



DERF DANISH EMERGENCY
RELIEF FUND

 **CISU** CIVIL SOCIETY IN
DEVELOPMENT

Seniorer »
uden Grænser

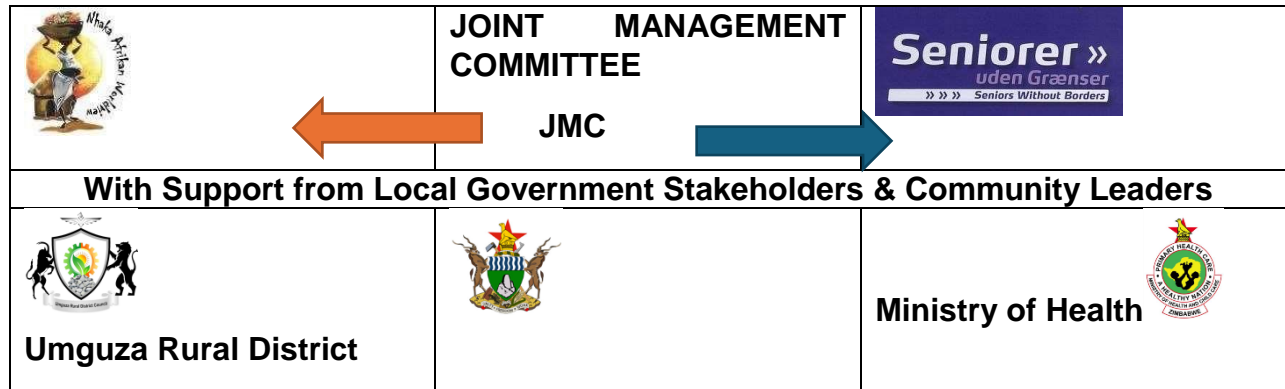
» » Seniors Without Borders

10/7/2024

MID-TERM EVALUATION FOR THE DANISH EMERGENCY RELIEF FUND PROJECT- NOURISHING MINDS: OVERCOMING DROUGHT

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The Joint Management Committee

This project is run by a Joint Management Committee of 7 people as follows

The Joint Management Committee (JMC) Members ,			
NO	NAME	PICTURE	ORGANIZATION
1	Bob I. M. Dzere		Nhaka Afrikan Worldview Trust (NAWT) NEC Member & Team Leader Country Director
2	Knowledge Mafukidze		Nhaka Afrikan Worldview Trust (NAWT) NAWT NEC Member Finance and Administration Manager
3	Reginald Sithole		Nhaka Afrikan Worldview Trust (NAWT) NAWTNEC Member Programs Manager
4	Holger Jacobsen		Seniors without Borders (SwB / SuG) SuG Member & Team Leader Unguza Project
5	Anna Hempel		Seniors without Borders (SwB / SuG) SuG Team Member and Accountant
6	Bodil Nydal		Seniors without Borders (SwB / SuG) SuG Team Member and Partnerships
7	Britta Junge		Seniors without Borders (SwB / SuG) SuG Team Member





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Monday, 07 October , 2024

Joint Management Committee (JMC)

Att. Holger Jacobsen and Team

Seniors without Borders

(Intervention Title: Nourishing Minds: Overcoming Drought in Umguza District of Zimbabwe

For Umguza District, Matabeleland North Province, Zimbabwe)

Denmark

Dear Holger and Team

MIDTERM EVALUATION REPORT FOR NOURISHING MINDS: OVERCOMING DROUGHT IN 6 PRIMARY SCHOOLS IN UMGUZA DISTRICT OF ZIMBABWE

In September Nhaka Afrikan Worldview Trust programs team conducted the midterm evaluation from the 23rd -25th to assess the impact of the feeding program in relation with the set objectives. Data collection and analysis was done on each school under the feeding program by the programs team as well as examining the feeding process itself. This project officially started on the 19th of June 2024.

The learners being fed as of the evaluation of program:

NO	SCHOOL	Boys	Girls	Total
1	Nyamandlovu primary	317	371	688
2	Muntu Primary	43	42	85
3	Zikhululeni primary	134	146	280
4	St James primary	96	100	196
5	Redbank primary	65	80	145
6	George Silundika	67	66	133
	Total	722	805	1527

We continually appreciate the assistance and support from government district departments led by the Umguza District Development Coordinator (DDC) and the community. The call for extending the feeding program is being heralded for the consistent improvement in performance and nutrition.

Yours sincerely



Bob I M Dzere

CISU Program Director/ NAWT Country Director

5. PROJECT EXECUTIVE SUMMARY

No	ITEM	DETAILS			
1.	NAME OF PROJECT	NOURISHING MINDS: OVERCOMING DROUGHT IN UMGUZA DISTRICT			
2.	FUNDING PARTNER	The Civil Society Fund (CISU)			
3.	RESPONSIBLE PARTNER	Seniors without Borders Denmark			
4.	CONTACT PERSON	Holger Jacobsen: ejacobsen.holger@gmail.com			
5.	IMPLEMENTING PARTNER	Nhaka Afrikan Worldview Trust			
6.	CONTACT PERSON	Dzere Bob I M: bobnawt@gmail.com			
7.	JOINT MANAGEMENT COMMITTEE (7 members)	Seniors without Borders		Nhaka Afrikan Worldview Trust	
		1.Holger Jacobsen		1.Bob I M Dzere	
		2.Anna Hempel		2.Knowledge Mafukidze	
		3.Bodil Nydal		3.Reginald Sithole	
		4.Britta Junge			
8.	PROJECT LIFE	START	01.07.24	END	31.12.2024
9.	PROJECT REF: NO Journalnummer:	Journal nr. 22-4383-CSP-MI			
10.	LOCATION	COUNTRY	Zimbabwe	PROVINCE	MatabelelandNorth
		DISTRICT	Umguza	WARDS	14
11.	PROJECT SUMMARY one page	<p>Intervention Title: Nourishing Minds: Overcoming Drought</p> <p>School children in ward 14 of Umguza District in Matabeleland North Province, Zimbabwe are facing a dire situation as a result of the El-Nino-induced drought. Therefore, NAWT in partnership with SwB is implementing a project under the Danish Emergency Relief Fund to avert an impending hunger crisis for schoolchildren. With failed crops and the local population at grave risk, the project will provide daily meals to vulnerable schoolchildren from 6 rural primary schools in ward 14 of Umguza, thereby preventing dropouts and social isolation. Typically, these schools do not provide meals, and the project will procure cooking facilities and invite parents from the community to take turns preparing the meals, ensuring that all children have access to nourishment.</p> <p>The project will bring change in 3 ways:</p> <ol style="list-style-type: none"> 1. Improved nutritional status. Access to regular and balanced meals addresses nutritional deficiencies and ensures improved physical, and cognitive function and overall well-being of the children. 2. Enhances learning outcomes as proper nutrition has a direct impact on cognitive abilities and academic performance. Through supplementary meals in schools, children are better equipped to concentrate, learn and participate actively in classroom activities. <p>Increases school attendance and engagement. The supplementary meals can serve as an incentive for children to attend school regularly.</p>			

MAIN REPORT

1. INTRODUCTION

1.1 Background

The School Feeding Program aims to address food insecurity among schoolchildren in the targeted rural areas, particularly in the context of ongoing challenges such as drought and poverty. Implemented by Nhaka Afrikan Worldview Trust (NAWT) in partnership with Seniors without Borders (SwB). The program provides daily meals to vulnerable children, thereby enhancing their nutritional intake and school attendance. This evaluation assesses the program's progress halfway through its implementation, focusing on the effectiveness of interventions in improving student health, attendance rates, and overall educational outcomes.

1.2 Purpose of the Evaluation

The primary purpose of this mid-term evaluation is to assess project progress against its objectives, identify successes and challenges, and provide recommendations for future implementation. This evaluation will consider various indicators, including enrollment figures, attendance rates, nutritional impacts, academic performance, and community involvement.

2. PROGRAM DESCRIPTION

2.1 Program Objectives

The School Feeding Program has established several key objectives aimed at improving the well-being of primary schoolchildren which include:

- a) **Improved Nutritional Status:** The program provides regular and balanced meals to address nutritional deficiencies, ensuring enhanced physical and cognitive function among children.
- b) **Enhanced Learning Outcomes:** Proper nutrition directly impacts cognitive abilities and academic performance, allowing children to concentrate better and engage actively in classroom activities.
- c) **Increased School Attendance and Engagement:** By providing supplementary meals, the program serves as an incentive for children to attend school regularly, thereby reducing dropout rates.

2.2 Program Activities

The program encompasses various activities designed to meet its objectives, including:

- Providing one meal per day to the selected 6 primary schoolchildren.
- Conducting participatory workshops on healthy nutritious recipes preparation for volunteer parents.
- Offering hygiene education for volunteer parents and kitchen staff to ensure healthy and safe food handling practices.
- Regular project monitoring by NAWT staff to assess progress and make necessary adjustments in consultation with the Joint Management Committee (JMC).
- Conducting program inception meetings and closeout meetings to engage stakeholders.
- Purchasing essential cooking equipment, a motorbike, and hand washing stations, to support meal preparation and hygiene.

2.3 Target Population

The initial program target was 1,221 schoolchildren, with approximately 53% being girls. This target was obtained during proposal development. However, when news filtered of a possible school feeding program children who had dropped off came back. At the start of the project, the enrollment had increased to 1527, a 25% increase. The table and graph below shows the target population by school and gender indicated

Table 1 Enrollment at proposal development and start of the project

NO	SCHOOL	Boys	Girls	Total
1	Nyamandlovu primary	317	371	688
2	Muntu Primary	43	42	85
3	Zikhululeni primary	134	146	280
4	St James primary	96	100	196
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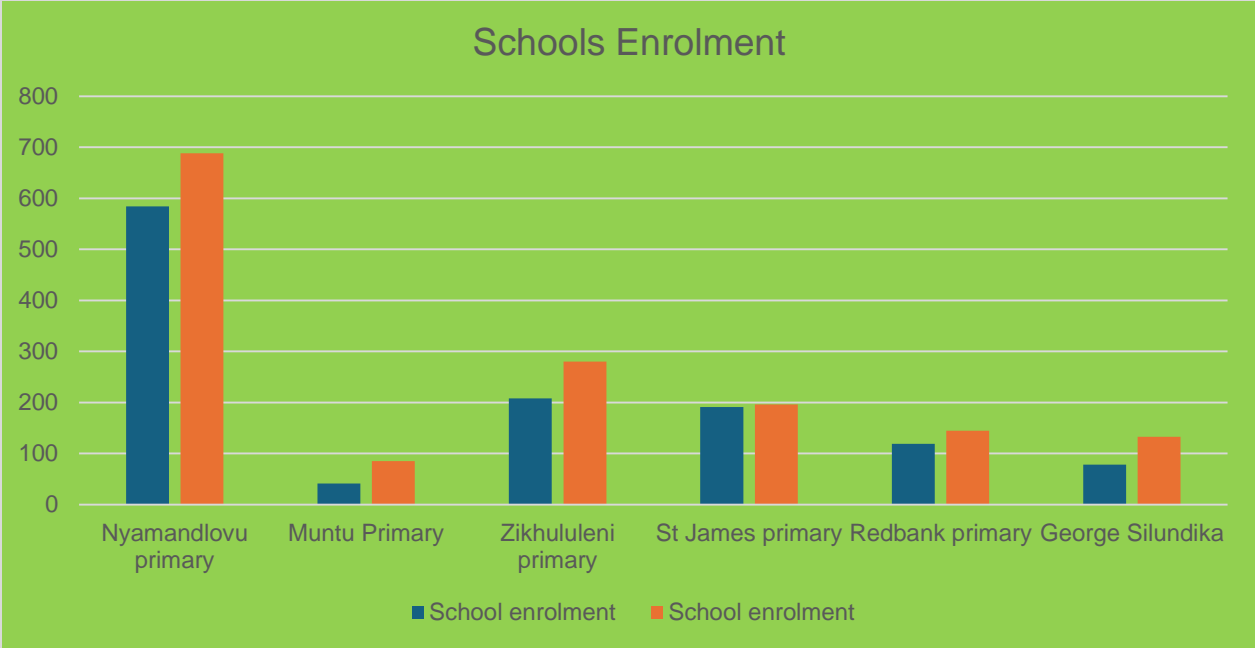


Figure 1 School enrollment at proposal development and start of the project.

Nyamandlovu and Muntu Primary saw the most significant increase, Zikhululeni Primary showed substantial growth while St. James Primary remained stable with a slight rise. Redbank Primary and George Silundika recorded moderate increases. Overall, these figures highlight the program's effectiveness in attracting students, reinforcing the critical role of school meals in promoting educational access and attendance.

3. EVALUATION METHODOLOGY

3.1 Evaluation Design

For this mid-term evaluation, five of the six participating schools were randomly selected, with Redbank Primary excluded from the assessment. The evaluation design focuses on both qualitative and quantitative methods to gather comprehensive data on the program's impact.

3.2 Data Collection Methods



NAWT programs team going through attendance registers at St James Primary School.

Data was collected using a variety of methods, including:

- Surveys: Administered to students, parents, and teachers to gather opinions on the feeding program and its effects.
- Interviews: Conducted with stakeholders, including community leaders and school authorities, to gain insights into the program's implementation and challenges.
- Observations: Focused on meal preparation practices, hygiene standards, and overall cleanliness at feeding points.

3.3 Sample Size and Selection

To ensure a representative sample, four grades were randomly selected at each participating school. Daily attendance records were compared from the start of the program to the midway point. Feeding and school registers were utilized to extract relevant attendance data. Additional qualitative data was gathered through interviews with 2 school authorities at each school, 12 students from each school (3 from each of the four grades selected) and 2 parents involved in food preparation and school development committees at Zikhululeni and Nyamandlovu. School development

committees at St James, Muntu and George Silundika did not make it due to competing community activities.

4. FINDINGS

4.1 Attendance Rates

The evaluation analyzed attendance rates across various grades, revealing the following insights:

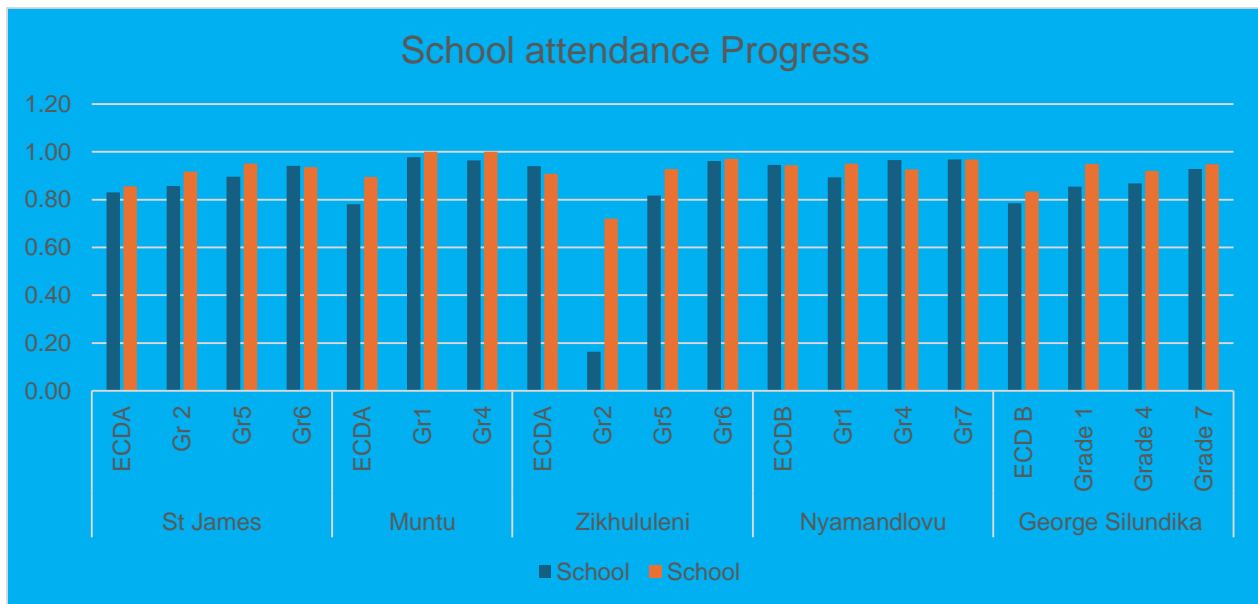


Figure 2 School Attendance at baseline and midway

The school feeding program has had a significant positive impact on attendance rates across various schools, fostering an environment conducive to learning. At St. James School, improvements in attendance, particularly in early grades, suggest that the provision of meals has encouraged students to attend regularly. Muntu School has seen remarkable attendance figures, especially in Grade 1, indicating that the incentive of daily meals may be effectively motivating families to prioritize education. Similarly, Zikhululeni School experienced notable gains in attendance among certain grades, demonstrating that the program can help overcome barriers to school participation. Nyamandlovu School's slight fluctuations in attendance highlight the program's role in maintaining engagement, particularly in younger grades. George Silundika School also reflects positive trends, reinforcing the idea that consistent meal provision supports higher attendance rates. Overall, the program has clearly contributed to increased student participation, underscoring its importance in promoting educational access and retention.

4.3 Nutritional Impact

The program has shown positive effects on the nutritional status of participants. For instance, at Zikhululeni Primary, the average weight of Grade 2 boys increased from 23 kg to 28 kg between June and September 2024. This weight gain indicates improved nutritional intake and overall health.



Sample stock for the term at one of the schools

4.4 Academic Performance

Interviews with teachers revealed satisfaction with student retention rates. The feeding program has contributed to fewer children being absent or arriving late to school, which supports better educational outcomes.



Learners at Nyamandlovu Primary in a jovial mood whilst at school few minutes after being served the meal



Ministry of Education representative expressing gratitude for the feeding program (District Schools Inspectorate)

4.5 Community Involvement

Community engagement has been robust, with parents actively participating in meal preparations and providing firewood for cooking. This involvement not only enhances the program's sustainability but also fosters a sense of ownership and commitment among community members.



Community members assisting in preparing isitshwala (in Ndebele) / sadza (in Shona) for the learners. This is the Zimbabwean staple food. It is also a staple food in southern and east Africa. It is similar to ugali in Kenya, nsima in Malawi, fufu in Nigeria ...

4.6 Hygiene and Sanitation

Hygiene practices have been implemented effectively, with observations showing that washing stations are in place and being utilized. Kitchen staff and parents have received hygiene education, contributing to safe food handling and preparation practices.



Mid-term Evaluation Stakeholders pose for a picture with some of the cooks and learners at Nyamandlovu primary school

5. CHALLENGES AND LIMITATIONS

5.1 Program Challenges

Despite the program's successes, some challenges were noted:

Instances of mold in the few kgs of beans necessitated their removal. In response, the project will only procure beans on a monthly basis.

The program is ending in December, however harvesting of crops planted is done from March 2025. This means the school children will be without food from January to March and this may wipe out the gains achieved by the project. It was also argued that in most instances it could affect children even up to the month of June 2025.

6. RECOMMENDATIONS

6.1 Program Improvements

To enhance the effectiveness of the School Feeding Program, the following recommendations are proposed:

Propose CISU to consider extending the school feeding program to end of March 2025 to cover the lean season and possibly the Joint Management Committee (JMC) finding partners to extend the program to June 2025



NAWT programs staff, St James administration and cooks with learners

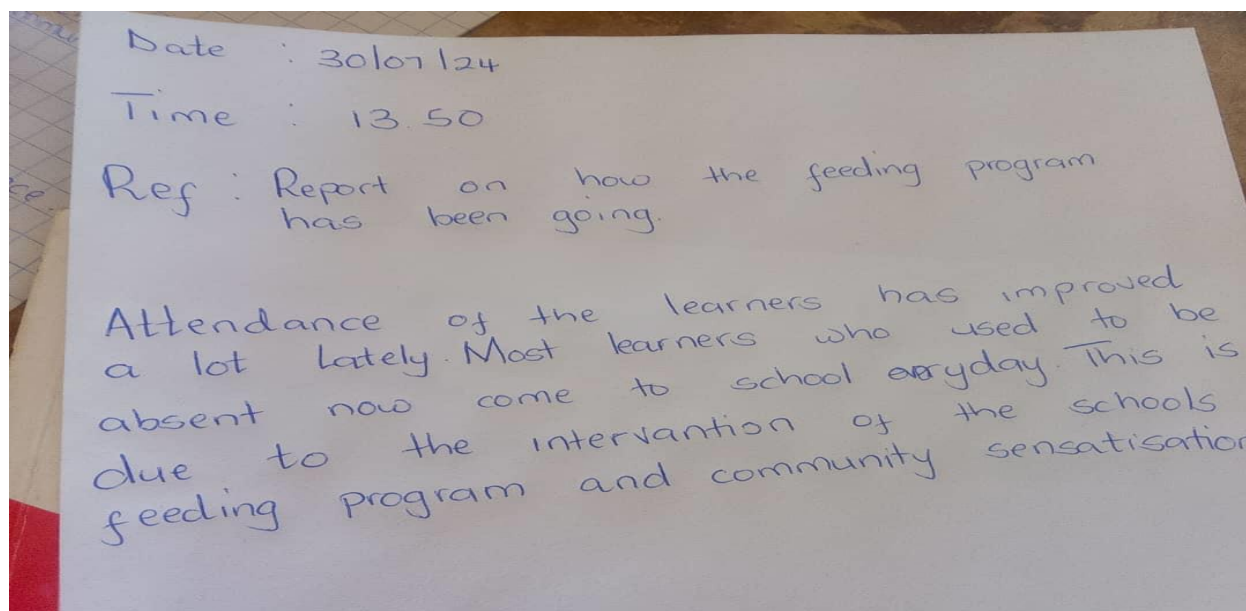
6.2 Growing Food in Schools

The JMC and Stakeholders to find possibilities to empower the schools by growing their own food through investing in boreholes, fencing off the fields, appropriate seeds for veggies and small grains like sorghum and millet, irrigation accessories ...to make schools self-sufficient in food.

7. CONCLUSION

The mid-term evaluation of the School Feeding Program indicates significant progress toward its objectives of improving nutrition, enhancing learning outcomes, and increasing school attendance among vulnerable children. While challenges remain, the overall positive trends in enrollment, attendance, and community involvement demonstrate the program's potential for long-term impact. By implementing the recommendations outlined above, the program can further enhance its effectiveness and sustainability, ultimately contributing to the health and educational success of the children it serves.

8. APPENDICES



FROM MUNTU PRIMARY SCHOOL

Nhaka African Worldview Trust launched a feeding program to provide nutritious meals to our learners, aiming to enhance attendance, morale, and academic performance. This report highlights the program's progress and its impact on our school community.

Attendance

Since the program's inception, we've seen a significant increase in attendance rates. Learners who previously missed classes due to hunger or lack of food now attend regularly, with an average daily attendance of 90%.

Learners' Morale

The feeding program has boosted learners' morale, creating a more positive and enthusiastic learning environment. Students engage actively in class, participate in extracurricular activities, and show improved motivation. Teachers report reduced behavioral issues and increased learners' self-esteem.

Academic Performance

Although it's early to measure the program's full impact on academic performance, we've seen encouraging signs. Learners are more focused, attentive, and better equipped to absorb information. Teachers report improved participation and engagement in lessons.

Additional Benefits

1. Reduced absenteeism: Fewer learners miss classes due to hunger or related health issues.
2. Improved health: Learners receive balanced meals, leading to better overall health and well-being.
3. Increased parental involvement: Parents are more engaged, seeing the positive impact on their children.

Conclusion

The feeding program has had a profoundly positive impact on our school community. Improved attendance, morale, and academic engagement demonstrate the program's success. We look forward to continued progress and growth.

Compiled by :Ngwenya Sarudzai Charity

9. Acknowledgments

We acknowledge the contributions of all stakeholders, including school authorities, parents, and community leaders whose support has been essential to the success of the School Feeding Program to date.



Stakeholders from various ministries including the DDC, Nutritionist, Ministry of Health, Ministry of environment, Ministry of Education and social welfare pose for a picture after touring the schools being fed for evaluation

10. Pictures



The NAWT Programs & Partnerships Manager Mr. Reginald Sithole standing, welcomes delegates to the M&E In the meeting room at George Silundika High



Left to right: Mr. A Manthonsi CEO George Silundika High, Madam Faith Muchokore the District Development Coordinator Umguza District, Bob I M Dzere Country Director NAWT, Min of Education – District Education Inspectorate crew....



Mr Mathuthu the bike rider and new assistant to the programs officer



The meal being prepared whilst learners wait eagerly to be saved



Expressions of satisfaction and joy after evaluation

Monitoring and Evaluation at St. James Primary School



Left to Right Headmaster, NAWT Program Officer and Program Manager



Left to right: MEAL Officer, Programs Manager and Program Officer



Program, MEAL Officer, Finance and Admin Officer and Program Manager confirming facts



In the office of the Head Master analysing statistics for attendance and feeding schedules



Banner for Zikhululeni Primary school above. Each of the 6 schools have one.



Left to Right: ZRP Officer, CEO George Silundika High, Gabriel Mubayira – NAWT Finance and Administration Officer responsible for the procurements of food together with the Program Officer – Nohlahla Ndlovu.



CEO of George Silundika Mr. Abaham Manthonsi leading in the area as an example of how a school can be self-sufficient in food. The school is self-sufficient in veggies, eggs, poultry, onions, carrots, ... There is a clear rotational plan fulfilling the needs of the kitchen.

11. Abbreviations

Common Abbreviations in this Project / Program

No	Abbreviation	Meaning
1.	JMC	Joint Management Committee (comprised of 7 members)
2.	NEC	National Executive Committee
3.	PMEC	Programs Management Executive Committee
4.	PMC	Programs Management Committee
5.	CISU	Civil Society in Development
6.	SUG/ SwB	Seniorer uden Grænser / Seniors without Borders
7.	NAWT	Nhaka Afrikan Worldview Trust
8.	GSHS	George Silundika High School
9.	ZIMFEP	Zimbabwe Foundation of Education with Production
10.	. PM	Program Manager
11.	. PAs	Projects Assistant
12.	. PD	Programs Director
13.	FAM	Finance & Administration Manager
14.	FAO	Finance & Administration Officer
15.	PPM	Partnerships & Program Manager
16.	FAM	Finance & Administration Manager
17.	FAO	Finance & Administration Officer
18.	PO	Programs Officer
19.	MEALO	Monitoring, Evaluation, Accountability and Learning Officer
20.	DDC	District Development Coordinator
21.	URDC	Umguza Rural District Council
22.	. CD	Country Director

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