

## CHAPTER 9

# Monitoring and Evaluation

A country-wide system for monitoring school feeding programs was reported in 88% of the countries covered in this report. Among the countries with a national system in place, 100% incorporated school visits in their monitoring system, 89% also relied on paper-based reporting, and 64% used electronic means of monitoring. Across most methods, it is common for monitoring to be done on a monthly or quarterly basis, although electronic monitoring (as with data entered on a website) was also done on a continual basis in some cases

(Table 11). For example, Namibia maintains a system of data capture through the Namibian School Feeding Information System (NaSIS)–though consistency in data entry remains a challenge. Among government agencies, it was most commonly reported that the Ministry of Education was responsible for monitoring, although regional and local governments were also involved. In 17% of cases, another entity, such as the World Food Program, was reported as responsible for monitoring.

**TABLE 11**

**FREQUENCY OF MONITORING OF SCHOOL MEAL PROGRAMS**

	Share of programs (%)				
	Annually	Biannually	Quarterly	Monthly	Other
School visits	7	12	25	50	20
Paper-based	17	7	34	51	20
Electronic	22	7	20	49	33
Other	17	0	22	21	53

Systematic record keeping within the school system is an important component of (and requisite for) monitoring and evaluation. Across the countries covered in this report, student enrollment was recorded in 100% of the national education systems, while attendance was being tracked in 95% of the systems. Gender-disaggregated data were collected for enrollment in 89% of the countries and for attendance in 81% of the countries that recorded attendance. Student achievement was being tracked in 97% of the



countries, with achievement very often monitored through achievement tests, progression from one grade to the next, and graduation rates. Furthermore, data on student achievement are reportedly disaggregated by gender in 81% of the countries. Countries said they are often, but not always, able to link measures of achievement to individual students who received school feeding.

A cross-country analysis of the data collected in the Global Survey of School Meal Programs © reveals a positive and statistically significant correlation between primary school feeding coverage rates and net primary school enrollment rates (Figure 29). In a regression that controls for region and gross domestic product (GDP) per capita, each additional percent of the primary school-age population that receives food through schools is associated with an additional 0.07 percentage points in the country's primary school enrollment rate (P-value = 0.04). A parallel analysis reveals a positive (though not statistically significant) correlation between the share of enrolled primary school students that benefit from school meal programs and the rate of primary school completion. Yet another regression reveals that the Gender Parity Index at the primary school level (i.e., the ratio of girls to boys enrolled in primary schools) is positively correlated with the share of the primary school-age population that receives food through schools, and this positive relationship is statistically significant specifically among low income countries (Coefficient = 0.1, P-value = 0.09). While these correlations should be viewed as descriptive (as they do not account for the manner in which governments that are most supportive of school feeding programs may also have superior education programs), they indicate the potential for more empirical evaluations of school meal programs.

Almost all school meal programs captured in this report (with the exception of Vietnam) were able to report some student numbers. These numbers did not always align perfectly across different parts of the survey, suggesting that there is room for improvement in how data are gathered and stored. At the same time, just 52% of programs were able to report at least some student numbers disaggregated by gender.

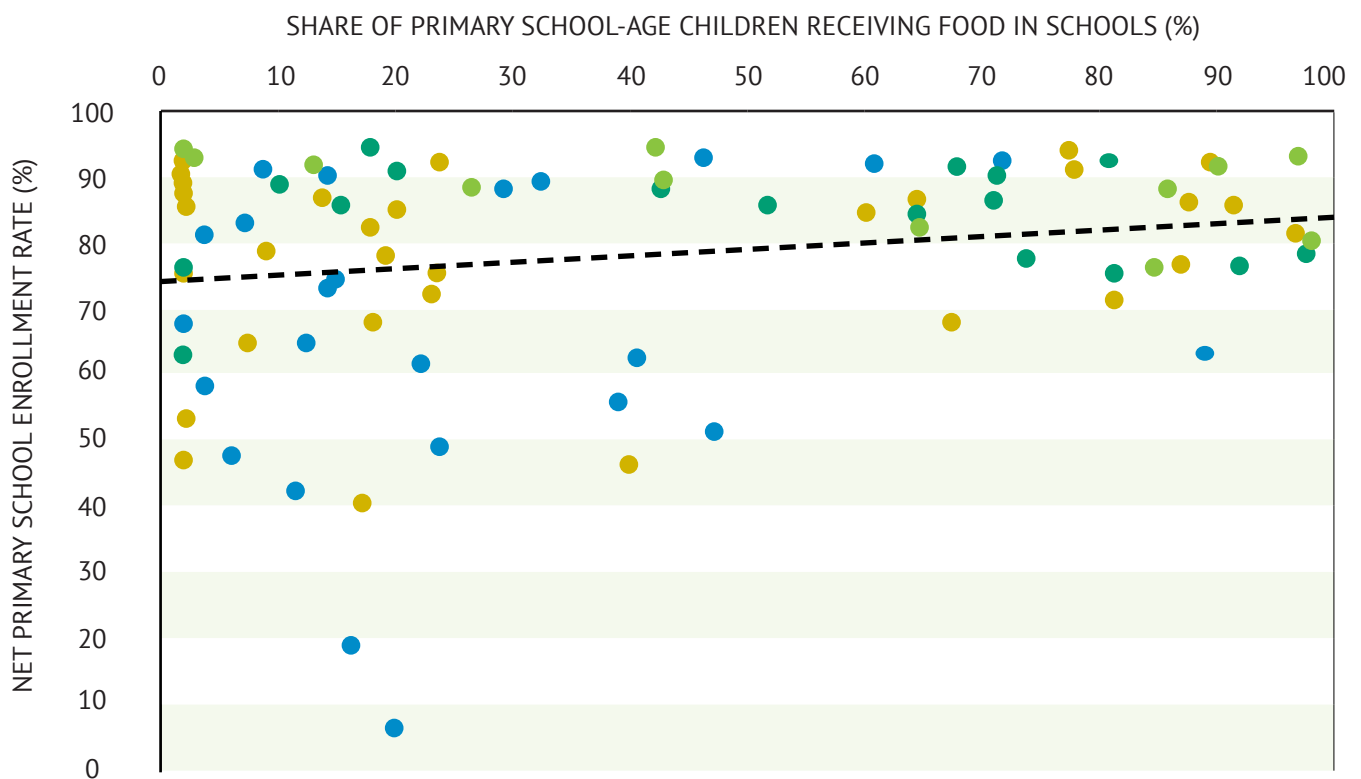


## Only 52% of programs were able to report numbers disaggregated by gender.

One key area in which focal points (survey respondents) had difficulty completing the Global Survey of School Meal Programs © was around the number of jobs associated with school feeding. As noted in **Chapter 8: Agriculture, Employment, and Community Participation**, just 58% of programs were able to provide employment numbers. This seems to be an area of weakness in record keeping and centralized data collection regarding school feeding in these countries.

FIGURE 29

### SCHOOL FEEDING COVERAGE AND PRIMARY SCHOOL ENROLLMENT RATES



Data on primary school enrollment are drawn from the World Development Indicators (World Bank 2020) and reflect 2017 or the most recent year with information.

● Low income      ● Lower middle income      ● Upper middle income      ● High income