputs of the NSFP lead to several layers of outcomes and the overall objective. The wording of the illustration does not coincide word for word with the outcome and output statements of the NSFP Logical Framework, but it is helpful to show how the two outputs are expected to lead to a series of outcomes. This overview is meant to facilitate the overall understanding of the logical hierarchy of the NSFP and its logical framework.

Figure 8: Overview of NSFP outputs leading to outcomes



3.1.1 Logical Framework at objective and outcome level

The **overall objective** or **expected impact** of the NSFP is:

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

This statement comprises a range of different purposes of the programme; for instance:

- All children in Namibia should have equitable access to education
- Be able to perform adequately (i.e. attend and participate in class)
- Education should be high quality (i.e. learners be able to achieve educational goals)
- Food should be sanitary and nutritious (i.e. the food provided must meet specified standards and fulfil nutrition requirements and it must be prepared, served and eaten in good and hygienic conditions)
- Communities must be involved in the management as well as the monitoring of the programme, and the programme must be important for communities and their development

Two indicators were identified to adequately capture the achievement of the overall objective of the NSFP:

- The share of the Namibian population who complete primary and secondary education is increased by 2 percent and 5 percent respectively between 2012 and 2017. Data sources for this indicator are national census and education statistics (EMIS)
- The adult literacy rate is increased by 2 percent between 2010 (89%) and 2020, with the national census providing the data source.

A secondary objective of the NSFP concerns employment creation, which is one of the top priorities of the Government and incorporated in the National Development Plan (NPD4). The NSFP will contribute to employment by contracting local companies throughout the food supply chain (processing and transporting), and at local levels (e.g. by pursuing a greater formalisation of the relationship with and compensation of cooks and potentially other support for NSFP implementation). This secondary objective will be monitored through a separate baseline and a later follow-up survey.

Five outcomes were identified which should lead to the overall objective or impact. Their number and variety reflects the broad range of benefits pursued by the NSFP.

Outcome 1 – Access: *All eligible primary learners are enrolled at schools.*

This outcome expresses the expectation that school feeding will allow learners who otherwise might have been excluded from schooling from the outset to enter school. This outcome also targets gender equality for school enrolment. Two indicators were identified for measuring the achievement of this outcome:

- The enrolment rate for 6 and 7 year old learners is increased by 15 and 5 percent, respectively, between 2011 and 2017. Data source: education statistics (EMIS)⁴
- The gender ratio in all primary school grades is 50:50. Data source: EMIS

Outcome 2 – Adherence / reduced drop out: *Enrolled learners adhere to school.*

Not only should learners enrol in school, but also they should stay in school. Presently, there are a high percentage of learners who leave school before primary or secondary schooling is completed. The completion rate expresses the retention of children in school. It is expected that constant and reliable school feeding will contribute to learners' ability and willingness to adhere to their schooling. (Until the NSFP fully covers secondary education, the indicator remains focused on primary education.) Two indicators capture this outcome:

- The dropout rate from grade 1 to grade 7 is reduced from 14.5 % in 2010 to under 10 % in 2017. Data source: education statistics (EMIS)
- By 2017, the completion rate for primary education is increased to 90%. (Baseline 2010: 83.8%, EMIS 2011, table 31)

Outcome 3 – Attendance: *Enrolled learners attend classes regularly*

Enrolment is a necessary indicator, but it does not capture increased participation and learning. Learners have to attend and participate in classes regularly. It is understood that absence from school will occur, however, the goal of the NSFP is to make it possible for all learners to attend classes for a minimum of 80 percent of school days. The indicator also serves as a proxy indicator for an improved health of learners, as it is expected that due to regularly consuming a nutritious and healthy meal, learners will be less prone to falling sick. The indicator and target to measure the achievement of this outcome is:

- The attendance rate per term is 80 % or higher for all learners by 2017. Class teachers already keep daily attendance registers, however EMIS does not include the required information to report on the number or share of learners with 80% attendance or more. The present plan proposes a simple tool that enables schools to report on this information, which, once included by EMIS, would enable all relevant actors to access required attendance information from the EMIS database.

Outcome 4 – Promotion: *Enrolled learners successfully graduate to subsequent terms.*

The intervention logic of the NSFP includes the assumption that if learners were provided with school meals early during the school day, it would reduce short-term hunger thereby enabling them to have a higher level of concentration and retention during classes, which in turn should be reflected by greater performance success rates. Enhanced learning is well expressed by the following indicator:

- Promotion rates are at least 85 % for all grades in all primary schools of Namibia by 2017. (Once the NSFP encompasses secondary schools, this indicator should be expanded).

Information for this indicator will be drawn from educational statistics (EMIS). According to EMIS 2011, the promotion rates for grades 1 to 7 averaged 77.4% (79.1 % for females and 75.9% for males), ranging between 77.4% (grade 1) and 87.4% (grade 3).



Outcome 5 – Food security: *Guaranteed minimum caloric intake of all school learners during school days regardless of their household's capacity to provide food.*

This outcome is not an educational outcome, but expresses an increased level of food security. The mid-morning meals at school are not meant to provide the full daily caloric or nutritional requirements of children, but only 30-45% of their recommended daily intake (RDI), the remainder having to come from food provided by households. The focus of school feeding rests on education outcomes, however during the lean season (or in emergency situations) households (depending on their degree of poverty and vulnerability) will experience increasing difficulties in providing the remaining part of their children's RDI. In these times, school feeding assumes an additional role of enhancing food security for all by guaranteeing that each child receives at least one meal per day. The following indicator will measure the achievement of this outcome:

- Caloric intake (quantity and % of RDI) by child by gender per school day of at least the level recommended for school feeding, to be calculated on the basis of food specifications (see output 1 below); publicly available levels of RDI for primary school age children; and information on provided school meals and participating learners through the NSFP register (see output 2, below).

There is no specific outcome for the nutritional and health status of school children, even though the provision of healthy and nutritious food is one of the core objects of the NSFP. Nutritional indicators require considerable expertise and efforts for monitoring - currently this is beyond the scope of the NSFP. The improved nutritional and health status of children is expected to improve, assuming the planned rations and technical specifications of the food is provided in a timely manner and in the right quantities. An increased attendance rate due to reduced sickness will serve as a proxy indicator for an improved health of school learners.

Summary on monitoring efforts at the outcome level

Monitoring of the NSFP outcomes is based on indicators collected as part of national census and educational statistics (EMIS). National census data will be used as they become available.

EMIS provides data through two rounds of national surveys:

EMIS 1 is carried out on the 15th day of school each school year and includes snapshot information on learners' (by grade and gender) school enrolments, pass or failure rates of the previous year and class group composition. Principals as well as circuit inspectors crosscheck information before it arrives at regional level for data entry. By May, Round 1 data should be available through the EMIS.

EMIS 2 is carried out during the first week of the third term (September) of the school year. The third term is when significant additional dropouts are expected. It is more detailed than EMIS 1 and covers (among many others, less NSFP-related) information on:

- Total number of learners, teachers and other staff
- Learners by gender by grade
- Number of OVC, by gender and age group
- Orphans by gender, grade and deceased parent
- Number of learners by gender who dropped out during current year, by reason for drop-out
- Grade composition: new (1st time or passed; repeaters, previous drop-outs)

- Age and home language of learners (numbers by gender)
- Learners participating in NSFP, numbers by gender

This data should be available in the system by the end of November.

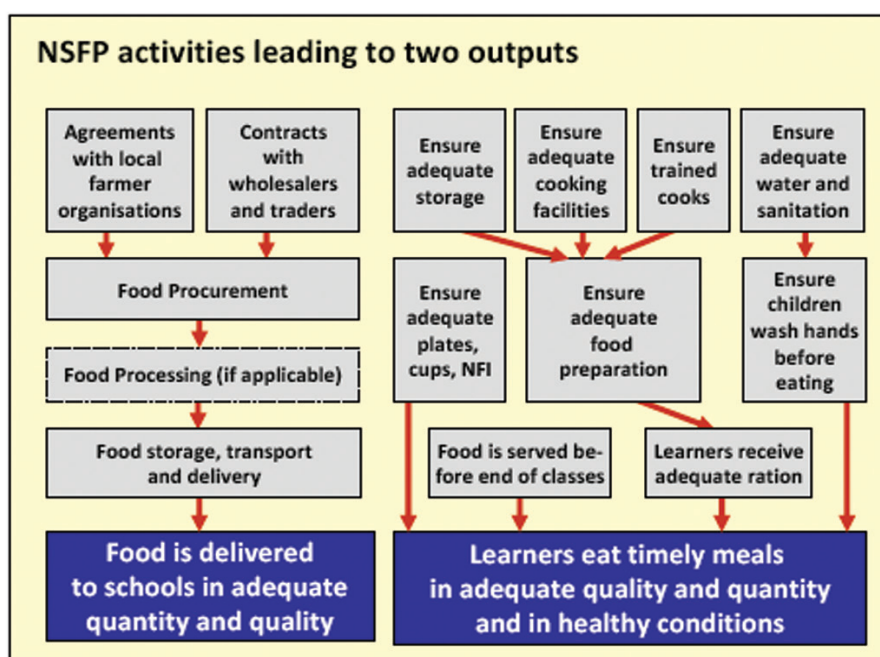
Given the existence of EMIS, the only additional efforts required to monitor NSFP objectives and outcomes are:

- Attendance rates must be systematically captured and reported beyond the present classroom registers. This is proposed to become a routine part of EMIS. A tool is proposed below (see Annex 10) for the calculation of school level attendance rates. This tool will help schools to obtain the required information to be reported through EMIS. This will be explained in more detail in sections 3.3 and 4.3.
- An NSFP register which will be kept at school.

3.1.2 Logical Framework at output level

The NSFP has two main outputs, one concerning the delivery of food to schools and the other concerning the reception of school meals by learners. However, there are a wide number of activities that have to be carried out to 'produce' these two outputs. These activities include: monitoring the logistic chain of food procurement, processing and transporting, and all aspects to monitor if school meals are regular, nutritious, prepared and served in a healthy and sanitary environment. This is illustrated below in figure 9:

Figure 9: Multiple activities leading to NSFP outputs



The NSFP M&E system does not require specific monitoring or reporting at activity level. However, the indicators used to monitor outputs have been chosen so each of them provides information on the implementation of the required activities. In addition, a number of NSFP actors have the task to check if certain milestones have been reached at certain times (see following section 3.4).

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



This output has three crucial aspects: the quantity of food delivered, the timeliness of food delivered and the quality of food delivered. Accordingly, three different indicators will be monitored to ensure the fulfilment of all three aspects:

- **Quantity of food delivered to schools as share of food ordered (target: > 90%);** the data source for this information will be the completed delivery notes (which include information on the exact quantity of food delivered to each school). This information and the information on food orders per school will be entered into the online M&E.
- **Quantity of food delivered before the first day of the term as percentage of total quantity delivered (target: > 90%).** data source for this information will be same delivery notes (which also include information on the date of delivery) and the start date of the school term in question. This information will be crosschecked with the food register or 'logbook', which will be kept at each school by the NSFP focal point. This register will be explained in more detail in section 4.1.1.
- **Quantity of food delivered that corresponds to quality specifications (target: 100%).** MOE at central level Division of Management, Planning, Appraisal and Training (MPAT) will continue to carry out regular spot-checks of the maize blend prior to delivery to schools. All food delivered to schools should correspond to the ordered specifications. This information will be combined with the observed condition of food upon reception, as reported in the school level report.

Output 2 – Reception of school meals by learners: *Learners receive timely school feeding in adequate quantity and quality*

This output includes six different aspects that all need to be in place for the NSFP intervention logic to work as expected:

- **Number of learners by gender who received school meals on at least 95% of school days.** To ensure that the required information is available to monitor this indicator, a NSFP register (maintained by the NSFP focal point at school) will capture the number of female and male learners participating in school meals on each day.
- **Number of learners by gender who have received a school meal ration that covers at least 30 45% of their daily caloric requirements on at least 95% of school days.** The information for this indicator will be derived from the NSFP register and the confirmation of the maize blend quality according to specifications, combined with available tables on the nutritional value of this blend.
- **Share of schools that provide school feeding with adequate storage facilities and practices (target: annual increase by 20%).** The NSFP register and the school level reports will include information on NSFP facilities (in particular storage and kitchen) and practices. In addition, the checklist for inspector or hostel manager visits will also include qualitative information on this aspect.
- **Share of school meals that were prepared by cooks that have access to adequate cooking facilities and have received adequate cooking instructions (target: 100%).** The information required for this indicator will be derived from the NSFP register. Inspectors' or hostel managers' reports will also include information on cooking facilities and cooks' training per school, which can be used to cross-check information from the beneficiary register.

- Share of school meals that were served before 11:00 o'clock or earlier during the school day (target: 80 %). This information will be available through the NSFP register.
- Number of school feeding recipients that have access to adequate water and sanitation facilities and are trained to wash their hands before eating (target 100%). This information will be available for each school through the NSFP register and can be cross-checked with EMIS data on infrastructure and reports from inspectors' and hostel managers' visits.

The table below lists the indicators and data sources for each of the intended outcomes and outputs.

Results	Indicator	Data source
Overall objective	Share of the Namibian population with a completed primary and secondary education	National census Educational statistics (EMIS)
	Adult literacy rate	National census
Outcome 1 – Access	Enrolment rate for 6 and 7 year old learners	Educational statistics (EMIS)
	Gender ratio in all primary school grades	Educational statistics (EMIS)
Outcome 2 – Adherence	Drop-out rate	Educational statistics (EMIS)
	Completion rate	Educational statistics (EMIS)
Outcome 3 – Attendance	Attendance rate	Elaboration of present attendance registration
Outcome 4 – Promotion	Promotion rate	Educational statistics (EMIS)
Outcome 5 – Food security	Caloric intake (quantity and % of RDI) by child and gender per school day	NSFP registry and food specifications
Output 1 – Delivery of food to schools	Quantity of food delivered to schools as share of food ordered	Delivery notes, combined with food orders
	Quantity of food delivered before the first day of the term as percent of total quantity delivered	Delivery notes (cross-checked through food logbooks)
	Quantity of food delivered that corresponds to quality specifications	Delivery notes, food logbooks, confirmation of food specifications
Output 2 – Reception of school meals by learners	Number of learners by gender who received school meals on at least 95% of school days	NSFP registry
	Number of learners by gender who have received a school meal ration that covers at least 30% of their daily caloric requirements on at least 95% of school days	NSFP registry and food specifications
	Share of schools that provide school feeding with adequate storage infrastructure and practices	Educational statistics (EMIS) NSFP registry
	Share of school meals that were prepared by cooks that have access to adequate cooking facilities and have received adequate cooking instructions	NSFP registry
	Share of school meals that were served before 11:00 o'clock or earlier during the school day	NSFP registry
	Number of school feeding recipients that have access to adequate water and sanitation facilities and are trained to wash their hands before eating	Educational statistics (EMIS) NSFP registry

Summary of monitoring efforts at output (including activity) level

The following tools will be required to monitor NSFP outputs and activities:

- Delivery note
- Food orders
- Food Logbook
- Food specifications
- NSFP register

The information obtained and registered through these tools will be reported through school level reports to be provided once per term. Inspectors' reports from school visits will further detail and qualify this information, and will allow for triangulation.

With respect to inputs, the NSFP (including management and M&E system) will be included in the zero-based budget of the Ministry of Education. Budget preparation will follow the established procedures for public finance management in Namibia. The monitoring of NSFP inputs will thus consist of monitoring of the NSFP budget against the planned budget and established budget monitoring and reporting procedures as part of the NSFP planning and implementation cycle.

3.1.3 The baseline for future NSFP monitoring

As mentioned above, a baseline is required to allow realistic and ambitious targets to be set and the assessment of actual achievements in terms of change of the point of departure.

The NSFP has developed considerably since its start in the 1990s. While considerable information on the participating schools is available, much of the information is dispersed, is of varying quality and does not in all cases reflect the actual status. For this reason, it has been decided to establish a baseline of the NSFP in all participating schools, against which all further progress will be measured. This will also help establish a good basis for annual planning and budgets, when regions consider (among others) which infrastructure investments should be carried out.

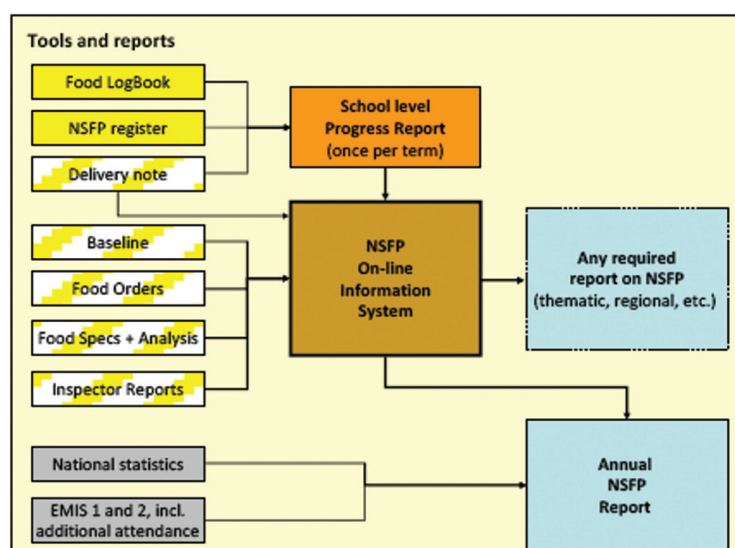
The baseline for the NSFP will be established in the third term of the 2013 in conjunction with the EMIS 2 data collection - making it easy for schools to provide the required information. The format for the baseline is attached as Annex 4. It requests information concerning school identification, type of school, physical infrastructure of school, the school feeding programme implementation, community participation, school learners' enrolment, attendance (including reasons for absenteeism), performance and drop-out.

Some of the information requested might be duplicated information requested as part of EMIS 2. However, the baseline pursues a different purpose than EMIS and the advantages that will be derived from the baseline. It is important to receive this information in a uniform manner from all schools within the same reporting time frame.

3.1.4 Overview of NSFP data sources, monitoring tools and reports

Figure 10 below illustrates how the various tools and data sources are interlinked in the comprehensive NSFP M&E system.

Figure 10: Overview of data sources, tools and reports in the NSFP M&E system



The Food Logbook and the NSFP register will capture information that will be incorporated in the School Level Report (see Annex 5). This report captures information on school identification, learners enrolled and participating in school meals, commodity reception, status of non-food items (NFI), commodity utilisation, reasons for losses, number of days without school meals, reasons for this, number of days on which school meals were served before 11:00 o'clock in the morning, hand washing was supervised and level of community participation. At the end of every term, each school will provide this short summary report, which will subsequently be entered into the online information system. In the future, innovative ways of entering such data (e.g. using SMS directly from schools) will be tested. Similarly, alternative ways of collecting information (e.g. by using meal cards to register school meal participation) or of processing information (e.g. a network of schools using electronic forms) will be tested. Until then, information on paper reports will be entered into the system by data entry staff at circuit and/or regional level.

The delivery note, completed by contractors responsible for the processing and for the delivery of food at school is attached as Annex 6. A delivery note duly stamped by the consignee, is the documentation required by the contractor to substantiate payment claims to the Ministry of Education. All delivery notes are entered into the online database of the NSFP. Food deliveries to schools are also included in the school level report and serve verification purposes.

The information from the baseline will be incorporated directly into the online NSFP database. Similarly, food orders and food specifications will be entered into the database directly. Other information from inspectors' reports (e.g. on school feeding infrastructure, NFI, and recommended investments) will also be captured by this system.

Once information is entered into the online information system, any report can be drawn from this data store. This will allow for example regions to prepare specific reports on their region in preparation of their annual budgeting and planning exercises. Any actor with access to the system can draw specific reports focusing on a particular theme, such as stock utilization, the status of NFI or NSFP infrastructure.

The annual NSFP report will draw heavily on the information included in the online information system. In addition, this report will also draw on information provided by national statistics and in particular by EMIS. EMIS will include additional information provided by schools regarding the number of learners (in total numbers and as share of enrolled learners) that have attended more than 80% of school days in a term. This will be further explained and a tool facilitating this reporting to EMIS will be proposed further in the document.

3.2 Link to the NSFP planning cycle

The NSFP M&E system is not a fixed system. It forms an inherent part of the school feeding management. For this reason, it is useful to see the monitoring and reporting within the context of the overall NSFP planning and budgeting cycle. The chart on the following page, figure 11, provides an overview.

This chart is an approximation, which serves the purpose of illustrating the context of the M&E system as part of NSFP management. This context provides the justification why M&E activities have to be carried out, why certain reports have to be available at certain times, and what are the consequences of a failing monitoring system.

There are a number of 'fix points' in the annual planning and budgeting cycle: (1) the budget for the subsequent financial year (April – March) is approved by cabinet at the end of March, (2) proposals for the next budget have to be submitted by MoE to the Ministry of Finance by mid-August, and (3) food

National School Feeding Planning Cycle

[illegible]

Figure 11: The NSFP Budgeting and Planning Cycle



must be delivered to schools during the last week before the start of the next school term.⁵ These fix points determine the sequence of activities included in the annual cycle. For example, to be able to deliver a budget proposal by mid-August, the NFI and food requirements for next year's NSFP have to be determined by mid-May.

To enable transporters to deliver food during the last week before the school term starts, MOE will carry out quality control of the processed food to ensure that the product corresponds to specifications during the three weeks before deliveries start. Suppliers must be allowed four weeks before that to ensure production of the maize blend. This means, food must be ordered 6 - 7 weeks before the start of the next school term.

Reports on food stocks and carry over from term 1 to term 2 can inform the calculation of food needs for term 3. Since Namibian school holidays are only two weeks, a high potential for carry-over can exist between term 3 and term 1 of the subsequent year.

The NSFP annual report will report on the degree of achievement of outcomes and outputs, and include an analytic section on lessons learned and observed shortcomings. This analysis and proposals to improve the functioning of the NSFP must be available before the proposal of the subsequent year's budget is prepared.

The overview allows an immediate understanding of how monitoring and reporting are part of the management of the NSFP. If reports are not produced in a timely manner and a high quality, the NSFP will have difficulties justifying its budgetary needs. If food orders are not placed in time, food deliveries will be late, with direct negative consequences for school enrolment, attendance and learning. If NFI needs are not collected, analysed and included in budget proposals, it will be difficult to improve the efficiency and quality of NSFP implementation. Poor reporting will result in wasted resources and underachievement of intended outcomes.

The overview informs the NSFP actors of their reporting responsibilities, allows managers to view if reports are received within the set timeframe, remind actors of the deadline and offer assistance if any difficulties are reported.

3.3 Monitoring by indicator

The complete and detailed monitoring matrix for the NSFP is attached as Annex 7. The present section provides an overview and introduces a typical workflow for NSFP monitoring and reporting.

A total of 18 indicators are monitored through the NSFP M&E system, three for the overall objective, seven for the outcome level, and nine for the output level. The collection of the information required to carry out adequate monitoring of these indicators does not cause an excessive workload. The table in figure 11 shows that the information is, to a large extent, already collected, in particular through the EMIS. For these indicators, all that is required for the NSFP M&E system is access to the EMIS database once newly entered data are available (i.e. after all necessary data collection, cleaning and entering has been carried out).

Only three new tools are proposed to collect and report on the additional information required in a timely and reliable manner: a school level 'food logbook', a school level NSFP registry and an adaptation of the attendance registration (already being carried out). Each of these pieces of information can be included in the EMIS. The details of these new tools, and the actor assigned to the tools, will be explained in section 4.

⁵According to a participatory workshop with NSFP actors from all levels, this should be possible if a transporter is accorded a contract only for one region, unless he can demonstrate the logistic capacity to carry out all deliveries within this week in more than one region.



The workflow for collection, compilation and reporting of information for the EMIS is well established and not subjective to the specific M&E system. The new tools and the proposed addition to the registration and reporting of attendance through EMIS are represented in the workflow in figure 12. The information flows from the individual school to the regional level and is entered into an online database system that makes data available for all actors with access to the system. This helps the workload for each involved actor to be kept to a minimum. The section below describes the individual actors' tasks attempts an estimate of the time required by each actor for carrying out the tasks.

3.3.1 Work flow for the food logbook

The content and use of the food logbook is explained, in detail, in section 4.1.1. Figure 12 below illustrates how each involved actor contributes to making information on food reception and utilization, available in one NSFP online system.

All information required for the school level food logbook is collected and entered by the NSFP focal point. The format and guidance on its use is provided by the head office (see below section 4.1.1 and Annex 8), which ensures consistency and comparability of all schools' food reports.

The NSFP focal point at each school is responsible to record food receptions and to check if they tally with information in the 'delivery note', which transporters submit to the MOE as supporting documentation for payment claims. The NSFP focal point also ensures that calculations of remaining stock in the school's food storeroom (starting stock + food reception – food used to prepare meals – losses) coincide with the end-of-the month physical stocktaking. At the end of each term, the NSFP focal point submits the completed term report for clearance to the school principal, accompanied by the entire logbook as supporting documentation.

The school principal, upon verification, includes summarised information from the food logbook in the school level NSFP report. This report (see Annex 5) is passed on the inspector (depending on who in the circuit is responsible for supervising the school). The person responsible verifies the report received (e.g. by comparing with own notes from the last visits), and passes it on to the regional level, where the unit responsible for NSFP management ensures that the data received are entered into the online M&E system. Data entry into the online system could also be done at the circuit level if internet connectivity is secure and reliable. The NSFP head office provides the system and guidance on its use (see section 7). The regional and central level will then be able to use the data for reporting and planning tasks.

Figure 12: Work Flow Food Logbook

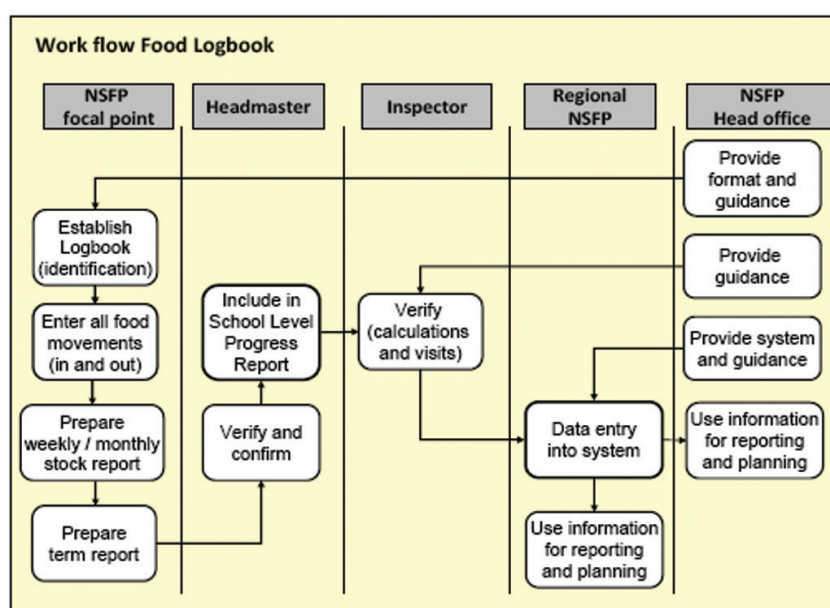
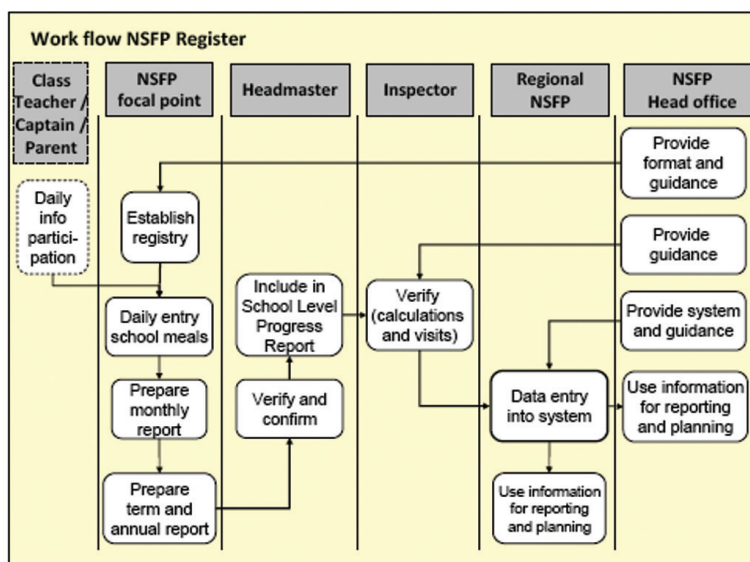


Figure 13: Work Flow NSFP Registry



3.3.2 Work flow for the NSFP register

The illustration above shows one additional actor involved in the workflow for the NSFP registry, who (especial in larger schools with many classes) needs to provide the NSFP focal point with daily information on the number of boys and girls that have participated in the school meals. All other information expected in the NSFP register is collected and registered by the NSFP focal point.

In the format provided by the head office (see Annex 9), the NSFP focal point establishes the registry (school identification, names of all classes, number of girls and boys enrolled). If the NSFP focal point works on paper forms, this information has to be entered every month. If the focal point can work on the electronic file, this general information is automatically copied to the subsequent monthly sheets.

The NSFP focal point works with monthly registry sheets for the entire school. On a daily basis, s/he enters if the day in question is a school day, if school meals are provided, if school meals were provided before 11:00 o'clock in the morning, if school meals were prepared and served in a healthy environment (i.e. according to cooking instructions) and if learners were supervised to wash their hands before and after eating.

Also on a daily basis, the total number of female and male learners for each class that have participated in school meals is entered into the monthly registry sheet. In smaller schools, the NSFP focal point can easily obtain this information directly. In larger schools, s/he will need support from some person who collects this information and passes it to the NSFP focal point. This person has to be designated by the school principal, and could be the class teacher, the class captain (i.e. one elected learner with specific tasks) or a parent. The school principal should decide who has to provide this information to the NSFP focal point based on the specific situation of the school in question. Gathering and reporting the information to the NSFP focal point should not take more than five minutes per day.

It is important that the register sheet is kept up-to-date on a daily basis, this will allow accurate monitoring of the number of girls and boys actually receive school meals. The register sheet will provide evidence on the interrelation between school meal provision and school attendance, and it will enable NSFP management to monitor trends (e.g. over different seasons). Accurate forecasts on the quantity of food required for each term will ensure that enough food is available without risking excessive waste of resources.

At the end of each month and each term, the NSFP focal point calculates the totals and percentages using the register format. If s/he can work on the electronic file, these are calculated automatically. The

totals and percentages are then reported to the principal, who includes this information in the NSFP School Level Report. The remaining workflow corresponds to the one described for the food logbook and does not need to be repeated.

3.3.3 Work flow for school attendance registration

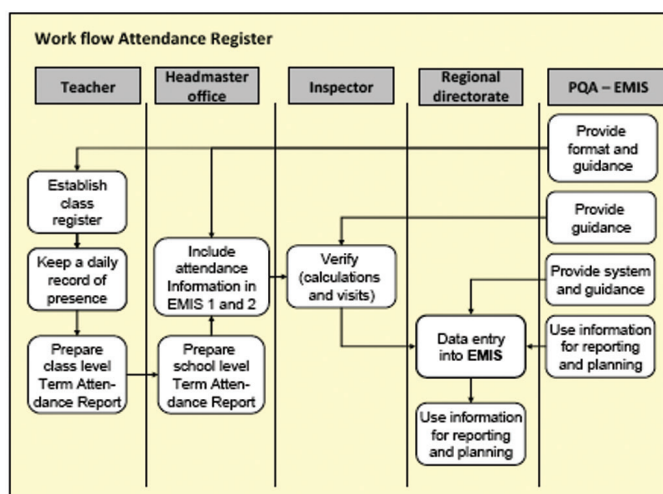
The teacher responsible for registration, 'register teacher', registers school attendance on a daily basis. The class attendance register includes information (separate for female and male learners) on the full name of learners, their admission number, their date of birth (this information is only entered once at the beginning of the term), and for each school day a mark if a learner has attended. The total number of days attended per learner is entered for each week and each term, and the total number of school days is recorded.

With this information, it is easy to calculate if a learner has attended 80% of school days, and to sum up how many of the enrolled learners have attended 80% or more during the term. However, these calculations are not presently carried out and the resulting numbers and percentages are not reported on or entered into EMIS. For this reason, the information on the share of learners with an attendance of 80% or more (an important indicator for the NSFP outcome on attendance) is presently not readily available in EMIS.

The tool attached, as Annex 10, provides a simple format in which "register teachers" can calculate once per term the attendance rate for each of their learners, and report to the principal the number of learners with an attendance of 80% or above. The second sheet in the tools helps the principal to collect this information for all classes, and calculate the totals for the school as a whole. If schools can work on the electronic file, all calculations will be made automatically. If they have to work on paper, calculations will be done manually once per term.

This information is relevant for the performance of the school as a whole, and it should not be captured and reported through the NSFP M&E system, but through the EMIS. EMIS round 1 and 2 requests information from schools on attendance, which will be obtained with the help of present attendance registration and the calculation tool provided in Annex 10. This information should then be entered into the EMIS database. From there, the information would be accessible for the entire education system, including NSFP as shown in the proposed workflow below. Please note that the actor responsible at central level in this case is not the NSFP head office, but PQA–EMIS. The system into which data are captured is not the NSFP system, but EMIS. The calculation tool itself and the work required is presented in more detail in section 4.3.1.

Figure 14: Work Flow Attendance Register



3.4 Overview of M&E actors

The following table summarises the roles and responsibilities of the actors involved in the NSFP monitoring and reporting system at each of the four levels (school, circuit, regional and central).

Level	Entity	Responsibility
School level	Principal	<ul style="list-style-type: none"> Accountable for overall running of NSFP Verification and summary of teacher and NSFP focal point reports (attendance, enrolment, drop-out, etc.) Verification of ordering and delivery forms Completing NSFP School Level Report
	NSFP focal person	<ul style="list-style-type: none"> Verify food reception and school feeding activity Maintain food logbook, and control stocks weekly Maintain NSFP register Provide food and beneficiary information for NSFP School Level Report Prepare food orders for principal's approval
	Teachers	<ul style="list-style-type: none"> Attendance register (present tool, plus calculation 1x/term) NSFP register (daily information on total female and male learners' participation in school meals) Supervise hand-washing and serving of food
	School board (school feeding sub-committee)	<ul style="list-style-type: none"> Help mobilise and lobby communities for support Verify school meals – size, quality, customer satisfaction NSFP register (daily information on total female and male learners' participation in school meals) Supervise hand-washing and serving of food
	Cooks	<ul style="list-style-type: none"> Report to NSFP focal point on condition of food – mites, moisture, etc
	Learners	<ul style="list-style-type: none"> NSFP register (daily information on total female and male learners' participation in school meals) Customer satisfaction feedback (inspector asks during visit)
Circuit level	Inspectors (who can delegate part of his tasks to generalists, clerks, etc.)	<ul style="list-style-type: none"> Monitor adherence to standards Visits to schools: spot checks, assess needs Verify reports for circuit Compile food orders and cross-check food deliveries Provide guidance and training to those who need it
Regional level	Chief Education Officers / chief inspectors	<ul style="list-style-type: none"> Overall regional responsible for supervision of schools Monitor implementation of NSFP – follow up on reports coming from schools and inspectors
	Regional School Feeding coordinators (incl. clerk assistance)	<ul style="list-style-type: none"> Verify delivery of consignment at warehouses Data entry Prepare regional level reports from the system as required
	PQA and MPAT	<ul style="list-style-type: none"> Support to budgetary planning and oversight Contract + monitor food processing and transport tenderers Oversee and support the implementation of the NSFP, including strengthening the capacity of all actors Document NSFP activities, outputs produced and outcomes achieved (maintain M&E system and prepare annual report) Monitor Implementation of NSFP

4. M&E tasks of actors at school level



Six different actors are involved in the NSFP M&E system at the school level: the NSFP focal point, the principal, class teachers, the school board (sub-committee on school feeding), the cooks and, of course, the learners.

4.1 NSFP focal point

The NSFP focal point is usually a teacher appointed for a period of time to act as a focal person for the NSFP. The school principal should ensure the workload is adequately distributed, either by ensuring a fair rotation of the focal person among teachers.

It is the overall task of the NSFP focal point to ensure that the NSFP is implemented as planned at his or her school. The main tasks of the NSFP focal include the following:

- Manage food for school meals at school;
- Supervise the preparation and serving of food;
- Ensure that the provision of school meals and the participation in school meals is properly recorded and reported, assisting the principal in school level reporting and the planning NSFP activities; and
- Register any kind of hindrance to optimal NSFP implementation (e.g. lack of NFIs, inadequate storage infrastructure or kitchen facilities, etc.) and report these to the circuit/regional level, ideally with a proposal for a solution.

Each of these tasks is discussed below.

4.1.1 Management of food

Management of food includes proper storage of food at the school level, receiving food from transporters or the community, discarding food unfit for consumption and distributing food to cooks as compensation (until cash payments to cooks are introduced).

With respect to storage, the NSFP focal point needs to be trained to know how food is properly stored. This training is the task of the inspector. Together with the inspector, the NSFP focal point will determine how food can best be stored at the school, and which measures need to be taken to ensure adequate storage. The food store must be locked by key, and the key should remain with the NSFP focal point.

The NSFP focal point should maintain up-to-date, accurate food logbook. The format for this logbook is shown in Annex 8. Each school will receive a printed and bound book with sufficient pages to register all food movements as required.

At the end of each term, the NSFP focal point must take stock of how much food is still available in the storeroom, how much is currently fit for consumption and how much will be fit at the beginning of the next term. Food is considered fit for consumption if the shelf life of the food is not yet expired, and if the bag is dry and sealed properly.

All bags with an expired shelf life must be discarded according to the established procedures (see NSFP reference manual). Food that is still fit for consumption at the end of the term, but with a shelf life that will expire before the beginning of the next term, can be disposed of in agreement with the principal and the inspector, and be properly accounted. Food that is fit for consumption and that will not expire before the beginning of the next term must be carried over to the next term. The quantity of food carried over must be entered into next term's food logbook as 'carry-over stock'. This food has to be stored in such a way that it is easy to reach and will be used first once the school term begins.

At the beginning of each term new food (fortified maize blend) will be delivered to schools by contracted transporters. The reception of food is recorded both on the 'delivery note' (see Annex 6) that the transporter brings along, as well as in the school's food logbook. The date of delivery, the quantity of food and the condition of bags received is recorded in both documents and must tally. Other food (e.g. if the NSFP food basket is changed or enlarged) provided by the community or bought by the school is equally recorded in the food logbook on separate sheets, one monthly sheet per commodity.

Every day of school, the NSFP focal point will hand out food to cooks in the required quantity. In doing so, the focal point will take care to first hand out those bags that are closest to their expiry date. The quantity handed out is registered on a daily basis in the food logbook.

When cooks discover that food is unfit for consumption (has mould, infested with insects, etc.) they should report this to the NSFP focal point. After verifying their report, the focal point should hand out food from the storeroom to replace the food identified as unfit. Furthermore, the focal point should ensure that the bag with food found unfit for consumption is stored separately until it can be disposed off according to the established procedures. The quantity of food found unfit should be recorded in the food logbook.

At the end of each month, the NSFP focal point calculates the quantity of food that should be in the storeroom; and checks the actual stock to verify if this quantity is available. Bags must be stacked so stack counting is quick and easy. Any differences between the stack records and the actual quantity of food could mean poor stock record keeping or mismanagement. If mismanagement of food is suspected, the focal point should alert the school principal, who should take adequate measures to ensure a proper investigation. The circuit inspector or hostel manager visiting the school should be informed of such cases as well as the outcome of ensuing investigations and any follow-up measures taken.

Losses (e.g. through theft or otherwise) are registered in the food logbook, and the quantity of food remaining in the storeroom is shown in the school records.

At the end of the term, the food balance is established and verified. After that, the quantity of food that can be carried over to the next term is identified.

The table opposite provides an overview of the tasks of the NSFP focal point with respect to food management.

4.1.2 Supervision of preparation and serving of food

The NSFP focal point must understand the standards for adequate food preparation, and train the cooks accordingly. The supervision of the cooks is a quick daily task. When handing out food to cooks, the NSFP focal point assures that pots are clean and safe drinking water is available. Heat and duration of cooking can be discussed and instructions should be repeated sporadically. This should not add additional time outside of what is budgeted for handing out food, see table opposite.



Food management				
Task	Frequency	Timing	Time needed*	Time per year**
Complete cover page	Annual	On the first day of the first term	10 minutes	10
Accessible storage of carry over food, incl. registration in logbook	Termly	At the end of each term	60 minutes	180
Receive food from transporter and ensure proper stacking in store room	Termly	At the beginning of each term	240 minutes	720
Register food reception from transporters	Termly	At the beginning of each term	15 minutes	45
Register food reception from community	Daily	Whenever food is received from the community	15 minutes	450
Hand out food to cooks	Daily	As soon as cooks arrive	5 minutes	1,000
Register food hand-out in logbook	Daily	After hand-out	2 minutes	400
Remove and register any food found unfit	Ad hoc	Whenever food is found unfit	10 minutes	150
Calculate and check remaining stock	Weekly	At the end of the week	20 minutes	800
Deal with losses	Ad hoc	Whenever calculation and stock do not tally	60 minutes	360
Calculate termly food management totals	Termly	On the last day of the term	10 minutes	30
Discarding food found unfit (following procedure)	Ad hoc	Whenever food must be discarded	60 minutes	120
Report to and discuss with principal and inspector/ hostel manager	Termly	At the end of each term as well as ad hoc	100 minutes	300
Total time required per year		Minutes	4,565	
* Working with paper format, far less if electronic		Hours	76	
** Minutes, at a school with 20 classes, 200 days		Days	9.5	

The serving of food includes several aspects, including:

- Plates and spoons are clean
- Adequate rations are dished out – ideally using a standard scoop
- Learners wash their hands before and after eating
- Learners wash their dishes and spoons after eating.

The time required for this supervision depends on the size of the school (number of classes). As shown in the table below, it is estimated that this task takes considerable time, and may in fact not be manageable by the NSFP focal point alone.

Supervision of food preparation and serving				
Task	Frequency	Timing	Time required	Time per year*
Supervision of food preparation	Daily	At the occasion of food hand-out, occasional ad hoc checks	10 minutes	400
Supervision of food serving	Daily	During school meals	3 minutes per class	12,000
Total time required per year		Minutes	12,400	
		Hours	207	
* Minutes, at a school with 20 classes, 200 days		Days	25.8	

It should be noted that the time required by the NSFP focal point is used less for M&E, but more for the management of school feeding programme. Ideally, the supervision of food serving should be delegated to community members. This is a simple task that requires a considerable amount of time.

4.1.3 Registration of provision of and participation in school meals

Registration of participation in school meals is a core component of the NSFP M&E monitoring and reporting system. As mentioned in previous sections, much of the monitoring of outcomes related to this indicator does not require additional effort, as these indicators are currently monitored and reported on through the EMIS. However, for output level reporting, the registration of school meals participants needs to be established.

The NSFP register (see Annex 9) is designed in a way that limits the workload and time required by focal points and other NSFP actors to complete it. The register is one sheet per month, plus one sheet per term. Total term results (number of school feeding days, share of school days with school feeding and total number of girls and boys that participated in school meals) are included in the NSFP School Level Report.

The 12 monthly sheets summarise the number of female and male school meal participants per class for the whole school. The NSFP focal point is responsible for all entries into these monthly registers. At the beginning of each month, s/he inscribes the numbers of every class in the left column. Each class is mentioned twice, once in the upper block (female), once in the lower block (male). The monthly NSFP register sheet can be placed in the principal's office, where those responsible for class level reporting (see below section 4.2.2) can enter daily figures of female and male learners that have participated in the school meal.

Every day, the NSFP focal point enters the required information in the first five rows of the monthly register (has school taken place; have school meals been provided; were meals provided before 11:00 a.m.; were meals prepared in a clean environment (i.e. according to the guidance provided to cooks); and have learners been supervised to wash their hands?). In addition, where school has taken place but no school meals were provided, the NSFP focal point registers the reasons for this. In all cases, where the answer is yes, the focal point enters a '1'; where the answer is no, nothing should be entered.

Every school day, a person designated by the school principal provides information for each class to the NSFP focal point on the number of female and male learners that have participated in school meals. This person can be the class teacher, the class captain (i.e. one elected learner with specific auxiliary tasks), or a community member assisting with the supervision of meals. This number of female and male learners per class who have participated in the school meal on the day in question is then entered into the register by the NSFP focal point (or entered directly in the monthly NSFP register).

When focal points can only work on paper formats, the sums are calculated at the end of each month and transferred into the term report. Term totals are calculated at the end of each term, and reported to the principal for inclusion in the NSFP School Level Report.

When the NSFP focal point can work on the electronic file, all calculations will be carried out automatically. The sheets are protected so that headings and formula cannot be changed.

4.1.4 Registration and reporting of hindrances to optimal NSFP implementation

Throughout the implementation of school feeding at a school, the NSFP focal point will become aware of problems that affect its efficiency or quality. Some of these problems can be addressed immediately in cooperation with the other actors at school level. The NSFP focal point should ensure the issues are identified and brought up with the right people and in the right forum.



NSFP beneficiary registry (including overall school attendance)						
Task	Frequency	Timing	Time needed	Per year*	Time needed	Per year*
			Working with electronic register		Working with paper register	
NSFP focal point						
Enter class names into month NSFP register	Monthly	At the start of the month	5 minutes per month	60	5 minutes per term	15
Enter basic information on school meals into term NSFP register	Daily	After school meals are finished	5 minutes for whole school	1,000	5 minutes for whole school	1,000
Enter daily totals for female and male learners into monthly NSFP school register	Daily	After school meals, based on totals provided per class	1 minute per class per day	4,000	1 minute per class	4,000
Calculate monthly and term totals	Monthly	End of month	Automatic	0	2 minutes per class	480
Total time required per year			Minutes		5,005	5,495
			Hours		83.4	91.6
* Minutes, at a school with 20 classes, 200 school days			Days		10.4	11.4

Other issues will require external assistance. Here, the NSFP focal point or the principal will contact the responsible inspector or hostel manager to discuss a possible solution. Such advice can be sought by telephone, email or letter. In any case, it is crucial that the NSFP focal point notes all issues that arise, and discusses them with the inspector or the hostel manager at the next visitation. For infrastructure or NFI investments, it is crucial that these are proposed in the inspector's/hostel manager's report to the regional education office.

4.2 Class teacher

Class teachers have two specific tasks with respect to the monitoring system of the NSFP:

- Register learners' attendance, and calculate each learner's attendance rate per term (this task is related to general EMIS, but the NSFP M&E system will need EMIS to include this information)
- Report on learners' participation in school meals (this task is delegated by the principal)

4.2.1 Registration of learners' attendance

Currently, class teachers record each learner's attendance on a daily basis and calculate the total number of days attended by each learner per week and per term (see above section 3.3.3). The information required for the monitoring NSFP outcome 3 indicators is provided by each class teacher at the end of each term who enter the total number of days attended by each female and male learner into the first sheet of the proposed calculation sheet (Annex 10). The sheet calculates the attendance rate of each learner and counts the number of female and male learners that have achieved an attendance rate of 80 percent or higher. This information is passed on to the principal's office for compilation and calculation of the same information for the entire school.

4.2.2 Reporting of learners' participation in school meals

Daily information on school meal participation is highly valuable, as it documents how school feeding resources have been used and how many learners have in fact benefited from school meals on any given school day. This information allows a pattern to develop regarding how many learners are participating in school meals during different seasons (i.e. if there is a surge in participation during the lean season). Future food orders can become increasingly predictable, ensuring that sufficient food is available for the term in question and at the same time avoiding wastage.

Registration of learners' attendance				
Task	Frequency	Timing	Time required	Time per year*
Class registration teacher				
Enter total days attended per learner into calculation sheet	Once per term	At the end of the term	10 minutes per class	30
Calculate attendance rate per learner	Once per term	At the end of the term	60 minutes per class (max!)	180
Total time required per year		Minutes	210	
		Hours	3.5	
* Minutes		Days	0.45	

Principals decide who will on a daily basis report on the participation of learners in school meals to the NSFP focal point (see above section 4.1.3). This can be class teachers, class captains or community members. The principal's decision will be based on a specific situation of the school, including the question of whether this reporting would require class teachers to dedicate too much time to a task not directly related to teaching. For this reason, and pending tests of other methods of capturing information on school meal participation (e.g. using meal cards), the tasks described below might have to be carried out by class teachers.

Those assigned the responsibility for reporting this information, need to count daily the number of the female and male learners in a class participating in the school meals, and to provide this information to the NSFP focal point (or enter the information directly into the NSFP register).

Registration of learners' participation in school meals				
Task	Frequency	Timing	Time required	Time per year*
Class teacher (or other person designated by the principal)				
Report number of female and male learners who participated in school meal	Daily	After school meals	5 minutes	1,000
Total time required per year		Minutes	1,000	
		Hours	16.6	
* Minutes		Days	2.0	

4.3 School principal (including principal's office)

With respect to the monitoring of the NSFP, school principals have three tasks:

- Compiling information from class teachers and preparing reports
- Preparing and submitting the NSFP School Level Report once per term
- Direct intervention and problem solving (as e.g. for cases of unexplained losses, or hindrances to school feeding implementation).

4.3.1 Compiling information and preparing attendance reports

Much of the work under this point will not be done by the principal alone, but by the principal's office or administrative support. The information on attendance (see section 3.3.3 and Annex 10) is calculated on the basis of information provided by class registration teachers and reported as part of EMIS.

There are two calculation sheets, the first (see above) assists class teachers to calculate the attendance rate for each female and male learner in their respective classes and to determine the number of



learners with an attendance rate of 80 percent or higher for the term in question. The second sheet allows the principal's office to enter class totals and calculate total numbers and the share of enrolled learners with an attendance rate of 80 percent or higher. This sheet results in four pieces of information per term that will have to be captured by EMIS (Information on term 1 and 2 to be included in EMIS 2, information on term 3 in the subsequent year's EMIS 1):

- Total number of female learners with an attendance of 80% and above
- Total share of female learners with an attendance of 80% and above
- Total number of male learners with an attendance of 80% and above
- Total share of male learners with an attendance of 80% and above

The tasks required by the principal's office is to make this information available to EMIS and from there to all interested actors with access to EMIS are summarised in the table below:

Calculating attendance rates at school level				
Task	Frequency	Timing	Time required	Time per year*
Enter term attendance totals in class term attendance calculation sheet, calculate	Once per term	At the end of term	1 minute per class + 10 minutes for school	90
Enter summary information in EMIS 1 and 2 reports	Twice per year	According to EMIS	5 minutes per school	10
Total time required per year		Minutes	100	
		Hours	1.6	
* Minutes, at a school with 20 classes		Days	0.2	

4.3.2 Verifying reports

NSFP focal points and class teachers carry out the bulk of the monitoring work, with respect to the NSFP registry. However, the NSFP register completed by the NSFP focal point has to be verified and cleared by the principal. The simple and clear format for the registration of information is meant to facilitate this task. To verify class registers, the principal should compare the names of learners inscribed in each class with the existing school register and check if totals are summed up correctly. To verify monthly NSFP school registers, the principal verifies if totals are transferred correctly for each class. This task should not take more than maximum 1 hour per month. The same verification is required for class attendance calculations.

4.3.3 Direct interventions

Sometimes a principal will have to intervene directly. For example, to lead investigations into unexplained shortfalls of food in the food storage, to help mobilise the community to support the school feeding programme; to mediate any emerging conflicts or correct inadequate practices. The amount of work required for this task depends on how well the programme is implemented at the school – which in turn depends to some extent on the training and support provided to NSFP focal points, class teacher and cooks. The M&E plan is meant to form a solid basis for such training and support. With well-established systems in place and responsible staff well trained, the time required for direct interventions (and for other tasks related to good quality NSFP implementation) can be minimised.

4.4 The role of communities

There is ample evidence that school feeding programmes that are pursuing the interests of communities; are owned by communities and include some material (cash, in-kind) or labour contribution by communities; have the greatest chances of effectively achieving their objectives, using

resources efficiently and accountably, and being sustained even in difficult times.⁷ The NSFP design foresaw substantial contributions of communities, both in terms of material inputs (fuel sticks, wood paper, plastic, coal, plates and spoons, soap for cleaning, materials for a cooking shelter, materials for a storeroom, and cooking utensils) and activities (fetching water, preparing meals at the school, constructing a cooking shelter, constructing a storeroom, protecting the school premises, organising at least 3 meetings per annum to discuss activities in connection with the NSFP, organise fund raising activities, recycling empty bags and oil containers, participating in community development projects, and assisting with the school vegetable garden).

The case study of 2012 found,

'The NSFP does enjoy a degree of community participation and ownership'. Parents and community members have provided firewood, cooks and shelters, and occasionally local businesses have made donations to school feeding in their area. However, parents and caregivers have not been able to provide cooking and eating utensils, soap and pot scourers, and, importantly, adequate storage space. The matter of inadequate storage space is a weakness in the design of the programme, in that the capacity of poor communities to provide storage was over-estimated.'

The NSFP actors have been rethinking the role of communities. Fundamentally, the expectation of communities providing material contributions are reduced, meaning that crucial non-food inputs such as cooking and eating utensils, and material for a proper storeroom and a kitchen shelter, should be provided in good quality by the government.

Expectations to communities with respect to activities are maintained, with the qualification that where quality infrastructure is required (e.g. for storerooms, for which clear standards have to be fulfilled), community workers should be adequately guided and led to be able to carry out productive work. Communities are also expected to provide cleaning and maintenance of the food storeroom as requested by the NSFP focal point.

On the other hand, expectations to communities will be increased with respect to monitoring tasks. New tasks to be performed by communities include the following:

- Assisting the NSFP when commodities are received, checking if food bags are dry and intact;
- Supervising hand washing of learners before meals;
- Potentially providing information on the number of learners participating in school meals (see above section 3.3.2), in particular if community members other than cooks (see below) assist in the serving of food;
- Being observant, and advise the NSFP focal point, the principal, or the school feeding sub committee of the school board on any issues with the quality and efficient implementation of the NSFP at their school;
- Keeping an eye on the school infrastructure (in particular the food storeroom) and alert on any observed potential security breach, e.g. break into the food storeroom to the adequate person or authority; and
- Providing feedback on any NSFP implementation issues to the inspector/hostel manager during visits.

4.5 Cooks

In future, communities will not be expected to provide 'voluntary' cooks who are then compensated with take-home food rations. This has been found to be inefficient, very costly, and does not allow a certain professionalization of cooks. The NSFP will pursue the engagement of highly committed cooks who will be trained on food preparation, nutrition and hygiene, tested for TB and salmonella, provided with adequate protective clothing (according to Namibian health standards concerning personnel dealing with food) and paid an amount corresponding to the actual time spent on preparing meals.

⁷See for example World Bank / WFP: "Rethinking School Feeding", 2009

This is expected to lead to a higher quality of food preparation, a high reliability of the daily availability of cooks, a more efficient use of resources and stronger compliance with Namibian health standards.

As mentioned in section 3.3.2, cooks may be asked to provide information on the number of learners participating in school meals. This depends on the decision of the school principal. It may be most relevant where meal cards are introduced.

4.6 Learners

Learners are the intended beneficiaries of the NSFP, and have important contributions to make, including prompt attendance, diligent participation in classes, completing home assignments, etc. With respect to the NSFP itself, they are responsible for using latrines where available, washing their hands before meals, ensuring an orderly serving of food and washing plates and hands after eating. They also must participate in complementary activities such as de-worming, training on nutrition, HIV/AIDS, life skills and other activities.

With respect to monitoring, learners provide feedback on their satisfaction with the food provided. This feedback can be provided to cooks, teachers and the NSFP focal point or visiting inspectors/hostel managers or programme evaluators.

Learners (e.g. class captains) are among those the principal can ask to provide information to the NSFP focal point on the number of female and male learners in each class participating in school meals each day (see section 3.3.2).



5: NSFP monitoring tasks at Circuit level

At circuit level, there are two actors with the crucial task of ensuring the interface between the national education system and the individual school: school inspectors (depending on the way school supervision and support are organised in the respective region) or hostel officers.

5.1 Inspectors and hostel managers

Without the function of the inspectors and hostel officers, it would be impossible to maintain good contact with every single school in the vast and sparsely populated territory of Namibia. Namibia has 13 regions, and a region can have between 30 and 306 schools. Circuit inspectors or hostel officers maintain direct contact with and supervision of schools. In principle, in rural areas no inspector or hostel officer should cover more than 30 schools in order to be able to visit each school at least once per term.

Region	Number of schools	Required number of inspectors / hostel managers
Caprivi	100	3-4
Erongo	63	2
Hardap	56	2
Karas	49	2
Kavango	322	10
Khomas	100	3
Kunene	55	2
Ohangwena	242	8
Omaheke	41	1-2
Omusati	274	9
Oshana	135	4-5
Oshikoto	196	6-7
Otjozondjupa	70	2-3
Total	1,703	54 - 59

At present, there are 59 posts for inspectors or hostel officers in the country. Provided these are distributed in about the way shown in the table above, this number should be sufficient to ensure adequate direct contact with schools in all regions.

There are two main tasks of inspectors and hostel managers with respect to monitoring the NSFP:

- Visiting schools
- Verifying and compiling school level reports.

5.1.1 Visiting schools

Each school should be visited at least once to twice per year, and a school visit should normally take about half a day. Only a part of this time will be dedicated to NSFP monitoring, while the bulk will be used for general supervision and support. The list below summarises the tasks in relation to the preparation, implementation, and follow-up of these visits with respect to monitoring the NSFP:



Standard list of tasks in relation with school visits (with respect to monitoring NSFP)

- 1) Prepare each visit by
 - a) Announcing to the school when she/he will be visiting, asking the school to prepare,
 - All facilities can be seen (kitchen, storeroom, etc.)
 - That community representatives/SF management committee are present
 - Concerns and proposals are discussed on beforehand
 - b) Studying the previous report including agreed-on follow-up action, ensuring
 - To provide own information on follow-up
 - To take stock of NFI for potential replacement along
- 2) During each visit, inspect and report on
 - Physical condition of the school
 - Physical condition of the storage room for NSFP food
 - Physical condition of the shelter/kitchen – working conditions of cooks
 - Existence and condition of eating location
 - Inventory of NFI for school feeding: cooking utensils, eating utensils
 - Presence of quantities of food that is spoiled (report for destruction)
- 3) During each visit, ask for and – if relevant – report on perceptions, level of satisfaction as well as requests and proposals of
 - NSFP beneficiaries;
 - Teaching staff;
 - School management;
 - Community (SF management committee);
 - Cooks (tasks; working conditions; compensation; trained, tested, clothing)
- 4) During each visit, seek to
 - Follow-up on last visit, based on report from that visit and agreed-on follow up action;
 - Provide advice and on-the-job training on specific issues as relevant, such as food preparation, hygiene, food storage, record keeping and reporting;
 - Replenish NFI, (take extras to the visit)
 - Agree on follow-up action by all involved (including inspector, e.g. proposing certain improvement measures in her/his report)
- 5) Prepare concise reports on each visit, following provided format (see *Annex 11*)
- 6) Submit reports to region – including for budgetary reasons
- 7) Cross-check reports received from schools (EMIS or other) with own observations
- 8) Follow-up with regional level on own and school reports to be able to provide proper feedback to schools

A checklist/standard structure for school visit reports is proposed in Annex 11. It is important that any follow-up action recommended as a result of discussions during school visits is clearly highlighted in the inspectors' reports. In particular, potential costs that would be incurred by such action (one-time investment or recurrent) should be mentioned. This is important to ensure that the recommendations and a budget for their implementation are included in the region's budget for the next financial year. In particular larger investments cannot be expected to become possible without being included in the regional budget.

5.1.2 Verifying and compiling school level reports

A number of reports are prepared at school level, which are verified, cleared and passed to the regional level. These reports are in particular the EMIS 1 and 2 reports and the School Level NSFP Report.

This verification has internal and external aspects. Internal aspects are verified by checking if there are any contradictions within the report in question, and if calculations in a report are correct. For verification of external aspects, an inspector or hostel manager compares the report in question with either records in previous corresponding school level reports or own observations. Where inconsistencies are observed, these have to be clarified with the responsible school principal (and/or NSFP focal point).

The school level reports for the NSFP monitoring system are not aggregated, as at regional level each school report has to be entered separately into the NSFP online system. Compilation of reports means making sure that all reports due from all schools covered by the inspector or hostel officer have been received and cleared.

6: NSFP monitoring tasks at Regional level



At the regional level, there are two main actors with respect to the NSFP: Chief Education Officers and regional Hostel Officers (including clerk assistance).

6.1 Chief Education Officers

The Chief Education Officer is responsible for the supervision of schools in the region. This includes the task of monitoring the implementation of the NSFP, including the signing off on all school level reports from the region, as well as follow up on inspectors' reports.

The regional hostel officers will ensure that all preparatory work is completed, and the Chief Education Officer will take decisions based on well-justified proposals and guidance (e.g. for budget preparation) at regional level.

6.2 Regional hostel officer

The regional hostel officers have a central role for the transferral of information as well as requests and analysis coming from the school level into the regional and the national system. In addition, this actor also plays a role in the monitoring of part of the logistics chain including delivery of food from the manufacturer to the region and onwards to each individual school. Three kinds of tasks can be distinguished:

- Verification of food consignments at warehouses
- Compilation of reports and registers
- Data entry

6.2.1 Verification of food consignments at warehouses

Food consignments are brought to regional warehouses before being loaded on trucks and delivered to individual schools in the region. This offers an opportunity to inspect the condition and quantity of food. The regional school feeding coordinator will not carry out an analysis of the food composition (this is done by PQA/MPAT at central level). PQA/MPAT will check if the overall quantity brought to regional warehouses corresponds to food orders and delivery plans and if the bags are in a good condition (dry and intact). It is important that food is available beginning on the first day of each term. The verification at regional warehouses can detect shortcomings even before the food has actually been brought out to schools. This can save valuable time and transport costs. When transporters bring food consignments directly from a central warehouse to schools, this task is not required.

6.2.2 Compilation of reports and registers

The School level NSFP Reports produced at school level and verified and passed to inspectors are not aggregated. Therefore, all data will be entered into the central online system on a school-by-school basis. However, a lot of analytic tasks have to be carried out by the regional hostel officer, including preparing summaries of the reports and registers in question for all beneficiary schools in the region. This will allow a comparison of achievements for different schools and circuits, and enable an analysis of the causes of potential under achievements.

Ideally, information from the school level reports is entered into the online database first. Then regional hostel officers can use this system to draw any kind of summary report for their own region, as well as obtain comparisons with other regions.

In addition, an important task of regional hostel officers is the extraction and analysis of the most important information and proposals from inspectors' reports. This includes both quantitative and qualitative information, including, but not limited to: the state of school feeding related infrastructure, the quantity of available vs. required NFIs, potential needs for training and other capacity strengthening measures.

The regional hostel officers will have discussed beforehand, and provided general guidance on, the kind of information and proposals expected to ensure a certain level of common approach by different inspectors. This essential information from inspectors' reports must be summarised, analysed and turned into concrete proposals that can be submitted to the Chief Education Officer for information and action.

6.2.3 Data entry

The office of the regional hostel officer is where the information received from schools and circuits either in paper or electronic form is entered into the national online school feeding monitoring system. This is a mechanical task which is extremely important. Without zeal and accuracy the entire system will be built on incorrect information, which can result in misleading reports and an inadequate basis for planning. Consequences of this can be expected to include too little food arriving at schools (less days without school feeding), too much food being delivered to schools (meaning wastage of resources), food coming late and inadequate NFI replenishment.

The online system has been designed to combine a high analytic flexibility with simplicity and robustness. Staff at regional level responsible for data entry will receive specialised training enabling them to carry out this task reliably, accurately and efficiently.

7. NSFP monitoring tasks at central level



The central actor responsible for the NSFP is PQA/MPAT. Ideally the tasks with respect to the NSFP will be collected under the responsibility of one specialised unit. These tasks include:

- Support to budgetary planning and oversight
- Contracting and monitoring of tenderers for food processing and transporting
- Monitor and support the entire implementation of the NSFP
- Documentation of activities carried out, outputs produced and outcomes achieved by the NSFP (including establishment, maintenance and training for the M&E system and production of annual NSFP reports)

7.1 Support to budgetary planning and oversight

Regions are presently acquiring increasing budgetary and planning responsibilities, including the NSFP. However, the central NSFP unit has a task of providing overall guidance and budget frames to all regions, assist regions with analysis and advice and promote a harmonious development of the NSFP throughout all regions. This support should be provided in a pro-active, forward looking way (i.e. with a view of the NSFP planning and budgeting cycle), alerting regions early on of the information and processes required and offering assistance to ensure that regions are well prepared and enabled to carry out their tasks within this cycle.

7.2 Contracting and monitoring tenderers for food processing and transporting

Three kinds of private companies are contracted under the NSFP: a manufacturer for the protein mix, a manufacturer for the final maize blend and packing and transporters delivering food to schools. All the three are contracted at central level. With respect to the transporters, it has been proposed to limit tenders to delivery within one region per transporter, unless a transporter can clearly demonstrate the capacity to carry out simultaneous (not consecutive) deliveries in more than one region at a time. This would make contracting transporters by regions feasible in principle. However, as tender and contractual issues require considerable technical expertise, it is probably more efficient to also contract transporters at central level. This might also give the NSFP better negotiation power.

Before tenders can be issued, the NSFP unit is responsible to confirm or revise the specifications of the maize blend or any other food to be procured. This decision is taken on the basis of the analysis of annual reports as well as the proposals coming from inspectors' reports (as summarised and analysed by the regional school feeding coordinators) and discussions on the overall NSFP strategy.

Before food is handed over to transporters, it is checked to confirm that the actual food provided corresponds to the set standards and specifications. For this, the NSFP unit carries out regular checks, including laboratory tests and an assessment if food is within an acceptable range of the specifications. The NSFP unit will ensure that this confirmation can be given at the latest 10 days before the start of the next term to enable transporters to carry out all deliveries to schools within the week before the term starts.

The NSFP unit will also be proactive in contacting transporters, requesting their delivery plans and monitoring if these are being implemented. During bidding procedures, the NSFP unit may consider contractual measures to ensure that delivery plans are being implemented. This implementation (i.e.

the actual delivery of food to all schools prior to the start of the new term) will be monitored through the delivery notes submitted by transporters as supporting documentation their payment claims. The processing of all payments to contractors, ensuring full accountability of all funds used in this respect is the final step in this procedure.

7.3 Support to the entire implementation of the NSFP

The NSFP unit is the central actor responsible to direct the programme, to ensure that required resources are made available and that all actors have the capacity they need to ensure an effective and efficient programme. This includes support in the preparation of annual budgets, monitoring, lobbying and advocating within the Government and private sector to support required investments (school feeding infrastructure). Based on analysis of reports and proposals, the NSFP unit identifies, trains actors and performs other needs for capacity strengthening at all levels and takes measures to ensure that these needs are addressed.

7.4 Documentation of activities carried out, outputs produced and outcomes achieved by the NSFP

Finally, the NSFP unit is responsible to ensure full documentation of the entire NSFP, in particular with respect to all the indicators identified as part of the NSFP Logical Framework (see *Annex 3*). This means that the NSFP unit is responsible for the functioning of the entire NSFP M&E system. This task includes:

- The elaboration and guidance on tools and formats to be used for monitoring and reporting at all levels, including the potential revision of the tools and formats attached to this plan;
- The guidance of inspectors and hostel officers on their role and support to schools with respect to school feeding;
- The training of NSFP actors to carry out the expected monitoring tasks in a timely, reliable and quality manner;
- The establishment and maintenance of the national online monitoring system for the NSFP; and
- The analysis of information entered into the online system with a view to detecting any shortcomings as early as possible to enable corrective action.

Every year, the NSFP unit will prepare a concise NSFP report (see *Annex 2*), summarising the evidence with respect to outputs and outcomes produced, analysing the efficient use of resources, and making proposals for potential adjustments with respect to the intervention logic or any element of the NSFP strategy (e.g. food basket, contracting, distribution of responsibilities, additional tools for efficient programme implementation, specific investments required, etc.). These reports will inform all stakeholders within and outside of the Government of progress made, problems encountered and the proposed ways forward. The series of annual NSFP reports will also allow the monitoring of the evolution of the NSFP and its achievements over time.

Finally, at regular intervals, the NSFP unit will commission external evaluations⁸ of the entire NSFP programme. Involving external evaluators is important to ensure impartiality, high-level expertise, comparisons with similar programme and experiences in other countries and using international standards. Chapter 8 explains in detail which aspects of the NSFP should be addressed by external evaluations.

⁸“External” evaluators may be Namibian residents, but should in no way be part of Ministry of Education or the NSFP.

8. Evaluation



As mentioned in section 2, evaluations are carried out as needed (during or after the time-frame set for an operation) to address more in-depth specific issues that were identified during performance monitoring. Evaluations regularly address very specific aspects of an operation, namely relevance, effectiveness, efficiency and sustainability.

For the NSFP this means that at least one external evaluation should be carried out in 2018 to assess the achievements of the programme, within the time frame of the present fourth National Development Plan (NDP4). Ideally, there should be a mid-term evaluation in 2015, which would assess progress being made towards the expected results of the programme, and propose adjustments, which would be valuable inputs for the design of the NSFP under the next NDP.

These evaluations should specifically address the following aspects of the NSFP with respect to the established evaluation criteria:

Relevance:

- To what degree does the objective of the NSFP correspond to the actual needs of the population and the national development context?
- To what extent does the NSFP take into account and benefit cultural diversity and ethnic inclusion?
- How does the NSFP fit into the Government's overall policies and priorities?
- Is there an adequate policy framework on which the NSFP is built?
- Is the intervention strategy of the NSFP adequate in principle?
- To which extent are the indicators identified for measuring progress towards desired results useful and SMART?
- To what extent are the targets identified realistic?

Effectiveness:

- Which progress has been made towards the desired results of the programme? Compare outcome and output information with set targets.
- Did the intervention logic work? E.g. can conclusions be drawn from an analysis of school meal provision and attendance/adherence?
- Is the food basket appropriate to achieve desired outcomes (customer satisfaction, nutrition and food security value, etc.)?
- Have complementary activities taken place, e.g. de-worming, improved access to water and sanitation, etc.?
- Have there been any additional, external factors that have contributed to the success or the failure of achieving set targets? If so, how can positive influences be maximised and negative effects be minimised?
- Were the assumptions underlying the intervention strategy realistic, and were they fulfilled?
- What bottlenecks have been experienced?

Efficiency:

- How many schools and learners (disaggregated by gender as well as by pre-primary, primary and secondary school) are benefitting from the NSFP?
- Are school meals provided on all school days?
- What share of school meals has been provided before 11:00 a.m.?
- Is food prepared and served according to instructions, i.e. in a healthy and hygienic

environment?

- How much time do school meals take?
- Is there full accountability of all resources spent by the NSFP?
- What is the total cost per learner of the NSFP, including all costs (e.g. management, M&E, infrastructure investments, etc.)
- Can the same outputs be produced in a simpler, faster or cost-effective way?
- Does the monitoring and reporting system work? Is required information available in reliable quality and in a timely manner?
- Are the reports produced by the monitoring system useful? Are they used? Could the reports be improved?
- How time-consuming are the tasks related to the management and monitoring of the NSFP at all levels? Can this time be reduced? Is this time appropriately budgeted and compensated for?

Sustainability (in case of a national programme as the NSFP this means: capacity to fund and manage the NSFP in an efficient and effective way):

- How well does the planning and budgeting of the NSFP work? Can the process be improved?
- Is there a regular, specific budget for the NSFP? Is the NSFP budget sufficient to implement a high-quality programme?
- Is the NSFP budget predictable and reliable enough, and is it approved early enough to allow efficient programme implementation and investments?
- What are the prospects in the medium term for the NSFP budget?
- Is the programme (including management and monitoring) implemented in a way that can be sustained by all the actors at each level? Are there any adjustments that can be made to increase this ability (e.g. reduce workload, reduce expectations, strengthen capacity, increase compensation, etc.)?
- What contributions do communities make to the NSFP, and what benefit do communities gain from it?

For each of the questions above (and all other relevant questions for the comprehensive evaluation of the NSFP) evaluators have to document the findings and extract clear conclusions, on how their recommendations were built.

To arrive at the required findings, evaluators should make use of the following methodologies:

- Desk review of relevant documents, including national policies and strategies (education, health, agriculture, food security, etc.), analysis of the national and regional development context, NSFP reports, educational statistics, national census, etc.
- Bilateral interviews with stakeholders at central, regional, circuit and school level (from within and outside the education and Government system), including contractors.
- Interviews with groups of key informants, including learners, parents, cooks, NSFP focal points, school principals, inspectors, and regional school feeding coordinators, transporters, etc.
- Spot-checks of school meals (taste, nutrition, hygiene, etc.)
- Site inspection of school feeding infrastructure (food storage, kitchens, etc.), NFIs (stoves, plates, spoons), access to and use of water and sanitation facilities and warehouses and food processing plants.

Findings, conclusions and recommendations of evaluations should be discussed at a multi-sectoral workshop with the participation of all relevant Government Ministries, as well as representatives from the regional circuit and school level. Evaluation reports must be concise, comprehensive and clear, with specific action-oriented recommendations for follow-up action by designated actors.

9. Annexes



1. Glossary and definitions
2. Structure of the annual NSFP report
3. NSFP Logical framework
4. Baseline
5. School Level NSFP Report
6. Delivery note
7. Monitoring matrix
8. NSFP food logbook
9. NSFP register
10. Attendance rate calculation sheet
11. Proposal for M&E related checklist Inspectors' / hostel managers' visits / reports

Annex 1 – Glossary

Term	Definition
Assumptions	<u>Assumptions</u> are the important and critical external conditions that impact the success of an intervention strategy.
Baseline	A <u>baseline</u> is a dataset that describes the point of departure for an undertaking aiming at change. This point of departure is usually the state of indicator prior to the implementation on the intervention.
Effectiveness	The <u>effectiveness</u> of an intervention is determined by the extent to which outputs in fact lead to intended outcomes and these in turn cause the intended impact. The fundamental question in this context is 'Does our intervention strategy work?'
Efficiency	The <u>efficiency</u> of an intervention concerns the question how well available resources have been used to produce the planned outputs. The basic question to inquire about efficiency is 'Are we doing things right?' For example, could we have carried out our activities in a better way to produce more outputs with the same resources, or the same outputs with fewer resources? Or could we have carried out different activities, arriving at the same outputs in a faster or cheaper way?
EMIS	<u>EMIS</u> is the Education Management Information System established and run by the Ministry of Education, which forms the basis of annual statistical reports on education in Namibia.
Evaluations	<u>Evaluations</u> are carried out as needed (during or after the time-frame set for an operation), and address the questions of relevance, effectiveness, efficiency and sustainability, and ensure a more in-depth, specific analysis of issues that were identified during performance monitoring.
Impact	An <u>impact</u> is the long-term goal of our intervention. It describes the change we desire in a specific development situation.
Indicators	<u>Indicators</u> are specific units that can be measured, and that in an objective way provide information on the extent to which foreseen plans have been achieved.
Logical Framework	The <u>Logical Framework</u> provides a summary of the intervention logic, is explicit about the way how the achievement of results at different levels is going to be measured, which targets are set for each result, where information on the achievement of results will be found, and on which underlying assumptions the intervention logic is built.
Monitoring	<u>Monitoring</u> is a continuous management effort to gather data, analyse and report on results in a systematic, timely, informative and reliable manner to allow well informed pro-active and strategic decisions by the relevant stakeholders.
Monitoring system	A <u>monitoring system</u> is a structured combination of collecting, verifying, reporting and using information that allows management and stakeholders to take informed decisions allowing strategic, pro-active and efficient use of resources to attain an agreed-upon objective.
Outcome	An <u>outcome</u> is a medium to long-term program effect (e.g. change in what others do) influenced by the programme's outputs.
Output	<u>Outputs</u> are products and services resulting directly from project activities.
Relevance	The <u>relevance</u> of an intervention is focused on the intended impact and outcomes in relation to the identified problem and the overall development context. The fundamental question when asking about the relevance of an intervention is: 'Are we doing the right thing?'
Sustainability	Finally, the <u>sustainability</u> of an intervention depends on the degree to which the effects of the intervention continue after the intervention itself is finalised.
Targets	<u>Targets</u> express how much an indicator is expected to change in relation to the baseline.

Annex 2 – Proposed Structure of the Annual NSFP Report

Structure	Content	Approximate number of pages	Remarks
Executive summary	The main features, developments and achievements of the NSFP	1	
Introduction	Background and context of the NSFP <ul style="list-style-type: none"> History Context with NDP Policy context and relations to other sectors Overview of the document 	1	This section will not change much from year to year; only updates are required where new policies have been adopted, etc.
Plans	Which were the plans and targets set for the year in question? <ul style="list-style-type: none"> Recommendations of last year's report Follow-up on these recommendations? Revised food basket? Expanded coverage? Reduced waste? Improved M&E? Targets? 	2	This section focuses on facts / and findings, with much reference to the indicator tables later in the document
Achievements	What has the NSFP achieved in the year? <ul style="list-style-type: none"> Impact Outcomes Outputs 	4	This section focuses on facts / and findings, with much reference to the indicator tables later in the document
Analysis	Comparison of plans vs. achievements <ul style="list-style-type: none"> Which plans were fulfilled, which targets achieved? Where applicable, why were targets not achieved? Where applicable, why did planned activities not take place? What are the root causes for these shortfalls? (e.g. budget planning, human resources, infrastructure, institutional and staff capacity, political reasons, etc.) 	3	This section seeks to find the causes for any root cases where targets were not achieved, or unintended effects were observed
Conclusions	What can be learned from this analysis? <ul style="list-style-type: none"> Overall conclusion on the achievements of the NSFP Does the intervention strategy work? Do we have to budget more resources for capacity strengthening? Do we have to improve monitoring routines? Do we have to improved guidance to ensure homogenous implementation and reporting? 	2	This is the section directly focussing on institutional learning. It forms the justification for programme directions and adjustments, and will inform in the future why which management decisions were taken.
Recommendations	What should concretely be done to further improve performance?	2	This section will directly feed into the discussion of next year's activity plans and budget
	Approximate length narrative:	15	
Statistical annexes	Impact – national and by region	1.5	1/2 page per impact indicator
	Outcomes – national and by region	3.5	1/2 page per outcome indicator
	Outputs	4.5	1/2 page per output indicator
	Total approximate length:	24.5	

Annex 3 – Logical Framework of the NSFP

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

Annex 4 – Baseline

NAMIBIAN SCHOOL FEEDING PROGRAMME BASELINE CHECKLIST						
<p>This baseline information will be collected once and used as a basis for measuring the performance of the programme over time. The checklist will accompany the application for participation in the NSFP. The data will be used, along with information from other assessment tools, to determine whether the school meets the basic requirements to participate in the programme. Information on this form must be completed in full by the NSFP focal person and reviewed and approved by the principal. The checklist will then be submitted to circuit level for review and approval and forwarded to regional level for data entry in the NSFP Information System.</p>						
I. BASIC INFORMATION						
1. School Name:			6. Region:			
2. School Code:			7. Circuit:			
3. School Address:			8. NSFP Focal Person:			
4. Telephone Nr.:			9. Rank:			
5. Date of Survey:			10. Reference School Year:			
II. TYPE OF SCHOOL						
11. This school is a: (Please tick all that apply)						
Pre-primary (Age 6 yrs)	<input type="checkbox"/>	Primary (Grades 1-7)	<input type="checkbox"/>	Secondary (Grades 8-12)	<input type="checkbox"/>	Combined (Grades 1-12)
						Mobile <input type="checkbox"/>
12. The school's location is considered to be: (Please tick only most appropriate)						
<input type="checkbox"/> Rural <input type="checkbox"/> Urban <input type="checkbox"/>						
13. What is the approximate distance (kilometres) from the furthest point in the school's catchment area/village to the school?						
_____ km						
III. PHYSICAL INFRASTRUCTURE OF SCHOOL						
14. Is there a kitchen at the school? Yes <input type="checkbox"/> No <input type="checkbox"/>						
15. Is there a special eating shelter? Yes <input type="checkbox"/> No <input type="checkbox"/>						
16. Is there an adequate storage facility at the school? Yes <input type="checkbox"/> No <input type="checkbox"/>						
If not, where do you store the food? _____						
17. What type of fuel is used to cook the meal? (Please tick all that apply)						
Electricity	<input type="checkbox"/>	Wood	<input type="checkbox"/>	Gas	<input type="checkbox"/>	Solar Energy <input type="checkbox"/>
						Charcoal <input type="checkbox"/>
Other <input type="checkbox"/> _____ (Specify)						
18. If wood or charcoal is used as fuel, what type of stove is used? (Please tick all that apply)						
Three-stone Fireplace	<input type="checkbox"/>	Improved Energy Saving	<input type="checkbox"/>	Three-Legged Pot	<input type="checkbox"/>	Other <input type="checkbox"/> _____ (Specify)
19. Does the school have access to a water source(s) which is:						
Improved & located within school compound			Improved & located within a 10 minute walk from school			
Yes <input type="checkbox"/> No <input type="checkbox"/>			Yes <input type="checkbox"/> No <input type="checkbox"/>			
Reliable throughout the school year			Are there hand-washing facilities with soap on the school grounds			
Yes <input type="checkbox"/> No <input type="checkbox"/>			Yes <input type="checkbox"/> No <input type="checkbox"/>			
20. Does the school have sanitation facilities (pit latrines, bucket system, flush toilets, etc) within the school that are:						
Improved (with vent pipe)			Yes <input type="checkbox"/> No <input type="checkbox"/>		Well maintained (clean surfaces & walls)	
Separate for teachers & learners			Yes <input type="checkbox"/> No <input type="checkbox"/>		Separate facilities for boys & girls	
Do boys use the facility			Yes <input type="checkbox"/> No <input type="checkbox"/>		Do girls use the facility	
Do children wash their hands after using the facilities			Yes <input type="checkbox"/> No <input type="checkbox"/>		Do children wash their hands before eating	
					Yes <input type="checkbox"/> No <input type="checkbox"/>	
21. Is there a school garden at school? Yes <input type="checkbox"/> No <input type="checkbox"/>						
IV. SCHOOL FEEDING PROGRAMME IMPLEMENTATION						
22. Is there a current school feeding programme? Yes <input type="checkbox"/> No <input type="checkbox"/>						
23. When is the school snack or meal served?						
a. At the beginning of the school day/shift			Yes <input type="checkbox"/> No <input type="checkbox"/>			
b. Half-way through the school day/shift			Yes <input type="checkbox"/> No <input type="checkbox"/>			
c. At the end of the school day/shift			Yes <input type="checkbox"/> No <input type="checkbox"/>			
24. How long does it take to distribute the food to children each day?						
Less than 30 min. <input type="checkbox"/> 30 min. <input type="checkbox"/> Between 30 min. to 1 hr <input type="checkbox"/> More than 1 hr <input type="checkbox"/> Other <input type="checkbox"/>						
25. Place a tick in the boxes below of those players involved in any of the school feeding implementation activities						
Activity	Principal	Teacher	Learners	Parents	Community	Others
Receipt of Food						
Storage						
Cooking						
Management						
Reporting						
School Gardens						

26. Have the people involved in the implementation of the NSFP above been trained in project implementation?
Yes ☐ No ☐ If yes, how many people were trained? _____

V. COMMUNITY PARTICIPATION

27. Is there an active School Board or School Feeding Sub-Committee Yes ☐ No ☐
If yes, indicate the numbers on the following table:

Membership Categories	Males	Females
Number of School Board Members		
Number of School Feeding Sub-Committee Members		
Number of Committee Members in Leadership Positions		

28. Place a tick where the School Board/School Feeding Sub-Committee contributes in the following:

Construction of NSFP infrastructure		Providing Utensils		Firewood or Fuel		Compensation of Cooks		Other	
Cash	In-Kind	Cash	In-Kind	Cash	In-Kind	Cash	In-Kind	Cash	In-Kind

VI. COMPLEMENTARY ACTIVITIES AT SCHOOL

29. Which of the following learner training and/or services provision took place during the reference school year?
(Please tick 'Yes' or 'No' for each activity and if yes, type of partner(s) and partner names(s).)

Activity	Yes	No	Local			Name of Organization
			I/NGO	NGO	GOVT	
29.1 Nutrition education sessions provided to learners	<input type="checkbox"/>	<input type="checkbox"/>				
29.2 De-worming treatment given to learners	<input type="checkbox"/>	<input type="checkbox"/>				
29.3 Education on HIV/AIDS prevention taught to learners	<input type="checkbox"/>	<input type="checkbox"/>				
29.4 Training provided to learners on school gardening	<input type="checkbox"/>	<input type="checkbox"/>				
29.5 Micronutrient supplementation provided to learners	<input type="checkbox"/>	<input type="checkbox"/>				

30. How important is the feeding at school in relieving the children's hunger during class?

Extremely Important	Very Important	Important	Somewhat Important	Not Important

31. How important is the school feeding in improving the children's learning capacity and educational performance as a result of relieving immediate hunger?

Extremely Important	Very Important	Important	Somewhat Important	Not Important

32. Do you observe changes in the children's classroom behaviour after they eat their meals?

Behaviour Changes Noted	Positive Change	Negative Change
Learner's concentration in class		

If negative, specify: _____

VII. SCHOOL LEARNER'S ENROLMENT

33. Number of learner's enrolled by grade and gender.

Nr	Grade	Previous School Year				Current School Year			
		Total Enrolled		Total Beneficiaries		Total Enrolled		Total Beneficiaries	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
33.0	Pre-Primary								
33.1	Grade 1								
33.2	Grade 2								
33.3	Grade 3								
33.4	Grade 4								
33.5	Grade 5								
33.6	Grade 6								
33.7	Grade 7								
33.8	Grade 8								
33.9	Grade 9								
33.10	Grade 10								
33.11	Grade 11								
33.12	Grade 12								
	Total								

VIII. SCHOOL LEARNER'S ATTENDANCE

34. Number of learners who attended 80% of school days

Nr	Grade	Previous School Year						Current School Year					
		1st Term (Jan-Apr)		2nd Term (May-Aug)		3rd Term (Sept-Dec)		1st Term (Jan-Apr)		2nd Term (May-Aug)		3rd Term (Sept-Dec)	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
34.0	Pre-Primary												
34.1	Grade 1												
34.2	Grade 2												
34.3	Grade 3												
34.4	Grade 4												
34.5	Grade 5												
34.6	Grade 6												
34.7	Grade 7												
34.8	Grade 8												
34.9	Grade 9												
34.10	Grade 10												
34.11	Grade 11												
34.12	Grade 12												
Total													

35. Reasons for Absenteeism

The reasons and their ranking should be collected separately for boys and girls. The ranking of the 3 most important reasons for absenteeism should then be inserted in the table below, according to order of importance.

1 = Most important reason; 2 = Second most important reason; and 3 = Third most important reason.

Reasons for Boy's Absenteeism		Ranking	Reasons for Girls' Absenteeism		Ranking
35.1	Due to sickness/health reasons		35.11	Due to sickness/health reasons	
35.2	Due to bad weather (rain, floods, storms)		35.12	Due to bad weather (rain, floods, storms)	
35.3	Due to family, household economy and other employment commitments		35.13	Due to family, household economy and other employment commitments	
35.4	Due to teacher absenteeism		35.14	Due to teacher absenteeism	
35.5	Due to socio-cultural beliefs and practices		35.15	Due to socio-cultural beliefs and practices	
35.6	Due to distance from school		35.16	Due to distance from school	
35.7	No feeding at school		35.17	No feeding at the school	
35.8	Lack of interest		35.18	Lack of interest	
35.9	Lack of motivation		35.19	Lack of motivation	
35.10	Due to other reasons		35.20	Pregnancy	
			35.21	Due to other reasons	
(Please specify):			(Please specify):		

IX. SCHOOL LEARNER'S PERFORMANCE

36. Learner's performance by grade and gender.

Nr	Grade	No of learners assessed last year		No of learners promoted last year	
		Boys	Girls	Boys	Girls
36.0	Pre-Primary				
36.1	Grade 1				
36.2	Grade 2				
36.3	Grade 3				
36.4	Grade 4				
36.5	Grade 5				
36.6	Grade 6				
36.7	Grade 7				
36.8	Grade 8				
36.9	Grade 9				
36.10	Grade 10				
36.11	Grade 11				
36.12	Grade 12				
Total					

X. SCHOOL LEARNER'S DROP-OUT

37. Number of learners who dropped out by grade and gender

Nr	Grade	Previous School Year						Current School Year					
		1st Term (Jan-Apr)		2nd Term (May-Aug)		3rd Term (Sept-Dec)		1st Term (Jan-Apr)		2nd Term (May-Aug)		3rd Term (Sept-Dec)	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
37.0	Pre-Primary												
37.1	Grade 1												
37.2	Grade 2												
37.3	Grade 3												
37.4	Grade 4												
37.5	Grade 5												
37.6	Grade 6												
37.7	Grade 7												
37.8	Grade 8												
37.9	Grade 9												
37.10	Grade 10												
37.11	Grade 11												
37.12	Grade 12												
Total													

38. Reasons for Drop-Out
The reasons and their ranking should be collected separately for boys and girls. The ranking of the 3 most important reasons for drop-out should then be inserted in the table below, according to order of importance.
1 = Most important reason; 2 = Second most important reason; and 3 = Third most important reason.

Reasons for Boy`s Absenteeism		Ranking	Reasons for Girls` Absenteeism		Ranking
38.1	Due to sickness/health reasons		38.11	Due to sickness/health reasons	
38.2	Due to bad weather		38.12	Due to bad weather	
38.3	Due to family, household economy and other employment commitments		38.13	Due to family, household economy and other employment commitments	
38.4	Due to teacher absenteeism		38.14	Due to teacher absenteeism	
38.5	Due to socio-cultural beliefs and practices		38.15	Due to socio-cultural beliefs and practices	
38.6	Due to distance from school		38.16	Due to distance from school	
38.7	No feeding at school		38.17	No feeding at school	
38.8	Lack of interest		38.18	Lack of interest	
38.9	Lack of motivation		38.19	Lack of motivation	
38.10	Due to other reasons		38.20	Pregnancy	
			38.21	Due to other reasons	
(Please specify): _____			(Please specify): _____		

Annex 5 – School Level Report



NAMIBIAN SCHOOL FEEDING PROGRAMME
SCHOOL LEVEL NSFP REPORT

Form: NSFP No: 1

Term _____

Name of School: _____

School Code	Region
-------------	--------

Region

Circuit

NSFP Focal Person:

Rank _____ Signature _____

Signature _____

Date _____

Number of School Days: _____

Number of School Feeding Days: _____

1. Beneficiary Information (this information is generated from the NSFP register)

Grade	Total school learners		Total beneficiaries	
	Boys	Girls	Boys	Girls
Pre-primary				
Grade 1				
Grade 2				
Grade 3				
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 9				
Grade 10				
Grade 11				
Grade 12				
Total				

2. Commodity Receipt (this information is provided by the delivery note)

Commodity Receipt (this information is provided by the Delivery Note)														
Arrival date	Delivery Note number	Origin (warehouse, supplier)	Transporter	Vehicle plate number	Commodity Details on Delivery Note				Commodities Received				Receipt condition	
					Commodity	Unit weight (kg)	Number of Units	Total weight (Kg)	Commodity	Unit weight (kg)	Number of Units	Total weight (Kg)	Good	Damaged
Total						Total								

3. Status of Non Food Items

Item	Condition of non food items				
	Number of NFIs in good condition	Number of NFIs in fair condition	Number of non usable NFIs	Total Number of NFIs	Number of NFIs required
Cooking pots					
Cooking stoves					
Aprons & head scarfs					
Measuring scoops					
Plates/Bowls					
Spoons					
Serving spoons					

4. Commodity Utilization (this information is generated from the Food Logbook)

Commodity	Food utilization (in Kg)					
	Food Balance at beginning of term	Food received during the term	Food distributed to learners	Food distributed to cooks	Losses	Food balance at end of term
Maize Blend						
Biscuits						
Milk						
Total						

5. Reasons for losses (from Food Logbook)

	Number of bags of food lost due to below reasons					
	Unfit for consumption (mouldy)	Unfit for consumption (pests)	Unfit for consumption (other)	Theft or diversion	Unexplained	Other
Bags						

If other, specify:

Number of days on which school meals were provided before 10 am:

6. Number of Days without School Feeding (from NSFP register)

No. of non-feeding days	Number of Days food not served due to below reasons					
	Cooks absent	Lack of firewood or fuel	Lack of food	Lack of water	Store Keeper's absence	Other

If other, specify:

Number of school feeding days on which handwashing was supervised:

7. Community Participation / contribution

Community Contribution and participation in NSFP activities								If other, specify:
Supplying firewood,fuel	Cooking and serving food	Provision of utensils	Coordination meeting	Construction/ maintenance of NSFP facilities	Cash and in-kind contribution	Other		
Yes								
No								

8. General Remarks

General comments and observations on programme operations, community participation, main challenges that affected the implementation of feeding activities during the term and recommendations for solving these challenges

Annex 6 – Delivery note



MINISTRY OF EDUCATION

Delivery Note

Namibian School Feeding Programme

* Conditions of Carriage as indicated overleaf are applicable

NO:

Original / Transporter Copy / Receiving Office / Issuing Office / Delivery Note

I Transaction Details									
1. Origin (Region)		2. Origin (Warehouse)		3. Destination (Region)			4. Destination Warehouse/School		
5. Tender #		6. Order #		7. Date of Dispatch					
II Loading Details									
8. No	9. Commodity	10. Packing	11. Number of Units	12. Unit Weight (kg)	13. Total Weight (kg)	14. Tonnage (mt)			
1									
2									
3									
Dispatch remarks:									
III Certification of commodities loaded (Please endorse this section with an official stamp)									
15. Warehouse dispatch point					16. Transport contractor:				
17. Name:					18. Transport Subcontractor:				
19. Title:					20. Drivers name:				
I hereby certify the loading of the commodities described above					21. Drivers Licence / ID				
					22. Vehicle registration:				
					Trailer no:				
Name, signature and stamp					On behalf of the Transporter I hereby certify the receipt of the commodities as described above in good condition, unless otherwise endorsed here above.				
					Name, signature and stamp				
IV Certification of commodities received									
23. Location					24. Arrival Date:				
25. Consignee					26. Start discharge date:				
27. Name:					28. End discharge date:				
29. Title					30. Distance in km:				
V Observations (If goods are lost or damaged enter their weight and the cause of loss or damage.)									
Reception condition		Good		Lost or damaged cargo				Total received	
Commodity	Units	Net kg	Units	Net kg	(L)oss or (D)amage	Type (Specify)	Units	Net kg	
Receipt remarks:									
On behalf of the transport Contractor I hereby certify delivery of the commodities loaded, unless endorsed as above.					On behalf of the consignee I hereby certify receipt of the commodities loaded, unless endorsed as above.				
Name, signature and stamp					Name, signature and stamp				
ENDORSE THIS SECTION WITH AN OFFICIAL STAMP					ENDORSE THIS SECTION WITH AN OFFICIAL STAMP				

Annex 7 – Monitoring Matrix of the NSFP


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

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

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



Annex 8 – NSFP Food Logbook

NSFP FOOD LOGBOOK							
		School Year _____		Term: _____	Month: _____	Food Commodity: _____	Carry over bags (Add to balance on first entry line below)
Day of month	FOOD IN	FOOD OUT			Total Food out	Balance (bags)	Comments
	Food Received (bags)	Daily Meals Issued (bags)	Take-home rations for cooks (bags)*	Losses (bags)			
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
21							
22							
23							
24							
25							
26							
27							
28							
29							
30							
31							
TOTAL BAGS							
TOTAL KGS*							
Date: _____ NSFP Focal Person: _____ Focal Point Signature _____							
CALCULATE BAGS TO KGS: <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div>1 bag =</div> <div>12.5 kg</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div>0.75 bag =</div> <div>9.375 kg</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div>0.5 bag =</div> <div>6.25 kg</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div>0.25 bag =</div> <div>3.125 kg</div> </div>							

Namibian School Feeding Programme

School Level Monthly Beneficiary Register

School Code:

Year:

Month: January

Day	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Has school taken place? (write 1 if yes, nothing if no)																															
Were school meals provided? (write 1 if yes, nothing if no)																															
(if no, please provide reasons at the bottom of page 2)																															
Were school meals provided before 10:00 a.m.? (write 1 if yes, nothing if no)																															
Were meals prepared in a nutritious and health way?																															
Were learners supervised to wash hands? (write 1 if yes, nothing if no)																															

Class	Enter the total female learners according to information received from designated person at class level)																															
Female																															0	
																															0	
																															0	
																															0	
																															0	
																															0	
																															0	
																															0	
																															0	
																															0	
Total female per school day:										0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Class Enter the total male learners according to information received from designated person at class level)

[illegible]

If school meals were not provided, why?
(write 1 where applicable, nothing where not)

[illegible]

Write examples for "other":

--	--

Namibian School Feeding Programme

School Level Term Beneficiary Register

School Code:

Year Term 1

	Month 1 January	Month 2 February	Month 3 March	Month 4 April	Total
Total number of school days in month:	0	0	0	0	0
Total number of days on which school meals were provided	0	0	0	0	0
Total number of days on which school meals were provided before 10:00 a.m.	0	0	0	0	0.0
Total number of days on which meals were prepared in healthv and nutritious way:	0	0	0	0	0.0
Total number of days on which learners were supervised to wash hands	0	0	0	0	0.0
Total number of female learners that participated in school meals per month:	0	0	0	0	0
Total number of male learners that participated in school meals per month:	0	0	0	0	0
Total number of school days on which no school meals were provided:	0	0	0	0	0
Reasons why school meals were not provided:					
No food was available.	0	0	0	0	0.0
No cooks were at work.	0	0	0	0	0.0
No fuel was available.	0	0	0	0	0.0
Other	0	0	0	0	0.0
Write examples for "other":					

Annex 10 – Attendance Calculation Sheet

Calculation sheet for attendance rate

Class level

Importance: The indicator to be monitored is the share of learners per school with an attendance rate of 80% or more during the current term.

At the end of the term, the teacher responsible for the class register enters the total number of days attended per learner as below:

Class: _____ (A) _____ (B) _____ (C)

Total number of school days during term: _____ Total number of female learners in class _____ Total number of male learners in class _____

		(D)	(E)	(F)			(H)	(I)	(J)
Female learners	Learner ¹⁾ 1				Male learners	Learner ¹⁾ 1			
	Learner ¹⁾ 2					Learner ¹⁾ 2			
	Learner ¹⁾ 3					Learner ¹⁾ 3			
	Learner ¹⁾ 4					Learner ¹⁾ 4			
	Learner ¹⁾ 5					Learner ¹⁾ 5			
	Learner ¹⁾ 6					Learner ¹⁾ 6			
	Learner ¹⁾ 7					Learner ¹⁾ 7			
	Learner ¹⁾ 8					Learner ¹⁾ 8			
	Learner ¹⁾ 9					Learner ¹⁾ 9			
	Learner ¹⁾ 10					Learner ¹⁾ 10			
	Learner ¹⁾ 11					Learner ¹⁾ 11			
	Learner ¹⁾ 12					Learner ¹⁾ 12			
	Learner ¹⁾ 13					Learner ¹⁾ 13			
	Learner ¹⁾ 14					Learner ¹⁾ 14			
	Learner ¹⁾ 15					Learner ¹⁾ 15			
	Learner ¹⁾ 16					Learner ¹⁾ 16			
	Learner ¹⁾ 17					Learner ¹⁾ 17			
	Learner ¹⁾ 18					Learner ¹⁾ 18			
	Learner ¹⁾ 19					Learner ¹⁾ 19			
	Learner ¹⁾ 20					Learner ¹⁾ 20			
Total number of female learners with an attendance rate of 80% or above				(G) ⁴⁾	Total number of male learners with an attendance rate of 80% or above				(K) ⁵⁾

¹⁾ It is not necessary to enter the names of the learners, as only their number is required.

²⁾ This information is provided by the class register that is already kept and routinely updated.

³⁾ The attendance rate for female learners is calculated using the following formula:

"Number of days attended" multiplied by 100 divided by "Total number of school days during term"

The formula reads:

$$E = \frac{D \times 100}{A}$$

⁴⁾ If the attendance rate (E) is 80% or higher, write "1" in column F.

⁵⁾ The attendance rate for male learners is calculated using the following formula:

"Number of days attended" multiplied by 100 divided by "Total number of school days during term"

The formula reads:

$$I = \frac{H \times 100}{A}$$

⁶⁾ The total numbers of female and male learners (cells G and K) are transferred to the school level sheet.

Calculation sheet for attendance rate

School level

Importance: The indicator to be monitored is the share of learners per school with an attendance rate of 80% or more during the current term.

At the end of the term, the principal's office enters the total number of female and male learners with an attendance of 80% or more for each class as provided by the class registration teacher

School code	(A)		(B)		(C)	
	Total number of school days during term:		Total number of female learners in school ⁽¹⁾		Total number of male learners in school ⁽¹⁾	
Female learners	Class	0		Class	0	
	Class	1		Class	1	
	Class	2		Class	2	
	Class	3		Class	3	
	Class	4		Class	4	
	Class	5		Class	5	
	Class	6		Class	6	
	Class	7		Class	7	
	Class	8		Class	8	
	Class	9		Class	9	
	Class	10		Class	10	
	Class	11		Class	11	
	Class	12		Class	12	
	Class	13		Class	13	
	Class	14		Class	14	
	Class	15		Class	15	
	Class	16		Class	16	
	Class	17		Class	17	
	Class	18		Class	18	
	Class	19		Class	19	
	Class	20		Class	20	
Total number of female learners in school:		(G)	Total number of female learners in school:		(M)	
Total number of female learners in school with an attendance rate of 80% or above		(H) ⁽³⁾	Total number of female learners in school with an attendance rate of 80% or above		(N) ⁽³⁾	
Total share of female learners with an attendance of 80% or more during term		(I) ⁽⁶⁾	Total share of female learners with an attendance of 80% or more during term		(O) ⁽⁶⁾	

¹⁾ Principal's office to verify if own information tallies with sum of information from class teachers (cell G)

²⁾ This information is provided by the class registration teacher (cell B in class teacher calculation sheet)

³⁾ This information is provided by the class registration teacher (cell G in class teacher calculation sheet)

⁴⁾ This share for female learners is calculated using the following formula:
 "Number of learners with attendance of 80% or higher" multiplied by 100 divided by "Number of learners in class"

The formula reads: $F = \frac{D}{E \times 100}$

⁵⁾ This is the simple sum of all numbers entered in this column.

⁶⁾ This share for female learners for the whole school is calculated using the following formula:
 "Total number of female learners with attendance of 80% or higher" multiplied by 100 divided by "Number of female learners in school"

The formula reads: $I = \frac{H \times 100}{G}$

⁷⁾ Principal's office to verify if own information tallies with sum of information from class teachers (cell M)

⁸⁾ This information is provided by the class registration teacher (cell C in class teacher calculation sheet)

⁹⁾ This information is provided by the class registration teacher (cell K in class teacher calculation sheet)

¹⁰⁾ This share for male learners is calculated using the following formula:
 "Number of learners with attendance of 80% or higher" multiplied by 100 divided by "Number of learners in class"

The formula reads: $L = \frac{J}{K \times 100}$

¹¹⁾ This is the simple sum of all numbers entered in this column.

¹²⁾ This share for male learners for the whole school is calculated using the following formula:
 "Total number of male learners with attendance of 80% or higher" multiplied by 100 divided by "Number of male learners in school"

The formula reads: $O = \frac{N \times 100}{M}$

The information obtained in cells H, I (for female learners) and O and N (for male learners) is the only additional information to be captured by EMIS reports.

Annex 11 – Proposal for structure of Inspectors' / hostel managers' reports (NSFP M&E related)

Report on School Visit

This report structure concerns only the aspects of the NSFP. Other supervisory tasks may be reported in a similar or different format.

Name of School:	
School ID Nr.:	
Name of Circuit:	
Name of Supervisor (Inspector or Hostel Manager):	
Date of Visit:	
Follow-up action agreed on during last visit (include date)	

Physical inspection:

Physical condition of the school (building material, maintenance, cleanliness)	
Physical condition of the food storage room (building material, maintenance, storage practices, cleanliness)	
Physical condition of the kitchen (building material, maintenance, cleanliness, conditions for cooks)	
Suitability of eating location (cleanliness, order, etc.)	
Follow-up:	

Inventory of non-food items for NSFP:

	Required		Available		Needed		Replaced	Reasons / Remarks
Pots								
Cooking utensils								
Scoops								
Plates								
Spoons								
Other								
Follow-up:								

Food Stocks:

Aspect	Remarks
Food Logbook (Up-to-date? Accurate? Tally with present stocks?)	
Condition of food (dry, bags intact?):	
Food separated out for destruction (number of bags):	
Follow-up:	

Meeting notes:

Met with	Main issues, follow-up
Principal	
NSFP focal point	
Teaching staff	
NSFP beneficiaries	
Community representatives (school feeding sub-committee): tasks; issues?	
Cooks (how is food prepared? Working conditions, compensation, trained? tested? clothing?)	
Other (specify)	

Training and advice provided:

Trainee	Issues trained
Follow-up:	

Summary of follow-up:

Aspect	Follow-up	Responsible	Probable cost
Has follow-up of previous visit been carried out?			
Infrastructure storage			
Eating Location			
NFI			
Food stocks (replenishment, destruction)			
Follow-up on meetings:			
Training (who, in what):			

Signature supervisor

Signature school principal

