

Decentralized Evaluation

Final Evaluation of WFP'S USDA McGovern-Dole International Food for Education and Child Nutrition Programme's Support in Afar and Somali Regions in Ethiopia 2013–2017 Evaluation Report - Final

15 June 2018

WFP Ethiopia

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ACKNOWLEDGEMENTS AND DISCLAIMER

The Evaluation Team expresses its gratitude to the Ethiopia WFP Country Office Staff and the Staff of the Ministry of Education for their support to the inception and field missions.

We would also like to gratefully acknowledge the work of the survey team comprised of: Mr. Lemi Sime Demie, Mr. Kassahun Eyayu Werku, Ms. Hawa Alo Nur, Ms. Fatuma Mohammed Humed, Mr. Ali Ebrahim Dawed, Mr. Abdurahman Seid Mohammed, Mr. Daniel Shiferaw Asfaw, Mr. Sendere Mohammed Hussien, Ms. Tigist Eshetu Kasaye, Mr. Daniel Kifle Wolde, Ms. Sintayehu Anberber Terefe, Mr. Shumet Korsu Tefa, Mr. Tesfaye Gedu Moges, Mr. Nur Ma'alin Husen, Ms. Liyu Chala Bosa, Ms. Sintayehu Alene Alemu, Mr. Juneydi Ali Mohammed, and Mr. Kedir Ahmed Ali who carried out the data collection in Afar and Somali regions.

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Executive Summary

Introduction

1. This is the end-of-project evaluation of the McGovern-Dole Food for Education and Child Nutrition Programme (FFE - 663-2013/026-00; project number 200253) of the United States Department of Agriculture (USDA), under which the World Food Programme (WFP) supports school feeding (SF) in two arid Regions of Ethiopia. The programme's value is USD40,707,805 for a four-year period which started in January 2014. Commissioned by the WFP Country Office for Ethiopia, this is the first formal evaluation and covers the period from 2013 to December 2017.

2. The evaluation's objective was to assess to what extent the USDA McGovern-Dole-funded activities contributed to the anticipated outcomes of improved attendance and attentiveness, and improved equity in primary education access, in the Afar and Somali regions. The evaluation was conducted for the purpose of accountability and learning. The primary users of this report are stakeholders directly involved in implementing the programme. These include WFP Ethiopia and its main implementing partner, Ethiopia's federal Ministry of Education (MoE), the Local Education Development Partner Group, and USDA as the donor.

3. The programme involves daily school meals provided to 289,000 primary school children, and capacity building aimed at supporting increased dietary and health practices and improved student attendance. The capacity building component also includes activities to support the capacity of the Government to develop a National School Feeding Programme (NSFP). The programme provides children with one hot meal per day, corresponding to 647 calories per day. In addition, a monthly Take-Home Ration (THR) of two litres of vegetable oil is provided to girl pupils as an incentive to attend school. This programme is part of a larger set of actions supporting school feeding (SF) and promoting food security in Ethiopia.

4. Ethiopia has seen strong economic growth in the past two decades. However, food insecurity still remains high, with an estimated 8.5 million food-insecure Ethiopians currently requiring relief assistance, following the third consecutive poor/failed rains in the southern drought belt. About 38 percent of Ethiopian children under five are stunted, 10 percent are wasted, and 24 percent are underweight. Rural populations are highly exposed to undernutrition and micronutrient deficiencies due to poverty and food insecurity. The whole of Afar and Somali Regions are classified as 'priority one' or 'priority two' national hotspots requiring urgent humanitarian response, with approximately one third of the population in Somali Region and just over one quarter of the Afar population requiring food assistance.

5. While Ethiopia has made strong progress towards achieving universal primary education, high dropout rates, especially in pastoralist and emerging regions, are poverty-related and reflect the fact that both boys and girls work or take care of cattle to support the family. Learning outcomes are not keeping pace and there are regional and gender disparities in basic education performance.

Methodology

6. The evaluation used a quasi-experimental design where WFP intervention schools were compared with non-intervention schools in Afar and Somali regions through a survey which covered a total of 1,080 students in 90 randomly selected schools as planned. This was complemented by an analysis of Education Management Information System (EMIS) Statistics of the Ministry of Education comparing FFE schools with non-FFE schools, a desk review and analysis of documents and data, semi-structured interviews, focus group discussions, and observations during several field visits to both regions. Primary data collection was conducted in February 2018. The evaluation design was informed by a theory of change and accompanying assumptions. Evaluation questions covered criteria of relevance, effectiveness (and impact), efficiency, sustainability and coherence. Gender

Equality and the Empowerment of Women (GEEW) was mainstreamed in the evaluation design and data collection methods. The evaluation also included two mini-case studies, one of the separate Emergency School Feeding Programme (ESFP) introduced by the Government of Ethiopia (GoE) and one of the Take-Home Rations – Girls Initiative Programme within the McGovern-Dole operation.

7. Significant limitations of the evaluation included the absence of any baseline study or data, limitations in the EMIS data (received only for 2016-2017), challenges in identification of school locations due to faulty lists, and insecurity issues which interfered with data collection. The absence of baseline data meant that a double-difference analysis between baseline and endline was not possible. To ensure that sampling met criteria, overall approximately 20 percent of schools were replaced from a pre-established reserve list as necessary, and the evaluation team are confident that the survey findings are robust.

Key Findings

8. **Appropriateness:** The interventions have appropriately focused on areas which are acknowledged to be among the poorest in the country, where people live in a context marked by poverty and hunger and face significant challenges including prolonged drought; and issues like girls' education remain pertinent. The relevance and importance of the WFP-supported SFP to children's needs were confirmed and appreciated by beneficiaries and other stakeholders at various levels.

9. The McGovern-Dole FFE programme is generally well aligned with national policies and strategies, including in the areas of education and social protection, except with the Government's priority of home-grown school feeding, as the food is currently imported from the United States. The McGovern-Dole FFE Programme is coherent with WFP's overarching policies on SF and nutrition. While it is also broadly in line with WFP's gender policy, only a basic gender analysis was conducted prior to project implementation, though lessons from a different project were taken into consideration. The programme, however, is currently not actively collaborating with other United Nations (UN) or Non-Governmental Organisation (NGO) programmes in the project areas.

10. Generally, the programme's design is appropriate. The intervention includes important aspects which are essential contributors to its success, namely Water and Sanitation activities and strengthening of Parent Teacher Associations. However, it is questionable whether school gardens in arid zones are a realistic endeavour.

11. **Results:** Quantitative and qualitative data consistently underscore significant and important output, outcome and impact level results and provide a convincing case for the importance of school feeding for areas that are severely affected by food insecurity. The evidence demonstrates that school feeding, supplemented by specific interventions targeted at girl students, improves inclusiveness, participation and achievements in education. Specifically, the statistical analysis comparing schools with school feeding with those without shows that:

- In both Afar and Somali regions, enhanced school enrolment and a more favourable Gender Parity Index is associated with FFE. GPI was 88 percent in Afar and 90 percent in Somali for FFE schools, but only 78 percent in Afar and 69 percent in Somali for non-FFE schools.
- Grade repetition rates are consistently about 10 percent lower in FFE schools than in non-FFE schools, with girls being slightly more advantaged than boys. FFE schools' pass rates were 10.7 percent for boys and 12.3 percent for girls better than non-FEE schools in Afar; in Somali, pass rates were 9.8 percent for boys and 12.1 percent for girls better.

- The child survey showed improved indicators for FFE schools across most factors including attendance, meal frequency, food consumption scores and attentiveness. They showed access to and uptake of take-home rations close to 100 percent for girls, with a high proportion (88-95 percent, Afar-Somali) using the oil at home directly for cooking.
- The survey also showed that overall facilities tended to be better in FFE than in non-FFE schools; they indicated little external support for school meals outside of the FFE. Some 66 percent in Afar and 87 percent in Somali of FFE schools had kitchens, whilst for non-FFE schools, none were reported in the Afar sample, and only 7 percent in Somali. Correspondingly, few children reported eating at school in the non-FFE schools. Latrine facilities also tended to be better in FFE schools. Of the FFE schools, 42 percent in Afar and 23 percent in Somali reported receiving one or more infrastructure improvements in 2016-17, whilst for non-FFE schools, the ratios were 17 percent in Afar and 13 percent in Somali.

12. **Factors affecting results:** The school selection process was participatory but because of government desire to have an equitable distribution it resulted in a selection of schools that are geographically spread out. This has complicated support to the schools. It makes frequent monitoring costly and also reduces efficiency in conducting school visits.

13. While WFP generally has very clear guidelines and an efficient procurement system in place, issues with the timeliness of delivery were found due to regular pipeline breaks, and the first semester delivery has been consistently late. There were some complaints about the quality of the food (too close to its 'best before' date and often damaged oil tins causing the oil to go rancid in storage).

14. The GoE ownership of and commitment to SF, at both federal and regional levels, have increased, and various high-level persons in government became champions for SF. An SF policy is yet to be put in place, but progress has been made in terms of committing to an SF strategy in line with GoE's international, regional and national commitments (such as inclusive right to food, health and education, expansion of local school meal programmes using home grown food where possible and effective governance and sustainable financing of SFPs). The Emergency School Feeding Programme (ESFP), which is largely implemented with GoE's own funds, is also a good complementary programme to WFP's SFP and builds on many of the lessons learned from the previous and current McGovern-Dole programmes.

15. The external operating environment has at times made the implementation of the McGovern-Dole FFE interventions difficult or caused disruption, e.g. schools being geographically spread out, severe droughts, school closures, or conflict-induced displacement in 2017. Extreme poverty and the specific conditions in the regions made it difficult for the programme to mobilize community resources that were assumed to be available for the implementation of an integrated package of support. In addition, high turnover of government staff at all levels has presented a challenge to the efficiency and reduced the effectiveness of staff to properly manage the programme. Critical gaps appear when those trained leave. Staff turnover at senior federal government level has made it challenging for WFP to make progress on strengthening the policy environment on school feeding, and has undermined its high-level advocacy efforts on the issue of transitioning to a national school feeding programme. Due to limited resources, there is weak monitoring and reporting, both from the side of WFP and of Regional Bureaus of Education.

16. **Sustainability:** The evidence reviewed strongly suggests that with the end of the McGovern-Dole FFE Programme in Afar and Somali regions the many positive effects on households – which live in extremely precarious conditions – cannot be sustained as it would effectively require households to have the means to fill the gap (financially) that is being left through the loss of income which the SF and THR represent. The Government is not yet ready to finance and efficiently run a national school feeding programme, though there is

clear evidence of a growing interest and commitment to establish a sustainable national SFP in Ethiopia.

Overall Conclusions

17. The evaluation's overall assessment is that the direct SF component of the McGovern-Dole-funded SF intervention has many very positive features, including a demonstrable impact on attendance, enrolment, and completion, particularly by girls, in both Afar and Somali regions. However, it also raises some concerns. On the positive side, the core activity of providing nutritious daily school meals appears to be generally well-designed, well-implemented and effective. Food consumption scores are higher, perceived attentiveness better and absenteeism lower in FFE schools. Ethiopia's experience of emergency SF suggests that key elements in terms of systems and capacity are in place. WFP's work on SF is highly credited with strengthening government capacity for planning and implementation of school feeding interventions. Deployment of technical assistance is considered very relevant and appropriate at both regional and federal levels. WFP through the McGovern-Dole funds has provided financial and technical support to the regional education management system and to the NSFP. There is evidence of learning between different models of SF as the McGovern-Dole model is mirrored in both the Home Grown School Feeding Programme (HGSFP) and the ESFP.

18. However, key challenges remain to be addressed. These include the nature of funding, which to date on the GoE side has come from additional allocations on an emergency basis and as such is not sustainable. Long lead times in terms of procurement, logistics and organization because of various constraints related to internal capacity and the bureaucracy (of the MoE) are a major challenge and jeopardise the purpose of addressing emergency needs. Furthermore, the programme needs a more effective and reliable M&E and reporting system. While changes in attitudes by communities to gender are in evidence at community level, there are concerns whether these benefits will be sustained beyond the lifetime of the intervention given the extreme poverty and stress on populations due to drought and conflict which put children, and girls in particular, at risk. The review of the underlying theory of change and its accompanying assumptions confirms this summary conclusion, which is reflected in the practical recommendations which follow.

Recommendations

Recommendation	Timing	Responsibility
Strategic issues		
R1 Prioritize fundraising for the continuation of school feeding and a THR for girls to the schools that were covered under the McGovern-Dole FFE programme in Afar and Somali regions as a matter of absolute priority.	by the new school year (September 2018)	WFP CO with support from the WFP RB
R2 Prioritize finalization of the national strategy and use it as the basis to develop an implementation guideline with different types of school feeding scenario, including a separate guideline for the pastoralist context.	during 2018	WFP CO with support from a consultant (in collaboration with MoE)
R3 Develop and implement an adequately funded advocacy strategy that builds on the key findings of this evaluation and previous strategic work to scale up political and financial commitment to SF in Ethiopia. This could include developing short learning papers based on the findings of this evaluation.	by December 2018	WFP CO with support from the WFP RB
R4 Advocate with the GoE to ensure that the government policies and strategy include an incentive for girls' education in food-insecure /pastoral societies using funds from the Productive Safety Net Programme (PSNP).	in the course of 2018 and 2019	WFP CO

Recommendation	Timing	Responsibility
Design of future WFP SF interventions		
R5 Conduct an independent assessment of needs of vulnerable populations for the next McGovern-Dole FFE programme and use the findings of this assessment to identify suitable design options for school meals in pastoralist areas.	in the start-up phase of the next McGovern-Dole SF programme (and at the latest by mid-2019)	WFP CO with external consultancy support
R6 Include continued investment in government technical capacity for the logistical management of school feeding at federal and regional levels in all future SF support by WFP in Ethiopia	in time for the new SF programme	WFP CO
R7 Ensure future school feeding interventions include multi-year evaluations in the design of the programme with baseline, midline, follow-up and endline surveys, and recommendations for adjustments as appropriate during implementation.	In time for the new SF programme	WFP CO
R8 Ensure that future SF in Ethiopia by WFP includes attention to specific strategies, targets and indicators for increasing the participation of women and girls in SF design and implementation stages.	by July 2018	WFP CO with support from the WFP RB
R9 Ensure that the selection of beneficiary schools under the next phase of McGovern-Dole support to SF in Ethiopia is based on a clustered approach so that the distances between schools do not make monitoring overly onerous or complicated.	in time for the new SF programme	WFP CO with support from the WFP RB
Operational issues		
R10 Strengthen the monitoring and reporting capacity of WFP, and regional and woreda level BoEs in the area of SF so that the data collection allows for efficient management of SF.	by July 2019	WFP CO with support from the WFP RB
R11 Ensure improved coordination with other education sector stakeholders and working in complementarities for greater impact and critically assess capacity of communities to support the CHILD approach.	by July 2019	WFP CO with support from an external consultant

1. Introduction

1. This Evaluation Report (ER) presents the findings, conclusions and recommendations of the end-of-project evaluation of the school feeding programme (SFP) implemented by the World Food Programme (WFP) in Ethiopia with the support of the McGovern-Dole Food for Education Programme (FFE) of the United States Department of Agriculture (USDA).
2. The programme provides a meal to selected schools in Afar and Somali regions, a take-home ration (THR) for girls, and technical and material inputs to the strengthening of government institutions in support of school feeding (SF).
3. The scope of the end-of-project evaluation complies with the requirements of the terms of reference (TOR) (Annex A). The purpose of the evaluation is to assess to what extent the USDA McGovern-Dole-funded activities contributed to the anticipated outcomes of improved attendance and attentiveness, and improved equity in primary education access, in the Afar and Somali regions. The evaluation covers the period from 2013 to December 2017, with project implementation starting in January 2014. The evaluation was commissioned by the WFP Country Office (CO) for Ethiopia.
4. This is the first formal evaluation of this programme. A final evaluation of the previous McGovern-Dole-funded SFP (Programme number: FFE 6632008/006-00) was not conducted. The normal requirement for a mid-term evaluation was waived at the time of agreement negotiation.
5. The original purpose of the evaluation was to inform a subsequent design phase for the “strategic planning for school feeding in the two pastoralist regions of the country during the design of WFP’s support to the national school feeding programme” (Annex A: TOR, ¶ 5). However, delays in contracting have meant that the evaluation has only been able to inform the new McGovern-Dole application to a very limited extent as the data collection phase overlapped with the McGovern-Dole application process.
6. The evaluation has dual and mutually reinforcing objectives as follows:
 - **Accountability** – to review the performance and results of the McGovern-Dole FFE operation by assessing the results of the project against its main objectives.
 - **Learning** – to determine the reasons as to why certain changes did or did not occur, and derive best practices and pointers for learning. The evaluation will provide the evidence base for future operational and strategic decisions.
7. The primary users of this ER are stakeholders directly involved in carrying out the evaluation.¹ In addition to the evaluation team (ET) itself, these include WFP Ethiopia and its main implementing partner, Ethiopia’s federal Ministry of Education (MoE); the Local Education Development Partner Group; USDA; WFP Headquarters (HQ) and Office of Evaluation (OEV). The ER is also of direct interest to the participants in the Internal Evaluation Committee (IEC) and Evaluation Reference Group (ERG). A full stakeholder analysis is provided in Annex V.

¹ The users of the eventual evaluation report and its findings and recommendation will be a broader group – see stakeholder analysis in Annex V.

1.1 Overview of the evaluation subject

8. The subject of the evaluation is WFP USDA's McGovern-Dole International FFE and Child Nutrition Programme (FFE 663-2013/026-00; project number 200253), which is a WFP operation implemented in Ethiopia's Afar and Somali regions (Map 1) with activities at national level focusing on capacity development.

9. The Programme was approved on the 9th of November 2012. This McGovern-Dole grant accounts for 13.27 percent of the WFP Ethiopia Country Programme (CP) 200253 (2012–2015) budget of USD306,641,528 (WFP, 2011d). Other CP priorities include: i) increase the capacity of Ethiopia's disaster risk management system; ii) enhance natural resource management in food-insecure communities and resilience to weather-related shocks; iii) facilitate access to HIV care, treatment and support; and iv) promote opportunities for livelihood diversification and improved access to food markets. Project implementation started in January 2014 for a period of three years which was later extended to four years (see Annex K).

10. The purpose of McGovern-Dole International FFE and Child Nutrition Programme interventions is to ensure equal access is provided for boys and girls at primary school with a focus on the marginalized food-insecure areas and vulnerable children. The envisioned outcomes include: i) increasing school enrolment and attendance in the Afar and Somali regions to achieve the government target of 100 percent enrolment; and 2) improving the management capacity of school health and nutrition programmes and of school infrastructure through participatory community planning.² Intermediate programme results aim at contributing towards improving health and dietary practices. Major outcome indicators for the programme include: the percentage change in enrolment, attendance rate, and attentiveness and Gender Parity Index (GPI). Contrary to some of the other McGovern-Dole programmes in the region (Kenya, Rwanda) this programme does not target improving literacy or numeracy levels, because the MoE has an intervention – the General Education Quality Improvement Programme (GEQIP) – funded by several donors which has been focusing on improving quality since 2008.

11. The key counterpart ministry for the programme is the MoE, which oversees the implementation of the programme. The Bureaus of Education (BoE) for Afar and Somali Regions are responsible for the overall management and implementation of the programme in their respective regions, including handling food transportation from WFP warehouses to the schools. The non-food activities that contribute to education, water, sanitation and hygiene (WASH), construction, health and dietary objectives are implemented by WFP in collaboration with the BoEs. WFP also engages with each Region's Bureau of Urban Development on construction-related activities such as improving water and sanitation facilities in programme schools. The programme has only government partners.

12. The programme covers 292,249 children (of whom 45 percent are girls) in 590 schools in Afar and Somali (see Table 1 below). This represents just under one third of the primary school children in these two regions (which hold 1 million pupils in total), and five percent of the total of 19 million primary school children in the country. In line with gender equality and women's empowerment (GEEW) considerations in each targeted school, all children benefit from the school meals and all girls receive a THR. The school feeding does not officially cover pre-school children.

² Essential to this is the use of a participatory community planning tool called Child in Local Development (CHILD) which had earlier been used in other regions of the country and under this programme was adapted for the pastoralist regions.

Table 1 **McGovern-Dole International FFE and Child Nutrition Programme Beneficiaries in Afar and Somali regions**

Beneficiary schools and pupils	Afar	Somali	Totals
Number of schools in the programme	361	229	590
Percentage of schools with McGovern-Dole FFE support versus all primary schools in the region	47%	19%	33%
On-site feeding beneficiaries (boys and girls)	93,983	198,266	292,249
Female SF beneficiaries and percentage of total beneficiaries	43,119 (46%)	88,410 (45%)	131,529 (45%)
Percentage of pupils in Afar and Somali receiving McGovern-Dole SF	48%	22%	29%
Girls' THR	43,119	88,410	131, 529

13. The programme provides children with about one third of their daily calorie intake (see Annex Q) along with complementary activities such as deworming and health and nutrition education. It provides one hot meal per day (composed of 120 gr of corn soya blend (CSB+),³ 6 gr vegetable oil and 3 gr salt⁴) for all targeted children, corresponding to 504 calories per day. According to WFP School Feeding and Nutrition Policy, September 2010 (WFP, 2010b), the midday school meal should meet 30-45 percent of the energy requirements and micronutrient requirements. The ingredients for the meals are provided in kind to the schools.

14. The SFP in Ethiopia seeks to address gender parity and equity through the provision of school meals, a THR that specifically targets girls, and capacity development which includes attention to gender issues. All girl pupils in the schools covered by the programme receive a THR of eight litres of vegetable oil per semester. The THR is conditional on 80 percent attendance by beneficiary girls (and according to records reviewed by the ET was being provided to over 95 percent of the eligible girls). Additional measures include provision of facilities like latrines, and provision of water and sanitation. A more detailed gender analysis can be found in Annex N.

15. The provision of meals and the THR takes up the bulk of the programme budget. However, the programme also includes a substantial capacity development component of USD1.8 million (six percent of the total programme budget) which comprises activities such as: teaching materials and equipment; financial and technical support to regional level Education Management Information System (EMIS), adaptation of the CHILD manuals to pastoralist communities; provision of financial and technical support to water and sanitation; capacity development for school health and nutrition (SHN) education; promotion of health clubs and school gardens; building and rehabilitation of school facilities; provision of energy-saving stoves; training in food handling activities; and strengthening of SHN planning and management capacity at woreda and school level.

³ CSB+ contains corn, soy, dried skimmed milk and Vitamins and minerals and CSB has all other ingredients except dried milk powder.

⁴ WFP has mobilized resource from other donors for the procurement of salt.

16. A full overview of McGovern-Dole International FFE and Child Nutrition Programme activities and targets can be found in Annex K. There have been three changes to the programme:

- The ration size for CSB was modified from 150gm to the actual size of 120gm retroactively, to address the imbalance between the released resources and beneficiary numbers.
- The type of ration was changed from CSB to CSB + when the programme was extended.
- During the extension phase the programme was amended to include financial and technical support to the national school feeding programme (NSFP).

17. The FFE programme has a total budget of USD40.7 million, up from the original commitment of USD26.5 million in 2012⁵ (see Table 2). The programme involves the distribution of a total of 12,450 MT of CSB, 6,110 MT of CSB+, and 4,830 MT of vegetable oil (i.e. a total of 23,390 MT). The anticipated timeframe of the programme was from January 2013 through to December 2015. The programme had one extension and two budget revisions (BR).

Table 2 Budgetary situation of the programme

	Original commitment	BR1	BR2
Additional commitment	N/a	USD 2,209,835	USD11,999,970
New total	USD26,500,000	USD 28,709,835	USD40,709,850
Date	November 2012	March 2015	July 2016

18. The McGovern-Dole FFE and Child Nutrition operation provides approximately 50 percent of all the school meals in Ethiopia (this includes other donors and government meals). A WFP/MoE Home Grown School Feeding (HGSF) pilot programme is on-going in Oromia and SNNPR regions with support from other donors and regional government funding. In addition, in 2014-2107, the MoE also ran an Emergency School Feeding Programme (ESFP) in drought-affected regions of the country in schools that are not covered by WFP. Originally envisioned as a larger programme, it was funded by the Government of Ethiopia (GoE) to the tune of USD27 million. Further details on these school feeding initiatives can be found in Annex L. Annex L includes information on the previous evaluations of WFP-supported school feeding in Ethiopia and summarizes the main lessons learned.

19. A map is included in Annex M.

1.2 Context

20. **Government policies and priorities.** Ethiopia has implemented successive national plans focused on poverty reduction and the acceleration of economic growth. It is currently implementing the second phase of its Growth and Transformation Plan (GTP II) (Government of Ethiopia, 2010b), which will run to 2019/20. The plan envisages Ethiopia achieving lower-middle-income status by 2025 by modernizing the agricultural sector, expanding industrial development with primary focus on light manufacturing, and making a significant shift in export development, while implementing the Climate Resilient Green Economy (CRGE) strategy in all sectors to ensure sustainability. The industrial sector is

⁵ 2013 Operational Plan for Agreement # 663-2013/026-00 (11/9/2012)

expected to grow by an average of 20 percent, transforming the country into a manufacturing hub and creating jobs. Modernizing the agricultural sector is deemed critical in terms of the development of the manufacturing sector and in enhancing food and nutrition security and reducing rural unemployment (Government of Ethiopia, 2016b). A draft policy for SF has been prepared with support from WFP and is awaiting approval. Responsibility for SF is formally recognized in the structures of government and at central, regional and woreda level staff is assigned to supporting SF activities.

21. **Economy and poverty.** Ethiopia has seen strong economic growth in the past two decades and an average economic growth rate of 11 percent, well above the Sub-Saharan average. However, economic growth is slowing down due to sluggish performance in agriculture and the stagnation of industry. Ethiopia has made strong strides in the reduction of poverty. The poverty headcount declined from 38.7 per cent in 2005 to 29.6 per cent in 2010/11 and is estimated to have declined further to 23.5 per cent in 2016. Between 2000 and 2014, the Human Development Index (HDI) for Ethiopia improved by an annual average of 3.2 percent, from 0.284 in 2000 to 0.4442 in 2014.

22. **Food security and nutrition.** Higher economic growth has brought about an overall decline in food insecurity. However, food insecurity still remains high, with an estimated 8.5 million food insecure Ethiopians currently requiring relief assistance to meet basic food needs following the third consecutive poor/failed rains in the southern drought belt which has put severe strain on families. The updated national ‘hotspot’ classification, shows an increase in the number of priority woredas requiring urgent humanitarian response, with 228 out of 461 priority woredas classified as ‘priority one’ (very severe). All woredas in Afar and Somali, where the McGovern-Dole FFE operation has been implemented, are classified as ‘priority one’ and ‘priority two’ hotspots. In Somali Region, 1.7 million (31 percent of the region’s population) require food assistance while in Afar the number stands at 449,987 (26 percent of the region’s population) (Government of Ethiopia & Humanitarian Partners, 2017).

23. About 38 percent of Ethiopian children under five are stunted, 10 percent are wasted, and 24 percent are underweight. The feeding practices of only 7 percent of children age 6-23 months meet minimum acceptable dietary standards. Vitamin A, iron, zinc and other micronutrient deficiencies are widespread, with 57 percent of children aged 6-59 months and 24 percent of women aged 15-49 suffering from anaemia (Central Statistical Agency & The DHS Program, 2016). Rural populations are highly exposed to undernutrition and micronutrient deficiencies due to poverty and food insecurity.

24. **Education.** The GoE has made progress towards universal primary education. The Net Enrolment Rate (NER) for primary has increased from 21.6 percent in 1995/96 to 93.7 percent in 2014/15. However, grade 1-8 dropout rates increased by almost one percentage point in 2015/2016 to 10.7 percent compared to the previous year, and failed to meet the 1 percent target in the Education Sector Development Programme (ESDP IV) (Government of Ethiopia, 2016f), (Government of Ethiopia, 2015a). High dropout rates, especially in pastoralist and emerging regions, are poverty related and reflect that children, both boys and girls, work or take care of cattle to support the family – a fact which has become more predominant due to the recent drought. Learning outcomes are not keeping pace and there are also regional and gender disparities in basic education proficiency.

25. **Gender dimensions.** Women in Ethiopia account for 50 percent of the population and the Ethiopian Constitution and its National Policy on Women guarantee them gender equality and the protection of human rights in various spheres of life. However, women do not equally participate in and benefit from development and progress. Ethiopia’s standing

in the Global Gender Gap Index (115 out of 144 countries and an overall score of 0.656) shows that women's participation in key sectors and their role in decision-making are still not at par with that of men (World Economic Forum, 2017).

26. In the education sector, national strategies to ensure equal access to education have contributed to increasing the number of enrolled girls and boys across different regions. However, the GPI indicates gaps at all levels of education. The GPI for Afar Region is 0.9 and is almost equivalent to the national GPI which is 0.91 while the GPI for Somali is the lowest in the country at 0.86 (Government of Ethiopia, 2016f). Gender disparities are widely attributed to societal gender roles and socio-economic challenges, including girls' responsibilities for household chores and a lack of gender-sensitive facilities and services around schools (UN Women, 2014). Three million Ethiopian children remain out of school, many of whom are girls. A significant number of out-of-school children are from pastoralist and semi-pastoralist areas in Ethiopia. The nomadic lifestyle of the populations in these areas, combined with conflict and drought, makes girls particularly prone to being taken out of school when families come under stress (Atem Consultancy Service, 2012).

27. **International assistance.** Total development assistance to Ethiopia was USD3.9 billion in 2013.⁶ Since 2004, official development assistance (ODA) to Ethiopia has increased by 66 percent in real terms. While humanitarian aid has declined from 20 percent of ODA to 10 percent in the past decade the humanitarian caseload is still significant, and often recurs in the same regional hotspots from one year to the next, many of which are pastoralist and nomadic in nature. A number of actors support school feeding in Ethiopia (details can be found in Annex L).

28. **WFP's work in Ethiopia.** WFP has been working in Ethiopia since 1965. WFP's CP in Ethiopia is based on a country strategy for 2012-2015. The CP prioritizes various areas including work on nutrition, relief and support to the Productive Safety Net Programme (PSNP), and climate solutions, in addition to the FFE Programme. The CP is in line with the United Nations Development Assistance Framework (UNDAF) and is designed to support the Government's growth and transformation agenda. The CP aims to improve access to and equity in primary education, especially in chronically food-insecure pastoralist areas.⁷ Other current WFP activities in Ethiopia include two Protracted Relief and Recovery Operations (PRROs), supporting the livelihoods of communities in the Southern pastoral belt that are facing acute food insecurity, currently aggravated by the El Niño crisis, and providing food assistance and livelihood interventions for refugees in 13 camps across Ethiopia.

1.3 Evaluation methodology and limitations

Mixed methods

29. In line with requirements from the TOR (Annex A), and documented in the Inception Report (IR), the overall approach to data collection has been a combination of secondary and primary data collection and analysis and has included:

- Documentation analyses: qualitative and quantitative.
- Key informant interviews (KIIs) and focus group discussions (FGDs) at various levels with key stakeholders.

⁶ The latest year for which OECD/DAC data are available.

⁷ The CP also includes support to PSNP etc.

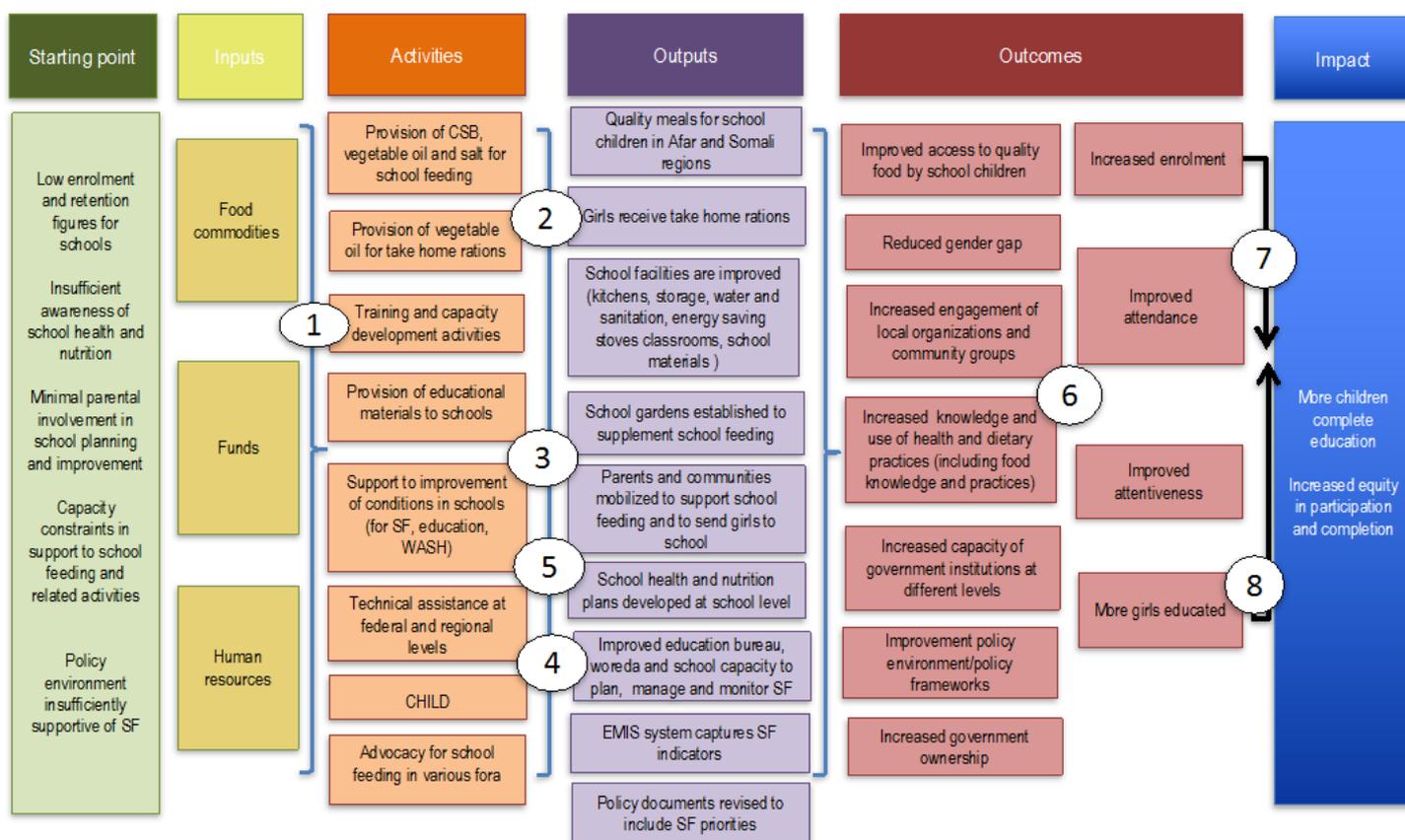
- An analysis of national EMIS data (2013-2016) of the performance of WFP schools compared to non-school feeding schools. Details and results can be found in Annex X.
- Administration of a survey covering pupils, teachers and school principals with closed and open questions, targeting school- and woreda-level interviewees/ informants and covering intervention and control schools. Full details and results are in Annex Y.
- Observations⁸ of school feeding preparation and provision of meals in WFP schools.

A theory-based approach – working from the theory of change to test the key assumptions

30. The different data collection methods were combined and linked to the theory of change (ToC) (see Figure 1).

31. Annex C includes a more detailed discussion of the ToC and a version of the ToC showing causal linkages. Annex K provides targets for the indicators linked to the Programme. The ToC directly informed the full evaluation matrix presented in Annex D. The circled numbers in Figure 1 refer to the underlying assumptions in the ToC which are listed in Table 3 below and which were tested through the evaluation.

Figure 1 Theory of Change



⁸ Observation could only be done up to the end of January as this was the end of the school feeding phase. Even if stocks remained in the schools at that time, the plan was to distribute them to beneficiaries because of the expiry date of CSB and oil. However, during the visit of the ET in February 2018, some of the schools were still providing school feeding in Somali Region, and the ET could observe food preparation and provision of meals.

Table 3 ToC Assumptions

Number	Assumption
1	Food will be delivered in a timely manner and in the required quantities.
2	Sufficient funds will be made available for the programme by the donors.
3	The Government of Ethiopia will have sufficient capacity to secure implementation.
4	The education system is effective in absorbing new students.
5	Other partners are able and willing to work together with WFP to implement the school health and nutrition components of the programme.
6	Incentives for school feeding are not outweighed by other factors (early child marriage, drought).
7	The national policy environment is conducive to school feeding.
8	Government owns the programme and is willing to provide the resources (human and financial) for implementation.

32. Using this approach, the evaluation found that some assumptions were misplaced or inaccurate; that other assumptions should have been identified but were not; or that assumptions about causality were proving correct, underscoring appropriate design. See the discussion of the assumptions in section 3.1.

Using a quasi-experimental design

33. The evaluation was conducted using a quasi-experimental design⁹ where WFP intervention schools were compared with non-intervention schools.

34. The sample survey was designed to address the evaluation questions relating to impact and effectiveness through a quantitative, evidence-based and statistically sound approach. At the same time, it collected qualitative data from a significant number of key informants involved in the sampling which could be analysed qualitatively for recurrent themes and observations. The field sampling also provided the framework for more discursive and purely qualitative KIIs with school principals and FGDs with Parent Teacher Associations (PTAs) during the fieldwork.

35. The sample size of 90 schools estimated in the project proposal was retained, as being consistent with prior information to give 10 percent sampling error for 95 percent confidence intervals on worst-case binomial estimates (full details on sampling of the schools are in Annex T). This comprised 30 schools in Afar region, and 60 schools in Somali region, the 1:2 split ratio being proportional to the number of government primary schools in the region (573 Afar, 1207 Somali), according to prior information. The level of sampling was also consistent with the timetable and resources available to the evaluation. Annex Y includes the results tables and analysis from this survey.

36. In addition to the sample survey, data on educational indicators (enrolment, grade completion, by gender) for all primary schools were provided by the MoE EMIS system for the 2016-17 academic year (September-July). This was not a sample but a census (100 percent coverage) of schools and therefore was expected to provide comprehensive information on the impact, if any, of the programme on these basic educational indicators.

37. Full outlines of the survey approach and of the survey instrument used are provided in Annex T and Annex U. The results of the survey can be found in Annex Y. The results for the EMIS data study are given in Annex X.

⁹The TOR required the ET to establish whether a quasi-experimental design was feasible for the final evaluation. The inception phase established that this was possible.

Sequencing of the inquiry

38. Data collection and analysis were sequenced to ensure that secondary data were used to maximum effect. This was done as follows:

- *An initial analysis of the EMIS data to compare statistics from EMIS for WFP (i.e. SF) schools with other primary schools in Ethiopia.* This planned to cover the academic years from 2013-14 to 2016-17 for those EMIS indicators for which national statistics were available. A limitation was that despite repeated requests only data for 2016-17 were received, with significant limitations that are noted in Annex X. The contribution of the EMIS data to the overall analysis is therefore relatively limited.
- *Documentary analysis to identify preliminary answers to the evaluation questions.* This allowed the team to identify gaps and to pursue these gaps during the interview process and further documentation and data collection at the field work stage.
- *A survey of WFP primary school and control schools, in accordance with the approach described in Annex H of the IR (Annex T of this report).* This was conducted during February 2018. In total 45 pairs of in- and out-of-programme schools were selected (90 schools total) with 12 students per school (1080 students in total). Table 4 shows the distribution of the sample.

Table 4 Planned and achieved sample distribution

Region	Planned sample			Achieved sample		
	IP	OP	Total	IP	OP	Total
Afar	15	15	30	24	6	30
Somali	30	30	60	30	30	60
Total	45	45	90	54	36	90
%	50%	50%	100%	60%	40%	100%

(IP = In FFE programme, OP = Out of FFE programme)

It will be noted from Table 4 that the achieved non-intervention sample (OP) for Afar was lower than planned. This was due to a combination of factors: prior information for OP status based on 2013 data was not reliable; in-field substitution in Afar was difficult due to high programme coverage; and tight time constraints on the field sampling prevented more complete scoping out of alternative IP-OP pairings. On the other hand, in Somali, in-field substitutions worked effectively and a balanced sample was achieved, in spite of the necessity of making substitutions from the original lists.

- *In-depth interviews with key informants at federal, regional, woreda, and school levels* to obtain insights from key partners as well as from beneficiaries on the different dimensions covered by the evaluation.

39. The evaluation drew on these data sources where they are likely to have most utility. The evaluation matrix (Table 11 of Annex D) shows which data sources provided information against the identified indicators.

Qualitative research

40. In terms of the qualitative side, the team carried out observation visits in schools in Afar and Somali regions during a week-long visit in January 2018. The observation visits focused on reviewing the arrangements for school feeding in targeted schools (i.e. observation of preparation of meals, storage and handling as well as meal time). This was followed by a two-week data collection phase in February in the same regions during which the team conducted interviews with regional education authorities, woreda education staff

and heads of kebeles, and visited schools to interview teachers, pupils, parents and support staff (cooks, members of parent teacher associations and other relevant persons).

41. The evaluation approach also included two mini-case studies:
 - A study of the Emergency School Feeding Programme to inform the evaluation's assessment of sustainability and impact dimensions and to input into the lessons learned (and recommendations) (see Annex R).
 - A study of the Take-Home Rations – Girls Initiative Programme which examined impact on household income and spending patterns, as well as on changing norms about girls' education. It also examined the extent to which the benefits are sustained over time and beyond the duration of the programme; compared beneficiary girls with non-beneficiaries (male pupils) and how these fare by comparison; and considered unintended effects/outcomes, as well as the positive and negative consequences of the intervention. (See Annex S.)
42. The qualitative ET had planned to visit a non-WFP school where emergency school feeding (ESF) was in operation, but it could not take place due to time constraints and no ongoing ESFP during the evaluation.
43. For the in-depth interviews at school level, interviews were sought with the head teacher, the co-ordinator of school meals, a group of beneficiaries of the THRs (i.e. girls), a group of non-beneficiaries of THRs (i.e. boys), parents of THR beneficiaries and parents of non-THR beneficiaries, the cooks and the PTA. See Annex T for further details.
44. In each kebele and at woreda level, the team sought interviews with the local education authorities, specifically any officials responsible for school feeding, and staff of UNICEF, Save the Children International (SCI) and Italian Cooperation working in the area of school feeding.
45. At regional level, in-depth interviews were undertaken with the relevant regional authorities and WFP staff. Where possible this was done before the school visits to maximize the opportunity for further investigation of issues at the school level. At national level the interviews were with key informants from WFP, the MoE, UNICEF, SCI, and the donor, USDA.
46. A systematic approach to consultation was included in all phases of the evaluation:
 - The Evaluation Manager (EM) was informed of the arrival of the ET and their planned field visits to Somali and Afar region and stakeholders meetings.
 - The itineraries for the field visits were shared with the EM to inform the respective WFP sub-offices and the Government departments.
 - The survey team informed the EM about the field work itineraries and requested letters of introduction for the teams from the Education Department.
 - An exit debriefing while planned could not take place due to last minute logistic challenges on the CO side. However, the evaluation team shared key qualitative findings with the CO in a separate note.
 - A debriefing to Government and wider stakeholders including the external reference group at the end of the field work also did not take place
47. As part of the overall approach to the evaluation the ET ensured both triangulation and complementarity between methods. Validity and reliability were ensured through a rigorous evaluation design which is further discussed in Annex B.

Limitations and risks

48. During the inception work of the ET it emerged that school feeding would have ended by the time of the initially planned dates for the field mission visits to Afar and Somali (in February 2018). The ET had to move a part of the field work forward to January 2018 to ensure observation of school meals could be part of the evaluation approach.

49. Distances in the geographical areas covered by the evaluation were considerable and inefficiencies were the result of poor information sharing with the ET. Valuable time and resources were expended on visiting schools in Afar region that were found to be closed. The survey team faced considerably challenges because lists of schools provided by WFP could not be matched to actual locations. A substantial number of schools were found not to exist, and had to be replaced by schools on a reserve list (see below). These issues were the result of the lack of a current and complete list of schools with geographical coordinates and their programme status. The data used were from a study in 2013, and clearly in the interim some schools had moved, merged, or ceased to operate. The current available lists from WFP and MoE lacked geo-data and could only be matched by school name, which proved to be very problematic as detailed in Annex X (p. 201). Overall approximately 20 percent of schools had to be substituted due to closure (as sampling was done during a holiday period for some areas), non-existence, or incorrect programme status. In Afar, locating substitute out-of-programme schools was particularly difficult because of higher programme coverage in that region.

50. Security issues also posed a risk to the timely and orderly conduct of the evaluation. To mitigate this risk, the survey sampling included a 20 percent margin in terms of the selection of schools to visit. When it was not possible to visit a specific school because of security concerns, then this school was replaced by another already sampled school without affecting the quality of the evaluation.

51. The work of the qualitative team was compromised in Afar region because regional authorities had not been informed of the ET's visit, which meant that the targeted number of schools could not be reached and some informants were not available for interviews.

Ensuring quality

52. WFP has developed a Decentralised Evaluation Quality Assurance System (DEQAS), informed by the norms and standards for evaluations developed by the United Nations Evaluation Group (UNEG). The DEQAS forms a specific set of guidance materials based on WFP's Evaluation Quality Assurance System (EQAS) and its Evaluation Policy. The guide sets out process maps with in-built steps for quality assurance and templates for evaluation products, as well as checklists for feedback on quality. DEQAS has been systematically applied during this evaluation, with relevant guideline documents having been provided to the ET.

53. Mokoro's internal Quality Support (QS) System was integrated into the evaluation process in line with the company's commitment to delivering quality products and adherence to the principles of independence, credibility and utility. Evaluation products were shared with the QS experts prior to submission. (See Annex F, Table 15.)

54. There was no potential conflict of interest in the performance of this evaluation. None of the ET members were involved in the preparation or direct implementation of the WFP-supported school feeding activities in Ethiopia.

55. The team adopted a careful and thorough approach to the ethics of the evaluation, complying with standard 3.2 of the UNEG Norms and Standards (UNEG, 2016). While supportive and collegiate in its working relations with WFP, it was strictly neutral and

unbiased. It requested consent from all interviewees and focus groups before proceeding with discussions, and assured them of full confidentiality: while names are listed in Annex J, no view or statement is attributed to a named individual, or presented in such a way that an individual can be traced as its source. The evaluation complied fully with GoE and WFP guidelines on contact with children (UNEG, 2008). There were some ethical issues in including schools in the survey that did not benefit from the FFE programme, as part of the counterfactual sample. The evaluation team emphasized to the schools concerned that participation was voluntary and that they were free to refuse (as indeed were all respondents in the sample, who were similarly briefed and appropriately substituted if they did not wish to participate). The issue of perceived lack of benefits for schools that had not benefited from school feeding was handled by explaining that the original selection criteria were based on relative need at the time of programme start-up in 2013, and that the current situation is open to review, which the survey seeks to inform. The survey provided an opportunity for the non-programme schools to feed back comments and views to the DoE and WFP.

2. Evaluation findings

56. This section presents the evaluation findings against the Key Questions (KQ) and Evaluation Questions (EQ) set out in Table 9 of Annex B. Further details can be found in Table 19, Table 20 and Table 21 of Annex K, as well as in Annex R and Annex S, which discuss two case studies, in Annex X, which presents the results from the EMIS data analysis, and in Annex Y, which includes the field survey results.

KQ 1 – How appropriate was the programme?

EQ 1 – To what extent are the interventions appropriate to the needs of boys, girls, and parents of school-age children?

57. The interventions have appropriately focused on areas which are acknowledged to be among the poorest in the country, where people live in a context marked by poverty and hunger. In these areas, populations face significant challenges including the prolonged period of droughts. Poverty is the major obstacle to girls' education in Ethiopia, particularly among girls from food-insecure pastoralist areas. Food shortage and insufficient income deter many parents from sending their daughters to school, underscoring the importance of specific interventions for girls which in the case of this programme include the girls' THR (Annex S). The inclusion of WASH and school health and nutrition interventions – though not the direct responsibility of WFP – was very appropriate given their importance as part of a comprehensive approach to nutrition and SF. The relevance and importance of the WFP-supported SFP to children's needs were confirmed and appreciated by beneficiaries and other stakeholders at various levels. Interviews with beneficiaries in all locations consistently underscored the importance of the interventions in alleviating hunger and providing essential services.

58. CSB is widely accepted (and liked). The appropriateness of the food choice can be questioned given that the food is imported, therefore having an impact on sustainability, and given that lack of water is a major challenge at schools.¹⁰ The fact that the food is imported also has implications for the efficiency of the programme given that the same

¹⁰ In Bangladesh WFP and stakeholders decided to use biscuits in their school feeding programme to address the issue of lack of water, kitchens and cooking facilities and WASH.

volume of funding could be used to cover more schools.¹¹ In addition, if the food had been produced locally, this would have a positive effect on the economy and on job creation, and would therefore have contributed to the alleviation of poverty.

59. The ET found that the design and the school selection process were participatory. Through consultations with communities the BoE selected the initial schools. However, it did not take account of potential logistical challenges that would arise from following the government criterion of promoting equity by selecting schools over a large area (the entire region). A checklist was used that included criteria such as the level of community participation (in providing water, firewood, and the cook's salary) and drop-out rates. The result was that selected schools were spread out over a vast area.

EQ 2 – To what extent are interventions aligned with relevant national policies? Was programming sensitive to context?

60. The programme is well aligned with national policies, including in the areas of education (Government of Ethiopia, 2010a and Government of Ethiopia, 2015a) and social protection (Government of Ethiopia, 2013c). The ESDP V (2015-2020) (Government of Ethiopia, 2015a) articulates Ethiopia's plan to reaching the sustainable development goals for education¹² and aligns with the Second GTP (Government of Ethiopia, 2016b). The ESDP V recognizes the challenge of ensuring equitable access to education especially in rural areas. The Government's Social Protection Policy (Government of Ethiopia, 2013c) lists six objectives, including objective 3.3 to "increase access to equitable and quality health, education and social welfare services and build human capital to break intergenerational transmission of poverty". The McGovern-Dole-supported WFP SF programme aims to encourage participation in basic education and also to help improve education quality, and in this respect it is clearly in line with national education and social protection objectives.

61. While the WFP SFP is well aligned with national policies in terms of encouraging and working towards providing equitable access to education for all children, the programme under evaluation does not reflect the Government's priority of home-grown school feeding, as the food is currently imported, an issue that raises questions over its sustainability (see section 3, ¶173).

62. To date, a national SF strategy is at final stage, to be endorsed by the Council of Ministers. Government has not yet committed to what would be relatively high recurrent costs for regular SF interventions.

Coherence with WFP policies and strategy

63. The McGovern-Dole-supported SF programme in Ethiopia is consistent with WFP's global policies on nutrition (WFP, 2012a), school feeding (WFP, 2013f), and gender¹³ (WFP, 2009c, WFP, 2015c).

64. The McGovern-Dole programme is consistent with both WFP's SF Policy and WFP's Nutrition Policy. The revised SF policy characterises its new emphases as follows:

"While continuing to advocate for the universal adoption of school feeding programmes that help increase children's access to learning opportunities and improve their health and nutrition status,

¹¹ See also the 2017 Ethiopia Investment Case report (WFP, 2017d).

¹² SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. <http://www.undp.org/content/undp/en/home/sustainable-development-goals.html>

¹³ For a discussion on gender see EQ 5 and Annex N.

WFP will focus increasingly on helping countries to establish and maintain nationally owned programmes linked to local agricultural production." (WFP, 2015c)

65. The policy's emphasis is on supporting "access to learning opportunities", which is also the focus of the McGovern-Dole programme in Ethiopia, contrary to other McGovern-Dole programmes, which also put a strong focus on the quality of education (see Annex K).

66. WFP's Nutrition Policy (WFP, 2012a) focuses on five distinct but related areas, one of which is to strengthen "the focus on nutrition in programmes without a primary nutrition objective and, where possible, linking vulnerable groups to these programmes" (WFP, 2012a: 7-8). School feeding falls under this category. Nutrition support in SF is viewed in terms of the provision of the target group's nutrient needs. The food provided through the SF intervention significantly reduces micronutrient deficiencies and conforms to WFP's normative guidance on nutritional standards (see Table 22 of Annex Q).

Sensitivity to context

67. Generally, the programme's design is appropriate. The intervention includes important aspects which are essential contributors to its success, namely ensuring access to water and sanitation in the predominately arid areas where the programme was implemented. It included a strong focus, through THR, on the prevailing issues of challenges to girls' participation in education. However, it is questionable whether school gardens in arid zones are a realistic endeavour. Woreda-level interviews, as well as parent interviews, converged to highlight that in conditions of extreme poverty and given the prevailing insecurity the capacity of families to participate is extremely limited.

68. Some elements of the design were ambitious given the resources and the reality of the context. As is noted in the discussion on EQ 4, the assumptions around the possibility of establishing school gardens in extremely arid areas were ambitious to start with, and proved to be even more challenging with the continuing drought in these areas. The design also assumed considerable involvement of communities in mobilizing resources to support priorities identified through school level planning. The level of realism of this assumption needs to be questioned in light of the extreme poverty in these regions and the prevailing drought which severely limits the capacity of communities to contribute in any form.

EQ 3 – To what extent was the intervention design based on a sound analysis of gender and equity, and sensitive to GEEW? Were other issues, including protection and accountability towards affected populations, adequately factored in?

69. When the programme was designed, the 2009 WFP gender policy was still in force (WFP, 2009c). This policy introduced a shift from a women-centred approach to a broader analysis of challenges and opportunities in the lives of women, men, girls and boys. WFP's latest Gender Policy (2015–2020) (WFP, 2015c) was adopted towards the end of the review period. For a more detailed discussion on gender in Ethiopia see Annex N.

70. Only a superficial gender analysis was conducted before the programme started. The baseline data is poor and there is no prior evaluation to build on. However, the THR intervention built on a prior project and on an evaluation of this intervention (WFP, 2011a) and could therefore incorporate important lessons learned (see Annex S).

71. There is no complaints mechanism in place yet, although biannual meetings and monitoring visits have provided an opportunity to hear about issues.

KQ 2 – What were the results of the programme?

EQ 4 – To what extent have the planned outputs and outcomes been attained? Have there been any unexpected results (positive or negative)?

What are the results of the programme?

72. Following the requirements of the TOR, EQ4 asks about the extent to which planned outputs and outcomes have been attained.¹⁴

73. Overall, there is evidence – corroborated by qualitative and quantitative findings – that WFP has achieved highly satisfactory levels of performance both at output and at outcome levels. In fact, for many indicators – as will be seen below – the programme consistently over-performed, reaching more beneficiaries, and providing more facilities than had been planned.¹⁵

Attainment of outputs

74. *Adapt CHILD manuals for pastoral communities:* The approach to school feeding under the current grant included using the CHILD¹⁶ approach in the pastoralist communities in an effort to help transform schools into local development centres for their communities through participatory community planning and resource mobilization. Prior to this, the CHILD approach had only been implemented in the highland areas of north-central Ethiopia. A revised manual was produced with adaptations to the pastoralist context, identifying effective methods to mobilize the pastoralist communities to participate in school development programmes, and including activities that could demonstrate to the communities the concept of schools as development centres.¹⁷

¹⁴ There were some challenges in answering these questions definitively because of the multiple divergences between output and outcome indicators and targets in the baseline survey (WFP, 2013a), WFP's grant proposal to USDA (WFP, 2011c), the USDA Commitment Letter to WFP (USDA, 2012b), and WFP's biannual progress reports as explained in Annex K. For the MGD school feeding programme under review, the outcomes achieved at the end of the previous phase in FY 2011/12 were to be taken as baseline figures for continuing activities, and WFP conducted a baseline survey in that same year for the new indicators that were included in the current MGD intervention. However, a review of the baseline and performance targets set both in WFP's grant proposal to USDA and in the USDA Commitment Letter to WFP shows that the findings of the 2011/2012 baseline survey and the reported outcomes of the previous MGD intervention did not sufficiently inform the design of the MGD programme under review, as the output and outcome targets set for some indicators are inconsistent with the findings of the baseline survey and outcomes achieved at the end of the previous MGD intervention. It has not been possible to find clear written statements as to why these various changes were made and they are further complicated by apparent inconsistencies and errors in some of the data, which has made assessing the attainment of "planned" outputs and outcomes challenging.

¹⁵ Annex K, Table 19 and Table 20 set out the planned outputs and outcomes respectively as shown in the USDA Commitment Letter to WFP (USDA, 2012b) and its second modification (USDA, 2016b), and show the performance data reported by WFP for each six-month period from 1 April 2014 up to 30 September 2017.

¹⁶ CHILD is a community-led participatory planning approach that aims to transform schools to the local development centre in their community. The approach is aimed to improve the school premises and community ownership of education, and to make environmental improvements that support the FFE activity as well as improve the awareness of environmental sustainability of children and their families, with the overall aim of contributing to increased school enrolment and attendance. It is a planning tool to build the planning capacity of the education sector at the grassroots level to integrate children's education into development programmes.

¹⁷ There appear to be discrepancies between what was reported in the biannual reports and what the CO is saying actually happened. According to the first biannual progress report (01/04/2014 – 30/09/2014), the adaption of CHILD manuals for pastoralist communities was done in the previous MGD SFP (01/10/2013 – 30/05/2014), not the MGD SFP under review. However, according to the CO, "the activity was initiated" in 2014 during the previous MGD intervention but the translation, printing, and dissemination continued

75. *Provide training on CHILD planning tools:* To help develop the planning skills of the education sector offices at regional, woreda and school levels, WFP has provided training on CHILD planning to selected schools. The schools that received the training were selected based on their accessibility for regular monitoring, community interest to participate in the planning and implementation process, schools with a large student population, and proximity of the schools to community centres. The target was to train 460 school directors, PTA members, and health and agricultural extension workers in the first year of the SFP (2014). Due to an increase in the number of CHILD schools and high turnover of trained people, there was a need to train more people than initially targeted, with WFP training a total of 579 individuals over the course of three years (2014 – 2016). However, the reported figure is not disaggregated by sex and it is therefore not apparent how many if any of the trainees were women. The ET has observed that the overwhelming majority of school directors, PTA members, and woreda extension workers are men,¹⁸ which presumably means that the training has also disproportionately reached men. In the case of the education sector this is a reflection of the low numbers of female staff. However, in the case of the PTAs the underlying reasons may also reflect social norms.

76. *Promote school gardens:* A total of 145 school gardens were reportedly established, which is much higher than the target of 35.¹⁹ School gardens were part of the CHILD approach, and sought to address how to use the school compound for different activities, including garden composting and wood lot tree planting. As part of this activity seeds and agricultural tools were procured and distributed through the Regional Bureaus of Agriculture (BoAs). However, the high reported figure is incongruent with what was observed during the evaluation mission to Afar and Somali as well as what Regional BoEs and schools indicated. Out of the nine schools the ET visited for qualitative assessment, only the model school in Gursum woreda, Somali region, had a functioning garden, which had been in place for seven years.²⁰ The other schools had either started and then abandoned their gardens due to water shortages or had not even established a garden due to the prevalent arid conditions.

77. As part of the school gardening package, livestock production was piloted in 10 selected schools²¹ in Somali region with the aim of generating income as well as of supplementing the meals, and to ensure sustainability of the SFP. This intervention which was not part of the original design of the McGovern-Dole programme included support from FAO and other stakeholders. However, the fifth biannual progress report was the first and only time that this activity was mentioned and there are no documents that clarify how

through the end of September 2015. This is further complicated by the fact that the last reporting period for the previous MGD intervention and the first reporting period for the MGD intervention under review are overlapping.

¹⁸ Out of the nine schools the ET visited for qualitative assessment, only one had a female director. Most of the schools had all male teachers and very few women represented in PTAs. The woreda and regional BoE staff that the ET met with were also all men.

¹⁹ The figures provided in the biannual progress spreadsheet reports add up to 145. However, the narrative reports indicate that the total number of gardens established and maintained is 72, though this is still higher than the target of 35.

²⁰ Deghale School has used part of the ETB 150,000 prize money it won last year for being a model school to expand the school garden. The school garden produces tomatoes, chillies and fruits, which the school sells to purchase school materials (pens, pencils, notebooks) for poor students. Last season's earnings from the sale of produce from the school garden amounted to ETB 3,600.

²¹ There is no information on the criteria used to select the ten schools. Deghale School was provided with ten goats, five oxen and one cow, which died from snakebite. The school has sold some of its oxen and goats for income and has purchased new livestock.

it was added to the school gardening component of the SFP and whether and why it was discontinued.²²

78. *Provide energy saving stoves:* To reduce schools' cooking fuel consumption and the environmental impact as well as minimize the labour needed to collect firewood, WFP planned to provide 300 fuel-efficient stoves during the last three years of the SFP. According to the McGovern-Dole biannual progress reports, WFP has exceeded the target and has provided 353 stoves, with additional stoves distributed during the last period of 2017.

79. *Build/rehabilitate schools:* Targets for canteen construction were exceeded. WFP supported the regional BoEs in developing standard designs for storage, kitchens and canteens and constructing one model canteen in each region (two in total), inclusive of kitchen and dining room, as well as furnishing them with the necessary tables and chairs. While the initial plan was for each canteen to have a holding capacity of 500, the USDA Modification II to Commitment Letter to WFP (USDA, 2016b) reduced the holding capacity to 200 and approved the construction of 40 additional low-cost kitchens and canteens in the two regions, bringing the target figure of canteen construction to 50.²³ WFP's reports indicate that it has exceeded the target and constructed 87 kitchens and canteens, two of which are the model canteens with the rest being the low-cost ones. The McGovern-Dole intervention also set out to construct 30 latrines, and under this output indicator the biannual reports show that 19 latrines have been constructed.

80. *Provide technical support to improve water and sanitation facilities:* Almost all the targets for improving water and sanitation facilities were exceeded by the programme. The programme provided financial support to the regional BoEs to work with the regional Water and Sewage Bureaus in improving WASH facilities in schools. WFP targeted constructing 20 latrines but achieved a higher output of 23. WASH technical support was provided to 90 schools (against the 70 that were planned). The construction of water ponds was slightly less than the target of 83, with 75 water ponds having been constructed. In terms of the number of schools using an improved water source, while the target was set at 267, WFP reported that 366 schools now have access to clean water as a result of the McGovern-Dole intervention, which means the target was exceeded by 25 percent. It should be noted that the provision of sanitation facilities can only be fully effective if there is access to water and soap is available. The programme does not fund the provision of soap, but school informants and field observations suggest that a limited supply is provided by the local health post and/or purchased by the schools from earnings they get by selling the empty THR oil containers.

81. *Develop SHN planning and management capacity:* Target figures for capacity development were exceeded under the programme. WFP supported MoE in developing an SHN training of trainers (ToT) manual and provided the ToT on SHN at the regional level to the relevant bureaus, including education, health and agriculture (BoE, BoH, BoA) and the water bureaus. The regional bureaus then cascaded the training downwards to school directors, teachers and woreda FFE focal persons. While the programme had set out to train a total of 160 government counterpart staff, by the end of September 2017 it had managed

²² In feedback to the draft report WFP clarified that the initiative had been delayed in the past two years due to recurring drought in the region.

²³ According to the CO, the holding capacity of the canteens was reduced from 500 to 200 since the space was not enough to accommodate sufficient numbers of tables and chairs for 500 students. Keeping the original holding capacity would have required doubling the size of the canteen, which would also have meant additional cost.

to train a total of 266 people. The evidence reviewed suggests that the majority of the participants of these activities were men although exact figures are not available.²⁴

82. *Promote health and hygiene clubs:* As part of the effort to improve health and hygiene, WFP supported the establishment of health and hygiene clubs in 315 SFP schools (against the target of 172) and provided them with mini-media materials (microphones) to disseminate health and hygiene messaging around the school. However, interviews with students and observations at schools underscored a lack of proper WASH facilities, particularly hand-washing facilities near latrines and kitchen/dining areas, as well as a shortage of water and soap, which has led to students not being able to practise what they have learned in the hygiene clubs.

83. *Promote health and nutrition education:* As part of the CHILD approach, WFP planned to develop a total of eight (and achieved five) different booklets and information and communication materials on nutrition, health and hygiene practices that could be used for the purposes of facilitating SHN activities in CHILD schools and as a manual for trainings. WFP held five trainings and advocacy meetings on SHN (the target was four) at national and regional levels to establish the regional-level SHN steering committee and develop the national SHN strategy and action plan. The regional BoHs and the health faculty of Semera University and Jigjiga University in Afar and Somali regions provided the SHN trainings. Training in child health and nutrition was provided to 813 (279 female, 534 male) health club members, teachers, school directors and woreda BoE staff, and training on school health and nutrition was provided to 852 students and teachers.²⁵ Here again, mainly due to high turnover of trained staff at woreda and school levels, the total number of people trained greatly exceeded the plan for all four years of the programme.²⁶ WFP's biannual reports do not report clearly and consistently on the regional breakdown of the total number and categories of people trained and do not disaggregate participants by sex.

84. Almost all of the schools the ET visited for the qualitative assessment had health and hygiene posters with messaging in local language displayed around the school, particularly around the kitchen/cooking areas and in classrooms.²⁷ Stakeholders interviewed stressed the importance of the trainings, although some commented that trainings were too short.

85. *Provide financial and technical support to the regional education management system:* As part of the effort to build the capacity of GoE in SFP management, two technical assistants (TAs) were hired at the start of the McGovern-Dole intervention to support Afar and Somali regional BoEs in programme implementation. The TAs have supported the BoE FFE focal persons in all aspects of the McGovern-Dole SFP implementation, including conducting trainings, programme monitoring and reporting in support that was much

²⁴ The reporting does not provide sex-disaggregated figures for the number of people trained nor does it disaggregate how many of those trained were teachers, school directors, woreda focal persons or supervisors from regional bureaus. The biannual reports also do not present a clear picture on the regional breakdown for the total number of people trained. Based on the fact that the stakeholders at the regional, woreda and school levels are predominantly men, it is safe to assume that the recipients of the SHN training were also mostly men.

²⁵ The USDA Modification II to Commitment Letter to WFP (USDA, 2016b) added the child health and nutrition training indicator while at the same time keeping the school health and nutrition training indicator under the same activity. WFP has been reporting on both indicators in all its biannual reports since then.

²⁶ The number of people trained in child health and nutrition exceeded the target of 156 by 521 percent and those trained in school health and nutrition exceeded the target level of 150 by 568 percent. Sex disaggregated data were not available.

²⁷ The exception was one of the schools the ET visited in Kebribeyah woreda, Somali region, where a big pile of posters was left on the school director's desk, covered with dust.

appreciated and is considered to have strengthened the capacity to manage the programme. WFP also developed an online database system to improve the SFP monitoring and reporting in both regions and provided training on the system to the region's EMIS Directorate and SF focal persons at woreda Education Offices. However, the database is not functional due to the inability of the regional BoE to get to link the database to the online system.

86. *Provide financial and technical support to the NSFP:* USDA Modification II to Commitment Letter to WFP (USDA, 2016b) added to the original programme design the provision of financial and technical support to the Federal MoE, which increased WFP's investments in strengthening government capacity at the strategic and operational levels. While the core purpose of supporting the Federal MoE was to enable a transition from donor-supported SFP to government-owned national SFP, it did not succeed in achieving this goal due to government inability/reluctance to take on the commitment. This also meant that WFP's plan to develop a monitoring and evaluation system for the NSFP did not materialize. However, WFP has invested in the capacity of the government by providing technical assistance for the development of the National School Feeding Strategy and ensuring the inclusion of school feeding in the National Social Protection Policy.²⁸

87. *Provide school meals:* This core business of the programme has performed at 83.5 percent of planned output levels for the number of metric tons of food provided and at only 54.51 percent for number of days school meals are provided.

88. WFP experienced several pipeline breaks due to the delay of food releases from the donor, which have caused delayed provision of meals and the dispatch of food commodities close to their "best use by" dates. Food commodities that were close to the best by date were distributed as THR to communities to avoid wastage. Five out of the seven biannual progress reports this evaluation has reviewed indicate that there were disruptions to the provision of school meals due to pipeline breaks.²⁹ The two major disruptions happened during the third (01/04/2015 – 30/09/2015) and sixth (01/10/2016 – 31/03/2017) reporting periods. There was no meal provision during the third reporting period due to delays in receipt (on the donor side) and subsequent delays in dispatch of food commodities; and food was only provided to 20 percent of schools (only 39,600 students) in Somali region during the sixth reporting period as a result of delayed arrival of food commodities, which was the result of commodities being held at the Port of Djibouti for several months before USDA was notified (January – April 2016) and of the delay caused by the off-cycle extension which delayed the shipment of commodities

89. To offset the pipeline break in Afar during this reporting period, school children in four woredas were provided meals for 53 feeding days with donations AICS (Italian Cooperation) had provided for ESF. Another issue that led to a pipeline break in Somali region during the sixth reporting period and compounded the problem was the diversion of

²⁸ As part of the technical support to the government, WFP planned to develop three school feeding plans, which actually are annual working plans for the SFP, and developed an additional three activity plans for the two Regional BoEs and the Federal MoE. WFP had also planned to develop four guidelines and training materials; however, the output results reported in the biannual progress reports reveal double counting of results by repeating outputs that are also reported under the activities of promoting health and hygiene clubs and promoting health and nutrition education. The double counted output results include the production of an SHN implementation manual and a training manual on food handling and management, a visual guideline on kitchen management, hygiene and sanitation, SHN guidelines for health and hygiene clubs, and an SHN ToT manual.

²⁹ The only two biannual progress reports that did not report on disruption of school meal provision due to pipeline breaks are the first (01/04/04 – 30/09/2014) and fourth (01/10/2015 – 31/03/2016) reports.

food commodities by the BoE from 38 targeted schools to 167 non-targeted emergency-affected schools without the consent of WFP or the donor (see Box 1). This action resulted in 40,276 students not having access to school meals during that period. In addition, 42 MT of CSB+ was damaged during transportation from Djibouti when the truck overturned on the way to Somali region.

Box 1 Overview of the 2017 Food Diversion in Somali Region

In 2015 and 2016, the two main rainy seasons that supply over 80 per cent of Ethiopia's agricultural yield were not successful. The multi-agency Belg assessment conducted in December 2016 estimated that 2 million students were affected by the drought. According to the report, Somali, Oromia and SNNPR were the worst-affected regions. The report further confirmed a number of school closures due to the emergency situation, with Somali region having the highest number of schools closed. The situation led the GoE to allocate emergency funding for school feeding to the worst affected regions and led to the introduction of an ESFP (more details in Annex L).

In February 2017, the Somali Regional BoE diverted 532 MT (approximately one sixth of the allocated food commodities) from the McGovern-Dole SFP schools to 51 schools which it had identified as being worst affected by the drought. The BoE used the 22 million birr allocated by MoE under the ESFP to procure food for additional schools, including 65 schools that were not reached with the diverted commodities. With these funds, the BoE procured 800MT of locally blended food, 140 quintals of sugar, 90q salt, 90q tealeaf.

In subsequent explanations the regional government stressed that the diversion took place in circumstances of extreme urgency. However, the fact that the diversion took place without consent being sought from WFP or from the donor violated the agreement that had been signed with the Government of Ethiopia for the McGovern-Dole FFE programme. Because of this WFP immediately suspended all food delivery to Somali region when it discovered the diversion and pending clarification. As the clarification was not forthcoming WFP then commissioned an independent verification of the diversion (WFP, 2017e).

The independent verification concluded that the reallocation was justified given that the targeted schools were the most affected by the drought and had had to close as a result of it. It also found that the distribution to the newly identified priority schools had been well organized, had taken place in an orderly fashion, and had included training and the provision of all essential non-food items (NFIs). Additional observations of importance by the verification team included the high level of community involvement and mobilisation in the ESFP efforts and consistent community reports that the food had made a significant difference. As noted in the verification report, "to avoid further suffering of children, as soon as the verification mission was complete and with the support of USDA, WFP lifted the suspension of dispatch of FFE commodities". When food distribution resumed, WFP took over the transportation of food commodities from the central warehouse to schools. This procedure continued in place until the time of this evaluation (close to the end of the McGovern-Dole programme).

The regional government almost immediately presented a formal apology to WFP and the donor for the breach in procedures and provided assurances that events of this kind would not be repeated. Nonetheless, for WFP and for the donor the fact that procedures were not followed and that the BoE took a unilateral decision without consultation, and did not replace the food, created a rift and jeopardized the trust established between partners.

This situation continued to be of great concern to the regional authorities in Somali when the ET visited as it was understood by the latter that it was because of these events that Somali region was excluded from the next McGovern-Dole school feeding proposal.

Source: WFP Programme Unit Addis Ababa and Jijiga Area Office (March 2017). Food diversion fact verification report – Food for Education Programme (WFP, 2017e) and interviews by the ET.

90. *Provide teaching material and equipment*: WFP planned to provide teaching material and equipment to 182 schools in years 2015 and 2016. In fact, the project distributed material every year to a total of 334 schools, which represents 183 percent of the planned distribution. The materials included text books, science and geography teaching kits, and first aid kits. The evaluation noted that there were materials in all schools, coming from different sources. Feedback from schools was that the materials were useful but it was not possible to assess the specific utility of the material provided by WFP.
91. *Provision of non-food items to schools*: Under this activity the project planned to provide kitchen shelves and pallets for food storage, cooking pots, plates and other utensils. The activity also included provision of motor bikes to support the monitoring and supervision activities of the BoE. 1218 schools received utensils, which represents 142 percent of the planned distribution. The plates and other utensils are managed by Food Management Committees (FMCs) in the schools.
92. *Take-home rations*: The number of THRs distributed fell short of the planned targets in most years and was affected by pipeline breaks, similarly to the school meal provision. A full discussion of the THR is provided in Annex S. A monthly THR of two litres (8 litres per semester) of vegetable oil is provided to girl pupils as an incentive to attend school, based on a minimum attendance rate of 80 percent as an incentive to attend school and to encourage parents to send their girls to school. The targeted beneficiary girl students for the THRs were 90,243 for the first three years and 128,783 for the fourth year of the programme. Comments and notes from interview respondents to the survey, as well as during the qualitative interviews in schools and with communities (also discussed elsewhere in this report) consistently emphasized the great and critical importance of the THR to girls (together with the significant importance of the food to all pupils).
93. *Training in food preparation and storage practices*: WFP planned to train 1400 cooks over the course of the project. This number was exceeded and a total of 1892 cooks were trained. The survey findings – which compared WFP schools with the HGSF school – highlight the importance of the training provided by WFP which has been focused on schools that receive school meals through the McGovern-Dole programme. Schools that are not part of a school meals programme (non-FFE schools) receive very little capacity building with the exception of the work that USAID has done in literacy and language training, making WFP the main sponsor of capacity building to these schools (naturally this capacity building also includes other areas such as WASH, SHN, CHILD, etc.).
94. *Training in food handling and management for government counterparts*: WFP planned to train 55 government staff in the supervision of food handling and management. Over the period almost three times this number were covered (134 staff). Staff interviewed during the school visits demonstrated a good understanding of the food handling practices, although issues were apparent in storage practices, for example the lack of pallets in half of the store rooms that were covered by the observation visits (five out of ten schools).

Attainment of outcomes

95. This section discusses the findings from the survey and the qualitative interviews and observations visits to schools. It covers the six main outcome areas that were identified for the intervention: access and equity in education; alleviation of short-term hunger; promoting an essential package of interventions and infrastructure in schools; strengthening of government capacity; promoting school health and nutrition interventions; and increasing attentiveness and learning.

Improving access and equity of education for boys and girls, and children from rural areas

96. The statistical analysis of the survey findings shows that the McGovern-Dole-supported schools have higher grade completion rates than non-intervention schools. The quantitative survey data, which are presented in detail in Annex Y, show various statistically significant results. Notably, they show that grade completion rates in FFE schools are significantly higher than in non-FFE schools (Table 7 and ¶124 below), which confirms that SF contributes to improved access to and retention at school. The difference between FFE and non-FFE schools is of the same magnitude (approximately 10 percent) in Afar and Somali.

97. There are also differences between Afar and Somali regions, with attendance being lower in Afar than in Somali, which is consistent with the completion data presented in Table 7 below. In Somali, however, attendance at non-FFE schools is notably lower than in FFE schools. The qualitative research corroborates the quantitative findings that SF contributes to improving access as intended, that it attracts children from other schools, and that it makes it possible for children to come to school rather than engage in pastoral activities. For more details see the discussion on EQ 6 below.

Alleviating short-term hunger and retaining boys and girls in school

98. Results regarding eating at school are very consistent with the FFE status, as recorded from the schools' own records. For non-FFE schools, children rarely eat at school, whilst for FFE schools, they report that they always eat at school (Annex Y, Table 35, question CQ8). This is a striking difference, suggesting that sources of school meals outside those provided by the FFE have relatively little impact on meal provision, as children in non-intervention schools are reporting that in Afar, 79 percent, and in Somali 98 percent never eat at school, whilst in the in-programme schools, they always eat in school.

99. Survey findings show that children in non-FFE schools rarely eat at school, whilst children in FFE schools report that they always eat at school. An interesting finding on eating patterns suggests that boys in Afar might actually depend on FFE as their main food source. It is also in non-FFE schools in Afar where a higher percentage of boys report being 'quite tired' as opposed to their peers in FFE schools. Thus, for boys in Afar there appears to be dependence on the FFE as their main food source where available (see Annex Y), as they rarely eat at home.

Promoting essential packaged interventions and infrastructure at school

100. *Increased access to requisite food prep and storage tools and equipment:* WFP has played an important role in the provision of infrastructure for schools, through improvement of kitchens and storage facilities, as well as through latrine facilities. The efforts have also included strengthening WASH facilities, where progress has been made but where the ET's visits to schools still underscored significant challenges.

101. The importance of this support shows up in the analysis of the survey data comparing FFE and non-FFE schools. **Food stores** are associated with the FFE programme status. In Afar half the FFE schools have stores; of those that do not, several note the use of a classroom for storage. By contrast, non-FFE schools in both Afar and Somali do not in general have stores. In Somali, 90 percent of the FFE schools report having a store. The distinction for **kitchens** is even clearer between FFE and non-FFE schools. In Afar, 66 percent and in Somali 87 percent of FFE schools have kitchens, whereas for non-FFE schools, the proportions are much lower, none in Afar and only 7 percent in Somali. Survey results also show that latrine facilities are better in FFE schools in both regions as

can be seen from Table 5. It should be noted that most schools had separate facilities for boys and girls.

Table 5 Latrine availability in Afar and Somali schools

	Concrete slab latrines	Separate latrines	No latrines
Afar FFE	79%	75%	21%
Somali FFE	100%	87%	-
Afar non-FFE	16.7% (33.3% had earth pit latrines)	66.7%	50%
Somali non-FFE	83% (1 school had an earth pit latrine)	70%	13%

102. *Provision of energy saving stoves:* Similar to the promotion of school gardens, no outcome indicator has been set for the provision of energy-saving stoves to show if using these stoves has led to the desired result of reduced impact on the environment and less time spent collecting firewood. Qualitative findings show that fuel-saving stoves are widely accepted, but more so in Somali than Afar. Cooks interviewed at one school in Afar expressed concerns about the design of the fuel-saving stove, which they said had a very small and inconvenient opening for putting in the wood, and said they had put away the stoves and were using the traditional open fire cooking method.

Increased access to clean water and sanitation services: While access to water is better in FFE schools than non-FFE schools, substantial room for improvement remains. Water supply and storage methods were diverse and with no consistent picture distinguishing FFE and non-FFE schools. Piped water supply was available in about 20 percent of schools, river or stream water in some 17 percent, boreholes and hand pumps in a similar proportion; rain water harvest was reported in Somali region by around 30 percent of schools, but not mentioned in Afar region. The remainder relied on storage in Rottos (plastic tanks), Birkas (concrete tanks), drums or smaller containers. Delivery by tanker, animal or hand-carried containers was relied on by some 10-12 percent of schools across both regions. Strikingly, however, in Somali region 6 out of 30 of the non-FFE schools (20 percent) reported having no water source or storage at all, whereas all FFE schools had some water supply and storage.

103. Qualitative findings show that only a minimal number of schools have adequate WASH. Out of the nine schools the ET visited for qualitative assessment, only the model school in Somali was equipped with a good standard kitchen, canteen, storage, latrines and hand-washing facilities. There was no adequate water provision at the other eight schools, with only half of them providing improvised washing stations outside the kitchen (a plastic jerry can with a hole to trickle water out) for hand washing (mostly just rinsing without soap) when water was available from nearby birkas or could be purchased from the town water supply. The lack of water and sanitation facilities has impacted hygiene in the schools as students were observed eating their meals without washing their hands. Students also said that although they have been taught that they should wash their hands after using the latrine, they do not do so because there are no hand-washing facilities by the latrines and because of the persistent water shortage. The ET has also observed the impact the absence of a canteen in most of the schools is having not only on hygiene but also on the learning/teaching process. With the exception of the model school in Somali that has a standard canteen and Eliwuha school in Adaa'r woreda of Afar that has turned an old classroom into a designated dining space, the other seven schools either have their students eat their meals sitting on the ground outside, inside their individual classrooms, or turn one of the classrooms into a dining room during meal times, which interferes with the learning/teaching process.

104. *Promotion of school gardens:* There is no outcome indicator for the promotion of school gardens. While the output figure reported for the number of school gardens is much higher than the target (see ¶176 above), qualitative findings show that except for the model school in Somali, none of the other schools visited had school gardens. Given the extremely arid conditions of both regions and the persistent water shortage, school directors and teachers stated that it never was realistic for them to have gardens.³⁰

Promoting school health and nutrition interventions

105. Survey results show that training and capacity building activities have taken place and varied in size; they also show – as can be expected – that these activities are predominantly focused on FFE schools (see Table 40 of Annex Y).

106. The qualitative assessment showed that most schools do not have comprehensive SHN interventions, though there are some notable exceptions, for example, the model school the ET visited.

107. Schools struggle to implement SHN trainings mainly due to water scarcity. In some cases, despite the trainings on proper food storage practices, schools struggle to find a suitable space to store food commodities, where strong winds have damaged or destroyed school infrastructure.

Strengthening the Government’s capacity for planning and implementing SF

108. WFP plays a significant role in strengthening government capacity and working with the government in strengthening capacity in the areas of nutrition, preparation of school meals, administration of FFE, gender issues and support for girls, as well as school health. Survey results show that WFP is the main sponsor of workshops and training courses, apart from USAID who do literacy and language training. WFP’s technical assistance is considered very relevant and appropriate, at both the Federal and Regional levels.

109. The Government’s Emergency SF is a strong example of government capacity (see Annex R). The design and rolling out of this programme which has gradually expanded is fully modelled on WFP’s ‘way of working’ and has included training of staff in the case of the Somali ESFP (evidence collected by the ET suggested this was not the case in Afar region). Important issues related to delays in procurement and other logistical challenges remain to be further improved. While it had other negative consequences for school feeding in Somali, the unauthorized re-allocation of SF in Somali (see Box 1 above) showed some of the strengths of capacity built, including a concern for targeting and securing a minimum quality of interventions (by including training etc.).

110. Areas for improvement include increasing the duration of the trainings which some interviewees have commented were too short, and further improving supervision to maximize results of training. More generally, the high turnover of trained school and woreda staff is a challenge for the proper implementation of the SF programme.

111. *Increased engagement of local organizations and community groups:* The 2011/2012 baseline survey showed that no schools had CHILD planning teams in place at the start of the SFP intervention. The first, second and fourth McGovern-Dole biannual progress reports provided outcome figures of 70 percent, 5 percent and 10 percent respectively, bringing the total percentage increase in the number of schools with CHILD

³⁰ The dire water situation was clear during school visits with some of the schools having to rely on water transportation by donkey over a distance of more than 20 km. Given the costs involved, only six jerry cans of water could be afforded which were used for cooking and cleaning plates.

planning teams in place to 85 percent and exceeding by a big margin the 20 percent target. In all schools visited by the ET there was active participation of parents and presence of community members. Participation of community and pupils is evident from survey findings which show that in Somali, 37 percent of girls and 15 percent of boys bring firewood to school to support the SFP while the numbers are lower in Afar at 20 percent, with no consistent differentiation between the sexes (see Annex Y).³¹

112. Some continued challenges in the implementation of the CHILD approach in both Afar and Somali regions were noted during the in-depth visits. According to the Regional BoEs, school directors and PTA members contacted during the evaluation, although the CHILD manual was adapted to the local context and training was provided on the approach, the CHILD package was less successful than anticipated because it did not succeed in mobilizing resources from the community for its implementation. The high mobility of communities, especially during drought seasons, has made it generally difficult for schools to have the expected level of community participation and engagement for this approach to be transformative. This is reflected in the fact that the complete essential package that is promoted as part of the McGovern-Dole intervention³² is only in place in one of the nine schools visited in both regions.³³ Visits showed that there are very few partners in Somali and even fewer in Afar that could step in to fill the gap in essential package provision in SFP schools.

Increasing attentiveness and learning

113. Survey results show that children in FFE schools do better in terms of attentiveness and learning. There is a small but consistent correlation between SF and attentiveness (see ¶123 below and Annex Y). This suggests that the prospect of a meal functions as an incentive for children to come to school, and that the nutritious nature of the meals contributes to concentration in class. Stakeholders reported that children are more energetic, are ‘bigger’ and tend to win in scholastic competitions, and are aware of importance of micronutrients.

EQ 5 – What have been the gender and equity dimensions of the programme’s results?

114. Questions CQ17 – CQ19 of the field survey concern the THR, principally oil. The answers are consistent with expectations: girls in FFE schools report 100 percent received the ration, whereas boys did not. Frequency was reported to be 2-3 times per semester, again consistent with the protocol for the THR. Most of the oil (88-95 percent of replies) was used for cooking, with a small proportion reporting it was sold or traded.

115. There are clear gender- and equity-related indicators included in the programme’s results framework (see Figure 5 in Annex K), and field survey results and EMIS data confirm that the intended outcomes of improved attendance and increased enrolment of girls, for example, have been met as illustrated in the following paragraphs and in the discussion of EQ 6 below.

³¹ In some of the schools visited, the cooks hired to prepare the school meals were responsible for collecting and bringing firewood while in most schools the provision of firewood was the responsibility of the community, either sending each of their children to school with one stick of firewood every day or raising funds from the community to deliver to the school on camel back large supplies of firewood.

³² The essential package includes water, sanitary latrines, deworming, micronutrient supplementation, and health, nutrition and hygiene education.

³³ The school that has all the components of the essential package as part of the MGD intervention is Deghale School in Somali, which is one of the two MGD model schools.

116. Table 6 below shows the enrolment and Gender Parity Index (GPI) for the schools included in Table 30 (Annex X) from the EMIS data set. The GPI is more favourable in the FFE than non-FFE schools. In Afar there is a 10 percent difference in the GPI between FFE and non-FFE schools. The difference is particularly marked in Somali, where FFE schools have an overall GPI of 90 percent, whereas in the non-FFE schools it is only 69 percent. Table 7 and Table 8 below further corroborate this point.

Table 6 Enrolment for Boys and Girls and Gender Parity Index³⁴

	FFE Schools				Non-FFE Schools			
	Boys	Girls	Total	GPI	Boys	Girls	Total	GPI
Afar	39,431	34,805	74,236	88%	46,802	36,369	83,171	78%
Somali	36,618	32,801	69,419	90%	304,042	211,073	515,115	69%

Source: EMIS data

117. The survey data (see Annex Y) shows that attendance is lower in Afar than in Somali, which is consistent with the completion data presented in Table 7 below. In Somali, however, attendance at non-FFE schools is notably lower than in FFE schools.

Box 2 The effect of THR on girls' education and welfare

Data from the survey and the interviews with various stakeholders underscore that the introduction of the THR has greatly increased girls' enrolment, maintained school attendance, prevented school dropout, and narrowed gender gaps in the target schools. The initiative motivated parents and the communities to send their daughters to school. In-depth interviews suggest that from the perspective of the community the THR is leading to a decrease in (the risk of) early marriage and is increasing the income transfer to food insecure households.

The survey data on programme status and grade completion rates shows improvement for the girls is greater than for the boys, with the girls in the non-FFE schools having higher dropout rates than for boys. In Afar completion rates are lower than in Somali region for both FFE and non-FFE schools, and the non-completion rate for girls also notably worse than in Somali. Table 7 reflects the data.

The effect of THR is evident in the reducing gender gap. The data from WFP shows the GPI has improved and the enrolment and attendance and literacy have significantly gone up. The GPI for Afar Region is 0.9 and is almost equivalent to the national GPI (0.91), while the GPI for Somali region is at 0.86.

THR has brought an effect on income transfer to parents and education benefits to their daughters. Most parents stated that the programme has contributed to supplementing household food income to cover the cost of learning materials, clothing for their school age children and of course diet diversity.

118. Observations also showed improved levels of confidence by girls which were visible during interviews and also reported by other stakeholders. Stakeholders' views converge in the finding that attitudes within communities towards girls' education and early marriage have started to change/have changed. Girls are more valued now. Some fear that if the SF programme and THR end, the effect of this behaviour and attitude change might plateau, while others say that the achievements will be lost altogether.

³⁴ Enrolment ratio of girls to boys

119. The ET found no evidence of a negative impact of the THR on boys. There were some accounts of families with many girls sharing oil with families who have only boys.

120. A few other gender-related issues were observed at schools:

- a) the PTAs' are composed mainly of men;
- b) teachers are predominantly men – some schools do not have a single female teacher; and
- c) in some schools, boys eat first and girls eat later and feeding takes place in a disorganized manner that marginalizes girls.

EQ 6 – What has been the intended or unintended impact of the programme?

121. Survey and interview data corroborate in finding important and significant impact level effects of the programme in terms of Food Consumption Scores (FCS), attentiveness and attendance, and grade completion (with important additional effects on girls). Each will be discussed in turn below.

122. In both Afar and Somali there are higher FCS³⁵ for both boys and girls for the FFE schools than for the non-FFE schools. As with other indicators, nutritional status appears to be somewhat better in Somali than in Afar. Detailed results can be found in Annex Y.

123. As noted above, children in FFE schools have a small but consistently higher level of attentiveness. In Afar and Somali FFE schools, 'good' is the most common category, whilst for non-FFE schools it is 'average' in Afar and for boys in Somali, but remains 'good' for girls in Somali.

124. In addition, the evaluation finds that there is a large difference in grade completion between FFE and non-FFE schools, with a greater effect on girls than on boys. Table 7 below shows the numbers of students who enrolled and completed their grade year in 2009 (Ethiopian calendar, 2016/17 Gregorian calendar). The confidence limits for the estimated grade completion rates from the sample are shown. Table 8 contrasts the main differences from Table 7 and shows the statistical significance of the effects. Of note are the large differences in grade completion between the FFE and non-FFE schools, with the FFE schools performing much better. This difference is of the same magnitude in Afar and Somali (about 10 percent). The improvement for the girls is greater than for the boys, with the girls in the non-FFE schools showing higher dropout rates than for boys. In Afar completion rates are lower than in Somali for both FFE and non-FFE schools, and the non-completion rate for girls is also notably worse than in Somali.

125. Some unintended results include overcrowded classrooms as SF attracts pupils coming from other schools, which is further aggravated by the conversion of classrooms into storage spaces or eating spaces. Interviews also made it clear that SF puts a strain on teaching staff and school management as they accumulate teaching duties with duties related to the management/supervision of school feeding. In addition, there are some very young children in school who are either coming to school as pre-school children (attracted by the school feeding) or being brought in by their older sisters and brother to be able to share meals. In both cases, these children are often mixed with the higher classes which impacts on the teaching-learning process.

³⁵ The FCS is calculated conventionally according to WFP standards from the recall questions for food groups eaten in the last seven days, as shown in the Survey Instrument (Annex U).

Table 7 Grade completion by gender for sampled FFE and non-FFE schools
(2009 Ethiopian calendar, Sep 2016 – Jul 2017)

Region	In FFE	Schools	Gender	Enrolled	Passed	% Pass	±%	95% confidence limits	
								Lower	Upper
Afar	Yes	24	Boys	2,535	1,997	79%	1.6%	77%	80%
			Girls	2,360	1,760	75%	1.8%	73%	76%
	No	6	Boys	1,127	767	68%	2.7%	65%	71%
			Girls	918	572	62%	3.1%	59%	65%
Somali	Yes	30	Boys	11,521	11,032	96%	0.4%	95%	96%
			Girls	10,793	10,422	97%	0.3%	96%	97%
	No	30	Boys	6,585	5,662	86%	0.8%	85%	87%
			Girls	4,484	3,787	84%	1.1%	83%	86%

Table 8 Statistical significance of performance differences associated with gender and FFE status

based on data in Table 7

Region	Comparison	Difference Δ%	Probability Δ% due to chance	Significant difference?
Afar	Boys - Girls, In FFE	4.2%	0.00051	***
	Boys - Girls, Not in FFE	5.7%	0.00654	**
	FFE - non-FFE, Boys	10.7%	< 0.00001	***
	FFE - non-FFE, Girls	12.3%	< 0.00001	***
Somali	Boys - Girls, In FFE	- 0.8%	0.00175	**
	Boys - Girls, Not in FFE	1.5%	0.02561	*
	FFE - non-FFE, Boys	9.8%	< 0.00001	***
	FFE - non-FFE, Girls	12.1%	< 0.00001	***

*Statistical significance: * ≥ 95%, ** ≥ 99%, *** ≥ 99.9% probability that observed difference not due to chance.*

KQ 3 – What factors affected the results?

EQ 7 – How efficiently was the programme implemented?

126. The school selection process was participatory. The government focus on equitable distribution³⁶ resulted in a selection of schools that are geographically spread out. This has complicated support to the schools. It makes transportation challenging; contributes to higher monitoring costs; reduces the possibility of exchange and support between schools; puts additional challenges on government in terms of supervision and support; and also reduces chances of efficiency in conducting school visits.

127. While WFP generally has very clear guidelines and an efficient procurement system in place, issues with the timeliness of delivery were found due to regular pipeline breaks, and the first semester delivery has been consistently late.

128. It was also reported that delivered food is often close to its 'best before' date, related to its being imported from outside the country and delays in delivery internally within the country (which are a reflection of capacity challenges on the government side) which cause

³⁶ This is reported to be an important principle in Ethiopia to ensure that populations all benefit from the available resources.

an issue as the food then easily expires while in storage. Furthermore, damaged oil tins cause the oil (imported from the USA) to go rancid in storage. The tins seem to be of poor quality and long transport over road damages them easily.

129. There have also been challenges in communication between WFP and the regional education authorities in the Somali region, which the ET believes played a role in the unauthorized re-allocation of food to different schools (see Box 1 above).

130. Many of these issues should surface during WFP monitoring visits, but the Ethiopia CO is struggling with human and financial resources to make these visits more frequent and the choice has been made to increase the delivery of services (as is seen by consistently surpassing targeted numbers) rather than increasing oversight. In addition, WFP's approach has been to focus on capacity building of regional, district and cluster supervisors who should provide the monitoring and technical support as part of institutionalization and sustainability. However, many schools reported not receiving regular monitoring visits, neither by the Government nor by WFP.

131. The ET did not find evidence of collaboration or complementarities with the work of other UN or NGO partners, or even collaboration with other WFP programmes in Ethiopia although opportunities could exist, for example, for complementarities with WFP's engagement in social protection. However, as elaborated under KQ1, complementarity with other government initiatives, e.g. the children's government, is evident in a few schools.

132. In terms of cost-effectiveness, the 2017 Ethiopia Investment Case report (WFP, 2017d) highlights the cost-effectiveness of school feeding overall as an investment which yields significant returns. The study found that for the in-kind SF modality (which is used in Afar and Somali regions) every dollar invested in the school meals programme brings an economic return of \$3.1 over the lifetime of the beneficiary. As noted in the study, the overall cost per beneficiary for in-kind SF is substantially higher than the HGSF model which was also assessed.³⁷ The fact that the GoE has been able to use local (in-country) procurement for its ESFP (including in the regions covered by this evaluation) suggests that future SF interventions in the region can move progressively to a HGSF model which will have lower costs and bring benefits to local farmers and cooperatives.

EQ 8 – To what extent did internal/external factors and processes contribute to the changes and results achieved?

External factors

133. The GoE ownership of and commitment to SF, at both federal and regional levels, have increased through the ESFP, and various high-level persons in government have become champions for SF, including H.E. the former First Lady of Ethiopia. While the government SF policy remains to be approved (delays are reportedly because of reluctance to commit to the financial commitments it entails), progress has been made in terms of committing to an SF strategy in adherence to its international, regional and national

³⁷ For the in-kind model, the cost per child was calculated at USD424. The largest contributors to that cost were commodity cost at USD206, other operational and admin cost at USD100 and external transport at USD71 per beneficiary over her/his lifetime. The in-kind modality resulted in a gender equality benefit for girls because of the take-home ration component. This was calculated to be USD79. By comparison with the HGSF, every dollar invested in the school meals programme brings an economic return of USD6.7 over the lifetime of the beneficiary and when the impact to the farmers is included the benefit increases to USD7.2. The cost of the HGSF programmes is almost half of the in-kind programme, thereby increasing the cost-benefit ratio. An additional value of USD84 is created for local participating farmers for each student over the programme period of eight years.

commitments (such as inclusive right to food, health and education, expansion of local school meals programmes using home grown food where possible and effective governance and sustainable financing of SFPs) which is a positive move. The ESFP, which is largely implemented with GoE's own funds, is also a good complementary programme to WFP's SFP and builds on many of the lessons learned from the previous and current McGovern-Dole programmes. It is also indicative of strong commitment to SF.

134. The African Union's (AU's) commitment to SF and strengthened continental ownership of the HGSF approach has been an important factor in enhancing commitment to SF. Following the 2016 AU Summit and the decision made by Heads of Government to promote SF as part of their commitment to Human Development, there has been a focus on ensuring that African countries follow up on the commitment made in 2016 by scaling up SF across the continent and allocating funds from the national budget to school feeding. March 1st was declared as the African Day of School Feeding by the AU, member states and partners at the 2016 Summit, which has ensured continued advocacy for SF involving multi-sectoral players.

135. The impact of the Indian Ocean Dipole-induced drought, which has been further compounded by below average spring rains, has left many in the country in dire humanitarian situations. The condition is particularly worse in the lowland drought belt, including Afar and Somali regions, where spring rains have been poor or have completely failed for the third consecutive season, leading to implications for the achievements of the McGovern-Dole SFP objectives. As can be understood from the outcome and impact level findings above, feeding schools fare better than non-feeding schools during droughts in terms of maintaining a higher level of attendance, lower level of drop-out rates, and minimal or no school closures, although some movement of populations has nonetheless taken place because of the drought. Furthermore, the upsurge of conflict around the border areas of Somali and Oromia regions has had an impact on all districts along the regional borders, exacerbating further the drought-related humanitarian need. Conflict-induced displacements in 2017 have led to school disruptions and affected the expected outcomes of increased enrolment, improved attendance, improved access to food by school children, improved attentiveness, and more girls being educated, thus minimizing the positive impact the school feeding programme could have had on communities suffering from the drought.

136. High turnover of government staff at all levels, including senior federal level management as well as regional, woreda and school level administration, has presented a challenge to the efficiency of the SFP and reduced the effectiveness of staff to properly manage the programme. Staff turnover at senior federal government level has made it challenging for WFP to make the progress it had expected on strengthening the policy environment on school feeding and has undermined its high-level advocacy efforts on the issue of transitioning to a national SFP.

137. The design of the SFP was based on assumptions concerning the need for a strong coordinated response in order for the SFP to be effective. However, coordination and complementary working have been very weak, as evidenced by the absence of the full essential package in almost all SFP schools. The fact that there are very few education sector partners working in Somali and even fewer in Afar (particularly in woredas where the McGovern-Dole SFP is implemented) has hindered WFP's efforts to form partnerships to promote the essential package in SFP schools, particularly in improving learning, WASH and school infrastructure. The perspective voiced by some education sector partners is that WFP could do better in terms of creating synergies with partners that have ground presence in the two regions by recognizing the complexities of SF and how it interacts with what others are collectively trying to achieve in education rather than speaking about it as if it is

“just bringing in food.” Especially in WASH, the magnitude of the problem in the arid and drought-affected regions of Afar and Somali calls for a well-coordinated response that leverages resources.

Internal factors

138. WFP is recognized for its leadership and strong technical capacity in SF, being referred to by many, including beneficiary communities, as “the backbone” of the SFP in the country, without which many would not have had the chance to go to school. The CO has developed a strong relationship with MoE and regional BoEs. This is in part a reflection of WFP’s long engagement in SF in the country but it is also the result of deliberate investments WFP has made to further strengthen this relationship as well as build the capacity of the Ministry and the Regional Bureaus to manage and potentially transition the SFP. WFP is credited for supporting efforts to strengthen government capacity and the technical assistance it has provided through the McGovern-Dole programme is considered very relevant and appropriate.

139. School targeting has not taken into consideration clustering for impact and has been politically motivated to some extent, with the Regions deciding which woredas would be included in the initial list of schools to be considered for selection. The government’s view on equity over need in terms of which schools get targeted has led to SFP resources being spread too thinly and presented a challenge for WFP to concentrate its inputs for maximum programme impact.

140. The programme design has not taken into consideration the impact drought has on the ability of communities to contribute towards the SFP. While community engagement has been robust for the most part, the requirements placed on communities to pay the salaries of cooks, construct a kitchen/shed and provide firewood and water necessary for meal preparations have been excessively cumbersome and put an additional burden on families during times of drought. The inability of communities to meet these obligations has caused disruptions to the provision of school meals and in a way minimized the success of the programme. In the same way, the CHILD package has been less successful than anticipated because it did not succeed in mobilizing resources from the community in part for the same reasons.

141. There is weak monitoring and reporting by WFP and by the Regional BoEs. The very limited resources under the McGovern-Dole programme for monitoring and technical support have kept WFP from sufficiently staffing the project and have prevented it from conducting frequent and thorough monitoring of all SFP components. Discrepancies in reporting and lack of clarity on processes and procedures start at school and woreda levels, compromising the overall quality and integrity of the reporting. Delays by BoEs in distributing SF registers³⁸ and logbooks to schools have also created a challenge to timely reporting. Furthermore, in the absence of a mid-term evaluation, there has not been a reassessment of the programme during implementation and there has been no systematic lesson learning.

142. The capacity of the regions to run the SFP efficiently has been rather weak. While transferring the responsibility of direct implementation of activities from WFP to the government was done as a way of building the capacity of the government to manage the SFP and instil a sense of ownership, it has at times compromised the quality and timeliness of the activities and has negatively impacted results. With the responsibility of non-food

³⁸ The registers are printed by WFP and handed to the education authorities for distribution.

item (NFI) procurement transferred to the regional BoEs, there is a decline in the quality and quantity of NFIs provided to the schools, with schools not having enough utensils such as bowls, spoons and cups compared to the number of students and/or the utensils being of very poor quality (non-durable) so that they break easily or sometimes melt when the hot CSB porridge is served in them.

143. There are transport and logistical challenges due to the vast geographic coverage of the programme, the regions' inadequate transport capacity and weak logistics management, and delays in getting the food commodities into the country. Pipeline breaks, with food commodities sometimes arriving at the school one or two months late during the first semester, have made school-level programme planning and management rather difficult and have also impacted the performance of the SFP. The delivery of CSB close to its "best by date" meant that it had to be distributed as THR instead of being prepared and served to the students at school as per the plan. The quality of the tins that the oil comes in has also been an issue, as the tins are not sufficiently resistant to the road conditions and arrive at the school badly damaged and leaking, which not only means less oil available for school meal preparation and THR but also presents a food safety and hygiene issue.

144. The diversion of food commodities by Somali BoE (see Box 1 above) not only disrupted the SFP for a month and led to WFP taking over the transportation of food commodities once the SFP resumed in March 2017, but also affected the trust between partners which risks affecting the continuity of SF support to this region in spite of the obvious needs of its population – a need which has been aggravated by the devastating effects of the drought and the eruption of conflict.

EQ 9 – What was the quality of the monitoring and reporting system? Did this enhance or impair the performance of the programme?

145. This evaluation has thoroughly reviewed the monitoring and reporting framework used for this McGovern-Dole project (see in particular the commentary on performance indicators and data availability in Annex K).

146. In general, the evaluation finds that arrangements for monitoring and lesson learning have not been adequate. There are various reasons for this.

147. The previous McGovern-Dole grant was not evaluated, which reduced the possibility for learning from the earlier phase, although the study on THR³⁹ was useful in informing the design of the THR as part of the present intervention and various lessons learned in a less formal manner informed the design.

148. The TA baseline survey conducted at the start of the programme suffered from considerable weaknesses (WFP, 2013a). As such it has not been an adequate tool for monitoring. In addition, the requirement for a mid-term evaluation was waived at the time of agreement negotiation and WFP submitted the UNDAF Ethiopia mid-term review report (Universalia, 2014) in lieu of a formal mid-term evaluation. However, the UNDAF mid-term review did not specifically report on the McGovern-Dole SFP as it reflected the general performance of the UN programme in Ethiopia. The combination of not having an end-of-intervention evaluation, an inadequate baseline and a mid-term report that does not specifically reflect the McGovern-Dole interventions has reduced the possibility for learning and mid-course adjustments.

³⁹ Girls' Initiative Impact Assessment, January 2011, Addis Ababa (WFP, 2011a).

149. In terms of regular monitoring arrangements, the evaluation found that reports have been produced regularly based on data collected by WFP but that there have been weaknesses in monitoring, in the quality of data and in the reporting which have limited the utility of the reports. The WFP CO is supposed to conduct monitoring visits to all target schools once a semester. Interviews at school level suggest that this is not done consistently. In addition, the monitoring of the SFP focused mainly on the school meals aspect of the programme and to the ET's knowledge no regular monitoring of capacity building activities that are implemented by the BoE took place.⁴⁰ As noted in Annex K there are inconsistencies in WFP's records/reports (e.g. names of schools) as well as inconsistencies in terms of reporting outputs, outcomes and beneficiaries. WFP has encountered difficulties in obtaining accurate and detailed school level records/data, with some not being submitted for months, reportedly due to lack of clarity on processes and procedures, and others lacking crucial information, for example the names of girls are provided but not how many days these girls have attended. Visits by the ET to schools also highlighted that some schools do not seem to have the standard WFP logbooks for keeping a detailed record of THR.

150. Finally, it should be noted that the final evaluation of the programme was commissioned very late which limited its utility in terms of feeding into the early thinking about the next McGovern-Dole grant.

KQ 4 – To what extent are the project results sustainable?

EQ10 – To what extent will household food security for school-going boys and girls be sustained without/beyond USDA/WFP funding?

151. Food insecurity still remains high in Ethiopia, with an estimated 8.5 million food insecure Ethiopians currently requiring relief assistance to meet basic food needs following the third consecutive poor/failed rains in the southern drought belt (Government of Ethiopia, 2016b). There is clear documentary evidence that poverty and food insecurity are key barriers to children's school attendance and that this results in high dropout during difficult times in the pastoralist region of Somali and Afar. The ET observed the livelihoods and food insecurity and coping mechanisms and hardships of the pastoralist region during their visit. This was further complemented by interviews with children, parents and teachers who clearly stated that the school feeding serves to alleviate hunger and keeps children in school. There is also documentary evidence that provision of meals for children in school reduces the costs of food for the whole family and offsets the cost to the family caused by children attending school not being able to provide labour.⁴¹ Interviews with beneficiaries consistently confirmed that having access to a daily meal for their children allowed them to save on the cost of meals and use some of the income freed up by this for small investments and diet diversity, e.g. in livestock like chickens, which can offer additional food (i.e. eggs) to the family over a certain period of time. The THR provides an additional source of income either by making it possible for families to spend money on other critical needs, or when the oil is sold or bartered to supplement income. However, it does not seem realistic to say that SF can contribute directly to household food security.

152. The FFE programme has demonstrated positive achievements as highlighted above and in Annex R and Annex S, and has likely had important protective benefits for

⁴⁰ Clarification is being sought from the WFP CO.

⁴¹ Marginalized, food-insecure people typically spend the majority of their income on food. Smith, L., (2003). "The use of household expenditure surveys for the assessment of food insecurity".

beneficiaries who might otherwise have been at risk of child abuse that frequently occurs during migration/ displacement. The evidence suggests that school feeding and the THR have been a life line for the children and this has made a significant difference in the lives of children and in particular girls in the pastoralist regions.

153. Many children we spoke to said that the school meals helped them focus and concentrate in class. Many said they were willing to stay back longer for extra classes and that has a direct impact on their performance. Teachers underscored the importance of school feeding in promoting attendance and ensuring concentration. These findings are also backed up by the results of the EMIS analysis and the quantitative findings which clearly show that SF schools have significantly higher completion rates than comparable non-SF schools. The data also showed that this effect was particularly strong for girls, and in the Somali region (see Annex Y).

154. The evidence reviewed strongly suggests that with the end of the SFP these effects on households – which live in extremely precarious conditions – cannot be sustained as it would effectively require households to have the means to fill the financial gap that is being left through the loss of income which the SF and THR represent. Thus, schools that have had a long history of feeding have said unequivocally that without feeding their school performance would drop significantly. Other studies in Ethiopia including the 2016/17 assessment (which included Somali and Oromia) clearly showed that SF reduced school closure during the drought (of 400 that closed, 158 reopened in Somali, and in Oromia of 137 that closed, 41 reopened) and brought children back to school (Government of Ethiopia, n.d.-a). Government officials stated that at best if SF and the THR end, the effect on enrolment and attendance will plateau, as there is some evidence of changing values around girls' education. However, most were of the opinion that end of support by McGovern-Dole will effectively mean that SF and THR will be discontinued and the achievements to date will be lost.

EQ 11 – To what extent has the programme prepared the Ethiopian Government and the education system to ensure that they can continue school feeding in the Afar and Somali region without / beyond USDA/WFP funding? To what extent will the GoE be able to mobilize and sustain funding for school feeding for the Afar and Somali regions?

155. There is clear evidence of a growing interest and commitment to establish a sustainable national school feeding programme in Ethiopia. The collaboration between WFP and MoE to pilot an HGSF programme in SNNPR and Oromia region in 2012, which has seen the regional government contributing a matching fund which has grown eightfold (from 2 million to 16 million Birr (2018)), testifies to this. Other actors are also supporting SF, for example Ye Enat Weg, a charitable organisation which initiated SF in 2014 under the leadership of H.E. the former First Lady of Ethiopia with the objective of improving the life of impoverished children in Addis Ababa.

156. GoE officials informed the ET that though there is no formal SF policy, there is high-level national commitment. The Parliament, the previous prime minister⁴² and other senior government officials all in principle appreciate the importance of SF. The former First Lady is also an advocate of SF as mentioned above. There are several policies such as education, SHN, and nutrition which integrate SF (see ¶160ff). Key national policies underscore the importance of SF in the country.

⁴² The prime minister resigned on 15 February 2018.

157. During the interviews at senior level within WFP and GoE, it was promising to note the commitment at the highest level and a substantial financial contribution to HGSF and ESFP. In addition, this year for the first time the Government has decided to use USD4 million from the World Bank grant for the improvement of girls' education for SF. An important achievement in the past years has been the establishment of a separate directorate on the school improvement programme Quality Education for All.

158. The analysis based on the World Bank SABER⁴³ (Systems Approach for Better Education Results) tool reported overarching policies for SF in alignment with national level policies (SABER, 2015). The evaluation's own assessment of progress against the SABER baseline (see Annex Z) suggests that Ethiopia has made considerable progress from 2015 to 2018, particularly in increasing commitment at the highest levels of government, in providing resources through provincial budgets as well as considerable resources from emergency government funding (related to the drought), and in moving forward with an HGSF model in regions of the country where this is appropriate. Ethiopia's experience of emergency SF suggests that key elements in terms of systems and capacity are in place. The meetings held with WFP Regional Bureau's focal person in SF provided the ET with the procedures, budget and systems of ESF. This is a significant achievement. Now in its third year, the ESFP has seen a good evolution. Nonetheless, key challenges remain to be addressed. These include the nature of funding, which in part comes from additional allocations on an emergency basis and as such is not sustainable, although some regional governments have been allocating funding to SF from their regular budget. Long lead times in terms of procurement, logistics and organization because of various constraints related to internal capacity and the bureaucracy (of the MoE) are a major challenge and defeat the purpose of addressing emergency needs.

159. WFP's work on SF is strongly credited with strengthening the government capacity for planning and implementation of SF. Amongst other activities WFP has supported the MoE in the development of the national SF strategy, and in the drafting of region-specific standards for kitchens, stores and canteens. In addition, WFP has supported capacity strengthening of regional BoEs to work with universities on research and advocacy.⁴⁴ Deployment of technical assistance is considered very relevant and appropriate at both the regional and federal levels. WFP through the McGovern-Dole funds has provided financial and technical support to the regional education management system and to the NSFP. There is evidence of learning between different models of SF as the McGovern-Dole model is mirrored in the HGSF and ESFP.

160. WFP's work is recognised by senior government officials. The biggest achievement is the establishment of a directorate in the MoE, "School Improvement Programme", under which the SF falls. This has enhanced the visibility of SF in Ethiopia and the accountability of the Government and made it possible to roll out the ESFP. There is a growing recognition of financial commitment by the Government, although no fixed budget line is allocated to SF and no funding has been forthcoming at regional level in Somali and Afar, seemingly due to competing priorities. There have been increasing monetary and non-monetary contributions from woredas, kebeles and communities in these areas. Overall the HGSF experience is still being consolidated but it is seen as the future way forward.

⁴³ SABER's five policy dimensions for school feeding are: Policy Frameworks; Financial Capacity; Institutional Capacity and Coordination; Design and Implementation; and Community Roles. The scale ranges from latent to emerging to established to advanced.

⁴⁴ Research on sustainability of school feeding in Somali region was ongoing at the time of writing with Jigjiga University as was the development of a documentary film on SF with Somali television.

3. Conclusions and recommendations

3.1 Overall assessment/conclusion

161. The McGovern-Dole programme has contributed at output, outcome and impact levels to the education of girls and boys in the areas where school feeding has been provided. In addition, the programme has seen WFP successfully engaging at policy level with the government, including in terms of developing technical and management capacity and contributing to stronger commitment to SF. The assessment below highlights many of these strengths and also identifies a number of areas where improvement might be envisioned.

162. **Appropriateness:** The McGovern-Dole programme has successfully targeted children in the most needy areas of the country. Across the spectrum, interventions have been relevant to the beneficiaries at the time of design and continued to be relevant in implementation as confirmed by the stakeholder interviews. The programme appropriately sought to involve communities and parents in the design, identification of priorities and management, although with some challenges in practice, in terms of the spread of schools.

163. Attention to gender was part of the design, with a specific focus on the inclusion of interventions to address challenges to girls' participation in education which built on previous experience with the provision of THR. This strategy is appreciated and considered pertinent by beneficiaries and has contributed to increasing awareness of gender issues, although at decentralized levels the representation of women in decision-making (e.g. on PTAs) and as beneficiaries of training has been limited.

164. No specific complaints mechanisms has been put in place for beneficiaries to voice possible grievances although the assumption was that this would be done through the PTA and other project monitoring mechanisms. Protection of beneficiaries is not assured and the imminent closure of project activities without any guarantees of continuity is likely to put beneficiaries at significant risk as school feeding and THR provide protection against the risk of child abuse, child labour and early marriage and pregnancy for girls (see Annex S).

165. The intervention was and continues to be well aligned with the broad development priorities and the sectoral policies of the GoE, which have included increasing recognition of the importance of school feeding. WFP's engagement in SF became somewhat less aligned with the choice to use imported food, although efforts have been made through other WFP interventions to roll out models of SF that include local purchasing, for which support has increased. The programme is well aligned with the UNDAF and with the policies of WFP.

166. **Results:** Quantitative and qualitative data collected by the evaluation underscore significant and important output, outcome, and impact level results of school feeding and provide a convincing case for the importance of school feeding for areas that are severely affected by food insecurity. The evidence demonstrates that school feeding, supplemented by specific interventions targeted at girl students, improves inclusiveness, participation and achievements in education. Specifically, the statistical analysis comparing schools with school feeding with those without shows that:

- In both Afar and Somali regions, enhanced school enrolment is associated with FFE, with schools with school feeding having a significantly more favourable GPI compared to those without school feeding.
- Grade repetition rates are consistently lower in FFE schools in Somali region than in non-FFE schools, although there is limited evidence of this effect in Afar.

- Completion rates are significantly higher for FFE schools than for non-FFE schools with a difference in the magnitude of 10 percent in Afar and Somali. This improvement while significant for all students, is particularly high for girls.

167. Additional important outcomes include higher food consumption scores for boys and girls in FFE schools, as well as better perceived attentiveness and lower absenteeism in FFE schools.

168. WFP has played a significant role in improving the capacity of government to plan and implement school feeding. In doing so it has built on its previous experience but has also made important additional efforts. The provision of technical support to the federal and regional education offices – an innovation under the present McGovern-Dole funding – has been particularly important. Government capacity has been demonstrated through the rolling out of the government-funded ESFP which was modelled on the WFP experience. Although there is still room for improvement in certain aspects, the ESFP successfully identified populations that were severely affected and included an integrated package of training, support and monitoring, as well as the provision of locally procured food to schools at a critical time of need. Challenges include delays in terms of delivery to schools related to weak logistics and procurement.

169. In terms of improving facilities, FFE schools have experienced improvements in terms of classrooms, kitchens, storerooms, water storage and other conditions, due to a combination of WFP inputs and inputs by government. However, observation visits also underscore the sub-optimal conditions under which meals are often prepared and served and the on-going challenges in the provision of a coordinated/integrated package of support to schools, and critical shortages remaining particularly in the provision of water. The anticipated mobilization of partners to support the CHILD approach has not materialized.

170. Changes in attitudes by communities towards gender are in evidence at community level, with stakeholder consultations and beneficiary interviews consistently highlighting that girls' education is considered more important now than it was in the past, although there were concerns voiced about whether these benefits would be sustained beyond the lifetime of the intervention given extreme poverty and stress on populations due to drought and conflict which put children and girls in particular at risk.

171. **Effectiveness and factors that affected the results:** The programme has been relatively well funded. Beneficiary numbers have corresponded to what was planned, targets on most activities were exceeded (and in some cases were substantially higher) or reached, and the programme has benefited approximately equal numbers of boy and girl pupils. There have been some constraints in terms of provision of food resulting in food being provided to schools on just over half the planned days although it reached 83 percent of the output levels.

172. Effectiveness has been enhanced by strong government commitment and leadership and good coordination and working through government systems, as well a strong drive for SF through the commitment of the African Union. Ownership of the school feeding is globally strong. Effectiveness has been reduced by the lack of clustering of schools (which produced inefficiencies in terms of logistics and complicated support and monitoring), insufficient attention to quality take-over by government staff, the high turn-over of government staff, transport and logistical challenges for the government services that have taken over areas that were previously WFP responsibilities (suggesting that take-over has not been as successful as expected), and weak monitoring and reporting on WFP's side. External factors have also impacted on the results, in particular the prevailing drought in

the target areas, which has affected the capacity of communities and local partners to provide support and engage with the programme in the manner that was anticipated.

173. **Sustainability:** Progress towards sustainability has been made through continued emphasis on capacity building and establishment of systems and processes for the management of school feeding. However, some elements of the project design were over-ambitious, such as the assumption about the capacity of communities to provide complementary inputs into the programme, or simply not realistic, such as the plans to establish school gardens in extremely arid regions.

174. Government funding for ESF testifies to the important commitment by the Government. However, there is no clear perspective of immediate or medium-term financial sustainability for school feeding. Due to continued stress in the pastoralist regions (through drought and conflict) combined with the precarious situation of households, and because schools/government will not continue providing the meals and THR in the absence of WFP due to financial constraints, achievements are likely to be lost if support is not continued in the two regions.

175. There is little doubt that investing in school feeding is beneficial and that the whole community can widely benefit from such programmes. It is very evident that all constituents value the importance of school feeding. The challenge however is finding the financial resources to make this programme possible.

176. This evaluation used a theory-based approach and identified underlying assumptions as part of its ToC. Some of these assumptions did not hold, and point to weaknesses that need to be considered in any future design and that have informed the formulation of the recommendations presented below.

Discussion of the assumptions underlying the ToC

177. The evaluation identified a number of assumptions underlying the ToC (see section 1.3). This section of the report reviews each of the assumptions and provides an assessment of the extent to which these assumptions held true.

- Assumption 1 stated that food would be delivered in a timely manner and in the required quantities. However, the evaluation found this was not the case. There were disruptions and diversions of food to different schools in Somali and Afar Regions.
- Assumption 2 related to sufficient funds being made available for the programme by the donors. The evaluation findings show that funding was a challenge in particular for monitoring and capacity building.
- Assumption 3 reflected the belief that the Government of Ethiopia would have sufficient capacity to secure implementation. In practice, limited capacity and high turnover of government staff has been a big challenge. Nonetheless, the GoE has made a significant financial investment in school feeding although there is still not a regular budget line for school feeding in the government budget.
- Assumption 4 related to the education system being effective in absorbing new students. Evidence suggests this has not been a big problem, though in some cases schools have been overcrowded because school feeding attracts children from other areas, and this was compounded by limited infrastructure as classrooms were used as storage and eating areas and teachers in some schools had to oversee the feeding.
- Assumption 5 suggested that other partners would be able and willing to work together with WFP to implement the school health and nutrition components. This

assumption did not hold, and was likely very ambitious. In practice government is the only partner in McGovern-Dole school feeding with support from the community in providing water, firewood, cooks and support to other activities. There have been no substantial partnerships or even synergies with WFP's own activities in related areas.

- Assumption 6 concerned the idea that incentives for school feeding would not be outweighed by other factors (early child marriage, drought). The evidence suggests that school feeding was able to overcome most of these other factors and has attracted children to school although the drought and conflict have affected the SFP. The evidence also suggests that THR has had a positive impact on the risk of child marriage.
- Assumption 7 relates to the national policy environment being conducive to school feeding. This assumption has held. Over the period commitment to school feeding has grown although areas in need of strengthening remain.
- Assumption 8 related to the Government owning the programme and being willing to provide the resources (human and financial). The assumption has held partially as there is room for the financial commitment of the GoE to be further increased.

3.2 Recommendations

Recommendation	Timing	Responsibility	Justification
Strategic issues			
R1 Prioritize fundraising for the continuation of school feeding and a THR for girls to the schools that were covered under the McGovern-Dole FFE programme in Afar and Somali regions as a matter of absolute priority.	by the new school year (September 2018)	WFP CO with support from the WFP RB	High levels of food insecurity and continued drought in both Afar and Somali regions – as well as the very positive outcome and impact level findings of this evaluation – justify continued external support to SF and THR to maintain attendance and enrolment, to promote completion and to support girls’ education and gender equality. Support to Afar and Somali regions should be continued as a matter of priority to ensure that the progress which this report has highlighted is sustained and that the gains in terms of education, gender, nutrition and changing social norms with respect to girls’ education are not lost. This is also essential from the perspective of protection of vulnerable populations (see Recommendation 6).
R2 Prioritize finalization of the national strategy and use it as the basis to develop an implementation guideline with different types of school feeding scenario, including a separate guideline for the pastoralist context.	during 2018	WFP CO with support from a consultant (in collaboration with MoE)	Future interventions of SF in Ethiopia need to recognize that different conditions exist in different areas of the country that may make certain models and aspects of school feeding challenging. To guide this design, and to support the GoE in further rolling out SF, WFP should develop a typology of districts and different types of SF scenarios. For example, in Afar and Somali, HGSF is not likely to work due to low production of crops in the area, limited financial capacity of local government to allocate funds and manage food procurement, and climate conditions/water scarcity which have made introducing school gardens very difficult in some areas.
R3 Develop and implement an adequately funded advocacy strategy that builds on the key findings of this evaluation and previous strategic work to scale up political and financial commitment to SF in Ethiopia. This could include developing short learning papers based on the findings of this evaluation.	by December 2018	WFP CO with support from the WFP RB	The findings of this evaluation and earlier work ⁴⁵ should be used to scale up advocacy with government and partners to include SF into the safety net/social protection programme and to ensure that there is a financial commitment to SF beyond the education budget only. The advocacy efforts should be supported by a series of short ‘lesson learning’ papers on the impact level findings of this evaluation which can be drafted on the basis of the annexes of this report and could cover the experience with THR, and the Government’s experience with the HGSF and the ESFP. These learning papers should be widely disseminated in Ethiopia and in the region, as well as at the level of the African Union. This requires a specific advocacy strategy by WFP as well as dedicated financial and technical resources for the purpose of advocacy.
R4 Advocate with the GoE to ensure that the government policies and strategy include an	in the course of 2018 and 2019	WFP CO	This evaluation has highlighted how a well selected and targeted THR provided over a sustained period of time can make a significant contribution to advancing girls’ education and gender equality. WFP should develop a standalone publication from the

⁴⁵ Including the findings of the 2017 Ethiopia Investment Case report (WFP, 2017d).

Recommendation	Timing	Responsibility	Justification
incentive for girls' education in food-insecure /pastoral societies using funds from the Productive Safety Net Programme (PSNP).			findings of this assessment to be used for the purpose of policy and decision making (see also Recommendation 3).
Design of future WFP SF interventions			
R5 Conduct an independent assessment of needs of vulnerable populations for the next McGovern-Dole FFE programme and use the findings of this assessment to identify suitable design options for school meals in pastoralist areas. ⁴⁶	in the start-up phase of the next McGovern-Dole SF programme (and at the latest by mid-2019)	WFP CO with external consultancy support	In situations of extreme vulnerability and need SF is a safety net intervention and appropriate measures need to be taken to ensure that populations are not put at risk when the intervention ends, and that beneficiaries have access to mechanisms for voicing their concerns during project implementation. In the assessment of the ET, the termination of the SF interventions under the current conditions of extreme drought puts girls and boys at significant risk of dropping out of school and girls in particular at risk of early marriage and exploitation. WFP's future SF programmes need to be independently reviewed at the design stage to ensure that strategies for sustainability, exit, and continued support by government and others are realistic.
R6 Include continued investment in government technical capacity for the logistical management of school feeding at federal and regional levels in all future SF support by WFP in Ethiopia	in time for the new SF programme	WFP CO	SF programmes need to continue to prioritize government capacity building and technical assistance so as to continue to encourage gradual takeover by government. This will require striking an appropriate balance between funds used for school feeding/THR and the funds needed to guarantee quality training, supervision and support (which under the current programme were not sufficient). Particularly critical are the reviewing and strengthening arrangements for logistic management by regional government so that government response capacity can be increased/scaled up. Continued use of TA based in government institutions (at central and decentralized levels) is likely to be a relevant strategy for the next programming period.
R7 Ensure future school feeding interventions include multi-year evaluations in the design of the programme with baseline, midline, follow-up and endline surveys, and recommendations for adjustments as appropriate during implementation.	In time for the new SF programme	WFP CO	The current programme was not informed by an evaluation of the previous phase, and the baseline had considerable limitations. It would be important therefore to ensure that future WFP SF interventions follow good practice and include baseline, midline and endline assessments and that the implementation can be informed by findings of these surveys/assessments.

⁴⁶ This is in line with WFP's recognition that food assistance is fundamental to protecting the basic right to life. Hunger can cause and exacerbate existing protection risks and, in crisis settings, people's consumption and availability of food is altered. Vulnerability to food insecurity is therefore often linked with vulnerability to protection risks. WFP's specific commitment to protection is outlined in its 2012 Policy on Humanitarian Protection.

Recommendation	Timing	Responsibility	Justification
R8 Ensure that future SF in Ethiopia by WFP includes attention to specific strategies, targets and indicators for increasing the participation of women and girls in SF design and implementation stages.	by July 2018	WFP CO with support from the WFP RB	This should include commitments and targets from government at different levels for ensuring that women are represented on all decision-making bodies, as well as the inclusion of indicators that measure women's representation and participation in the revised monitoring framework (see Recommendation 4).
R9 Ensure that the selection of beneficiary schools under the next phase of McGovern-Dole support to SF in Ethiopia is based on a clustered approach so that the distances between schools do not make monitoring overly onerous or complicated.	in time for the new SF programme	WFP CO with support from the WFP RB	The evaluation has highlighted multiple challenges arising from the spread-out nature of the schools under the current grant. This has made monitoring and support extremely complex and has impacted on the efficiency of the operation and on the capacity to engage with the more demanding aspects of the project around support to PTAs, developing partnerships, monitoring the THR, among others. The next grant should include a condition that schools be selected in a more clustered manner to facilitate monitoring and support. The selection of specific areas to cluster from could be based on indicators of food security and educational performance.
Operational issues			
R10 Strengthen the monitoring and reporting capacity of WFP, and regional and woreda level BoEs in the area of SF so that the data collection allows for efficient management of SF.	by July 2019	WFP CO with support from the WFP RB	The evaluation has highlighted various challenges in the monitoring of SF. The next phase of the programme needs to strengthen the capacity, logistics and systems required to effectively monitor the programme and to ensure that the monitoring results are used to inform decision-making.
R11 Ensure improved coordination with other education sector stakeholders and working in complementarities for greater impact and critically assess capacity of communities to support the CHILD approach.	by July 2019	WFP CO with support from an external consultant	Linkages are critical and WASH has to be an integral component of SF programme. WFP should ensure that it comprehensively maps opportunities for collaboration and seeks out non-conventional partners where appropriate. A partnership assessment by an external consultant could assist in facilitating this work. In addition, the evaluation findings point to the importance of assessing community capacity to provide support to the programme, especially in regions that are under duress due to drought or other factors.

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Annex A Terms of Reference

FINAL EVALUATION

WFP'S USDA McGovern - Dole International Food for Education and Child Nutrition Programme's Support in Afar and Somali regions in Ethiopia 2013 to December 2016

1. Introduction

1. These Terms of Reference (TOR) are for end of project evaluation of the school feeding programme that has been implemented by the World Food Programme (WFP) in Afar and Somali regions. The evaluation is commissioned by the WFP Ethiopia country office (CO) and will cover the period from 2013 to December 2017.
2. The TOR was prepared by WFP Ethiopia based on reviews of various documents vis-à-vis the project and consultations with stakeholders. The purpose of the TOR is twofold. Firstly, it provides key information to the evaluation team and guides them throughout the evaluation process; and secondly, it provides key information to stakeholders about the proposed evaluation.

2. Reasons for the evaluation

3. The justifications for the evaluation being commissioned are as presented below.

2.1 Rationale

4. The current United States Department of Agriculture (USDA) McGovern – Dole (MGD) support towards school feeding programmes in the Afar and Somali regions would have come to an end in December 2016. However, the initiative has now received an extension through 2017. The end of project evaluation is therefore being undertaken now to assess the extent of the contribution of the USDA MGD-funded activities to equity in access to primary education, contribution towards stabilizing attendance for both boys and girls, and narrowing the gender gap in primary education in Afar and Somali regions.
5. This evaluation comes at a critical time in WFP's engagement with the government in developing a national school meals programme. Undertaking such a rigorous evaluation will help determine and identify the definite lessons of the project in the two regions. Furthermore, the findings will be instrumental in strategic planning for school feeding in the two pastoralist regions of the country during the design of WFP's support to the national school feeding programme.

2.2 Objectives

6. Evaluations in WFP serve the dual and mutually reinforcing objectives of accountability and learning:
7. **Accountability** – The evaluation will rigorously assess and provide evidence on the performance and results of the MGD school feeding operation. As such, the final evaluation will assess the results of the project against the following objectives: 1) Increase in enrollment and attendance in the two regions to achieve the government target of 100% enrollment, 2) Improvement in management capacity of school health and nutrition programmes, 3) Improvement in school infrastructure by gauging the effectiveness of a participatory planning tool called Children in Local Development (CHILD) in contributing towards improving the school environments and increasing community engagement in schools in the pastoralist communities.
8. The evaluation will also assess and provide evidence on the extent to which the different activities planned under the agreed intermediate results have contributed towards achieve an increase in use of

health and dietary practices of school age children in Afar and Somali region. Since the intended results and achievements of the programme included in the commitment document, this planned evaluation will assess and report on the performance and achievements of the programme for enabling WFP Ethiopia to meet its accountability to donors, beneficiaries, and other stakeholders.

9. **Learning** – The evaluation will determine the reasons as to why certain changes did or did not occur, derive best practices and pointers for learning. It will provide evidence-based findings to inform operational and strategic decision-making. In addition, the findings and recommendations will be actively disseminated to main stakeholders and learnings will be incorporated into relevant lesson sharing systems including in the design of new school feeding interventions.

2.3 Evaluation stakeholders and users

10. The different stakeholders both inside and outside of WFP have an interest in the results of the evaluation. Some of these stakeholders will be asked to play a role in the evaluation process. Table 1 below provides a preliminary stakeholders' analysis, which should be deepened by the evaluation team during the inception phase.
11. Accountability to affected populations is tied to WFP's commitment to include beneficiaries as key stakeholders in WFP's work. As such, WFP is committed to ensuring Gender Equality and Women's Empowerment (GEEW) in the evaluation process through participation and consultation of women, men, boys and girls from different groups.
12. The primary users of this evaluation are internal (WFP) and external (partners and donors) stakeholders. The WFP Ethiopia CO internally, and its partners and donors externally will use the findings and recommendations of this evaluation in their respective decision-making processes. The partners and donors who are external users of the evaluation findings and recommendations include:
 - The Federal Ministry of Education is the principal government point of contact for the project implementation and strategic consultations with WFP.
 - The Planning and Resource Mobilization Directorate is responsible for the overall coordination functions, reporting and liaising as well as monitoring of the operation.
 - The Ministry of Finance and Economic Development leads the major coordination mechanisms for interventions under United Nations Development Assistance Framework (UNDAF) and is contact point for coordination, planning, budget allocation, finance transfer and reporting through its regional and *woreda* structures.
 - The Regional Education Bureaus of Afar and Somali manages the food distribution, implementation of complementary capacity development activities and monitoring and reporting.
 - The school directors, food management committee and CHILD⁴⁷ planning teams (where applicable) are the main actors in the programme implementation.

⁴⁷ CHILD is an acronym for Children in Local development. It is CHILD is Community- led participatory planning approach that aimed to transform school to the local development center in their community. The approach is aimed to improve the school premises, community ownership of education and to make environmental improvements that support the FFE activity as well as improve the awareness of environmental sustainability of children and their families. The concept is further developed to the planning tool to build the planning capacity of the education sector at the grassroots level to integrate children education in to development programme.

- Given the core functions of the Regional Bureau (RB), the RB is expected to use the evaluation findings and recommendations to provide strategic guidance, programme support, and oversight.
- WFP HQ may use evaluations for wider organizational learning and accountability.
- Office of Evaluation (OEV) may use the evaluation findings, as appropriate, to feed into evaluation syntheses as well as for annual reporting to the Executive Board.
- As WFP Ethiopia is accountable to inform the donors and beneficiaries at large about the performance and results of the project, the target beneficiaries and communities as well as the donor (USDA) are considered as users of this evaluation. This evaluation will make the target beneficiaries and communities aware of the relevance, benefits, effectiveness and sustainability of the project. The donor may use the evaluation as an instrument for decision making for future funding in Ethiopia along with drawing lessons for making financing decisions for similar projects elsewhere.

TOR Table 1: stakeholders and interest in the evaluation

Stakeholders	Reasons for interest in the evaluation and the likely uses of the evaluation report for the listed stakeholders
INTERNAL STAKEHOLDERS	
WFP Ethiopia Country Office (CO)	WFP Ethiopia CO has a direct stake in the evaluation and is a primary stakeholder with an interest in learning from the experience to inform decision-making. The evaluation is also important for internal accounting and informing its beneficiaries and partners about the performance and results of the operation.
WFP Regional Bureau Nairobi (RB)	The RB is responsible for both oversight of COs and technical guidance and support, and therefore has an interest in an independent account of the operational performance as well as in learning from the evaluation findings to apply the lessons to other country offices.
WFP Headquarters (HQ)	WFP HQ will be users of the findings with an interest in the lessons that emerge from evaluations, particularly as they relate to WFP strategies, policies, thematic areas, or delivery modality with wider relevance to WFP programming.
Office of Evaluation (OEV)	OEV has a stake in ensuring that decentralized evaluations deliver quality, credible and useful evaluations respecting provisions for impartiality as well as the roles and accountabilities of various decentralized evaluation stakeholders as identified in the evaluation policy.

Stakeholders	Reasons for interest in the evaluation and the likely uses of the evaluation report for the listed stakeholders
WFP Executive Board (EB)	The WFP governing body are potential users of the evaluation. The EB may have an interest in being informed about the effectiveness of WFP operations. This evaluation will not be presented to the EB but its findings may feed into annual syntheses and into corporate learning processes.
EXTERNAL STAKEHOLDERS	
Government - Federal Ministry of Education, Federal Ministry of Finance and Economic development, Regional Education Bureau, Regional Finance and Economic Development Bureau	The Government is a primary stakeholder and user of the evaluation with a direct interest in understanding whether WFP activities in the country are aligned with its priorities, harmonized with the action of other partners and meet the expected results. In particular, the findings and issues related to capacity development, handover and sustainability will be of interest.
Beneficiaries (school directors, food management committees, CHILD planning teams, student, school community)	The beneficiaries are the schools (including the management structures), the students (boys and girls) and their families. They are primary stakeholders, providers of information and users of the evaluation with the right to know whether their voice and views are reflected correctly in the report. The beneficiaries should not just serve as data providers but need to have a larger role as a main stakeholder and should be consulted throughout the process. The outcome will also help the community to understand 1) the role of the community in the programme and 2) how their engagement will further be strengthened.
Donor (USDA)	This programme is funded by USDA and they are primary stakeholders and users of the evaluation with an interest in knowing whether their funds have been spent efficiently and if WFP's work has been effective and contributed to the agreed results.
United Nations Country Team (UNCT)	The school feeding programme is part of UNDAF. The UNCT therefore has an interest in ensuring that WFP operation is effective in contributing to the UN concerted efforts.
Civil Society Organizations	Some NGOs like Save the Children have recently engaged in school feeding and are seeking technical support from the programme. The outcome of this evaluation will provide evidence and information for effective implementation and design of their programme in these regions.

3. Context and subject of the evaluation

3.1 Context

13. With a total population of over 100 million people growing at a rate of 2.88% per annum, Ethiopia is the second most populous nation in Africa. Around 84% of the Ethiopian population lives in rural areas and are mostly engaged in small scale agriculture and pastoralist activities.
14. During the past decade, Ethiopia has implemented successive national plans to accelerate economic growth with focused efforts on poverty reduction, resulting in an average of 11% economic growth. Ethiopia also managed to reduce population living under poverty from 38.7% in 2004/05 to 26% in 2013 (GTP/Annual Progress Report 2012/2013). However, the economic growth is slowing down compared to the last decade with the most recent data, for 2012/13, revealing a GDP growth rate of 9.7% from 11% GDP in year 2011. Shortfalls in the performance of agriculture and the stagnant development of the industry sectors⁴⁸ are the main reasons for the slowdown of economic growth.
15. In the education sector, the government has continued to expand access to achieve universal primary education in line with the Education for All (EFA) goals. Among the different strategies employed, expansion of primary schools through Alternative Basic Education (ABE) is an important one. The children who enrolled in ABE increased from 11,000 in 1996 to 32,048 in 2014. Primary School Enrollment has risen from 3.7 million in 1999 to 18 million in 2013/2014. Ethiopia has made progress in the Net Enrollment Rate (NER) for primary schools (Grades 1–8), from 22% in 1994 to 92.6% in 2013/2014⁴⁹. At national level, 21.4% of pupils were enrolled in grade 1 in 2005 E.C (2012/13). Of those students, 3% dropped out (left school) before attending the final exam which would enable them to transfer to grade 2 in 2006 E.C (2013/14). Many boys and girls, particularly in emerging regions and pastoralist areas drop out of school at early grades because of poverty. It is estimated that about 3 million primary age children remain out of school (ESDP IV). A significant number of out of school children are from emerging regions where most pastoralist and semi-pastoralist in Ethiopia are located (UNICEF, 2012). Beyond primary education, the education and training policy developed in 1994 has been strengthened through a multiyear Education Sector Development Programme (ESDP). Since the first phase (1997), the country has registered progressive achievements in general education, technical and vocational education and higher education sectors.
16. The two regional states (Afar and Somali), which have benefited from the MGD supported School Feeding Project, have made progress over the last four years. For example, the Somali region has seen some successes in creating access to primary education. The net enrollment rates in primary education have progressively increased from 50.9% in 2010/11 to 63.7% in 2011/12, and to 84.64% in 2015/16 (Education Abstract). However, the progress was slow in the predominantly pastoralist region of Afar with 55.49% net enrollment, which fell behind the high national average. Although the progress in Afar compared to Somali region is lower, the improvement is evident with a 20% increase in net enrollment from 2011/12 to 2015/16, of which 23.16% was an increase for boys and 16.19% for girls.

⁴⁸ National human development report 2014, Ethiopia

⁴⁹ Education annual abstract EC 2006 (2013/2014)

17. Despite the progress that has been achieved during recent years within the education sector, the sector still faces persistent challenges that, among others, include tradeoffs between access, quality and regional disparities. The high dropout rates in almost all levels especially in emerging regions and pastoralist areas are mainly because of poverty. The Gender Parity Index (GPI) for Afar is 0.9 and is almost equivalent to the national GPI of 0.91 while the GPI for Somali is 0.83 (Education abstract 2015/2016). There has also been progress with dropout rate reduction - from 16% in 2012/13 to 9.9% in 2015/16 nationally. The reduction in dropout rates for girls and boys were 15% and 17% respectively.
18. Food insecurity and poverty, though overall declining, remain at high rates, and an estimated 7 million school age children are living in food insecure parts of the country. Malnutrition is a serious public health concern for the country with 44% of the children under five stunted. Vitamin A, iron, iodine and zinc deficiencies can be found in many parts of Ethiopia.⁵⁰ Malnutrition and hunger also hamper concentration in class and diminish the opportunities to develop the full mental potential of a child.
19. Ethiopia is currently experiencing its worst drought in 30 years according to the United Nations, with levels of acute need across all humanitarian sectors having already exceeded levels seen in the Horn of Africa drought of 2011. As per the Federal Ministry of Education (MoE) of Ethiopia and the UN Office for the Coordination of Humanitarian Affairs (OCHA) report, the current expanded food insecurity, malnutrition and disrupted livelihoods have greatly affected six regions of the country. As a result, the education sector has also been seriously affected disrupting the children's education. As per the rapid assessment conducted by the MOE, Regional Bureau of Education Cluster in August 2015, over 3 million school children, mainly from the poorest quintile of the population are affected by the emergency in six regional states (Afar, Ethiopia Somali, Oromia, Amhara, Tigray, Southern Nations Nationalities and People (SNNP) and Dire Dawa).
20. Recognizing the gradual spill over impact of the drought on the students in affected areas, the MoE developed an education in emergency response plan as an integral part of the broader government-led response to the El Niño crisis. The ministry required over USD 53 million to provide educational supplies, WASH facilities, school feeding programme, psychosocial support and establishing temporary learning spaces to prevent the 3 million children from risk of dropping out of schools. However, response from the development partners for the government's education emergency response plan was almost nil and since then, the Federal Ministry of Education has allocated USD 27.5 million to provide school feeding for the 3 million children affected by the drought for one semester (February - June 2016).

3.2 Subject of the Evaluation

21. WFP, in collaboration with the Ethiopian MoE, has been implementing school feeding interventions for 20 years. Over this period, the intervention has successfully contributed to the increase in school enrollment and attendance, the decrease in the gender gap in enrollment and the improved ability of pupils to concentrate in class. The school feeding intervention in Ethiopia is responding to the government Growth and Transformation Plan (GTP) and Education Sector Development Plan (ESDP IV) strategy of expanding access and reducing inequalities in access to primary education. The programme is also part of the United Nations Development Assistance Framework (UNDAF) 2012-2016 which places a

⁵⁰ Ethiopia Mini Demographic and Health Survey ,2014

premium on basic social services outcome of improving access to quality education and alleviating short-term hunger and malnutrition. School feeding is included in the social protection policy as social safety net instrument, in the national school health and nutrition strategy as school based health and nutrition interventions and in the national nutrition programme as one of the initiatives to strengthen nutrition sensitive interventions in the education sector.

22. WFP supported school feeding interventions in Ethiopia are aimed at assisting primary school children attend school without feeling hungry and at the same time support the communities to effectively plan for a more child-friendly school environment. About 450,000 pupils in the four regions (Afar, Oromia, SNNPR, Somali regions) are currently receiving one third of their kilocalories from the programme. Out of these, 263,000 children in Afar and Somali regions get support from MGD. Whereas, the rest beneficiaries in Oromia and SNNPR receive support from other bilateral and private donors.
23. In line with the ESDP, the WFP school feeding programme in Ethiopia prioritizes the pastoral areas of Afar and Somali regions, where access to education and gender balance continue to be behind other regions. Afar and Somali regions were selected because they had a low gross enrolment rates of 43.7% and 75.1% respectively in the 2011-12 school year and was a concern as it was affecting Ethiopia's ability to achieve universal primary education and eliminating gender disparity at primary education by the year 2015.
24. USDA, through the MGD International Food for Education and Child Nutrition Programme is supporting school feeding in the two regional states of Afar and Somali with USD 40.7 million over a period of four years in support of 289,000 students in 583 primary schools. This accounts for 52% of WFP School Feeding programme targeted schools in the country currently. The programme provides one hot meal per day for all targeted children. In addition to the school meal, it provides an additional incentive (vegetable oil as a take-home) for girls in the pastoralist regions with a condition of 80% attendance to encourage parents to send their children to school on regular basis. The meal is composed of corn soya blend, vegetable oil and salt which is equivalent to 647 Kcal per day, while the take home ration consists of 8 liters of vegetable oil per semester.
25. The multi-year funding further includes a large capacity building component of about USD 1.3 million. The funding is used to develop institutional, human and infrastructural facilities. The capacity building includes improving the hygiene and sanitation practices in the kitchen, developing school health and nutrition planning and implementation capacity of the education sector, promoting health and hygiene clubs, promoting school gardens, providing energy saving stoves and providing training to improve the food handling and management capacity of the implementing partners.

4. Evaluation Approach

4.1 Scope of the Evaluation

26. The evaluation will cover the whole period of the USDA MGD project from 2013-2016 in Somali and Afar regions. The evaluation will assess the performance and results of the programme, the processes of the programme implementation and sustainability of achieved results in the two regions supported with USDA funding. The analysis will also be gender disaggregated to clearly outline the different factors affecting or affected by gender dynamics, and involve a detailed gender analysis.

4.2 Methodology

27. The final evaluation will use the internationally agreed upon criteria: relevance, effectiveness, efficiency, impact and sustainability. Although impact is a long-term effect or outcome of an intervention/project, this evaluation should try to single out the contribution of this four-year project in the intervention areas by considering the counterfactual of what would happen if the project had not been implemented. Any intended or unintended effects/outcomes along with the negative and positive consequences due to the intervention should be assessed.
28. WFP is aware that identification of a control group might not be possible at this stage. If no control group can be identified, during the inception phase the selected firm will need to develop an alternative approach to guarantee a rigorous assessment of the results. Such method will be validated by the Evaluation Committee with the support of the Evaluation Reference Group before the beginning of the field phase. The Evaluation Reference Group consists of the relevant stakeholders including USDA (see annex 5).
29. The methodology proposed should also clearly outline how GEEW principles were integrated and addressed in the design, planning and implementation and what results were achieved.
30. The evaluation team will be required to develop a theory of change for the programme based on the attached results framework (see Annex 3) and evaluate the different causal pathways. The evaluation will use mixed methods (quantitative and qualitative) and triangulate information from different methods and sources to enhance the reliability of findings.
31. The bidding consulting firms, using their specific expertise and experience, will develop and submit a technical proposal indicating a concise but clear methodology to be employed for the evaluation using the attached templates.
32. The quantitative and qualitative data to be used for this evaluation will be collected from a combination of desk review and primary data collection from representative sample schools from both intervention and non-intervention schools in the two pastoral regions (Afar and Somali). The sample from non-intervention schools will be used to establish attribution of results to the MGD programme. Selection of the control group must be performed using a matching method of choice that guarantees similar observable characteristics in the treatment and control groups. Data from comparison and intervention schools will be used to present a counterfactual of what the results would have been without the MGD intervention. In this regard, it will be important for proposals to outline a methodology that provides a robust counterfactual. Ideally, a quasi experimental design should be adopted to clearly address attribution of the results to the MGD project.
33. The bidding consulting firms/companies should provide calculations and justifications for an adequate sample size for both intervention and comparison schools that is statistically representative while putting into consideration financial and time constraints. In sampling, the baseline line will be expected to ensure a 95% confidence level. In line with this, the firms/companies should propose a methodology that provides the most robust findings with the available and generated data while considering any data gaps.
34. During the inception phase, the consulting firm will develop a detailed methodology including: identifying a counterfactual group, sample design, sample size calculations, and method of analysis. The viability of the methodological design of the evaluation (together with the feasibility of including a

credible control group) should be assessed at this stage and eventual changes suggested to ensure the robustness and credibility of the exercise.

35. Therefore, the quantitative and qualitative data which require for answering the evaluations criteria/questions and for purpose of triangulations will be collected from the sampled schools. The evaluation team should clearly outline in an evaluation matrix, what questions will be answered using which methods and sources of information. This will be developed during the inception stage and agreed on by all stakeholders.
36. In addition to the data that will be collected at the school level, it is also expected that the selected evaluation team collect data from relevant, regional-level stakeholders for filling data gaps and for triangulation of information from various sources. The evaluation will also use the baseline data to compare the results before and after the intervention. WFP is aware of gaps and uneven quality in the baseline data. The selected evaluation team will need to assess the data gaps and develop a methodology to reconstruct baseline values.⁵¹ The evaluation should ensure gender analysis and integrate it well into the methodology.
37. Bidding companies are expected to present the proposed methodology for the evaluation in their respective proposals. Bidders are encouraged to come up with alternative and cost-effective evaluation methods that provide sound evidence-based recommendations to inform future programming and policy formulations. The methodology should take into consideration realities on ground including geographical constraints, data gaps and time constraints and ensure that they offer a realistic and robust approach that provides the necessary evidence to draw conclusions and lessons from the programme.
38. The bidding companies are expected to expound on the specific approach and methodology that will be used to answer all the evaluation questions below. Additionally, the consultant should illustrate how the comparison between intervention and comparison schools will be undertaken. Gender analysis should be part of all the relevant evaluation questions.

4.3 Evaluation Criteria and Questions

<p>Relevance</p> <ul style="list-style-type: none"> • To what extent were interventions appropriate to the needs of boys, girls, and parents of school-age children? • To what extent were interventions aligned with relevant national policies, including sectoral policies and strategies? • To what extent were interventions coherent with WFP strategies, policies and normative guidance? • To what extent were the interventions aligned with the needs of other key stakeholders? • To what extent was the intervention design based on sound gender analysis? • To what extent was the design and implementation of the intervention sensitive to GEWE?
<p>Efficiency</p> <ul style="list-style-type: none"> • To what extent did the project attain peak pipeline performance? • What were the complementarities between the programmes interventions and

⁵¹ Regional Bureau will provide support to work with the evaluation team on developing sound definitions of indicators

<p>interventions of relevant humanitarian and development partners as well as other WFP country office interventions in the country? How did these complementarities contribute to savings and efficiency?</p> <ul style="list-style-type: none"> • Did the interventions within the programme offer the best value for money for WFP? • To what extent were project management practices and tools adequate to implement the project? • Was project resource adequate and available on time to implement the activities as planned? • What are the main lessons learned in terms of future of similar projects? • What are some of the key best practices from this project?
<p>Effectiveness</p> <ul style="list-style-type: none"> • What are the main expected and unexpected results of the programme? • To what extent has this programme achieved the planned outcomes and objectives on: <ul style="list-style-type: none"> • Alleviating short term hunger and retaining boys and girls in school • Promoting essential packaged interventions and infrastructure at school • Strengthening the governments capacity for planning and implementing school feeding • Increasing attentiveness and learning • Promoting school health and nutrition interventions in primary school for boys and girls • Improving access to and equity of education for primary school boys and girls particularly for children from rural areas of emerging regions and underserved areas. • Did the assumptions hold true? • To what extent did internal/external factors and processes contribute to the changes and results achieved: <ul style="list-style-type: none"> • Internal factors (within WFP’s control): the processes, systems and tools in place to support the operation design, implementation, monitoring/evaluation and reporting; the governance structure and institutional arrangements (including issues related to staffing, capacity and technical backstopping from RB/HQ); the partnership and coordination arrangements; etc. • External factors: the external operating environment; the funding climate; external incentives and pressures and overall sustainability of the programme. • To what extent is the country taking ownership of the programme? (e.g. demonstrated commitment and contribution to the programme); • What is the national readiness to implement the programme? (e.g., demonstrated capacity at central and sub-national levels to manage the programme?)
<p>Impact</p> <ul style="list-style-type: none"> • What are the changes that the intervention contributed to? • Counterfactual analysis of what those outcomes would be in the absence of the intervention project? • Cause – effect relationships of key results – What are the impact pathways? • What are the intended and unintended results/outcomes? • What are the negative and positive consequences of the intervention?
<p>Sustainability</p>

- To what extent will the GoE be able to mobilize and sustain funding for school feeding for the Afar and Somali regions?
- To what extent has the programme prepared the Ethiopian Government and the education system to ensure that they can continue school feeding in the Afar and Somali region without / beyond USDA/WFP funding?
- To what extent will household food security for school going boys and girls be sustained without / beyond USDA/WFP funding?

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4.4 Data Availability

34. The evaluation will review and use all available secondary data which are related to the programme such as standard projects reports, previous evaluation, monitoring reports, baseline reports, UNDAF reports and special reports. In addition, the project results framework (see annex 3); the corporate and project specific indicators. The government EMIS and policy documents; and other UN agency documents will also be reviewed as the data sources for the evaluation.
35. The bidding consulting firms should be cautious that there may be data gaps and the available secondary data will be of poor quality and therefore indicate strategies for remedial in its respective proposals as well as in proposing alternative methods that will enable filling data gaps or improving the quality of available secondary data.
36. Some of the cited examples of data gaps and poor quality that the bidding consulting firms should be aware of and should devise strategies or select appropriate methods for remedies are:
- Limited or unreliable datasets in the schools and government EMIS (Education Management Information System)
 - Limited quality of baseline data
 - Some of the data are only available in local languages
 - High staff turnover resulting in limited institutional memories
 - Lack of data for some of the indicators during the baseline stage
 - Incomplete indicators for measuring results in the logframe
 - Poor quality of monitoring and progress reports - output and outcome data
 - Lack of assumptions and risks in the project document or results framework

4.5 Quality Assurance

37. WFP's Decentralized Evaluation Quality Assurance System (DEQAS) defines the quality standards expected from this evaluation and sets out processes with in-built steps for quality assurance. DEQAS is closely aligned to the WFP's evaluation quality assurance system (EQAS) and is based on the UNEG norms and standards and good practice of the international evaluation community and aims to ensure that the evaluation process and products conform to best practice.
38. DEQAS will be systematically applied, where applicable, to this evaluation. The Evaluation Manager will be responsible for ensuring that the evaluation progresses as per the DEQAS step by step process guide and for conducting a rigorous quality control of the evaluation products ahead of their finalization.

39. WFP has developed a set of quality assurance checklists for its decentralized evaluations. This includes checklists for feedback on quality for each of the evaluation products. The relevant checklist will be applied at each stage, to ensure the quality of the evaluation process and outputs.
40. This quality assurance process does not interfere with the views and independence of the evaluation team, but ensures the report provides the necessary evidence in a clear and convincing way and draws its conclusions on that basis.
41. The evaluation team will be required to ensure the quality of data (validity, consistency and accuracy) throughout the analytical and reporting phases. The evaluation team should be assured of the accessibility of all relevant documentation within the provisions of the directive on disclosure of information. This is available in WFP’s Directive (#CP2010/001) on Information Disclosure. The evaluation team should be assured of the accessibility of all relevant documentation within the provisions of the directive on disclosure of information. Refer to WFP Directive (#CP2010/001) on Information Disclosure.
42. Concerning the quality of data and information and evaluation products, the evaluation team should systematically check accuracy, consistency and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data. If the expected standards are not met, the evaluation team will, at its own expense, make the necessary amendments to bring the evaluation products to the required quality level.

5. Phases and Deliverables

43. The evaluation will proceed through the following phases. The deliverables and milestones for each phase are as follows:



44. **Preparation:** This phase of the evaluation will be carried out by the Evaluation Manager. It includes the preparation of the TOR, selection of the evaluation team, and contracting of the evaluation company.
45. **Inception:** This phase will be conducted by the evaluation team with guidance from the evaluation manager. It concludes with an inception report detailing how the team intends to conduct the evaluation with an emphasis on methodological and planning aspects.
46. **Deliverable: Inception Report.** This report focuses on methodological and planning aspects of the evaluation. The report will be prepared by the evaluation team leader before embarking into the actual evaluation work and will get endorsement from WFP. It will present the evaluation methodology; the sampling technique; evaluation matrix - showing how each question will be answered; data collection tools and sources of data. It will also present the division of tasks amongst team members as well as a detailed timeline for the evaluation mission and for stakeholders’ consultation. The inception report will also encompass details of a concrete operational plan for the evaluation. In essence, the report will provide the CO and the evaluation team with an opportunity to verify that they share the same understanding about the evaluation and clarify any misunderstanding at the outset.

47. **Data collection and analysis.** This covers data collection and analysis activities, including field work. The evaluation team will conclude the data collection phase with a presentation of the early findings of the evaluation for the WFP Ethiopia CO, the Government of Ethiopia, USDA and other relevant stakeholders.
48. **Deliverable: debriefing workshop and Powerpoint presentation.** The debriefing workshop is meant to be an opportunity for the evaluation team to present early findings of the data collection and a preliminary analysis of the data, but also to clarify pending issues.
49. **Reporting:** The evaluation team will analyze the data collected during the desk review and field work, conduct additional consultations with stakeholders as required to eventually draft an evaluation report. The draft evaluation report will present the findings, conclusions and recommendations of the evaluation. Findings should be evidence-based and relevant to the evaluation objectives. Data will be disaggregated by sex and the findings and conclusions will highlight differences in results of the feeding and non-feeding schools on basic results indicators. There should be a logical flow from findings to conclusions and from conclusions to recommendations. Recommendations will be limited in number, actionable and targeted to the relevant users. These will form the basis of the WFP management response to the evaluation. The Evaluation Reference Group (ERG) will review the draft evaluation report and provide comments to address any factual errors. The evaluation team will incorporate ERG’s inputs into a final evaluation report.
50. **Deliverables: Draft Evaluation Report; Raw Data Sets; and Final Evaluation Report.**
51. **Dissemination and follow-up:** The evaluation report and brief will be shared with relevant stakeholders and users of the evaluation. The WFP CO will elaborate a management response to the evaluation recommendations by providing actions that will address each recommendation and indicate an estimated timeline for implementing corrective actions.
52. **Deliverable: The Evaluation Brief.** This is the product that the evaluation team should deliver to WFP. An Evaluation Brief should be a two to three page a stand-alone summary - describing the evaluation design, key findings, conclusions, recommendations and lessons learned. This document will serve to inform any interested stakeholders of the final evaluation and should be written in a language easy to understand by non-evaluators, with appropriate graphics and tables.

TOR Table 2: Activity timeline by evaluation phase

Activities	Date	Responsible
PHASE I – PREPARATION <ul style="list-style-type: none"> • Floating bid, identification, and recruitment of the evaluation company • Hold pre-contract meeting with winning company to ensure that the proposed evaluation team members will be available throughout the evaluation exercise. • Signing service contract 	June – September 2017	WFP Ethiopia CO, Regional Bureau

Activities	Date	Responsible
PHASE II – INCEPTION <ul style="list-style-type: none"> • Provide introductory briefing on the programme, expectations and requirements for the evaluation; and provide background materials to the evaluation team. • Desk review, initial consultation, drafting of the inception package (including methodology and evaluation mission planning) • Develop data collection instruments, (developing questionnaires including household questionnaire on the community understanding of the value of education) • Develop and finalize the sampling frame and design for programme (intervention) and non-programme (a comparison/control) groups • Submission of draft inception package • Quality assurance of the inception package and providing comments/recommendations for improvement. • Submission of the final draft inception package and endorsement • Preparation of the evaluation mission (including setting up meetings, arranging field visits, etc.) 	September, 2017	WFP Ethiopia CO, RB, Evaluation Reference Group, Decentralized Evaluation Quality Support service, Evaluation Team
PHASE III: DATA COLLECTION <ul style="list-style-type: none"> • Recruit data collectors/enumerators • Training of data collectors/enumerators • Data collection (quantitative and qualitative data) • Interviews with key internal and external stakeholders, project site visits, etc. • Abide by protocol for data management and data quality assurance (For example: Conduct weekly check-in of data collected by enumerators) 	October – November, 2017	Evaluation team
PHASE IV– REPORTING <ul style="list-style-type: none"> • Data cleaning and analysis • Evaluation report drafting • Quality Assurance of draft evaluation report • Stakeholders comments on evaluation report • Revision of the Evaluation report • Final Evaluation report • Evaluation brief 	November – December, 2017	Evaluation team, WFP, Evaluation Reference Group
PHASE V – DISSEMINATION OF REPORT Final evaluation report and briefing dissemination and follow up	January 2018.	WFP Ethiopia CO

6. Organization of the Evaluation

6.1 Evaluation conduct

53. A company that has experience with WFP programme evaluation will be identified through Long-Term Agreement (LTA) by the Country Office to independently manage and conduct the evaluation.
54. The company will provide an Evaluation Team (ET) in line with the LTA. To ensure an impartial and objective evaluation, the WFP staff should not be part of the evaluation team or participate in meetings with external stakeholders. The evaluation team should also not have been involved in the design or implementation of the subject of evaluation or have any other conflict of interest. Further, they will act impartially and respect the code of conduct for the evaluation.

6.2 Evaluation Management

55. The evaluation will be managed by Evaluation Manager (EM) who will be part of the evaluation team but not part of WFP CO. The responsibilities of the EM will include:
 - a. Act as the contact point in WFP for the evaluation team leader throughout the evaluation process
 - b. Convene on behalf of the chair, the evaluation reference group and evaluation committee and provide secretariat services
 - c. Consolidate library of information needed for the evaluation before start of inception
 - d. Lead the development of a Communication and Learning Plan
 - e. Take responsibility for the administrative and logistical needs of the evaluation
 - f. Organize and facilitate evaluation team orientation meetings
 - g. Coordinate with the evaluation team to Prepare field site visit schedules in line with the requirements set out in the inception report and organize meetings (including a briefing and debriefing) and site visits;
 - h. Comment on and quality assures the evaluation products in compliance with DEQAS
 - i. Share inception and evaluation report with the outsourced Quality Support Advisory service (DE QS) for feedback on the quality from an evaluation perspective
 - j. Provide systematic and constructive feedback to the evaluation team leader on the basis of his/her review and of the feedback from the DE QS.
 - k. Share the final draft inception and evaluation report with the Evaluation Reference Group and relevant stakeholders to review and comment on the drafts.
 - l. Collate all comments received on inception and evaluation report in a matrix
 - m. Submit quality assured inception and evaluation report for approval of the CD/DCD
 - n. Facilitate/support the development of a management response and dissemination of the evaluation report and its findings with all evaluation stakeholders.
56. Evaluation Manager may be an Ethiopian national or an international - in which case s/he will be home-based and will remotely manage the evaluation following the WFP DEQAS and in close consultation with the WFP CO evaluation focal person.

6.3 Evaluation Conduct

57. The team will conduct the evaluation under the direction of the evaluation team leader in close collaboration with the WFP evaluation focal point. The team will be hired by the company following agreement with the CO on its composition.

6.4 Team composition

58. The evaluation team is expected to include 3-4 members, including the team leader. It should include women and men of mixed cultural backgrounds and Ethiopian Nationals. The estimated number of days is expected to be in the range of 60 for the team leader; 40 for the national evaluators.

59. Team competencies: The team will be multi-disciplinary and include members who together include an appropriate balance of expertise and practical knowledge in:

- Statistical analysis
- School feeding
- Safety nets/social protection
- School health and nutrition
- Capacity development
- Gender analysis

60. Experience with evaluating FFE projects or other comprehensive school feeding projects a plus

61. All team members should have strong analytical and communication skills; evaluation experience and familiarity with the country or region.

62. The team leader will have technical expertise in one of the technical areas listed above and demonstrated experience in leading similar evaluations. S/he will also have expertise in designing methodology, data collection tools and undertaking systematic qualitative and quantitative analyses. She/he will also have leadership and communication skills, including a track record of excellent writing and presentation skills.

63. Her/his primary responsibilities will be: i) defining the evaluation approach and methodology; ii) guiding and managing the team during the evaluation process; iii) leading the evaluation mission and representing the evaluation team in meetings with stakeholders; iv) drafting and revising, as required, the inception package, and evaluation report in line with DEQAS;

64. The team members will bring together a complementary combination of the technical expertise required and have a track record of written work on similar assignments. Team members will: i) contribute to the design of the evaluation methodology in their area of expertise based on a document review; iii) conduct field work; iv) participate in team meetings and meetings with stakeholders; v) contribute to the drafting and revision of the evaluation products in their technical area(s).

7. Roles and Responsibilities of WFP Stakeholders

7.1 Ethiopia WFP CO

65. The Ethiopia CO Management (Director or Deputy Director) will take responsibility to:

- Assign a WFP internal evaluation manager for the evaluation.
- Compose the internal evaluation committee and the evaluation reference group (see annex 5).
- Approve the final TOR, inception and evaluation reports.

- Ensure the independence and impartiality of the evaluation at all stages, including establishment of an evaluation committee and of the reference group.
 - Participate in discussions with the evaluation team on the evaluation design and the evaluation subject, its performance and results with the evaluation manager and the evaluation team
 - Organise and participate in at least two separate debriefings, one internal and one with external stakeholders
 - Oversee dissemination and follow-up processes, including the preparation of a management response to the evaluation recommendations
66. Evaluation Manager:
- Manages the evaluation process through all phases including drafting this TOR
 - Ensure quality assurance mechanisms are operational
 - Consolidate and share comments on draft TOR, inception and evaluation reports with the evaluation team
 - Ensures expected use of quality assurance mechanisms
 - Ensure that the team has access to all documentation and information necessary to the evaluation; facilitate the team's contacts with local stakeholders; set up meetings, field visits; provide logistic support during the fieldwork; and arrange for interpretation, if required.
 - Organise security briefings for the evaluation team and provide any materials as required
67. An internal evaluation committee will be formed internally as part of ensuring the independence and impartiality of the evaluation. The composition of the committee and their specific TORs will be determined in line with WFP guidance before inception. The team will ideally be chaired by the DCD and have the evaluation manager and relevant programme officer as a minimum. Overall responsibilities will include but not be limited to reviewing evaluation deliverables (TOR, inception report, draft and final evaluation reports by providing input to evaluation process and commenting on evaluation products). They will also be responsible for submitting the final documents for approval to the chair of the committee. The terms of reference for the evaluation committee are presented in annex 6.
68. An evaluation reference group will be a joint internal and external working group that will support a credible, transparent, impartial and quality evaluation process. Their primary responsibility will be reviewing and commenting on evaluation TOR, draft IR and ER and act as experts in an advisory capacity, without management responsibilities. The group will be chaired by the DCD and membership will include both internal and external stakeholders. The exact participants will be determined before inception. They will review the evaluation products as further safeguard against bias and influence. The terms of reference for the evaluation reference group are presented in annex 5.

7.2 Regional Bureau

69. The Regional Bureau management will take responsibility to:
- The M&E officer or the Regional Evaluation Officer will be the focal point for this evaluation.
 - Participate in discussions with the evaluation team on the evaluation design and on the evaluation subject as relevant.
 - Provide comments on the draft TOR, Inception and Evaluation reports

- Support the Management Response to the evaluation and track the implementation of the recommendations.

7.3 Relevant WFP Headquarters divisions

70. Relevant WFP Headquarters divisions will take responsibility to:

- Discuss WFP strategies, policies or systems in their area of responsibility and subject of evaluation.
- Comment on the evaluation TOR and draft report.

7.4 Other Stakeholders (Government, NGOs, UN agencies)

71. Other Stakeholders (Government, NGOs, UN agencies) will be part of the Evaluation Reference Group and will provide inputs into the evaluation and provide comments on the deliverables as key partners and contributors to the programme.

7.5 The Office of Evaluation (OEV)

72. OEV will advise the evaluation manager and provide support to the evaluation process where appropriate. It is responsible to provide access to independent quality support mechanisms reviewing draft inception and evaluation reports from an evaluation perspective. It will also ensure a help desk function upon request from the Regional Bureaus.

8. Communication and Budget

8.1 Communication

73. To enhance learning from this evaluation, the evaluation team should place emphasis on transparent and open communication with key stakeholders. For example, this might include ensuring a clear agreement on channels and frequency of communication with and between key stakeholders.

74. Communication with evaluation team and stakeholders should go through the evaluation manager.

75. Following the approval of the final evaluation report, dissemination will be broad and workshops will be conducted both internally and with partners, looking at the recommendations and the way forward

8.2 Budget

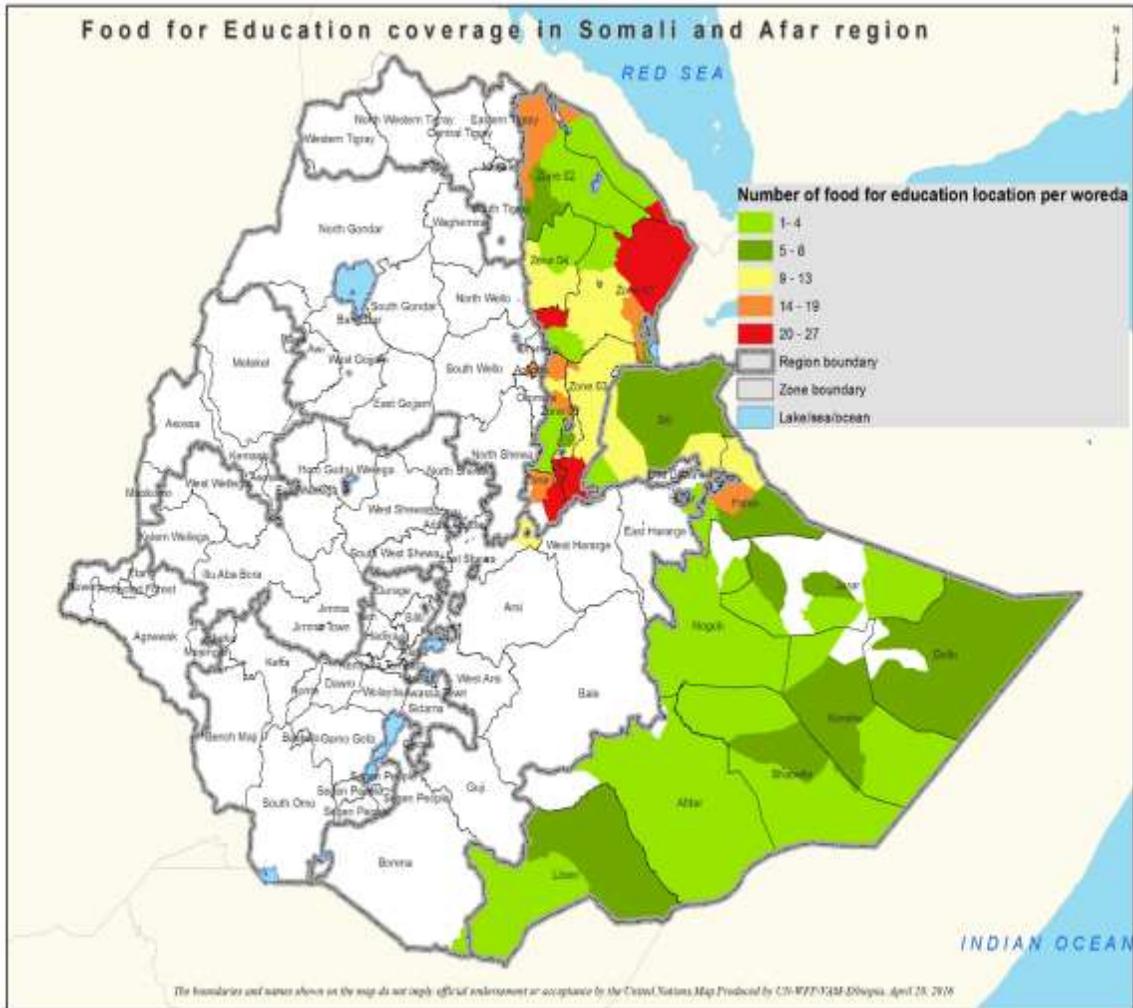
76. Budget: The evaluation will be funded from the evaluation fund reserved by the country office for this purpose. Procurement will be through the WFP LTA. However, the budget will be proposed by applicants in their financial proposal which will be submitted together with the technical proposal.

Important Notes:

- *The bidding companies should submit the technical and financial proposals using the appropriate templates for LTA firms. The technical proposals should include all the technical and team composition and competency aspects as outlined in the TOR. The financial proposal should have the financial details that the firm proposes for the evaluation.*
- *The submission of the proposals should adhere to the dates stipulated on the bidding document.*
- *The winning firm will submit Performance Bond.*

- *The payments will be effected in three phases/installments: submission and endorsement of Inception Package (first payment); completion of data collection and submission of draft report (second payment); and a final report is submitted and also gets approval and acceptance (third/final payment).*

TOR Annex 1: Map of school feeding areas

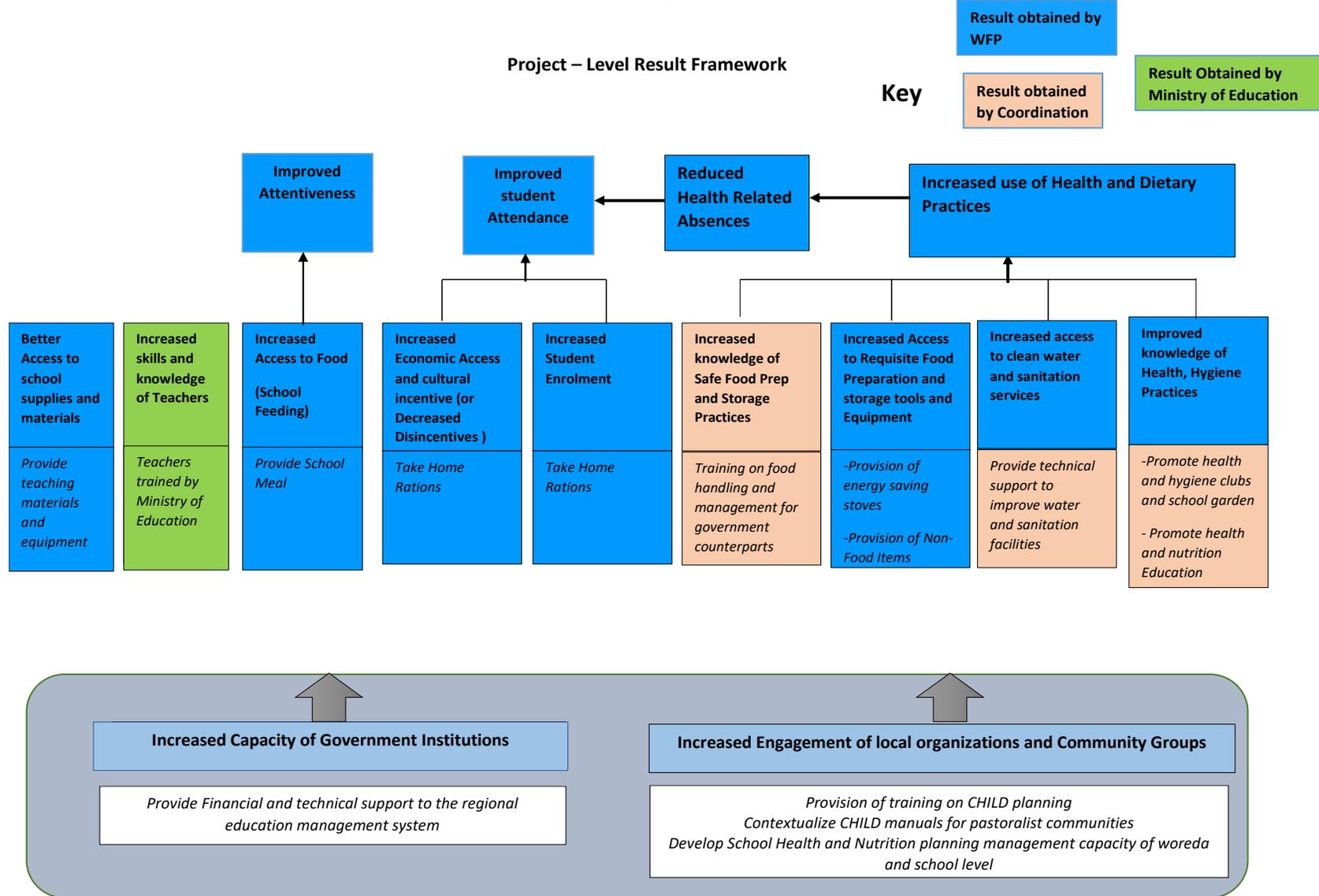


TOR Annex 2: Background documents to be reviewed

Key documents to be reviewed includes:

1. COUNTRY PROGRAMME ETHIOPIA 200253 (2012–2016)
2. WFP Ethiopia Country Strategy, 2011-2015
3. WFP School Feeding Policy, 2013
4. Ministry of Finance and Economic Development (MoFED) (2010). Growth and Transformation Plan, 2010/11-2014/15.
5. MoFED GTP Annual Progress Report, 2013, 2014
6. Education Sector Development Plan IV (ESDPIV) 2010/11-2014/15
7. National School Health and Nutrition Strategy, Ministry of Education, October 2012
8. United Nations Development Assistance Framework(UNDAF), 2012-2015
9. Afar and Somali Region Annual Work Plan (2005-2007)
10. National Nutrition Programme (NNP), June 2013- June 2015
11. School Feeding Annual Reports 2012-2014
12. Education Management Information System (EMIS)
13. UN Agencies Programme Implementation Manual (PIM), December 2013
14. UNDAF Midterm Review, 2013
15. Project-Level Results Frame work and the Evaluation Plan
16. Baseline evaluation report
17. Baseline evaluation data set
18. USDA M&E policy
19. USDA standard indicator handbook

TOR Annex 3: Results Framework



TOR Annex 4: Results and Indicators

RESULTS AND INDICATORS	
Increased Capacity of Government Institutions	Number of government staff in relevant ministries/offices trained to monitor the safety of food in school feeding programmes (maintain full knowledge skill set)
Better Access to School Supplies and Materials	Number of schools receiving school supplies and materials as result of USDA assistance
Improved Attentiveness	Percent increase in number of students in classrooms identified as attentive by their teacher
Increased Access to Food (School Feeding)	Number of daily school meals (breakfast, snack, lunch) provided to school age children because of USDA assistance
	Percent of students: girls regularly (80%) attending USDA supported classrooms/schools
	Percent of students: boys regularly (80%) attending USDA supported classrooms/schools
	Number of individual benefiting directly from USDA funded intervention
Increase economic and cultural incentive or disincentive	Increased gender equity in primary education
Increased Use of Health and Dietary Practices	Percent of schools in target communities that clean cooking and eating equipment, consistent with accepted standards, prior to use
Increased Engagement of Local Organizations and Community Groups	Percent increase in the Number of schools with CHILD planning team in place
Improve knowledge of safe health and hygiene practice	Percent increase in the number of schools in target communities that clean cooking and eating equipment consistent with accepted standards prior to use
Increased Knowledge of Safe Food Preparation and Storage Practices	Percentage increase in the number of people at school, district and regional level trained in food management and handling
Increased Access to Clean Water and Sanitation Services	Percent increase in the number of target school with year-round access to a clean and safe water source
Increased Access to Requisite Food Preparation and Storage Tools and Equipment	Percent increase in the Number of target schools with 'standard' food preparation and storage equipment
Increased Student Enrollment	Percent increase in net enrolment rate in school because of USDA assistance in Somali
	Percent increase in net enrolment rate in school as a result of USDA assistance in Afar

TOR Annex 5: Terms of Reference Evaluation Reference Group

1. **Context:** WFP in collaboration with the Ethiopian Ministry of Education has been implementing school feeding interventions for 20 years. Over this period, the intervention has successfully contributed to the increase in school enrollment and attendance, the decrease in the gender gap in enrollment and the improved ability of pupils to concentrate in class. USDA, through Mc Govern - Dole International Food for Education and Child Nutrition Programme is supporting school feeding in the two regional states of Afar and Somali with USD 40.7 million over a period of four years (2013-2017) in support of 289,000 students in 583 primary schools. This accounts for 52% of WFP School Feeding Programme targeted schools in the country currently.
2. **Purpose:** The overall purpose of the ERG is to support a credible, transparent, impartial and quality evaluation process in accordance with WFP Evaluation Policy 2016-2021. ERG members review and comment on evaluation TOR and deliverables. The ERG members act as experts in an advisory capacity, without management responsibilities. Responsibility for approval of evaluation products rests with the Deputy Country Director as Chair of the Evaluation Committee.
3. **Tasks:** the ERG will review the evaluation products and provide comments to the evaluation team
4. **Responsibilities by phase and time commitment:**

ERG members' responsibilities by Evaluation Phase	Estimated time required	Approximate dates
Phase 1: Planning	--	--
Phase 2: Preparation <ul style="list-style-type: none"> • Review ToR and provide feedback ensuring that the ToR will lead to a useful evaluation output and provide any additional key background information to inform the finalization of the TOR. • Identify source documents useful to the evaluation team. 	1 day	June - July 2017
Phase 3: Inception <ul style="list-style-type: none"> • Meet with evaluation team (together and/or individual members) The ERG is a source of information for the evaluation, providing guidance on how the evaluation team can design a realistic/practical, relevant and useful evaluation. • Assist in identifying and contacting key stakeholders to be interviewed, identifying and accessing key documentation and data sources, and identifying appropriate field sites. This is important in their role of safeguarding against bias. • Review and comment on the draft Inception Report 	1 day	September 2017
Phase 4: Data collection and analysis <ul style="list-style-type: none"> • Act as key informant during the data collection stage. • Assist the evaluation team by providing sources of information and facilitating data access. 	1.5 days	October 2017

<ul style="list-style-type: none"> Attend the validation /debriefing meeting conducted by the evaluation team at the end of the fieldwork. 		
<p>Phase 5: Report</p> <ul style="list-style-type: none"> Review and comment on the draft evaluation report, specifically focusing on accuracy and on quality and comprehensiveness of evidence base against which the findings are presented, and conclusions and recommendations are made. Particular attention should be given to ensuring that the recommendations are relevant, targeted, realistic and actionable. The ERG must respect the decision of the independent evaluators regarding the extent of incorporation of feedback provided to them by the ERG and other stakeholders, as long as there is sufficient transparency in how they have addressed the feedback, including clear rationale for any feedback that has not been accepted. 	2+2 days	November 2017
<p>Phase 6: Disseminate and Follow-up</p> <ul style="list-style-type: none"> Disseminate final report internally and on websites of ERG members as relevant; Share as relevant evaluation findings within respective units, organizations, networks and at key events; Provide input to management response and its implementation (as appropriate). 	2 days	January 2018

5. Procedures of Engagement:

- The Evaluation manager will notify the ERG members the time, location and agenda of meeting at least one week before the meeting, and share any background materials for preparation
- ERG meetings will be held via electronic conference call/Skype.
- ERG members, representing their organizations will also be interviewed by the evaluation team during the inception and data collection phases. This will be indicated in the evaluation schedule, and ideally confirmed prior to the commencement of the data collection phase
- For each of the key evaluation products (Terms of Reference, Inception Report, Evaluation Report), the ERG members will provide feedback electronically to the Evaluation Manager. For the Inception Report and Evaluation Report the Evaluation Manager will consolidate all feedback for forwarding to the Evaluation Team and will ensure that these have been appropriately responded to by incorporating them in the reports or providing rationale where feedback is not incorporated.

TOR Annex 6: Terms of Reference Evaluation Committee

1. **Context:** WFP in collaboration with the Ethiopian Ministry of Education has been implementing school feeding interventions for 20 years. Over this period, the intervention has successfully contributed to the increase in school enrollment and attendance, the decrease in the gender gap in enrollment and the improved ability of pupils to concentrate in class. USDA, through Mc Govern - Dole International Food for Education and Child Nutrition Programme is supporting school feeding in the two regional states of Afar and Somali with USD 40.7 million over a period of four years (2013-2017) in support of 289,000 students in 583 primary schools. This accounts for 52% of WFP School Feeding Programme targeted schools in the country currently.
2. **Purpose:** The overall purpose of the evaluation committee is to ensure a credible, transparent, and quality evaluation process in accordance with WFP Evaluation Policy 2016-2021. It will achieve this by supporting the evaluation manager through the process, reviewing evaluation deliverables (terms of reference, inception report, baseline report and endline report) and submitting them for approval by the DCD who will be the chair of the committee.
3. **Responsibilities of the Evaluation Committee:** the EC is responsible for selecting and contracting the evaluation team and approving all the evaluation products (terms of reference, inception report, baseline and endline report of the evaluation).
4. **Activities by phase and estimated time per EC member (excluding the EM)**

Phase	Activities	Estimated time
1. Planning	<ul style="list-style-type: none"> • Nominates an evaluation manager. • Decides the evaluation budget. • Decides the contracting method well in advance to enable the evaluation manager to plan for the next phase of the evaluation. 	1/2 day - end of June
2. Preparation	<ul style="list-style-type: none"> • Reviews the TOR on the basis of: <ul style="list-style-type: none"> ○ The External Quality Support advisory service feedback ○ Evaluation Reference Group comments ○ The EM responses documented in the comments matrix • Approves the final TOR. 	½ to 1 day - early July
3. Inception	<ul style="list-style-type: none"> • Briefs the evaluation team including an overview of the subject of the evaluation. • Informs the design of the evaluation during the inception phase as key stakeholders of the 	2 days – September

	<p>evaluation.</p> <ul style="list-style-type: none"> • Supports the identification of appropriate field visit sites on the basis of selection criteria identified by the evaluation team noting that the EC should not influence which sites are selected. • Reviews the draft IR on the basis of: <ul style="list-style-type: none"> ○ The external Quality Support advisory service feedback 	
4. Data Collection and Analysis	<ul style="list-style-type: none"> • The evaluation committee's members: <ul style="list-style-type: none"> ○ Are key informants during the data collection ○ Act as sources of contextual information and facilitating data access as per the needs of the evaluation. ○ Attend the validation/debriefing meeting, and support the team in clarifying/validating any emerging issues and identifying how to fill any data/information gaps that the team may be having at this stage. ○ Facilitate access to stakeholders and information as appropriate ○ Attend debriefing meeting with Evaluation Team. 	2 days – October 2017
5. Reporting	<ul style="list-style-type: none"> • Reviews the draft ER on the basis of: <ul style="list-style-type: none"> ○ The external Quality Support advisory service feedback ○ ERG comments ○ The Evaluation 	2 days – November 2017

	<p>team responses documented in the comments matrix</p> <ul style="list-style-type: none"> • Approves the final ER. 	
<p>6. Dissemination and Follow-up</p>	<ul style="list-style-type: none"> • Facilitate preparation of the management response to the evaluation recommendations • Approve the Management Response • Disseminate evaluation results • Make the report publicly available • Is finally responsible to ensure periodic follow up and updating of the status of the implementation of the recommendations. 	<p>1 day – January 2018</p>

5. Procedures of Engagement

- The Deputy Country Director will appoint members of the evaluation committee
- The Evaluation manager will notify the members of the time, location and agenda of meetings at least one week before the meeting, and share any background materials for preparation.
- Approval can be made via email on the basis of submission to the EC chair after endorsement by all EC members
- EC meetings will be held face-to face and/or via electronic conference call/Skype and/or email depending on the need, the agenda and the context.

Annex B Methodology

Proposed approach and methodology

Mixed methods

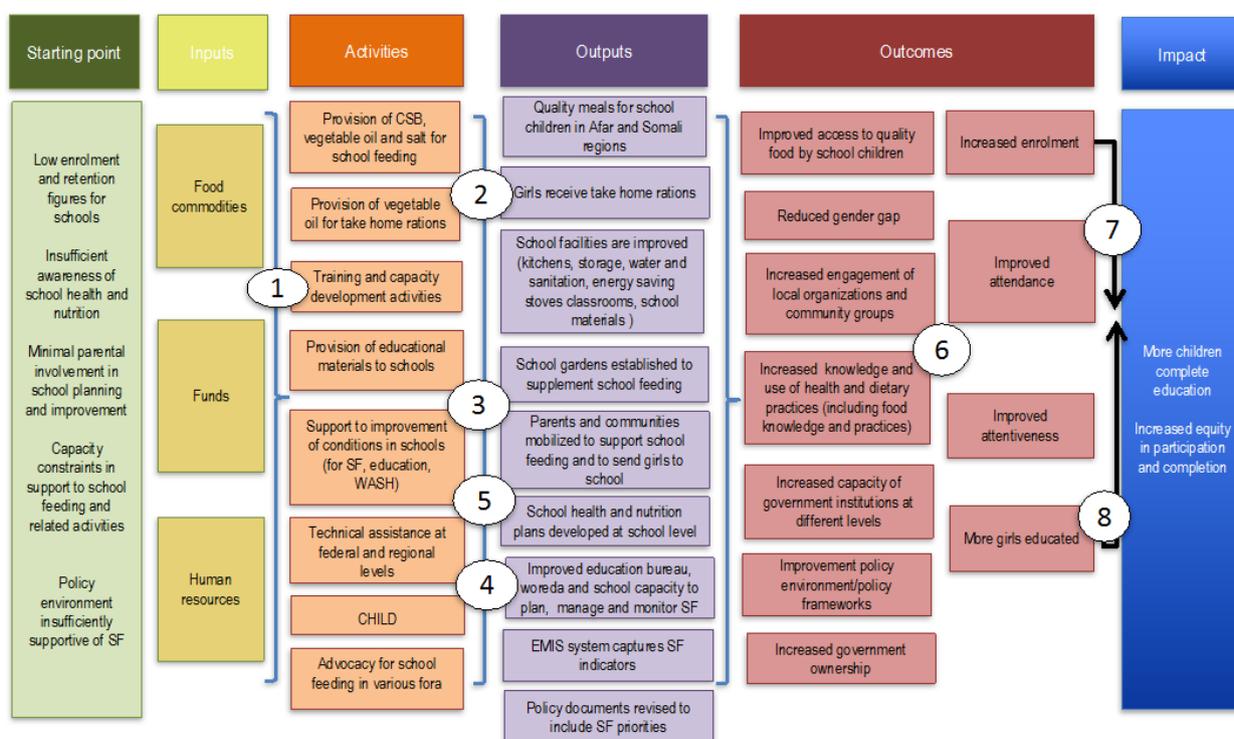
1. In line with requirements from the TOR (Annex A), and documented in the IR, overall approach to data collection has been a combination of secondary and primary data collection and analysis. This has allowed the evaluation to maximize the use of secondary data, reducing the burden on stakeholders of primary data collection and allowing for the latter part of the data collection process – which focused on primary data – to cover those questions/issues that could not be answered from the secondary data. The approach has ensured that the evaluation covered the range of issues that the TOR require be investigated. It has also maximized the evaluation’s utility for the purposes of lesson learning – an important aspect of the TOR and a consideration which was emphasized to the ET during the Inception mission briefings by the CO and the MoE stakeholders.
2. As envisaged in the TOR, the evaluation has adopted a mixed-methods approach, in a complementary manner. This has included:
 - Documentation analysis, both qualitative, and quantitative
 - Key Informant (KI) interviews and focus group discussions (FGDs) at various levels with key stakeholders
 - An analysis of national EMIS data (2013-2016) of the performance of WFP schools compared to non-school feeding schools. Details and results are in Annex X.
 - Administration of a survey covering pupils, teachers and school principals with closed and open questions that targets school and woreda level interviewees/informants and which covers intervention and control schools. Full details and results are in Annex Y.
 - Observations of school feeding preparation and provision of meals in WFP schools

A theory based approach – working from the ToC to test the key assumptions

3. The different data collection methods were combined and linked to the ToC (Annex C), in a manner that allowed us to explore whether the underlying assumptions in the ToC have been met.
4. Annex C includes a discussion of the ToC and a fuller version of the ToC which shows causal linkages. The principal purpose of this approach was to analyse the understanding of causality implied in programme design and, by identifying the assumptions underlying the ToC, to determine key factors or issues likely to explain the degree to which the programme has achieved its objectives. Through the assumptions identified in the ToC analysis, the ToC directly informed the full evaluation matrix presented in Annex D. The circled numbers in the figure referred to the underlying assumptions in the ToC were as follows:
 1. Food will be delivered in a timely manner and in the required quantities- However this was not the case. There were disruptions and diversions of food to different schools in Somali Region.
 2. Sufficient funds will be made available for the programme by the donors- Funds for the capacity building activities were limited
 3. The Government of Ethiopia will have sufficient capacity to secure implementation- limited capacity and high turnover of the government staff was a big challenge.

4. The education system is effective in absorbing new students- This was not a big problem, though the infrastructure was limited- class room used as the storage and eating areas and teachers in some schools had to oversee the feeding.
5. Other partners are able and willing to work together with WFP to implement the school health and nutrition components of the programme- Government is the only partner in McGovern-Dole school feeding with support from the community in providing water, fire wood, cooks and
6. Incentives for school feeding are not outweighed by other factors (early child marriage, drought)- to some extent yes, drought and conflict has effected the SFP.
7. The national policy environment is conducive to school feeding. Yes
8. Government owns the programme and is willing to provide the resources (human and financial) for implementation. There is a commitment but ownership is limited. The resources provided by the government are for the emergency school feeding programme only.

Figure 2 Theory of Change



Note: circled numbers in the diagram refer to the underlying assumptions in the ToC given above.

5. Using this approach, the evaluation found that some assumptions were misplaced or inaccurate; that other assumptions should have been identified but were not; or that assumptions about causality are proving correct, underscoring appropriate design. For example – it was reported that there was a break in pipeline and delays in food deliveries, funding constraints, capacity of the partners, high turnover of school staff, lack of water, drought and conflict etc.

Using a quasi-experimental design

6. The evaluation was conducted using a quasi-experimental design⁵² where WFP intervention schools will be compared with non-intervention schools.
7. The sample survey was designed to address the evaluation questions relating to impact and effectiveness through a quantitative, evidence-based and statistically sound approach. At the same time, it collected qualitative data from a significant number of key informants involved in the sampling which can be analysed qualitatively for recurrent themes and observations. The field sampling also provided the framework for more discursive and purely qualitative KIIs with school principals and FGDs with PTAs during the fieldwork.
8. The sample size of 90 schools estimated in the project proposal has been retained, as being consistent with prior information to give 10 percent sampling error for 95% confidence intervals on worst-case binomial estimates (full details on sampling of the schools are in Annex T of the IR). This comprised 30 schools in Afar region, and 60 schools in Somali region, the 1:2 split ratio being proportional to the number of government primary schools in the region (573 Afar, 1207 Somali), according to prior information. The level of sampling was also consistent with the timetable and resources available to the evaluation. Annex Y gives the results tables and analysis from this survey.
9. In addition to the sample survey, data on educational indicators (enrolment, grade completion, by gender) for all primary schools was provided by the MoE EMIS system for the 2016-17 (academic year Sep-Jul). This was not be a sample but a census (100 percent coverage) of schools and therefore was expected to provide comprehensive information on the impact, if any, of the programme on these basic educational indicators. The results for the EMIS data study are given in Annex X.
10. A full outline of the survey approach and the survey instrument used are provided in Annex U.

Sequencing of the inquiry

11. Data collection and analysis was sequenced to ensure that secondary data are used to maximum effect. This was as follows:
 - An initial analysis of the EMIS data to compare statistics from EMIS for WFP (i.e. school feeding) schools with other primary schools in Ethiopia. This planned to cover the academic years from 2013-14 to 2016-17 for those EMIS indicators for which national statistics are available, but in the end (after 2 months of repeated requests) MoE was only able to provide data for 2016-17, with significant limitations that are noted in Annex X. The contribution of the EMIS data to the overall analysis is therefore relatively limited.
 - Documentary analysis to identify preliminary answers to the evaluation questions.
 - A survey of WFP primary school and control schools, in accordance with the approach described in Annex T. This was conducted during February 2018. In total 45 pairs of in- and out-of-programme schools were selected (90 schools total) with 12 students per school (1080 students in total).
 - In-depth interviews with key informants to gain additional insights.

⁵²The TOR required the ET to establish whether a quasi-experimental design was feasible for the final evaluation. The inception phase established that this was possible.

The evaluation has drawn on these data sources where they are likely to have most utility. As already mentioned, the evaluation matrix shows which data sources will provide information against the identified indicators.

Triangulation and complementarity

12. As part of the overall approach to the evaluation we ensured both triangulation and complementarity between methods (see Box 3). We also triangulated within methods where appropriate (e.g. comparing the perspectives of different stakeholders interviewed – see the final column of the evaluation matrix (Annex D)).

Box 3 Evaluation’s approach to Triangulation and Complementarity

Methods can be combined in different ways:

‘Triangulation’: confirming and corroborating results reached by one method with other results reached by another method. For instance, when beneficiaries of a project’s service state that they judge it good (or bad); this can be cross-checked by collecting quantitative data on coverage and accessibility of the service.

‘Complementarity’: results obtained by a method help better understand those obtained by another method. In-depth theory-based approaches may help understand reasons why a project led to unexpected results; qualitative methods may help clarify concepts and define variables; and large-scale data sets may be analysed by multivariate and case-based methods.

Source: Stern et al, 2012

Evaluation questions and evaluation matrix

13. The team has reviewed the evaluation questions (EQs) as presented in the TOR, and has reworked those to produce a succinct set of logically sequenced questions. These are summarized in Table 9 below. Table 10 in Annex D shows the correspondence between the evaluation questions as presented in the TOR and those questions in Table 9. In this process the issues covered by the TOR evaluation questions were retained (but in some cases grouped together). In addition, questions were added to cover the following aspects which at the inception phase were identified as being important, but which had not been sufficiently reflected in the TOR questions:

- The extent to which gender and equity were considered at the design and implementation levels
- An assessment of the sustainability of benefits for beneficiaries
- Effectiveness of monitoring and evaluation

14. The full evaluation matrix in Annex D provides further details on how each of these questions have been answered. Table 9 cross-references each of the questions to the key OECD/DAC evaluation criteria of relevance, effectiveness, efficiency, sustainability and impact.

15. As noted above, the EQs were directly correlated with the ToC analysis. For each EQ, the detailed matrix shows the analysis and indicators that were used to answer it; the main sources of information for this purpose; and how the findings on each question were triangulated. Wherever appropriate, gender dimensions are factored into the sub-questions, judgement criteria and indicators for each EQ.

Table 9 Evaluation Questions

Key Question 1: How appropriate was the programme?	Evaluation criteria
EQ1. To what extent were interventions appropriate to the needs of boys, girls, and parents of school-age children?	relevance
EQ2. To what extent were interventions aligned with relevant national policies, including sectoral policies and strategies, with WFP strategies, policies and normative guidance, and with the needs of other key stakeholders? Was programming sensitive to the context?	relevance internal coherence external coherence
EQ3. To what extent was the intervention design based on sound analysis of gender and equity, and sensitive to Gender Equality and Women's Empowerment (GEEW)? Were other cross-cutting issues, including protection and accountability towards affected populations, adequately factored in?	relevance
Key Question 2: What are the results of the programme?	
EQ4. To what extent have planned outputs and outcomes been attained? Have there been any unexpected results (positive or negative)?	effectiveness
EQ5. What have been the gender and equity dimensions of the programme's results?	effectiveness
EQ6. What has been the (intended or unintended) impact of the programme?	Impact
Key Question 3: What factors affected the results?	
EQ7. How efficiently was the programme implemented?	efficiency
EQ8. To what extent did internal/external factors and processes contribute to the changes and results achieved?	efficiency effectiveness internal and external coherence
EQ9. What was the quality of the monitoring and reporting system? Did this enhance or impair the performance of the programme?	efficiency effectiveness
Key Question 4: To what extent are the project results sustainable?	
EQ10. To what extent will household food security for school going boys and girls be sustained without / beyond USDA/WFP funding?	sustainability
EQ11. To what extent has the programme prepared the Ethiopian Government to continue school feeding in the Afar and Somali region without / beyond USDA/WFP funding? To what extent will the GoE be able to mobilize and sustain funding for school feeding for the Afar and Somali regions?	sustainability

Key Question 5: What are the main lessons that can be learned from this project?	
EQ12. What lessons from this project should influence future programmes (including good practices to be emulated and weaknesses to be mitigated)?	

16. In order to answer the evaluation questions in a thorough manner, and to ensure sufficient attention to issues related to gender, sustainability and impact, the ET has conducted two mini-cases studies as part of the evaluation approach. These mini-studies have put emphasis on specific areas where we believe lesson learning might be particularly beneficial.

- A study of the Emergency School Feeding Programme to inform the evaluation's assessment of sustainability and impact dimensions and to input into the lessons learned (and recommendations). The findings from this study have complemented the control and intervention comparison.
- A study of the Take-Home Rations-Girls Initiative Programme- has focused on the impact of this activity of the programme at pupil and household levels. The study has looked at the sustainability of impact of the Take-Home Ration on beneficiary pupils (girls) and their families, in the form of direct benefits on household income and spending patterns, but also any evidence of changing norms about girls' education. It has further looked at the extent to which the benefits are sustained over time and beyond the duration of the programme. The study also looked at non-beneficiaries (male pupils) and how these fare by comparison. The study has also considered unintended effects/outcomes, as well as the positive and negative consequences of the intervention.

Data Collection Methods and Tools

Overview

17. This section explains the different instruments to be employed and the approach to triangulating evidence from different sources.

Data collection instruments

Document/literature review and review of secondary data

18. A substantial library of secondary data has been compiled in the course of the Inception phase with the support from the CO and MoE (see the Bibliography at the end of this report). The secondary data included a range of: project design documents; agreements governing implementation; project planning, monitoring and reporting documents⁵³ (internal and to the donor); WFP internal data (providing insight into country level performance, pipelines, disbursements, cost breakdown); and external reports by other stakeholders which provided insight into the overall context and other programmes. Gaps in terms of documentation were identified and followed up.

⁵³In particular, the evaluation will carefully analyse available monitoring data on the programme. Important sources will be CO reports on output and outcome data relative to baselines, as well as WFP Standard Project Reports (SPRs) and – where available and reliable – MoE data from the electronic Standard Project Reporting system (eSPR).

19. The secondary data analysis also included an analysis of key indicators from the EMIS data base. This was requested from the MoE as a summary of enrolments and completion by girls and boys for primary schools in Afar and Somali for years 2012/13-2016/17. Annex X gives details of the data received and the analysis that it was possible to perform with it. The data was received relatively late (mid-January 2018) and in more limited form, being only for the 2016/17 academic year. As noted above, the evaluation matrix shows which EQs will use secondary data as a support.
20. Secondary data analysis was done ahead of the field work and was initiated during the inception phase.
21. As part of the preparation process the team analysed the available documentation for preliminary responses to evaluation questions. The output of this was a populated evaluation matrix with selected preliminary answers to the evaluation questions which the team complete during the data collection phase with key findings from that phase.⁵⁴ This has allowed the ET to have a clear overview of the gaps that still need to be addressed through the primary data collection.
22. As noted elsewhere, there was no formal baseline survey for this project. The evaluation approach for impact assessment, as fully described in Annex T, is to rely on alternate sources. UNICEF and MoE undertook a comprehensive schools survey in 2013 and map data from this, together with codes for schools in and out of feeding programs is available. The survey itself uses pairwise controls between programme and non-programme schools to provide an alternative method of assessing impact. Annex Y gives the results of the comparative analysis.
23. In addition to providing preliminary answers to the evaluation questions, the secondary data analysis has allowed the team to produce internal products which has input into the primary data collection.
24. A detailed field visit programme has been prepared (see Annex H). The field visits included:
- Observation of school feeding in progress⁵⁵ (see Annex W for observation guidelines) in January 2018. This was not originally part of the proposed methodology in the TOR. It arose from the need to collect data before school feeding ends at the end of January 2018.
 - Administration of a combined open and closed response survey at school level (see Annex T and Annex Y for details on the survey). This took place from 12- 28 February 2018. This was delayed by a week due to late arrival of pupils and teachers after the schools reopened on February 6, 2018.
 - In-depth interviews with key stakeholders at all implementation levels took place as planned for February 2018—interviews at federal, regional level, woreda, kebele level

⁵⁴ This section refers to various internal products and reflects the fact that the Inception Report is as much a document to guide the working of the team as it is a document for the client to understand how the ET will implement the study. It should be noted that these internal products will not be shared with the client. They will, however, be scrutinized by the QA team who will provide feedback and suggestions. Some of the internal products may become part of the final evaluation report.

⁵⁵ Observation could only be done up to the end of January as this was the end of the school feeding phase. Even if stocks remained in the schools at that time, the plan was to distribute to beneficiaries because the expiry date of CSB and Oil. However, during the visit of ET in February 2018, some of the schools were still providing school feeding in Somali Region, and ET could observe the feeding and the in-depth qualitative work.

and with schools (including beneficiaries) to inform in-depth understanding as well the various case studies of WFP and Emergency School Feeding schools, and the case study on take-home rations. These case studies are in Annex R and Annex S.

25. Observation of SMP allowed the evaluation – among other aspects - to gather information on conditions under which school feeding is provided in practice, to assess nutrition and hygiene practices,⁵⁶ to verify to what extent selected beneficiaries have been able to apply the knowledge acquired during training, to verify compliance with WFP guidance on school feeding, and to assess gender dynamics around the school feeding process. School visits and data collection had initially been planned for February 2018. However, during the inception visit it became clear that school feeding formally ends in January 2018 (at which time some of the food will also expire). In light of this, the ET re-arranged and reviewed the distribution of team inputs over the evaluation period for the field work so that a first set of schools were visited in January 2018 for the purpose of observing school feeding in progress. In consultation with the WFP country office and keeping in mind the distances, logistics, time and the security, two woredas from Afar [Aada'r and Chifra] and two from Somali region (Jijiga and Kebribeyah) were selected from the sampled woredas for the quantitative survey. As a second step, 2 schools from Afar and 2 from Somali region from the 4 woredas were selected upon arrival at the site (schools were not selected in advance to ensure that the visit is not overly prepared). Though initially planned to visit 3 schools in each region, due to logistics and time constraints only 2 schools in each region were observed. A checklist was developed to observe the organisation, preparation of the meals, capacity of cooks, store keepers, water- sanitation, water source, facilities and process for hand washing, availability of latrines (distance and gender segregation) and interaction with cooks and other staff and the children to seek their views.

26. The survey has enabled the team to gather quantitative and qualitative information from schools, kebeles and woredas in the main geographical areas and has been used to compare WFP schools with control schools (and for the purpose of sustainability with Emergency School Feeding Schools if this proves feasible). The Survey Instrument (SI) developed during the inception phase (see Annex U) was used without further modification.

27. The survey included Focus Group Discussions (FGDs) of Parent Teacher Associations (PTA) and Key Informant Interviews (KII) with school principals within the quantitative survey framework, enabling triangulation of quantitative and qualitative insights. The survey also captured some information on what other initiatives are on-going in the regions to be visited which may have an impact on the programme. This information will be used to establish whether the changes might be due to other intervening factors.

28. In-depth qualitative interviews provided the team a grounded understanding of WFP SF activities, including beneficiaries, at different levels. This provided key information on various issues of interest highlighted in the TOR including SF management, complementarities, sustainability, unintended outcomes, positive and negative consequences, and impact on beneficiaries. The interviews also provided an understanding of other initiatives that are going on in the overall environment and which might have an influence on the outcomes of the project (i.e. as an input into the contribution analysis and the counterfactual).

29. Schools were paired between FFE and non-FFE schools within the same locality for close comparison, and randomly selected by region. School and child level interviews were

⁵⁶ Cooking and storage facilities and arrangements will be inspected, as well as latrines and other sanitation and hygiene facilities.

undertaken, with 90 schools, 12 children per school from grades 2-4 (6 boys, 6 girls, 2 each from each grade), giving 1080 child interviews. The sample of 12 children per school is the minimum possible within the tight constraints of the survey that allows statistical comparisons across gender (2 per gender) and grade (2 per grade in 3 grades). Grade 1 is not sampled as many children will be below a minimum age for comprehension of the questions (8 years). Sampling within grades is by random selection of classes, and for children within classes it will be randomly from the class registers. Specifically designed random number tables were supplied to the survey teams to facilitate this.

30. Data was collected on paper forms, as there are extensive amounts of qualitative data (text material) to be collected which cannot be reasonably types onto small tablets. Paper forms also allow more rapid entry of tabular data from the school registers of enrolment, attendance, and marks by grades. Paper forms also facilitated translation into Amharic and Somali. The Survey Instruments in English are given in Annex U. Data entry was done by the local survey partners (B&M Consulting) using a forms and transaction software (CSPRO).

31. The datasets were reviewed and processed by the international consultant responsible (Denis Alder) using R statistical software and Excel. Apart from primary screening done at data entry, further validation included range checks for outliers, digit preference checks and distribution checks and tests, all using R software. The analysis of the data is presented in Annex Y, and includes a statistical comparison of significant differences for pass rates by grades related to gender and FFE programme status (Annex Y, Table 34 and Table 35), an analysis of frequency responses by region, FFE status and gender for the child questionnaire (Annex Y, Table 36), school staff student ratios and gender balance and facilities such as latrines, water supply, school feeding facilities (Table 6, Annex Y), details of recent receipts of FFE supplies, and teachers observations on impact on attendance and attentiveness, by region, for in-FFE schools (Table 38, Annex Y), observations on school meals support for non-FFE schools (Table 39, Annex Y), and capacity building for school staff through workshops and short courses (Table 40), again for FFE and non-FFE schools, by region, with gender balance information.

32. Qualitative data collected on the survey forms was re-entered with the quantitative data using the R package and used to elucidate the quantitative analysis and underlying processes and themes. However, most of the qualitative interviews will be collected outside the formal survey. These will be reviewed and interpreted subjectively to determine the main themes and issues. The statistical analysis will likely highlight schools that exemplify key issues or opportunities, whose narratives will also be reviewed subjectively. As with all the data, all material will be anonymised, and the source of exemplified narratives will not be identified.

33. For the in-depth interviews, the team visited and 4 schools in Somali region by 3 members of the ET and 1 school in Afar region by 2 members of the ET. The woredas and schools were selected from amongst those included in the survey in consultation with the sub-offices, strongly influenced by logistics to maximize the utility of the time in the field. School feeding observations were taken place in January in 2 school of Afar and the information was feed into the analysis. One of the schools visited in the Somali region is a model school. However, in Afar region- only one school could be visited due to tight timeline, logistics, distance and timing of the schools. Despite this- the school though officially opened, there were no children and no feeding due to absence of teachers and the expiry of food commodities.

34. The qualitative ET had planned to visit a non-WFP school where emergency school feeding was in operation, but it could not take place due to time constraints and currently no ESFP was in operation. So the case study is based on interviews with Government stakeholders, WFP and UNICEF and SCI.

35. For the in-depth interviews at school level, interviews were sought with the head teacher, the co-ordinator of school meals, a group of beneficiaries of the take-home rations (i.e. girls), a group of non-beneficiaries of take-home rations (i.e. boys), parents of take-home ration beneficiaries and parents of non-take-home ration beneficiaries, the cooks and the PTA. See Annex T for further details.

36. In each kebele and at woreda level, the team sought interviews with the local education authorities, specifically any officials responsible for school feeding, staff of UNICEF, Save the Children International and Italian Cooperation working in the area of school feeding.

37. At regional level, in-depth interviews were done with the relevant regional authorities, and WFP staff. This was either done before/after the school visits to maximize the opportunity for further investigation of issues at the school level. At national level the interviews were with key informants from WFP, the MoE, UNICEF, SCI and USDA as a donor.

38. For key categories of interviews, men and women (boys and girls) were interviewed separately.

39. The interviews at the school level were conducted through an interpreter. Though it was planned to include female interpreters for girls' pupils, but this was not possible.

40. Annex H gives details of the proposed evaluation mission schedule.

Key informant and stakeholder interviews and FGDs

41. KII and FGDs were done both as part of the survey, as well as through the separate field work. The range of interview targets is indicated in the stakeholder analysis (Annex V) as well as in the more detailed guidance on the field work in Annex W). By default, interviews were treated as confidential. Interview findings were systematically written up by team members using a standard template and shared through a compendium in a confidential section of the team's e-library. The compendium enabled interview notes to be easily searched by topic, and facilitated triangulation of different interviewee recollections and perspectives.

42. The field work (both the survey and the in-depth qualitative field work) included FGDs with beneficiaries (with separate groups for women/girls) and with WFP, Government of Ethiopia, and other staff involved in delivering programmes. To gain the opinions and views of as many members of the focus group as possible, a participatory approach was used where appropriate.

43. Guidelines for different categories of interview and focus group are shown in Annex W and are linked to the evaluation matrix.

Consultation strategy, communication and feedback

44. As part of the inception mission the team has already had meetings with Government (including the State Minister), in addition to meetings with the CO and with selected members of the external reference group. These interviews have been important in ensuring understanding of the process, in assessing the feasibility of the approach, and in securing commitment to the next steps of the evaluation. An exit presentation at the end of the

inception highlighted progress made and next steps. As part of the inception the survey team continued work in the field beyond the inception exit meeting and has presented to the CO of the detailed thinking around the survey process. The approach presented in this IR reflects those consultations and the contributions from the CO.

45. The evaluation continued in a consultative fashion. A systematic approach to consultation during the phases followed the following:

- Informing the EM of the arrival of the ET and their planned field visits to Somali and Afar region and stakeholders meetings.
- The itineraries for the field visits were shared with the EM to inform the respective WFP sub-offices and the Government departments.
- The survey team informed the EM about the field work itineraries and requested letters of introduction for the teams from the Education Department.
- An exit debriefing could not take place due to delay in undertaking the survey by one week. Though a meeting was planned to share preliminary findings and impressions of the field visits by the qualitative ET, but this could not take place given conflicting meetings in the CO. The evaluation team shared some findings to be included in the next phase of the McGovern-Dole proposal to be submitted in March. So there was no formal debriefing with Aide Memoir and or a PowerPoint presentation of preliminary findings and conclusions to seek clarification and validation.
- A debriefing to Government and wider stakeholders including the external reference group at the end of the field work also did not take place.

Regular communication with the Evaluation Manager and feedback on the evaluation progress by the team leader was in place.

Limitations and risks

46. Several limitations at the inception phase need to be noted:

- a) Only limited documentation had been made available to the team prior to the inception visit. This was subsequently remedied. However, it has meant that the team has worked under considerable pressure catch up in terms of its reading and analysis of the documentation. Further analysis was done while comments on the IR were awaited, and prior to the field work. This additional analysis may result in changes to the evaluation data collection tools.
- b) As no evaluation was undertaken at the end of the previous McGovern-Dole intervention, and in the absence of a well-established baseline, the evidence base at the start of the evaluation is very thin. However, the use of a quasi-experimental survey design with paired FFE and non-FFE schools in similar localities provides a rational basis for evaluation of the probable impacts of the programme.
- c) During the inception visit it emerged that school feeding will have ended by the time the field mission visits Afar and Somali (in February 2018). This did constrain the team's understanding of key dimensions of SF. Therefore, the ET had to move a part of the field work forward to January 2018 to ensure observation of school meals could be part of the evaluation approach. Ideally this should have taken place when the IR was approved.
- d) Distances in the geographical areas covered by the evaluation were considerable. Valuable time and resources were while visiting the schools in Afar region- and were found closed. The survey was planned as a simple random sample stratified by regions, with in/out of programme schools in paired clusters. It was realised that

prior information on FFE status was imperfect, so a randomised list of potential substitutes was used to adjust the survey samples in the field while maintaining objectivity. However, in Afar it proved difficult to find the necessary number of out of programme schools, whilst in Somali, the very large distances, advice on security factors in some areas, and limited time for the survey mean that not all parts of the region were covered. The map in Figure 10, Annex Y, shows the final survey coverage relative to distribution of all government primary schools.

- e) It will be noted that there were considerable difficulties in planning and executing the survey due to the inadequacies of prior information held both by WFP CO and MoE EMIS datasets. A particular difficulty is the constant and considerable variation in Woreda, and especially school names, as noted in Annex X, Box 6 and text. Table 29 in Annex X lists the data sets used to derive the prior information. In the field, protocols were established and applied to substitute schools from a randomised list if for any reason a school was closed, could not be located or inaccessible due to security concerns, or was found to not be of the expected FFE status. This worked well in Somali where a balance of 30 FFE and 30 non-FFE schools were sampled. In Afar, time proved too short to allow sufficient non-FFE schools to be located – many that were out of programme from prior information, turned out to be in-programme when interviewing was done. Although some substitutions were done, these too proved to be in programme, so that in the end, the Afar sample comprised 24 in-programme and only 6 counterfactual out-of-programme schools. Nonetheless, in spite of the small counterfactual sample, significant differences were found in grade completion rates between FFE and non-FFE schools in Afar, as well as Somali with a larger, more balanced sample.

47. The evaluation was on a very tight timeframe. While the evaluation took place and be finalized before the 31st of March 2018 as required. The ET and WFP were aware of these constraints. To gain time, some of the phases of the evaluation were overlap. Thus, while the IR was being completed, the survey tools were finalised and the survey teams were being mobilized. In an identical fashion the evaluation report writing started while the data collection was being finalized. Also, efforts were made to highlight to the stakeholders, reviewing the various products of the report that timely feedback was critical to ensuring that the subsequent phases of the evaluation could proceed as planned.

Ensuring quality

48. WFP has developed a Decentralised Evaluation Quality Assurance System (DEQAS – see WFP, 2016f), informed by the norms and standards for evaluations developed by UNEG. The DEQAS forms a specific set of guidance materials based on WFP’s Evaluation Quality Assurance System (EQAS) and its Evaluation Policy. The guide sets out process maps with in-built steps for quality assurance and templates for evaluation products, as well as checklists for feedback on quality for evaluation products. DEQAS will be systematically applied during this evaluation, with relevant guideline documents having been provided to the ET.

49. Mokoro’s internal Quality Support (QS) System was integrated into the evaluation process in line with the company’s commitment to delivering quality products and adherence to the principles of independence, credibility and utility. Evaluation products were shared with the QS experts (Stephen Lister and Alistair Hallam) prior to submission. Both experts have deep familiarity with WFP and EQAS, making them well placed to review deliverables and advise on evaluation methodology, as well as to provide technical insights to complement the team’s evaluation assessments. (See Annex F, Table 15.)

50. There was no potential conflict of interest in the performance of this evaluation. None of the ET members were involved in the preparation or direct implementation of the WFP-supported school feeding activities in Ethiopia.

51. The team adopted a careful and thorough approach to the ethics of the evaluation, complying with standard 3.2 of the United Nations Evaluation Group (UNEG) Norms and Standards (UNEG, 2016). While supportive and collegiate in its working relations with WFP, it was strictly neutral and unbiased. It requested consent from all interviewees and focus groups before proceeding with discussions, and assured them of full confidentiality: while informants' views may be quoted and their names were listed in an annex to the evaluation report, no view or statement are attributed to a named individual, or presented in such a way that an individual can be traced as its source. The team thus encouraged all informants to be frank and accurate in their assessments of programme performance. It complied fully with GoE and WFP guidelines on contact with children (UNEG, 2008). There were some ethical issue in including schools in the survey that did not benefit from the FFE programme, as part of the counterfactual sample. The evaluation team did emphasize to the schools concerned that participation is voluntary, and they were free to refuse (as indeed are all respondents in the sample, who will be similarly briefed and appropriately substituted if they do not wish to participate). The issue of perceived lack of benefits for schools that have not benefitted from school feeding will be handled by explaining that the original selection criteria were based on relative need at the time of programme start-up in 2013, and that the current situation is open to review, which the survey seeks to inform. The survey provides an opportunity for the non-programme schools to feedback comments and views to the DoE and WFP and therefore represents a positive for the school, though the future status of any given school in any forthcoming SFPs will not depend on the survey responses, which will in any case be anonymized and not attributable to any particular school or person.

Annex C Theory of Change

Introduction

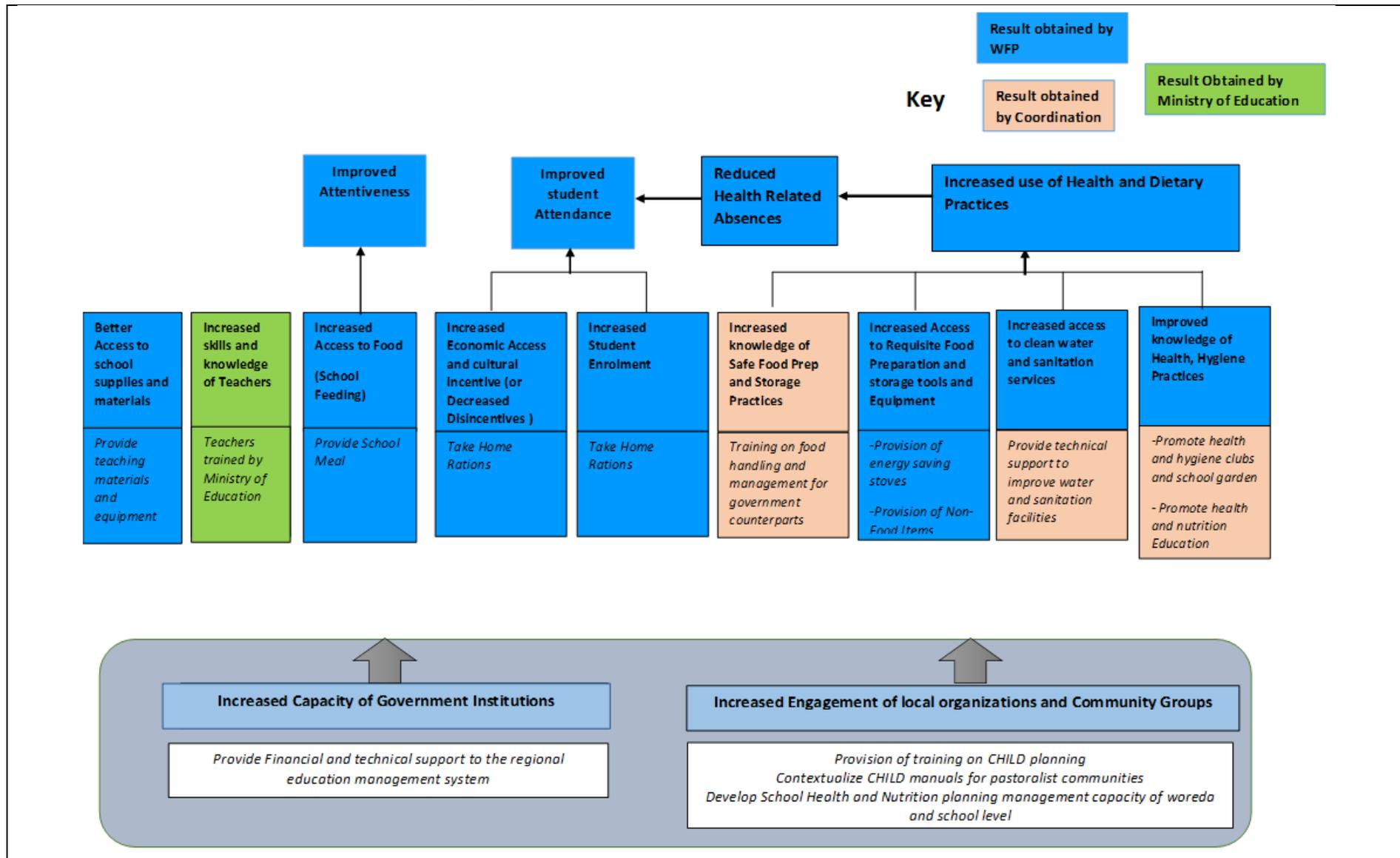
1. To understand the underlying logic of the McGovern-Dole programme and to ensure that the evaluation team identifies assumptions that will be investigated as part of the evaluation process, a key task for the evaluation has been to prepare a theory of change (ToC).
2. The drafting of the ToC was informed by the project documentation and by discussions with WFP and other stakeholders. A draft version was shared with WFP and the reference group and comments received fed into the final version of the ToC that is shown in Figure 1 (in the main report).

Observations and consequences for the implied ToC

3. WFP's grant application to McGovern-Dole is structured in terms of a project results framework (PRF) which is replicated in the evaluation TOR and a project performance plan which includes indicators against which progress will be measured (a summary version of which is also part of the terms of reference).⁵⁷ For ease of reference the PRF is reproduced on the next page (Figure 3)
4. The PRF formed the basis for reconstituting the ToC which was a key task for the evaluation (see Figure 1). The PRF identifies a number of higher level results (which we have broadly interpreted as outcomes) to be achieved by WFP as well as those that are to be achieved in collaboration with other partners.
5. Looking at the highest level of outcomes in the results framework diagram (Figure 3 below) it is immediately obvious that these essentially cover two main areas of outcome, namely education outcomes (essentially improving attendance and attentiveness) and health and nutrition outcomes (essentially reducing health related absences and increasing health and dietary practices).
6. However, the use of a number of horizontal arrows in the diagram shows quite clearly that, while the education outcomes (attendance and attentiveness) are presented at the same level as the health and nutrition ones, there is the assumption that improved health and dietary practices lead to reduced health-related absences which in turn contribute to the two main outcomes (attendance and attentiveness).

⁵⁷ Both are part of the USDA commitment letter dated November 9th, 2012 (USDA, 2012b).

Figure 3 Project-level results framework



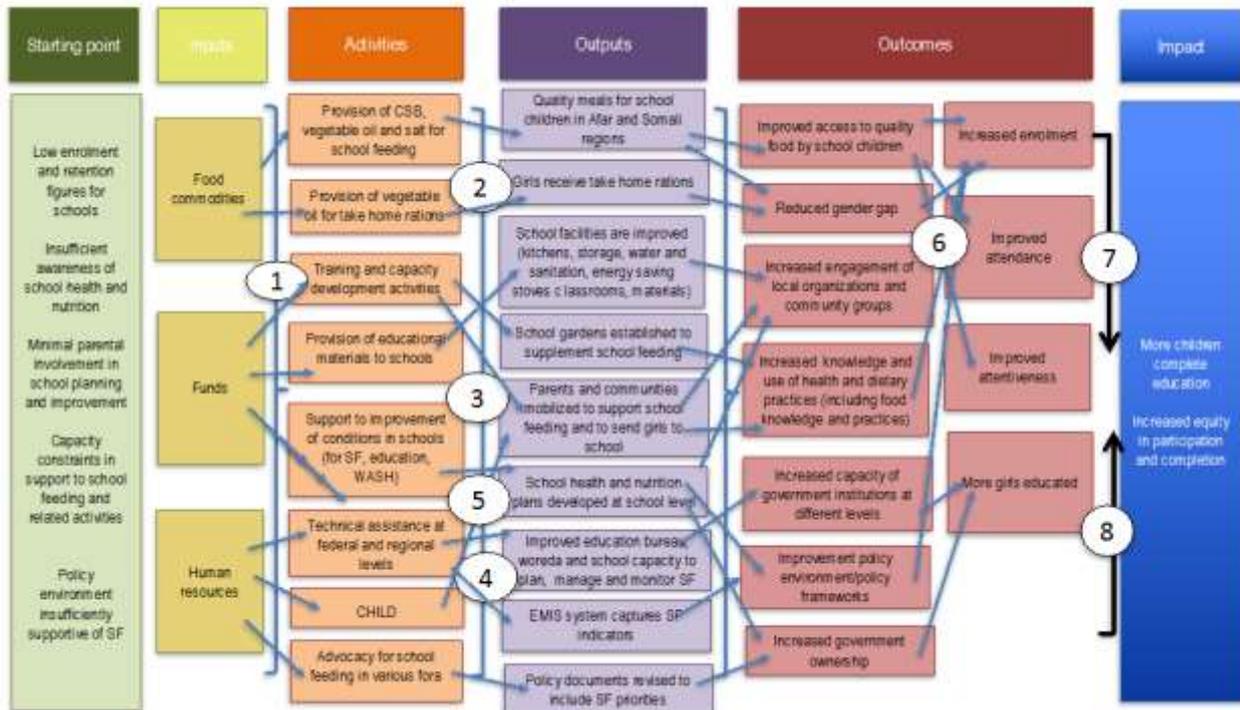
7. It is interesting to note that contrary to SF interventions supported by McGovern-Dole in other countries (e.g. Nepal and Kenya), this results framework does not explicitly bring out outcomes in the area of literacy (education quality). We have been given to understand that this is because the Ministry of Education has other programmes that address this. We also would surmise that this choice makes sense given that the starting point in the targeted regions (Afar and Somali) in terms of getting children (and especially girls) to go to school was low, and that therefore getting children into school is a first priority, with the understanding that ensuring that this ultimately should also contribute (with the support from other actors) to better quality education.
8. It is also noticeable that the results framework does not bring out the fact that the project design explicitly seeks to address issues around producing more equitable education (which school feeding contributes to in general by removing a barrier to children going to school) and through the Take-Home Rations as an intervention to encourage girls' attendance.
9. Returning to the results framework, under these higher level outcomes are a number of areas of activities and outputs that produce each of the outcomes. In the case of improved attentiveness there are three groupings of what we have interpreted as outputs/immediate outcomes which related to provision of school supplies, teacher training (by the MoE), and provision of school meals. Feeding into student attendance are two sets of outputs/immediate outcomes related to the provision of take-home rations and enrolment. Finally, for the health related outcome there is a set of four different outputs/intermediate outcomes identified which relate to improving food preparation and handling, storage and equipment, water and sanitation, and health and hygiene. Three out of four of these (the exception being the provision of energy saving stoves/non-food items) are explicitly highlighted as being results that are obtained through coordination (i.e. through the inputs and support from other actors working in this area).
10. Two sets of foundational results at the bottom of the diagram are essential strategies to be employed to achieve the results and outcomes. These relate to increased capacity of government institutions at different levels, and increased engagement of local organizations and community groups. These also imply important elements of collaboration and coordination.

The reconstructed ToC

11. In drafting the ToC we have used the principle of a causal chain of inputs through activities to outputs, immediate and intermediate outcomes and impacts. This follows the 2016 WFP corporate ToC for school feeding. Our reconstituted ToC has thus sought to bring out the logical progression from these inputs, through activities, direct outputs, outcomes to impact. It should be noted that we divided outcomes into the more immediate outcomes which are in the left-hand column, and longer term outcomes which are in the right hand column.
12. In drafting the ToC we have for the purpose of coherence and simplicity merged some of the wording from the PRF areas, and consolidated certain activity areas into fewer groupings. We have also added in the ToC diagram in the far left hand column an overview of the starting point which shows what it was that the inputs provided through the operation sought to address.
13. On the other side of the ToC we have also brought out a more explicit focus on broader areas of impact, and have sought to bring out the gender and equity dimension more strongly (compared to how it is presented in the results framework).

14. In the detailed version of the ToC that is presented below (Figure 4) we have also included a set of arrows which shows what parts of the diagram explicitly link to other parts of the logical sequencing. The arrows show an approximate representation of causality.

Figure 4 Reconstructed ToC diagram



Note: Circled numbers in the diagram refer to the underlying assumptions in the ToC

15. Finally, in line with the logic of a ToC we have identified key assumptions which are the numbered figures in the ToC diagram. We have sought to identify the main assumptions and to keep the number of assumptions manageable. The assumptions have then been used to inform the questions and sub-questions in the evaluation matrix. The main assumptions are as follows:

1. Food will be delivered in a timely manner and in the required quantities.
2. Sufficient funds will be made available for the programme by the donors.
3. The Government of Ethiopia will have sufficient capacity to secure implementation.
4. The education system is effective in absorbing new students.
5. Other partners are able and willing to work together with WFP to implement the school health and nutrition components of the programme.
6. Incentives for school feeding are not outweighed by other factors (early child marriage, drought).
7. The national policy environment is conducive to school feeding.
8. Government owns the programme and is willing to provide the resources (human and financial) for implementation.

16. Clearly, the visual representation presented in the ToC is just one way in which the underlying logic of the operation can be presented, and there may be arguments to position specific elements slightly differently (for example, enrolment as an intermediate outcome may also be positioned as an immediate outcome which then leads to attendance and attentiveness). However, it should also be remembered that the ultimate objective of an exercise such as this is not to get the perfect ToC but rather to have a version of the

underlying logic that allows the evaluation to investigate the relevant different dimensions of the programme and to do justice to the underlying design intentions and to reporting on the achievements and areas of challenge.

Annex D Full Evaluation Matrix

Main evaluation questions

- Table 10 below lists the main evaluation questions (EQs) and shows which evaluation criteria are most relevant in assessing each EQ. Definitions for the evaluation criteria are given below the table, and the full evaluation matrix is in Table 11.
- The questions posed in the TOR (Annex A) have all been incorporated in the evaluation matrix. but some additional questions have been added for completeness. The added questions are shaded **thus** in the table. Table 12 below shows where each question in the TOR is incorporated in the evaluation matrix as elaborated by the evaluation team.

Table 10 Evaluation Questions (showing additions)

Key Question 1: How appropriate was the programme?		Evaluation criteria
EQ1.	To what extent were interventions appropriate to the needs of boys, girls, and parents of school-age children?	relevance
EQ2.	To what extent were interventions aligned with relevant national policies, including sectoral policies and strategies, with WFP strategies, policies and normative guidance, and with the needs of other key stakeholders? Was programming sensitive to the context?	relevance internal coherence external coherence
EQ3.	To what extent was the intervention design based on sound analysis of gender and equity, and sensitive to GEEW? Were other cross-cutting issues, including protection and accountability towards affected populations adequately factored in?	relevance
Key Question 2: What are the results of the programme?		
EQ4.	To what extent have planned outputs and outcomes been attained? Have there been any unexpected results (positive or negative)?	effectiveness
EQ5.	What have been the gender and equity dimensions of the programme's results?	effectiveness
EQ6.	What has been the (intended or unintended) impact of the programme?	impact
Key Question 3: What factors affected the results?		
EQ7.	How efficiently was the programme implemented?	efficiency
EQ8.	To what extent did internal/external factors and processes contribute to the changes and results achieved?	efficiency effectiveness internal and external coherence
EQ9.	What was the quality of the monitoring and reporting system? Did this enhance or impair the performance of the programme?	efficiency effectiveness
Key Question 4: To what extent are the project results sustainable?		
EQ10.	To what extent will household food security for school going boys and girls be sustained without / beyond USDA/WFP funding?	sustainability
EQ11.	To what extent has the programme prepared the Ethiopian Government and the education system to ensure that they can continue school feeding in the Afar and Somali region without / beyond USDA/WFP funding? To what extent will the GoE be able to mobilize and sustain funding for school feeding for the Afar and Somali regions?	sustainability
Key Question 5: What are the main lessons that can be learned from this project?		
EQ12.	What lessons from this project should influence future programmes (including good practices to be emulated and weaknesses to be mitigated)?	all

Evaluation criteria

3. The standard OECD DAC evaluation criteria are relevance, effectiveness, efficiency, sustainability and impact, for which we use the following definitions.

<i>Relevance</i>	<i>The extent to which the objectives of an intervention are consistent with beneficiaries' requirements, country needs, global priorities and partners' and donors' policies.</i>
<i>Effectiveness</i>	<i>The extent to which the intervention's objectives were achieved, or are expected to be achieved, taking into account their relative importance.</i>
<i>Efficiency</i>	<i>A measure of how economically resources/inputs (funds, expertise, etc.) are converted to results.</i>
<i>Sustainability</i>	<i>The continuation of benefits from an intervention after major assistance has been completed. The probability of long-term benefits. The resilience to risk of the net benefit flows over time.</i>
<i>Impact</i>	<i>Positive and negative, primary and secondary long-term effects produced by an intervention, directly or indirectly, intended or unintended.</i>

4. As regards “*impact*” and “*results*”, the evaluation follows the EQAS preferred usage in which:

- “*result*” and “*effect*” are practically synonyms, and results can be at the output, outcome and/or impact levels, while
- “*impact*” (as above) refers to lasting and significant effects at the goal and outcomes level of the logical framework (results-chain).

5. As regards *efficiency* and *effectiveness* the evaluation follows the technical guidance note (WFP, 2013e) which adopts the DAC definition of effectiveness as a measure of the extent to which an aid activity attains its objectives (the relationship between subsequent levels in the logical framework: activities, outputs, outcomes, and impact), and a broad definition of efficiency as a measure of the relationship between inputs and results (outputs, outcomes, and impact).

6. We employ the additional criterion of coherence as follows:

<i>Coherence</i>	<i>The consistency of policy/programme elements with each other (do they complement each other in a positive way?)</i>
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7. This can be applied as *internal coherence* to the different elements of a school feeding programme, and as *external coherence* to the consistency of the school feeding programme with other related programmes.

Full evaluation matrix

8. Table 11 below is the full evaluation matrix which is the guiding framework for the evaluation. It underpins the discussion guides for interviews and FGDs that are presented in Annex W.

Table 11 Evaluation Matrix

Specific questions	Analysis/indicators	Main sources of information	Triangulation approach
Key Question 1: How appropriate was the programme?			
EQ1. To what extent were interventions appropriate to the needs of boys, girls, and parents of school-age children?	<ul style="list-style-type: none"> Assessment of needs of target population at design stage, and significant trends Check of alignment of programme's strategies with those needs, at design and currently 	<ul style="list-style-type: none"> Analysis of data (reflecting the situation at the start of the programme and other assessments) of needs of girls, boys, women and men in the target population Expressed views of target population (girls, boys, women and men) as recorded at design stage, since, and during mission field work Analytical opinions of expert informants (national and regional governments, DPs, other actors). 	<ul style="list-style-type: none"> Compare needs as summarised in formal documentation with those expressed by target group. Compare needs as interpreted in the design and implementation of the programme with the interpretation of expert analytical informants <p>Strength of evidence: good</p>
EQ2. To what extent were interventions aligned with relevant national policies, including sectoral policies and strategies, with WFP strategies, policies and normative guidance, and with the needs of other key stakeholders? Was programming sensitive to the context?	<ul style="list-style-type: none"> Check of alignment of programme's objectives, targeting and activities with those stated/prioritised in national policies on education, food security and nutrition and gender (including gender elements of sector policies) Check of alignment of programme's design objectives and targeting (and any subsequent revisions thereof) with corporate WFP and UN strategies, policies and standards: school feeding, resilience, nutrition, gender. Was the design based on specific analysis of the contexts in Afar and Somali Regions? 	<ul style="list-style-type: none"> Programme documentation National policy and strategy documentation WFP and UN corporate policy and strategy documentation Interviews 	<ul style="list-style-type: none"> Compare the views of GoE, WFP, DP and other informants Compare issues as summarised in formal documentation with those expressed by key informants. <p>Strength of evidence: Good</p>

Specific questions	Analysis/indicators	Main sources of information	Triangulation approach
<p>EQ3. To what extent was the intervention design based on sound analysis of gender and equity, and sensitive to GEEW? Were other cross-cutting issues, including protection and accountability towards affected populations adequately factored in?</p>	<ul style="list-style-type: none"> • Analysis of programme's priorities and gender and equity strategies compared with national, WFP and other relevant policy and strategies • Analysis of programme design against WFP and UN policies on protection and accountability to affected populations 	<ul style="list-style-type: none"> • Programme documentation • GoE, DP, WFP and UN corporate documentation • Opinions of target group on relevant gender issues, as expressed at the design, in subsequent consultations and/or during mission field work • Interviews with key informants from GoE, DP, WFP, UN and other actors 	<ul style="list-style-type: none"> • Compare issues as summarised in formal documentation with those expressed by target group. • Compare the views of GoE, WFP, other UN and DP informants <p>Strength of evidence: Good, documentation mostly available. Remaining information to be collected through interviews.</p>

Specific questions	Analysis/indicators	Main sources of information	Triangulation approach
Key Question 2: What are the results of the programme?			
<p>EQ4. To what extent have planned outputs and outcomes been attained? – including:</p> <ul style="list-style-type: none"> • Improving access to and equity of education for primary school boys and girls particularly for children from rural areas of emerging regions and underserved areas. • Alleviating short term hunger and retaining boys and girls in school • Promoting essential package interventions • Improving WASH and school feeding infrastructure in schools • Promoting school health and nutrition interventions in primary school for boys and girls • Strengthening the government's capacity for planning and implementing school feeding • Increasing attentiveness and learning <p>Have there been any unexpected results (positive or negative)?</p>	<ul style="list-style-type: none"> • Comparison of most recent output data with baseline and targets • Comparison of most recent outcome data with baseline and targets • Qualitative analysis by GoE, WFP, DP and other federal and local observers/actors of outcome-level performance • Analysis of government implementation the Emergency School Feeding programme as an indicator of capacity • Qualitative analysis of the views expressed by beneficiaries at local level (parents, pupils, community learners) <p>(logframe indicators related to percentage of pupils who are attentive, number of school meals provided, cleaning of cooking and eating equipment, percentage of schools with CHILD planning team, persons trained by type of training, and enrolment rates)</p>	<ul style="list-style-type: none"> • WFP performance data • Analysis of EMIS data comparing schools inside and outside of the programme • GoE data on Emergency School Feeding programme • Survey • Interviews at federal, regional, woreda and school level • Programme documentation and Government reports 	<ul style="list-style-type: none"> • Cross-check recorded output and outcome data with programme/government documentation and informants in GoE and at schools visited in field • Triangulate views on the key outcomes between different informant groups • EMIS, WFP monitoring data and survey results will be triangulated to evaluate data reliability and consistency. <p>Strength of evidence: Moderate. WFP performance data has been provided. Not possible to assess the strength of the EMIS data which remains to be provided by government. Field work in January will provide initial insights into the strength of records at local level.</p>

Specific questions	Analysis/indicators	Main sources of information	Triangulation approach
EQ5. What have been the gender and equity dimensions of the programme's results?	<ul style="list-style-type: none"> • Analysis of output- and outcome-level performance data compared with design targets • Qualitative analysis by GoE, WFP, DP and NGO observers of programme's gender equality and equity performance against WFP and GoE criteria • Qualitative analysis of interviews with beneficiaries • Analysis of the impact of the take-home rations on girls and boys and at household level <p>(logframe indicators related to gender disaggregated analysis of percentage of pupils who are attentive, number of school meals provided, cleaning of cooking and eating equipment, percentage of schools with CHILD planning team, persons trained by type of training, and enrolment rates)</p>	<ul style="list-style-type: none"> • WFP performance data • WFP internal reporting, and documentation/reports by other partners • Analysis of EMIS data • Survey • Interviews, including with the participants in national level policy forums 	<ul style="list-style-type: none"> • Cross-check recorded performance data and survey data with informants in GoE and at schools visited in field • Compare WFP perceptions of gender equality and protection performance with those of GoE and DP, NGO informants <p>Strength of evidence: Moderate. WFP performance data has been provided. Not possible to assess the strength of the EMIS data which remains to be provided by government. Field work in January will provide initial insights into the strength of records at local level.</p>
EQ6. What has been the (intended or unintended) impact of the programme?	<ul style="list-style-type: none"> • What are the changes that the intervention contributed to? • Counterfactual analysis of what those outcomes would be in the absence of the intervention programme? • Cause – effect relationships of key results – What are the impact pathways? • What are the intended and unintended results/outcomes? • What are the negative 	<ul style="list-style-type: none"> • WFP performance data • WFP project reports • Analysis of EMIS data, comparison schools inside and outside the programme • Survey • Interviews, including with the beneficiaries 	<ul style="list-style-type: none"> • Cross –check performance data, survey and stakeholder perceptions • Compare analysis of EMIS data with the results of the survey <p>Strength of evidence: Moderate. WFP performance data has been provided. Not possible to assess the strength of the EMIS data which remains to be provided by government. Field work in January will provide initial</p>

Specific questions	Analysis/indicators	Main sources of information	Triangulation approach
	and positive consequences of the intervention?		insights into the strength of records at local level.
Key Question 3: What factors affected the results?			
EQ7. How efficiently was the programme implemented?	To be analysed in terms of: <ul style="list-style-type: none"> • logistics efficiency – timeliness of deliveries, pipeline breaks etc. • extent to which complementarities were achieved between the programme's interventions and interventions of relevant humanitarian and development partners as well as other WFP country office interventions in the country? How did these complementarities contribute to savings and efficiency? • cost-efficiency – relevant unit cost comparisons • to what extent were programme management practices and tools adequate to implement the programme? • were programme resources adequate and available on time to implement the activities as planned? 	<ul style="list-style-type: none"> • Assessment of WFP SPRs and other reporting for commentary on internal factors positively or negatively affecting performance: including staffing levels, financial resources, pipeline issues • Programme reporting and other relevant WFP documentation • Reports by GoE and other DPs on events and trends during the review period <ul style="list-style-type: none"> • Qualitative assessment by GoE, WFP and community/school level informants of positive or negative influence of internal WFP factors 	<ul style="list-style-type: none"> • Compare assessment by responsible WFP personnel and views of external stakeholders and observers and compare views at different levels (federal, regional, woreda, schools) <p>Strength of evidence: Good</p>

Specific questions	Analysis/indicators	Main sources of information	Triangulation approach
EQ8. To what extent did internal/external factors and processes contribute to the changes and results achieved:?	<ul style="list-style-type: none"> • Internal factors (within HQ control): the processes, systems and tools in place to support the programme design, implementation, monitoring/evaluation and reporting; the governance structure and institutional arrangements (including issues related to staffing, capacity and technical backstopping from RB/HQ); the partnership and coordination arrangements; etc. • External factors: the external operating environment; the funding climate; external incentives and pressures etc. <p>Examine whether assumptions in the (implicit) theory of change held true.</p>	<ul style="list-style-type: none"> • Project time-line • Programme reporting and other relevant WFP documentation • Reports by GoE and other DPs on relevant political and policy events and trends during the review period • Interviews 	<ul style="list-style-type: none"> • Compare assessment of factors by WFP CO and field staff • Compare assessment of factors by WFP and GoE staff • Compare assessment of factors by WFP staff and community/school level informants <p>Strength of evidence: Good</p>
EQ9. What was the quality of the monitoring and reporting system? Did this enhance or impair the performance of the programme?	<ul style="list-style-type: none"> • Review quality of WFP, McGovern-Dole and GoE monitoring and reporting against key objectives of the programme and standards of good practice • Analyse content, timeliness and external perceptions of monitoring and reporting arrangements and the extent to which these have been used to inform decision making • Determine whether monitoring reports are just a procedural 	<ul style="list-style-type: none"> • WFP reports and M&E systems • Records of meetings between WFP and GoE and of key decisions taken • SABER • Interviews with WFP staff, GoE, and external stakeholders at different levels 	<ul style="list-style-type: none"> • Compare assessment by WFP staff and GoE <p>Strength of evidence: Good</p>

Specific questions	Analysis/indicators	Main sources of information	Triangulation approach
	statement of performance data or offer any analysis of issues affecting performance <ul style="list-style-type: none"> • Assess to what extent M&E information was used to adapt and improve implementation • Assess to what extent there was flexibility in programme implementation 		
Key Question 4: To what extent are the programme results sustainable?			
EQ10. To what extent will household food security for school going boys and girls be sustained without / beyond USDA/WFP funding?	<ul style="list-style-type: none"> • Analysis of evidence collected through in-depth interviews with beneficiaries of school feeding and take-home rations • Analysis of documentary evidence from other regions where school feeding has ended (e.g. under the emergency school feeding programme) 	<ul style="list-style-type: none"> • Interviews • Document review 	<ul style="list-style-type: none"> • Document review and analysis of financial data to judge the trajectory of sector funding against commitments, track record, political outlook... <p>Strength of evidence: Good</p>
EQ11. To what extent has the programme prepared the Ethiopian Government and the education system to ensure that they can continue school feeding in the Afar and Somali region without / beyond USDA/WFP funding? To what extent will the GoE be able to mobilize and sustain funding for school feeding for the Afar and Somali regions?	<ul style="list-style-type: none"> • Analysis of programme reporting on planning and implementation of appropriate steps towards handover and sustainability • Evidence from GoE's emergency SF programme on GO=OE capacity and the adaptation of McGovern-Dole approaches or other appropriate approaches 	<ul style="list-style-type: none"> • Programme performance documentation • SABER • Analysis of funding trends by GoE to school feeding • Interviews • Focus group discussions during mission field work 	<ul style="list-style-type: none"> • Compare the views of WFP, GoE and other policy and programme observers • Compare assessment in Addis Ababa and regional capitals with that in sample communities and schools

Specific questions	Analysis/indicators	Main sources of information	Triangulation approach
Key Question 5: What are the main lessons that can be learned from this programme?			
EQ12. What lessons from this programme should influence future programmes (Including good practices to be emulated and weaknesses to be mitigated)?	<ul style="list-style-type: none"> draw together analysis from previous EQs 	<ul style="list-style-type: none"> based on findings against the previous EQs. 	<ul style="list-style-type: none"> compare this programme's experience with others in Ethiopia and elsewhere of which the evaluators have knowledge <p>Strength of evidence: Good</p>

Incorporation of evaluation questions from the TOR

9. TOR requirements included:

35. ... The evaluation team should clearly outline in an evaluation matrix, what questions will be answered using which methods and sources of information. This will be developed during the inception stage and agreed on by all stakeholders.

38. The bidding companies are expected to expound on the specific approach and methodology that will be used to answer all the evaluation questions below. Additionally, the consultant should illustrate how the comparison between intervention and comparison schools will be undertaken. Gender analysis should be part of all the relevant evaluation questions

10. Table 12 below lists all the evaluation questions that appeared in the TOR and shows how they are now incorporated in the evaluation matrix (Table 11 above). In some cases questions have been merged, or treated as part of the analysis required to answer a higher-level question. The sequence of questions has been modified to match the logical sequence of the analysis by the evaluation team, and some have been listed under a more appropriate evaluation criterion. Nonetheless, all questions in the TOR have been factored into the evaluation matrix.

Table 12 Mapping of TOR questions onto the evaluation matrix

EQs as they appear in the TOR	Where incorporated
Relevance	
To what extent were interventions appropriate to the needs of boys, girls, and parents of school-age children?	EQ1
To what extent were interventions aligned with relevant national policies, including sectoral policies and strategies?	EQ2
To what extent were interventions coherent with WFP strategies, policies and normative guidance?	EQ2
To what extent were the interventions aligned with the needs of other key stakeholders?	EQ2
To what extent was the intervention design based on sound gender analysis?	EQ3
To what extent was the design and implementation of the intervention sensitive to [GEEW]?	EQ3
Efficiency	
To what extent did the project attain peak pipeline performance?	EQ7

EQs as they appear in the TOR	Where incorporated
What were the complementarities between the programmes interventions and interventions of relevant humanitarian and development partners as well as other WFP country office interventions in the country? How did these complementarities contribute to savings and efficiency?	(including analysis/indicators column)
Did the interventions within the programme offer the best value for money for WFP?	as above ⁵⁸ (reference to cost-efficiency)
To what extent were project management practices and tools adequate to implement the project?	EQ7 (including analysis/indicators column)
Was project resource adequate and available on time to implement the activities as planned?	
What are the main lessons learned in terms of future similar projects?	EQ12
What are some of the key best practices from this project	EQ12
Effectiveness	
What are the main expected and unexpected results of the programme?	EQ4
To what extent has this programme achieved the planned outcomes and objectives on: <ul style="list-style-type: none"> Alleviating short term hunger and retaining boys and girls in school Promoting essential packaged interventions and infrastructure at school Strengthening the governments capacity for planning and implementing school feeding Increasing attentiveness and learning Promoting school health and nutrition interventions in primary school for boys and girls Improving access to and equity of education for primary school boys and girls particularly for children from rural areas of emerging regions and underserved areas. 	EQ4
Did the assumptions hold true?	EQ8 (analysis: "Examine whether assumptions in the (implicit) theory of change held true.")
To what extent did internal/external factors and processes contribute to the changes and results achieved: <ul style="list-style-type: none"> Internal factors (within WFP's control): the processes, systems and tools in place to support the operation design, implementation, monitoring/evaluation and reporting; the governance structure and institutional arrangements (including issues related to staffing, capacity and technical backstopping from RB/HQ); the partnership and coordination arrangements; etc. External factors: the external operating environment; the funding climate; external incentives and pressures and overall sustainability of the programme. 	EQ8 (incorporated in analysis/indicators column)
To what extent is the country taking ownership of the programme? (e.g. demonstrated commitment and contribution to the programme);	EQ11

⁵⁸ As noted in Mokoro's technical proposal for this evaluation:

Our perspective on efficiency and VFM will be based on the definitions and guidance provided in the EQAS technical note on efficiency (prepared for OEV by Stephen Lister and Robrecht Renard of Mokoro). If the MGD intervention records allow unit cost calculations, we will seek to benchmark unit costs for SF in Afar in Somali with unit costs for other SF interventions in Ethiopia, and possibly with remote-area programmes run by WFP in other countries. It will not be possible to answer literally whether "best value for money" has been achieved, since that would require knowledge of all other options' costs, but a practical assessment whether the programmes costs are reasonable compared to others should be feasible. Judgements should take account of all costs, not only those that accrue directly to WFP.

EQs as they appear in the TOR	Where incorporated
What is the national readiness to implement the programme? (e.g., demonstrated capacity at central and sub-national levels to manage the programme?)	EQ11
Impact	
What are the changes that the intervention contributed to?	EQ4
Counterfactual analysis of what those outcomes would be in the absence of the intervention project?	Analysis under EQ4 (links to theory of change approach)
Cause – effect relationships of key results – What are the impact pathways?	
What are the intended and unintended results/outcomes?	EQ4
What are the negative and positive consequences of the intervention?	
Sustainability	
To what extent will the GoE be able to mobilize and sustain funding for school feeding for the Afar and Somali regions?	EQ11
To what extent has the programme prepared the Ethiopian Government and the education system to ensure that they can continue school feeding in the Afar and Somali region without / beyond USDA/WFP funding?	EQ11
To what extent will household food security for school going boys and girls be sustained without / beyond USDA/WFP funding?	EQ10

Annex E Organisation of the evaluation

a. Team composition and work plan

1. An overview of the skills of each of the team members in line with the TOR was provided at the proposal stage. As noted in the proposal the team is highly complementary. It brings together expertise with: WFP processes and systems (Muriel Visser (MV)); WFP in Ethiopia (Rita Bhatia) (RB), impact evaluations (Denis Alder (DA), Gadissa Bultosa (GB) and MV); solid expertise in school feeding (MV and RB) and in nutrition (RB), quantitative data collection (DA, GB) and qualitative data collection (MV, RB, Doe-e Berhanu (DB)); experience with gender issues and ethical considerations in research design and implementation (RB, DA); and excellent skills in communication and reporting (MV, supported by other team members). An overview of specific responsibilities and coverage of technical topics is provided in Annex F.

2. Team coordination will be a constant feature of the evaluation process and will be assured, amongst others in the following manner:

- The team worked together Ethiopia for five days during the inception phase and was joined by the Quality Assurance (QA) manager of Mokoro for that period. This has ensured a shared understanding of the task, provided an opportunity to review team processes and deliverables.
- A one-day team workshop while in Ethiopia which was also joined by the QA. This has further developed the understanding of the assignment, and ensured that the team has worked together on developing the methodology.
- A team Dropbox provides a shared platform for documentation and for team drafts.

3. The team leader has already initiated close consultation and co-ordination among all team members. This will be maintained throughout the assignment through regular e-mail and Skype communications. Annex F provides a full specification of team members' primary roles and specific tasks, as well as the deliverables to which they contribute and the dates by which their inputs

b. Timeline and data collection schedule

4. The proposed timeline for the key activities and deliverables for the baseline and end line is found below. This timeline was agreed with the CO at the proposal stage. A more detailed timeline is found in Annex G.

Table 13 Evaluation Timeline

	Phases, Deliverables and Timeline	Responsible	Dates
Phase 2 - Inception			
	In-country inception mission	ET, WFP Ethiopia CO, EM	27-29 Nov
	In-country internal team workshop	ET	30 Nov
	In-country follow-up preparatory work on survey		W/c 4 December
	Submission of draft inception report (IR) to EM	ET	15 Dec⁵⁹
	Revise draft IR based on feedback received by DE QS and EM	ET	10 Jan
	Submission of revised IR based on DE QS and EM QA	ET	10 Jan
	Submits the final IR to the internal evaluation committee for approval	ET	24 Jan

⁵⁹ Brought forward because of unavailability of DEQAS reviewers over the Christmas/New Year period.

Phases, Deliverables and Timeline	Responsible	Dates
Final approval for IR received from internal evaluation committee	ET	29 Jan
Sharing of final inception report with key stakeholders for information	EM, WFP Ethiopia CO, RB	29 January 2018
Phase 3 –Data collection		
Observation visits to schools	ET	
Data collection	ET	2 – 23 Feb
In-country Debriefing (s)	ET, EM, WFP Ethiopia CO,	23 Feb
Phase 4 - Analyse data and report		
Draft evaluation report submitted	ET	14 March
Revise draft ER based on feedback received by DE QS and EM	ET	19-23 March
Submission of revised ER based on DE QS and EM QA	N/A	23 March
Revise draft ER based on stakeholder comments received	ET	28 March – 4 April
Submission of final revised ER	ET	4 April
Sharing of final evaluation report with key stakeholders for information	EM, WFP Ethiopia CO	4 April
Phase 5 Dissemination and follow-up		
Prepare management response	EM, WFP Ethiopia CO, RB, ERG	April 2018
Share final evaluation report and management response with OEV for publication	EM, WFP Ethiopia CO, RB, ERG	April 2018

c. Support/Information required

5. It has been agreed that the CO will facilitate arrangements for appointments during the field mission as well as logistical arrangements for site visits.

6. The CO has indicated that vehicles can be provided for the ET qualitative field work and for the observations in a selection of schools. The ET may request the CO's help with flight reservations within Ethiopia, at the ET's expense.

Table 14 Support and Information Requirements for the Evaluation

#	Support/Information required	Provider
1	Assistance with obtaining visas and travel permits for two international evaluators (and for travel of one national evaluator)	CO
2	Schedule initial briefings, meetings, and appointments including: security and administrative set-up with WFP, briefings and meetings with relevant CO units and staff, as well as external partners,	CO
3	Schedule follow-up meetings as needed	ET
4	Coordinate space and invitations for external and internal briefings	CO
5	Schedule domestic flights for all team members if necessary – (ET to purchase)	CO ET responsible for the cost
6	Provide office space for the evaluation team at WFP CO and Sub-offices	CO
7	Provide vehicles and driver for transportation of ET during the observation work in January and the in-depth interviewing in February	CO
8	Provide IT support as needed	CO
9	Arrange and confirm accommodation in the field	CO ET responsible for cost
10	Assist with fieldwork logistics at all sites	CO
11	Provide names and contact information for individual stakeholders	CO
12	Arrange de-briefing (invitations, venue, equipment etc.) - stakeholders to be agreed between ET and CO	CO + ET
13	Support ET to resolve any additional information and documentation gaps	CO

Annex F Team Roles and Responsibilities

Team members' expertise

1. **Dr Muriel Visser** (Team Leader) has over 25 years' consultancy experience, with particular expertise in policy analysis, programme design, evaluation and aid management, as well as technical specialisms in gender analysis, education, HIV/AIDS and health. Muriel is a highly experienced evaluator and team leader and has led large multi-donor country programme evaluations for various bilateral and multilateral agencies (WFP, UNICEF, UNAIDS, UNESCO, Irish Aid, DFID, DANIDA, EU,) using the OECD DAC criteria. Muriel is currently leading the major evaluation of the 11th European Development Fund, the largest of the EU's Financing Instruments. She was also the team leader for an evaluation of a baseline evaluation of School Feeding in Kenya She was also the team leader for the evaluation of the inter-agency initiative REACH (Renewed Efforts Against Child Hunger), which included global level engagement and analysis, as well as eight in-depth country case studies (WFP,2015) , and was a member of the evaluation team undertaking the Independent Comprehensive Evaluation of the SUN Movement (2014), with specific focus on governance and supporting the evaluation methodology. Muriel has considerable experience of evaluating WFP school feeding programmes: in 2016, she led the team undertaking the school feeding programme evaluation in Sao Tome and she also led the team undertaking an evaluation of WFP's development operation in Ivory Coast, which included a focus on WFP's school feeding and take-home ration interventions and capacity development. Muriel's experience in the education sector include as an evaluator of UNICEF's upstream work in basic education and gender equality, designing and testing of a practical tool for country stakeholders to support the mainstreaming of gender into Education Sector Plans for UNGEI, and researching for the design of a pilot project for testing demand side intervention in primary education in Mozambique. Muriel has considerable expertise in statistical analysis, with a PhD in Health Communication with a minor in Measurement and Statistics from the University of Florida (2004). Muriel has worked across Africa (in more than 20 countries) and has strong regional experience from Eritrea, Kenya and Uganda.
2. **Dr Denis Alder** (Senior Evaluator) is a specialist statistician and data analyst with more than 40 years' experience of supporting research in international development through supporting/leading survey design, statistical modelling and data analysis for monitoring and assessment of indicators. His knowledge and expertise includes use of R statistical modelling, SQL database design, GIS, design of sample surveys including stratified, cluster, multi-stage, multi-phase models, linear and nonlinear models and regression and Bayesian methods. Denis previously worked as a World Bank Technical Specialist, monitoring, evaluating and reporting for a large export sector development project and was Head of Statistics for the British Potato Council where he developed innovative surveys for crop yields, farm gate market prices, GIS mapping of crops and yield; and planning and undertaking food production surveys, market surveys, household income, and usage of household fuels. Most recently he has supported the National Information Platform for Nutrition (NiPN) initiative, conducting a review of the NiPN anthropometry data quality toolkit.
3. **Rita Bhatia** (Senior Evaluator) has over 25 years of extensive experience in managing nutrition and public health programmes, working in humanitarian and development operations. She has worked with UN agencies and NGOs in the areas of public nutrition, school feeding, education, health, food security, protection and HIV AIDS. The emphasis of her work has been on conceptualization, policy and strategy and programme

planning, management and evaluation. Ms. Bhatia has held a number of key positions with lead on public nutrition and health. This culminated in her work as a Senior Regional Programme Advisor- for the World Food Programme (WFP) in Thailand, with the primary responsibility of managing public health and nutrition programmes in Asia and the Pacific. Previously, she has worked with WFP in its global office in Italy and the United Nations (UNHCR) in Africa and its global office in Switzerland. During her assignments at the global offices she provided technical and programme support on strategic health, nutrition and school feeding and capacity development programmes. Rita was a core team member of the Mokoro team which undertook three simultaneous midterm evaluations of WFP USDA McGovern-Dole funded school feeding programmes in Bangladesh, Laos and Nepal (2016).

4. **Gadissa Bultosa** (Senior Evaluator) is a highly qualified Social Statistician and evaluator with over 34 years of experience in socio-economic and baseline surveys; feasibility studies; data management; rapid appraisal methods; project/programme design, implementation and management; impact assessment, monitoring and evaluation; and social accountability instruments and processes. An expert in programme monitoring and evaluation, Gadissa recently supported the evaluation of Finland's country strategies and country strategy modality as a team member and senior evaluator of the Ethiopia evaluation team (2015-16). He was also the deputy team leader, statistician and M&E expert for a Programme Level Monitoring & Evaluation for the Climate High Level Investment Programme (CHIP), and for the Strategic Climate Institutions Programme (SCIP) (DFID, 2012-16). Gadissa's relevant sectoral expertise includes conducting a midterm review of a Pastoral Community Development Project in the Somali, Afar, Oromia and SNNP regions of Ethiopia (2011). Gadissa has also supported numerous food security assignments, including the Western Ethiopia Integrated Environment and Food Security Development Programme, for which he was a Programme Adviser (2011). He was also a Socio-Economic/M&E expert for the evaluation of the Mena-Sibu Integrated Food Security Project, and Project Design for Mena-Sibu Environmental Rehabilitation and Food Security Project (2011). An Ethiopian national with extensive country experience, Gadissa brings extensive regional know how to the team, and experience of working with government agencies as well as donor agencies and international organizations.

5. **Doe-e Berhanu** (Research Coordinator) is a sustainable development professional with 11 years' experience in the areas of gender analysis, agriculture, market based livelihoods and food security. An Ethiopian national, Doe-e has broad and varied experience of supporting development programmes from across the country in a variety of research coordination roles. Her experienced is complemented by extensive international study and work experience in countries including the USA and South Korea. Doe-e has contributed to impact evaluations, reviews and the development of results-based M&E frameworks, including a review of Ethiopia's large-scale commercial agricultural policy, institutional arrangements and implementation to identify challenges and policy intervention areas for the subsector. Doe-e has worked with international organisations including WFP and Oxfam. She supported the WFP as a Programme Officer in Juba, South Sudan between 2012-14, providing support to programme planning and management for the South Sudan National Strategic Food Reserve (NSFR) Special Operations. She held a position as regional Communications and Information Officer for Oxfam America's Horn of Africa office in Addis Ababa, a role that included providing strategic leadership for Oxfam America communications relating to the Horn of Africa. Doe-e is a fluent English speaker with native-proficiency in Amharic and intermediate proficiency in Afaan Oromo.

Roles and responsibilities

Table 15 Evaluation team roles and responsibilities

Team member, Role and Profile	Responsibilities/Coverage
<p>Muriel Visser, Team leader</p> <ul style="list-style-type: none"> • Highly experienced aid-effectiveness expert • Significant experience of leading teams to undertake large, complex evaluations • Specific expertise in the areas of education and gender equality and health 	<ul style="list-style-type: none"> • Team Leader with overall responsibility for all aspects of the evaluation and the supervision and support of other team members. • Will be responsible for overall design, implementation, reporting and timely delivery of the evaluation products. • Principal liaison with WFP evaluation manager (EM), overall direction of the evaluation team (ET). • Technical areas of focus to include gender, health and education. • Leads on GEEW at IR stage and ensures full mainstreaming during the evaluation stage. • Leads inception mission in Addis Ababa. • Works to support the development and finalisation of data collection instruments, sampling frame and design for the evaluation groups. • Leads the elaboration of the methodology and approach in the inception phase, and the drafting of the Inception Report (IR). • Leads main fieldwork mission to Ethiopia. • Leads the preparation of the draft Evaluation Report (ER) and its revision in response to feedback. Supports the finalisation of the report through the DEQAS process. • Production and delivery of the evaluation brief.
<p>Rita Bhatia, Senior evaluator</p> <ul style="list-style-type: none"> • Qualified nutritionist with more than 25 years' experience of nutrition programming, evaluations, training and policy development. 	<ul style="list-style-type: none"> • Thematic responsibility for child nutrition and health dimensions of school feeding; contributes to institutional and capacity analysis, with special focus on the quality of M&E systems, • Joins inception mission to Addis Ababa. • Joins main evaluation mission in Ethiopia. • Provides support to the design of survey instruments. • Contributes to Inception Report and Evaluation Report.
<p>Denis Alder, Senior Evaluator</p> <ul style="list-style-type: none"> • Senior statistician and data analyst • Expertise in range of tools such as R statistical modelling, SQL database design, GIS, design of sample surveys including stratified, cluster, multi-stage, multi-phase models, linear and nonlinear models and regression and Bayesian methods. 	<ul style="list-style-type: none"> • Thematic responsibility for the statistical and data management aspects of the survey, including supporting the design of data collection instruments, sampling strategy and evaluation methodology. Support to data management, including providing oversight of data cleaning process. Support to the analysis of survey data. Joins briefings and inception workshop in Addis Ababa • Joins main evaluation mission in Ethiopia. • Contributes to Inception Report and Evaluation Report. • Joins inception mission • Joins main evaluation mission in Ethiopia. • Contributes to Inception Report and Evaluation Report.

Team member, Role and Profile	Responsibilities/Coverage
<p>Gadissa Bultosa, National consultant and evaluator</p> <ul style="list-style-type: none"> Highly qualified social statistician National consultant with significant experience of both Somali and Afar regions of Ethiopia Considerable expertise in the field of survey implementation and the recruitment and training of field enumerators. 	<ul style="list-style-type: none"> Brings thematic expertise in rural development, capacity development, survey methodologies, survey implementation, and statistical analysis. Participates in inception mission and detailed design of the SI Responsible for coordinating survey implementation, including the recruitment and training of enumerators, sourcing translation services as required, assisting in the procurement of survey tools as required (such as electronic tablets), sourcing vehicles and assisting in the coordination of local transport as required. Works with the lead statistician to oversee the implementation of a statistically rigorous survey. Joins main evaluation mission and contributes to Evaluation Report.
<p>Doe-e Berhanu Research Coordinator</p> <ul style="list-style-type: none"> National consultant with international experience and experience inter alia in sustainable livelihoods, capacity building, gender analysis and evaluation methodologies. Previous role with WFP in South Sudan (2012-14) 	<ul style="list-style-type: none"> Ethiopia-based liaison with the evaluation management team in Oxford. Assists in sourcing documents and data, managing the team's e-library, and setting up programmes for the main inception and field-work missions. Under TL direction, undertakes literature review and data analysis, and assists with scheduling of interviews and planning of the field visit. Participates in inception and field missions, and assists liaison between Mokoro and WFP ETHCO between missions. Provides coordination with WFP on data gathering including the organising of interviews and planning of fieldwork. Contributes to the Inception Report and Evaluation Report, and supports the Team Leader in compiling reports and responding to comments from stakeholders and DEQAS. Joins the inception mission meetings in Addis
<p>Stephen Lister and Alistair Hallam, Quality Support Advisors</p> <ul style="list-style-type: none"> More than 60 years of combined expertise in international development and humanitarian settings Significant experience of providing QS to WFP evaluations 	<ul style="list-style-type: none"> The Quality Support Advisors review deliverables and advises on the relevance, credibility and practicality of the evaluation's approach (at inception report stage) and of its findings, conclusions and recommendations (at the evaluation report stage). In particular, Stephen Lister provides guidance on DEQAS compliance to the Team Leader, and Alistair Hallam reviews impact evaluation methodology and delivery.
<p>Christine Fenning Research Support</p> <ul style="list-style-type: none"> Evaluator and research analyst with highly-relevant recent experience of evaluating WFP School Feeding Programmes 	<ul style="list-style-type: none"> Provides guidance and assistance to the in-country Research Coordinator as required, supporting key research processes and ensuring compliance with DEQAS in all research processes employed and templates used.
<p>Philip Lister and Jim Grabham Assignment Editor; Logistics and Research Assistance</p> <ul style="list-style-type: none"> Mokoro staff members with decades of combined experience in ensuring the quality of Mokoro's outputs and assignment support 	<ul style="list-style-type: none"> Under the guidance of the Team Leader and Researcher, provide additional support including data and document assembly, recording interviews; ensure logistical arrangements, and assisting in the preparation of drafts. Proofreading, editing, and formatting of evaluation products to WFP's high standards.

Annex G Detailed evaluation timeline

	Phases, Deliverables and Timeline	Responsible	Agreed dates
Phase 1 - Preparation			
	Selection and recruitment of evaluation team	WFP Ethiopia CO, RB	
	Pre-contract meeting with winning company to ensure team availability	WFP Ethiopia CO, RB, ET	
	Signing of service contract	WFP Ethiopia CO, RB, ET	October 2017
Phase 2 - Inception			
	Virtual briefing, to allow for remote introduction to the team, preliminary discussions regarding the inception phase, clarification of questions on the TOR, preparation of the inception mission, and preliminary preparations for the inception phase	WFP Ethiopia CO, RB, ERG, ET, EM	October 2017 (following contracting)
	Preliminary activities to include review of available data, sourcing outstanding data, drafting and finalising schedule for inception mission, and preliminary work on the inception report including assessment of the feasibility of the control group, location of schools etc.	ET, WFP Ethiopia CO	October – November
	Selected other phone meetings with technical staff of WFP and the evaluation team ahead of the evaluation inception mission		Week of 20 November
	Introductory briefing core team (in country) by WFP office	WFP Ethiopia CO, RB, ERG, ET, EM	27 Nov
	In-country inception mission	ET, WFP Ethiopia CO, EM	27-29 Nov
	In-country internal team workshop	ET	30 Nov
	In-country follow-up preparatory work by sub-section of the Evaluation team on evaluation tools, preparation of research team etc.		
	Submission of draft inception report (IR) to EM	ET	15 Dec
	Sharing of draft IR with outsourced quality support service (DE QS) and quality assurance of draft IR by EM using the QC	EM, WFP Ethiopia CO, RB	15 – 22 Dec
	Return of IR to ET with first round of DEQAS comments	EM	22 Dec
	Revise draft IR based on feedback received by DE QS and EM	ET	22 Dec - 10 Jan
	Submission of revised IR based on DE QS and EM QA	ET	10 Jan
	Circulate draft IR for review and comments to ERG, CO and RB	EM, WFP Ethiopia CO, RB, ERG	10-17 Jan
	Return of IR to ET with second round of DEQAS comments	EM	17 Jan
	Revise draft IR based on stakeholder comments received	ET	17-24 Jan
	Submits the final IR to the internal evaluation committee for approval	ET	24 Jan
	Final approval for IR received from internal evaluation committee	ET	29 Jan
	Sharing of final inception report with key stakeholders for information	EM, WFP Ethiopia CO, RB	29 January 2018
Phase 3 –Data collection			
	Data collection	ET	Survey: 2 – 23 Feb ET: 12 -23 Feb
	In-country Debriefing (s)	ET, EM, WFP Ethiopia CO,	23 Feb
Phase 4 - Analyze data and report			
	Draft evaluation report submitted	ET	14 March
	Sharing of draft ER with outsourced quality support service (DE QS) and quality assurance of draft ER by EM using the QC	EM, WFP Ethiopia CO,	14-19 March
	Return of ER to ET with first round of DEQAS comments	N/A	19 March

	Phases, Deliverables and Timeline	Responsible	Agreed dates
	Revise draft ER based on feedback received by DE QS and EM	ET	19-23 March
	Submission of revised ER based on DE QS and EM QA	N/A	23 March
	Circulate draft ER for review and comments to ERG, RB and other stakeholders (list key stakeholders)	EM, WFP Ethiopia CO, RB, ERG	23 – 28 March
	Return of ER to ET with second round of DEQAS comments	N/A	28 March
	Revise draft ER based on stakeholder comments received	ET	28 March – 4 April
	Submission of final revised ER	ET	4 April
	Sharing of final evaluation report with key stakeholders for information	EM, WFP Ethiopia CO	4 April
	Phase 5 Dissemination and follow-up		
	Prepare management response	EM, WFP Ethiopia CO, RB, ERG	April 2018
	Share final evaluation report and management response with OEV for publication	EM, WFP Ethiopia CO, RB, ERG	April 2018

Annex H Detailed field work schedule

Activity	Dates	Team member	Locations/sites	Stakeholders
Field work for observation of school feeding – January				
Travel to Afar region	4/1/18	DB	Afar	
Curtesy meeting at regional level	4/1/18	DB	Afar	Regional education bureau WFP regional office
Observation visit school 1	4/1/18	DB	Afar	School director (contact person for the school visit)
Observation visit school 2	5/1/18	DB	Afar	School director
Observation visit school 3	5/1/18	DB	Afar	School director
Return to Addis	6/1/18			
Travel to Somali	15/1/18	DB	Somali	
Curtesy meeting at regional level ⁶⁰	15/1/18	DB	Somali	Regional education bureau WFP regional office
Observation visit school 1	15/1/18	DB	Somali	School director
Observation visit school 1	16/1/18	DB	Somali	School director
Observation visit school 2	16/1/18	DB	Somali	School director
Return to Addis	17/1/18	DB	Somali	
Survey Administration – February				
Flight (from A/A to the respective regions); contact entree facilitators; accommodation; visit to BoE & admin work	5/2/18	S161 (Afar); S2 & S3 (Somali)	Afar & Somali	Bureau of Education (BoE) of the respective regions
Training enumerators (at Semera and Jigjiga/ Gode)	6/2/18	ST1 (Afar); ST2 & ST3 (Somali)	Afar & Somali	BoE of the respective regions
Travel; admin work; school level interviews (with relevant teachers & students: girls & boys); KIIs	7/2/18 – 24/2/18	ST1	Afar	Education office of sample Woredas & schools (in Afar)
Travel; admin work; school level interviews (with relevant teachers & students: girls & boys); KIIs	7/2/18 – 24/2/18	ST2 & ST3	Somali	Education office of sample Woredas & schools (in Afar)
Travel back to the respective region's capital	25/2/18	ST1 (Afar); ST2 & ST3 (Somali)	Afar & Somali	
Flight back to Addis Ababa	26/2/18	S1 (Afar); S2 & S3 (Somali)		
Completed questionnaire submitted to B&M; data entry & transmit to the Statistician	27/2/18 – 5/3/18	4 Encoders	Afar & Somali	B&M will design data entry interface prior to survey completion
In-depth interviews – February				
Arrival team in Addis	5/2/18	MV and RB		
Initial meeting with WFP on field work arrangements	5/2/18 afternoon	MV, RB and DB	Addis	WFP Office
Travel from Addis to Somali	6/2/18	MV, RB, DB		

⁶⁰ This meeting will also be used by DB to prepare the field work in February by informing regional authorities and WFP field offices of the procedure and requesting support in informing the schools and other authorities.

⁶¹ S1 = Supervisor 1; ST1 = Survey Team1; etc

Activity	Dates	Team member	Locations/sites	Stakeholders
Regional interviews Somali	6/2/18	MV, RB, DB	Somali	Regional education office
School 1 – Somali	7/2/18	MV, RB, DB	Somali	Woreda, Kebele officials, school stakeholders, pupils, parents
School 2 – Somali	8/2/18	DB + translator	Somali	Woreda, Kebele officials, school stakeholders, pupils, parents
School 3 – Somali	8/2/18	RB + translator	Somali	Woreda, Kebele officials, school stakeholders, pupils, parents
School 4 – Somali	8/2/18	MV + translator	Somali	Woreda, Kebele officials, school stakeholders, pupils, parents
Regional interviews continued	9/2/18	MV, RB, DB	Somali	NGOs WFP Office
Return travel to Addis	9/2/18	MV, RB, DB		
Travel to Afar	11/2/18			
Regional interviews Afar	12/2/18	RB, DB	Afar	Regional education office WFP field office
School 1 – Afar	13/2/18	RB + translator	Afar	Woreda, Kebele officials, school stakeholders, pupils, parents
School 2 –Afar	13/2/18	DB+ translator	Afar	Woreda, Kebele officials, school stakeholders, pupils, parents
School 3 – Afar	14/2/18	RB+ translator	Afar	Woreda, Kebele officials, school stakeholders, pupils, parents
School 4 - Afar	14/2/18	DB + translator	Afar	Woreda, Kebele officials, school stakeholders, pupils, parents
Return travel from Afar	14/2/18			
National level interviews (in parallel to Afar field work)	12 to 14/2/18	MV	Addis various locations	MoE WFP Other stakeholders
Team work in Addis	15/2/18	MV, RB, DB	WFP Office	ET
Debriefing of preliminary qualitative findings from field work with CO	15/2/18	MV, RB, DB	WFP Office	WFP and other stakeholders (if invited)
MV departs from Addis	15/2/18	MV		

Annex I List of persons met during the Inception Mission

	Name	Organization	Title
1	Sibi Lawson-Marriott	WFP	Head of Programme
2	Claude Kakule	WFP	Deputy Head of Programme
3	Askale Teklu	WFP	Programme Officer, FFE Team Leader
4	Mesfin Mekuria	WFP	Program Associate, FFE
5	Teweldebirhan Girma	WFP	Team Leader, M&E
7	Hannah Haaij	WFP	Social Protection Officer (Gender Focal Person)
8	Wendy Alvarado	WFP	COMET and M&E Coordinator
9	Hussein Awol	WFP	M&E Officer
10	Lamrot Habtemariam	WFP	Programme Assistant, M&E Data
11	Lachezar Lechev	WFP	Head of Security
12	H.E. Mohammed Ahmedin Hassen	MoE	State Minister of General Education
13	Yasabu Berkneh	MoE	Director General, School Improvement Program Support
14	Yohanes Wogasso	MoE	Technical Assistant for Emerging Regions
15	Bereket Akele	MoE	National School Health and Nutrition Delegate & School Feeding Program Advisor to the State Minister (Seconded by WFP)
16	Martha Kibur	UNICEF	Cross-Sectorial M&E Specialist (Member of the Evaluation Reference Group)
17	Rahel Yergashewa	UNICEF	Education Specialist, M&E Education Section (Member of the Evaluation Reference Group)
18	Michael G. Francom	USDA	Agriculture Counselor & USDA Liaison to the AU
19	Million Bekele	MoE - EMIS	Director, EMIS
20	Mellese Bedanie	MoE	Director , Emergency Unit
21	Belay Seyoum	WFP	GIS Officer
22	Tsegazeab Bezabih	WFP	M&E Officer

Annex J People interviewed (observation and main field visits)

	Name	Organization	Title
	Afar Region		
1	Rahima Ali (f)	Eliwuha School	Director
2	Amin Duba (m)	Eliwuha School	Storekeeper
3	Fate' Mohamed (f)	Eliwuha School	Food Committee member
4	Belela Umer (f)	Eliwuha School	Food Committee member
5	Tewelde Beyene (m)	Semsem School	Director
6	Amina Seid (f)	Semsem School	Amharic teacher
7	Toiba Seid (f)	Semsem School	Science teacher
8	Lubaba Getachew (f)	Semsem School	Civics teacher
9	Wondwosen Ayelew (m)	Semsem School	Physics teacher
10	Fikru Mulu (m)	Semsem School	Math teacher
11	Jemal Motema Omar (m)	Guluble School	Director
12	Ali Hussien (m)	Guluble School	Afar language teacher
13	Gulubule community elder (m)		
14	Students at the three schools (9 m, 6 f)		
15	Cooks at Eliwuha and Semsem schools (4 f)		
16	Rukia Yusuf (f)	AFSDAC	Gender & Nutrition Officer
17	Abiot Ferde (m)	AFSDAC	Executive Director
18	Mohamed Abdo (m)	AFSDAC	Volunteer
19	Seid Mohammed (m)	Save the Children	Senior Programme Manager
20	Thomas Tamanini (m)	AICS	WASH Advisor
21	Seid Yimer (m)	AICS	Regional WASH Consultant
22	Yemanebirhen Mohamed (m)	WFP Semera sub office	Nutritionist
23	Awel Yusuf (m)	WFP Semera sub office	Monitoring Assistant, FFE Focal Person
24	Darasa Mohammed (m)	Regional BoE	Director of Curriculum Development & Teaching-Learning Directorate
25	Ahmed Ibrahim (m)	Regional BoE	Technical Assistant, McGovern-Dole SFP
26	Wossen Gebrehiwot (m)	Regional BoE	SFP Focal Person
27	Hailu Workeneh (m)	UNICEF	Education Programme Officer
	Somali Region		
28	Abdlfatah Ahmed (m)	Camadhle School	Director
29	Abdurahman Deeg Heeban (m)	Camadhle School	PTA member
30	Hassan Galayed Mohammed (m)	Farada School	Director
31	Abdi Haybishafae(m)	Farada School	PTA member
32	Hamdiya Mohammed Haid (f)	Deghale School	PTA member
33	Ibrahim Musa Abdi (m)	Deghale School	PTA chair
34	Kader Sheik Abdulahi (m)	Deghale School	Director
35	Abdulahi Abdi (m)	Elahmar School	Director

	Name	Organization	Title
36	Elahmar PTA members (2 m)	Elahmar School	
37	Ahmed Mahdi Ibrahim (m)	Duudcaafi School	Director
38	Kos Abdu Ali (f)	Duudcaafi School	Parent of THR beneficiaries
39	Keen Mohammed Doud (f)	Duudcaafi School	Parent of THR beneficiary
40	Mahmud Ahmed (m)	Duudcaafi School	PTA Chairperson
41	Muhudin Ahmed Issak (m)	Balihare School	Director
42	Osman Jama Abdilah (m)	Balihare School	PTA Chairperson
43	Students at the six schools (20 m, 23 f)		
44	Cooks at the six schools (13 f)		
45	Elahmar Kebele Chairperson (m)	Elahmar Kebele	
46	Redwan Abbas hussien (m)	Gursum woreda BoE	Acting Head of Gursum Woreda BoE
47	Abdurazak Kassim (m)	Southern Jigjiga woreda BoE	SFP Focal Person
48	Abdi Fatah Ali (m)	Harooraysa woreda BoE	Woreda Education Head
49	Ahmed Hussen Aden (m)	Harooraysa woreda BoE	FFE Focal person
50	Abdulhakim Mohamed (m)	Regional BoE	Teacher Development Programme Core Process Owner
51	Abdirezak Ali Omer (m)	Regional BoE	Technical Assistant, McGovern-Dole SFP
52	Abdirezak Hassan (m)	Regional BoE	ICT Department
53	Zeinu Shifa (m)	Regional BoE	School Improvement Expert
54	Aiderous Mohamed	Regional BoE	NGO and Resource Mobilization
55	Mohamed Dahir Aden (m)	WFP Jigjiga sub office	Filed Monitor & FFE Focal Person
56	Abdi Razak Haybe (m)	Save the Children	Emergency Education Manager
57	Abdul Rahman Mohamed (m)	UNICEF	Education Cluster Coordinator
	Addis Ababa		
58	Joyce Kanyangwa Luma (f)	WFP	Representative and Country Director
59	Sibi Lawson-Marriott (f)	WFP	Head of Programme
60	Angeline Rudakubana (f)	WFP AU Liaison Office	Director, Representative to the AU & UNECA
61	Wanja Kaaria (f)	WFP AU Liaison Office	Deputy Director, Representative to the African Union & UNECA
62	Priscilla Wanjiru (f)	WFP AU Liaison Office	Programme Officer
63	Oleh Maslyukov (m)	WFP	Deputy Head of Logistics
64	Askale Teklu (f)	WFP	Programme Officer, FFE Team Leader
65	Mesfin Mekuria (m)	WFP	Programme Associate, FFE
66	Yasabu Berkneh (m)	MoE	Director General, School Improvement Program Support
67	Bereket Akele (m)	MoE	National School Health and Nutrition Delegate & SFP Advisor to the State Minister (Seconded by WFP)
68	Michael G. Francom (m)	USDA	Agriculture Counselor & USDA Liaison to the AU
69	Gobena Dea (m)	MoH	Nutrition Case Team Officer
70	Aberra Makonnen (m)	Save the Children	Team Leader for Education

	Name	Organization	Title
71	Melese Bedagne (m)	MoE	Education Cluster Lead
72	Emmanuelle Abrioux (f)	UNICEF	Chief of Education
	Telephone Interview		
73	Faith Awino Mwamba (f)	WFP RB	Programme Policy Officer

Annex K The McGovern-Dole Programme in Ethiopia

Introduction

1. This annex provides basic information about the McGovern-Dole-supported School Feeding Programme (FFE-663-2013/026-00) in Ethiopia from 2014 to 2017. It includes summaries of the programme's design, its implementation, and performance data available so far.

Context and scope

2. WFP introduced SFP in Ethiopia in 1994. The initial pilot targeted 250,000 children in 40 primary schools in Amhara, Tigray, Afar and Oromia Regions, targeting chronically food insecure districts, and was further expanded to SNNPR and Somali Region in 2002. Between 1994 -2014, the programme was able to reach 605,540 students in 1,186 schools throughout the six regions. Beginning in 2014, the programme narrowed the geographic scope of its operations and has since been working in four regions (Afar, Somali, Oromia and SNNPR), targeting 488,000 beneficiary students (WFP, n.d.-a).

3. Under the McGovern-Dole International Food for Education (FFE) and Child Nutrition Programme, the USDA provided WFP Ethiopia's SFP with a grant of USD40,707,805 obligated against budget fiscal year 2009, 2011 and 2016 funds to cover activities of the four year SFP until 2017. USDA signed the McGovern-Dole commitment letter on November 09, 2012 and project implementation began in January 2014. The planned McGovern-Dole grant of USD26,500,000 was revised twice. The first modification was in March 2015 and it obligated an additional USD 2,209,835 against budget fiscal year 2011 funds by increasing the total programme value to USD28,709,835 (WFP, 2011e). The second modification was done in July 2016 to extend the three-year programme into a four-year programme and amend the budget by obligating an additional USD11,999,970 against budget fiscal year 2016 funds, bringing the total programme value to USD40,709,850.

4. The McGovern-Dole grant under review accounts for 13.27 percent of the WFP Ethiopia Country Programme (CP) 200253 (2012–2015) (WFP, 2011d) budget of USD306,641,528. Other CP priorities include: i) increasing the capacity of Ethiopia's disaster risk management system; ii) enhancing natural resource management in food-insecure communities and resilience to weather-related shocks; iii) facilitating access to HIV care, treatment and support; and vi) promoting opportunities for livelihood diversification and improved access to food markets.

5. The McGovern-Dole grant was designed to support WFP in providing school meals in 583 schools for 200 days per year for the first three years (2014-2016) and 176 days in 2017. The McGovern-Dole SFP was designed to provide 200,591 primary school children with daily school meals in 2014, increasing to 220,650 in 2015, 280,179 in 2016 and 289,000 in 2017 alongside capacity building activities that are aimed at supporting increased dietary and health practices and improved student attendance. The capacity building component also includes activities to support the capacity of the Government to develop a National School Feeding Programme (NSFP).

6. The McGovern-Dole-supported SFP currently covers 590 schools (361 in Afar and 229 in Somali Regions), providing school meals in the April – September 2017 reporting

period to 292,249 children.⁶² This represents just under one third of the one million primary school children in these two regions, and five percent of the total of 19 million primary school children in the country. The McGovern-Dole-supported schools are located in 32 woredas of Afar Region and 52 woredas of Somali Region (USDA, 2016a).

7. The programme provides children with about one third of their daily calorie intake. It provides one hot meal per day (composed of 120 g of CSB, 6 g vegetable oil and 3 g salt) for all targeted children, corresponding to 647 calories per day. In addition, a monthly THR of two liters (8 liters per semester) of vegetable oil is provided to girl pupils as an incentive to attend school and encourage parents to allow them to do so.

Objectives and activities

8. The purpose of McGovern-Dole FFE and Child Nutrition Programme interventions is to ensure equal access is provided for boys and girls at primary schools, with a focus on marginalized food-insecure areas and vulnerable children. Contrary to other McGovern-Dole programmes, the intervention in Ethiopia does not target improving literacy or numeracy levels but instead focuses on the two intermediary results of improved attentiveness and improved student attendance. Presumably this is a reflection of the fact that the challenges in the education system are still very much at the level of access rather than quality for the regions concerned. Furthermore, the MoE's General Education Quality Improvement Programme (GEQIP) and other development partners are targeting improving the quality of literacy and numeracy.

9. The McGovern-Dole grant proposal provides a broad overview of WFP's previous school feeding interventions in Ethiopia and the poverty and food insecurity contexts in Afar and Somali Regions that justify the need for school feeding interventions. However, the document does not clearly articulate the objectives of the programme and appears to be more of a draft than a final document.

10. As stated in the USDA Modification II to Commitment Letter to WFP, the McGovern-Dole SFP specifically aims to:

- Provide school meals to 200,591 primary school-age children in 583 schools for the first year, 220,650 for the second year, 280,179 for the third year, and 289,000 primary school-age children in 590 schools for the fourth and last year of the programme.⁶³
- Provide students in McGovern-Dole SFP target schools with water, sanitation and hygiene (WASH), health and dietary interventions for each year of the proposed programme (FY2014 – 17).
- Provide a monthly THR of two liters (8 liters per semester) of vegetable oil to all girls in the targeted schools based on a minimum of 80 percent attendance rate as an incentive to attend school and encourage parents to send their girls to school. The targeted beneficiary girl students for the THRs are 90,243 for the first three years and 128,783 for the fourth year of the programme.

⁶² However, the sex disaggregated school meals beneficiary figures of 131,530 girls and 160,755 boys do not add up to the total number of school meals beneficiary figure of 292,249 children provided for the same reporting period.

⁶³ Information on the number of intervention schools obtained from WFP's biannual progress reports to MGD and field monitoring data.

- Strengthen the Government’s financial and technical capacity to develop a National School Feeding Programme.

11. The objectives of the McGovern-Dole-supported SFP are aligned to the McGovern-Dole Strategic Objectives (SOs) 1 and 2. The activities of the McGovern-Dole-supported SFP are summarized in Table 16 below and the project level results framework is provided at the end of this annex.

Table 16 McGovern-Dole planned school feeding activities

Activity	What/Who	Partner
Adapt CHILD manuals for pastoral communities	According to the first bi-annual progress report (01/04/2014 – 30/09/2014), the adaptation of CHILD manuals for pastoralist communities was done in the previous McGovern-Dole SFP (01/10/2013 – 30/05/2014), not the McGovern-Dole SFP under review	
Build/Rehabilitate schools	Construction of separate latrines for boys and girls, kitchens and canteens, storage facilities and underground water collection points	BoE, BoUD
Develop school health and nutrition planning and management capacity	Support to MoE in developing SHN training of trainers (ToT) manual	MoE
	Provision of SHN training to school directors, teachers, woreda focal persons and supervisors from Regional BoE, BoH, BoA and Water Bureaus	
Promote health and Hygiene clubs	Establish clubs and provide training on the concepts of health and hygiene as well as mini media materials	
Promote health and nutrition education	Develop education information communication materials on nutrition, hygiene and sanitation practices in schools to improve teachers' and students' knowledge and practice.	
Promote school gardens	Establishment of school gardens, provision of training on school gardens, supply of seeds and agricultural tools to schools	BoA
	Pilot livestock production in selected schools	
Provide energy saving stoves	School kitchen improvement	
Provide financial and technical support to the regional education management system	Develop an online database system to improve the SFP monitoring and reporting capacity of Afar and Somali BoE	
	Provision of training on the online database system to each region's Education Management Information System Directorate and SF focal persons at the Woreda Education Offices	
	Technical staff (IT) assigned to support the bureaus	
Provide financial and technical support to the National School Feeding Programme	Deploy two technical staff to MoE to provide technical assistance at policy strategy and programme management level. Deploy another two technical staff to Somali and Afar to provide operational support for the SFP implementation	
	Develop guidelines and training materials	
Provide school meals	Mid-morning snacks	MoE
Provide teaching material and equipment	Provision of text books, science and geography teaching kits, first aid kits	BoE
Provide technical support to improve water and sanitation facilities	Construction of latrines and water ponds	BoE, BoUD
Provide training on CHILD planning approach	Provision of training to school directors, teachers, PTA representatives, health and agriculture extension workers	
Provision of non-food items to schools	Provision of kitchen shelves and pallets for proper food storage, cooking pots, plates	
	Provision of motor bikes to support BoE's monitoring and supervision activities	

Activity	What/Who	Partner
Take-home rations	Incentive to encourage girls' school enrolment and attendance by providing 8 liters of cooking oil per semester	
Training in food preparation and storage practices	Provide onsite training for on food preparation and storage handling	
	Develop guideline and training manual for cooks and provide training to the cooks on food safety, personal and kitchen hygiene	
Training: Food Handling and Management for government counterparts	Provision of food handling and management to school directors and district level representatives	

Source: Compiled from WFP's biannual progress reports to USDA

Planned outputs and outcomes

12. Table 18 and Table 17 below show the planned beneficiaries for the McGovern-Dole school meals component and the food requirements as per the adjustment made in the USDA Modification II to Commitment Letter to WFP (USDA, 2016b).

Table 17 Planned food requirements for the McGovern-Dole programme

Food item	Planned food requirements (MT)
CSB	12,450
CSB+	6,110
Vegetable oil	4,830

Source: USDA, 2016b

Table 18 Planned beneficiaries for the McGovern-Dole programme

Year	Male	Female	Total
2014	0	0	200,591
2015	0	0	220,650
2016	0	0	280,179
2017	160,000	129,000	289,000

Source: USDA, 2016b

Implementation

13. The UNDAF is the main programming instrument of the Delivering as One process in Ethiopia, ensuring coherent, efficient and effective UN system operations that are fully aligned with the country's development priorities of the GTP. The Programme Implementation Manual (PIM) developed in 2013 specifies one common set of procedures and rules that govern the implementation of all UN assisted programmes in Ethiopia, focusing on programme formulation, implementation arrangement, annual workplan preparation, procurement, financial management and reporting, technical assistance, M&E and auditing (Government of Ethiopia & UN, 2013). Hence, the implementation modalities of the McGovern-Dole-funded SFP are governed by the common set of procedures.

14. WFP works in partnership with the Government to implement the McGovern-Dole SFP. The key counterpart ministry for the programme is the MoE, which oversees the implementation of the programme. The BoE for Afar and Somali Regions are responsible for the overall management and implementation of the programme in their respective regions, including handling food transportation from WFP warehouses to the schools, conducting capacity development trainings in collaboration with WFP and monitoring of

programme activities. The Regional BoFED in Afar and Somali are responsible for coordinating the financial planning, transactions and liquidation, including implementation of the project activities at the regional level and conducting monitoring and review of project implementation. The non-food activities that contribute to education, water, sanitation and hygiene (WASH), health and dietary objectives are implemented by WFP in collaboration with the BoEs. WFP also engages with each Region's Bureau of Urban Development (BoUD) on construction related activities such as improving water and sanitation facilities in programme schools. The schools, through their Food Management Committees (FMCs), manage the food and non-food items allocated to the schools, mobilize resources from parents and the school administration for the payment of cooks and the procurement of firewood and water for the school meals, manage the preparation and serving of food to the students, manage the distribution THR, and implement activities related to the school gardens and school health and nutrition components.

15. **Gender dimensions of the intervention.** The McGovern-Dole SFP in Ethiopia seeks to address gender parity and equity through the provision of school meals, THR that specifically target girls, and through capacity development at various levels (including engagement of communities and community organizations), which includes attention to gender issues. Additional measures that are part of the programme include construction of separate latrines for boys and girls and provision of water and sanitation. These improvements are implemented as part of community developed school improvement plans, which also emphasize gender concerns. Progress against gender and equity indicators is assessed through quantitative indicators, namely sex disaggregated enrolment rates, attendance rates, and the GPI. Measurement of progress also takes place in internal WFP narrative reporting.

Monitoring and evaluation

M&E planned for the McGovern-Dole operation

16. The USDA Commitment Letter to WFP (USDA, 2012b) provides a matrix for monitoring the performance of the current (FY2014-2017) McGovern-Dole-funded SFP. However, the more comprehensive Evaluation Plan (EP) FY2012-2015 covers the last two years of the previous McGovern-Dole intervention (2012-13) and only the first two years (2014-15) of the current McGovern-Dole programme under evaluation (WFP, 2014d). The EP was designed to assess the contribution of the McGovern-Dole funded activities towards achieving equity in accessing primary education, improved school attendance for both boys and girls, and narrowing the gender gap in primary education in Afar and Somali Regions. USDA did not require an external evaluation or end-of-project report at the time of the previous period, therefore, there was no evaluation conducted at the end of the previous McGovern-Dole intervention and prior to the commencement of the current phase in 2014.

17. The 2012-15 EP was specifically meant to assess the programme's effect on increasing school enrolment and retention rates in the then targeted 583 primary schools by using non-targeted schools in the two regions as a comparison group. The EP was also meant to assess the effectiveness of the Children in Local Development (CHILD) participatory planning tool in contributing to increased school enrolment and attendance and the extent to which the McGovern-Dole funded activities have contributed to improved health and dietary practices of school age children in Afar and Somali Regions. The proposed M&E budget for the FY2012-15 McGovern-Dole programme was USD372,000 (WFP, 2014d).

18. The EP is composed of a baseline, mid-term and final evaluation. For the McGovern-Dole school feeding programme under review, the outcomes achieved at the end of the

previous McGovern-Dole phase in FY 2011/12 were taken as baseline figures for continuing activities, and WFP conducted a baseline survey in that same year for the new indicators that were included in the current McGovern-Dole intervention (WFP, 2013a). According to USDA, the requirement for a mid-term evaluation was waived at the time of agreement negotiation and WFP submitted the UNDAF Ethiopia mid-term review report (Universalia, 2014) in lieu of a formal mid-term evaluation. However, the objectives of the UNDAF mid-term review had a much larger scope meant to assess the relevance, effectiveness, efficiency and sustainability of the UNDAF, not specifically the McGovern-Dole school feeding programme. Hence, the UNDAF mid-term review report does not provide information on the performance of the McGovern-Dole school feeding programme. As the EP has not been updated to cover the entire duration of the current McGovern-Dole programme (2014-2017), it is not clear if the evaluation that is under way for the current McGovern-Dole programme is covered under the EP.

Past reviews and evaluations

19. As mentioned above, a mid-term review was not carried out for the current McGovern-Dole intervention, and the UNDAF mid-term review that was submitted in lieu of a programme review had a much broader scope and did not specifically review the performance of the McGovern-Dole school feeding programme in Ethiopia. Furthermore, a review of the baseline and performance targets set both in the McGovern-Dole grant proposal and the USDA Commitment Letter to WFP for the McGovern-Dole school feeding programme under review raises the question of how well the findings of the 2011/2012 baseline survey informed the design of the 2014-2017 programme.

Other available M&E sources

20. **The Country Programme.** The McGovern-Dole grant under review accounts for 13.27 percent of the WFP Ethiopia CP budget of USD306,641,528 (WFP, 2011d). While the CP SPRs do not disaggregate between McGovern-Dole-funded activities (and beneficiaries) and activities which are not funded through the McGovern-Dole grant, it will however be important to review the contribution of the McGovern-Dole grant to WFP's school feeding activities and how that is reflected in the monitoring and reporting of the education component of the CP.

21. **Food for Education project monitoring.** The Government is responsible for regular monitoring of the school feeding programme, including reporting on the utilization of food commodities and the number of beneficiaries. The Regional BoEs conduct monitoring through their woreda offices and submit monthly monitoring reports to WFP of its FfEP project as well as quarterly progress reports that include monitoring of programme activity implementation and a breakdown of commodities received and distributed by school, using standardized templates. The reports include sex disaggregated monitoring of school enrolment, student attendance, total number of school days as well as feeding days over the period, summary of financial contributions to implement interventions using CHILD approach, and community contribution for the programme.

22. WFP CO is supposed to conduct monitoring visits to all target schools once a semester.

Performance data

23. In all the three tables for outputs, outcomes and beneficiaries presented in the following pages, blank cells mean that the biannual progress reports show no data or have written "N/A" and zero means that zero was reported for that indicator in the period

concerned. The same is true for the targets set for each year of the McGovern-Dole school feeding programme.

24. **Outputs.** Table 19 on page 124 shows the targets set for each of the planned activities, and the outputs shown in WFP’s biannual progress reports to USDA. The sequence of activities in Table 19 follows that in the USDA Modification II to Commitment Letter to WFP and the targets are also as they are shown in the same modification letter (USDA, 2016b), with comments indicating where changes in target figures have been made. Some of WFP’s biannual progress reports show different targets than the ones set by both the USDA Commitment Letter and its second modification and report on activity output for a specific period which is higher than the target set for the entire year. There is also the issue of inconsistency in what is reported in the biannual narrative report compared to what is indicated in the spreadsheet report for the same reporting period. In addition, there is a repetition of output indicators and possible double counting of construction activities, with the indicator for latrine construction listed under the “build/rehabilitate schools” and “provide technical support to improve WASH facilities” activities. Also, there appears to be a case of double reporting, with one of the indicators (number of guidelines and training materials developed) under the “provide financial and technical support to the NSFP” activity reporting the same outputs as what was reported under the activities of “promote health and hygiene clubs” and promote health and nutrition education.” Similarly, the USDA Modification II to Commitment Letter to WFP added the “child health and nutrition training” indicator while at the same time keeping the “school health and nutrition” training indicator under the same activity, and reporting on both indicators. Furthermore, there is the inclusion of an output indicator (number of CHILD manuals produced for pastoral communities) for an activity that is reported to have been implemented during the previous McGovern-Dole SFP (01/10/2013-30/05/2014). This is further complicated by the fact that the reporting period for the last report of the previous McGovern-Dole SFP and the first one (01/10/2013-30/05/2014) of the current McGovern-Dole SFP under review are overlapping.

25. **Outcomes.** Table 20 on page 132 shows the targets set at outcome level, and the corresponding results shown in WFP’s biannual progress reports to USDA. Like Table 19, it follows the sequence of results shown in the USDA Modification II to Commitment Letter to WFP. Targets are as shown in the USDA Commitment Letter to WFP, unless otherwise noted in Table 20. Results are drawn from WFP’s biannual progress reports to USDA. Comments are provided where there are inconsistencies between the baseline figures indicated in the baseline survey, the McGovern-Dole proposal, the USDA Commitment Letter to WFP, USDA Modification II to Commitment Letter to WFP, and WFP’s biannual progress reports to USDA. Furthermore, the comments on many of the indicators reveal a number of adjustments, inconsistencies, apparent errors and variations in reporting. It is also seen that some of the outcome indicators in fact show outputs, including number of schools receiving school supplies and materials (McGovern-Dole 1.1.2), number of daily school meals provided (McGovern-Dole 1.2.1.1), number of individuals benefiting from USDA-funded interventions (McGovern-Dole 1.3), and percent increase in the number of schools with CHILD planning team (McGovern-Dole 1.4.4).

26. **Beneficiaries.** Table 21 on page 136 shows the beneficiary targets as presented in the USDA Modification II Commitment Letter to WFP, and the corresponding results shown in WFP’s biannual progress reports to USDA. The comments on some of the indicators outline a number of changes that have been made to the beneficiary figures as well as variations from one reporting period to the next. Comments are also provided where the sex disaggregated school meals beneficiary figures in WFP’s biannual progress reports

to USDA do not add up to the total number of school meals beneficiaries provided for the same reporting period. There is also lack of clarity on the “social assistance beneficiaries” as it seems to be the same albeit rephrased indicator for the school meals beneficiaries.

Table 19 Outputs: targets and results

Activity	Indicator	Targets ⁶⁴				Results ⁶⁵						
		FY 2014	FY 2015	FY 2016	FY 2017	01/04/2014 - 30/09/2014	01/10/2014 - 31/03/2015	01/04/2015 - 30/09/2015	01/10/2015 - 31/03/2016	01/04/2016 - 30/09/2016	01/10/2016 - 31/03/2017	01/04/2017 - 30/09/2017
1. Adapt CHILD manuals for pastoral communities	Number of CHILD manuals produced for pastoral communities	1	0	0	0	1					0	
<i>Comment</i>	<i>WFP's first biannual progress report (01/04/2014-30/09/2014) showed that this activity was accomplished during the previous reporting period (01/10/2013-30/05/2014). This is further complicated by the fact that the two reporting periods for the previous McGovern-Dole SFP intervention and the current one are overlapping. Therefore, it is not clear if this activity was indeed accomplished during the previous McGovern-Dole SFP intervention and not during the current McGovern-Dole SFP under review.</i>											
2. Build/Rehabilitate schools	Number of educational facilities (i.e. school buildings, classrooms and latrines) rehabilitated/constructed as a result of USDA assistance	0	0	0	30					16	3	
	Number of educational facilities (i.e. school buildings, classrooms and latrines) rehabilitated/constructed as a result of USDA assistance (kitchens, cook areas)	0	20	0	30	10	7	10	22	4	0	34
<i>Comment</i>	<i>USDA Modification II Letter to WFP (USDA, July 25,2016) and WFP's biannual progress reports reworded the first indicator used in the proposal to McGovern-Dole, and added a second indicator (row 2 above) for kitchens/cooking areas.</i>											
	<i>Modification II Letter's rewording of the first indicator is not clear, putting the building/rehabilitation of various educational facilities under the same indicator. WFP's biannual progress reports later specified the first indicator (row 1 above) for latrines, however, the fifth biannual report (01/04/2016-30/09/2016) showed "provision of construction materials for the construction of kitchens" in the indicator that it had previously specified for latrines only.</i>											
	<i>Possible double counting of construction activities under the first indicator (row 1 above). The indicator for latrine construction and associated targets listed under both "Build/Rehabilitate schools" and "Provide technical support to improve WASH facilities" activities.</i>											

⁶⁴ Targets are as shown in Modification II to the USDA Commitment Letter (USDA, July 25, 2016).

⁶⁵ Results are taken from WFP's biannual progress reports to USDA.

Activity	Indicator	Targets ⁶⁴				Results ⁶⁵						
		FY 2014	FY 2015	FY 2016	FY 2017	01/04/2014 - 30/09/2014	01/10/2014 - 31/03/2015	01/04/2015 - 30/09/2015	01/10/2015 - 31/03/2016	01/04/2016 - 30/09/2016	01/10/2016 - 31/03/2017	01/04/2017 - 30/09/2017
3. Develop school health and nutrition planning and management capacity	Number of counterpart staffs trained in school health and nutrition	25	25	54	56	36	120	0	54	0	46	0
4. Promote health and Hygiene clubs	Number of health and hygiene clubs organized	0	40	82	50	42		45	42	45	116	25
5. Promote health and nutrition education	Number of individuals trained in child health and nutrition as a result of USDA assistance	0	0	0	156					143	534	136
	Number of individuals trained in child health and nutrition as a result of USDA assistance (Female)	0	0	0	57					21	196	62
	Number of individuals trained in child health and nutrition as a result of USDA assistance (Male)	0	0	0	99					122	338	74
	Number of information education communication materials developed on nutrition and hygiene practices	0	5	0	3					0	3	2
	Number of teachers and students trained in school health and nutrition	25	25	0	100	25	65	150	60	143	309	100
	Number of trainings and advocacy meetings in school health and nutrition	1	1	1	1	1	1	0	1	0	1	1
<i>Comment</i>	<i>USDA Modification II Letter to WFP (USDA, July 25, 2016) and WFP's biannual progress reports added four more indicators (rows 1 to 4 above) along with the targets.</i>											

Activity	Indicator	Targets ⁶⁴				Results ⁶⁵						
		FY 2014	FY 2015	FY 2016	FY 2017	01/04/2014 - 30/09/2014	01/10/2014 - 31/03/2015	01/04/2015 - 30/09/2015	01/10/2015 - 31/03/2016	01/04/2016 - 30/09/2016	01/10/2016 - 31/03/2017	01/04/2017 - 30/09/2017
6. Promote school gardens	Number of school gardens built and maintained	5	10	20	0	0	22	8	43	72		
7. Provide energy saving stoves	Number of energy saving stoves provided	0	100	100	100	0	100	0	53		200	0
8. Provide financial and technical support to the regional education management system	Number of staff employed to support project implementation	2	2	2	0	2	2	2	2	2	2	2
	Number of trainings provided as technical support to the regional education management system	1	0	0	0	1	0	0	0	0	0	
9. Provide financial and technical support to the National School Feeding Program	Number of guidelines and training materials developed	0	0	0	4						2	2
	Number of national school feeding monitoring and evaluation systems developed	0	0	0	1						0	0
	Number of school feeding plans developed	0	0	0	3						4	2
	Number of technical advisors and technical experts supporting the National School Feeding Program as a result of USDA assistance	0	0	0	4						0	4
Comment	<i>USDA Modification II to Commitment Letter to WFP (USDA, July 25, 2016) added this activity to be implemented in FY 2017 and set the indicators and targets.</i>											
	<i>For the first indicator (row 1 above), WFP's biannual progress reports repeat what has been reported on for "promote health and hygiene clubs" and "promote health and nutrition education" activities.</i>											
10. Provide school meals	Number of days mid-morning snacks are provided	200	200	200	176	63	70	0	88	70	57	75
	Number of metric tons provided for school meals for students	4,690	7,017	2,025	6,409	1,347	2,889	0	4,899.6	2,330	984	4,375

Activity	Indicator	Targets ⁶⁴				Results ⁶⁵						
		FY 2014	FY 2015	FY 2016	FY 2017	01/04/2014 30/09/2014	01/10/2014 31/03/2015	01/04/2015 30/09/2015	01/10/2015 31/03/2016	01/04/2016 30/09/2016	01/10/2016 31/03/2017	01/04/2017 30/09/2017
	Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	200,591	220,650	280,179	289,000	234,214	243,981	0	270,509	226,479	160,605	292,249
	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	0	0	0	50,864,000					21,504,317	6,708,907	23,274,354
	Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (Female)	0	0	0	129,000					101,174	72,296	131,530
	Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (Male)	0	0	0	160,000					125,570	88,309	160,755
	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	0	0	0	289,000						160,605	292,249
	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (Female)	0	0	0	129,000						72,296	131,530
	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (Male)	0	0	0	160,000						88,309	160,755

Activity	Indicator	Targets ⁶⁴				Results ⁶⁵						
		FY 2014	FY 2015	FY 2016	FY 2017	01/04/2014 30/09/2014	01/10/2014 31/03/2015	01/04/2015 30/09/2015	01/10/2015 31/03/2016	01/04/2016 30/09/2016	01/10/2016 31/03/2017	01/04/2017 30/09/2017
	Number of students regularly (80%) attending USDA supported classrooms/schools				286,110						250,871	
	Number of students regularly (80%) attending USDA supported classrooms/schools (Male)				158,400						137,901	
	Number of students regularly (80%) attending USDA supported classrooms/schools (Female)				127,710						112,970	
	Number of students enrolled in schools receiving USDA assistance				289,000					280,179	262,698	292,249
	Number of students enrolled in schools receiving USDA assistance (Male)				160,000					155,147	145,434	160,755
	Number of students enrolled in schools receiving USDA assistance (Female)				129,000					125,032	117,264	131,530
	Number of individuals benefitting directly from USDA-funded interventions				289,000					226,744	160,605	292,249
	Number of individuals benefitting directly from USDA-funded interventions (Male)				160,000					120,175	88,309	131,530
	Number of individuals benefitting directly from USDA-funded interventions (Female)				129,000					106,569	72,296	160,755
Comment	The proposal to McGovern-Dole and the USDA Commitment Letter to WFP (USDA, Nov 9, 2012) had the first three indicators only (rows 1 to 3 above). USDA Modification II Commitment Letter to WFP (USDA, July 25, 2016) added 15 more indicators and targets (rows 4 to 18 above).											

Activity	Indicator	Targets ⁶⁴				Results ⁶⁵						
		FY 2014	FY 2015	FY 2016	FY 2017	01/04/2014 30/09/2014	01/10/2014 31/03/2015	01/04/2015 30/09/2015	01/10/2015 31/03/2016	01/04/2016 30/09/2016	01/10/2016 31/03/2017	01/04/2017 30/09/2017
	<p><i>In the McGovern-Dole proposal, the FY 2014 target for the second indicator (row 2 above) was 4,960MT but was presented as 4,690MT in the USDA Commitment Letter (USDA, Nov 9, 2012). The figure (4,960MT) was an error in typing and the correct MT is what was presented in the USDA Commitment Letter (4,690).</i></p> <p><i>The first WFP biannual report showed the activity output for indicator 3 as 234,119 students, which is higher than the target set for the whole FY 2014 (200,591 students).</i></p> <p><i>WFP's progress report (01/04/2016 - 30/09/2016) listed the indicator for the number of school-aged children receiving school meals twice and provided differing figures (226,479 & 226,744)</i></p>											
11. Provide teaching material and equipment	Number of schools receiving school supplies and materials as a result of USDA assistance	0	82	100	0	10	30	67	92	125		
<i>Comment</i>	<i>USDA Modification II Letter to WFP (USDA, July 25, 2016) increased the target for FY 2016 from 82 to 100.</i>											
12. Provide technical support to improve water and sanitation facilities	Number of latrines constructed	6	7	7	0	0	3	3	8	6	3	
	Number of schools supported with technical support for water and sanitation facilities	0	50	20	0	42			48	0	0	0
	Number of water ponds constructed	50	0	13	20				9	8	0	10
	Number of schools using an improved water source				267						366	
<i>Comment</i>	<i>USDA Modification II Letter to WFP (USDA, July 25, 2016) and WFP's biannual progress reports adjusted the target for the number of water ponds constructed (row 3 above) for FY2016 and set additional targets for FY2017.</i>											
	<i>USDA Modification II Letter to WFP (USDA, July 25, 2016) and WFP's biannual progress reports also adjusted the target for number of schools provided with WASH technical support (row 2 above) for FY2016 to 20. The proposal to McGovern-Dole and the Commitment Letter (USDA, Nov 9, 2012) had 0 target for FY2016.</i>											
	<i>In addition, USDA Modification II Letter to WFP (USDA, July 25, 2016) and WFP's biannual progress reports added a fourth indicator (row 4 above).</i>											
	<i>Possible double counting with latrine construction. Refer to Comment under Activity 2.</i>											
13. Provide training on CHILD planning approach	Number of school directors, PTA members, health and ag extension workers trained on	460	0	0	0	60	80	160	120	159		

Activity	Indicator	Targets ⁶⁴				Results ⁶⁵						
		FY 2014	FY 2015	FY 2016	FY 2017	01/04/2014 30/09/2014	01/10/2014 31/03/2015	01/04/2015 30/09/2015	01/10/2015 31/03/2016	01/04/2016 30/09/2016	01/10/2016 31/03/2017	01/04/2017 30/09/2017
	CHILD planning tool											
14. Provision of non-food items to schools	Number of target schools with "standard" food prep and storage equipment	82	0	373	400		369		436		413	
Comment	<i>USDA Modification II Letter to WFP (USDA, July 25, 2016) adjusted the target number for FY2016 to 373 (there was no target set in the McGovern-Dole proposal and the Commitment Letter) and set a new target of 400 for FY2017.</i>											
	<i>But WFP's progress report for the first reporting period showed very different targets for FY 2014 (244), FY2015 (270), & FY2016 (300) and reported an activity output for the specific period which is higher than the target set for the entire year of FY2014.</i>											
15. Take home rations	Number of individuals receiving take-home rations as a result of USDA assistance	0	0	0	128,783					369,531	0	131,490
	Number of individuals receiving take-home rations as a result of USDA assistance (Female)	0	0	0	128,783					369,531	0	131,490
	Number of metric tons provided for take-home rations	730	730	918	1,864	193.52	369.05	0	430.25	274	0	606
	Number of take home rations provided as a result of USDA assistance	721,942	794,469	210,974	1,030,263	308,736	271,056	0	488,834	369,531		482,001
Comment	<i>USDA Modification II Commitment Letter to WFP (USDA, July 25, 2016) and WFP's biannual progress reports added the first and second indicators (rows 1 and 2 above).</i>											
	<i>USDA Modification II Commitment Letter to WFP (USDA, July 25, 2016) and WFP's biannual progress reports adjusted the FY2016 target for number of MT provided for THR from 730MT as was indicated in the McGovern-Dole proposal and Commitment Letter (USDA, Nov 9, 2012) to 918MT. USDA Modification II Commitment Letter (USDA, July 25, 2016) also set a target of 1,864MT for FY2017.</i>											
	<i>The FY2016 target set for the number of THR provided (row 4 above) in the McGovern-Dole proposal and Commitment Letter (USDA, Nov 9, 2012) was 794,469 but was reduced to 210,974 as per USDA Modification II Commitment Letter (USDA, July 25, 2016). The same Modification Letter II also set a target of 1,030,263 for FY2017.</i>											

Activity	Indicator	Targets ⁶⁴				Results ⁶⁵						
		FY 2014	FY 2015	FY 2016	FY 2017	01/04/2014 30/09/2014	01/10/2014 31/03/2015	01/04/2015 30/09/2015	01/10/2015 31/03/2016	01/04/2016 30/09/2016	01/10/2016 31/03/2017	01/04/2017 30/09/2017
16. Training in food preparation and storage practices	Number of school staff or PTA members trained in Safe Food Prep and Storage Practices	600	600	0	200	251	334	120	324	173	230	460
<i>Comment</i>	<i>USDA Modification II Commitment Letter to WFP (USDA, July 25, 2016) reduced the target number for FY 2016 from 600 as was indicated in the McGovern-Dole proposal and USDA Commitment Letter (USDA, Nov 9, 2012) to 0. Modification II Letter (USDA, July 25, 2016) also added a target of 200 for FY2017.</i>											
17. Training: Food Handling and Management for government counterparts	Number of trainings provided on Food Handling and Management	1	1	2	4	1	1	0	1	0	1	0
<i>Comment</i>	<i>USDA Modification II Commitment Letter to WFP (USDA, July 25, 2016) adjusted the target for FY 2016 from 1 to 2 and also set an additional target of 4 trainings for 2017.</i>											

Table 20 Outcomes: targets and results

Result Title & Description		Performance Indicator	Baseline survey (2011/12)	Performance Indicator Taret ⁶⁶	Performance Indicator Results ⁶⁷						
					01/04/2014 30/09/2014	01/10/2014 31/03/2015	01/04/2015 30/09/2015	01/10/2015 31/03/2016	01/04/2016 30/09/2016	01/10/2016 31/03/2017	01/04/2017 30/09/2017 ⁶⁸
MGD RFI	Increased capacity of government institutions	Number of government staff in relevant ministries/offices trained to monitor the safety of food in school feeding programs	0	55		11	0	54	54	0	46
		Number of operational national school feeding programs	0	1						0	
Comment		<i>The proposal to McGovern-Dole did not include this result and corresponding performance indicators. The USDA Commitment Letter to WFP (USDA, Nov 9, 2012) was the first to include the activity and the first indicator (row 1 above) and the Modification II Commitment Letter (USDA, July 25, 2016) added the second indicator (row 2 above).</i>									
		<i>The baseline survey didn't include the second indicator (row 2 above) and the USDA Modification II to Commitment Letter to WFP (USDA, July 25, 2016) added this indicator and set a target of 1.</i>									
MGD 1.1.2	Better access to school supplies and materials	Number of schools receiving school supplies and materials as a result of USDA assistance	0	182		10	67	92	125		
Comment		<i>USDA Modification II to Commitment Letter to WFP (USDA, July 25, 2016) put a target of 182 for the above indicator. However, all McGovern-Dole reports use 82 as the target.</i>									
MGD 1.2	Improved attentiveness	Percent increase in number of students in classrooms identified as attentive by their teacher	95%	2%		2%		98%			98%
Comment		<i>The McGovern-Dole proposal showed a baseline of 97% and targeted a percentage increase of 3% to achieve 100% student attentiveness. USDA Modification II Commitment Letter to WFP (USDA, July 25, 2016) erroneously indicated a 97% increase from the baseline figure of 95% for the above indicator when it should have been a 2% increase to achieve 97% attentiveness.</i>									

⁶⁶ As shown in the USDA Commitment Letter to WFP (USDA, Nov 9, 2012).

⁶⁷ Drawn from WFP's biannual progress reports to USDA.

⁶⁸ This biannual progress report's performance indicator page is dated as 2016 (01/04 - 30/09) instead of 2017 (possible copy-paste error).

Result Title & Description		Performance Indicator	Baseline survey (2011/12)	Performance Indicator Taret ⁶⁶	Performance Indicator Results ⁶⁷						
					01/04/2014 30/09/2014	01/10/2014 31/03/2015	01/04/2015 30/09/2015	01/10/2015 31/03/2016	01/04/2016 30/09/2016	01/10/2016 31/03/2017	01/04/2017 30/09/2017 ⁶⁸
MGD 1.2.1.1	Increased access to food (School feeding)	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	0	132,791,200	14,744,482	16,232,311	0	23,804,729	21,504,317		6,708,908
Comment		<i>The proposal to McGovern-Dole showed a baseline of 184,581 and performance target of 242,715. USDA Commitment Letter to WFP (USDA, Nov 9, 2012) presented no baseline for the above indicator (blank cell).</i>									
		<i>Question on the validity of the baseline figure for the above indicator considering that the current McGovern-Dole SF activities did not start from ground zero but instead continued on a previous McGovern-Dole-funded SFP.</i>									
		<i>USDA Modification II to Commitment Letter to WFP (USDA, July 25, 2016) showed a performance target of 50,864,000 for the above indicator.</i>									
MGD 1.3	Improved student attendance	Number of individuals benefiting directly from USDA-funded interventions	201,437	244,039	234,214	243,981	90,850	270,670			214,624
		Percent of boy students regularly (80%) attending USDA supported classrooms/schools	95%	99%		97%		83.8%			96%
		Percent of girl students regularly (80%) attending USDA supported classrooms/schools	95%	99%		97.9%		95.3%			95%
Comment		<i>The USDA Commitment Letter to WFP (USDA, Nov 9, 2012) indicated no baseline figure (blank cell) for the first indicator (row 1 above) and set a performance target of 244,039. The USDA Modification II Commitment Letter (USDA, July 25, 2016) showed a baseline figure of 0 with a performance target indicator of 310,856.</i>									
		<i>The McGovern-Dole proposal showed a baseline attendance rate (not sex disaggregated) of 98%.</i>									
IR 1.3.1	Increased economic and cultural incentives (or decreased disincentives)	Gender Parity Index in primary education	0.72	1		0.89:1		0.82:1			0.82
Comment		<i>The McGovern-Dole proposal did not include the Gender Parity Index as an indicator and instead showed a baseline figure of 80,841 girls and a performance target of 99,309 girls.</i>									
		<i>USDA Commitment Letter to WFP (USDA, Nov 9, 2012) and WFP's biannual progress reports showed a different GPI baseline of 0.89 instead of the 0.72 indicated in the baseline survey.</i>									
		<i>WFP's second biannual progress report (01/10/2014-31/03/2015) amended the GPI to 0.72:1</i>									

Result Title & Description		Performance Indicator	Baseline survey (2011/12)	Performance Indicator Taret ⁶⁶	Performance Indicator Results ⁶⁷						
					01/04/2014 30/09/2014	01/10/2014 31/03/2015	01/04/2015 30/09/2015	01/10/2015 31/03/2016	01/04/2016 30/09/2016	01/10/2016 31/03/2017	01/04/2017 30/09/2017 ⁶⁸
		<i>WFP's fifth and seventh biannual progress reports (01/04/2016-30/09/2016 and 01/04/2017-30/09/2017) showed GPI baseline of 0.89</i>									
MGD SO2	Increased use of health and dietary practices	Percent of schools in target communities that clean cooking and eating equipment, consistent with accepted standards, prior to use	69%	69%		62%		68%			62%
<i>Comment</i>		<i>The McGovern-Dole proposal did not show the baseline for the above indicator, stating "baseline data will be established in January 2012), but showed a performance target indicator of 90%.</i>									
		<i>USDA Commitment Letter to WFP (USDA, Nov 9, 2102) had 0 as the baseline and performance target of 69% (WFP's biannual progress reports showing these same figures as well) while the USDA Modification II Commitment Letter (USDA, July 25, 2016) had a baseline figure of 69% and performance target of 100%.</i>									
MGD 1.4.4	Increased engagement of local organizations and community groups	Percent increase in the number of schools with CHILD planning team in place	0%	20%	70%	5%		10%			
<i>Comment</i>		<i>The McGovern-Dole proposal showed a baseline figure of 6% and a performance target of 15% for the above indicator.</i>									
MGD RF2	Improved knowledge of health and hygiene practices	Percent increase in the number of schools in target communities that clean cooking and eating equipment, consistent with accepted standards, prior to use		19%		13%		18%			17%
<i>Comment</i>		<i>The baseline did not measure for this indicator and it was not included in the McGovern-Dole proposal. However, the USDA Commitment Letter to WFP (USDA, Nov 9, 2012) and USDA Modification II Commitment Letter (USDA, July 25, 2016) had a baseline of 50%. The USDA Modification II Commitment Letter also has a different performance target of 30 %. WFP's biannual progress reports use the 50% baseline and 19% performance target.</i>									
MGD RF2	Increased knowledge of safe food prep and storage practices	Percent increase in the number of people at school, district and regional level trained in food management and handling	50%	20%		10%		20%			175
<i>Comment</i>		<i>McGovern-Dole proposal showed a baseline of 91% (684 out of a total of 751 individuals trained) for the above indicator and a performance target of 100% (751 out of 751 individuals).</i>									

Result Title & Description		Performance Indicator	Baseline survey (2011/12)	Performance Indicator Target ⁶⁶	Performance Indicator Results ⁶⁷						
					01/04/2014 30/09/2014	01/10/2014 31/03/2015	01/04/2015 30/09/2015	01/10/2015 31/03/2016	01/04/2016 30/09/2016	01/10/2016 31/03/2017	01/04/2017 30/09/2017 ⁶⁸
		<p>Both the USDA Commitment Letter to WFP (USDA, Nov 9, 2012) and Modification II Commitment Letter (USDA, July 25, 2016) as well as WFP's biannual progress reports showed 80% as the baseline and 20% increment for the performance target.</p> <p>WFP's seventh biannual progress reports provided number of trained individuals rather than a percentage increase in the number of trainees.</p>									
MGD RF2	Increased access to clean water and sanitation services	Percent increase in the number of target schools with year round access to a clean and safe water source	56%	8%		3%		38%			28%
Comment		<p>The McGovern-Dole proposal had 0 as the baseline figure and 8% as the target. However, both the USDA Commitment Letter to WFP (USDA, Nov 9, 2012) and Modification II Commitment Letter (USDA, July 25, 2016) had 35% as the baseline. Modification II Commitment Letter showed a different performance target (10%). WFP's biannual progress reports use the baseline and performance targets (35% and 8% respectively) as indicated in the USDA Commitment Letter.</p>									
MGD RF2	Increased access to requisite food prep and storage tools and equipment	Percent increase in number of target schools with 'standard' food prep and storage equipment	38%	44%		13%		18%			14%
Comment		<p>The McGovern-Dole proposal had 90% for the baseline and 10% increment as the performance target (100% of the targeted schools). On the other hand, both the USDA Commitment Letter to WFP (USDA, Nov 9, 2012) and Modification II Commitment Letter (USDA, July 25, 2016) showed a baseline of 56% and an increment of 44% as the performance target to achieve 100% coverage of the targeted schools. It is assumed the 100% performance target indicated in the Commitment Letter to WFP is showing a 44% performance target to achieve 100% coverage of the targeted schools.</p> <p>WFP's biannual reports use the baseline and performance target indicators (56% and 44% respectively) as stated in the Modification II Commitment Letter (USDA, July 25, 2016).</p>									
IR 1.3.4	Increased student enrollment	Percent increase in net enrollment rate in school as a result of USDA assistance in Afar	35%	50%		19%					20.49%
		Percent increase in net enrollment rate in school as a result of USDA assistance in Somali	64%	40%		62%					34.64%
Comment		<p>Differing baseline and performance target figures for both regions.</p> <p>The McGovern-Dole proposal had baseline of 30% and 50% and performance target of 55% and 40% for Afar and Somali respectively.</p> <p>USDA Commitment Letter to WFP (USDA, Nov 9, 2012) and Modification II Commitment Letter (USDA, July 25, 2016) showed a baseline figure of 35% and 50% and performance target of 50% and 40% for Afar and Somali respectively. WFP's biannual progress reports also report on progress against these baseline and performance target figures.</p>									

Table 21 Beneficiaries: targets and results

Beneficiaries indicator	Targets ⁶⁹				Results ⁷⁰						
	FY 2014	FY 2015	FY 2016	FY 2017	01/04/2014 - 30/09/2014	01/10/2014 - 31/03/2015	01/04/2015 - 30/09/2015	01/10/2015 - 31/03/2016	01/04/2016 - 30/09/2016	01/10/2016 - 31/03/2017	01/04/2017 - 30/09/2017
1. Number of counterpart staff trained in school health and nutrition (continuing)	25	25	54	56	36	120	0	54	0	46	0
<i>Comment</i>	<i>For the above indicator, WFP's first, second, third and fifth biannual progress reports showed the targets for FY2016 as 25. USDA Modification II to Commitment Letter (USDA, July 25, 2016) adjusted the FY2016 target to 54 and extended the three-year programme into a four-year programme and set a target of 56 for FY2017.</i>										
2. Number of individuals trained in child health and nutrition as a result of USDA assistance (new)	0	0	0	156					143	534	136
3. Number of individuals trained in child health and nutrition as a result of USDA assistance (Female)	0	0	0	57					21	196	62
4. Number of individuals trained in child health and nutrition as a result of USDA assistance (Male)	0	0	0	99					122	338	74
5. Number of students and teachers trained in school health and nutrition (continuing)	25	25	0	100	25	65	150	60	143	309	100
<i>Comment</i>	<i>For the first three indicators (rows 1 to 3 above), WFP's fifth biannual progress report (01/04/2016-30/09/2016) reported on results but did not indicate the targets</i>										
6. Number of staff employed to support project implementation (continuing)	2	2	2	0	2	2	2	2	0	2	2
7. Number of technical advisors and technical experts supporting the National School Feeding Program as a result of USDA assistance (new)	0	0	0	4						0	4
8. Number of school-aged children receiving daily school meals (breakfast, snack, lunch) (continuing)	200,591	220,650	280,179	289,000	234,214	243,981	0	270,509	226,479	160,605	292,249
<i>Comment</i>	<i>For the above indicator, WFP's first biannual report to McGovern-Dole (01/04/2014-30/09/2014) showed the target for FY2016 as 242,717 while the second (01/10/2014-31/03/2015), third (01/04/2015-30/09/2015) and fifth (01/04/2016-30/09/2016) reports showed the target as 242,715. WFP's fifth biannual progress report (01/04-30/09/2016) presented the above indicator twice and reported different results (226,479 and 226,744).</i>										

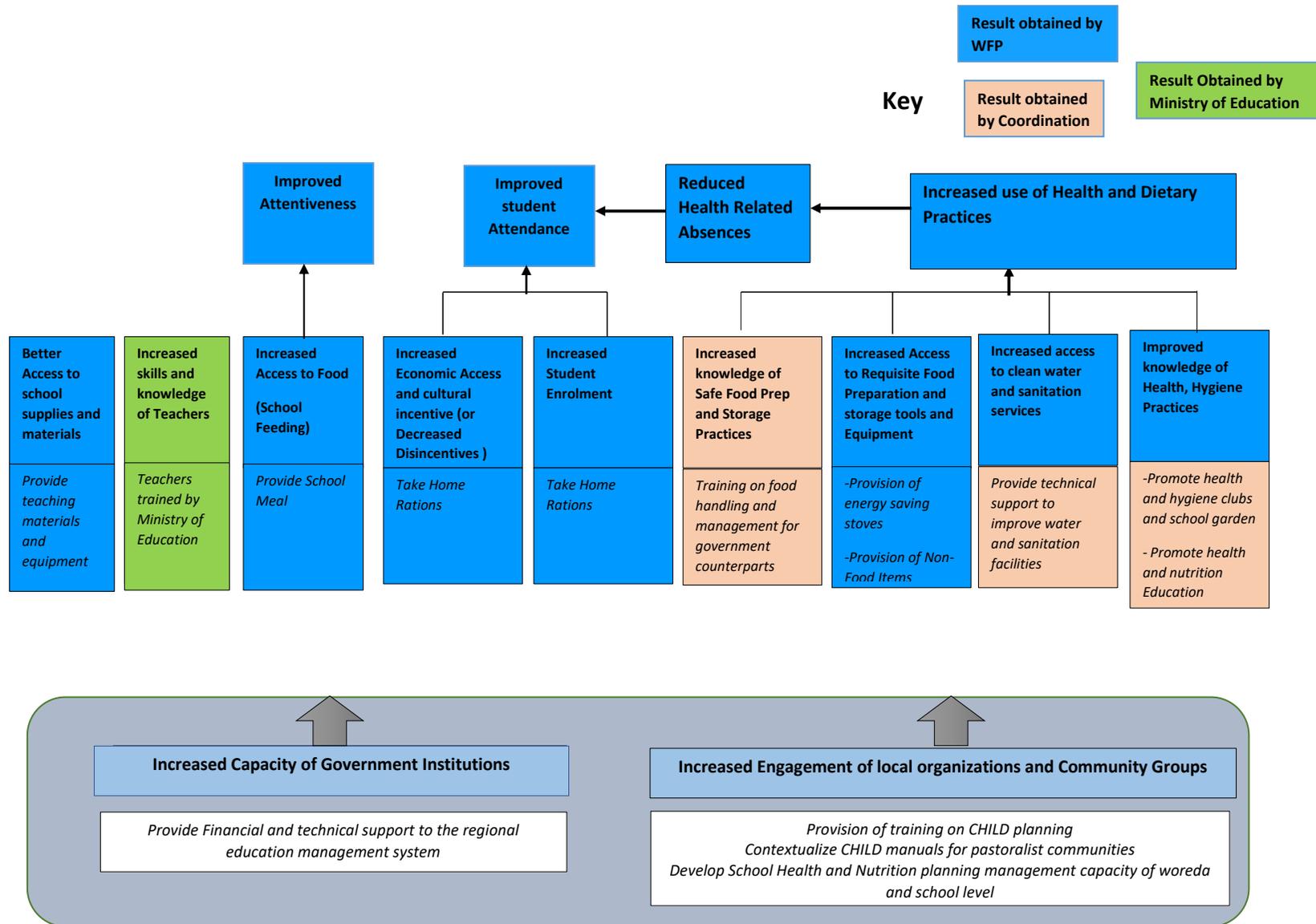
⁶⁹ Targets are as shown in Modification II to the USDA Commitment Letter (USDA, July 25, 2016).

⁷⁰ Drawn from WFP's biannual progress reports to USDA.

Beneficiaries indicator	Targets ⁶⁹				Results ⁷⁰						
	FY 2014	FY 2015	FY 2016	FY 2017	01/04/2014 - 30/09/2014	01/10/2014 - 31/03/2015	01/04/2015 - 30/09/2015	01/10/2015 - 31/03/2016	01/04/2016 - 30/09/2016	01/10/2016 - 31/03/2017	01/04/2017 - 30/09/2017
9. Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (Female) (new)	0	0	0	129,000					101,174	72,296	131,530
10. Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (Male) (new)	0	0	0	160,000					125,570	88,309	160,755
<i>Comment</i>	<i>The sex disaggregated school meal beneficiary figures provided in the fifth (01/04/2016-30/09/2016) and seventh (01/04/2017-30/09/2017) biannual progress reports do not add up to the total number of school meals beneficiaries provided for these same reporting periods. If the sex disaggregated figures are correct, for the fifth and seventh reporting periods, the total number of SM beneficiaries should be 226,744 and 292,285 respectively instead of the reported 226,479 and 292,249.</i>										
11. Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (new)	0	0	0	289,000						160,605	292,249
12. Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (Female)	0	0	0	129,000						72,296	131,530
13. Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (Male)	0	0	0	160,000						88,309	160,755
<i>Comment</i>	<i>The "social assistance beneficiaries" seem to be the same students who are benefiting from the school meals, meaning the same indicator (with different wording) is presented twice.</i>										
14. Number of students regularly (80%) attending USDA supported classrooms/schools (new)	0	0	0	286,110						250,871	
15. Number of students regularly (80%) attending USDA supported classrooms/schools (Male)	0	0	0	158,400						137,901	
16. Number of students regularly (80%) attending USDA supported classrooms/schools (Female)	0	0	0	127,710						112,970	
17. Number of students in schools receiving USDA assistance (new)	0	0	0	289,000					280,179	262,698	292,249
18. Number of students in schools receiving USDA assistance (Male)	0	0	0	160,000					155,147	145,434	160,755
19. Number of students in schools receiving USDA assistance (Female)	0	0	0	129,000					125,032	117,264	131,530
20. Number of individuals benefitting directly from USDA-funded interventions (new)	0	0	0	289,000					226,744	160,605	292,249
21. Number of individuals benefitting directly from USDA-funded interventions (Male)	0	0	0	160,000					120,175	88,309	131,530

Beneficiaries indicator	Targets ⁶⁹				Results ⁷⁰						
	FY 2014	FY 2015	FY 2016	FY 2017	01/04/2014 - 30/09/2014	01/10/2014 - 31/03/2015	01/04/2015 - 30/09/2015	01/10/2015 - 31/03/2016	01/04/2016 - 30/09/2016	01/10/2016 - 31/03/2017	01/04/2017 - 30/09/2017
22. Number of individuals benefitting directly from USDA-funded interventions (Female)	0	0	0	129,000					106,569	72,296	160,755
23. Number of school directors, PTA members, health and ag extension workers trained on CHILD planning tools (continuing)	460	0	0	0	60	80	160	120	159		
24. Number of individuals receiving take-home rations as a result of USDA assistance (new)	0	0	0	128,783					369,531	0	131,490
25. Number of individuals receiving take-home rations as a result of USDA assistance (Female students)	0	0	0	128,783					369,531	0	131,490
26. Number of school staff and PTA members trained in Safe Food Prep and Storage Practices (continuing)	600	600	0	200	251	334	120	324	173	230	460

Figure 5 Project level results framework



Annex L Other school feeding programmes in Ethiopia

Introduction

1. This annex provides background information on the genesis and expansion of school feeding programmes in Ethiopia, including the pilot Home Grown School Feeding (HGSF) programme and the Emergency School Feeding Programme (ESFP).

The genesis and expansion of school feeding in Ethiopia

2. School feeding in Ethiopia was started in 1994 with the support of WFP. The initial pilot project covered 40 primary schools in Amhara, Tigray, Afar and Oromia Regions and further expanded to SNNPR and Somali Region in 2002, targeting chronically food insecure districts in these six of the country's nine regional states.

3. Since 1996/97, the GoE has implemented five phases of its multi-year Education Sector Development Programme (ESDP). One of the components of the successive ESDPs is the school feeding programme the GoE has undertaken since the mid-1990s in partnership with WFP. The third phase of the ESDP gave emphasis to expanding school meals to schools in food insecure and vulnerable areas of the country, with a particular focus on pastoralist areas and chronically food deficit highland districts with lower school enrolment and higher gender disparity. School feeding was identified as a strategic instrument for increasing enrolment and retention and increasing girls' enrolment in programme areas with a view to bringing about gender parity in school enrolment.

4. In 2004/5 the GoE and WFP introduced a new community-based effort by launching a participatory planning tool called Children in Local Development (CHILD) to assist local communities to utilise schools as development training centres and build the capacity of the education sector at the local level to integrate children education in its development programme. In 2007 and based on lessons learned CHILD was expanded and became the framework for implementing school feeding.

5. The approach is aimed to improve the school premises, community ownership of education and to make environmental improvements that support the school feeding activity as well as improve the community's awareness of environmental sustainability. The CHILD approach focuses on: i) teaching basic organizational concepts of planning and managing local development initiatives, ii) providing basic information on health, hygiene and nutrition and iii) providing training and information on small-scale horticulture to encourage the establishment of school gardens that could potentially supplement the school meals (MTE (2009) WFP CP 2007-2011).

6. So far WFP has been the largest provider of school meals in the country. There are a few local and international NGOs providing school meals to vulnerable urban and rural school children but efforts of these organizations are independent and are not being centrally coordinated.

Home Grown School Feeding (HGSF) Programme

7. There has been a growing interest to establish sustainable national school feeding programme in Ethiopia, which resulted in collaboration between WFP and MoE to pilot a Home Grown School Feeding (HGSF) programme in 37 schools in SNNPR in 2012 and later expanding to an additional 50 schools. In 2014, the HGSF model was replicated in 18 primary schools in Oromia Region (SABER, 2015).

8. Structured around WFP's Purchase for Progress (P4P) programme, the HGSF links the existing school feeding programme demand with local agricultural production through the provision of locally produced food purchased from smallholder farmers. The way the HGSF is structured is also intended to build the capacity of GoE to plan and manage sustainable national school feeding programme in Ethiopia. This programme is primarily supported by WFP with contribution from the regional governments of SNNPR and Oromia.

9. The two HGSF programmes operating in SNNPR and Oromia currently target 139,000 students in 286 schools (WFP, 2017d).

Emergency School Feeding Programme (ESFP)

10. Ethiopia is currently experiencing its worst drought in 30 years as a result of the El Niño crisis according to the UN, with levels of acute need across all humanitarian sectors having already exceeded levels seen in the 2011 Horn of Africa drought. As per the GoE and UN partners, the prolonged food insecurity, malnutrition and disrupted livelihoods have greatly affected seven regional states and one city administration of the country (Afar, Somali, Oromia, Amhara, Tigray, Harari, SNNPR and Dire Dawa). As per the rapid assessment conducted by MoE and Regional BoE Cluster in August 2015, about 3 million school children in these areas of the country are affected by the emergency (Evaluation TOR, Annex A).

11. MoE developed an education in emergency response plan as an integral part of the broader government-led response to the El Nino crisis to provide educational supplies, WASH facilities and school feeding programme, psychosocial support and establishing temporary learning spaces to prevent children in drought affected areas from risk of dropping out of school. MoE required around USD53 million to implement the plan and required the assistance of development partners. However, the expected funding support didn't materialize and MoE had to scale down the plan and focused its implementation on the emergency school feeding (ESF) by allocating around ETB 570 million (approximately USD27.5 million) of government budget. As per the education in emergency plan, 739,740 students were provided school supplies (notebooks, pens and pencils) for the 2015-16 school calendar year with US government funding. Out of the total number of students that benefited from the provision of school supplies, 64,463 were in Afar and 147,308 were in Somali Regions (Government of Ethiopia, 2015c).

12. The ESFP is set up with a framework similar to the HGSF programme, with linkages to local cooperatives to provide the grains and legumes needed for the school meals. The per child school meal ration provides approximately 650 kcal per day and the ingredients that go into preparing the meals vary from one region to the next depending on what is locally grown and the dietary preferences of the local population.

13. The emergency school feeding target beneficiary number of 739,740 that was indicated in the education in emergency response plan for the 2015-16 school calendar year had to be increased to 2.8 million as the drought conditions continued and additional beneficiaries were included during the second semester of the school year (Government of Ethiopia, 2015c). Out of the 6,742 schools targeted for the 2015-16 school year, 653 and 692 were in Afar and Somali Regions respectively. And out of the 2.8 million students that received school meals, 93,904 and 168,085 were in Afar and Somali Regions respectively.

14. According the ESFP performance assessment that was carried out by MoE for the 2015/16 school calendar year, most of the regions lacked the technical know how to implement the programme and required the support of MoE. Although figures are not

provided, the ESFP performance assessment indicates that students that had discontinued classes due to the drought had returned to school and dropout rates had gone down as a result of school meal provision. The assessment findings also raised some key challenges pertaining to the quality and quantity of the meals provided, highlighting the fact that the grains and legumes some of the cooperatives provide are of poor quality and that the meals are not always served as per the recommended mix. Other challenges include delayed delivery of food to schools, lack of proper feeding places, lack of proper training in hygiene and food preparation, and low level of support and follow up of the ESFP at school level. To address the hygiene and sanitation issue, MoE was able to provide training on food preparation and handling, hygiene and sanitation and other issues related with the support of WFP (Government of Ethiopia, 2015c).

Box 4 Evidence of the benefits of HGSF in Ethiopia

HGSF was initiated as a result of a recommendation made during a consultative workshop organized to discuss the sustainability of school feeding programme in August 2011. The recommendation centred around the need to collect evidence through a pilot programme for clear understanding of the benefits the adoption of the HGSF approach, as a means to facilitate the transition to government ownership. HGSF particular focus is to both increase children's well-being and promote local agricultural production and development by expanding an ongoing market for small landholders.

Lessons from the HGSF programme included:

- Increased government ownership of the programme, which is demonstrated through increased budget allocated for HGSF by regional governments,
- Served as a vehicle for introduction of new menu and diet diversity among school children and community
- Improved operational capacities of government institutions such as the MoE: regional bureaus of education

The pilot has showed evidence on key cost drivers of the HGSF programme and managed to reduce the cost from \$0.18 /child/day to \$ 0.15/child/day. However, the cost reduction to the initially planned amount was not materialized due to the utilization of high value commodities in the menu.

The programme has created a foundation for better institutional market access for smallholder farmers and motivated Farmers 'to engage in the production of diversified high value crops productions. However, the proportion of market access created for surpluses commodities like maize is still low compared to wheat.

15. ESFP is now in its third year and provision of school meals has continued in the 2016-17 school calendar year albeit on a reduced scale. MoE conducts an assessment twice a year to determine if and where ESF should continue.

Ye Enat Weg

16. Ye Enat Weg is a charitable association initiated in July 2014 by H.E the former First Lady of Ethiopia with the objective of improving the provision of food and school supplies to impoverished school students in government primary schools across the city of Addis Ababa.

17. In collaboration with the Addis Ababa City Administration Bureau of Women and Children Affairs and the Addis Ababa Bureau of Education, *Ye Enat Weg* launched the school feeding programme in February 2015, with funding from local and international donors. The programme provides breakfast and lunch to students identified by the school

PTA as highly vulnerable and impoverished using a set of selection criteria, including those whose families live in extreme poverty, orphaned or coming from single parent family settings, students with HIV-AIDS, and children that have migrated to the city from rural areas in search of a better life and are living on the streets. The programme also provides these students with school supplies, clothing and shoes when resources allow.

18. In each school, five volunteer female teachers are selected as members of the charitable association and supervise their school's feeding programme. Local unemployed women are trained and employed as cooks and follow a set menu to feed the children simple yet nutritious meals at a reasonable cost (two meals at ETB 12 or USD 0.44 per child per day).

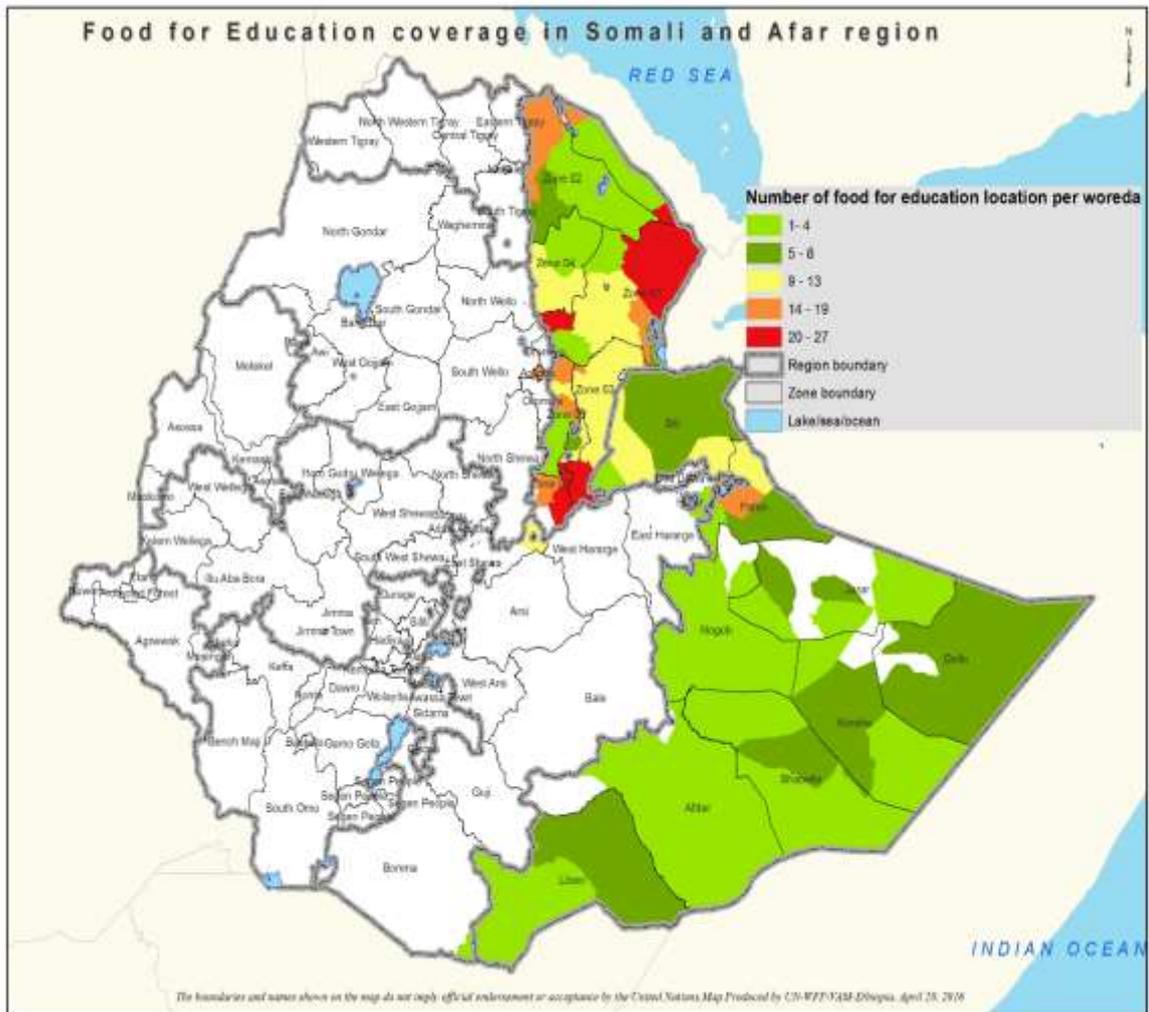
19. In its first year of establishment, *Ye Enat Weg's* school feeding programme provided school meals to 5,106 students in 93 primary schools and continued expanding through 2016, reaching 20,069 students in 208 primary schools. Currently, *Ye Enat Weg* is providing school meals to 20,135 students in 211 schools in all ten of Addis Ababa's sub-cities. The programme started out with 846 hired cooks and their number has gone up to 1,000 in 2017.

20. With the exception of about 100 students with HIV-AIDS who receive school meals throughout the whole year, meals are provided to the remaining beneficiary students during the 220 days in the school calendar.

21. The programme's current annual budget is ETB 58,080,000 (USD2.1 million).

Annex M Map

Map 1 Food for Education coverage in Somali and Afar region



Source: UN WFP/VAM Ethiopia, April 20, 2016

Annex N Gender

1. In Ethiopia, 80 percent of the population resides in rural areas and women provide the majority of the agriculture labour in these communities. However, women's access to resources and community participation are usually mediated through men, either their fathers or husbands, and their agricultural contributions often go largely unrecognized. Additionally, when women have access to their own income, they are more likely than men to spend it on the betterment of their families and successfully participate in village savings or pay school fees for their children. (Gender Equality and Women's Empowerment, USAID, December 2017).
2. Ethiopia has seen remarkable economic growth in the last two decades, with figures as high as 11 percent, making it the world's fifth-fastest growing economy. The country has also been widely hailed for achieving 6 of the Millennium Development Goals. However, despite the rapid pace of economic development, the number of people living in poverty remains high, estimated at 30 percent of the 99 million populations, and accordingly Ethiopia ranks low in the Human Development Index at 174th out of 188 (UNDO, HDI, 2014).
3. Gender inequality in Ethiopia is deeply rooted in a patriarchal, conservative society, where women are structurally and systematically disempowered. This is reflected in numerous development indicators. Ethiopia entered the twenty-first century with extremely low maternal and reproductive health indicator levels and Gender Based Violence- GBV remains a persistent concern. The widespread and deep-rooted barriers to meaningful gender equality and women's empowerment (GEEW) hinder the country's capacity to achieve zero hunger. For this reason, it is imperative for WFP Ethiopia to consider opportunities for and barriers to promoting GEEW in all activities, in the organizational structure, and in partnerships developed and invested (WFP, 2016k).
4. Gender disparities remain vivid in Ethiopia, despite marked progress in recent years (particularly in access to primary education). Ethiopia's ranking in the 2016 Global Gender Gap Report (109 out of 185 countries), though an improvement from the previous position, as an example, among females 25 years and older, only 8 percent had at some secondary education, compared to 18 percent of males of the same age group. The position and empowerment of women and girls in society are hindered by negative attitudes perpetuating inequality affecting all aspects of their lives. Although women's political representation has improved over the years, negative social perceptions about the leadership ability of women, their low socio-economic status, low educational and skills levels and lack of strong role models all contribute to women still being largely underrepresented in decision-making positions. The burden of household chores and inequitable access to higher education also limit women's ability to enjoy the opportunities and benefits of citizenship as men on an equal footing in the economic sphere.
5. While Ethiopia's government has made significant strides over the recent years in setting the policies in government both at federal and regional levels, a lot still needs to be done in terms of uplifting the currently existing infrastructure, systems and procedures from minimum requirements to what the government and development partners would like to see in place. Specifically, there is need for systematic gender-mainstreaming, harmonization and alignment of processes and systems, including M&E/MIS and data analysis, which is the basis of evidence-based strategic planning.

6. WFP corporate gender policy: WFP’s 2009 Gender Policy (WFP, 2009c) was in force for the majority of the evaluation review period. This policy sought to mainstream gender into WFP operations through the 2010–2011 Gender Policy Corporate Action Plan (WFP, 2009b) which specified commitment to gender across four dimensions: capacity development; accountability; partnerships, advocacy and research; and operational mainstreaming. While the Gender Policy of 2009 attempted to denote a shift from “commitments to women” to a more comprehensive understanding of gender with an examination of the interacting roles of both men and women, the subsequent Gender Policy Evaluation (WFP, 2014b) found that it failed to develop a clear, comprehensive and shared understanding of what gender means within WFP. It found that gender integration in WFP programmes had largely been a bottom-up, country-led process, rather than one influenced by a clear organisation-wide vision. While it found evidence of progress in identifying gender-based needs and priorities in many programme areas, including nutrition, it noted less evidence of WFP contributing to transformative changes in gender relations. Although it found some good examples of gender-sensitive programming, it also found that capacity development of WFP staff in gender had been inadequate and there was no shared definition of what gender means for WFP; there was still a strong focus on enhancing women’s engagement in programmes or specifically targeting women, so that while it found strong evidence of increased inclusion of women and girls, this “results mainly from a vulnerability rather than a gender lens”.

7. WFP’s latest Gender Policy 2015–2020 was adopted towards the end of the review period. The new policy addresses previous weaknesses by reinforcing a gender, rather than women-focused, approach, to establish four objectives: adapt food assistance to the different needs of men and women, pursue equal participation, empower women and girls in decision-making regarding their food security and nutrition and ensure the protection of men and women.

8. Both WFP’s Strategic Plans, 2008–2013 (WFP, 2008a) and 2014–2017 (WFP, 2013), also include clear commitments to gender equality. At regional level, an Africa Gender Implementation Strategy has been developed which outlines the regional strategy to operationalise the new gender policy within the specificities of the Africa context. Gender is also mainstreamed in the Ethiopia UNDAF 2013-2017.

9. The East and Central Africa gender implementation strategy outlines WFP’s corporate strategy to operationalise the Gender Policy 2015-2020 by focusing on four objectives. i) Food assistance adapted to different needs: women, men, girls and boys benefit from food assistance programmes and activities that are adapted to their different needs and capacities. ii) Equal participation: women and men participate equally in the design, implementation, monitoring and evaluation of gender-transformative food security and nutrition programmes and policies. iii) Decision-making by women and girls: Women and girls have increased power in decision-making regarding food security and nutrition in households, communities and societies. iv) Gender and protection: Food assistance does no harm to the safety, dignity and integrity of the women, men, girls and boys receiving it, and is provided in ways that respect their rights. In addition, the strategy identifies 3 gender-transformative regional priorities: 1. Evidence-based programmes: WFP COs to collect a broad range of qualitative and quantitative information related to gender to be for programme design and to deliver effective interventions and to better achieve the strategy’s objectives. 2. Increased meaningful participation of affected populations: Even though beneficiaries often participate in needs assessments through focus group discussions, this participation is not always meaningful as it does not always influence programme design. 3. Gender and nutrition sensitive programmes can be a major opportunity to enhance the

nutrition impact of all WFP programmes, while enhancing gender equality. It also identifies the most prominent gender issues in the region and priority actions to mainstream gender in WFP programming, as well as the respective roles of WFP COs, the RBB and HQ.

10. The WFP Ethiopia Gender Baseline Study identified achievements and lessons learned, as well as challenges and gaps. These will be reflected to form the basis for the Country Action Plan (WFP, 2016i).

McGovern-Dole USDA SF approach to gender

11. The USDA McGovern-Dole Programme documents include gender analysis related to enrolment, attendance, drop out, gender parity and retention of boys and girls in pre-primary school and primary school. The document also considered lessons learned from past experiences and specifically noted that WFP had been able to address some of these issues previously – notably by providing incentives of take-home rations for girls through the school feeding programme, which resulted in a reduction of the gender gap. The major outcome of the programme is “Equal access provided for boys and girls at primary school with a focus on the marginalized food-insecure areas and vulnerable children”. And the major outcome indicators for the programme were: the Percentage change in the enrolment, Gender Parity. The gender parity and equity is addressed through School Meal, Take-Home Ration (THR) and capacity development.

12. The Gender Parity Index during the baseline survey conducted in January 2013 was 0.72 and it reached to 0.85 in Afar and 0.78 in Somali region by 2017. At the end of funding period, the Gender Parity Index will reach 1:1. WFP will manage to reach the target through its continued support and engagement of communities and community organisations. The net enrolment rate also increased from 63.7 percent in 2010/11 to 85 percent (2015/16) in Somali region and from 35.4 percent to 56 percent in Afar region. Provision of facilities like latrines, low cost canteens and provision of water and sanitation have also had an impact on improving the quality of deliverables under the programme and have contributed to an improved quality education in the two regions. The attendance rate for girls and boys on the average was reported to be 96 percent and 85 percent which shows the THR helps girls to regularly attend the class as compared to boys. The progress in the two regions is encouraging, particularly in Afar Region (WFP McGovern-Dole Narrative Report, April–September 2017).

Gender issues and approach for this evaluation

13. The TOR for this evaluation require that GEEW should be mainstreamed throughout. The evaluation matrix at Annex D responds to this requirement. It acknowledges the necessity of checking on the programme’s coherence with national policy on gender (EQ 1). EQ 5 asks whether the operation’s strategies were based on a sound gender analysis that considered the distinct needs and participation of boys and girls (and as appropriate within the context of the school meals programme, women and men), and whether they have continued on that basis. Answers to EQs 6 and 7 on the attainment of outputs and outcomes will be gender disaggregated. EQ 8 asks how adequately the operation has addressed gender equality and protection issues. EQ 20 asks whether the operation has made any difference to gender relations at any level thus far, and whether any such change likely to be sustained after the programme is completed. In the course of these enquiries, the ET will also explore the quality of women’s involvement in local school feeding management and support committees; the continuing challenge of early marriage of girls, typically terminating their education; the effect of girls’ burden of household labour on

their regular attendance at school; the problems older girls face in reaching often remote secondary schools; and the status of women teachers.

14. In addition, the ET reviewed in depth the THR programme for girls by interviewing the parents, teachers and the students.

Annex O Equity

1. According to the UN Convention on the Rights of the Child (UNCRC), all children deserve the chance to be happy and healthy, explore their world safely, and reach their full potential.
2. Yet the rights of millions of children are blocked by deprivation and discrimination based on factors beyond their control – their gender, ethnicity, socioeconomic status, place of birth or whether they live with a disability, for example.
3. When children do not have a fair chance in life, significant inequalities emerge between those who have the most and those who have the least. Those inequalities are passed from generation to generation in a vicious circle that has significant economic, political and social consequences – leading to an unequal and unfair world.
4. With smart investments and targeted actions, every child can have a fair chance in life.

An abstract of UNICEF’s definition and programmatic focus on approaches to equity

5. The pivotal 2010 report, *Narrowing the Gaps to Meet the Goals*, reminds the reader that UNICEF’s mission is to prioritize the most disadvantaged children and why and how a greater focus on equity will be adopted in UNICEF’s approach. While UNICEF is explicitly concerned with the rights of children as described in the Convention on the Rights of the Child, *Narrowing the Gap* also offers evidence that reaching the most disadvantaged children is a cost-effective strategy for development overall and will make significantly greater advances toward achieving the Millennium Development Goals (MDGs).

Determinants & Manifestations

6. UNICEF identifies discrimination based on gender, ethnicity, religion and disabilities as well as geographical isolation, structural poverty, weak governance and the overlapping nature of these deprivations among those living in the most extreme income poverty. These deprivations are manifested in barriers to crucial social services such as health and nutrition, education, housing, access to water and sanitation and information. All perpetuate intergenerational poverty. They are also manifested in the increased chance of exploitation and child protection issues as well as in decreasing the chance of being registered at birth or surviving the first years of life.

Characteristics of UNICEF’s Equity Approach

7. For the most disadvantaged, these determinants commonly interact with one another. UNICEF strives to achieve a multidisciplinary intervention approach. In designing programs and policies UNICEF utilizes a methodology called “Monitoring Results for Equity System” (MoRES). This tool monitors programs and policies to ensure that the equity approach of reaching the most marginalized children is evidence-based and therefore makes the expected impact. UNICEF stresses the importance of a holistic approach by separate social service providers and sectors to meet the multi-dimensional needs. These needs are to be defined and agreed upon based upon community demands, rather than from the service provider’s perspective. In UNICEF’s view, this entails holding service providers accountable and creating better access to information for the most disadvantaged communities and, specifically, for children. Policy interventions, too, should reflect a holistic, integrated approach to early childhood.

8. A greater analysis of the determinants of inequity will allow better targeting of equity programming that addresses the most substantial barriers faced by those living in extreme poverty. That way, interventions can be adapted to supply services according to the demand for them. According to UNICEF, “equitable budgetary allocations” and “adequate social expenditures” (Knowledge for Action 5) are important factors in achieving results for children. UNICEF’s studies show that a greater focus on the demand side of social services for the most marginalized will ameliorate the “bottleneck” seen in countries where the social determinants listed above inhibit access to service provision. This approach is “based on the notion that certain bottlenecks and barriers prevent children and women from benefitting from essential interventions and services” (Ibid 6). To this end, UNICEF names 10 additional, macro level determinants of inequity: legislation, policy, budget/expenditure, management/coordination, accountability, availability of essential commodities, access to adequately staffed services, facilities and information, financial access, social and cultural practices and beliefs, continuity of use and quality (Ibid). These are manifested in barriers related to delivery systems, capacity constraints, public policy and budgets (Ibid).

9. Practically, UNICEF identifies the elimination of user fees for social programs, and geographic targeting of the poorest and most isolated communities through outreach. In terms of service provision, UNICEF adopts a demand-based approach that may include cash transfers and other social assistance mechanisms addressing the unique barriers faced by the most marginalized. Two key programming goals are tailoring services to needs and working holistically.

Target Demographic

10. UNICEF is the premier international organization implementing an equity approach for children, which is aligned with their mission. Specifically, children in early childhood (especially girls), women, families, and communities are targeted for expanding social services, protection, and other self-identified needs (UNICEF and Equity 2). The Narrowing the Gaps report notes that “excluded populations within countries generally have a larger proportion of children than other groups owing to higher fertility rates” which amount to higher mortality rates and higher rates of death due to treatable and preventable diseases (Narrowing the Gaps 3).

Theory and why to implement this approach

11. While UNICEF has always aimed to reach the most disadvantaged children in the world, UNICEF argues that a more focused approach on those children who live in poverty and/or suffer from violence, exploitation or neglect is more important than ever because of growing inequality in the world. UNICEF emphasizes that the global financial and economic crises, coupled with rising food prices, has exacerbated the multi-faceted deprivations faced by the most disadvantaged and excluded children.

Reference 1: [‘Narrowing the Gaps to Meet the Goals.’](#)

Reference 2: [‘Progress for Children: Achieving the MDGs with Equity.’](#)

Reference 3: [‘Knowledge for Action: Emerging experiences in Social and Economic Policy that support equitable outcomes for children.’](#)

Annex P School Health and Nutrition

1. Poor health and nutrition result in the loss of a considerable number of school days annually. To protect an investment in efforts to increase access and improve the quality of education, schools must help link students to essential health and nutrition services.
2. School age children in Ethiopia are affected by a wide range of health and nutrition problems that limit their ability to benefit from education. Some of the common health issues are parasitic infections, malaria, anaemia, trachoma, skin diseases, disabilities, injuries, sexual and reproductive ill-health, and psychosocial and substance abuse. And the common nutrition problems are poor diet diversity and inadequate food consumption associated with high prevalence of malnutrition and micronutrient deficiencies such as iodine and vitamin A, in most of the Ethiopian regions. Furthermore, there is a lack of awareness on the effect of poor health and nutrition on children's ability to learn.
3. To deliver a comprehensive school health and nutrition (SHN) intervention, a National School Health and Nutrition Strategy (Government of Ethiopia, 2012) was developed in October 2012 with technical and financial support from UNICEF and WFP.
4. The goal of the strategy is to improve access and education achievement of schoolchildren through health and nutrition interventions in schools with the aim to promote joint planning, design and implementation of sustainable and quality health and nutrition interventions across the education sector. The mechanisms are put in place for ownership and sustainability of SHN programmes (such as school feeding programmes and nutrition interventions, cooking demonstrations and school gardens) thereby, increasing access and completion rates by reducing dropout and absenteeism prevalent in chronically food insecure areas of the country.
5. This National SHN Strategy adopts the FRESH (Focusing Resources for Effective School Health) framework as its guiding principles for enabling effective coordination and organization of SHN responses in the country. As part of the main strategic component, three priority areas are being identified; i) safe and sanitary school environments; ii) skills-based health and nutrition education; and iii) school-based health and nutrition services.
6. The Ministry of Education is the primary body responsible for providing SHN interventions and thus, shall provide leadership and establish the policy framework for the planning, coordination and implementation of SHN interventions. The Ministries of Health, Education and Water Resources provide standard guidelines for ensuring that school premises are clean, safe and functional for all including those with disabilities and special needs. Hence, all educational institutions and organizations shall ensure compliance with the building standards, public health rules and other relevant legislations and policies. By providing clean and potable water and sanitation facilities, schools shall reinforce the health and hygiene messages, and serve as demonstration places to both students and the wider community. Separate latrines for girls and boys should be arranged, particularly for adolescent girls.
7. School-based health and nutrition services highlighted in the strategy are: provision of WASH, weekly iron supplementation, immunization, health check-up including eyes, dental, and control of Intestinal Worms, Bilharzia, and other Parasitic diseases. The deworming serves a preventive and treatment measure that results in immediate improvement in child health and anaemia which leads to learning ability and attentiveness.

Findings

8. Despite a strong national SHN strategy and commitment from MoE and MoH, the implementation is very poor due lack of resources.
9. WFP provided technical and financial support to MoE on the development of SHN strategy and developed a training manual and provided ToT at national level on SHN in all regions. It was noted that the trainings are continued at the regional levels either through the technical assistance or through the regional universities. In Afar region, RoE has worked closely with Semera University to provide training on SHN to cluster leads, Health officers, Directors, Woreda officials and teachers, cooks and PTA. The focus of the training is safe food preparation, use of WASH facilities, provision of non-food items and energy stoves.
10. WFP supported health services in the targeted schools through provision of first aid kits, school health and nutrition clubs, trainings and materials support. It was found in some schools that the school health and nutrition clubs are active.
11. During the schools visits, observations and interviews with various stakeholders, the ET found that a component of the essential package –safe water and toilets – are not in place. It was observed that separate toilets are built for girls and boys but not maintained and not in use any more.
12. The biggest challenge is WASH in both Afar and Somali regions. Scarcity of water for hand washing before eating and after use of toilet and washing of cups and spoons in water is the biggest gap. These are the basic minimum for good health.
13. However, in a model school in Somali region – with the assistance of McGovern-Dole – safe running piped water and clean latrines were available. It was reported that insecticide is sprayed during the malaria season in the schools by the health department
14. The provision of deworming and weekly iron folic acid supplements is not in place.
15. WFP has provided technical and financial support in construction of water ponds – birkas – in some 50 schools in 2016-2017.
16. In accordance with the national strategy, at the national level, a taskforce/technical committee has been formed and is responsible for monitoring health and nutrition trends, related changes in legislation, and providing technical advice to the SHN. This committee is chaired by the Ministry of Health.
17. At the regional level in Somali region a taskforce was formed outlining terms of reference for an SHN steering committee signed in 2015 by the Bureaus of Education, Agriculture, Water, Health, Disaster Prevention and Preparedness and WFP for multi-sectoral approaches as applicable in their areas. However, implementation of essential services is a challenge due to limited financial resources.

Conclusions

- The national strategy on SHN is well documented and describes essential package interventions and approaches.
- There is strong commitment at the highest level and excellent coordination between health and education through the technical support provided under the McGovern-Dole project.
- The school meal programme alone cannot be effective in addressing the health and nutrition issues.

Recommendations

- Multi-sectoral response and coordination is required by departments and development partners to ensure effective school meal and education programmes.
- Engagement of partners in WASH is essential to have an impact through the SMP programme on child health and nutrition, and to create awareness in schools to prevent acute watery diarrhoea.
- Schools must administer regular mass de-worming campaigns based on the prevalence and intensity of parasitic worms to include all school-age and out-of-school children.

Annex Q Nutrition

Introduction

1. This annex presents preliminary analysis by the evaluation team of nutrition issues. It covers a general overview of the nutrition situation in Ethiopia; an analysis of the nutritional value of the McGovern-Dole school meals; a review of international evidence of the link between school feeding and educational performance; and a review of available evidence on Take-Home Rations under the Girls Initiative Programme (GIP).

Nutrition, food security and geographic vulnerabilities

2. Since 2007, Ethiopia has achieved strong economic growth, making it one of the highest performing economies in sub-Saharan Africa. Yet it remains one of the world's least developed countries, ranked 174 out of 187 in the 2011 UNDP Human Development Index and 76 out of 70 in the 2012 Global Hunger Index. About 29 per cent of the population lives below the national poverty line (IFPRI, 2017, quoting IFAD 2012).

3. While Ethiopia has enormous potential for agricultural development, only about 25 per cent of its arable land is cultivated (IFPRI, 2017, quoting IFAD 2012). Rain-fed agriculture employs 80 percent of the country's 82 million people, forming the basis of Ethiopia's economy (IFPRI, 2017, quoting WFP 2012). The vast majority of these farmers are smallholders; about 12.7 million smallholders produce 95 percent of Ethiopia's agricultural GDP (IFPRI, 2017, quoting IFAD 2012). Household food security, particularly for these smallholders, is determined by rainfall patterns, land degradation, climate change, growing populations, low agricultural investments, and global market forces. The 2011 Horn of Africa drought left an estimated 4.5 million people in need of emergency food aid. During the same period, cereal markets experienced a significant supply shock, causing food prices to rise substantially. Due to improved rains in 2012 and sustained humanitarian assistance, the overall food security situation has stabilized. However, the Humanitarian Requirements Document issued by the government and humanitarian partners in September 2012 estimates that 3.76 million people have required relief food assistance from August to December 2012. The total net emergency food and non-food requirement amounts to USD189,433,303 (IFPRI, 2017, quoting WFP 2012).

4. In addition to negative weather shocks, Ethiopia's rural poor also lack access to basic social services such as health care, schools, and safe drinking water. Households headed by women are particularly vulnerable (<http://www.foodsecurityportal.org/>).

5. Despite these challenges, however, Ethiopia has made significant gains in education, an expanded health extension system, and the fight against HIV/AIDS. The government's long-term strategy of Agricultural Development-led Industrialization continues to address the country's food insecurity and is complemented by Ethiopia's Food Security Programme, which includes the Productive Safety Net Programme, the Household Asset Building Programme and others designed to ease households out of food insecurity.

6. Since 2003, the country has faced five serious droughts affecting millions of people, the most recent of which unfolded over the course of 2015 and was compounded by the global El Niño event. In July 2015, production assessments reported that up to 25 percent of the harvest was lost at the national level, and in some regions this figure rose to 70 percent. In the face of the worst drought in over 50 years, the scale of humanitarian needs over the course of 2015 rose dramatically. In February 2015, the Government issued its official Humanitarian Requirements Document (HRD), estimating that 2.9 million people required

emergency food assistance. By December 2015, this number had risen to 10.2 million - almost a 250 percent increase (WFP, 2016j).

7. Malnutrition is a complex problem resulting from inadequate food consumption because of poverty, low access to healthcare, poor sanitation, inadequate infant and young child feeding practices, high levels of infectious disease and HIV.

8. Despite strong economic gains and a comprehensive policy framework for development, the distribution of developmental gains remains uneven. While national figures on nutrition are fairly promising, regional variation is quite pronounced. For example, in Afar and Somali regions, global acute malnutrition (GAM) rates can be as high as 30 percent, and stunting rates in Amhara and Afar are close to 60 percent (Central Statistical Agency & The DHS Program, 2016).

9. According to the Ethiopian National Micronutrient Survey (ENMS) 2015, the highest prevalence of anaemia was observed in preschool children 6 to 59 months of age, followed by school age children 5 to 14 year of age and non-pregnant women age 15 to 49 years. As per the WHO classifications in Ethiopia anaemia was a moderate public health problem in children 6 to 59 months and 5 to 14 years of age, whereas a mild problem in non-pregnant women

10. The national prevalence of vitamin A deficiency among school age children was found 10.9 percent. Among the regions the prevalence of vitamin A deficiency of school age children who live in Harari is the highest as compared to other region at a prevalence of 25.0 percent. And lowest deficiency was observed in Addis Ababa; almost all children in this region were not at risk of Vitamin A deficiency during the survey period. According to the ENMS 2015, highest prevalence of Vitamin A deficiency was observed in preschool children 6 to 59 months of age, followed by school age children 5 to 14 year of age and non-pregnant women age 15 to 49 years. As per the WHO classifications, Vitamin A deficiency could be considered as mild for women of reproductive age and moderate public health problem for children 6 to 59 months and 5 to 14 years of age.

11. The iodine content in iodized salt has to be monitored from production to consumption level to ensure retention of adequate iodine. Salt measured by rapid test kit indicated iodine status of the salt qualitatively. This study showed the national household iodized salt coverage was some 90 percent. One out of ten household consumed non iodized salt. Nationally, only one in six households had access for adequately iodized salt to meet their daily iodine requirement. Iodine deficiency disorder is a severe public health problem in Ethiopia (Government of Ethiopia, 2016e).

Analysis of nutritional value of meals

12. The school meal is comprised of micronutrient fortified corn soy blend (CSB+), Vitamin A and D fortified vegetable oil provided by USDA in kind contribution and iodized salt procured locally. This provides some 1/3rd of daily kcal requirements and over half of protein and fat. In addition, this meal meets over 70 percent of requirements of Vitamins A, D, C and iron and iodine.

13. Table 22 below reflects details nutritional composition and the requirements met. This will depend if the child consumes this meal at school and does not share with others. The information on acceptability and consumption will be assessed during the field work at evaluation time.

Table 22 Nutrition Composition of School Meal per day per Child

Commodity	Amount (gm.)	Kcal	protein gm.	fat gm.	Vit A ug	Iron mg	Iodine Mg	Vit D ug	Vit C mg
CSB+	120	451	18.3	9.6	666	11.3	048	7.2	121
Fortified oil	006	053	0	6.0	054	0	0	0.5	0
Iodised Salt	003	0	0	0	0	0	120	0	0
Total	129	504	18.3	16	720	11.3	168	7.7	121
Daily requirements	-	1640	41	31	480	16	108	5.0	33
% requirements met.	-	31	45	50	150	71	156	153	360

International evidence of the link between nutrition and educational performance

14. It has been documented that there is a link between nutrition and educational outcomes in particular with Iron and iodine. Iron deficiency affects more people than any other health condition. It is a leading cause of anaemia which affects over 2 billion people worldwide which is over 30 percent of the world's population. It reduces work capacity and impairs child's physical and intellectual development and contributes to some 20 percent of all maternal deaths. (WHO: <http://www.who.int/nutrition/topics/en/>).

15. Anaemia leads to 17 percent lower productivity in heavy manual and 5 percent lower productivity in other manual and estimated 2.5 percent loss of earnings due to lower cognitive skills (Horton, 2006).

16. *Iodine deficiency* is a lack of the trace element *iodine*, an essential nutrient in the diet. It may result in a goitre, sometimes as an endemic goitre as well as cretinism due to untreated congenital hypothyroidism, which results in developmental delays and other health problems.

17. Chronic food shortage remains a serious obstacle to children's physical and cognitive development in many poor countries. Hunger diminishes children's ability to concentrate and to retain what they learn at school. School meals attempt to improve poor and credit-constrained households' investments in education by subsidising the cost of schooling by reducing short-term hunger and improving nutrition. In poor countries, where school enrolment is low, school meals can provide a strong incentive for poor households to send their children to school and to support their education. School meals appear to be attractive as they may not only increase school participation and reduce dropout, but they may also improve learning and cognitive development (Poppe et al, 2017).

18. The cost of hunger study in Ethiopia also reflects that stunted children are at higher risk of repeating grades in school and at higher risk for dropping out of school. Additional instances of grade repetitions are costly to the education system and families. If a child dropped out of school early and is working in non-manual labour, he/she may be less productive. If she/he is working in manual labour he/she has reduced physical capacity and may be less productive. People who are absent from the workforce due to undernutrition-related child mortalities represent lost economic productivity.

Take-home rations as part of the Girls Initiative Programme (GIP)

19. In addition to the main school meal programme, the WFP launched 'The Girls' Initiative' intervention in 2002 in food insecure pastoralist areas of four regional states (Afar, Somali, Oromia and SNNPR). The initiative has the objective of encouraging girls' education and narrowing the gender gap in pastoralist communities. The programme

provides eight litres of vegetable oil per semester ('take-home rations') conditional on 80 per cent girl's attendance in addition to on-site school meals. In the first semester of 2010, 81,000 girls received take-home ration. The estimated cost of take-home rations is USD 8.1 per beneficiary girl (during the first semester of 2010).

20. WFP carried out an impact assessment in 2011 using qualitative and quantitative methods. The assessment found that THR has positive effects on females' participation in education. It has been most successful in the chronically food insecure communities. WFP's assistance framework that links poverty and food insecurity with education is found to be sound and relevant for addressing gender inequality. Though the programme had attempted to enhance the capacity of stakeholders (WEO, PTA, school community), given the high turnover of trained personnel and low capacity at woreda and school levels, this was not achieved. THR was designed as a standalone programme with limited synergy with other initiatives such as WASH, separate toilets for girls, nutrition and health intervention. The baseline data was not exhaustive enough and did not include programme impact indicators. It was also found that the programme had weak monitoring systems, particularly from the partners. THR greatly increased girls' enrolment, maintained school attendance, prevented school dropout, and narrowed gender gaps in the target schools. The initiative also motivated parents to send their daughters to school. The assessment further explored factors that affect girl's education and also the challenges in study areas. These include pervasive chronic food insecurity and poverty, socio-cultural factors and school-related factors that still a hindrance to girls' schooling. The assessment also showed that there has been late delivery of THR due to lengthy process of tendering for hiring transport service. It was also felt that providing take-home rations to girls may lead to families' withdrawal of boys from school in favour of girls (WFP, 2011a).

21. The ET will review in depth the THR programme through intensive case study during the field visits.

Annex R Case Study 1: The GoE Emergency School Feeding Programme

Purpose

1. This case study reviews the Government of Ethiopia's (GoE) experience of implementing its Emergency School Feeding Programme (ESFP). This programme is government led and implemented in response to the drought in Ethiopia and first started in 2015/2016.
2. This case study is part of the evaluation of the McGovern-Dole SF programme in Ethiopia. It was conducted to:
 - Document how the ESF programme arose
 - Reflect on the strengths as well as some of the continued challenges, in terms of models, approaches, capacity and resourcing
 - Review evidence of learning and influence from WFP's school feeding work in Ethiopia to date to the ESF model
 - Reflect on ways forward for WFP and the GoE.

Context

3. The GoE Emergency School Feeding Programme emerged as a response to the drought in Ethiopia. The drought is currently in its third year and the worst in 30 years as a result of the El Nino effect. It has brought about prolonged food insecurity, malnutrition and disrupted livelihoods in seven of the country's nine regional states and one city administration (Afar, Somali, Oromia, Amhara, Tigray, Harari, SNNPR and Dire Dawa). Estimates suggest about 3 million school children have been affected by the emergency (Annex A, Evaluation TOR). The effects of the drought have become progressively worse as highlighted by FAO's hotspot classification (FAO, 2017).
4. The drought has affected families and populations in various ways. It has directly impacted on educational performance through an increase in educational drop-outs and absenteeism, with students leaving school to assist their parents in search of food and water, at times with whole families and communities moving away from the area where the school is located.
5. In addition to direct impact on livelihoods, the drought has also affected parental capacity to supply school materials (learning materials and uniforms), has produced increased teacher absentee rates due to shortage of water and food, and has seen children who would otherwise be in school, engage in income-generating activities to supplement their families' earnings.
6. Various reports highlight how the emergency situation has increased children's' level of disturbance, hopelessness, fear and anxiety due to prevailing shortage of food and water⁷¹. And there are indications that girls are particularly affected, with the drought increasing the risk of early marriage and pregnancy as girls drop out of school or families

⁷¹ Disaster Prevention and Preparedness Bureau, Gu Emergency Needs Assessment (Non-Food), June 2017.

resort to marrying off their children. Communal conflicts in some regions⁷² have further exacerbated the situation.

An Emergency Response

7. In response to the drought the MoE developed an education in emergency response plan in 2015.⁷³ Key priorities in this plan include ensuring that children remain in school through the provision of educational supplies, WASH facilities and school feeding, as well as psychosocial support and establishing temporary learning spaces to prevent children in drought affected areas dropping out of school.

8. The budget for the emergency response plan was set at USD53 million. However, the expected funding support did not materialize. As a result, the MoE has had to scale down the plan and focused its implementation on the emergency school feeding (ESF) (Government of Ethiopia, 2015c), which has largely been implemented with the GoE own funds.

Contours of the Emergency School Feeding Programme

9. The ESFP was first put in place in 2015. It is a government led, government funded response to the drought.

10. The ESFP is managed by the MoE and funded from supplementary government funds approved by the Ethiopian parliament. These funds do not come from the regular education budget and are considered exceptional contributions to respond to an emergency situation.

Box 5 Composition of ESFP meals per day

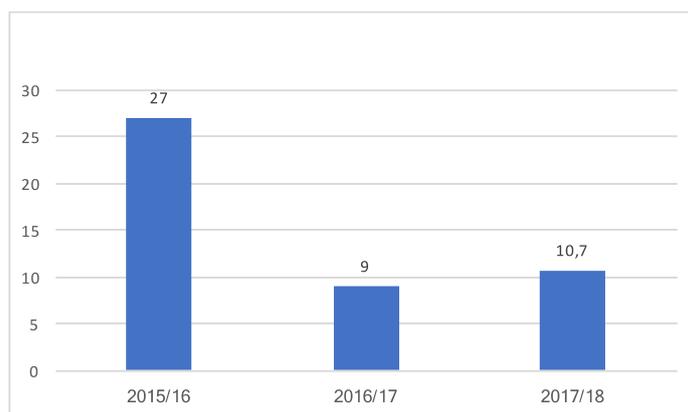
Wheat flour: 80 %
 Chickpea flour: 20 % 120 g (this is Somali specific. See comment below)
 Oil: 10 gr
 Salt: 03 gr
 Total number of calories: 450

11. The ESFP consists of providing children in affected schools with one basic meal. All commodities are locally procured within Ethiopia although usually in regions other than the ones that are directly affected by the drought. Wheat flour and chickpea mix is processed. Analysis of the composition of the meals shows that the meal provides 450 calories per day.

12. Government funding to the ESFP is reflected in Figure 6 below.

⁷² This is the case for example, in some of the woredas located in border areas between the Somali and Oromia region.

⁷³ The Education response is part of the broader government-led response to the El Nino crisis.

Figure 6 GoE funding for the ESFP (2015-2018) in USD millions

Evidence of learning from WFP SF models

13. The emergency SF programme has included training of key staff (including cooks), and a system of distribution and monitoring that is modelled on WFP's systems.

14. In contrast to WFP's McGovern-Dole SF programme the meal consists of grains and legumes which are locally procured through cooperatives. Ingredients have varied from one region to the next depending on what is locally grown and the dietary preferences of the local population. In doing so the ESFP has built on WFP's experience in HGSP, implemented in the SNNPR region (see Box 4 in Annex L).

15. ESFP is now in its third year and provision of school meals has continued in the 2017-18 school calendar year albeit on a reduced scale. MoE conducts an assessment twice a year to determine if and where ESF should continue.

Performance of the ESFP

16. Evidence of the performance of the ESFP comes from an assessment by the MoE for the 2015/16 school calendar year. Further evidence comes from this evaluation which included the ESFP schools in a school based survey and conducted interviews in selected schools and with education officials, as well as with key partners of the MoE. The following results were recorded from the ESFP:

- Following the school meal response, anecdotal and survey evidences showed students went back to school and attendance stabilized. Even students who had dropped out a long time ago returned to school. Participation of pre-primary children increased proportionately more than that at other levels. In Amhara and Tigray regions where school feeding and water is provided, the dropout rate is almost nil. (MoE findings)
- A number of schools that had closed during the drought re-opened. The closure of schools reduced from 400 to 158 in Somali region and from 137 to 45 Oromia region after the provision of school feeding in the 2016/17 academic year. (MoE and evaluation team findings)
- The ESFP also contributed to bringing back parents from migration. Receiving food in the schools improved household food security through the provision of a meal that functions as an income transfer to poor families and averted negative coping strategies. (MoE findings)
- Teachers in drought affected area reported that up to 50 percent of the children were sleepy in the class before the school meal intervention as they were coming to school

with empty stomach. Following the intervention the concentration and improve attentiveness in the class was reported to have improved significantly. (MoE findings)

- Survey results showed that girls' schooling was more affected than boys' due to increased household demands and dwindling finances which put girls at risk of early marriages and pregnancy as well as increased burden of supporting household income and survival. The ESF response therefore likely protected children from abuse and increased vulnerability that occurs during migration/ displacement, with particular benefits for girls. (MoE findings)
- Various anecdotal psychological and social benefits such as increased togetherness as children eat together and increased security for parents who were worried about their children were also reported (MoE findings, and also mentioned to ET in some interviews)
- The multi-sectoral nature of the response (which involved various government departments as well as donors) had a positive effect on increased coordination and integration at all levels. (MoE and ET findings)
- Interviews by this evaluation team also suggest that the governments ownership and commitment of SF in general increased through the ESFP. Various high-level persons in government have become champions for SF, including the former First Lady of Ethiopia.
- There is some anecdotal evidence that the programme stimulated the local economy through procurement of products on the local market. (MoE findings, and also mentioned to the ET by some informants)
- Some of the decentralized government structures are now budgeting for school feeding. In the case of ESFP the federal government delivers the emergency SF, and the local government allocates a budget for non-food items. Parents also provide voluntary activities – cooking, firewood, etc. (MoE and ET findings)

Challenges

17. Now in its third year, the ESFP has seen a good evolution. Nonetheless key challenges remain to be addressed. These include:

- The emergency nature of the ESFP – funding comes from additional allocations by the Government (on an emergency basis only). This means the additional funding has no sustainable base.
- Costs for SF programmes are too high for many of the regions to consider funding this from the regular budget, although some regions have also now started funding SF from their own budget on a limited scale (this is the case for SNNPR and Oromia).
- Long lead times in terms of procurement and organization because of various constraints related to internal capacity (of the MoE), slowness of government systems (e.g. for procurement) and capacity of transporters and other sub-contractors, as well as capacity of communities to transport food from the woredas centres to the schools. As a result, the funds made available in the first semester only result in food being distributed to schools in the second semester. This contradicts the emergency nature of the intervention and potentially reduces the impact of SF.
- While the government has shown strong leadership in taking initiative to fund the ESF and has been at the forefront of its organization, technical knowhow on how to

implement the programme falls short of what is needed. This puts a heavy burden on the federal MoE staff and structures for support.

- Reports indicate that in spite of best efforts the quality and quantity of the meals provided has not been consistent. The grains and legumes provided by some of the cooperatives have been reported to be of poor quality and meals have not consistently been served as per the recommended mix.
- The nutritional value of the meals provided falls short of international recommendations in terms of calories provided (450cal/day for ESFP compared to 650/day for the WFP model). The ingredients are also not fortified (WFP CSB and Oil are fortified) and lack essential vitamins and minerals. In addition, the locally produced mix is not comparable to CSB both in taste and quality. Combined with challenges of quality (see previous point) this has contributed to some instances where children have refused to eat the food.
- Conditions for school feeding are not adequate in a number of places. Many schools are still reported to lack proper feeding places in schools, and face challenges in terms of ensuring other basic conditions such as water, affecting proper hygiene and food preparation. It should be noted that these issues are not unique to the ESFP but have also affected the WFP SF.
- Contrary to the McGovern Dole SF programme which has the THR, the ESFP does not include specific gender angle or focus and also does not include a capacity building/training component as the focus is solely on food provision which is a challenge as many regional offices do not have the requisite expertise.

WFP support to the ESFP

18. Overall there is strong recognition by key stakeholders of the role that WFP has made in the establishment of the emergency SF programme. WFP contributed directly to the design and implementation of the ESFP in a number of ways (Government of Ethiopia, 2017c), namely by providing:

- Technical support to the planning of the ESFP through mapping the food insecure areas and estimating number of children in need of school feeding.⁷⁴
- Support to the design of the intervention identifying the food requirements (preparing food allocation table), and designing menu options based on local food availability in the market.
- Technical guidance to the preparation of an emergency school feeding programme implementation manual at federal level, which will be adopted by the regional and local government. The manual includes many lessons from WFP's work in Ethiopia, and also provides monitoring and reporting formats.
- Training of government in provision of food handling and management to focal persons and school directors. WFP seconded technical staff – contracted with funds from the McGovern Dole programme – played an important role in providing support to the design and the training.
- Guidance and operational support to the ministry of education in the day to day implementation process.

⁷⁴ As part of WFPs involvement in the Ethiopia Education in Emergencies (EiE) cluster.

- Technical assistance to the design of a survey tool to assess the outcome of the emergency school feeding programme. WFP also took part in the survey with its technical staff.

19. It should be noted that other partners were also critical to the rolling out of the ESFP. UNICEF has been important partner given its global responsibility for education in emergencies. In Ethiopia the education cluster is co-chaired by UNICEF and Save the Children. UNICEF has provided support in the form of a data specialist, and has placed an education cluster coordinator in the MoE.

Recommendations

20. To meet essential vitamins and minerals for HGSF, the GoE should explore options for adding micronutrient powder at the school level in the cooked meal or fortify at the source during processing. The option of adding during processing is preferable as it is more efficient.

21. WFP should work with the staff of the MoE to identify ways of ensuring a more speedy start-up of the ESFP by reviewing whether there are ways and means of reducing lead times for contracting (of cooperatives and transporters) and reducing challenges in delivery. The option of retainer contracts could be explored in this context.

22. WFP could consider working with the GoE to ensure that the ESFP includes a stronger consideration of gender. This would include better organization of meal times to ensure girls and boys have equal treatment at meal times.

Annex S Case Study 2: Girls' Initiative Programme – Take-Home Ration

1. This case study is part of the evaluation of the McGovern-Dole FFE programme in Ethiopia, to document the evolution of THR, its performance reflecting strengths and some of the challenges, in terms of model, approaches, capacity and resources. It also highlights selected recommendations to move forward.

2. Background: Poverty is the major obstacle to girls' education in Ethiopia, particularly among girls from food insecure pastoralist areas. Food shortage and insufficient income deter many parents from sending their daughters to school. The education statistics annual abstract for 2000/2001 indicated that the overall enrolment of boys was about 67 percent while only 47 percent for girls. There was no special incentive for girls in WFP's SFP, and the gender disparity in enrolments between boys and girls was very wide. Given this disparity, WFP launched 'The Girls' Initiative Programme' (GIP in 2002 in food insecure pastoralist areas of four regional states based on 80 percent school attendance. (Afar, Somali, Oromia and in SNNPR(2005) in partnership with Federal Ministry of Education (MoE), Regional Bureaus of Education (RBoEs), Woreda Education Offices (WEO) as well as School Communities. To demonstrate the impact of the project, WFP conducted the study in 2011,⁷⁵ after 8 years of implementing the project. The strengths, weaknesses and challenges found by the study and its recommendations are highlighted below:

Table 23 Strengths, weaknesses and challenges

strength	weakness/challenges
1. positive effects on girls' participation in education. 2. most successful in the chronically food insecure communities. 3. greatly increased girls' enrolment, maintained attendance, prevented school dropout, and narrowed gender gap 4. motivated parents to send their daughters to school.	1. poor targeting criteria ⁷⁶ 2. in some cases girls received the incentive without attaining 80 percent attendance, 3. poor data recording, reporting and monitoring 3. lack of participation of school communities and the parents 4. lack of indicators at the initial stage to measure the impact, 5. limited coordination and synergy with other activities and programmes such as wash, health, nutrition and education not only on thr, 6. erratic delivery of oil due to long tender process of hiring transport service 7. funding shortfall. ⁷⁷
recommendation: wfp to continue its effort and scale up the programme in food insecure areas while addressing gaps and challenges and lesson learnt from the implementation in 2002.	

3. A paper published in May 2017 in the Journal of Development Studies, using data from WFP Impact assessment study, highlights "THR are found to increase girls'

⁷⁵ Girls' Initiative Impact Assessment, January 2011, Addis Ababa (WFP, 2011a) This study was conducted by a local consultant.

⁷⁶ Targeting was often based on roster of girls in the 2nd semester of the previous academic year rather than on enrolment in the new academic year.

⁷⁷ Only 21 percent was resourced leading to a significant underachievement in meeting planned targets. To address the resource shortfall, WFP negotiate the regional bureaus to prioritize the targeted schools, reduce the number of feeding days and ration size.'

concentration remarkably. It also indicated that supplementing on-site school meals with take-home rations can be beneficial for concentration, reading, writing and arithmetic skills. The timing of the distribution of school meals was also found to play an important role – serving food in the morning is more effective than at the end of day (Poppe et al, 2017).

4. Building on the findings and the recommendations from the impact assessment WFP expanded the THR as part of the MDG FFE in food insecure pastoralist regions of Afar and Somali in 2014. The programme addresses gender parity and equity through the provision of school meals and a Take-Home Ration (THR) that specifically targets girls. The programme provides 8 litres of fortified vegetable oil to all girls once a month who have maintained at least 80 percent of school attendance. The cost of take-home ration is USD 10.68 per girl child per semester.

5. There are 131,529 girls both in Afar and Somali region with breakdown in Afar and Somali region as shown in Table 24.

Table 24 FFE beneficiaries in Afar and Somali

FFE programme	Afar	Somali	Total
Girl THR beneficiaries and percentage of total beneficiaries	43,119 (46%)	88,410 (45%)	131,529 (45%)
On-site feeding beneficiaries (boys and girls)	93,983	198,266	292,249

Source: WFP MDG FFE Ethiopia- September 2017 (WFP, n.d.-a)

Performance/ Findings⁷⁸

6. The findings generally indicate that the current THR programme is appropriate/ relevant, and has been effective in addressing the objectives of the programme. The data from the survey and the interviews with various stakeholders reflected THR has greatly increased girls' enrolment, maintained school attendance, prevented school dropout, and narrowed gender gaps in the target schools. The initiative also motivated parents and the communities to send their daughters to school. This has also led to a decrease in early marriage and income transfer to food insecure households.

7. The effect of take-home ration has become evident in improving the gender gap. The data from WFP shows the gender parity index has improved and the enrolment and attendance and literacy have significantly gone up. The GPI for Afar Region is 0.9 and is almost equivalent to the national GPI (0.91), while the GPI for Somali region is at 0.86 (Government of Ethiopia, 2016f).

8. THR has brought an effect on income transfer to parents and education benefits to their daughters. Most parents stated that the programme has contributed to supplementing household food income to cover the cost of learning materials, clothing for their school age children and of course the diet diversity.

9. The survey data on programme status and grade completion rates shows improvement for the girls is greater than for the boys, with the girls in the non-FFE schools having higher dropout rates than for boys. In Afar completion rates are lower than in

⁷⁸ The findings of the qualitative data are mainly from the visits and interviews from Jijiga. The ET, though it visited Afar, could not interview many girls and parents as the schools were closed.

Somali region for both FFE and non-FFE schools, and the non-completion rate for girls also notably worse than in Somali. Table 25 reflects the data.

Table 25 Grade completion by gender for sampled FFE and non-FFE schools
(2009 Ethiopian calendar, Sep 2016 – Jul 2017)

Region	In FFE	Schools	Gender	Enrolled	Passed	% Pass	95% confidence limits		
							±%	Lower	Upper
Afar	Yes	24	Boys	2535	1997	79%	1.6%	77%	80%
			Girls	2360	1760	75%	1.8%	73%	76%
	No	6	Boys	1127	767	68%	2.7%	65%	71%
			Girls	918	572	62%	3.1%	59%	65%
Somali	Yes	30	Boys	11521	11032	96%	0.4%	95%	96%
			Girls	10793	10422	97%	0.3%	96%	97%
	No	30	Boys	6585	5662	86%	0.8%	85%	87%
			Girls	4484	3787	84%	1.1%	83%	86%

10. **Parents and Community attitude towards Girls' Education.** The parents in Somali region said this was an excellent programme and very relevant and appropriate to the Somali culture, where the girls stay at home to take care of household chores and get married at an early age. This has dramatically changed since the inception of THR and SMP. The enrolment and attendance for the girls has significantly increased.

11. As the THR is combined with school meal, this means that the effect is even bigger. The community sees the benefits of both the SM and THR. The parents also cited – the communities profit in two ways from the SMP/THR and how their children are getting education and food in schools.

12. The fact that more and more girls are now enrolled in school has led to a decline in traditional early marriage together with actions by Woreda officials against early marriage, setting a minimum age for marriage (22 years for females and 25 years for males) to deter the practice of early marriage.

13. THR has increased the duration of girls staying in schools and this would have expected multiplier effects - longer stay delays the marriage age which in turns delays first pregnancy and leads to healthy pregnancy and healthy children and better child care. In the long run this will contribute to breaking the intergenerational cycle of under nutrition.⁷⁹

14. When community leaders were asked about the changes they have observed during the years as the result of THR, the overwhelming majority of the respondents said “girls are motivated to attend school regularly and has motivated parents to send daughters to school and the gender gap in enrolment in schools has significantly narrowed. In addition THR has contributed in providing income transfer to the families.

15. A majority of parents and the community said- Oil is an appropriate commodity and is consumed and used in the family. It helps the poor families the most.

16. **Impact of discontinuation of THR.** When asked the girls and the parents of the girls, what would be the impact if THR is not available- some of the parents and all the girls

⁷⁹ Food Insecurity: Could School Supplements help break cycles of Intergenerational Transmission of Inequalities? Journal of Pediatrics, Dec 2010

said we value education with or without the oil? The girls said ‘We would continue and even go to high school and would like to be teachers “learning is more important than oil.” They said their families would also not forbid them from coming to school just because oil is no longer provided.

17. However, some parents said the girls who are now in school may continue but new enrolment and attendance may fall through and it will have a negative impact especially to the poor families and some said that they will still continue to send their children (both boys and girls) to school if the programme is ended saying, “we like getting the oil, but we’re more interested in seeking education for our children.” One of the cooks interviewed said she would not pull her two daughters out of school if the THR ends, I want my daughters to be educated and get good jobs in the city. I want them to be like you, (pointing to the interviewer), traveling around for work and writing well.” However, in the opinion of the ET, respondents might have been reluctant to respond that they would discontinue.

18. According to the officials, parents and their children have become increasingly aware of the benefits of education, so if the SFP/THR programme discontinues, the Woreda doesn’t think that the students, including the girl students, will drop out. The fact that there will be no more porridge and oil to take home may discourage new students from joining schools, but it will not cause the ones that are already in schools to drop out. The school enrolment will plateau. Therefore, it is important to continue with the programme in order to encourage new students to join schools.

19. Some officials said, although the community in general has come to appreciate the value of education, some families may choose to pull their children out of school, particularly those who themselves are illiterate. If the THR is ended there will be a visible impact on the participation of girls and overall enrolment will go down. The drought is also a major factor that would compel families to pull their children out of school, if the SF programme is ended. The SF programme is what is sustaining families during the drought.

20. According to BoE SFP focal persons, the very young students, especially those in primary and first grades may drop out since they themselves have not yet developed an appreciation for education, and for most, “the major motivation for coming to school is the meal and the THR that is provided.”

21. Parents also expressed, the fact that there are no high schools in the area deter many girls from pursuing education after graduating from elementary school. The nearest high school are in towns which are more than 35 km away, and parents are very reluctant to send their girls to live in the town unless they have family members there who are willing to take the girls in and look after them.”

22. All the girls appreciate that they are given oil as THR when they attend school regularly. They said they get one tin of oil (4 litres) but they had different answers to how frequently they receive the THR. Some said once every month, while others said once every two months. According the school director, each girl student that has attended class for no less than 18 days in a month receives one tin of oil (4 litres) once every two months. The THR is distributed once every two months instead of once a month so that one girl student can take one tin of oil instead of dividing it into two, as it would have been the case if the distribution happened once a month (2 litres per month). ET noted that some of the girls were not aware of the amount of oil received. There were some confusing responses due erratic supply/sharing of tins. However, as per WFP, Oil is distributed once a month. (Personal communication with SFP, Unit).

23. Most parents but not all were aware of the amount given to each girl (8 litre) for a semester. It was mentioned that there has been some delays. This was further confirmed by

WFP that due to pipeline break and logistics there has been disruptions. Parents, teachers and girls did say that oil is mainly consumed with in the family and also bartered to buy other household items and to diversify the family diet. It has an economic value and is used as part of the pastoral diet.

24. The answers were consistent with the results of the quantitative survey as the girls reported receiving 100 percent in FFE schools, whereas boys did not receive. Frequency was reported 2-3 per semester, which is consistent with the protocol for THR. Most of the oil (over 90 percent responded was used for cooking, with small proportion reporting being sold/bartered.

25. The majority of the girls, parents and the officials did know that the oil provided by USDA is of good quality and very healthy and some girls did say that oil has some vitamins which makes them healthy but did not know which vitamins.

26. It was also felt by some that providing take-home rations to girls may lead to families' withdrawal of boys from school in favour of girls (Though boys did not complain and said –“our sisters are bringing the oil and, come to school as well and we are happy for them.” The girls also said the boys don't complain that they don't get the oil and said their mothers use the oil to prepare food for everyone in the family, so it is not only the girls that benefit from the THR but the whole family. The boys also agree that it is important that the girls get oil for attending school regularly, saying, “the oil is not only for the girls but also for the whole family and sometimes even gets shared with neighbours.” On balance and in spite of questions probing this matter the ET did not find evidence of major negative impact on boys' attendance and schooling. Some girls said their families sometimes sells some of the oil (but not all) to buy food for the family.

27. ET also noted that some of the schools visited in both regions are getting “double benefits” from the THR, selling the oil containers and ploughing back the money into the SFP (hygiene component) by purchasing hand-washing soap and dishwashing detergent.

28. It was also noted that Girls are not only receiving THR but are educated on gender issues, health hygiene and nutrition which prepare them for making good decisions in life.

29. The senior government officials quoted- “GPI is the backbone of FFE”. It has changed the lives of the girls-they are happier and have healthy faces- they are different now. They have developed self-confidence. This is an eye opener of the parents, girls and the community. And the eyes are now widely opened. “THR has “opened the eyes” of the girls and their families to the value of education. The girls are now more confident to sit in the same class with boys”. The ET also noted the heightened self confidence among girls who were interviewed.

30. According to one of the school directors, the impact of THR has seen increased enrolment and retention, and decreased absenteeism. And some girls who have graduated from this school, have pursued higher education and are now engineers, teachers and technicians as an example the Finance Manager of one of the woredas is a lady who attended her primary education at this school.

Challenges

31. The interviews with various stakeholders showed that there has been late delivery of THR due to lengthy process of tendering for hiring transport service. As an example the food was not available in Somali region for one semester.

32. The ET noted the quality of oil containers poses some challenges in transport and storage as many were leaking and oil became rancid. This issue was brought to the attention

of USDA by WFP and has been taken up and sturdy containers will be used in the next phase.

33. The ET found on the reporting receipt forms for THR, in some schools girls use thumb prints; this would appear to defeat the purpose of educating girls. In another school, it was also found that in the signature column signatures/names of all the girls were written in one handwriting while in another school no official record of THR distribution was kept, which suggests there may be issues in terms of adequate monitoring/control in some schools.

34. ET requested sex segregated data for each grade in primary schools. The data was not easily available at BoE and WFP offices. However, the data results from the quantitative survey provide very encouraging results.

Conclusions

35. The effectiveness of THR for girls has positively associated with high enrollment, attendance and to address the parity gap between boys and girls.

36. THR not only benefits girls targeted in the programme, but also all children in the household. This may be mainly due to value transfer to members of benefiting households. THR has attempted to improve poor and credit-constrained households' investments by addressing chronic food shortage which remains a serious obstacle to children's physical and cognitive development.

37. In conclusion, both parent and pupils value the THR programme and would like this to continue as this has created awareness on the value of education among the parents and the community.

Recommendations and way forward

38. GIP should continue in some form (cash or in-kind) to encourage girls to go to school, given its powerful impact on girls' education and empowerment to break the cycle on intergenerational gap.

39. WFP and development partners should advocate with the GoE to ensure that the Government policies and strategy to include an incentive for girls' education in food insecure /pastoral societies using funds from the PSPN programme. A standalone publication from the findings of this assessment to be used for advocacy.

Annex T The Survey – Data Collection Tools and Methods

Objectives and sample size

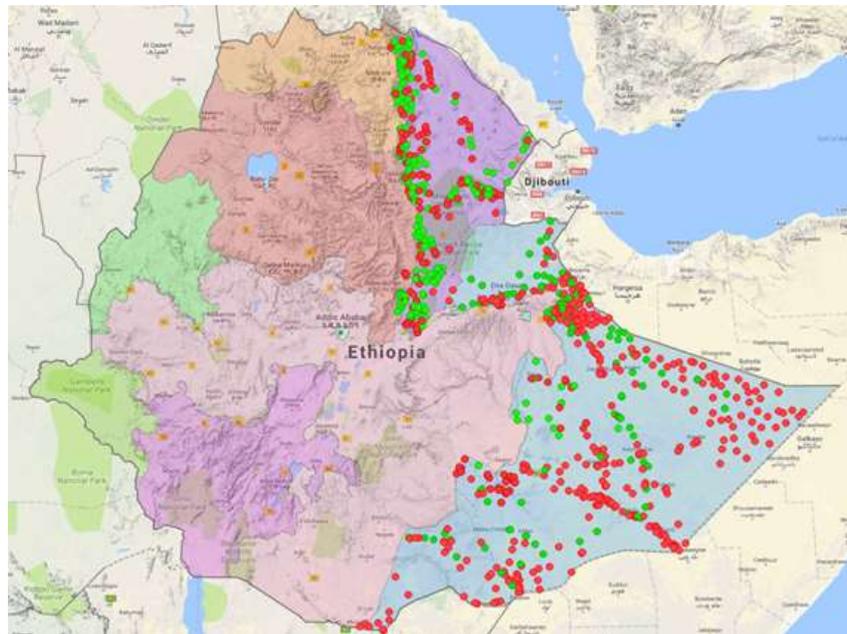
1. The sample survey addressed the evaluation questions relating to impact and effectiveness through a quantitative, evidence-based and statistically sound approach. At the same time, it collected qualitative data from a significant number of key informants involved in the sampling to be analysed for recurrent themes and observations in a quasi-quantitative manner through word clouds, word and phrasal frequencies. The field sampling also provided the framework for more discursive and purely qualitative KIIs with school principals, and FGDs with PTAs during the fieldwork.
2. The sample size of 90 schools estimated in the project proposal was retained, as being consistent with prior information to give 10 percent sampling error for 95 percent confidence intervals on worst-case binomial estimates. This comprises 30 schools in Afar region, and 60 schools in Somali region, the 1:2 split ratio being proportional to the number of government primary schools in the region (573 Afar, 1207 Somali). The level of sampling is also consistent with the resources available to, and the timeline of the evaluation.
3. In addition to the sample survey, data on educational indicators (enrolment, grade completion, by gender) for all primary schools was provided by the MoE EMIS system for the 4 evaluation years 2012/13 to 2015/16. This was not a sample, but a census (100 percent coverage) of schools and therefore provided comprehensive information on the impact of the programme on these basic educational indicators.

Sampling method and selection

4. The sample survey used pairs of schools, in and out of the programme, within the same locality. The In-Programme (IP) schools were selected as a random sample within each region. The nearest Out-of-programme (OP) school was then chosen as the sample pair. This method requires prior information on the school locations and whether they are IP or OP. This information is available as a 2013 shapefile provided by WFP CO giving school locations, type (primary, ABE, private, secondary, etc.), grades taught and WFP programme status. The consultants processed this data to remove unnecessary information (schools outside Afar, Somali regions, schools other than government primaries teaching first cycle, grades 1-4). The resulting distribution of potential sample schools is shown in Figure 7 below, with IP as green dots, and OP as red dots.

Figure 7 Distribution of In-Programme and Out-of-Programme Primary Schools in Afar and Somali, 2013

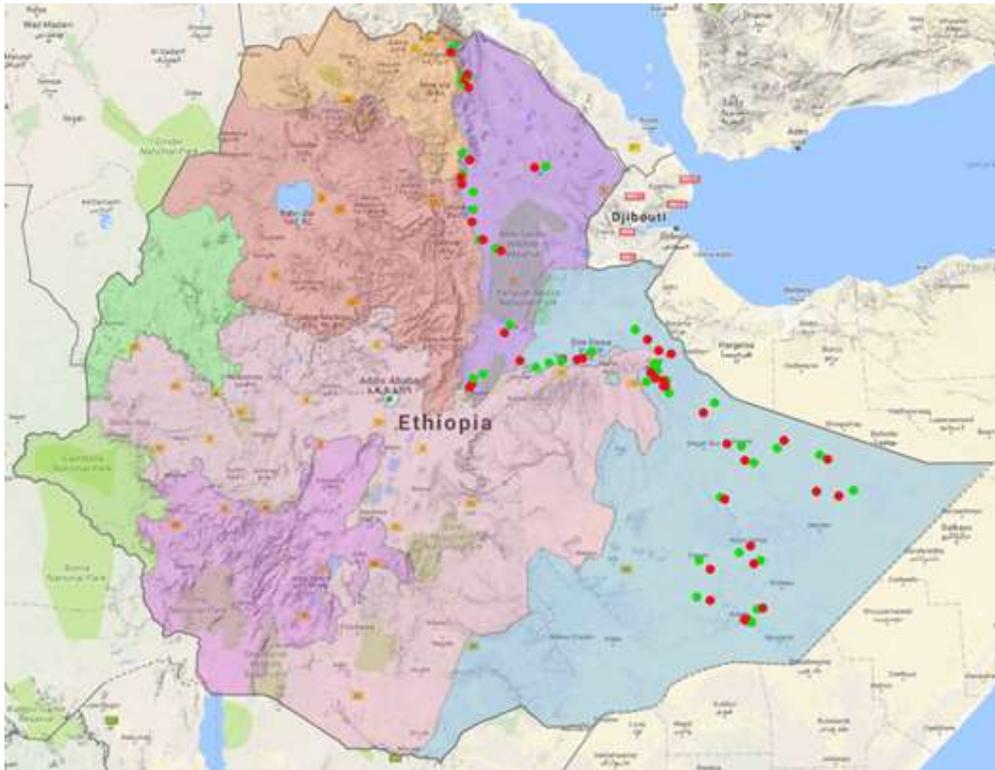
● In-Programme; ● Out-of-Programme



5. Before proceeding with the sample selection, several difficulties had to be overcome. WFP CO were able to provide a list of all schools in the FFE programme in Afar and Somali in 2016. This comprised 361 schools in Afar and 229 schools in Somali (590 altogether). However, these data were not georeferenced and could not be directly linked to the data in the 2013 baseline. Georeferenced data was available from WFP monitoring activities in 2016, which covered a total of 179 schools in Afar and 79 in Somali, 258 in total. The school positions were checked against those of the 2013 dataset and found to correlate closely within the limits of expected measurement error (c. ± 50 m). From this triangulation, it was possible to establish the 2013 dataset as an effective baseline with respect to IP and OP schools.

6. Sample selection was made from the 2013 data by downloading details from the GIS file to Excel, including coordinates converted to UTM coordinates (expressed in metres East and North, and therefore easy to work with to calculate inter-school distances). A random number was assigned to each school, and the list then sorted on this number, within regions. This gives a randomly ordered list. A VBA macro was written to find the nearest OP school to each IP school, subject to a constraint of 30 km maximum. The first 15 IP schools on the Afar list, with their paired OP school, constituted the Afar sample, and the first 30 on the Somali list likewise the sample for that region. In all 45 IP-OP pairs were selected (90 schools).

Figure 8 Map of selected IP (●) and OP (●) sample school pairs



7. This first random sampling produced five problem selections in Somali. Four were in border areas where there are currently security and access issues. One pair was very isolated and would have required 3 days to sample. These problem selections were reassigned to the next sequential pairs on the random list to produce a manageable selection. This is shown in Figure 8 above. The selected schools are listed in Table 26 below.

Table 26 List of schools to be sampled

Pool	SeqID	Pair	SchoolID	UTM_X	UTM_Y	DD_East	DD_North	Region	Zone	Woreda	SchoolID	School
1	A001	a	A001a	629962	1034630	40.18350	9.35782	Afar	Zone 3	Amibara	203022006	Kediga Dara P.S
1	A001	b	A001b	611430	1017556	40.01432	9.20393	Afar	~	~	203012012	Boloyta P.S
1	A002	a	A002a	733599	1384020	41.14956	12.51109	Afar	Zone 1	Kurri	201082002	Guluble
1	A002	b	A002b	715295	1381367	40.98102	12.48841	Afar	~	~	201082004	Korri
1	A003	a	A003a	650449	1244807	40.37827	11.25752	Afar	Zone 1	Adaa'r	201072001	Eliwuha E.S
1	A003	b	A003b	660187	1242430	40.46735	11.23560	Afar	~	~	201072005	Askoma
1	A004	a	A004a	593357	1405078	39.85988	12.70871	Afar	Zone 4	Yalo	202052009	Aradu
1	A004	b	A004b	606132	1394056	39.97715	12.60865	Afar	~	~	202052006	Butush
1	A005	a	A005a	612783	1310035	40.03542	11.84872	Afar	Zone 4	Ewa	204052004	Buti
1	A005	b	A005b	611889	1289480	40.02652	11.66289	Afar	~	~	201062011	Undajara P.S
1	A006	a	A006a	624426	1259332	40.14043	11.38986	Afar	Zone 1	Chifra	201062010	Semsem na Hada P.S
1	A006	b	A006b	630725	1260116	40.19818	11.39672	Afar	~	~	201062013	Amulli P.S
1	A007	a	A007a	613312	1339959	40.04131	12.11927	Afar	Zone 4	Gulina	204012014	Derayetu P.S
1	A007	b	A007b	594580	1352249	39.86955	12.23100	Afar	~	~	204012005	Girmamel P.S
1	A008	a	A008a	594065	1525952	39.87028	13.80157	Afar	Zone 2	Koneba	202042007	Garemoitie P.S
1	A008	b	A008b	596832	1529106	39.89598	13.83000	Afar	~	~	202042005	Ararho P.S
1	A009	a	A009a	596002	1521030	39.88803	13.75701	Afar	Zone 2	Koneba	202042008	As-Gubie P.S
1	A009	b	A009b	604168	1512538	39.96324	13.67995	Afar	~	~	202042010	Dintu
1	A010	a	A010a	614630	1027827	40.04372	9.29673	Afar	Zone 3	Dulecha	203042015	Durufeli
1	A010	b	A010b	608510	1011558	39.98759	9.14976	Afar	~	~	203012010	Kegnazmach Aisema
1	A011	a	A011a	594386	1534288	39.87353	13.87693	Afar	Zone 2	Koneba	202022003	Edegehano
1	A011	b	A011b	588944	1526893	39.91544	13.80992	Afar	~	~	202042006	Aloy-Dengolo P.S
1	A012	a	A012a	675636	1117523	40.60391	10.10563	Afar	Zone 3	Gewane	203032003	Intadoyita P.S
1	A012	b	A012b	666273	1103666	40.51689	9.98075	Afar	~	~	203062002	Debel
1	A013	a	A013a	595292	1369361	39.87660	12.38570	Afar	Zone 4	Yalo	204022005	Menafesha
1	A013	b	A013b	592832	1364084	39.85382	12.33806	Afar	~	~	204022004	Gasori
1	A014	a	A014a	604667	1531730	39.96857	13.85345	Afar	Zone 2	Koneba	202042021	De-ar P.S
1	A014	b	A014b	602841	1535118	39.95180	13.88414	Afar	~	~	202042022	Daluele P.S
1	A015	a	A015a	581269	1581103	39.75353	14.30059	Afar	Zone 2	Dalul	202062015	Mao
1	A015	b	A015b	574689	1571560	39.69226	14.21450	Afar	~	~	202062001	Berih
1	S001	a	S001a	1083312	619816	44.25959	5.58887	Somali	Shabelle	Kelaf	505292013	Kurtumalay
1	S001	b	S001b	1076249	621081	44.19618	5.59584	Somali	~	~	505292004	Goble
1	S003	a	S003a	1086412	618174	44.28733	5.56883	Somali	Shabelle	Kelaf	505292015	Kamisar
1	S003	b	S003b	1083452	618133	44.26072	5.56870	Somali	~	~	505292014	Libahle
1	S005	a	S005a	741072	1053832	41.19604	9.52655	Somali	Siti	Miesso	502092002	Bike
1	S005	b	S005b	763761	1059603	41.40297	9.57734	Somali	~	~	502082003	Godde
1	S006	a	S006a	923382	1043163	42.85368	9.41587	Somali	Fafan	Jijiga	501012052	Ceel baxay
1	S006	b	S006b	920482	1028863	42.82590	9.28711	Somali	~	~	501012034	Diinti
1	S007	a	S007a	1258360	843373	45.85882	7.57548	Somali	Doolo	Danot	508482002	Lander
1	S007	b	S007b	1233614	834982	45.63490	7.50356	Somali	~	~	508482001	Hirsi Macaf
1	S009	a	S009a	1102112	723711	44.43797	6.51795	Somali	Koraha	Kebridehar	507412013	Marasato
1	S009	b	S009b	1091579	716882	44.34248	6.45746	Somali	~	~	507412015	Hudurayle
1	S010	a	S010a	812353	1072459	41.84628	9.69013	Somali	Siti	Shinile	502072003	Shinile primary school
1	S010	b	S010b	798692	1061911	41.72113	9.59584	Somali	~	~	1100002065	Gadanser
1	S011	a	S011a	905561	1022665	42.68975	9.23260	Somali	Fafan	Gursum	501012070	Wooble
1	S011	b	S011b	915269	1041156	42.77974	9.39857	Somali	~	~	502102001	Sh/ahmed wali
1	S012	a	S012a	1088463	889034	44.33264	8.00825	Somali	Jarar	Gunagado	503152017	Gurdami
1	S012	b	S012b	1074437	891769	44.20621	8.03451	Somali	~	~	503152016	Bukudawho
1	S013	a	S013a	1200747	903425	45.34825	8.12324	Somali	Jarar	Gashamo	503162001	Diriye guled
1	S013	b	S013b	1213509	895464	45.46221	8.04987	Somali	~	~	503162015	Haye wayne
1	S014	a	S014a	922688	1052956	42.84835	9.50432	Somali	Fafan	Jijiga	501012081	Ceel-Axmaar
1	S014	b	S014b	946255	1070882	43.06448	9.66362	Somali	~	~	501032003	Gooblay galbeed
1	S015	a	S015a	1066553	735357	44.11880	6.62623	Somali	Koraha	Kebridehar	507412009	Dalad
1	S015	b	S015b	1083998	747413	44.27713	6.73318	Somali	~	~	507412003	Sayd Mahamed
1	S016	a	S016a	718984	1046445	40.99453	9.46099	Somali	Siti	Miesso	502092001	Afdam
1	S016	b	S016b	692699	1057393	40.75571	9.56124	Somali	~	~	502112004	Butuji
1	S017	a	S017a	935764	1020133	42.96385	9.20683	Somali	Fafan	Jijiga	501012055	Duudcaafi
1	S017	b	S017b	933494	1016712	42.94289	9.17618	Somali	~	~	501012037	Daadhi
1	S019	a	S019a	1127648	914464	44.68980	8.23241	Somali	Jarar	Gashamo	503152004	Daroor
1	S019	b	S019b	1138401	927666	44.78869	8.34981	Somali	~	~	503152013	Bali Guugoobe
1	S020	a	S020a	939210	1026563	42.99579	9.26450	Somali	Fafan	Jijiga	501012054	Camadhie
1	S020	b	S020b	933410	1026466	42.94311	9.26420	Somali	~	~	501012035	Sh/Guuleed
1	S021	a	S021a	1088521	616506	44.30616	5.55364	Somali	Shabelle	Kelaf	505292016	Afdob
1	S021	b	S021b	1076955	621820	44.20259	5.60243	Somali	~	~	505292005	Adiskatame
1	S022	a	S022a	1097241	639895	44.38650	5.76357	Somali	Shabelle	Kelaf	507442006	Higjoleh
1	S022	b	S022b	1107059	640655	44.47484	5.76957	Somali	~	~	507442003	Kalajah
1	S023	a	S023a	920152	1045443	42.82454	9.43677	Somali	Fafan	Jijiga	501012076	Balay-xaare
1	S023	b	S023b	913995	1038216	42.76733	9.37216	Somali	~	~	501012031	Dudahiddi 1
1	S024	a	S024a	1195380	840303	45.29126	7.55649	Somali	Doolo	Danot	508482008	Harsan
1	S024	b	S024b	1195356	840114	45.29102	7.55479	Somali	~	~	508482011	Gole
1	S025	a	S025a	885352	1111679	42.51445	10.03803	Somali	Siti	Dembel	502102011	Biya baxay
1	S025	b	S025b	906934	1095509	42.70935	9.88994	Somali	~	~	502102008	Darayga
1	S026	a	S026a	830131	830529	41.99094	7.50344	Somali	Nogob	Dihun	0	Sayid nuur
1	S026	b	S026b	830131	830529	41.99094	7.50344	Somali	~	~	0	B/khadhaadhe
1	S027	a	S027a	944150	1005211	43.03848	9.07135	Somali	Fafan	Kebribeyah	501022011	Farada one
1	S027	b	S027b	938641	1017168	42.98967	9.17978	Somali	~	~	501012056	Lafta galoolka
1	S028	a	S028a	918151	1054400	42.80725	9.51780	Somali	Fafan	Jijiga	501012073	Biyaas
1	S028	b	S028b	926120	1075478	42.88187	9.70722	Somali	~	~	501032023	Candhedhiirshe
1	S030	a	S030a	761405	1057950	41.38141	9.56255	Somali	Siti	Afdem	502082001	Erer (1 - 4)
1	S030	b	S030b	788507	1060016	41.62828	9.57944	Somali	~	~	502082012	Huurso Comp
1	S042	a	S042a	1067692	916328	44.14809	8.25653	Somali	Jarar	Aware	503152001	Suldanhi Primary
1	S042	b	S042b	1042542	920080	43.92102	8.29322	Somali	~	~	503152011	Dusmo
1	S045	a	S045a	1021764	989812	43.74085	8.92407	Somali	Jarar	Aware	501042004	Harshin pre.sch.
1	S045	b	S045b	1002421	972921	43.56360	8.77396	Somali	~	~	503142012	Xaji Cali Xaydar
1	S058	a	S058a	996783	721977	43.48875	6.51168	Somali	Shabelle	Denan	505272001	Gamadid
1	S058	b	S058b	1017395	706393	43.67329	6.36948	Somali	~	~	505262033	Baarguun
1	S064	a	S064a	1032359	830108	43.81946	7.48340	Somali	Koraha	Shekosh	507422001	gomar
1	S064	b	S064b	1039876	824939	43.88683	7.43605	Somali	~	~	507422002	Bigolay
1	S085	a	S085a	995146	660051	43.46925	5.95333	Somali	Shabelle	Gode	505282005	Hiloguduudo
1	S085	b	S085b	1016190	654840	43.65838	5.90477	Somali	~	~	505262019	Cillaan

8. By the time the fieldwork started in February 2018, further or different accessibility issues might have arisen. The director of the field work was supplied with a list of randomly ordered substitute schools, and could select the next IP-OP pair in the event that one of the locations in Table 26 was inaccessible.

9. In Table 26, the Pool column refers to the sample pool. Samples could be substituted by changing the pool number to 3, and then selecting the next available pair (i.e. the top pair) in pool 2 (not shown here for reasons of space). The School ID is the ID used in the database and on the SI to uniquely identify the school. The prefix A or S refers to the region Afar or Somali, and the suffix a or b refers to the IP or OP member of the pair.

10. Geographical coordinates are given in UTM units or decimal degrees. The latter are compatible with Google Maps, allowing this data to be easily uploaded to that system to provide navigational assistance in the field. The zone, woreda, school code and name are all taken from the 2013 dataset, and differ in some details from current WFP usage. School names are generally phonetically recognisable but have a number of spelling differences. However, correcting these is a long task that could not be done within the context of the Inception Mission. This harmonisation was expected to be done once the EMIS dataset (which was to provide definitive current definitions) was available.

Data collection procedures

11. The Survey Instrument is shown in Annex U. Each sample school was visited by a team comprising a supervisor and 4 enumerators. One enumerator interviewed the school head or senior staff member present and completed the school questionnaire (SQ) in the SI. The other three enumerators selected one class each at random from each of grades 2-4 (it being assumed that grade 1 children may often be too young to be able to answer some of the questions). That is a total of 3 classes, one each from grades 2, 3 and 4. In each class, 2 boys and 2 girls were also selected at random for interview, and the Child questionnaire (CQ) of the SI completed. At the end of the CQ were questions for the child's class teacher, relative to attentiveness and last academic years' mark. In both the SQ and CQs there were a mixture of binomial (yes/no), multi-category choices, quantitative data such as enrolment and completion figures, and open comment questions for textual analysis.

12. The Supervisor also conducted a Key Informant Interview with the school principal or senior staff member present to obtain qualitative view regarding the effectiveness and impact of school feeding, the benefits of infrastructure improvements and of capacity building activities and any other relevant positive or negative factors associated with them. These KIIs were conducted in all 90 schools.

13. A local facilitator assisted teams, and schools were pre-contacted to advise them of visits. Letters of authority were obtained (from relevant sectors as well as WFP) prior to all visits. All enumerators were from the respective regions and spoke Amharic, Afar and Somali as necessary. Teams included both female and male enumerators; girls were interviewed only by female enumerators. The forms shown below were translated into Amharic, Afar, and Somali versions for field use. Text comments were translated back into English for data entry.

14. Data collection was on paper forms. The use of tablets is these days commonplace but there are significant disadvantages in this case. Entry of free-text data is slow and error prone on small devices. Tabular data such as question SS1 in the SQ (see Annex U) are not easy to arrange on small screen displays and are likewise error prone to enter. There is no hard copy to reference during the error checking and cleaning phase, and devices are subject to a number of risks not applicable to paper forms such as lack of power supply,

breakdown, damage or loss. However, paper forms impose an additional work phase for data entry, and the data entry screens must be devised. Both of these were considered and were included in the survey logistics.

15. It was estimated that each team would be able to complete 2 schools per day, normally the IP-OP paired schools, which are relatively close (less than 30 km). Three teams were deployed, able to complete 6 schools per day. 15 working days, or three calendar weeks, were therefore required to complete the field work. Data collection was expected to start at the beginning of the second semester of 2017-18 on Monday 5th February 2018 and continue until Friday 24th February. Data entry and cleaning was to commence the following week and not require more than 5 days, with statistical analysis commencing in parallel and requiring a further week thereafter. Thereafter results were available for the report writing phase.

16. The data was entered from paper forms using CSPRO census and survey processing software, with SPSS for tabulation and basic analysis. This was done in Addis Ababa by the national consultants, B&M consulting. The external consultant (Denis Alder/Valid International) reviewed and validated the data using various R statistical software packages. This included range checks, digit preference, outlier identification and similar methods to identify anomalies to be checked as necessary against original paper forms to identify correctable errors, with errors that could not be resolved being rejected from the sample set.

Analysis Considerations during inception

17. It was not clear whether direct comparisons of IP and OP schools as paired samples would reveal significant differences, due to the complexity of variable factors. In particular, the Emergency School Feeding (ESF) programme during 2015 and 2016 could have resulted in some IP schools having had reduced rations, whilst some OP schools could have received the ESF rations during this period. In addition, there were known to be other support programmes for some schools. Neither for ESF nor for other, non-WFP programmes was there sufficient prior information available for these to be factored into the design. The pairing of schools mainly accounted for cultural and eco-agricultural variations that were to be associated with geographic affinity.

18. The analysis approach therefore used general linear modelling (GLM) to consider factors such as the presence-absence or level of infrastructure development, student-teacher ratios, or level of alternative school meals support, such as ESF, in relation to the academic indicators such as enrolment, promotion and at the child level, relative performance and attentiveness scores.

19. The approach should allow for the leverage of particular factors, such as the quantity and quality (food diversity) of food, or the presence/absence of particular infrastructure or capacity building elements, in terms of educational performance to be assessed.

20. The Emergency School Feeding programme is a specific topic for review, and this was covered in the qualitative analysis in terms of availability, sufficiency and evidence for impact.

Annex U Survey Instrument

1. The draft survey instrument is included on the following pages. This has two parts: a School questionnaire (SQ) and a Child questionnaire (CQ). 12 child questionnaires are completed for each school, with 4 children being selected from a class in each of grades 2-4. Selection of classes within grades and of children is by a random process. Team supervisors have already been trained in the use of this form (and their feedback has helped to improve its design and language), and in the random selection process. Instructions on random selection and a unique sheet of selection numbers will be included with the forms.
2. The survey instrument was presented to the WFP Country Office for review in a workshop on 8th December 2017, and suggested amendments and improvements to the initial draft have been incorporated in the version presented here.

WFP FFE Final Evaluation Survey – Schools Questionnaire

School ID	
Team ID	Page 1

Qno	Question	Response	Notes																																																	
School Identification																																																				
Check GPS coordinates from Tecno App on arrival. The school ID is the number on the sample list, and should be written on every page of the form. The Woreda name should also be corrected if necessary.																																																				
SI1	Region		Correct Woreda and School Name given on the list if necessary.																																																	
SI2	Zone																																																			
SI3	Woreda																																																			
SI4	Kebele																																																			
SI5	School Name																																																			
SI6	GPS co-ordinates given	N	E	Decimal degrees, 6 dp.																																																
SI7	GPS co-ordinates from Tecno	N	E	Use GPS app on arrival																																																
SI8	Note any difficulties in locating or identifying schools, if name has changed, schools have merged, been replaced, ceased to exist, moved, or nearby substitute school used, with reason. Leave blank if no problems.																																																			
Questions for Principal or delegated staff member																																																				
If Principal is not available, please ask senior staff member present or delegated to assist. Show Letter of Authority, explain all data maintained in strict confidence, school names, staff and student names and locations will be hidden and not shared with any government department, and all information is voluntary, and confirm their agreement to the survey. Note that evaluation is designed to help decide on how and in what form support for school feeding will be extended.																																																				
PQ1	Respondent's name																																																			
PQ2	Position																																																			
PQ3	Confirm agreement to do survey	Yes / No	Circle one																																																	
PQ4	Gender	Male / Female	Circle one																																																	
PQ5	School Type	Primary / ABE / Private / Other	Circle one, describe if other. Only primary schools should be in survey.																																																	
PQ6	If Primary, grades taught	0 (pre-school) / 1-4 / 5-8 / ...1-8	Circle all that apply																																																	
School Statistics																																																				
These may need help to compile, reference to school records, etc. Move to other questions if necessary while this information is being collected. All information is for the school year 3 September 2016 – 30 June 2017 (Ethiopian calendar). This data is essential to the survey.																																																				
SS1	<p>Fill in the table for enrolment numbers at the start of the first semester of the last academic year (3 September 2016), completion of the grade (number passed/promoted) at the end of the year (30 June 2017), by grade, for boys and girls.</p> <p>Leave blank grades that are not taught in the school. If higher than grade 8 taught, it is not included.</p>	<table border="1"> <thead> <tr> <th rowspan="2">Grade</th> <th colspan="2">Enrolled</th> <th colspan="2">Completed (Passed)</th> </tr> <tr> <th>Boys</th> <th>Girls</th> <th>Boys</th> <th>Girls</th> </tr> </thead> <tbody> <tr><td>1</td><td></td><td></td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td><td></td><td></td></tr> <tr><td>6</td><td></td><td></td><td></td><td></td></tr> <tr><td>7</td><td></td><td></td><td></td><td></td></tr> <tr><td>8</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	Grade	Enrolled		Completed (Passed)		Boys	Girls	Boys	Girls	1					2					3					4					5					6					7					8					
Grade	Enrolled			Completed (Passed)																																																
	Boys	Girls	Boys	Girls																																																
1																																																				
2																																																				
3																																																				
4																																																				
5																																																				
6																																																				
7																																																				
8																																																				
SS2	Notes - Give here any explanations offered about abnormal performance or statistics. Keep notes brief.																																																			

WFP FFE Final Evaluation Survey – Schools Questionnaire

School ID	
Team ID	Page 2

Qno	Question	Response	Notes
School Facilities			
The next questions describe the number of staff and the facilities of the school for teaching, water, sanitation and hygiene, and storing, preparing and eating school meals. All information should refer to last 3 school years. Rooms or facilities still under construction should not be counted but should be mentioned in comments SF17.			
SF1	How many teachers does the school have?	Total	Female
SF2	How many cooks and assistants?	Total	Female
SF3	How many storekeepers, admin staff and assistants?	Total	Female
SF4	How many classrooms are there in the whole school?		
SF5	Is there a library?	Yes / No	Circle one
SF6	Is there a store for food?	Yes / No	Circle one
SF7	Is there a kitchen?	Yes / No	Circle one
SF8	Is there a covered eating area or dining room for the children?	Yes / No	Circle one
SF9	What type of latrines does the school have?	None / Earth Pit / Concrete Slab Flush toilet	Circle one
SF10	Are there separate latrines for boys and girls?	Yes / No	Circle one
SF11	What is the main water storage?	Containers / Drum / Rotto Birka / PipeWater / Other	Circle one. Give details if Other.
SF12	What is the water source?	Hand-carry / Tanker / Rain water Stream/River / Borehole / PipeWater Other	Circle one. Give details if Other.
SF13	What is the electricity supply?	None / Generator / Solar / Mains	Circle one
SF14	Were there any <u>new</u> or <u>improved</u> facilities added during 2016-17 school year?	Classrooms / Library / Storeroom Kitchen / Eating area / Latrines Water storage / Water Supply Electricity / Other	Circle all that apply. Give details if Other.
SF16	Who supported these improvements?	Government / Community / Private / WFP / UNICEF / SCF Other NGO / Other project.	Circle all that apply. Describe if Other Project. WFP – World Food Program SCF – Save the Children Fund NGO - Charity or other organisation.
SF17	Notes Any comments about improvements not listed above, started but not yet completed, or sources of support not included in above questions.		
School Meals – WFP Food for Education Programme			
This is an important part of the survey. If not in the WFP Programme, skip the questions after FE1 and go to next section.			
FE1	Is the school in the WFP Food for Education Programme?	Yes / No	Circle one. Show a copy of the WFP Record Book as a reminder if doubtful. The school must keep one.
If the answer to the above is NO, skip the following questions FE2 to FE9 and go to question SM1.			

WFP FFE Final Evaluation Survey – Schools Questionnaire

School ID	
Team ID	Page 3

Qno	Question	Response				Notes
FE2	When did the school last receive WFP food commodities?	Date (Ethiopian)				
FE3	What were the quantities received (Kg)?	CSB	Oil	Salt		Refer to store records. Figures in Kg.
FE4	How much is left now?	CSB	Oil	Salt		Write in 0 (zero) if none. Figures in Kg.
FE5	During 2016-17 school year, what was the total time the WFP food was available?	Always available				Tick only one.
		Available 6-8 months				
		Available 3-5 months				
		Available 1-2 months				
		Not available in 2016-17				
FE6	What was your impression of the effects of the WFP School meals, when available, on the absenteeism for boys and girls?	Boys	Worse	Same	Better	Tick the box that applies. Only 1 box in each row can be ticked.
		Girls				
FE7	What was your impression of the effects of the WFP School meals, when available, on the attentiveness for boys and girls?	Boys	Worse	Same	Better	Tick which box applies. Only 1 box in each row can be ticked.
		Girls				
FE8	How many girls received the Take-Home Ration (THR) of oil?					Enter none if THR not supplied.
FE9	Notes - Please add any positive or negative comments or observations about the WFP ration <u>not</u> covered by the above questions. Maximum length of comments is 5 lines. Keep comments relevant to WFP Programme.					
Other School Meals Support						
These questions refer to support for school meals apart from the WFP Food for Education Programme						
SM1	Did you receive Emergency School Feeding during the 2016-17 school year?	Yes / No				Circle one.
SM2	If yes, for how many months did this cover?					Number of months.
SM3	Do you have a school garden?	Yes / No				Circle one.
SM4	If yes, what do you do with it?	Teaching / Sell Produce / Use in school meals / Other				Circle all that apply. If Other, describe.
SM4	Does the community supply food?	Yes / No				Circle one.
SM5	Are you part of the Government Home-Grown School Feeding (HGSE) programme?	Yes / No				
SM6	Does the private sector support the school to supply or buy food?	Yes / No				

WFP FFE Final Evaluation Survey – Schools Questionnaire

School ID	
Team ID	Page 4

SM7	Are there other NGOs or organizations who help to supply or buy food?	Yes / No			
Qno	Question	Response		Notes	
SM9	Are the supplies you receive from all these sources sufficient to feed the children adequately?	Yes / No			
SM10	Notes – Please add any other comments or explanations about sources for School meals, quality, regularity and adequacy of supply, facilities for cooking, fuel supply, etc.. Maximum 5 lines.				
Capacity Building					
Have the school staff received additional training or attended workshops for sanitation and hygiene, gender issues, nutrition and meal preparation, literacy or other areas during last 3 school years?					
CB1	Water, Sanitation and Hygiene training (WASH)	Number of staff		Sponsoring organisation(s)	Give an estimate of the number of staff who received/attended training, and the name of the organisation that provided it. If not sure, give best estimates.
		Total	Female		
CB2	Nutrition, preparation of school meals, recipes				
CB3	CHILD kits, literacy training				
CB4	WFP FFE administration				
CB5	Gender issues, support for girls				
CB6	Schools health and nutrition				
CB7	Other training, workshops or support (only short courses, not formal higher education)				
CB8	Notes – on training courses and capacity building, any other comments or observations not included above, maximum of 5 lines.				
End of school survey. Thank respondent for their time and support. Ensure all pages have school ID and Team ID, and all questions have been completed. Note below any problems or issues not covered elsewhere.					
Name and signature of enumerator Please write name clearly				Date (Ethiopian)	

WFP FFE Final Evaluation Survey – Schools Questionnaire

School ID	
Team ID	Page 5

Key Informant Interview – School Principal (or senior staff available)					
<p>Use the questions below if the school was in the WFP FFE Program (Question FE1 was YES). Leave other column blank.</p> <div style="text-align: center;">  <p>In WFP Program</p> </div>	<p>Use the questions below if the school was NOT in the WFP FFE program (Question F1 was No). Leave other column blank.</p> <div style="text-align: center;">  <p>NOT in WFP Program</p> </div>				
How did you find the WFP rations affected the children's behaviour and academic performance?	What do you think were the reasons your school was not included in the WFP programme?				
What problems did you have the delivery or quality of the SFP rations?	What other sources of food has the school been receiving, and from who?				
How would you describe the use of WFP rations combined with other sources of food? Which were more important?	How has the academic performance and attendance of the school been affected by food supply issues?				
How will the school adjust if it does not receive WFP school rations in future?					
Please thank the respondent for their time, apologise for any disturbance of the school routine, and assure them of the importance of this process for school feeding policy. Check all forms are completed and review answers for completeness.					
Confirm form has been checked	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Name and signature of Supervisor Please write name clearly</td> <td style="width: 50%;">Date (Ethiopian)</td> </tr> <tr> <td style="height: 40px;"></td> <td></td> </tr> </table>	Name and signature of Supervisor Please write name clearly	Date (Ethiopian)		
Name and signature of Supervisor Please write name clearly	Date (Ethiopian)				

WFP FFE Final Evaluation Survey – Child Questionnaire

School ID	
Team ID	Child No.

Qno	Question	Response	Notes
School identification			
CI1	Region		Copy this from the main form.
CI2	Zone		
CI3	Woreda		
CI4	Kebele		
CI5	School Name		
Child questionnaire notes			
Select 4 children at random (2 boys and 2 girls) from each of grades 2-4 for a short interview. This should be done in an open space but out of hearing distance of other children or teachers. Take time to put the child at ease, and explain the questions are about the school food and the type of food they eat at home. The questions are about the last semester. Confirm they were in the school last semester, and if not select another child who was. The purpose of the questionnaire should be explained to the class.			
CQ1	Name of child		This can be first name only, it will be anonymised to a code.
CQ2	Gender	Boy / Girl	circle one
CQ3	Grade		Must be 2-4.
CQ4	Section		This may be a letter and/or a number eg 2a
CQ5	How old are you?		Years
CQ6	How many days a week do you come to school?	Never / 1-2 days / 3-4 days / Every day	Circle one only for each question. If a child can't answer a question, write N/A (Not Answered) in the box.
CQ7	Do you eat at home in the morning before coming to school?	Never / 1-2 days / 3-4 days / Every day	
CQ8	How often in a week do you eat in the school?	Never / 1-2 days / 3-4 days / Every day	
CQ9	Do you eat in the evening, after going home?	Never / 1-2 days / 3-4 days / Every day	
CQ10	Do you feel sleepy or tired when you come to school?	Not at all / A little / Quite tired / Very tired	
CQ11	Do you like eating the school food?	Yes / Not much / No	
CQ12	Is the food enough?	Too much/ Enough / Not quite enough / Too little	
CQ13	Do you feel satisfied after eating?	Yes / Not quite / No	
CQ14	Do you bring firewood or water to school?	Never / 1-2 days / 3-4 days / Every day	

WFP FFE Final Evaluation Survey – Child Questionnaire

School ID	
Team ID	Child No.

CQ15	Thinking about your food at home, how many days in the last week have you had the following: <i>(note food groups will be translated into local language equivalents on the final forms)</i>	Types of food	How many days eaten in a week?	Note Question carefully what they eat and how often in the last 7 days, and translate the answers as best as possible into number of days for each food group.
		Staple tubers and grains		
		Green leaves, vegetables		
		Beans, peas		
		Fruits		
		Milk, cheese		
		Meat, chicken, fish		
		Oil, butter		
	Sweet things (sweets, biscuits)			
CQ17	Last semester, did you get some oil to take home?	Yes / No	Circle one	
CQ18	How often was that, in the semester	Once / 2-3 times / more often	Circle one. Only ask if CQ15 is yes.	
CQ19	Do you know what your family does with the oil?	Don't know / Cooks with it / Sells or trades it		
End of Child Questions - Thank the child for their answers. CQ1-CQ5 should be confirmed with the teacher.				
Questions about the child for the class teacher				
CT1	What was this child's mark at the end of the last school year?		The teacher can look up the class average mark and that for the 4 selected sample children at the same time.	
CT2	What was the class average mark at the end of the last school year?			
CT3	How would you rate their attentiveness in class	Very low / Below average / Average / Good / Very Good	Circle one	
CT4	Notes Any other explanations or observations the teacher offers about the child's performance. This can be left blank if no comments.			
End of Teachers Questions for this child - CQ1-CQ5 should be confirmed with the teacher. After all 4 children have been completed, thank the teacher for their time, apologise for the disruption to the school routine, and assure them of the importance of this process for school feeding policy				
Name and signature of enumerator Please write name clearly			Date (Ethiopian)	
Confirm form has been checked	Name and signature of Supervisor Please write name clearly		Date (Ethiopian)	

Annex V Stakeholder analysis

Introduction

1. Table 27 below provides a detailed stakeholder mapping. It distinguishes internal from external stakeholders, and shows stakeholder interests in the McGovern-Dole International FFE and Child Nutrition Programme and in the evaluation itself. The final column identifies potential interviewees/informants (the ET is working with CO to obtain appropriate names and contact information).

Table 27 Detailed stakeholder mapping

Stakeholder	Interest in the McGovern-Dole International FFE and Child Nutrition Programme	Involvement in Evaluation and likely use	Who (specifically for the Evaluation)
A. Internal (WFP) stakeholders			
Country Office (CO) Ethiopia (and sub offices)	<p>The CO has commissioned this evaluation and is also the primary WFP internal stakeholder of the evaluation.</p> <p>The CO is accountable to donors, beneficiaries and partners for performance and results. Interested in learning from experience to inform decision-making related to project implementation. It has a direct stake in the evaluation, an interest in learning from experience to inform decision-making related to project design, implementation, and/or monitoring.</p> <p>Interest in using the evaluation findings in strategic planning for the CO's engagement with the government in developing a National School Feeding Programme.</p> <p>Sub offices responsible for local planning and implementation of SF.</p>	<p>The key informant and source of information. Also primary user of (as well as being affected by) the evaluation findings and recommendations to inform programming.</p> <p>Facilitate logistical arrangements for in-country mission; Participate in briefings and de-briefing missions. Participated in inception meetings.</p> <p>Has established an evaluation reference group of WFP and external stakeholders to review and comment on the various reports.</p>	<p>Senior Management; Technical leads for school feeding, nutrition, safety nets; gender and M&E; Former staff no longer in position (where relevant)</p> <p>Sub-office staff: field monitors, relevant technical staff and M&E officers.</p>
WFP Washington Office	Responsible office for managing communication with the USDA FAD related to performance management of the McGovern-Dole Ethiopia grant; Has a direct stake in understanding the methodology and findings of the evaluation.	<p>Responsible to involve USDA FAS in stakeholder discussions and communicate its comments on deliverables.</p> <p>Consulted at inception.</p>	McGovern-Dole and USDA liaison staff
Regional Bureau (RB) Nairobi	Responsible for oversight of the CO and providing technical guidance and support. Interest in an independent account of	Informant and source of regionally relevant information related to SF, gender, safety nets and	Selected members of Management/ Technical Staff for school feeding, Nutrition; M&E (as

Stakeholder	Interest in the McGovern-Dole International FFE and Child Nutrition Programme	Involvement in Evaluation and likely use	Who (specifically for the Evaluation)
	operational performance and in cross-country learning from the evaluation.	various other technical issues; Provide technical oversight; Form part of the external reference group; Participate in debriefings and meetings; Provide comments on report. Participated and facilitated inception mission. Findings may inform programming regionally and in other countries.	relevant) and assigned evaluation focal point
WFP HQ (including technical units)	Interest in lessons that emerge from evaluations, particularly as they relate to WFP strategies, policies, thematic areas or delivery modality with wider relevance to WFP programming.	Potential source of information on WFP approaches, standards and success criteria, as well as corporate strategic directions where these may influence programming/operations	Selected technical leads of thematic units linked to thematic areas of relevance – M&E, School Feeding, Capacity Development, Safety Net nutrition, gender, etc.) as required.
Office of Evaluation (OEV)	Has a stake in ensuring the decentralized evaluations deliver quality, useful and credible evaluations.	Potential source of information through other evaluations of relevance. User of evaluation findings and recommendations.	Where relevant, selected members of OEV staff who have been involved in other school feeding or McGovern-Dole related evaluations.
WFP Executive Board (EB)	Has an interest in being informed about the effectiveness of WFP operations.	This evaluation will not be presented to the EB but it is a potential user of evaluation findings through corporate learning processes/annual syntheses.	Unlikely to be targeted directly
B. External stakeholders			
Ultimate beneficiaries	Children are the ultimate recipients of the McGovern-Dole International FFE and Child Nutrition Programme, as well as a select group of parents who directly benefit from the McGovern-Dole Take-Home Ration (THR). They have a stake in WFP determining whether its assistance is appropriate and effective.	Key informants for the evaluation will be consulted during site visits to determine the type of support received, whether it has been effective etc. They are likely to be affected directly or indirectly by the evaluation, but are unlikely to directly engage in report findings.	Mother and fathers of students in targeted schools, girls and boys from different groups in targeted schools; Female students as beneficiaries of THR.
Indirect beneficiaries	School administrations, teachers, other school staff, parents and communities who	Will be consulted through individual interviews and focus group discussions, as	Administrators of schools, male and female teachers, male and female members

Stakeholder	Interest in the McGovern-Dole International FFE and Child Nutrition Programme	Involvement in Evaluation and likely use	Who (specifically for the Evaluation)
	are recipients of various training programs, equipment support and other assistance.	appropriate.	of Parent Teacher Associations, Food Management Committees, CHILD Planning Teams; Regional and District focal persons
Government of Ethiopia (GoE) (Federal, Regional and District levels)	<p>Have a direct interest in knowing whether WFP activities in the country are aligned with their priorities, harmonised with the action of other partners, meet the expected results, if capacity has been built and what further inputs might be needed in future.</p> <p>As the direct institutional beneficiary, the Ministry of Education (MoE) and the Regional Education Bureaus of Afar and Somali Regions are most interested.</p> <p>The Ministry of Finance and Economic Development (MoFED) leads the major coordination mechanisms for interventions under UNDAF.</p> <p>Issues related to handover and sustainability are also of interest to the Ministry of Health (MoH), Ministry of Agriculture (MoA) and Ministry of Labour and Social Affairs (MoLSA)</p>	<p>Government of Ethiopia (GoE) representatives facilitate evaluation mission(s) and participate fully in the evaluation process; has representation in external evaluation reference group.</p> <p>Will be consulted through individual interviews and/or round table discussions, as appropriate.</p> <p>MoE consulted at inception.</p>	<p>Relevant technical focal points of the MoE (e.g. Education Management and Information System (EMIS), Planning and Resource Mobilization Directorate), MoH, MoA, MoFED, MoLSA.</p> <p>At regional level, official of REB, for Afar and Somali region, plus officials of other bureaus involved.</p> <p>At district level, local development officials and technical staff of various district level authorities (education, WASH, health) in selected districts.</p>
Donor (USDA)	USDA funds the SF programme in Ethiopia and they are the primary stakeholders and users of the evaluation. It has a specific interest in ensuring that operational performance reflects USDA standards and accountability requirements.	<p>Potential source of information related to USDA standards and accountability requirements; Participate in discussions of findings and recommendations.</p> <p>Consulted at inception.</p> <p>Will be consulted through selected individual interviews with key members and/or round table discussions, as appropriate</p>	Where relevant, selected members of USDA staff who have been involved in the Ethiopia McGovern-Dole school feeding intervention will be consulted.
Other Aid Agencies	Aid agencies supporting the programme and/or working in the same field, including Save	Key informants for the evaluation both in terms of national-level	Representatives at national and district levels from these agencies;

Stakeholder	Interest in the McGovern-Dole International FFE and Child Nutrition Programme	Involvement in Evaluation and likely use	Who (specifically for the Evaluation)
	the Children and other strategic partners under the Education in Emergency Cluster.	<p>priorities/focus/policy and in terms of implementation, including technical aspects.</p> <p>Potential users of the evaluation findings for strategic orientation and wider programming.</p> <p>Will be consulted through selected individual interviews and/or round table discussions, as appropriate.</p>	Relevant technical staff members involved in SF
Strategic partners under the UN Country Team (UNCT)	The UNCT country team has an important stake in the effectiveness of the SF programme and how it contributes to the realisation of the government developmental objectives.	<p>Informants through round table discussion; potential users of the evaluation findings for wider programming and policy discussions.</p> <p>Will be consulted through round table discussions.</p>	Key technical staff of these agencies.

Reference Groups

2. Internal and external reference groups (WFP only and WFP with other stakeholders, respectively) have been formed for the evaluation.
3. Their roles are in line with the guidance provided in the respective DEQAS Technical Notes (WFP, 2016b, WFP, 2016c).
4. At the time of writing the draft IR, the ET was still waiting for the WFP Ethiopia CO to provide the names of the members of both committees. For this reason the names have not been included here.

Annex W Approach to interviews and school level observations

Stakeholder interviews

1. Interviews will be a key source of information for the evaluation. They will be a means to obtain more in-depth insight into issues that have been covered by the Survey Instrument.
2. The interviews will also ensure that evidence drawn from other sources and the document review are triangulated.
3. The ET will target a comprehensive range of stakeholders that fully represents all significant institutional, policy and beneficiary interests. The stakeholder analysis will inform the selection of interviewees at all levels (federal, regional and local).
4. The evaluation report will list all those individually interviewed (unless they ask for their details to be withheld), along with their principal organisational affiliation (where relevant) and their gender.

Interview process and note keeping

5. Key points to be covered in each of the interviews and focus group discussions with various categories of informants are presented below. These guidelines will be flexibly used, and not all interviews will cover all the points. The choice of the interview questions will be left to the interviewer/facilitator and will be made in line with priority gaps, and the time available.
6. Interviews will be confidential. Most interviews will be conducted on a one-to-one basis. Reports will not quote informants by name and will not include direct quotes or attribution without prior consent. Interviews at woreda, kebele and school level will be done through a translator.
7. While the ET hopes that WFP personnel will accompany them to interview sites and introduce them to interviewees, it will respectfully request them to leave once the introductions have been made, in case this enables interviewees to speak more freely.
8. Interview notes will be written up, consolidated into an interview compendium and shared among team members via the internal team-only e-library. To respect interviewee confidentiality, the interview notes will be accessible only to team members. The compendium of interview notes will facilitate analysis across all interviews and will enable searches on key thematic terms. This will maximise the analytical potential of interviews and the possibilities for triangulation.

Please note that these guidelines are not intended as questionnaires but rather as generic questioning guides. Team members will use their judgment to focus on areas which are likely to add most to the ET's existing knowledge, while allowing interviewees and groups to highlight the issues of most importance to them.

DISCUSSION GUIDES

Discussion guide for WFP personnel

Introduction

- Introduction of team member(s) present
- Explain purpose of evaluation
- Explain confidentiality and next steps

Appropriateness

1. To what extent was the McGovern-Dole SF programme coherent with national policy, with the interventions of government, with the work of other development partners, and with the needs of the population?
2. To what extent has the programme design reflect a strong focus on gender and equity? How was this done?

Results and factors affecting results

3. How successful has the programme been in achieving its planned outputs?
4. To what extent have planned outcomes been attained?
5. How adequately has the operation addressed gender and equity issues? How was this done?
6. To what extent has the operation built capacity of the GoE in managing national SF efforts?

Factors affecting results

7. What accounts for the areas of success of the intervention? What internal and external factors have positively affected the achievement of results?
8. What did not happen and why? What internal and external factors have negatively affected the achievement of results?

(Note: follow-up questions can query internal WFP process, system and logistical factors; monitoring and reporting; internal institutional and governance arrangements; partnership and co-ordination; as well as external factors such as national political and policy environment; domestic and external funding; etc.)

9. Were there unintended positive or negative results or outcomes? Please explain.
10. How likely is the GoE to continue to implement an effective SF programme following WFP withdrawal? What are the key constraints?

General

11. Do you have recommendations about the design, implementation and continued sustainability of the operation? With the benefit of hindsight what would you do differently?

Discussion guide for Government of Ethiopia personnel (national level)

Introduction

- Introduction of team member(s) present
- Explain purpose of evaluation
- Explain confidentiality and next steps

Appropriateness

1. To what extent was the McGovern-Dole FFE and Child Nutrition programme coherent with national policy, with the interventions of government, with the work of other development partners, and with the needs of the population?
2. To what extent has the programme design reflect a strong focus on gender and equity? How was this done?

Results and factors affecting results

3. How successful has the programme been in achieving its planned outputs?
4. To what extent have planned outcomes been attained?
5. How adequately has the operation addressed gender and equity issues? How was this done?
6. To what extent has the operation built capacity of the GoE in managing national SF efforts?

Factors affecting results

7. What accounts for the areas of success of the intervention? What internal and external factors have positively affected the achievement of results?
8. What did not happen and why? What internal and external factors have negatively affected the achievement of results?

(Note: follow-up questions can query internal WFP process, system and logistical factors; monitoring and reporting; internal institutional and governance arrangements; partnership and co-ordination; as well as external factors such as national political and policy environment; domestic and external funding; etc.)

9. Were there unintended positive or negative results or outcomes? Please explain.
10. How likely is the GoE to continue to implement an effective SF programme following WFP withdrawal? What are the key constraints?
11. What learning took place from the McGovern-Dole intervention that informed the Government's Emergency School Feeding Programme? What have been the strong and weak points of the ESFP and what are the lessons learnt for future SF in Ethiopia?

General

12. How do you perceive WFP as a partner? Please explain.

13. Do you have recommendations about the design, implementation and continued sustainability of the operation? With the benefit of hindsight what would you do differently?

Discussion guide for Government of Ethiopia personnel (local level)

Introduction

- Introduction of team member(s) present
- Explain purpose of evaluation
- Explain confidentiality and next steps

Background

1. Please explain briefly when and how the school feeding programme came to this area and what partners have been involved?

Appropriateness and understanding of the intervention

2. How relevant was the SF programme to its beneficiaries when it started? Has it continued to remain relevant?
3. What is CSB and what does it contain? Oil: What does it contain? What are the benefits of adding these?

Results

4. To what extent has the programme produced results?
5. What difference has the programme made to the lives of beneficiaries, and to the community? What has changed as a result of the programme?
6. Has the programme made a difference to the schooling of girls? And to that of boys? In what way?
7. How effective have WFP's capacity development activities been? Please explain.
8. Were there unintended positive or negative results or outcomes? Please explain.

Factors affecting results

9. What accounts for the areas of success of the intervention? (*probe for WFP factors, and for external factors, including for other social protection activities that may affect the outcomes e.g. access to grants, etc.*)
10. What activities were not implemented and why? (*probe for internal and external factors that may have negatively affected the achievement of results*)
11. How do you perceive WFP as a partner? Please explain.

Sustainability

12. Are the changes that you mentioned took place as a result of the programme continued after the programme is completed? Why or why not?
13. Do you have recommendations about enhancing the sustainability of the operation?

Discussion guide for USDA

Introduction

- Introduction of team member(s) present
- Explain purpose of evaluation
- Explain confidentiality and next steps

Appropriateness

1. To what extent was the McGovern-Dole FFE and Children Nutrition programme coherent with national policy, with the interventions of government, with the work of other development partners, and with the needs of the population?
2. To what extent has the programme design reflect a strong focus on gender and equity? How was this done?

Results and factors affecting results

3. How successful has the programme been in achieving its planned outputs?
4. To what extent have planned outcomes been attained?
5. How adequately has the operation addressed gender and equity issues? How was this done?
6. To what extent has the operation built capacity of the GoE in managing national SF efforts?

Factors affecting results

7. What accounts for the areas of success of the intervention? What internal and external factors have positively affected the achievement of results?
8. What did not happen and why? What internal and external factors have negatively affected the achievement of results?

(Note: follow-up questions can query internal WFP process, system and logistical factors; monitoring and reporting; internal institutional and governance arrangements; partnership and co-ordination; as well as external factors such as national political and policy environment; domestic and external funding; etc.)

9. Were there unintended positive or negative results or outcomes? Please explain.
10. How likely is the GoE to continue to implement an effective SF programme following WFP withdrawal? What are the key constraints?

General

11. Do you have recommendations about the design, implementation and continued sustainability of the operation? With the benefit of hindsight what would you do differently?

Discussion guide for school staff

Introduction

- Introduction of team member(s) present
- Explain purpose of evaluation
- Explain confidentiality and next steps

Background

1. Please explain briefly when and how the school feeding programme came to this area and what partners have been involved.

Appropriateness and understanding of the intervention

2. How relevant was the SF programme to its beneficiaries when it started? Has it continued to remain relevant?
3. What is CSB and what does it contain? Oil: What does it contain? What are the benefits of adding these?

Results

4. To what extent has the programme produced results?
5. What difference has the programme made to the lives of beneficiaries, and to the community? What has changed as a result of the programme?
6. Has the programme made a difference to the schooling of girls? And to that of boys? In what way?
7. How effective have WFP's capacity development activities been? Please explain.
8. Were there unintended positive or negative results or outcomes? Please explain.

Factors affecting results

9. What accounts for the areas of success of the intervention? (*probe for WFP factors, and for external factors, including for other social protection activities that may affect the outcomes e.g. access to grants, etc.*)
10. What activities were not implemented and why? (*probe for internal and external factors that may have negatively affected the achievement of results*)

Sustainability

11. Are the changes that you mentioned took place as a result of the programme likely to continue after the programme is completed? Why or why not?

General

12. What should have been done differently in terms of programme design, and implementation?
13. How do you perceive WFP as a partner? Please explain.

Discussion guide for school children

Approach

The ET will seek to interview small groups (between four and six) school children aged ten or above. Girls and boys will be interviewed separately.

Introduction

Schools will have been asked to inform parents about the interviews and to seek their consent. Children will be told they do not have to participate and that they may opt out of the interview at any time.

Questions will be posed in simple personal terms (Do you like the food? Do you always eat it? Do you eat before you come to school? What did you eat today before coming to school? What did you eat yesterday after the school?)

Introduction

- Introduction of team member(s) present
- Explain purpose of evaluation
- Explain confidentiality and next steps

Appropriateness

1. Do you think that the school feeding programme is needed at your school? Why?
2. Do you think the programme is providing the right kind of food?
3. Do you know children of school age who do not get school feeding? If so, why not?

Results

4. Do you like the food? Why or why not?
5. What is CSB and what does it contain?
6. Oil: What does it contain?
7. What do you think are the benefits of adding these elements to what you eat?
8. Are there any problems with the school feeding programme? If so, what are they?
9. What difference does the school feeding programme make to you?
10. Does the school feeding have a different effect for girls and boys?
11. Is the oil that girls get if they come to school important? In what way?
12. How could the school feeding programme be improved? How would you change the school feeding programme if you could decide?

For the girls only:

13. Do you know of any girls who are no longer coming to school? What is the reason for this?
14. Have you regularly received the take home ration of oil?
15. How is the ration used by your family?
16. How does it make you feel to receive this ration?

17. If you no longer receive the ration will this have an impact on whether you will be able to come to school? Please explain.

For boys only:

18. Do you know boys who are no longer coming to school? What is the reason for this?

19. Are there days that you are not able to come to school? What are the reasons for this?

Discussion guide for PTA and community groups

Introduction

- Introduction of team member(s) present
- Explain purpose of evaluation
- Explain confidentiality and next steps

Background

1. Please explain briefly when and how the school feeding programme came to this local school, and what the roles and contributions of the various stakeholders were and are.

Appropriateness and understanding of the intervention

2. How relevant was the SF programme to its beneficiaries when it started? Has it continued to remain relevant?
3. What is CSB and what does it contain? Oil: What does it contain? What are the benefits of adding these?

Results

4. What have been the results of the SF programme for the school? What have been the results for the community?
5. What difference has the programme made to the beneficiaries, and to the community? What has changed as a result of the programme?
6. Has the programme made a difference to the schooling of girls? And to that of boys? In what way?
7. How effective have WFP's capacity development activities been? Please explain.
8. Were there unintended positive or negative results or outcomes? Please explain.

Factors affecting results

9. What accounts for the areas of success of the intervention? (*probe for WFP factors, and for external factors, including for other social protection activities that may affect the outcomes e.g. access to grants, etc.*)
10. What activities were not implemented and why? (*probe for internal and external factors that may have negatively affected the achievement of results*)

Sustainability

11. Are the changes that you mentioned took place as a result of the programme likely to continue after the programme is completed? Why or why not?

General

12. What should have been done differently in terms of programme design, and implementation? How would you change the school feeding programme if you could decide?

Discussion guide for parents of families that benefit from THR

Introduction

- Introduction of team member(s) present
- Explain purpose of evaluation
- Explain confidentiality and next steps

Questions:

1. How many girls from your family go to school?
2. What did they receive in School in addition to a meal?
3. For how long and how much THR (Oil) have you received?
4. Is it regularly received?
5. How is the oil used by your family?
6. Has the programme made a difference to the schooling of girls? And to that of boys? In what way?
7. If you no longer receive the THR, will you still send your (daughters) to school?
8. Do you what does the oil contain?
9. What other support does your family receive (in cash and in-kind)?
10. In what ways does this support help your family? (ask for details)
11. Does this support make it easier for you to send your children to school?
12. Does it make it easier for you to send your girl children to school?

Observation guide for school feeding

Storage of the food

1. How appropriate is the space in terms of:
 - Ventilation
 - Protection against rodents
 - Are bags stacked

- Screens on windows
 - Records and registers
 - Security
 - Other observations
2. Registration/record keeping at school level including attendance records
 - How good is record keeping on food received and used?
 - Is there are record of the composition of the meals on a daily basis?
 - Is there a record of daily school attendance by children?
 - Is there a record of store entries and use of food ?
 - Is there are record of beneficiaries of the THR ?

Community contributions in kind

3. Are communities contributing:
 - Food
 - Firewood
 - Water
 - Local produce
 - Through labour
 - Other
4. How is this is organized?
5. Arrangements for food preparation Is there:
 - Appropriate and sufficient space for all pupils
 - Adequate hygiene
 - Adequate organization
 - Availability of water
 - Availability of (sufficient) utensils
 - Soap for cleaning
6. Are fuel saving stoves used?
7. Arrangements for meal times
 - Appropriate space/organization
 - Composition of meals
 - Utensils for eating
 - Drinking water
 - Facility for hand washing
8. Are meals served in a way that provides equal portions and treatment to boys and girls ?
9. Are there latrines for boys and girls ?
10. Are the latrines :
 - Clean
 - Well maintained
 - Appropriately placed
11. Reporting tools and processes (what are the tools, how are the used/understood, who is responsible, frequency and quality of reporting compared to expected standards)

TEMPLATE FOR MAKING INTERVIEW NOTES

Date (e.g. 2018-01-06): Interview title

Include as many interviews as convenient in the same draft; when finalised, all interview notes will be added to the Interview Compendium. Use the unshaded cells in the table below.

Please use SF3 heading styles to make compiling the compendium easier.

General		
Date:	Location of Interview:	Team Members Present:
Interviewee(s)		
Name:	Designation: <i>organisation, job title</i>	Contacts:
Note taking		
Name:	Date completed:	Recorded? Y/N

Background

Interviewee's general background

Topics

Record responses by topic with clear headings, not necessarily in chronological sequence of discussion. Make clear when a direct quote is recorded. Add headings and sub-headings as needed.

Data/documents provided/recommended

Seek full references for documents not already in evaluation e-library.

Other proposed follow-up

e.g. other interviewees recommended / proposals on consultation and dissemination

Annex X Results of EMIS data analysis

Introduction

1. Data was requested from the MoE EMIS system at the start of the inception mission, in late November 2017. The data requested was, by school, for all Government primary schools in Afar and Somali, the enrolment and repeat rates, for boys and girls separately, for grades 1-4 separately, and for the school years commencing 2013 through to 2016 (2006 – 2009 Ethiopian Calendar).
2. Note that as the various data sets and school years are referred to in MoE statistical publications and in most WFP CO internal lists and worksheets by Ethiopian dates, these are used in the following descriptions. The corresponding academic years are shown in Table 28 below:

Table 28 Ethiopian and Gregorian years

Ethiopian Calendar (EC) ⁸⁰	Gregorian Calendar, (GC) – Academic Year
2005	Sep 2012 – Jul 2013
2006	Sep 2013 – Jul 2014
2007	Sep 2014 – Jul 2015
2008	Sep 2015 – Jul 2016
2009	Sep 2016 – Jul 2017
2010	Sep 2017 – Jul 2018

3. Although the team at the time of preparing the Inception Report (IR) were informed that there would be no problem in providing this data, in the end, the data received (in January 2018) was more limited, and comprised for a single year, 2009 EC (2016/17), enrolment and repeat rates, by boys and girls, for all grades aggregated, for all primary schools in Afar and Somali⁸¹. This information also included data on numbers of teachers and number of classrooms. It did not show which schools were in or out of the McGovern-Dole FFE programme (IP or OP schools).
4. Table 29 below shows the files used here for the analysis. An additional potentially useful workbook was provided by the WFP CO with 2005-2008 EC enrolment and dropout numbers for boys and girls, by grades for 2005 and 2006, and school totals for 2007-2008. Unfortunately, the data layout was problematic as the various data items (enrolments/dropout rates) could not be linked across years or between schools with certainty, so in the end it was not used.

⁸⁰ The Ethiopian year runs from September to August in the Gregorian calendar and therefore fully includes the academic year. The Ethiopian year starts on Sep 11th Gregorian (Sep 12th in leap years).

⁸¹ It was understood that MoE and EMIS were under considerable work pressure during December-January due the need to complete the annual statistical publications for Government, which limited time available for the WFP/ET work.

Table 29 Data files contributing to EMIS analysis (Afar and Somali Regions)

Source	Description of data set	No. of Schools			Symbolic Name ⁸²
		Afar	Somali	Total	
MoE EMIS	For each primary school, 2009 EC, all grade combined, school name, region, zone and woreda names, enrolment and repeat numbers for boys and girls, number of teachers (male and female), number of classrooms, grades taught, school ID code.	677	1486	2163	EMIS09
WFP CO	A list of schools in the FFE programme in 2009 EC, including school name, region, zone and woreda, and enrolment for boys and girls.	361	229	590	WFPSCH
ET/Annex T	A list of paired schools in and out of the FFE programme used as the basis for sample selection, including school name, region, zone, woreda, georeference in UTM and Latitude/Longitude, and sample ID. This file was developed as described in Annex T as a basis for sample selection from WFP school monitoring data and a UNICEF-sponsored 2013 school mapping exercise.	232	194	426	SAMPLESCH

Problems matching school names and identifications

5. Combining the EMIS09 and WFPSCH data was a very slow process that took several days of work. This is because there appears to be no unambiguous system of school identification in use beyond the school and woreda name. These vary considerably in spelling, with phonetic transcription issues to the Roman alphabet being very evident. To match up school and woreda names, three strategies⁸³ were used sequentially, as detailed below:

- **Soundex** matching. The Soundex codes were calculated for woreda and school names in the two files, and schools which matched based on this considered to be valid matches. Soundex is not ideal for Ethiopian languages, as it is based on English sound values and strongly weighted to the initial phoneme, but it appeared to produce very few false positives. It however failed to match many schools where the initial letter was modified. Soundex ignores vowels (except for the initial letter), which seemed mostly to work well. About 50 percent of schools were matched by this method.
- **Jaro-Winkler (JW)** distance. The JW score is based on number of transpositions, insertions, deletions require to match two strings. It was found by trial and error that allowing a maximum score of 0.25 (JW scores range from 0-1), when applied to schools not matched by Soundex, gave about 20 percent additional matches.
- Finally, the remaining unmatched schools were examined manually with candidates from the same woreda, and judgement used to select names likely to correspond.

6. Box 6 shows some examples of typical school name variations which were considered based on the above processes to be matches. However, in the 590 schools listed as in the programme by WFP, 170 could not be positively identified in the EMIS data. Overall, 81 percent of schools in Afar and 55 percent in Somali could be matched.

⁸² As used in R for analysis, and in this text for ease of reference.

⁸³ See the R *stringdist* library documentation, page 20 for a brief description of the Soundex and Jaro-Winkler algorithms. <https://cran.r-project.org/web/packages/stringdist/stringdist.pdf>.

Box 6 Examples of school name variations

1. Baheta	Bohoyita	9. badile	Badle
2. GERBAH TENI	Gerbahatani	10. afaburey	Afeburie
3. Tiritiri	Tertera	11. weaytu	Waido
4. Sagantole	Segentolie	12. Igile	Egeli
5. Arafalale	Arefelalie	13. Askabri bure	Asikeriburi
6. Dudub	Dudubi	14. Koka	Bekoka
7. Wasero	Wasiro	15. Gawutoo	Gawt
8. Ongayoto	Hungaytu		

7. There are several possible explanations regarding the unmatched schools:
- They have not yet filed EMIS statistical returns for 2009 EC, and were therefore not in the dataset provided. Considering this covers the period up to July 2017, this is not improbable.
 - They filed returns but used a name too different from that in the WFP data, and it could not be matched.
 - The status of the school has been confused with an ABE (Alternative Basic Education) or other category of school.
8. The practical consequence of these problems is that a great deal of time (several days), which should have been used for evaluation of the data, was lost on the simple process of trying to marry up schools from different lists. The second consequence is that in the analysis, when comparing in and out of programme schools, it will be noted that:
- In-Programme (IP) schools have been positively identified.
 - Out-of-Programme (OP) schools are more weakly identified, and apart from the possibility of their receiving food from non-McGovern-Dole FFE sources, such as the HGSF programme, they could in fact be FFE schools that have been misclassified due to the above issues.

Statistical comparison of IP and OP Schools in EMIS data for 2009 EC

9. Table 26 above shows the total number of schools included in the analysis. The EMIS data included a number of schools which did not give any enrolment figures. These were also excluded. Some schools listed on the WFP schedule of FFE schools could not be positively identified in the EMIS data by name and woreda, and were therefore also excluded.
10. Of the 590 schools listed by WFP as in the FFE, 411 could be identified in the EMIS data set. Of the total of 2163 schools listed in the EMIS dataset, 2133 were included in this study as providing complete enrolment data.
11. Table 30 below shows the enrolment and GPI for the schools included in Table 26 above from the EMIS data set. The GPI is more favourable in the FFE than non-FFE schools. The difference is particularly marked in Somali, where FFE schools have an overall GPI of 90 percent, whereas in the non-FFE schools, it is 69 percent.

Table 30 Enrolment for Boys and Girls and Gender Parity Index, from EMIS data

	FFE Schools				Non-FFE Schools			
	Boys	Girls	Total	GPI	Boys	Girls	Total	GPI
Afar	39431	34805	74236	88%	46802	36369	83171	78%
Somali	36618	32801	69419	90%	304042	211073	515115	69%

12. The figure for grade repeats is not supplied by many schools, and the summary repeat data shown in Table 31 below should therefore be viewed with caution.

Table 31 Grade repeats (non-completion) for Boys and Girls, from EMIS data

	FFE Schools					Non-FFE Schools				
	Boys	Girls	Total	Boys%	Girls%	Boys	Girls	Total	Boys%	Girls%
Afar	2342	2383	4725	5.9%	6.8%	2718	2331	5049	5.8%	6.4%
Somali	21	11	32	0.1%	0.0%	670	395	1065	0.2%	0.2%

13. Repeat rates appear to be slightly higher for girls than boys, but do not differ much between FFE and non-FFE schools in Afar region. In Somali region, many schools did not provide a figure for repeat rates. However, despite the small numbers, there is a clear difference between FFE and non-FFE schools, with non-FFE schools having higher repeat rates.

Conclusion

14. Although the EMIS data promised to be very useful and was emphasised in the Inception Report as a source of data, in the end it was disappointing. Data was supplied very late and was very difficult to use. The central problem is the lack of a unique registration number for each school. Data cannot be linked between years and from various sources because of considerable variation in the spelling of school and woreda names. This is probably a factor in the difficulties MoE had in providing the data initially. It also contributes to problems in data cleaning and error checking. It results in errors into the query process through double counting or drop-out of records that cannot be matched up.

15. From the little that could be made of the data supplied, enhanced girls enrolment is associated with the FFE. It also appears that grade repeat rates are lower in FFE schools in Somali than for non-FFE schools, though there is little evidence of this effect in Afar.

Annex Y Field Survey Results

Introduction

1. A field survey of 90 primary schools was undertaken during February 2018 in accordance with the protocol and design set out in Annex T, and using the Survey Instrument given in Annex U. During the field work, some substitutions were made for schools that were inaccessible, wrongly classified or otherwise unsuitable, according to the pre-planned protocol of re-selection from a randomized list to maintain randomness and objectivity. The sampling design was a stratified random sample (SRS) of school pairs, with the regions (Afar and Somali) as strata, and sampling intensity proportional to primary school population. Each pair comprised a school in the FFE programme (In-Programme, IP), and an Out-of-programme (OP) school in the same vicinity. In the event, the prior information about the FFE status of each school was not exact. Table 32 shows the final achieved distribution of the sample.

Table 32 Planned and achieved sample distribution

(IP = In FFE programme, OP = Out of FFE programme)

Region	Planned sample			Achieved sample		
	IP	OP	Total	IP	OP	Total
Afar	15	15	30	24	6	30
Somali	30	30	60	30	30	60
Total	45	45	90	54	36	90
%	50%	50%	100%	60%	40%	100%

2. Figure 9 shows the distribution of the sample by total enrolment. The data for this chart is shown in Table 33. A map of the final sample of schools is shown in Figure 10, together with the location of other, non-sampled primary schools, the latter being based on 2013 data.

Figure 9 Distribution of sample schools by enrolment size

(In FFE programme, out of FFE programme)

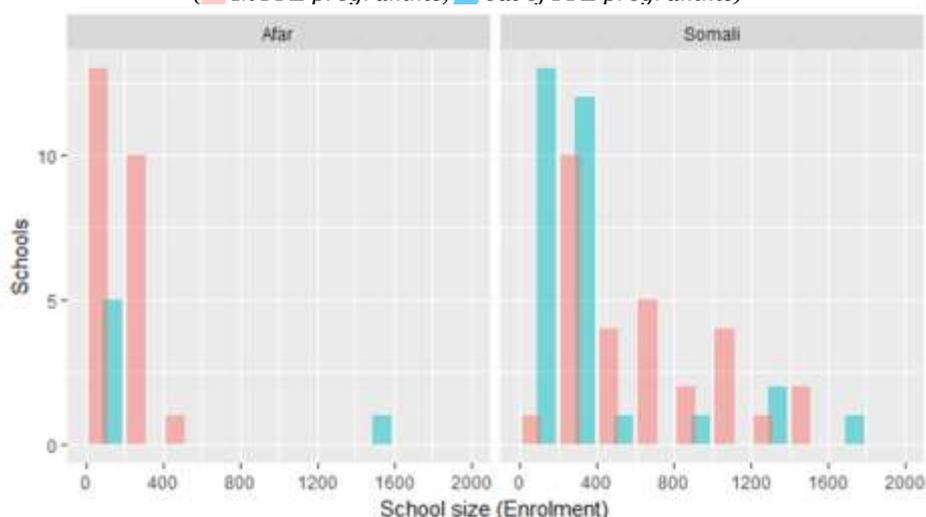
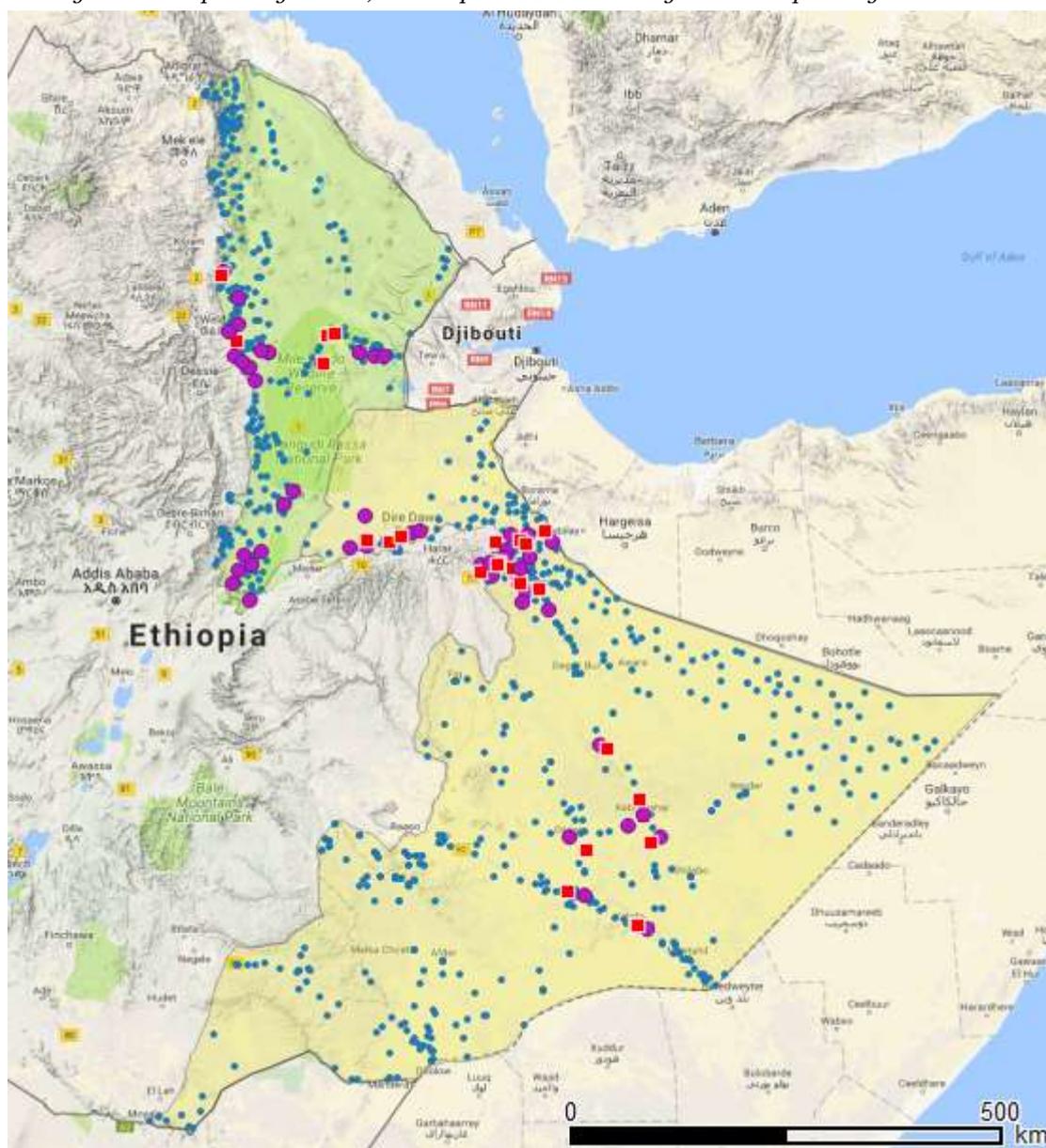


Table 33 Number of sample schools, by enrolment class

Region	FFE status	up to 199	200-399	400-599	600-799	800-999	1000-1199	1200-1399	1400-1599	1600-1799	2600-2799	Total
Afar	IP	13	10	1								24
	OP	5							1			6
Somali	IP	1	10	4	5	2	4	1	2		1	30
	OP	13	12	1		1		2		1		30
Total		32	32	6	5	3	4	3	3	1	1	90

Figure 10 Distribution of sample schools by enrolment size

Pale green area is Afar region, pale yellow is Somali region. Red squares are sampled, out-of-programme primary schools. Purple circles are sampled, in-programme primary schools. Blue dots are other government primary schools, not sampled. ABE and non-government primary schools are not shown.



FFE Programme Status and Grade Completion Rates

3. Two objectives of the FFE programme are to improve attendance by girls, and to improve overall school attendance. Question SS1 on the Survey Instrument (Annex U) requested details of enrolment and completion for boys and girls separately by grade for each school visited. The following tables summarise the results from this data, relative to their status in the FFE programme.

Table 34 Grade completion by gender for sampled FFE and non-FFE schools

(2009 Ethiopian calendar, Sep 2016 – Jul 2017)

Region	In FFE	Schools	Gender	Enrolled	Passed	% Pass	95% confidence limits		
							±%	Lower	Upper
Afar	Yes	24	Boys	2535	1997	79%	1.6%	77%	80%
			Girls	2360	1760	75%	1.8%	73%	76%
	No	6	Boys	1127	767	68%	2.7%	65%	71%
			Girls	918	572	62%	3.1%	59%	65%
Somali	Yes	30	Boys	11521	11032	96%	0.4%	95%	96%
			Girls	10793	10422	97%	0.3%	96%	97%
	No	30	Boys	6585	5662	86%	0.8%	85%	87%
			Girls	4484	3787	84%	1.1%	83%	86%

Table 35 Statistical significance of performance differences associated with gender and FFE status

based on data in Table 34

Region	Comparison	Difference Δ%	Probability Δ% due to chance	Significant difference?
Afar	Boys - Girls, In FFE	4.2%	0.00051	***
	Boys - Girls, Not in FFE	5.7%	0.00654	**
	FFE - non-FFE, Boys	10.7%	< 0.00001	***
	FFE - non-FFE, Girls	12.3%	< 0.00001	***
Somali	Boys - Girls, In FFE	- 0.8%	0.00175	**
	Boys - Girls, Not in FFE	1.5%	0.02561	*
	FFE - non-FFE, Boys	9.8%	< 0.00001	***
	FFE - non-FFE, Girls	12.1%	< 0.00001	***

Statistical significance: * ≥ 95%, ** ≥ 99%, *** ≥ 99.9% probability that observed difference not due to chance.

4. Table 34 above shows the numbers of students who enrolled and completed their grade year in 2009 (Ethiopian calendar, 2016/17 Gregorian calendar). The confidence limits for the estimated grade completion rates from the sample are shown. Table 35 above contrasts the main differences from Table 34 and shows the statistical significance of the effects. Of note are the large differences in grade completion between the FFE and non-FFE schools, with the FFE schools performing much better. This difference is of the same magnitude in Afar and Somali (about 10 percent). The improvement for the girls is greater than for the boys, with the girls in the non-FFE schools having higher dropout rates than for boys. In Afar completion rates are lower than in Somali for both FFE and non-FFE schools, and the non-completion rate for girls also notably worse than in Somali.

Table 36 Child Questionnaire Analysis

The modal (most common) reply, with frequency % in parentheses, is shown, together with the next most common reply, except for FCS (CQ15), which shows percentages above and below a threshold FCS of 35. See text for more details. Based on 1048 children interviewed, 2 boys, 2 girls each from grades 2-4 per school, school numbers per Table 34 NA = Not Answered.

SI ref	Survey Instrument Questions Question Choices		Afar Region				Somali Region			
			In FFE		Non-FFE		In FFE		Non-FFE	
			Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy
CQ6	How many days a week do you come to school?	Never / 1-2 days / 3-4 days / Every day	Every day [88.0%] 3-4 days [7.2%]	Every day [51.9%] 3-4 days [43.7%]	Every day [79.4%] 3-4 days [20.6%]	3-4 days [52.9%] Every day [29.4%]	Every day [93.9%] 3-4 days [6.1%]	Every day [93.9%] 3-4 days [5.0%]	Every day [78.7%] 3-4 days [19.7%]	Every day [76.9%] 3-4 days [22.5%]
CQ7	Do you eat at home in the morning before coming to school?	Never / 1-2 days / 3-4 days / Every day	Every day [57.6%] 1-2 days [16.8%]	1-2 days [33.3%] Never [26.7%]	Every day [52.9%] 3-4 days [20.6%]	Every day [55.9%] Never [20.6%]	Every day [35.2%] 3-4 days [31.8%]	Every day [55.8%] Never [29.3%]	3-4 days [43.8%] Every day [37.1%]	Every day [65.4%] 3-4 days [20.3%]
CQ8	How often in a week do you eat in the school?	Never / 1-2 days / 3-4 days / Every day	Every day [69.6%] 1-2 days [20.0%]	Every day [45.9%] 3-4 days [43.0%]	Never [79.4%] 3-4 days [8.8%]	Never [79.4%] 1-2 days [11.8%]	Every day [93.3%] 3-4 days [6.1%]	Every day [88.4%] 3-4 days [5.5%]	Never [97.2%] 3-4 days [1.7%]	Never [97.8%] 3-4 days [1.6%]
CQ9	Do you eat in the evening, after going home?	Never / 1-2 days / 3-4 days / Every day	Every day [77.6%] 3-4 days [10.4%]	1-2 days [27.4%] Never [25.9%]	Every day [94.1%] 3-4 days [2.9%]	Every day [61.8%] 1-2 days [14.7%]	Every day [81.6%] 3-4 days [14.0%]	Every day [74.0%] 3-4 days [17.1%]	Every day [74.2%] 3-4 days [18.5%]	Every day [71.4%] 3-4 days [15.4%]
CQ10	Do you feel sleepy or tired when you come to school?	Not at all / A little / Quite tired / Very tired	Not at all [81.6%] A little [16.0%]	Not at all [86.7%] A little [9.6%]	A little [52.9%] Not at all [41.2%]	A little [50.0%] Quite tired [20.6%]	Not at all [56.4%] A little [26.3%]	Not at all [84.5%] A little [12.7%]	Not at all [41.0%] A little [38.8%]	Not at all [59.3%] A little [24.2%]
CQ11	Do you like eating the school food?	Yes / Not much / No	Yes [98.4%] No [1.6%]	Yes [96.3%] NA [3.0%]	No [64.7%] Yes [26.5%]	Yes [55.9%] No [26.5%]	Yes [95.5%] Not much [2.2%]	Yes [98.9%] No [1.1%]	NA [93.3%] Yes [5.1%]	NA [91.8%] Yes [4.9%]
CQ12	Is the food enough?	Too much/ Enough / Not quite enough / Too little	Enough [92.8%] Too much [7.2%]	Enough [50.4%] Too much [44.4%]	Not quite enough [47.1%] Enough [23.5%]	Too much [41.2%] Enough [29.4%]	Enough [53.6%] Too much [41.9%]	Enough [91.7%] Too much [7.2%]	NA [94.4%] Enough [3.4%]	NA [94.0%] Enough [3.8%]
CQ13	Do you feel satisfied after eating?	Yes / Not quite / No	Yes [98.4%] No [1.6%]	Yes [96.3%] NA [3.0%]	No [52.9%] Yes [32.4%]	Yes [58.8%] No [23.5%]	Yes [94.4%] Not quite [2.8%]	Yes [85.1%] No [13.8%]	NA [94.4%] Yes [5.6%]	NA [93.4%] Yes [4.9%]
CQ14	Do you bring firewood or water to school?	Never / 1-2 days / 3-4 days / Every day	1-2 days [64.0%] Every day [17.6%]	1-2 days [55.6%] Never [30.4%]	Never [67.6%] Every day [17.6%]	Never [73.5%] 1-2 days [17.6%]	Never [52.0%] Every day [36.9%]	Never [66.3%] Every day [14.9%]	NA [52.2%] Never [47.8%]	Never [50.0%] NA [47.8%]
CQ15	Food Consumption Score	Frequency 8 food groups over last 7 days, WFP weightings	Below 35 [38.4%] Acceptable [61.6%]	Below 35 [55.6%] Acceptable [44.4%]	Below 35 [52.9%] Acceptable [47.1%]	Below 35 [50.0%] Acceptable [50.0%]	Below 35 [18.1%] Acceptable [81.9%]	Below 35 [13.3%] Acceptable [86.7%]	Below 35 [28.8%] Acceptable [71.2%]	Below 35 [21.4%] Acceptable [78.6%]
CQ17	Last semester, did you get some oil to take home?	Yes / No	Yes [100.0%]	No [96.3%] Yes [3.7%]	No [79.4%] Yes [20.6%]		Yes [100.0%]	No [98.9%] Yes [1.1%]		
CQ18	How often was that, in the semester	Once / 2-3 times / more often	2-3 times [93.6%] more often [3.2%]	NA [96.3%] 2-3 times [3.0%]	NA [79.4%] 2-3 times [20.6%]		2-3 times [82.1%] Once [16.2%]	NA [98.9%] 2-3 times [1.1%]		
CQ19	Do you know what your family does with the oil?	Don't know / Cooks with it / Sells or trades it	Cooks [95.2%] Sells... [4.0%]	NA [96.3%] Cooks [3.7%]	NA [79.4%] Cooks [17.6%]		Cooks [87.7%] Don't know [8.4%]	NA [98.9%] Cooks [1.1%]		
CT3	Teacher's assessment of child's attentiveness	Very low / Below average / Average / Good / Very Good	Good [41.6%] Average [38.4%]	Good [40.0%] Average [37.8%]	Average [67.6%] Good [29.4%]	Average [67.6%] Good [20.6%]	Good [41.9%] Very Good [24.6%]	Good [48.1%] Average [30.9%]	Good [39.3%] Average [33.7%]	Average [51.1%] Good [23.6%]

Child questionnaire analysis

5. The Child Questionnaire was applied in the schools according to the programme in Annex T, using the Survey Instrument detailed in Annex U. The procedure was to select 2 girls and 2 boys at random from the school register in each of grades 2-4, who were then interviewed outside the classroom by an experienced enumerator of the same gender. The photographs in Figure 11 show this in process. In all, it was planned that 1080 children should be interviewed (12 children each from 90 schools). In the end 1072 interviews were conducted, and 1048 interviews used in the final dataset. Some data (24 children) were omitted due to duplicate indexing issues, which could not be resolved within the time limits available for analysis.

Figure 11 Child interviews in process

The Enumerator is on the left in each case. Photos courtesy B&M Consulting.



6. Table 36 above summarises the key results for each question. Except for the Food Consumption Score (FCS), the modal (most frequent) response is shown first, with percentage of responses, and then the second most frequent answer. For FCS, the percentage above and below the borderline value of 35 is shown.

7. Reviewing these replies, interesting and consistent patterns emerge relative to FFE and non-FFE schools. CQ6, attendance, is lower in Afar than Somali, and is consistent with the completion data in Table 34 from the school register. In Somali, however, attendance at non-FFE schools is notably lower.

8. Question CQ7, shows consistently for all categories that the children tend to eat at home before coming to school in the morning, though the FFE figure for boys in Afar is low. However, CQ8, regarding eating at school is very consistent with the FFE status, as recorded from the school's own records. For Non-FFE schools, children rarely eat at school, whilst for FFE schools, they report that they always eat at school. This is a striking difference, suggesting that sources of school meals outside those provided by the FFE have relatively little impact on meal provision.

9. CQ 9, regarding eating in the evening, shows the same pattern as morning meals, with all categories except the boys in Afar FFE schools reporting that they generally eat at home after school. For boys in Afar there appears to be dependence on the FFE as their main food source where available.

10. CQ10 regarding feelings of tiredness or lassitude on arrival at school, are generally answered 'Not at all' or 'A little'. However, the boys in the non-FFE schools in Afar report a higher percentage who are 'quite tired'.

11. CQ11-CQ13 concern the quality and quantity of school food available. For the FFE schools, the responses are positive and clear, with food well liked and mostly enough, and for some, too much. For non-FFE schools the replies are mixed and confusing, given that they report in CQ8 that they never eat in school, so perhaps they are largely referring to food outside school.
12. Regarding bringing firewood to school, mostly the children do not but in Afar, about 20 percent do so, though there is no consistent differentiation according to gender or FFE status. In Somali, 37 percent of Girls and 15 percent of boys bring firewood to school in the FFE schools, but none do so in the non-FFE schools.
13. The Food Consumption Score (CQ15) is calculated conventionally according to WFP standards from the recall questions for food groups eaten in the last 7 days, as shown in the Survey Instrument. In Table 36, the percentage with FCS below 35, classified as borderline or low, are shown. In both Afar and Somali there are higher FCS scores for both boys and girls for the FFE schools than the non-FFE schools. As with other indicators, nutritional status appears to be somewhat better in Somali than in Afar.
14. Questions CQ17 – CQ19 concern the Take-Home Ration (THR), principally oil. The answers are consistent with expectations: Girls in FFE schools report 100 percent received the ration, whereas boys did not. Frequency was reported to be 2-3 times per semester, again consistent with the protocol for the THR. Most of the oil (88-95 percent of replies) was used for cooking, with a small proportion reporting it was sold or traded.
15. Question CT3, regarding the class teacher's perception of the child's attentiveness, shows some small but consistent relationship to the FFE status. In Afar and Somali FFE schools, Good is the most common category, whilst for non-FFE schools it is Average in Afar and for Boys in Somali but remains Good for girls in Somali.

School facilities and capacity building

16. Table 37 below shows the results of the survey questions relating to school facilities. The main observations can be summarised as follows:

Staff numbers and classrooms

17. Table 37 shows that schools in the FFE programme tend to have more classrooms and teachers than the non-FFE schools (SF1, SF4). This may be a result of the targeting policy for the preferential inclusion of larger schools in the programme. Across all categories, there are a median of about 2 women teachers per school, whereas total staffing has medians of 5 to 12 teachers depending on stratum. In Afar student staff ratios are around 20, whereas in Somali they are higher, 50 in FFE schools, and 32 in the non-FFE schools.
18. Cooks and assistants (SF2) have medians of 2 in the FFE schools and 1.5 in the non-FFE schools in Afar, whereas in Somali there is a clear distinction between FFE and non-FFE schools, with a median of 3 cooks/assistants in the FFE schools, and no cooking staff in any of the non-FFE schools sampled. The catering staff are predominantly women.
19. Around 2 staff are designated as storeroom staff (SF3) in the FFE schools in both regions. In Afar, non-FFE schools report 1.5 as the median of storekeepers, whereas in Somali, the median figure is 0.5.

Libraries, stores, kitchens and eating areas

20. There is little correlation between FFE provision and libraries, but a clear regional difference (SF5). In Afar more than one-third of schools report the presence of a library,

whereas in Somali it is only 10 percent for the FFE schools and 3 percent for the non-FFE schools.

21. Food stores are associated with the FFE programme status (SF6). In Afar half the FFE schools have stores; of those that do not, several note the use of a classroom for storage. Non-FFE schools in both Afar and Somali do not in general have stores. In Somali, 90 percent of the FFE schools report having a store.

22. The distinction for kitchens is even more clear between FFE and non-FFE schools (SF7). In Afar, 66 percent and in Somali 87 percent of FFE schools have kitchens, whereas for non-FFE schools, the proportions are much lower, none in Afar and only 7 percent in Somali.

Table 37 Analysis of Questions on School Facilities

For questions SF1-SF4, figures shown are lower quartile (median) upper quartile, units are staff or student numbers, or rooms (SF4). For other questions, percentage of number of schools in sample are shown. Sample size is shown at the top of the table.

SI ref	Question	Replies	Afar		Somali	
			In FFE	Non-FFE	In FFE	Non-FFE
		Sample size (schools)	24	6	30	30
SF1	How many teachers does the school have?	Total	6.3 (9.5) 13.8	3.8 (5.0) 21.0	5.8 (12.0) 20.3	4.0 (6.5) 15.8
		Female	0.3 (2.0) 4.8	0.8 (2.0) 8.8	0.0 (2.0) 4.8	0.0 (1.5) 4.3
		Student/Staff Ratio	13.9 (19.6) 28.0	12.7 (21.7) 26.1	31.0 (49.8) 92.5	21.0 (32.1) 56.0
SF2	How many cooks and assistants?	Total	1.0 (2.0) 2.0	0.0 (1.5) 2.5	2.0 (3.0) 4.3	0.0 (0.0) 0.0
		Female	0.3 (2.0) 2.0	0.0 (0.0) 2.5	2.0 (3.0) 4.0	0.0 (0.0) 0.0
SF3	How many storekeepers, admin staff and assistants?	Total	1.3 (2.0) 3.8	0.0 (1.5) 4.5	1.8 (2.0) 3.0	0.0 (0.5) 2.0
		Female	0.0 (0.0) 1.0	0.0 (0.5) 1.3	0.0 (0.0) 0.0	0.0 (0.0) 0.0
SF4	How many classrooms are there in the whole school?		4.0 (6.5) 8.0	2.0 (3.5) 10.3	5.8 (8.0) 9.3	4.0 (5.0) 7.3
SF5	Is there a library?	Yes/ No	No 58.3%	No 66.7%	No 90.0%	No 96.7%
			Yes 41.7%	Yes 33.3%	Yes 10.0%	Yes 3.3%
SF6	Is there a store for food?	Yes/ No	No 50.0%	No 83.3%	Yes 90.0%	No 96.7%
			Yes 50.0%	Yes 16.7%	No 10.0%	Yes 3.3%
SF7	Is there a kitchen?	Yes/ No	Yes 66.7%	No 100.0%	Yes 86.7%	No 93.3%
			No 33.3%		No 13.3%	Yes 6.7%
SF8	Is there a covered eating area or dining room for the children?	Yes/ No	No 83.3%	No 100.0%	No 66.7%	No 96.7%
			Yes 16.7%		Yes 33.3%	Yes 3.3%
SF9	What type of latrines does the school have?	None	Concrete 79.2%	None 50.0%	Concrete 100.0%	Concrete 83.3%
		Earth Pit	None 20.8%	Earth Pit 33.3%		None 13.3%
		Concrete Slab		Concrete 16.7%		Earth Pit 3.3%
		Flush toilet				
SF10	Are there separate latrines for boys and girls?	Yes/ No	Yes 75.0%	66.7%	Yes 86.7%	Yes 60.0%
				Yes 16.7%	No 13.3%	No 30.0%
			25.0%	No 16.7%		10.0%

SI ref	Question	Replies	Afar		Somali	
			In FFE	Non-FFE	In FFE	Non-FFE
		Sample size (schools)	24	6	30	30
SF11	What is the main water storage?	Containers	Rotto 29.2%	Pipe Water	Birka 50.0%	Rotto 30.0%
		Drum	Other 20.8%	50.0%	Rotto 23.3%	Other 26.7%
		Rotto	Pipe Water	Drum 33.3%	Drum 13.3%	Birka 20.0%
		Birka	20.8%	Containers	Other 6.7%	Pipe Water
		PipeWater	Drum 16.7%	16.7%	Pipe Water 3.3%	13.3%
		Other	Birka 8.3%		Containers 3.3%	Drum 10.0%
			Containers 4.2%			
SF12	What is the water source?	Hand-carry	Borehole 33.3%	Pipe Water	Rain water	Rain water
		Tanker	River 25.0%	33.3%	30.0%	26.7%
		Rain water	Pipe Water	Hand-carry	Pipe Water	Other 20.0%
		Stream or	20.8%	16.7%	20.0%	Pipe Water
		River	Stream 12.5%	Borehole 16.7%	River 16.7%	16.7%
		Borehole	Hand-carry 8.3%	Tanker 16.7%	Borehole 13.3%	Hand-carry
		PipeWater		River 16.7%	Hand-carry	13.3%
		Other			10.0%	Borehole 10.0%
					Other 6.7%	River 10.0%
			Tanker 3.3%	Tanker 3.3%		
SF13	What is the electricity supply?	None	None 54.2%	None 66.7%	None 76.7%	None 80.0%
		Generator	Mains 29.2%	Mains 33.3%	Mains 16.7%	Mains 13.3%
		Solar	Solar 16.7%		Generator 6.7%	Generator 6.7%
		Mains				
SF14	Were there any <u>new</u> or <u>improved</u> facilities added during 2016-17 school year?	Classrooms	17%	17%	10%	13%
		Library	4%	-	-	3%
		Storeroom	8%	-	3%	-
		Kitchen	17%	-	3%	-
		Eating area	4%	-	3%	-
		Latrines	8%	-	10%	3%
		Water storage	-	-	7%	-
		Water Supply	8%	-	-	-
		Electricity	-	-	-	-
		Other	-	-	3%	3%
	Number of schools receiving 1 or more improvement	42%	17%	23%	13%	
SF16	Who supported these improvements?	Government	8%	-	10%	10%
		Community	13%	17%	3%	3%
		Private	-	-	-	-
		WFP	4%	-	-	-
		UNICEF	-	-	-	-
		SCF	4%	-	7%	-
		Other NGO/Project	25%	-	7%	-

23. Regarding covered eating areas for the children (SF8), a small proportion of the FFE schools have them, whilst the non-FFE schools generally do not. In Afar 17 percent of

schools had a covered eating area, whilst in Somali the proportion was 33 percent, or 10 schools out of the 30 in the sample. On the other hand, in Afar none of the non-FFE schools had such a facility, whilst in Somali, only 1 school out of 30 did.

Latrines

24. There was some difference in the quality of latrine facilities (SF9-10) between FFE and non-FFE schools, particularly in Afar. Concrete slab latrines were the most common type. No schools had flush toilets. In Afar region, the results of the survey show that 79 percent of FFE schools had concrete slab latrines, while 21 percent report no latrine facilities at all. Where latrines were present, they were mostly separated between boys and girls. 19 out of 24 schools in Afar had separate facilities, 1 did not, and 4 schools had no latrines. In Somali region, all the FFE schools had concrete slab latrines, with 87 percent having separate facilities for boys and girls. Of the non-FFE schools, 83 percent had concrete slab latrines, 13 percent had no latrines, and 1 school (3 percent) had an earth pit latrine. Of those with latrines, 30 percent did not have separate facilities for boys and girls.

Water supply and storage

25. Water supply and storage methods were diverse (SF11-12) and with no consistent picture distinguishing FFE and non-FFE schools. Piped water supply was available in about 20 percent of schools, river or stream water in some 17 percent, boreholes and hand pumps in a similar proportion, rain water harvest was reported in Somali province by around 30 percent of schools, but not mentioned in Afar region. The remainder relied on storage in Rottos (plastic tanks), Birkas (concrete tanks), drums or smaller containers. Delivery by tanker, animal or hand-carried containers was relied on by some 10-12 percent of schools across both regions. Strikingly however, in Somali region, 6 out of 30 of the non-FFE schools (20 percent) reported having no water source or storage at all, whereas all FFE schools had some water supply and storage.

Electricity

26. In Afar region around two-thirds of schools had no electricity (SF13), whilst in Somali region the proportion was a little higher, over three-quarters. The situation was marginally worse for non-FFE schools in both regions. In Afar FFE schools, 29 percent relied on mains electricity, and 17 percent on solar power. In Somali, no solar power was reported but rather 2 schools each in the FFE and non-FFE category (7 percent) had generators, whilst 17 percent of FFE schools and 13 percent of non-FFE schools had mains power.

Facility improvements during 2009 EC (2016-17 GC)

27. A small proportion of schools reported improvements during the past year (SF14-16). There was a clear difference between FFE and non-FFE schools in this respect. In Afar, 42 percent of FFE schools (10/24) had one or more improvement, whereas only 1/6 (17 percent) of non-FFE schools reported any addition. In Somali region, the relative proportions were 23 percent FFE and 13 percent non-FFE schools reporting improvements. For the non-FFE schools, improvements focussed on new classrooms. For FFE schools, they were more diverse, including FFE-related areas such as kitchens, storerooms, eating areas, latrines, water storage and supply.

28. The main support for the improvements was government or community, WFP being directly cited in only 1 school in Afar region, SCF for 3 schools (1 Afar, 2 Somali, both in the FFE programme), and a diversity of other NGOs and projects for the remainder (6 schools in Afar, 2 in Somali, again both FFE schools). There does appear to be a clear sense that, for whatever reason, the FFE schools are able to access a higher level of external support, and

have better facilities, than the non-FFE schools, although WFP is not directly reported by the schools as the originator of this support.

Observations on food receipts and impacts for FFE schools

29. Table 38 below shows the summarised results for those sample schools in the FFE programme (24 in Afar, 30 in Somali) relating to receipts of WFP rations during the 2009 EC (2016/17 GC) academic year, their perceived impact on attendance and attentiveness and numbers of girls receiving take-home rations. As with the similar tables above, the left-hand columns reproduce the questions in the SI, and the columns to the right summarise the relative statistics by region.

30. In Table 38, question FE2 shows that all schools received their WFP supplies between September and November 2010 EC (2017 GC).

31. Question FE3 regarding quantities received clearly varies with school enrolment but shows that in general, salt was not provided, only CSB and oil. The oil was mostly sufficient according to comments to supply the girls monthly with 2 litres each.

32. Question FE4 shows that for many schools which received supplies, small balances remained at the time of the survey (start of second semester 2010 EC, February 2017 GC), but no new supplies had been received at that point.

33. During the 2009 EC academic year (2016/17) in Afar, of the 24 sample schools, 18 had supplies available more than half the year, and 5 for 3-5 months. In Somali however the situation was different, with 8 of the in-programme schools not receiving supplies at all, and 2 having food for less than 2 months, 6 less than 5 months, and only 14 of the 30 sample schools having supplies for most of the year.

34. All the reports show strong impacts of the food on attendance and attentiveness. The notes to the questions repeatedly emphasise the importance of the WFP rations in encouraging attendance, which drops off when supplies are not available. It is reported as a particularly important factor for girls' attendance.

35. Take-home rations (THR) for girls were supplied in numbers consistent with the enrolment registration for each school, indicating effectively 100 percent take-up of the rations. It will be seen for Somali that the numbers receiving THR (11,106 girls) is slightly higher than the recorded enrolment (10,793 girls). The statistical records of enrolment are however imperfect, with some children not being registered at the start of the year, and there perhaps being movement between schools.

36. The comments and notes from the interview respondents repeatedly emphasise the great and critical importance of the WFP rations in encouraging attendance, particularly of girls due to the THR, and also the decline in attendance that occurs when supplies are not received.

Table 38 For Schools in FFE, food supplies, THR and impact on attendance and attentiveness

SI ref	Question		Afar	Somali	Note
FE2	When did the school last receive WFP food commodities?		Oct 2010 (EC) – 21 Nov 2010 (EC) – 3	Sep 2010 (EC) – 3 Oct 2010 (EC) – 25 Nov 2010 (EC) – 2	For Sep-Nov, 2010 EC is 2017 GC
FE3	What were the quantities received (Kg)?	CSB	2025 (2825) 3888	5131 (9538) 13425	Lower quartile (Median) Upper Quartile, in Kg
		Oil	669 (1008) 1453	1951 (3348) 6167	
		Salt	0 (0) 0	0 (0) 0	
FE4	How much is left now?	CSB	0 (833) 1244	0 (250) 2513	
		Oil	30 (170) 462	0 (34) 392	
		Salt	0 (0) 0	0 (0) 0	
FE5	During 2016-17 school year, what was the total time the WFP food was available?	Always	9	12	Number of schools
		6-8 months	9	2	
		3-5 months	5	6	
		1-2 months	0	2	
		Never	0	8	
FE6	What was your impression of the effects of the WFP School meals, when available, on the absenteeism for boys and girls?	Boys	Same 21% Better 79%	Better 100%	'Better' signifies lower absenteeism, better attendance
		Girls	Better 100%	Better 100%	
FE7	What was your impression of the effects of the WFP School meals, when available, on the attentiveness for boys and girls?	Boys	Same 4% Better 96%	Better 100%	
		Girls	Better 100%	Better 100%	
FE8	How many girls received the Take-Home Ration (THR) of oil?		1923 / 2360	11106 / 10793	THR supplied / Girls Enrolled

School meals support in the non-FFE schools

37. Table 39 below summarises the survey information for schools not in the FFE programme regarding school meal sources. It will be seen that in Afar, all the non-FFE schools received ESF supplies, which covered them for an average of 4 months. In Somali, only 4 out of the 30 non-FFE sample schools received ESF, giving coverage for about the same period on average.

38. School gardens are a rarity for non-FFE schools, being reported by only 2 schools, with the produce being sold in one case, and use not recorded in the other. No schools report support from the community with school meals, none receive HGSR rations, and none have private sector support. One school in Somali region is adequately supported by an NGO, though the name is not noted.

39. In general, apart from the ESF, there is little or no provision of food in schools outside the FFE programme.

Table 39 School meals information for non-FFE schools

SI Ref	Question	Afar	Somali	Notes
SM1	Did you receive Emergency School Feeding during the 2016-17 school year?	100% (6 / 6)	13% (4/30)	% of schools in sample, and number / sample
SM2	If yes, for how many months did this cover?	3 (4) 7	1 (4) 10	For schools receiving ESF., min., mean and Max. months received.
SM3	Do you have a school garden?	0 / 6	2 / 30	Several FFE schools have gardens. These are not counted here, see separate section.
SM4	If yes, what do you do with it?		sell produce 1 not recorded 1	
SM4	Does the community supply food?	0 / 6	0 / 30	
SM5	Are you part of the Government Home-Grown School Feeding (HGSF) programme?	0 / 6	0 / 30	
SM6	Does the private sector support the school to supply or buy food?	0 / 6	0 / 30	
SM7	Are there other NGOs or organizations who help to supply or buy food?	0 / 6	1 / 30	
SM9	Are the supplies you receive from all these sources sufficient to feed the children adequately?	0 / 6	1 / 30	

School Gardens

40. Table 39 shows that 2 of the non-FFE schools have gardens. However, overall 16 schools, 7 in Afar and 9 in Somali had gardens. Recorded uses included 3 for teaching, 4 were selling the produce, 4 were used to supplement school meals, and 2 are recorded as not currently in use due to lack of water. Overall in Afar 29 percent of FFE schools, and none of the non-FFE schools had gardens; in Somali region, 23 percent of FFE schools and 6 percent of non-FFE schools had gardens.

Capacity Building

41. Table 40 shows the results of the numbers attending workshops or short training courses in the sample schools. It will be noted that the school numbers in the sample and their sizes vary: These are unadjusted figures. However, the comparisons show that capacity building is predominantly focussed on the FFE schools. There are some exceptions, mainly associated with literacy and language training support predominantly supported by USAID outside the WFP in Somali region (CB3, CB7). Male/Female ratios for training are consistent with staff ratios (see Table 37, SF 1-4).

Table 40 Staff attending short courses or workshops in the sample schools

SI ref	Category	Afar				Somali				Sponsoring organisations
		FFE		Non-FFE		FFE		Non-FFE		
		Total	Female	Total	Female	Total	Female	Total	Female	
CB1	Water, Sanitation and Hygiene training (WASH)	28	8	2	1	59	23	10	3	SCF (15), WFP (9), REB(9), UNICEF, IRC, Kelem, etc. (12)
CB2	Nutrition, preparation of school meals, recipes	34	18	0	0	73	70	0	0	WFP (41), REB(5), SCF(2), Kelem (1)
CB3	CHILD kits, literacy training	4	1	0	0	15	6	20	7	WFP (3), SCF (2), Kelem etc. (6)
CB4	WFP FFE administration	26	9	0	2	46	9	1	0	WFP (47), REB (2)
CB5	Gender issues, support for girls	8	6	0	0	68	45	6	2	WFP (10), REB/GoE (6), UNICEF, Kelem etc (5)
CB6	Schools health and nutrition	23	5	1	1	22	12	1	1	WFP + MoH/REB (16), SCF (4), REB (3)
CB7	Other training, workshops or support (only short courses, not formal higher education)	18	8	1	1	96	23	116	23	USAID (RTI, REAL TA) + REB (52), Others (3)

42. The WFP together with the government regional education bureaus (REB) have a major role in the areas capacity building for nutrition, preparation of school meals, administration of the FFE, gender issues and support for girls, and school health and nutrition, and outside the role of USAID in literacy and language training, appears to be the main sponsor of capacity building workshops and short training courses. This naturally applies only to those schools in the FFE, which largely accounts for the differential in capacity building activities between FFE and non-FFE schools.

Annex Z Assessment of progress against SABER framework

As part of its approach the evaluation team reviewed – on the basis of field work, documentary evidence and interviews – whether progress has been made against key indicators in the SABER framework. This assessment was not carried out using the established SABER methodology but in the absence of an update against the 2015 SABER status it was considered important to have an updated view, using a different (but independent) methodology.

Table 41 Policy Goals and Status

Policy Goal	Status 2015	Status *2018
1. Policy Framework		
<ul style="list-style-type: none"> There is recognition of the importance of SF policies and it is already included in several documents from various sectors. The government is taking steps towards developing a specific strategy for SF that may inform a future SF policy. There is commitment at the highest level and it may lead to endorsement of policy in the future. WFP has played a major role to give policy direction, in building the policy framework, and in ensuring consultation with the key management bodies. 	Emerging ●●	Recognition of the importance of SF has increased further since 2015 with strong support from senior levels of the government.
2. Financial Capacity		
<ul style="list-style-type: none"> At the national level, no budget allocation/budget lines for SF. However, in HGSF and ESFP budgets have been allocated. 	Latent ●	There has been progress in this area as some regional governments are continuing to allocate regular funds to SF and the GoE through its federal budget has made funds available three years in a row for emergency school feeding.
3. Institutional Capacity and Coordination		
<ul style="list-style-type: none"> A national steering committee is not yet in place. There is also no clear management and accountability structure at the national, regional or school levels. There is a technical working group on education comprising donors and development partners and an emerging education cluster led by the GoE. 	Latent ●	TA provided by WFP has been embedded at the federal and regional levels and has improved coordination around SF.

Policy Goal	Status 2015	Status *2018
4. Design and Implementation		
<ul style="list-style-type: none"> There are no national M&E plans or specific standards for SF. However, in two regions piloting HGSF, WFP standards are adopted. Both HGSF/ESF have adopted the WFP model and are considered to be of a standard sustainable design, though scaling up may prove to be a challenge. 	Latent <ul style="list-style-type: none"> 	There has been further progress in this area with the GoE adopting WFP standards for the roll out of emergency SF.
5. Community Roles-Reaching Beyond Schools		
<ul style="list-style-type: none"> There is no national document that outlines SF committees at the school level except the guidelines / manuals supported by WFP. Community involvement is not yet effective in SF. CHILD tools/manual have been developed and used, though not very effectively. But communities in some regions/schools provide NFI such as water, firewood and cooks' salaries. 	Latent <ul style="list-style-type: none"> 	While CHILD continues to be rolled out there have been some challenges related to the very vulnerable nature of communities which have impeded their participation in school development activities.

Source: SABER Ethiopia Report (2015) * and findings by the evaluation team (based on interviews)

Bibliography

1. In this Annex we provide bibliographical references for documents cited in the IR, plus entries for other key documents from the ET's electronic library. We also list under "additional documents sought", other documents we have heard of but have not yet managed to obtain. In most cases we are actively seeking the continued assistance of the EM and CO in filling the important gaps in our collection.
2. "Location" in the listing below refers to folder and document numbers in the evaluation team's electronic library of documents that have been directly referenced in the IR.
3. The bibliography is a work-in-progress that will be continually updated as the evaluation proceeds.

Short ref	Full ref	Location
African Union Commission et al, 2014	<i>The Cost of Hunger in Africa: Social and Economic Impact of Child Undernutrition in Egypt, Ethiopia, Swaziland and Uganda.</i> African Union Commission, NEPAD Planning and Coordinating Agency, UN Economic Commission for Africa, and UN World Food Programme. Addis Ababa: UNECA, 2014.	14.10
African Union Commission et al, 2014	<i>The Cost of Hunger in Ethiopia: Implications for the Growth and Transformation of Ethiopia.</i> African Union Commission, NEPAD Planning and Coordinating Agency, UN Economic Commission for Africa, and UN World Food Programme. Addis Ababa: UNECA, 2014.	14.11
Assefa, 2015	<i>The impact of school feeding programme on students' academic performance: the case of selected elementary schools in Debre Libanos Wereda, Oromia Region.</i> A thesis submitted to the School of Psychology Addis Ababa University. Ermias Assefa: Addis Ababa, June 2015.	16.7
Atem Consultancy Service, 2012	<i>Study on Situation of Out of School Children (OOSC) in Ethiopia.</i> Atem Consultancy Service for the Ministry of Education and UNICEF Ethiopia Country Office: Addis Ababa, July 2012.	16.6
Central Statistical Agency & The DHS Program, 2016	<i>Ethiopia – Demographic and Health Survey 2016. Central Statistical Agency & The DHS Program, ICF: Addis Ababa, Ethiopia & Rockville, Maryland, USA: July 2017.</i>	2.6
Discussion paper, 2013	<i>Discussion notes on McGovern-Dole Capacity Building Implementation in Afar region. 2013.</i>	7.1
Discussion paper, 2014	<i>Discussion notes on the Regional Level Discussion on Field Visit Report of McGovern-Dole Capacity Building Intervention. 17 April 2014.</i>	7.3
Ethiopia Education Cluster, 2017	<i>Ethiopia Somali Region Education in Emergency Operational Response Plan – 2017/18. Ethiopia Education Cluster: 2017.</i>	8.1
FAO, 2017	<i>Chronology of hotspot classification in Ethiopia – February 2015 – June 2017. Food and Agriculture Organization of the United Nations: 2017.</i>	8.6

Short ref	Full ref	Location
Government of Ethiopia & Humanitarian Partners, 2017	<i>Ethiopia Humanitarian Requirements Document Mid-Year Review. Government of Ethiopia & Humanitarian Partners: 2017.</i>	8.3
Government of Ethiopia & UN, 2013	<i>Program Implementation Manual for United Nations Agencies assisted programs in Ethiopia. Federal Democratic Republic of Ethiopia & United Nations Agencies: Addis Ababa, December 2013.</i>	1.12
Government of Ethiopia & UNICEF, 2012	<i>Study on Situation of Out of School Children (OOSC) in Ethiopia. Ministry of Education and UNICEF Ethiopia Country Office: Addis Ababa: July 1012.</i>	16.6
Government of Ethiopia, 2010a	<i>Education Sector Development Program IV (ESDP IV). 2010/2011 – 2014/2015. 2003 EC – 2007 EC. Program Action Plan. Federal Ministry of Education. Federal Democratic Republic of Ethiopia: Addis Ababa, 2010.</i>	1.1
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List of Acronyms

ABE	Alternative Basic Education
AU	African Union
AICS	L'Agenzia Italiana per la Cooperazione allo Sviluppo (Italian agency for cooperation and development)
BoA	Bureau of Agriculture
BoE	Bureau of Education
BoH	Bureau of Health
CHILD	Children in Local Development
CO	Country Office
CP	Country Programme
CSB	corn soya blend
CSB+	CSB with the addition of dried skimmed milk
CSPro	Census and Survey Processing System
CQ	Child questionnaire
DEQAS	Decentralized Evaluation Quality Assurance System
EB	Executive Board
EC	Evaluation Committee / European Commission
EFA	Education for All
EM	Evaluation Manager
EMIS	Educational Management Information System
EP	Evaluation Plan
EQ	Evaluation Question
EQAS	Evaluation Quality Assurance System
ER	Evaluation Report
ERG	Evaluation Reference Group
ESDP	Education Sector Development Programme
ESF	Emergency School Feeding
ESFP	Emergency School Feeding Programme
ET	Evaluation team
FAO	Food and Agriculture Organization
FCS	Food Consumption Score
FFE	Food For Education
FGD	Focus group discussion
FGM/C	Female Genital Mutilation/ Cutting
GDP	Gross Domestic Product
GEEW	Gender Equality and Women's Empowerment
GEQIP	General Education Quality Improvement Programme
GIP	Girls Initiative Programme
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
GLM	General Linear Modelling
GoE	Government of Ethiopia
GPI	Gender Parity Index
GTP	Growth and Transformation Plan
HDI	Human Development Index
HH	Household
HGSF	Home Grown School Feeding
HQ	Headquarters
IP	In programme
HQ	headquarters
IEC	Internal Evaluation Committee
IR	Inception Report

IRC	International Rescue Committee
KII	Key Informant Interviews
KQ	Key Question
LTA	Long-Term Agreement
M&E	Monitoring and Evaluation
MGD	McGovern-Dole
MoE	Ministry of Education
MoFED	Ministry of Finance and Economic Development
MT	Metric Tons
NER	Net Enrolment Rate
NFI	Non-food item
NGO	Non-Governmental Organization
NSFP	National School Feeding Programme
OEV	Office of Evaluation
OP	Out of FFE programme
PCI	Project Concern International
PRF	Project Results Framework
PRRO	Protracted Relief and Recovery Operation
PSNP	Productive Safety Net Programme
PTA	Parent Teacher Association
QS	Quality Support
RB	Regional Bureau
REACH	Renewed Efforts Against Child Hunger
SABER	Systems Approach for Better Education Results
SCI	Save the Children International
SF	School Feeding
SFP	School Feeding Programme
SHN	School health and nutrition
SI	Survey Instrument
SNNP	Southern Nations Nationalities and People
SPR	Standard Project Report
SPSS	Statistical Package for Social Sciences
SQ	Schools questionnaire
TA	Technical Assistant / Assistance
THR	Take-Home Ration
ToC	Theory of Change
TOR	Terms of Reference
ToT	Training of trainers
UNCT	United Nations Country Team
UNDAF	United Nations Development Assistance Framework
UNDSS	UN Department of Safety & Security
UNEG	United Nations Evaluation Group
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
UN-OCHA	UN Office for the Coordination of Humanitarian Affairs
USD	United States dollar
USDA	United States Department of Agriculture
WASH	Water, Sanitation and Hygiene
WFP	World Food Programme

[Ethiopia, June 2018]

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