



# OGUN STATE HOME GROWN SCHOOL FEEDING PROGRAMME



## MONITORING AND EVALUATION PLAN



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## Contents

ABBREVIATIONS .....	3
1.0. BACKGROUND AND INTRODUCTION .....	4
2.0. OVERVIEW OF THE OGUN STATE HOME GROWN SCHOOL FEEDING PROGRAMME .....	5
3.0. MONITORING FRAMEWORK .....	5
4.0. PURPOSE OF THE M&E PLAN .....	6
5.0. ROLES AND RESPONSIBILITIES OF STAKEHOLDERS IN THE IMPLEMENTATION OF THE RBME PLAN	7
6.0. DESCRIPTION OF INDICATORS/RESULT CHAIN .....	11
7.0. PROCESS EVALUATION .....	14
8.0. M&E RESULT MATRIX .....	15
9.0. DATA MANAGEMENT .....	19
10.0. REPORTING PLAN .....	20
10.1. PREPARING THE STATE M & E REPORT .....	24
10.2. FORMAT FOR THE REPORT .....	24
11.0. USING THE FINDINGS AND RECOMMENDATIONS .....	25
12.0. UPDATING THE M&E PLAN .....	25
13.0. ANNEX .....	26

## ABBREVIATIONS

CBO	-	Community Based Organization
DQA	-	Data Quality Assessment
FMHSDMSD	-	Federal Ministry of Humanitarian Services, Disaster Management and Social Development
FMARD	-	Federal Ministry of Agriculture and Rural Development
FMOE	-	Federal Ministry of Education
FMOH	-	Federal Ministry of Health
NHGSFP	-	National Home-Grown School Feeding Programme
LGA	-	Local Government Area
LGEA	-	Local Government Education Authority
M & E	-	Monitoring and Evaluation
MOU	-	Memorandum of Understanding
NBS	-	National Bureau of Statistics
NGO	-	Non-Governmental Organisation
PTA	-	Parent Teachers Association
RBME	-	Result Based Monitoring and Evaluation
SBMC	-	School Based Management Committee
UBEC	-	Universal Basic Education

## 1.0. BACKGROUND AND INTRODUCTION

The recent food, fuel and financial crises have highlighted the importance of school feeding programmes both as a social safety net for children living in poverty and food insecurity, and as part of national educational policies and plans. In 2004, the Federal Government of Nigeria initiated the Home-Grown School Feeding and Health Programme (HGSFHP) through the Universal Basic Education Act of 2004 (UBEC, 2005). The programme was launched to reduce hunger and malnutrition among children in order to enhance the achievement of universal basic education, with the major objective of delivering a government-led, cost-effective school feeding program using food that is locally grown by small holder farmers.

The Ogun State Home Grown School Feeding Program (HGSFP) commenced in January 2017 in public primary schools across the 20 Local Government Areas (LGAS) of the state. Till date, all activities carried out have been geared towards provision of a free meal a day to pupils in public primary schools by working constructively with stakeholders (multi-sectorial ministries, Local Government Education Authorities (LGEA), School Based Management Committee/Parent Teachers Association (SBMCs/PTAs), Non-Governmental Organisations (NGOs), Community Based Organisations, Community Gate Keepers, Cooks, Farmers etc.) to ensure a sustainable implementation of the program.

As a result of the HGSFP Implementation in Ogun State from January 2017 till date, 1,510 schools are currently benefitting from the program, about 75% of public primary school pupils (Primaries 1 to 3) are currently being fed and 2,779 direct jobs have been created for cooks (all women) in the food supply chain.

Following experiences on the HGSFP in Ogun State, the following key challenges were identified:

- i. Logistics issues with regards to effective monitoring of the HGSFP at the state and LGA Levels.
- ii. Unclear roles and responsibilities of State and LGA Monitoring Staff
- iii. Inconsistencies in data collection at school-level programme delivery leading to unreliable data for accurate and informed decision making
- iv. Lack of prompt responses to issues and identified challenges
- v. Political interference issues on the HGSFP
- vi. Untimely recording of monitoring data leading to delayed/incomplete reporting
- vii. Inconsistent release of funds for the programme implementation by the Federal Government
- viii. Illiteracy rate of women (cooks) engaged in the programme (e.g. lack of banking culture) etc.

The above challenges have buttressed the importance of developing a monitoring and evaluation (M&E) Plan for the HGSFP Implementation in Ogun State.

## 2.0. OVERVIEW OF THE OGUN STATE HOME GROWN SCHOOL FEEDING PROGRAMME

The National Home-Grown School Feeding in Ogun State aims to provide one nutritious meal every school day to primary 1-3 pupils in public primary schools in all the 20 LGA's. Through the programme, the state aims to encourage more pupils to enroll in schools, reduce the rate of stunted growth amongst the pupils and also improve the nutrition and health of the pupils. The state also uses the programme to empower women so that in the long run, the economy of the family is improved.

The objectives of the Ogun State HGSFP as follows.

- **Improve school enrolment and completion:** The programme aims to improve the enrolment of primary school pupils in Ogun State and reduce the current dropout rates from primary school which is estimated at 30%.
- **Improve child nutrition and health:** The programme aims to address the poor nutrition and health status of many children and thereby also improve learning outcomes
- **Improve local agricultural production:** Linking the programme to local agricultural production has direct economic benefits and can potentially benefit the entire community as well as the children. The programme aims to stimulate local agricultural production and boost the income of farmers by creating a viable and ready market via the school feeding programme
- **Creating jobs and improving the economy of the family and state:** The programme aims to create jobs along the value chain and provides a multiplier effect for economic growth and development

## 3.0. MONITORING FRAMEWORK

The Monitoring and Evaluation framework for the Ogun State HGSFP was initiated through a participatory process, involving all stakeholders at the state and local government area level with technical assistance from Action Health Incorporated. The framework addresses the following thematic areas: social protection, education attainment, health, household care and economic strengthening.

To design the M&E Plan for Ogun State, the Result Based M&E (RBME) framework was adopted. The RBME framework is a methodology by which the HGSFP ensures that its processes, products and services contribute to the achievement of clearly stated results. Results and process monitoring is a key component of Implementation and progress measurement. Through result-based monitoring, the programme results at all levels (impact, outcome, output, process and

input) can be measured to provide the basis for accountability, learning and informed decision-making.

The primary purpose of using this framework was to provide an overarching framework which enables tracking of results, analyzing and reporting on the programme performance with a view to strengthen the state government's activities and implementing optimal performance improvement strategies for the programme to better achieve the planned goals and objectives.

#### **4.0. PURPOSE OF THE M&E PLAN**

The monitoring system is intended to assess the impact of the program in Ogun State, and to assess how consistently the program is operated relative to its design. The intention is to gather information that will help program managers, stakeholders, beneficiaries and policy makers to assess program operation, and make informed decisions. The monitoring process will ideally lead to tracking of progress and results at various level, identification of bottlenecks in program operation and to suggest areas for improvement. It would inform program managers, in particular, on the 'nuts and bolts' of program operation. Furthermore, it would aid the tracking, collection, analysis, documentation and dissemination of performance results by program managers.

## 5.0. ROLES AND RESPONSIBILITIES OF STAKEHOLDERS IN THE IMPLEMENTATION OF THE RBME PLAN

STAKEHOLDER	STAKEHOLDER RISK TO PROGRAMME	STAKEHOLDER ROLE IN RELATION TO M & E	STRATEGY FOR ENGAGEMENT
1. Federal Ministry of Humanitarian Services, Disaster Management and Social Development (FMHDSD)	High Influence / High Impact	<ul style="list-style-type: none"> <li>Mobilises resources (financial and human) for the implementation of the National home-grown school feeding and M&amp;E Plan at national, state, LGA levels respectively</li> <li>Coordinates HGSP programme evaluation</li> <li>Uses available data to inform policy and programmatic decisions</li> <li>Provide oversight for programme implementation across the country.</li> </ul>	<ul style="list-style-type: none"> <li>Interface with the National Executives</li> <li>Engage media at the National level to disseminate information.</li> <li>Liaise with relevant stakeholders at the National level.</li> </ul>
2. National HGSP and sectoral ministries (Federal Ministry of Health (FMH), Federal Ministry of Agriculture and Rural Development (FMARD), Federal Ministry of Education (FMOE)	High Influence / High Impact	<ul style="list-style-type: none"> <li>Oversees capacity development for the implementation of the Plan</li> <li>Coordinates the process of developing and implementing the M&amp;E Plan</li> <li>Recommends and facilitates the review of indicators and the M&amp;E Plan as the need arises</li> <li>Collaborates with the Federal Ministry of Health (FMH), Federal ministry of budget and planning, and the National Bureau of Statistics (NBS) for the inclusion of HGSP module and variables in national surveys to capture relevant indicators</li> <li>Produces HGSP data collection tools and database</li> <li>Documents and disseminates information and Support data sharing among government agencies and stakeholders</li> <li>Coordinates monitoring, supervision and data quality assessment</li> <li>Provides support for HGSP programme evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Regular meetings and reporting.</li> <li>Training of the trainers</li> </ul>

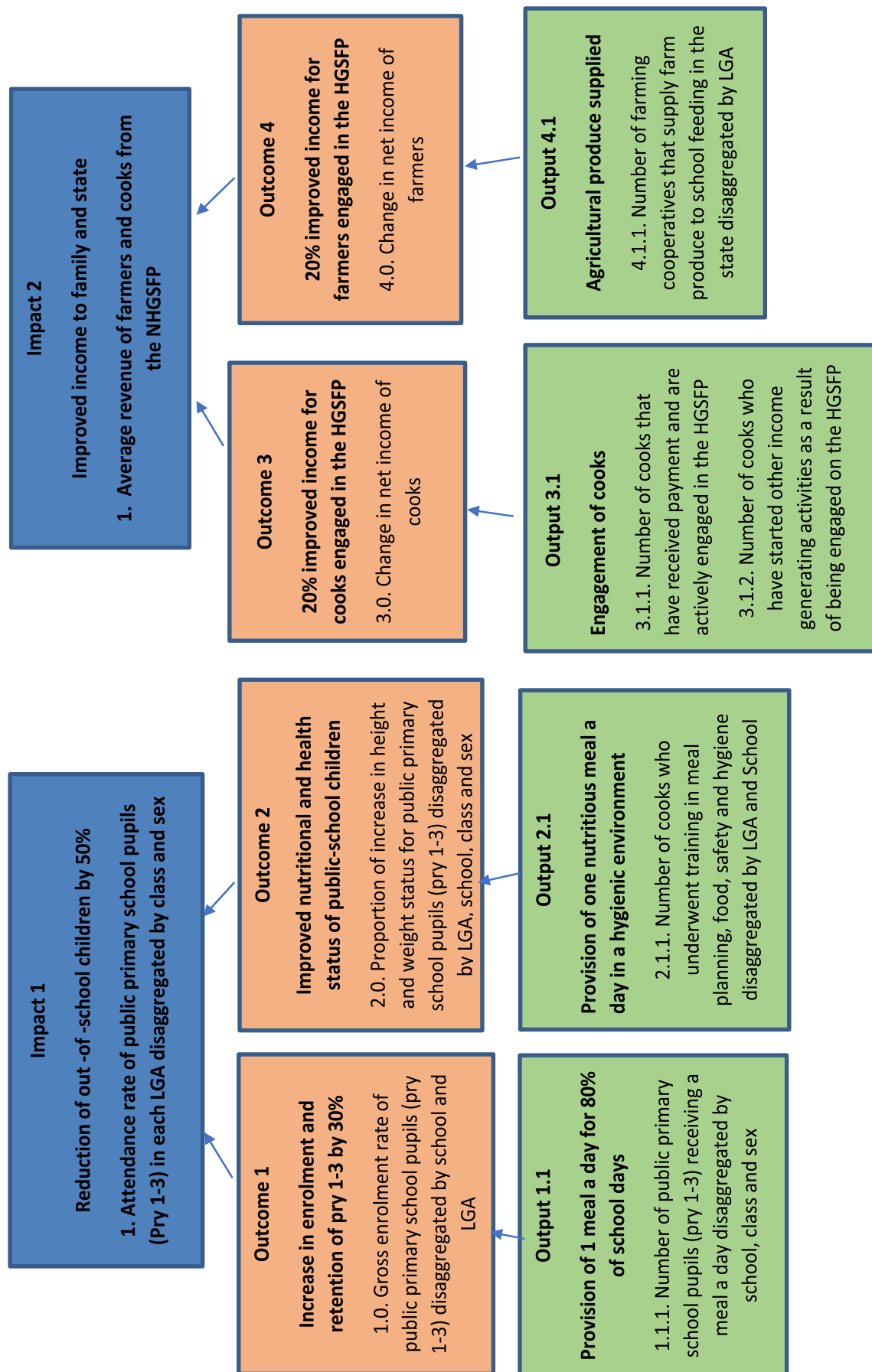
			<ul style="list-style-type: none"> <li>Compiles baseline and updates directories of states implementing HGSF programmes in the country</li> <li>Use available data for programmatic decisions</li> <li>Ensures that M&amp;E tools are developed in a participatory process</li> <li>Coordinates needs assessment to identify gaps at all levels</li> <li>Reviews periodically the M&amp;E plan for Home Grown School feeding Programme</li> <li>Coordinate programme implementation across the states</li> <li>Provide accurate and timely reporting on M &amp; E activities.</li> </ul>		<ul style="list-style-type: none"> <li>Engage with partners on collaboration</li> <li>Appoint coordinating Ministry for Home Grown School Feeding Programme</li> <li>Provision of enabling environment/Office space.</li> <li>Posting of personnel from various MDAs</li> <li>Engagement with Media.</li> </ul>
3.	State Executives	Medium Influence / Impact	<ul style="list-style-type: none"> <li>Approve implementation of policies in the State.</li> <li>Approve the composition of multi-sectoral structure in the State.</li> <li>Provide logistic and operational support for the implementation of the M &amp; E plan</li> </ul>		<ul style="list-style-type: none"> <li>Regular meetings with all stakeholders.</li> <li>Monitoring of programme implementation.</li> <li>Periodic evaluation and reporting.</li> <li>Engagement with NHGSFP Office.</li> <li>Engagement with media to propagate the program.</li> </ul>
4a	State HGSF Team which should include all sectoral reps	Medium Influence / High Impact	<ul style="list-style-type: none"> <li>Makes available standardized data collection tools</li> <li>Collects and collates data from LGAs/implementing partners/CSOs and reports to NHGSFP Office</li> <li>Reviews and verifies data collected from State/LGAs/CSOs/schools</li> <li>Provides technical assistance to LGA UBEC &amp; Inspection officers and CSOs on data collection, analysis and management</li> <li>Coordinates monitoring, supervision and data quality assessment</li> <li>Provides support in HGSF programme evaluation</li> </ul>		

				<ul style="list-style-type: none"> <li>Compiles and updates directories of Schools/CSOs implementing HGSF programmes in their State and submit to the NHGSFP</li> <li>Mobilizes resources in the state</li> <li>Uses available data for policy and programmatic decisions</li> <li>Provide accurate and timely reporting on M &amp; E activities in the State.</li> </ul>		
4b	Multi-Sectoral Offices at State level.			<ul style="list-style-type: none"> <li>Recommends and facilitates the review of indicators and the M&amp;E Plan as the need arises</li> <li>Coordinates collection and collation of HGSF-related data on Education, health &amp; Agriculture and reports from stakeholders at all levels</li> <li>Provide accurate and timely reporting on M &amp; E activities in the State.</li> </ul>		
5.	Local Government Education Authority (LGEA's)	Low Influence / High Impact		<ul style="list-style-type: none"> <li>Makes available standardized data collection tools to Schools and CSOs</li> <li>Collects and collates data from Schools/CSOs and report to HGSF Coordinating Office at the State</li> <li>Reviews and verifies data collected from schools/CSOs</li> <li>Provide accurate and timely reporting on M &amp; E activities to the State team</li> </ul>	<ul style="list-style-type: none"> <li>Regular meetings with cooks</li> <li>Meetings with HGSFP Team as at when due (at least once per term)</li> </ul>	
6.	National Bureau of Statistics (NBS)	Low influence / High Impact		<ul style="list-style-type: none"> <li>Support the state with the collation, analysis and reporting of data capture data including pupils and cooks.</li> <li>Analysis and report on all data for M &amp; E activities</li> </ul>	<ul style="list-style-type: none"> <li>Regular meetings with all M &amp; E responsible persons at all levels and reporting mechanisms across all levels (state – LGA – Ward)</li> </ul>	
7.	School Based Management Committees (SBMC) /Parents Teachers Association (PTA) / Non-Governmental Organisations (NGOs) / Community Based Organisations (CBO)	Low Influence / High Impact		<ul style="list-style-type: none"> <li>Identifies eligible children in the community by a participatory approach</li> <li>Support Collection of HGSF data using standardized tools</li> </ul>	<ul style="list-style-type: none"> <li>Compile a daily report on each cook.</li> <li>Ensure the food is edible for the pupils.</li> <li>Information dissemination at the community level.</li> </ul>	



			<ul style="list-style-type: none"><li>Conduct daily and routine monitoring of the implementation of school feeding including menu compliance and cook's attendance</li><li>Enforce quality of services provided by cooks</li><li>Ensures data quality and integrity during reporting</li><li>Adhere to the data reporting structure as specified in the plan</li></ul>	<ul style="list-style-type: none"><li>Monitor the cooks at the community level.</li></ul>
8	Pupils/Caregivers	Low Influence / High Impact	<ul style="list-style-type: none"><li>Provides information on programme monitoring</li><li>Provide feedback on feeding activities.</li><li>Provide feedback on cooks preparatory environment and performance</li></ul>	<ul style="list-style-type: none"><li>Regular engagement and meetings</li></ul>
9.	Political/Traditional/Religious/Opinion Leaders	Low Influence / High Impact	<ul style="list-style-type: none"><li>Provides information on programme monitoring</li><li>Provide feedback on feeding activities.</li><li>Provide feedback on cooks' preparatory environment and performance</li><li>Can act as intermediaries to address issues relating to defaulting cooks</li></ul>	<ul style="list-style-type: none"><li>Information Dissemination at the community level.</li><li>Monitor the cooks at the community level</li></ul>

## 6.0. DESCRIPTION OF INDICATORS/RESULT CHAIN



Activities (leading to the outputs)	Activities (leading to the outputs)	Activities (leading to the outputs)	Activities (leading to the outputs)
<ol style="list-style-type: none"> <li>1. Establishing a multi-sectorial coordinating team</li> <li>2. Conduct capacity building for the state team</li> <li>3. Develop a Registration Portal for beneficiaries and data capturing</li> <li>4. Pupil's bio-metrics and verification exercise</li> <li>5. Signing of MoU</li> <li>6. Designing of localized menu</li> <li>7. Development of M&amp;E strategy and implementation manual</li> <li>8. Conducts LGA, community M&amp;E capacity building, indicators, target setting, monitoring &amp; reporting process</li> <li>9. DQA, State Support visits and Monitoring activities</li> </ol>	<p>FILL IN PROCESSES LEADING UP TO THE FOLLOWING ACTIVITIES;</p> <ol style="list-style-type: none"> <li>1. Recording of health and weight status</li> <li>2. Deworming exercise</li> <li>3. State menu planning activity</li> <li>4. Training in food safety and hygiene for cooks</li> </ol>	<ol style="list-style-type: none"> <li>1. Recruitment, registration and account opening for cooks</li> <li>2. Verification processes for cooks</li> <li>3. Mapping of pupils to cooks</li> <li>4. Distribution of cooking and feeding utensils to cooks</li> <li>5. Training in skills acquisition and financial literacy</li> </ol>	<ol style="list-style-type: none"> <li>1. Register farmers in farmer cooperatives and cross guarantee members for access to agricultural loans</li> <li>2. Work with extension workers assigned to each farmer's group</li> <li>3. Coordinate the registration/training of farmers to produce for the program and all agro related activities with the ministries of the state of agriculture</li> <li>4. Conduct regular monitoring with the School feeding team</li> <li>5. Support the organization of farmers into groups and link them to school feeding supply chain</li> <li>6. Support aggregators to link farmers to other guaranteed markets</li> </ol>
<b>Process indicators</b>  Number of the multi-sectorial team trained on HGSF processes Number of capacity buildings conducted	<b>Process indicators</b>  Number of pupils whose weight and height has been recorded Number of pupils who have been dewormed	<b>Process indicators</b>  The number of cooks recruited and screened.	<b>Process indicators</b>  (Number of farmer's cooperative/ associations registered and linked to inputs' supply systems as a result of the

Number of Food vendors recruited and screened Number of LGA's with M & E plan for HGSF	Number of training conducted on menu planning activities	Number of cooks engaged in skills acquisition and financial literacy training	NHGSFP disaggregated by commodity groups Number of commercial and other financial institutions providing agricultural credit to farmers on NHGSF programme Number of extension services officers providing services to farmers enrolled on HGSF
<b>Inputs:</b> <b>Staffs, facilities and office space, Funds, Consultants, Vehicles, Materials</b>			

## 7.0. PROCESS EVALUATION

An evaluation is a key component of the M & E plan as it helps to determine whether the Ogun State vision for the HGSF programme has been achieved. The evaluation may also support learning and programme review. The evaluation will be done using the five (5) elements of assessment; ***relevance, effectiveness, efficiency, impact and sustainability.***

The proposed strategy for the evaluation is Process Evaluation which will be agreed upon by the Ogun State HGSFP office and all relevant stakeholders. The process evaluation will help to determine if activities were implemented as planned, what resources are used, what services were offered, were targets achieved in time, at cost, by relevant persons, how did activities and outputs contribute to the achievement of outcomes, how many people are reached and how much change did it bring, were the outcomes useful and how long will the effect/change last. This will be carried out at programme level through routine data at LG, State and coordinated by the Ogun State HGSFP.

At the end of discussions and analysis on each of the five evaluation elements as stated above, the findings will be extracted and summarized under seven sub-sections in a section of the report as conclusions and recommendations using the following simple guide.

- *What worked well?*
- *What made it work well?*
- *What could be done to sustain it for a longer period?*
- *What could be done to deepen and expand its reach?*
- *What did not work well?*

## 8.0. M&E RESULT MATRIX

Outcomes:								
1. Increase in enrollment and retention of pry 1-3 by 30%								
2. Improved nutritional and health status of public-school children								
3. 20% Improved income for cooks engaged in the HGSFP								
4. 20% improved income for farmers engaged in the HGSFP								
NO	INDICATOR	DATA DESCRIPTION Numerator/ Denominator	BASELINE	COLLECTION METHODS	COLLECTION TOOLS	COLLECTION FREQUENCY	RESPONSIBILITY	VALIDATED BY
1.0	Gross enrolment rate of primary 1-3 pupils in public primary schools disaggregated by class, sex and state	<b>Numerator:</b> Total Enrolment in Y <b>Denominator:</b> Population of school aged children in Y		School pupil registration tools (Daily Attendance/Exam/Registration Register) Total enrolment in year Y divided by population of school aged children in year Y multiplied by 100	HGSF reporting templates	Termly	Head Teacher, State Team, LGA Education Secretary, NBS	NHGSFP, FMHSDMSD
2.0	The proportion of increase in height and weight status for public primary school pupils (pry 1-3) disaggregated by sex and state		Available	School registration documents	HGSF reporting templates	Beginning of Term	Head/Health Teacher, Class Teacher,	NHGSFP, FMHSDMSD
3.0	Change in net income of cooks (monitors trends in the income of	<b>Numerator:</b> Comparing total income of cooks in a		Assessment of cook's business records, programme reports	Assessment / survey tools / reporting template	Quarterly / Annually	State M & E, NBS	NHGSFP, FMHSDMSD

	cooks in a defined reporting period, throughout the lifetime of the programme)	defined reporting period, after deduction of operational cost								
4.0	Change in net income of farmers (monitors trends in the income of farmers) in a defined reporting period, throughout the lifetime of the programme)	Comparing the total income of farmers from the products sold during the reporting period after the deduction of operating expenses.		Assessment of programme records, programme reports	Assessment / survey tools / reporting template	Quarterly / Annually	State M & E, NBS	NHGSFP, FMHSDMSD		

Outputs:								
1.1 Provision of 1 home-grown meal a day for 80% of school days								
2.1 Provision on one nutritious meal a day in a hygienic environment								
3.1 Engagement of Cooks on the HGSFP								
4.1. Agricultural produce supplied on the HGSFP								
S/NO	INDICATOR	DATA DESCRIPTION Numerator/ Denominator	BASELINE	COLLECTION METHODS	COLLECTION TOOLS	COLLECTION FREQUENCY	RESPONSIBILITY	VALIDATED BY
1.1.1	Number of public primary school include pupils (pry 1-3) receiving a meal a day disaggregated by class, sex and state	This is the summary total of all the pupils that have received a meal a day from the NHGSF program in the state	Available	Monitoring of Feeding	Daily Attendance / Exam/ Registration Register	Daily	Head/Health Teacher, Class Teacher, Desk Officer, SBMCs	LGA Education Secretary/Ogun HGSFP Office/ National HGSFP Office
2.1.1	Number of training activities conducted, in meal planning, food, safety and hygiene	Total number of persons trained to implement school feeding according to the food, safety and preparation standards	Available	Health checks of cooks and pupils	Deworming activities, training schedules - Attendance Register	Quarterly	Nutrition Officer, M/E Officer, Ogun HGSFP Office	Ogun HGSFP Office/ National HGSFP Office



3.1.1	Number of cooks that have received payment and are actively engaged in the HGSFP	Total number of active cooks that are currently receiving funds and working on the program will be summarized	Available	Payment advice records from Federal Level  Monitoring the daily attendance of Cooks	Bank payment advice Statements  Cooks Daily Attendance Register	Quarterly  Daily	Ogun HGSFP Office  Health and Head Teacher	LGA Education Secretary/Ogun HGSFP Office/ National HGSFP Office
3.1.2	Number of Cooks Who Have Started Other Income Generating Activities as a result of being engaged on the HGSFP	Total number of cooks receiving income from another business will be summarized		Conducting Interviews and issuing questionnaires	Survey reports  Bank records		Ogun HGSFP Office	Ogun HGSFP Office
4.1.1	Number of Farming Cooperatives that Supply Farm Produce to Ogun HGSFP Office	Total number of active farmers cooperatives in the state that reported supplying of farm produce to school feeding during the reporting period will be counted and summarized		Assessment of aggregators and Ministry of Agriculture's records	Aggregators and Ministry of Agriculture Data Report	Bimonthly	Agric. Officer Veterinary Services Department of Fishery, Ogun HGSFP Office	Ogun HGSFP Office

## 9.0. DATA MANAGEMENT

### Monitoring Forms and Data Collection Tools

Data collection involves obtaining data from the daily feeding and other complementary activities of the programme and transferring them onto the prescribed monitoring forms and tools.

Data collection may be obtained from both primary and secondary sources

### Monitoring Forms and Tools

The following Monitoring Forms and Tools shall be used for the collection of data at the State/ LGA/School/Community level in measuring performance and assessing the programme indicators.

The list of data collection tools will be reviewed and expanded upon as at when required;

1. HGSF pupil enrolment register (to include height and weight)
2. Class Register
3. Cooks Engagement forms
4. Cooks Training and meeting attendance form
5. Cooks Questionnaire
6. Cooks Payment Schedule
7. Aggregators Delivery Sheet
8. Cooks Service Provision Summary sheet
9. Teachers service verification sheet
10. Head Teachers Weekly Report
11. Head Teachers Monthly Summary Service provision sheet
12. Community monitoring and supervision sheet
13. LGA Summary Sheet
14. LGA Monthly Reporting Sheet
15. State Monthly Reporting Sheet

### Data Analysis

The M&E plan for HGSF in Ogun State will recommend a number of strategies for data analysis. This would involve the analysis of primary and secondary level data collected to inform on the social investment programmes in Ogun State and Nigeria as a whole.

### Primary Data Analysis

Primary source of data shall be the programmes & projects database. Analysis of data will be carried out at various levels (LG, State and National). The Federal coordinating office (NHGSFP), with her coordinating counterparts at States and Local Government (LG), will review data submitted.

### **Secondary Data Analysis & Triangulation**

To accomplish detailed and participatory M&E of the programme, quantitative and qualitative data would be gathered on demographic, socio-economic, revenue, expenditure and data on other social impact projects and programmes being implemented by Ogun State and other collaborating MDAs.

The data would be categorized into the following.

- (1) Process data: This will comprise operations of the Ogun State HGSF and the Ministry's tendering and contract awards, compliance with the Public Procurement Act.
- (2) Input data: e.g. government transfers and other transfers from development partners relating to the strategic objective of the project.
- (3) Output and Outcome data: The performance indicators of all the Intermediate Results in comparison with the baseline.

The National M&E team and supporting sectoral ministries, in collaboration with Ogun State, Development and Implementing Partners, will carry out secondary data analysis and data triangulation activities, as required.

## **10.0. REPORTING PLAN**

### **Reporting, Timelines & Target Audience**

Reporting is a critical component of M & E plan which provides information that will guide HGSF stakeholders on the use of information generated for functional implementation of HGSF implementation in Nigeria. The structure, recipient (s) and uses of the report must be clearly defined.

This plan proposes the following information products which would be coordinated by the NHGSFP, Ogun State HGSF Team and supporting Ministries as outlined below:

#### **Quarterly Activity Report**

The Ogun HGSF team and State MoH, MARD, MoE, and other state-level counterparts that are responsible for the HGSF programming activities will produce a quarterly activity report. These reports will provide information on the programme level and relevant indicators. These reports would be based on the routine data and information provided by schools, service providers and implementing partners using the summary reporting forms and programme reports. The production of these reports by the respective State level Agencies would further strengthen coordination responsibility for HGSF programming in Ogun State.

These reports would provide a quick overview of achievements within the reporting period to inform interventions to maximize resources.

#### **Annual HGSF Programme Report**

The Ogun HGSF team and State MoH, MARD, MoE, and other state-level counterparts will produce Annual Report on HGSF programmes in Ogun State. This report would provide a comprehensive overview of Ogun State HGSF programming response during the period in review.

The report would also provide an update on national HGSF outcome and output indicators with key observations and recommendations for further implementation. The information in this report is expected to inform the review of the annual HGSF Priority Plan.

### **Reporting Schedule and Activities**

Reporting to the appropriate levels will be according to the reporting schedule agreed upon during the stakeholders' workshop (Suggestion presented in table 2 below). The table outlines the frequency of reporting and persons responsible.

Table 2

WHAT TO REPORT	BY WHOM	FREQUENCY	USES OF REPORT	HOW TO REPORT	WHOM TO REPORT
School Level Activities feeding (to include indicators relating to education and health) at output level goals	Cook Class Teacher Health Teacher Head Teacher	Daily: Cooks - Class teacher – Health Teacher  Weekly: Health Teacher – Head Teacher	To document the status of school level delivery of HGSFP and identify Gaps	Class teacher marks attendance register for cooks and pupils  Health Teacher checks the quality and quantity of food Health teacher collates data from attendance register, cook's attendance registers and daily monitoring tool  Head teacher collates daily data reports on HGSFP in the school into a weekly report	LGEA Desk Officer
Weekly summary of findings for school-level activities	LGEA Desk Officer	Weekly: Head Teacher – LGEA	Highlight of activities to include recommendations and gaps	Desk Officer collates all weekly reports from head teachers across all schools in the LGA	LGEA Education Secretary
Monthly summary from data collection at LGA level	LGEA Education Secretary	Monthly:	To document the status of LGA level delivery of HGSFP and Identify Gaps	Education Secretary compiles monthly reports from all schools for submission	NBS Officer
Monthly summary data collection at consolidated LGA level	State NBS Officer	Monthly	To document the status of LGA level delivery of HGSFP and Identify Gaps	NBS Officer collates all monthly reports from all LGA's in the state and analyses findings for a state report	Ogun State HGSFP Team

WHAT TO REPORT	BY WHOM	FREQUENCY	USES OF REPORT	HOW TO REPORT	WHOM TO REPORT
Summarized state report	State HGSFP M&E Officer	Monthly	To document the status of State level delivery of HGSFP, Identify Gaps and influence decision making and programme strengthening	State HGSFP M&E Officer sends the monthly report of HGSFP to the National HGSFP Officer	Ogun State Executive NHGSFP M & E Team
Quarterly and Annual Report	State HGSFP Team	Quarterly, Annually	A comprehensive overview of Ogun State HGSF programming response		Ogun State Executive NHGSFP M & E Team

### 10.1. Preparing the State M & E Report

The findings from all the analysis done under 8.0 will be summarized and stated clearly in a user-friendly way with active language in the format presented in 10.2. below. The draft report will provide initial verdict on the relevance, efficiency, and effectiveness of the programme, based on the purpose of review. The report, when prepared will remain a draft until relevant stakeholders validate its content. Participation at the validation session should include the implementing team and their collaborators. The implementing team could provide additional information where necessary and the report updated with such information. The purpose of the validation will be to present the review process and product to the group, with a view to further reviewing of the key findings and agree on the proposed set of recommendations. This step is very important in eliciting the buy-in of the potential users of the report. Based on the comments during the validation session, the report will be finalized and ready for presentation for approval by the appropriate body.

### 10.2. Format for the Report

The report will be prepared in line with the format listed below.

#### **Title Page**

- Title of Project
- Reporting Period

#### **Introduction**

- Status of implementation of Programmes/Activities conducted
- Purpose of the M&E for the stated period
- Processes involved and difficulties encountered

#### **M&E Activities Report**

- Programme/Project status for the quarter or year
- Update on disbursements from funding sources
- Update on Indicators & Targets
- Evaluations conducted, their findings and recommendations
- Participatory M&E approaches used and the results

#### **The Way Forward**

- Key issues addressed and those yet to be addressed
- Recommendations

## **11.0. USING THE FINDINGS AND RECOMMENDATIONS**

All validated findings and recommendations from the deployment of the M & E plan will be extracted and further discussed in the context of implementation options. These recommendations shall be grouped across areas of improvement and target audience for a change. After this, an in-depth step, consequences and responsibilities would be discussed together with the implementing stakeholders and set of action plans agreed and followed. Such an action plan may include but not limited to 'Nose diving options, adjustment of programme implementation plans, development of strategic communication plans, development of programme strengthening plans, etc. There may also be a need to conduct a learning workshop to document key lessons and develop knowledge management products.

## **12.0. UPDATING THE M&E PLAN**

Review and update of this Plan can be done as and when required and will be led by Ogun State HGSFP and supported by relevant stakeholders. It may also be formally reviewed biannually by the HGSF M&E Team/state stakeholders with input from the national team if needed. The review process will be based on emerging issues and lessons learned during implementation. Indicators, data sources and data collection tools will be discussed and updated as necessary to reflect the reality on the ground, state and national commitments for reporting, and best practice in M&E plan.





## 13.0. ANNEX

### LGA MONTHLY MONITORING REPORT

- A. Local Government Area.....  
Name of Education Secretary: .....  
Month: .....  
Number of schools monitored: .....  
Number of assigned vendors: .....

**B. GENERAL OBSERVATIONS:**

- i. How many cooks performed creditably well? .....  
ii. What is the general assessment of the quantity of food served? ..... Good,  
Fair, Bad  
iii. How many vendors satisfactorily delivered and served the pupils in time?.....

**C. SPECIAL CIRCUMSTANCES (Note: This may be positive or negative)**

- i. Were there peculiar issues that negatively/positively affected service delivery during the month? E.g. Timeliness, Lack of utensils, untidiness or neatness, general behavior. If yes, give instances.....  
.....  
ii. How many cooks were involved in such negative or positive actions?  
.....  
iii. How many schools(s) were affected in such unsatisfactory/exceptionally satisfactory circumstances?  
.....  
iv. What is the frequency of such actions in the month being reported?  
.....

**D. REMEDIAL ACTION TAKEN**

- (i). What actions were immediately taken to rectify the issues by the cook?  
.....  
(ii). What actions were immediately taken to rectify the issue by Health/Head Teacher?



.....  
.....  
(iii). What actions were immediately taken to rectify the issue by the Education Secretary?

.....  
.....  
(iv). What is the immediate effect of the action taken?

.....  
.....  
**E. RECOMMENDATIONS FOR FOLLOW UP ACTION**

i. What action (s) should be taken?

.....  
.....  
ii. By whom?.....

iii. When?.....

iv. What is the frequency of the follow up action to be taken? .....

**F. COMMENTS; .....**

.....  
  
SIGNATURE: .....

NAME: .....

DATE: .....



## LGA SUMMARY MONITORING SHEET

Local Government Area: .....

Name of Monitoring Officer: .....

Month: .....

Objective	Indicator	Level	Response	Comments	
Improved enrolment and retention Improved child nutrition and health	Number of public primary school pupils (pry 1-3) receiving a meal a day disaggregated by school, class and sex	Output		Class	SEX M F
				Primary 1	
				Primary 2	
				Primary 3	
Improved child nutrition and health	Number of cooks who underwent training in meal planning, food, safety and hygiene and currently providing a meal a day disaggregated by LGA and School	Output		M	F
Improved income of the family and state	Number of cooks that have received payment and are actively engaged in the HGSFP	Output			
	Number of cooks who have started other income generating activities as a result of being engaged on the HGSFP	Output			
Increased local agricultural production Improved economy of the family and state	Number of farming cooperatives that supply farm produce to school feeding in the state disaggregated by LGA	Output			

Education Secretary Signature: ..... Date submitted to State M & E officer  
.....

State M & E Signature & Date: .....



## HEAD TEACHER WEEKLY MONITORING REPORT

A. Name of School: ..... Name of Head Teacher.....

Period covered: From Monday: ..... to Friday.....

Number of cooks posted to School: .....

### B. GENERAL OBSERVATION:

i. How many cooks served food in the School for the week? .....

ii. What is the general assessment of the quantity of food served?

.....

iii. What is the general assessment of the quality of food served?

.....

iv. How many cooks satisfactorily delivered and served the pupils in time?.....

### C. SPECIAL CIRCUMSTANCES (Note: This may be positive or negative)

i. Were there issues that negatively/positively affected service delivery during the week (Timeliness, lack of utensils, untidiness or neatness, general behavior)?

.....

ii. Who are the cooks involved in such negative or positive issues?

.....

.....

iii. What is the frequency of such issues in the week?

.....

### D. REMEDIAL ACTION TAKEN

i. What actions were immediately taken to rectify the issues by the cook?

.....

ii. What actions were immediately taken to rectify the issues by Health/Head Teacher?



.....

.....

iii. What is the immediate effect of the action taken?

.....

.....

**E. What action (s) should be taken?**

.....

By whom?.....

When?.....

What is the frequency of the follow up action to be taken? .....

**F. COMMENTS; .....**

.....

SIGNATURE: .....

NAME: .....

DATE: .....



## HEAD TEACHER'S SUMMARY MONITORING SHEET

Name of School.....

Name of Head Teacher: .....

Period covered: From Monday: ..... to Friday.....

Number of cooks posted to School: .....

<b>NO. OF PUPILS WHO RECEIVED MEALS DURING THE MONTH</b>					<b>COMMENTS</b>
<b>Class</b>	<b>M</b>	<b>F</b>	<b>Class Total</b>	<b>Teacher Signature</b>	
Primary 1					
Primary 2					
Primary 3					
<b>TOTAL</b>					

Head Teacher's Signature: .....

Date submitted to Education Secretary: .....

Education Secretary's Signature & Date: .....

Other Comments: .....

.....



## COOKS' FEEDING SERVICE SUMMARY SHEET

Name of School: .....

Name of Cook: .....

Period covered: From Monday: ..... to Friday.....

Number of pupils assigned to cook: .....

Class: .....

DATE	MALE	FEMALE	CLASS TOTAL	NO OF PUPILS FED	MENU SERVED	TEACHER'S SIGNATURE
<b>TOTAL FOR THE WEEK</b>						

Cook's Signature: .....

Date submitted to Head Teacher: .....

Head Teacher's Signature & Date: .....

Other Comments: .....

.....



## TEACHERS' SERVICE VERIFICATION SHEET

Name of School: .....

Name of Teacher: .....

Class: .....

Number of pupils: .....

Name of Cook Assigned: .....

Period covered: From Monday: ..... to Friday.....

DATE	NO OF PUPILS	NO OF PUPILS FED	TYPE OF FOOD	TIME OF ARRIVAL	QUALITY: GOOD OR BAD	QUANTITY: ENOUGH/NOT ENOUGH
<b>WEEKLY TOTAL</b>						

Teacher's Signature: .....

Date submitted to Head Teacher: .....

Head Teacher's Signature & Date: .....

Other Comments.....





## PROTEIN COLLECTION LEDGER FOR COOKS

Aggregator's Name: \_\_\_\_\_ CCP's Name: \_\_\_\_\_

Aggregator's Phone Number: \_\_\_\_\_ CCP's Phone Number: \_\_\_\_\_

Total packs delivered: \_\_\_\_\_ Received by: \_\_\_\_\_

LGA: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

S/N	NAME OF COOK	PHONE NUMBER	NAME OF SCHOOL	NO OF PUPILS	PACKAGE SEALED	PACKAGE NOT SEALED	QUALITY GOOD	QUALITY BAD	DATE	SIGNATURE

Aggregators Signature: .....

CCP Signature .....

LGA Rep Signature & Date: .....

Other Comments.....



## QUESTIONNAIRE FOR COOKS

Name of Cook: \_\_\_\_\_

School: \_\_\_\_\_ LGA: \_\_\_\_\_

No. of Pupils: \_\_\_\_\_

SN	Question	Response
1.	When did you join the HGSFP as a cook	
2.	Did you have an income before you became a cook on the HGSFP?	
3.	Did you have a bank account before you became a cook on the HGSFP	
4.	If Yes, what was your monthly income	
5.	Was the income sufficient for you?	
6.	How much profit do you make from the HGSFP	
7.	What do you use the profit for?	
8.	Have you started or expanded your business since you became a cook on the HGSFP	
9.	If yes, what business is this	
10.	Has the business improved your livelihood?	
11.	If yes, how?	
12.	Do you have savings?	



## COMMUNITY MONITORING SHEET

Name of School: \_\_\_\_\_

Ward: \_\_\_\_\_

LGA: \_\_\_\_\_

No. of Cooks: \_\_\_\_\_

Date: \_\_\_\_\_

Sn	Questions	Response
1.	Were all the cooks assigned to the school present?	
2.	Did the cooks arrive at the school on time?	
3.	Were the cooks properly kitted?	
4.	Did they come to school with all the utensils?	
5.	Were the utensils properly washed and clean?	
6.	Was the quality of the food presentable?	
7.	Did the teacher taste the food before service?	
8.	Was the quantity of the food sufficient?	
9.	Did the pupils get the same quantity of food?	
10.	How long did the feeding process take?	
11.	Any other observation?	

Community Rep Signature & Date: .....



## STATE MONITORING REPORT

State Monitoring Officer: .....

Period under review.....

Objective	Indicator	Baseline	Target	Q1	Q2	Q3	Q4
<b>Outcome Level Indicators: strengthened capacity of states to effectively implement HGSF</b>							
Improved enrolment and retention	Number of schools that reported an increase in enrolment as a result of the HGSF program in the state	Outcome					
Improved child nutrition and health	Number of children that have reported an increase in weight and height as a result of the HGSF program in the state	Outcome					
Livelihood of Cooks	Number of cooks that reported an increase in economic status as a result of HGSF program in the state.	Outcome					
Livelihood of Farmers	Number of local farmers Cooperatives /association that reported an increase in sales as a result of HGSF program in the state.	Outcome					
<b>Output and Process Level Indicators</b>							
Improved enrolment and retention  Improved child nutrition and health	Number of public primary school pupils (pry 1-3) receiving a meal a day disaggregated by school, class and sex	Output					



Service Provider capacity Building	Number of cooks who underwent training in meal planning, food, safety and hygiene and currently providing a meal a day disaggregated by LGA and School	Output					
Improved income of the family and state	Number of cooks that have received payment and are actively engaged in the HGSFP	Output					
	Number of cooks who have started other income-generating activities as a result of being engaged on the HGSFP	Output					
Increased local agricultural production  Improved economy of the family and state	Number of farming cooperatives that supply farm produce to school feeding in the state disaggregated by LGA	Output					

Key Observations during the period under review:

.....

.....

.....

Challenges:

- 1.
- 2.
- 3.



Required Intervention from State Government:

.....

.....

.....

Required Intervention by Federal Government:

.....

.....

.....

HGSF Manager Signature: .....

Date submitted to Focal Person: .....

Focal Person Signature & Date: .....





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