WFP EVALUATION

Kenya USDA McGovern -Dole International Food for Education and Child Nutrition Programme – Final Evaluation: 2016 to 2022

Decentralized Evaluation Report

DE/KENYA/2017/029

WFP Kenya

31 January 2023

World Food Programme

SAVING LIVES
CHANGING LIVES

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Acknowledgements

The evaluation team would like to thank the various people who provided inputs into this final evaluation and to the preceding baseline and midline phases. The evaluation is grateful to Beatrice Mwongela for expert guidance during the process of evaluation design and data collection, as well as to the broader team of WFP Country Office colleagues who provided their time and inputs towards the evaluation.

A particularly strong thank you is due to informants at national, county and sub-county levels, including all survey respondents and individual interviewees who took the time to patiently react to our questions and to assist in understanding what has been achieved and to provide suggestions for school feeding in Kenya moving forward.

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Executive Summary

1. **Background and features of the evaluation:** This report presents the endline findings for the activity evaluation of the Mc Govern Dole International Food for Education and Child Nutrition Programme - a USD 28 million grant for a period of six years (2016-2022), funded by the United States Department of Agriculture (USDA). This World Food Programme (WFP) implemented intervention targeted 358,000 primary school children in eight counties (Baringo, Garissa, Mandera, Turkana, Wajir and West Pokot, Marsabit and Tana River) with the purpose of contributing to improved enrolment, retention, and attentiveness at school level. In the first part of the evaluation period (2016-2018) WFP provided school meals while progressively building capacity for Government of Kenya (GoK) take-over. By July 2018, school meal provision had been fully handed over and WFP's role changed to provision of technical and advisory support for the remaining four years.

2. **Purpose:** At endline, the evaluation has accountability and learning objectives and seeks to provide an evidence-based, independent assessment of the performance. Specific objectives are to:

- Assess relevance, effectiveness, efficiency, sustainability, impact.
- Assess results against targets.
- Assess contribution to Strategic Objectives 1 and 2, namely: improved literacy of school-aged children; and increased use of health and dietary practices.
- Collect performance indicator data for strategic objectives and higher-level results.
- Document lessons.

3. **Users:** Primary users are WFP Kenya; the Ministry of Education (MOE) and government officers at county and sub-county levels, USDA, the WFP Regional Bureau (RB), and WFP in general. The findings are of interest to USDA, to donors, international Non-Governmental Organizations (NGO) and local NGOs. Beneficiaries are also concerned by the results.

4. **Methodology:** The scope of the evaluation is all counties targeted by the intervention. An inception report at baseline designed a three-arm quasi-experimental design, allowing for comparison between WFP school meals programme (SMP) schools and control schools, and between WFPSMP schools and government managed Home Grown School Meals Programme (HGSMP) schools. Three survey tools for parents, children, and headteachers, were administered in all counties with over 5100 respondents (equal numbers of boys and girls) at baseline, midline and endline. Interviews and focus group discussions took place at national, county, sub-county, school and community level in 11 schools, convening 118 informants at endline. Data analysis used IBM SPSS version 24.0 and SAS version 9.4. MS-Excel was used to generate graphical presentation of specific findings. Difference-in-difference analysis (DID) was used to compare the changes in outcome (effect size) over time between specific interventions (HGSMP and WFPSMP) and the control group, and to adjust for differences in the outcomes. Limitations relate to the timing of data collection being affected by the change in the school calendar due the Covid-19 pandemic and the difficulty of finding identical matches between SMP schools and control schools which was overcome by using propensity score matching.

5. **Context:** Twelve percent of Kenyan households have inadequate food consumption and are most likely to be poor, living in rural areas, and with low education levels. Worsening and more frequent droughts[1] have led to negative household coping mechanisms including withdrawing children from school and selling productive assets. The arid northern part of the country is particularly underdeveloped, drought-prone and affected by conflicts and insecurity, with consequent higher undernourishment, wasting, stunting, and child mortality rates.[2] Enrolment and completion in the north-eastern counties are significantly lower than the national average.[3] At the time of the Final Evaluation, food prices were spiking. These price rises reduce the

[1] GOK (2022) Kenya Food and Nutrition Security Seasonal Assessment report. July 2022
[2] FEWSNET (August 2019). Kenya Food Security Outlook Update. FEWS NET, NDMA, WFP.
[3] Government of Kenya (2021). The 2020 Short Rains Season Assessment Report. Kenya Food Security Steering Group. February 2021.

real income available to grow and purchase grains on the Kenyan and international markets, thereby worsening food insecurity.

Key findings

Evaluation question 1 - Relevance and appropriateness of the programme

6. The intervention is well aligned with the priorities of the GoK, WFP, United Nations (UN) partners and other development agencies. School meals are relevant to food security challenges of parents, communities, and children in the arid areas. School meals are particularly relevant to girls who are more easily taken out of school for social and cultural reasons. Appropriate choices on geographical focus were made given prevailing issues of drought, insecurity, and low education performance. Targeting respects humanitarian principles by covering all children in selected schools. The transition to government ownership is coherent with the national policy, and with the preferences of the beneficiaries and education actors at decentralized levels. Given that the programme focussed on transition, it was important to manage that change by including capacity strengthening on budget planning, and human resources.

Evaluation question 2 –Alignment with WFP and partner programming

7. There have been strong connections with the USDA funded Local and Regional Procurement (LRP) initiative, although the anticipated outcomes were not all attained.[4] Work on food systems under the WFP Country Strategic Plan has had natural links with Home Grown School feeding through support to local production, market linkages, and nutrition. Externally, there have been strong linkages with the MoE and the Ministry of Health, with county governments and with communities. Other partnerships remained to be strengthened at the endline including with the Ministry of Agriculture, and with the private sector.

Evaluation question 3 and 4 – Achievements and impact

8. *Stronger learning outcomes:* The survey findings, show that WFPSMP is significantly associated with improved literacy in English and Kiswahili, as well as with improved numeracy compared to HGSMP and control schools. Interviews confirmed that school feeding contributes to learning outcomes. HGSMP schools show significant results but perform less well compared to WFPSMP schools.

9. *Reduced short term hunger:* Compared to control schools and HGSMP schools more households with children in schools supported by WFP are within the acceptable food consumption score, and families employ less severe coping strategies.

10. *Strengthened provision of school meals: At* endline an increased number of children were accessing food and more so in WFP supported schools. The qualitative findings align with the survey in that parents and teachers report better access to food in WFPSMP schools, and to a lesser but still significant degree in HGSMP schools.

11. *WFPSMP schools consistently score higher food preparation and safety scores,* reflecting investments made in the training of staff and supervision of schools by the Government of Kenya with support of WFP.

12. *WFPSMP consistently performed better than HGSMP in cash transfer model compared with the commodities model.* Disaggregating survey results to distinguish between schools receiving cash and those receiving food revealed significant differences for WFPSMP schools on indicators related to access to food, food consumption score, coping strategy index, attendance, attentiveness, and knowledge of hygiene and nutrition benefits.

13. *Strengthened national and county capacity through training and enhanced policy environment:* Since midline when school transitioned to Government of Kenya ownership, the policy and institutional environment has improved. The McGovern-Dole programme reached out to more individuals and county-level officials than targeted. Delivery and quality of training was appreciated, but there were significant gender imbalances in favour of men in some areas of training. Nutrition content was well integrated in all the trainings and workshops, however, Covid-19 affected implementation.

14. *Selected McGovern-Dole indicators saw no statistically significant improvement.* At endline, there is no difference between WFPSMP, HGSMP, and control schools on indicators attentiveness, knowledge of hygiene

[4] WFP (2020). Final evaluation of the USDA-supported Local and Regional Procurement (LRP) project in Kenya

and nutrition, and access to food preparation and storage tools. Some differences emerge when indicators are disaggregated to distinguish between cash and in-kind schools.

Evaluation question 4: Efficiency

15. WFP monitoring systems are recognized as being strong, but challenges are evident from the school, county, and sub-county visits in terms of the government financial and technical capacity to maintain the same level of support. Communication about allocated and disbursed amounts by the GoK to the county and school was weak at midline and only marginally improved at endline, contributing to weak accountability. At endline there are increased delays in cash and food delivery. As a result, food is often purchased at high relative prices during the season, and this has reduced the number of school feeding days. Complex procurement procedures impact the level of benefit of the cash-based model on local communities, as only registered larger traders and farmers can qualify.

Evaluation question 5: Progress towards sustainability

16. The transitioning process is known and understood by actors at different levels. Financial and staff commitment by the government has continued to be in place since midline. Nonetheless, funding for the programme is still insufficient to allow for adequate and timely coverage of school meals to all the beneficiary schools. Community engagement is strong, but participation in decision making of women is insufficient. The policy framework has been strengthened but inter-sectoral coordination remains weak, and capacity for monitoring continues to need further improvement.

Evaluation question 6: Factors affecting the results

17. External factors that have affected the programme include droughts and floods and the Covid-19 pandemic. Enhanced policy commitment, government ownership and a strong relationship with WFP have facilitated the transition. Internal factors that have had a negative effect include delays in transfers of cash grants by the government, complex procurement processes, and capacity challenges. Lessons learned from the intervention relate to the importance of: a progressive approach to transition; embedded technical assistance; targeted studies/analysis; support to government monitoring; attention to planning and budgeting; the involvement of local stakeholder, and the benefits of the cash model for school feeding provided an appropriate supportive environment is in place.

Conclusions

18. **Conclusion 1:** McGovern-Dole supported interventions have been relevant to the beneficiaries. School meals and take-home rations have helped families and children better weather the storm of food insecurity and the effects of successive droughts, floods, and Covid-19.

19. **Conclusion 2:** School meals by WFP contributed to a statistically significant improvement in literacy (Kiswahili and English) as well as in numeracy of learners. As schools compared were matched for similar characteristics this reflects the investments that have been made in food and cash provision by WFP prior to 2018, and subsequently by the GoK, as well as the investments in capacity strengthening post hand-over. The evidence from this study provides a strong basis for the GoK and WFP and partners to continue to prioritize school feeding as an essential approach for achieving basic education, for promoting school health and nutrition, and as a social safety net.

20. **Conclusion 3:** Disaggregating the analysis by sex shows that school feeding has equal effect on literacy and numeracy for boys and girls, as well as across most other indicators where positive results were observed. This suggests that school feeding allows for equalizing benefits between boys and girls and in this way contributes to gender equality. In addition, anecdotal evidence related to reduced risks of child marriage, early pregnancy and exposure to violence were noted. However, women have not been equally involved in decision-making around school feeding at the level of school boards of management and community decision making structures.

21. **Conclusion 4:** Enrolment, attendance and completion levels are consistently higher for WFPSMP schools compared to other schools - a result that has been sustained after the hand-over. Regular and better-timed transfer of resources would strengthen result in even stronger benefits across indicators and reduce the burden on school staff and on communities.

22. **Conclusion 5:** The effects of efforts in capacity strengthening are in evidence in continued monitoring and management at school level after hand-over, and in survey results showing that food

preparers knowledge on food safety is significantly stronger in WFPSMP schools. This suggests that the transition process and continued support to the GoK for capacity strengthening has been broadly effective.

23. **Conclusion 6:** There is no difference between WFPSMP and HGSMP schools on indicators related to the physical infrastructure in schools (kitchens, equipment, storage facilities), indicators of parental understanding of the importance of education, and pupil and parental knowledge of nutrition. These findings reflect the drop in investment in school meals since 2018, and also suggest that the envisioned partnerships with private sector and other partners at county and national level to support these areas have not been strong and where existing have not had the effects envisioned.

24. **Conclusion 7:** School meals represents an important safety net. Both at midline and at endline the provision of food in WFPSMP schools contributed to higher food consumption and lower need for coping strategies compared to control and HGSMP schools. This underscores that school feeding should consistently be considered as a key part of preparedness and response.

25. **Conclusion 8:** The consistent results on indicators of learning, enrolment, attendance, completion, food availability and food security over the six-year period in the WFPSMP schools, even after the hand-over, suggest that the transition, combined with continued WFP support over the past four years has been successful. The lessons on the characteristics of the transition are of relevance to broader school feeding initiatives and other social protection endeavours.

26. **Conclusion 9:** Performance against outcome indicators of learning, enrolment, attendance, completion in government managed HGSMP schools are less strong than WFPSMP schools but still statistically significant. This suggests that extending the capacity building efforts to other schools and counties is likely to produce significant returns on investment in terms of improved education, nutrition and food security results.

27. **Conclusion 10:** Stratified analysis revealed that WFPSMP contributed significantly to improvement in a majority of indicators under the cash transfer model compared to significant results in only one outcome under the commodities model. Roll-out of cash-based school feeding appears desirable and will likely be more effective but needs to be accompanied by strong efforts to simplify procurement processes and procedures, improve planning and communication, support local structures, and strengthen food systems.

28. **Conclusion 11:** Parents, communities, and school management structures have been critical to the results and outcomes. This represents an important asset that needs to be maintained and testifies to the importance that parents and communities attach to education and to the welfare of their children. More efforts are needed to ensure equal voice of women in decision-making.

29. **Conclusion 12:** WFP and GoK have coordinated and worked together effectively. Further investments in information systems should allow for enhanced efficiency and reduce costs and would improve transparency and accountability.

30. **Recommendations**

1. Produce a summary version of the McGovern-Dole evaluation key findings for awareness raising about the findings of this evaluation and for fund raising, and supplement this with a charter of commitments needed from different stakeholders for successful implementation of school feeding.
2. Under the next CSP actively facilitate south-south cooperation on school feeding as a means to share the experience from Kenya with other countries and to support the GoK in strengthening areas of school feeding.
3. Advocate, with the experience of this McGovern-Dole programme, for enhanced use of school feeding as a social protection measure in case of emergencies, protracted crises, and pandemics. This should include ensuring that scale-up school feeding is part of prevention and preparedness.
4. Organize a learning/dissemination event for the findings of this evaluation with key education, agriculture, and social protection stakeholders.
5. Organize a high-level meeting to discuss strategies for securing more regular and better-timed transfer of resources for school meals.
6. Conduct an internal lesson learning exercise on the approach to supporting Government over the past four years and use this to inform future capacity strengthening/transition work under the new WFP CSP.

7. Support the GoK in securing funding for strengthening monitoring and information systems; partnerships in support of school feeding continuity; building on-line resources for school feeding managers and putting in place a training of trainers' approach to capacity strengthening.
8. Recruit specific expertise to support the Ministry of education in identifying innovative methods to raise funds such as school twinning and private sector fund raising.
9. Continue to layer WFP CSP activities in support of counties with school feeding.
10. Ensure future work in support of school feeding is informed by gender analyses and enhances the voice of women in decision-making and in the continued management of school feeding.

1. Introduction

1. This report concerns the final evaluation of the United States Department of Agriculture (USDA) – Mc Govern Dole International Food for Education and Child Nutrition Programme. Mc Govern Dole granted the World Food Programme (WFP) Kenya US$ 28 million to support school feeding in Kenya. The grant was implemented over six years (2016-2022). This evaluation was commissioned by WFP Kenya Country Office (CO).

1.1. EVALUATION FEATURES

2. The McGovern-Dole International Food for Education and Child Nutrition Program in Kenya is managed by USDA and implemented by WFP Kenya. This evaluation is commissioned by the WFP Kenya Country Office. The McGovern-Dole programme ended in September 2022 after six years of implementation, and this evaluation report concerns the final evaluation of the support to Kenya's School Meals Programme.

3. In the first part of the evaluation period (2016-2018) WFP was responsible for provision of school meals while progressively building capacity for Government take-over. By July 2018, school meal provision had been fully handed over to the Government of Kenya (GoK), and WFP's role from that period on has been to provide technical and advisory support to the GoK in its role of managing the school meals programme.

4. The McGovern-Dole grant agreement specifies that performance of the grant will be measured against performance and results indicators at baseline, midline and endline. This final evaluation follows five years after the baseline and four years after the mid-line. The baseline – based on a quasi-experimental design - was conducted in April/May 2017[5]. A mid-line evaluation took place in May/June 2018 and examined preliminary progress against quantitative indicators as well performance on evaluation criteria related to relevance, effectiveness, efficiency, and likely sustainability of the school feeding programme.[6] The final evaluation takes place four years after the mid-line and reflects the fact that WFP requested and obtained a budget neutral extension to consolidate the hand-over process that took place in 2018. This evaluation provides an opportunity for understanding how successful the hand-over process has been. The focus of the evaluation is on WFP's role in support of the GoK's management of school feeding.

5. At endline the purpose of the evaluation is to "provide an evidence-based, independent assessment of the performance of the school feeding project" with a focus on "effectiveness, impact and sustainability … following the handover of the programme to the government"[7]. The specific objectives of the evaluation as are to:

- Assess the project's relevance[8], effectiveness, efficiency, sustainability, and impact.
- Assess whether the project achieved the planned the results and targets.
- Assess the project's contribution to the McGovern-Dole programme's Strategic Objectives (SO) i.e., SO1: Improved Literacy of School-Aged Children and SO2: Increased Use of Health and Dietary Practices.
- Collect performance indicator data for strategic objectives and higher-level results.
- Document lessons learned.

6. The evaluation has accountability and learning dimensions. The accountability element provides a comprehensive overview of what was achieved. The learning element is focussed on bringing out lessons on transitioning and sustainability and is the objective which has the strongest emphasis in this final evaluation. Gender has been considered in the evaluation through the collection of sex disaggregated data where possible and by specifically seeking to obtain the views of male and female respondents on the different

[5] Visser et al. 2017. WFP'S USDA McGovern -Dole International Food for Education and Child Nutrition Program's Support in Kenya from 2016 to 2020 – baseline evaluation report.
[6] Visser et al. 2018. WFP'S USDA McGovern -Dole International Food for Education and Child Nutrition Program's Support in Kenya from 2016 to 2020 – midline evaluation report.
[7] Ibid
[8] The relevance dimension also considers the aspects of appropriateness, coherence, coverage and connectedness.

areas of inquiry. In addition, the evaluation examined to what extent the voice of women and girls had been taken into account in decision making at community and school levels.

7. The primary users of this evaluation are WFP Kenya and its main implementing partner, the Ministry of Education (MoE) which in 2018 took over the responsibility for the School Meals Programme (SMP). USDA which will be able to use this evaluation to improve its interventions; and WFP Regional Bureau (RB) will use the evaluation for strategic guidance, support and oversight. More broadly, WFP as an organization will learn from the experience in Kenya of hand-over of the school feeding programme. The evaluation will also be of direct interest to other relevant ministries e.g., Ministry of Health (MoH) and Ministry of Agriculture, Livestock Fisheries and Co-operatives (MoALF&C), the wider group of donors supporting the education sector in Kenya (the Education Sector Development Partners Group) and to other donors supporting school feeding in the region and globally.

8. The evaluation was conducted by a team of five independent consultants (three men and two women) contracted by the Kenya CO. Three of the team members, including the team leader, were involved in the baseline and midline exercises. The evaluation took place between May and September 2022. Field work was conducted over a period of five weeks in June and July 2022.

1.2. CONTEXT

9. Key aspects of the context are highlighted in the ToR (see Annex 1) which underscores that while Kenya was classified as lower-middle income county, poverty, food insecurity, under-nutrition and income inequality remain high, with 45.6 percent of Kenyans living below the national poverty line, the majority being women and women-led households. A further analysis of the context highlight that these conditions are particularly severe in the arid and semi-arid parts of the country – which comprise 80 percent of the land area – where undernourishment, wasting, stunting, and child mortality are high (over 900,000 children below five years are acutely wasted[9], 24.7% are stunted and under five mortality stands at 44 deaths per 1000)[10]. Approximately 38 percent of Kenya's population live within the country's arid and semi-arid lands.[11]

10. The arid north is particularly underdeveloped, drought-prone and is affected by local conflicts. These areas have the highest incidence of poverty and are where food insecurity is more pronounced, with malnutrition reaching critical level.[12] Food availability is constrained by poor transport infrastructure and long distances to markets. Rapid population growth, climate change, stagnating agricultural production and inefficient food systems all contribute to high food prices, insufficient market supply, particularly for fresh foods, and lower income for producers. The compounding effects of the Covid-19 pandemic have contributed to the growing food insecurity in the Arid and Semi-Arid Land (ASAL) areas. Gender inequities have been exacerbated by the Covid-19 pandemic.[13] Immediate causes of undernutrition are inadequate food intake (in particular for under-fives), disease, poor water and sanitation, and limited access to health services. Worsening droughts (in particular below-average rainy seasons in October–December 2020, March–May 2021 and October-December 2021), flooding and the locust invasion in recent years have meant that poor households resort to negative coping mechanisms such as withdrawing children from school and selling productive assets. Successive droughts have affected crop and livestock production and caused a rise in staple food prices causing at least 2.9 million people to need humanitarian assistance. Of these, 2.4 million people in the affected areas are facing high levels of food insecurity (Integrated Food Security Phase Classification (IPC) Phase 3 or above) in November 2021–January 2022. The spike in food prices at the time of the final evaluation has exacerbated the worsening food insecurity. The most affected counties are Baringo, Garissa, Isiolo, Marsabit, Mandera, Tana River, Turkana, and Wajir.[14] At the time of the evaluation, the

[9] GOK (2022) Kenya Food and Nutrition Security Seasonal Assessment report. July 2022
[10] KDHS, 2014
[11] IFAD, 2018. Nutrition-sensitive value chains, A guide for project design https://www.ifad.org/en/web/knowledge/publication/asset/40805038
[12] FEWSNET (August 2019). Kenya Food Security Outlook Update. FEWS NET, NDMA, WFP.
[13] Pinchoff et al. (2021) Gendered economic, social and health effects of the COVID-19 pandemic and mitigation policies in Kenya: evidence from a prospective cohort survey in Nairobi informal settlements. Available at: https://bmjopen.bmj.com/content/11/3/e042749
[14] https://www.acaps.org/country/kenya/crisis/drought, accessed 10 August 2022.

nutrition situation was reported to have drastically deteriorated compared to the same period a year earlier, with pockets of Marsabit and Turkana counties being in the extremely critical phase (phase 5).[15]

11. Kenya's long-term development goals are set out in Vision 2030, launched in 2008, which aims to guide Kenya's transformation into a newly industrialising, middle-income, country.[16] The Vision, which mainstreams the Sustainable Development Goals (SDGs), is being implemented through successive five-year medium-term plans. The current Third Medium Term Plan (MTP III) for 2018-2022[17] prioritises implementation of the Big Four Agenda, a set of priorities for the government up to 2023, which were set out by the President of Kenya in December 2017. One of these four priorities focuses on enhancing food and nutrition security.

12. In 2010 a national referendum approved a new Constitution, which instituted a devolved system of government.[18] Kenya's devolution has the potential to bring resources and services closer to remote regions; however, there continue to be capacity and resource gaps at county level in key areas related to budgeting, planning and implementation of different programmes, and also delays in receiving funds from the national government.[19]

13. Gender equality is a key provision in the 2010 Constitution, marking a significant development for women's empowerment and equal status in Kenya. Chapter 4 of the Constitution (the 'Bill of Rights') enshrines protection of human rights in law for all persons, and Article 27.3 makes explicit women's equal status with men, including 'equal opportunities in political, economic, cultural, and social spheres. Gender equity in terms of power and resource distribution is also a core component of Vision 2030, with equality of citizens outlined as a guiding principle with no discrimination on the grounds of gender. The National Policy on Gender and Development was approved in October 2019.[20] Notwithstanding, there are still considerable differences in the country between men and women's possibilities to control and benefit from economic, social, and political resources and structures. Kenyan women are underrepresented in key decision-making positions with only 21.6 percent of positions in Parliament being held by women and only 24 percent of women being employed in managerial positions. Women have less access to education, land, and employment. A 2018 audit report of land ownership by the Kenya Land Alliance found that women hold roughly 10 percent of land titles issued in the last five years, but even greater gender disparity was found in terms of actual land size, with women getting only 1.62 percent of more than 10 million hectares of land titled during this period.[21]

14. Girls and women living in rural areas spend long hours collecting water and firewood which interferes with school attendance and leaves them with little time to earn money or engage in other productive activities. Over one in five girls (22 percent) are in a union or married before the age of 18. Abuse to women - manifested in forms such as sexual abuse and harmful cultural practices like female genital mutilation – remain prevalent, with statistics showing that 22.8 percent of women between 18 and 49 reported having been subject to physical and/or sexual violence in the last 12 months.[22] The lockdown measures imposed in Kenya during the Covid-19 pandemic increased gender-based violence.[23] In addition,

[15] GOK (2022) Kenya Food and Nutrition Security Seasonal Assessment report. July 2022

[16] Government of Kenya (2007), Kenya Vision 2030: The Popular Version.

[17] Government of Kenya (2018), Third Medium Term Plan 2018-2022. Transforming Lives: Advancing socio-economic development through the "Big Four". The National Treasury and Planning

[18] Government of Kenya (2010), *The Constitution of Kenya: Laws of Kenya*. Published by the National Council for Law Reporting with the Authority of the Attorney-General.

[19] Disagreement between the Senate and the National Assembly meant that county activities for the first quarter of 2019-2020 (July-September 2019) were delayed. The disagreement concluded on 18 September 2019 when the County Allocation of Revenue Act was passed.

[20] Government of Kenya (2019). National policy on gender and development.

[21] IISD (2018), Reports Launched on IWD2018 Assess Progress on Women's Land. Available from: https://sdg.iisd.org/news/reports-launched-on-iwd2018-assess-progress-on-womens-land-rights/. Accessed June 2022.

[22] https://data.unwomen.org/country/kenya, accessed 14 June 2022.

[23] National Council on the Administration of Justice, 2020. Statement on justice sector operations in the wake of the COVID-19 pandemic. http://ncaj.go.ke/statement-on-justice-sector-operations-in-the-wake-of-the-covid-19-pandemic/

women, in their caregiving roles for the sick, children, and the elderly, are likely to be at greater risk of exposure to Covid-19, with knock-on implications for food production, processing and trade.[24]

15. Kenya has a mixed record on human rights. Political freedom is not guaranteed, and homosexuality remains a crime. There has been a history of election related violence and a lack of accountability for human rights abuse. In 2007-8, at least 1,100 died and 650,000 were displaced due to violence resulting from a disputed presidential vote. In the protracted dispute around the 2017 presidential elections, Human Rights Watch documented over 100 opposition supporters unlawfully killed by police and armed groups allied to the government.[25]

16. The Kenya Nutrition Action Plan (KNAP) was launched in September 2020. This outlines a multi-faceted approach to managing the root causes of malnutrition. Notably, Key Result Area (KRA) 12 of the KNAP focusses on strengthening nutrition in the education sector**.** The KNAP was launched alongside a series of supporting strategies, including the Kenya Agri-Nutrition Strategy 2020-2024, which focuses on securing access to safe, diverse, and nutritious food, by strengthening the national food chain and community production.[26]

17. Education is fundamental to the Government's strategy for socio-economic development. At primary school level, Net Enrolment Rate was 92.4 percent in 2018. Enrolment and completion in the north-eastern counties - where the McGovern-Dole programme is implemented - are significantly lower and top 40 percent, with 35 percent completion, and an adult literacy of 8 percent[27.] The government investment in primary education has resulted to improved gender parity index from 0.96 in 2013 to 0.97 in 2018. The completion rate of primary education has also increased considerably from 80 percent in 2013 to 84.2 percent in 2018, while the retention rate increased from 77 percent to 86 percent during the same period[28]. However, as a result of Covid-19, a decline in enrolment across early childhood, primary and secondary education was seen. At primary level, enrolment decreased by 4.2 percent for boys and 8.7 percent for girls.[29]

18. Since adoption of the SDG Agenda 2030, the GoK, non-state actors and development partners have committed to its implementation, monitoring and evaluation. This includes SDG2 to 'End Hunger, Achieve Food Security and Improved Nutrition and Promote Sustainable Agriculture', as well as SDG17 'to 'Strengthen Means of Implementation and Revitalize the Global Partnership for Sustainable Development'. The SDGs are mainstreamed in the Vision 2030 and the MTP III. Kenya prepared its first voluntary national report on the implementation of the 2030 Agenda for Sustainable Development in 2017 and is committed to reviewing its national statistics system to enhance its ability to measure progress against SDG targets and indicators.[30]

19. Kenya has experienced significant economic growth in recent years and in 2014 was classified as a Lower Middle-Income Country. The economy has benefitted from low oil prices, an upturn in the tourism sector, strong remittance inflows and state-run infrastructure projects.[31] Despite strong economic growth in recent years, Kenya ranks 143rd out of 189 countries on the United Nations Development Programme (UNDP) Human Development Index.[32] The Covid-19 shock has hit Kenya's economy hard on both the external and domestic fronts and caused activity to slow sharply in 2020 (real gross domestic product is estimated to have contracted by 0.3 percent in 2020).[33] Between 2005 and 2015 the poverty headcount ratio at national poverty

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[24] Moseley, W.G., 2020. The geography of COVID-19 and a vulnerable global food system. World Politics Review.

[25] https://www.hrw.org/africa/kenya, accessed 29 September 2022.

[26] UNICEF, 2020. New drive to reduce malnutrition, boost immunity and improve the economy: Government launches nutrition policies and plans at national symposium. 23 September 2020. https://www.unicef.org/kenya/press-releases/new-drive-to-reduce-malnutrition

[27] Government of Kenya (2015). "National Education Sector Plan: Volume One". Nairobi: MOEST.

[28] Government of Kenya (2018). "National Education Sector Plan: 2018-2022". Nairobi: MOEST.

[29] Government of Kenya (2021). The 2020 Short Rains Season Assessment Report. Kenya Food Security Steering Group. February 2021. Available from: https://www.ndma.go.ke/index.php/resource-center/send/80-2020/5991-sra-2020-national-report. Accessed June 2022.

[30] Government of Kenya (2017), Implementation of the Agenda 2030 for Sustainable Development in Kenya.

[31] World Bank (2021), World Development Indicators, available at: https://data.worldbank.org/indicator/SI.POV.NAHC?locations=KE; accessed May 2022.

[32] UNDP (2020), Human Development Report 2020. The next frontier: Human development and the Anthropocene.

[33] World Bank (2021), World Bank Country Overview, available at: http://www.worldbank.org/en/country/kenya/overview; accessed May 2022.

lines fell from 46.8 percent to 36.1 percent, representing a significant fall after decades of relatively unchanged poverty levels. Despite this fall, gender inequality has recently risen, with Kenya ranking 143rd out of 189 countries on the Gender Inequality Index; down 17 places from 2019.[34] Kenya has made substantive strides in reducing the prevalence of stunting nationally, from 35 percent in 2008 to 26 percent in 2014.[35] This level of stunting is considered high, with only 10 counties having medium rates (over 20 percent), according to the new World Health Organization (WHO) thresholds for undernutrition[36].

20. Kenya is highly susceptible to climate-related shocks and has been listed as one of the most disaster-prone countries in the world. Average temperatures have increased by 1°C since 1960 and there have been observed changes in rainfall patterns, which have become increasingly unreliable during the long rains season (March–April) and heavier during the short rains season (October–December). It is anticipated that climatic changes will continue to affect Kenya, with temperatures expected to rise alongside a mean decrease in annual rainfall. In addition, in 2020, Kenya experienced the heaviest desert locust crisis in over 70 years, causing decrease in staple food availability in Garissa, Tana River, Turkana, Wajir and Marsabit[37].

21. Kenya's growing Gross National Income (GNI) has reduced the relative importance of official development assistance (ODA), from 5.3 percent net ODA/GNI in 2012 to 3.5 percent in 2019.[38] In 2019, Kenya's net ODA totalled USD 3,251.8m. In 2018-2019 the most significant providers of gross ODA to Kenya were the World Bank (USD 1,128m), the United States (USD 762m) and Japan (USD 257m). The Kenya United Nations Development Assistance Framework (UNDAF) 2018-2022 articulates the commitment of the United Nations to support the people of Kenya in realizing their development agenda. The UNDAF has three Strategic Priority Areas that are aligned to the three MTP III Pillars (Political, Social and Economic) of the Government's Vision 2030. The successor United Nations Sustainable Development Cooperation Framework (UNSDCF) is under preparation in Kenya and will have implications for WFP's future planning.

22. WFP has supported interventions in Kenya since the 1980s. The collaboration of WFP and GoK on school feeding dates back to this period.[39] WFP Kenya's CSP for 2018–2023 was approved on 22 June 2018 by the WFP Executive Board and aims "to accelerate its shift from direct provision of transfers and services to the strengthening of national systems and capacities to deliver food and nutrition security". A specific focus of WFP's work is given to more efficient refugee interventions, building national capacities and systems for social protection, providing direct relief assistance, and increasing resilience by focusing on food systems. The CSP consists of four closely linked strategic outcomes:

- SO1: Refugees and asylum seekers living in camps and settlements and populations affected by natural and human-caused disasters have access to adequate food to meet their food and nutrition needs throughout the year.
- SO2: Targeted smallholder producers and food-insecure, vulnerable populations benefit from more sustainable, inclusive food systems and increased resilience to climate shocks enabling them to meet their food and nutrition needs by 2023.
- SO3: National and county institutions in Kenya have strengthened capacity and systems to assist food-insecure and nutritionally vulnerable populations by 2023.

[34] UNDP (2020), Gender Inequality Index, available at: http://hdr.undp.org/en/content/gender-inequality-index-gii

[35] Kenya National Bureau of Statistics, Ministry of Health, National AIDS Control Council, Kenya Medical Research Institute, National Council for Population and Development and ICF International (2015). Kenya Demographic and Health Survey 2014. Nairobi, Kenya and Rockville, MD: KNBS and The DHS Program/ICF International.

[36] de Onis *et al,* 2019. Prevalence thresholds for wasting, overweight and stunting in children under 5 years. *Public Health Nutrition 22(1) 175-179* *https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6390397/*

[37] Kenya Cash Consortium (2020). Desert Locust Outbreak Rapid Needs Assessment, February 2020.

[38] OECD (2021), Aid at a Glance Statistics: Kenya https://public.tableau.com/views/OECDDACAidataglancebyrecipient_new/Recipients?:embed=y&:display_count=yes&:showTabs=y&:toolbar=no?&:showVizHome=no

[39] This is well documented in The History of School Meals Programme, 2021, produced with support of WFP.

- SO4: Government, humanitarian and development partners in Kenya have access to and benefit from effective and cost-efficient logistics services, including air transport, common coordination platforms and improved commodity supply chains, when needed.

23. WFP's work on School Feeding falls under SO3. The CSP has seen a mid-term review exercise which was completed at the end of 2021.[40] Currently the Kenya Country Office is in the process of formulating a new CSP. This evaluation's findings will feed into the implementation of the new CSP.

1.3. SUBJECT BEING EVALUATED

24. The USDA McGovern-Dole International Food for Education and Child Nutrition Programme is the last of four phases of support. Previous phases of USDA support included three single year awards in 2004, 2005, and 2006, and three multi-year phases awarded in 2007 (2007-2009), 2010 (2010-2012), and 2013 (2013-2016), respectively. These phases were followed by a final multi-year phase award in 2016 (2016-2022). The total funds awarded between 2004 and 2022 amount to approximately 121 million USD, of which 28 million in the final phase.[41] A process of transitioning WFPSMP schools to the Government started in Kenya in 2009, and involves what is known as the Home Grown School Meals Programme (HGSMP). The first phase of transitioning focussed on the semi-arid counties that were relatively easier to transition and which are characterized by a relatively favourable agro-pastoral economy, good rainfall, better services and a more developed school system. The programme includes strengthening linkages with smallholder farmers to enhance agricultural production and promote local purchasing of food as key to the sustainability of HGSMP. A second transitioning process focused on the arid counties under the final leg of Mc Govern Dole support. These counties represent a completely different context. They are arid, vast, and poorly populated, food insecure and have suffered marginalization for a long time. The programme has been implemented in eight counties: Baringo, Garissa, Mandera, Turkana, Wajir, West Pokot, Marsabit and Tana River. The latter two counties did not receive food but received complimentary capacity strengthening activities.[42] The map below shows the location of the school feeding activities.

25. In the spirit of transition, the McGovern-Dole 2016-2022 programme was divided into two phases. For the first period of three years (2016-2018), the programme provided daily school lunches to 358,000 primary school children in targeted arid and food insecure counties. At the end of the first three years in July 2018 the responsibility for the school feeding was handed over, with the GoK acquiring full responsibility for managing school feeding in former WFP schools and procuring food or providing cash transfers.[43] The planned and actual figures of WFP support at that stage are shown in Table 1 and were reported on at midline.

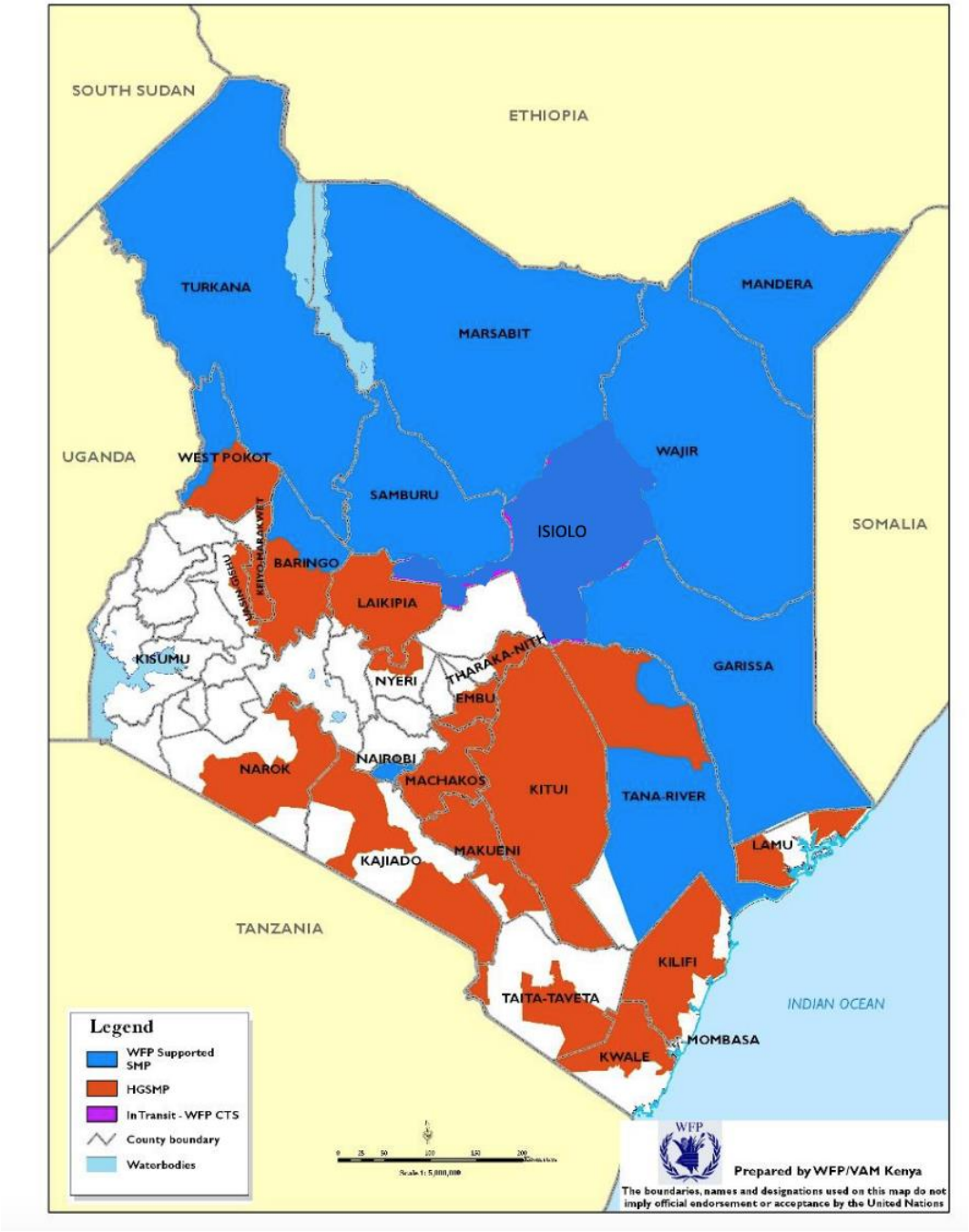
[40] Smith et al. (2021). WFP Kenya Country Strategic Plan Mid Term Review Report. WFP, Kenya.

[41] Previous phases of USDA support included three single year awards in 2004, 2005, and 2006, and three multi-year phases awarded in 2007 (2007-2009), 2010 (2010-2012), and 2013 (2013-2016), respectively. These phases were followed by the current multi-year phase awarded in 2016 (2016-2020). The funds awarded between 2004 and 2015 amount to approximately 93 million USD.

[42] The complementary activities focus on: strengthening governance and multi-sectoral coordination and collaboration for the school meals programme; advocacy and dialogue to ensure adequate and regular budget allocations and to maintain political commitment to the programme; strengthening oversight and management functions; empowering communities to manage school feeding activities through training and capacity building of school managers, teachers, and parents in order to ensure a solid level of awareness about school feeding implementation principles.

[43] It is important to note that the responsibility for meals provision has been progressively handed over from WFP to the GoK. The process started in other areas of the country in 2009, and was completed by 30 June 2018 as scheduled.

Figure 1 - Modalities of School Feeding and their location by county



Source: WFP Kenya CO

26. Following the hand-over in July 2018 to the GoK, the support from USDA continued for an initial period of two years (2019-2020) and was subsequently extended by a further two years (2021-2022), with a focus on WFP technical assistance to strengthen institutional structures at national and country level, while the GoK took over full responsibility for management and provision of the SMP. In those years the programme covered respectively 1.5 million government funded pupils in 2019, 1.6 million in 2020, and 1.5 million in 2021. Annually the GoK has allocated approximately 18 million USD to school feeding.[44]

[44] WFP sources.

Table 1 - Targeted and achieved number of schools, and pupils by county with support from WFP

No	Name of County	Planned number of schools	Actual number of schools	Planned number of boys	Actual number of boys	Planned number of girls	Actual number of girls	Planned & actual totals for pupils	Actual totals for pupils
1.	Baringo	114	125	8,174	10,125	6,394	8,345	14,568	18,470
2.	Garissa	163	167	32,782	25,097	20,598	17,303	53,380	42,400
3.	Mandera	211	231	58,574	47,961	28,232	28,238	86,806	76,199
4.	Turkana	248	282	60,284	43,829	54,702	41,249	114,986	85,078
5.	Wajir	218	210	37,785	31,688	22,407	23,104	60,192	54,792
6.	West Pokot	120	127	15,003	10,576	12,941	10,021	27,944	20,597
	Total	1,074	1,142	212,602	169,276	145,274	128,260	358,876	297,536

Source: Visser et al. (2018). WFP'S USDA McGovern -Dole International Food for Education and Child Nutrition Program's Support in Kenya from 2016 to 2020, combined with Final Evaluation ToR figures.

27. At the school-level, the McGovern-Dole WFPSMP has covered a range of activities. The summary below reflects activities that took place since the transition period, as the midline report covers activities prior to this period. This is based on analysis of WFP reporting (a full overview is in Annex 11) and includes:

- **Activity 1 - Provision of school meals.** In the first phase, WFP shared the responsibility for the commodity delivery with the MoE, with WFP managing the pipeline and ensuring delivery to central warehouses and the MoE transporting commodities at sub-county level and to schools.[45] In the second phase, this responsibility was handed over to the MoE, and schools were either provided with cash to purchase food locally, or with in-kind food.
- **Activity 2** - **Building capacity of national and county level actors to manage school feeding programmes.** This has included various studies, training exercises, support to policy development and mentoring. As part of capacity strengthening and for the period since 2018, WFP has fielded full-time technical staff in the MoE on secondment to provide day-to-day coaching and support.
- **Activity 3 - Raising awareness on the importance of education.** This has included communication on the importance of education and dedicated training of teachers, parents, and county officers.
- **Activity 4** – Building/rehabilitating kitchens, storage, and sanitation facilities in schools. This has focussed on the building of model kitchens in selected schools.
- **Activity 5 - Conducting awareness campaigns and training on nutrition and hygiene** with a focus on farmer organizations and country public health officers and producing guidance and policy documents.
- **Activity 6 - Empowering the community to manage school feeding programs.** This activity covered training on management of feeding programmes together with county policy formulation workshops.

[45] In this phase school meals consisted of a hot lunch with food from MGD funds which was planned to be served for 120 out of the 190 school days, comprising 150 grams of bulgur wheat, 40 grams of green split peas, 5 grams of vegetable oil (fortified with vitamin A and D), and 3 grams of iodized salt – procured separately by WFP.

- **Activity 7 - Promoting food safety and quality.** Focus on training of cooks and on promoting safe food preparation and handling.
- **Activity 8 - Conducting programme implementation monitoring** through joint MoE and GoK support to target counties, including monitoring visits, supply chain compliance assessment, strengthening of processes for monitoring and reporting (including digitalization of some systems), lesson learning, and exchange of experience on school feeding with countries in the region.

28. The anticipated outcomes of the SMP reflect priorities set with USDA at the design phase. The agreed outcomes are to contribute to improved enrolment, retention, and attentiveness and in this manner, increase literacy and numeracy in primary schools in the intervention areas. These results were designed to be achieved in conjunction with actions promoted by other partners to address critical gaps in nutrition and hygiene awareness and strengthen literacy and numeracy.

29. The programme is implemented by the national and county governments in collaboration with the MoE, the MoALF&C, and the MOH and respective county officials. The Council of Governors and the National Council for Nomadic Education in Kenya (NACONEK) were also brought on board for specific aspects of the programme. In addition, the SMP collaborates with the Tusome programme,[46] funded by USAID, which aims at increasing the pupils' literacy rate. The United Nations Children's Fund (UNICEF) is working with the GoK to update the current national curriculum. UNICEF is also active in the Water, Sanitation and Health (WASH) sector, providing toilets and running water at school level. UNICEF also aims to increase enrolment, through awareness campaigns sensitizing communities about the importance of education and increasing literacy under the support by the Global Partnership for Education (GPE).

30. **The Covid-19 pandemic** affected the functioning of schools in Kenya which were closed for nine months starting from March 15th, 2020. During the Covid-19 lock-down for a selection of pupils, food that had been procured for school meals was converted to Take Home Rations (THR). Food distribution was accompanied by dissemination of guidelines, including calculation of rations per child per day as well as guidelines to ensure adherence to Covid-19 containment measures. Through this initiative, 700,000 children from ten arid counties (Baringo, Garissa, Isiolo, Mandera, Marsabit, Samburu, Tana River, Turkana, Wajir and West Pokot), received a total of 12,895 metric tonnes (MT) of food commodities comprising of 9,769 MT rice, 2,605 MT beans, 326 MT vegetable oil and 195 MT of salt. All the food had been procured by the GoK. A lesson learning exercise took place by the MoE and partners and resulted in a recommendation for resorting to THR any time that schools are closed for a long period.[47]

31. **Gender and inclusion dimensions of the intervention:** The intervention seeks to benefit both girls and boys, and the results framework requires gender disaggregated reporting for educational indicators such as enrolment, repetition, and drop-out rates. Other than this, the programme design – as reflected in the agreement with USDA and the description of its activities –did not include specific attention to gender or inclusion.[48] The Performance Monitoring Framework (Annex 3) does not include any gender of inclusion related specific indicators, although there is the requirement to present disaggregated information on gender for a number of indicators.

32. **Logical framework:** The results framework (Annex 3) shows a logical sequence of activities through to outcomes and impact. The intervention has two overarching strategic objectives (SO) namely: a) improved literacy of school aged children, and b) increased health and dietary practices. Underlying the first SO (literacy) are three main outcomes, two of which are marked as being directly related to WFP activities i.e., 'improved attentiveness' and 'improved student attendance'. The third outcome is 'improved quality of literacy

[46] The Tusome ("Let's Read" in Kiswahili) Early Grade Reading Activity is a collaboration between the MOE, USAID and UKAID to improve learning outcomes in English and Kiswahili in Class 1 and 2. The TUSOME Programme was conceptualized and developed as a National Literacy Programme. It targets approximately 60,000 teachers, 22,600 schools for improvement in literacy instruction and outcomes. It is envisaged that 5.4 million class 1 and 2 pupils will be twice as likely to meet MOE benchmarks for literacy. The programme is being implemented in all public primary schools and 1000 alternative basic education institutions serving low cost urban settlements countywide

[47] MoE and WFP (2020). Summary Report on the Ministry of Education Food Verification and Take Home Ration Distribution due to Covid-19 School Closure.

[48] This could have included, for example ensuring that community involvement embraces male and female participation equally.

instruction' to be achieved through what is marked as 'outcomes to be achieved by other organizations'. The second SO (use of health and dietary practices) has six underlying outcomes of which only one 'increased access to preventive health interventions' is a result to be achieved through partner activities. All other outcomes will be attained through WFP or sub-recipient interventions. Foundation results for both SO include increased capacity, improved policy and regulatory framework, increased government support and increased engagement of local organizations. A set of four assumptions underlie the logical framework namely that there will be increased political commitment to expansion of HGSMP, that the GoK will allocate sufficient funding for the HGSMP, that public and private donors will be able to do the same, and that other initiatives will take place in a complementary manner.

33. As was noted in the mid-line inception report the logical framework raises a number of issues with implications for the assessment of results. Firstly, the logical framework highlights very clearly that the actual provision of school meals is only one of a range of inputs (although up until 2018 it took up most of the budget). Secondly the framework clearly shows that the outcomes and impact are to be achieved through a combination of direct interventions by WFP and interventions by other partners.

34. **Past evaluations:** Several evaluations were undertaken during the period of the previous grant (FFE-615-2013/041-00, covering 2013-2016). A baseline was conducted from May to July 2014, a mid-term evaluation in October 2015[49] covering the period September 2013 to Dec 2014 and the final evaluation was launched in June 2016. Key findings from the final evaluation included that the support had been relevant to beneficiaries, that there had been good complementarity with the work of other partners, and that the project met key indicator targets. Efficiency challenges related to limited human capacity and funding at county level, which impacted on monitoring, and weaknesses in the communication with WFP and partners. While an increase was found in enrolment and retention, the educational performance of pupils remained low. An evaluation of the transitional Cash Transfer to Schools (CTS) pilot in Isiolo County (funded by Canada) was done in 2015[50] and found that such transfers were relevant, efficient and effective, and allowed schools to purchase food for daily meals, at a cost that was found to be 24 percent cheaper than in-kind transfers. Food delivery was found to be more reliable than under alternative in-kind delivery, and the initiative produced added value through transfers to traders and local farmers and strengthened ownership.

35. A baseline – based on a quasi-experimental design - for the SMP was conducted in April/May 2017[51] and provided information against project indicators at the start of the intervention. A mid-line of the USDA McGovern-Dole SMP took place a year later[52] and confirmed the relevance and alignment of the intervention with the priorities of the GoK and the needs of parents, children and communities as well as of the geographical targeting on areas with high levels of food insecurity. At (emerging) outcome level the mid-line evaluation:

- Found the WFPSMP to be significantly associated with improved numeracy, compared to schools that were not under the WFPSMP.
- Found positive effects on Food Consumption Scores (FCS) for children accessing school meals, and stronger understanding of nutrition and food safety among WFPSMP schools compared to control school and HGSMP schools.
- Established that there was strong involvement of communities, but also some challenges around involvement of women in decision making

[49] Dunn & Kariuki (2014). External Evaluation of WFP's Cash Transfers to Schools Pilot Project. WFP.
[50] Bartolli (2016). A Mid-Term Evaluation of WFPs USDA McGovern Dole International Food for Education/Child Nutrition Programme Support (2013-2015). WFP, Kenya.
[51] Visser et al. 2017. WFP'S USDA McGovern -Dole International Food for Education and Child Nutrition Program's Support in Kenya from 2016 to 2020 – baseline evaluation report.
[52] Visser et al. 2018. WFP'S USDA McGovern -Dole International Food for Education and Child Nutrition Program's Support in Kenya from 2016 to 2020 – midline evaluation report. The baseline took place a year into the implementation of the MGD programme and with an initial duration of four years, the midline was then timed to take place the next year (2018). With the extension of the programme by two years to 2022, because of the delayed bassline, the midline then no longer constituted the mid-point of implementation.

- Brought out challenges related to the overall management of school feeding with weaknesses in control and accountability.

36. The midline evaluation recommendations focussed on improving communication and accountability and in particular at local level; establishing a complaints hotline; commissioning a specific review on the training strategy; strengthening female participation at all levels; improving the transparency in school selection; and strengthening the monitoring system. WFP reporting to the evaluation team at endline confirmed that these recommendations had all been followed-up and implemented subsequently.

37. **Partnerships and activities of other donors.** WFP Kenya is currently implementing a Country Strategic Plan (CSP) (2018-2023), with an overarching aim to shift WFP from the direct provision of transfers and services to strengthening of national systems and capacities to deliver food and nutrition security. The CSP supports the government's 'Big Four' priorities including achieving 100 percent food and nutrition security and contributes to SDGs 2 and 17 (working in partnership). WFP supports multiple refugee communities within Kenya, responding to displacement from Ethiopia, Somalia and South Sudan.

1.4. EVALUATION METHODOLOGY, LIMITATIONS AND ETHICAL CONSIDERATIONS

38. At baseline inception a quasi-experimental design was proposed, assessed for feasibility, agreed on, and approved by USDA and WFP. The evaluation matrix agreed upon at baseline and revised in the subsequent phases is provided in Annex 4. The baseline design was followed through with a mid-line evaluation. Following the previously agreed design, the endline was set up with a three-arm quasi-experimental design which involves two sets of comparison, namely:

- Between WFP SMP schools and control schools
- Between WFPSMP schools with HGSMP schools.

39. The first comparison (WFPSMP and control schools) provides the means for examining what difference the WFP supported SMP makes to key education and nutrition indicators. The HGSMP versus WFPSMP arm of the study assesses progress on sustainability, given that HGSMP schools have been handed over to the GoK. A more detailed discussion can be found in Annex 6 on the methodology.

40. The high-level evaluation questions and the corresponding criteria follow the ToR and remained identical throughout. Details are in the Evaluation Matrix in Annex 4. Adherence to humanitarian principles was not initially part of the initial evaluation design but was included as part of EQ 1 at endline.

Table 2 - Evaluation key questions and corresponding criteria

Evaluation question	Criteria
KQ 1: How relevant and appropriate is the programme?	Relevance
KQ 2: What are the results and outcomes of the programme?	Effectiveness
KQ 3: How efficiently was the programme implemented?	Efficiency
KQ 4: What are the impact level results of the programme so far?	Impact
KQ 5: To what extent are the project results sustainable?	Sustainability
KQ 6: What lessons can be learned from the implementation?	Learning
KQ 7 – How appropriate is the programme?	Appropriateness & coverage
KQ 8- To what extent has the programme design and implementation reflected efforts to ensure connectedness with WFPs programming and programming by partners?	Connectedness & coherence

Source: Evaluation Terms of Reference

41. The research questions and testable hypotheses of the quasi-experimental design focus on examining whether the baseline, mid-term and end-line primary education outcomes (literacy and numeracy levels) and other educational outcomes (enrolment, attendance, etc.) in the ASAL areas of Kenya are the same in schools included in WFP/USDA-Mc Govern Dole school meals programme (2016 -2020) as those not included (controls and those transitioning to HGSMP). Four different hypotheses were formulated at

baseline. These were tested at mid-term and at end-line for each indicator (see Annex 5 for details on methodology).

42. Data collection combined secondary and primary data sources and mirrored the procedure at baseline and midline. Secondary data focussed on an analysis of WFP and GOK policy documents, documentation by other donors, as well WFP and GoK reporting, WFP monitoring and Education Management Information System (EMIS) data. Sources consulted are in the bibliography (Annex 13).

43. Primary data collection included:

- Key informant interviews (KIIs) and focus group discussions (FGDs) at national, county, sub-county, school and community level (a list of institutions and functions of persons interviewed can be found in Annex 6).
- The administration of three survey questionnaires (the first for pupils with their respective parents; the second for schoolteachers; and the third combined a head teacher questionnaire and school checklist to collect information on schools).

44. Tools had been tested at baseline and again validated at midline. Data collection instruments were reviewed at endline. A small number of unclear redundant/unclear questions were removed. Other questions were maintained throughout the three phases of data collection to ensure comparability. Data collection instruments can be found in Annex 7 and use internationally recognized measures for key indicators as well as following guidance of WFP's Corporate Results Framework Compendium of Indicators. At end-line the survey included additional questions on Covid-19 and on the transition process, as well as a question in all three survey tools to allow for identification of respondents who participated in the midline survey. The study arm was also included to enhance visualization of the data.

45. Enumerator and supervisor selection followed the same criteria for selection as set during the baseline and midline. A five-day training preceded data collection and included training for enumerators on conducting focus group discussion. Gender balance was secured through the recruitment of equal numbers of male and female enumerators and through a module on gender sensitive data collection in the training.

46. Primary data collection was conducted at the same time as the baseline and midline surveys (the baseline took place in May 2017, the midline in May - June 2018, and the endline in June/July 2022). Control schools were selected from the neighbouring areas (either within the same county or in a neighbouring county in a manner that matched as closely as possible the socio-economic activities and livelihood characteristics to ensure similarity in terms of vulnerability and food insecurity).[53] HGSMP schools were also selected from the neighbouring areas with comparable socio-economic activities.[54]

47. Schools – which at baseline and midline had been randomly selected and matched using Propensity Score Matching (PSM) - were again targeted at the endline. Sample size was identical to the baseline and included an adjustment to account for gender. Each phase covered 90 schools. One set of WFPSMP schools matched with control schools, and another different set of WFPSMP schools were matched with HGSMP schools,[55] The survey covered over 5100 respondents in each phase. Second stage of sampling selected children in schools using a random number generator. For each child, the corresponding parent was asked to participate. Sampling of girls was done to ensure that half of the pupils were girls. A 40 percent target was set for female (parent) respondents. Details on the sampling approach are in Annex 5 which provides details on the methodology.

48. Qualitative data collection through KIIs and FGDs was carried out in four counties at endline (Baringo, Turkana, Marsabit, Wajir), with a total of 11 schools. FGD took place with pupils and community members. Table 2 below provides the overview of persons who provided information. Details of the field work scheduling are found in Annex 8.

[53] The control schools were in Elgeyo Marakwet, Kajiado, Kitui, Laikipia, Machakos, Makueni, Nyeri and Taita Taveta.
[54] This covered Elgeyo Marakwet, Embu, Kajiado, Kitui, Laikipia, Machakos, Makueni and Nyeri.
[55] The fact that the sets of schools were different explains the different values in the figures in the analysis section of this report.

Table 3 - Informants for the qualitative component of the final evaluation

Organization	Male	Female	Total
WFP	3	3	6
MOE	6	8	14
County officers	15	6	21
Pupils	12	12	24
Head teachers	10	1	11
Teachers	8	3	11
Boards of Management/Parent Teacher Association members	13	10	23
Cooks	0	4	4
Community leaders	2	0	2
Partners	1	0	1
Total	71	47	118

Source: Evaluation team

49. In order to address gender mainstreaming and women's empowerment as per WFP's evaluation principle of gender equality, the evaluation was conducted with a view to elucidating the effect of the intervention (WFPSMP or HGSMP) among boys and girls. Views of male and female respondents were sought at all levels. To the greatest extent possible, both men and women were targeted as respondents, with the target of at least 40 percent female parents largely surpassed. At school level, FGDs were held with teachers, pupils and parents; ensuring that both girls and boys, women and men participated. Where needed, discussions were organised separately for women and men.

50. The evaluation use of mixed methods was part of a consistent focus on triangulating information from different methods and sources to enhance the reliability of findings. Validity was addressed through the choice of research approach (comparison of intervention and control groups) and by calculating the sample size to ensure statistical validity (a large sample was used to reduce sampling error and the sample size was doubled to ensure adequate attention to gender issues). Details on these aspects are in Annex 5.

51. Triangulation and complementarity between quantitative and qualitative methods were ensured. Triangulation between methods focused on confirming and corroborating results reached by one method with other results reached by another method. Complementarity focused on using results obtained by a method to help better understand those obtained by another method. Triangulation within methods was used where appropriate (e.g., comparing the perspectives of stakeholders interviewed). A one-day research team workshop, and four-day workshop on qualitative data, allowed for comparison of findings and discussion of emerging conclusions and recommendations.

52. Quality assurance took place at various levels starting from rigorous instruments redesign, and selection and training of staff responsible for data collection. The work of enumerators was supervised by team supervisors who in turn were supervised by the research teams. Survey data uploaded on Open Data Kit (ODK) was reviewed daily. Anomalies or problems were identified and corrected in a timely manner.

53. WFPs Decentralised Evaluation Quality Assurance System (DEQAS) guidelines were followed in the design, implementation, and reporting. WFP decentralized evaluations must conform to WFP and United Nations Evaluation Group (UNEG) ethical standards and norms. The contractors undertaking the evaluations are responsible for safeguarding and ensuring ethics at all stages of the evaluation cycle. This includes, but is not limited to, ensuring informed consent, protecting privacy, confidentiality, and anonymity of participants, ensuring cultural sensitivity, respecting the autonomy of participants, ensuring fair recruitment of participants (including women and socially excluded groups) and ensuring that the evaluation results in no harm to participants or their communities. The evaluation complied fully with GoK and WFP guidelines on contact with children. Ethical considerations were taken on board in the study in the following manner:

- Enumerators training included ethical considerations for work with children.
- A courtesy call was made to the county district education officials before starting.
- Head teacher consent was sought before any activity in the school.
- Teachers introduced the enumerators to the class to explain the survey.

- For the control schools the survey team emphasized that participation sought to understand differences between intervention and non-intervention schools.
- Parents were interviewed prior to their respective children so that consent could be sought.
- Participants were informed that they could decline participation.

54. All data collected has been kept confidential. Passwords and backing up of data were carried out for security of digital data. Research team members signed a code of conduct which included handling of children.

55. Data analysis was complimentarily done using IBM SPSS version 24.0 and SAS version 9.4. MS-Excel was used to generate graphical presentation of specific findings.

- **Univariate analysis:** Descriptive statistics such as measures of central tendency (mean, standard deviations, median, and range) were used for analysis of continuous variables, while frequencies and percentages for categorical variables.
- **Bivariate analysis:** Pearson's Chi-square or Fisher Exact test (depending on the mean expected count) was used to compare the distribution of indicator variables and other observable characteristics between interventions and control groups. T-test was used to compare mean difference between intervention and control groups. Where normality assumptions are violated, appropriate non-parametric methods were used.
- **Multiple regression analysis:** Binary logistic regression was used to estimate the difference in the proportion of children ages 7-13 that have attained literacy and numeracy for a Standard 2 level adjusting for midline characteristics, identified to be significantly different between intervention and control groups at bivariate analysis. Threshold for statistical significance was set at $p<0.05$.
- **Estimation of programme effects:** Difference-in-differences (DID), also known as the 'double difference' method, was used to compare the changes in outcome (effect size) over time between specific intervention (HGSMP and WFPSMP) and control group. Application of the DID method was able to adjust for difference in the outcome between both interventions (HGSMP and WFPSMP) and control group at baseline.
- **Effect of WFPSMP:** the difference in the measurement indicator between WFPSMP and control groups was first calculated at baseline and midterm. The calculated baseline difference was then differenced from the midterm differences to ascertain the accurate difference attributable to the WFPSMP at midterm.
- **Evaluating sustainability of SMP:** In order to determine whether transitioning schools from WFPSMP to HGSMP sustains school performance, the comparison of HGSMP and WFPSMP was done. The indicators measured at baseline, were compared again at midterm and at endline. Owing to its rigorous programme implementation, the benchmark was WFPSMP. Propensity score matching was used as an adjustment factor at every step of analysis.

56. Qualitative results were coded and analysed for patterns, identifying similarities and differences among the different groups of people, different contexts. Identification of patterns, similarities and differences led to conclusions.

57. Limitations and corresponding mitigation measures are listed in the table below.

Table 4 - Limitations and mitigation measures at endline

Limitation	Mitigation
Timing of the field work was modified due to the changed school calendar as a result of the Covid-19 pandemic. Qualitative field work then fell at a time when schools and counties were being solicited for the electoral process. Towards the end of the qualitative field work some schools were no longer functioning. As a result, the team covered less schools than had been planned.	The qualitative field team interviewed some school staff while schools were not in session, drawing on county level colleagues for support in contacting key persons.
Recall and data gaps - the evaluation covers a long time period and some of the staff on the government side are no longer in place.	The team was able to draw on interview notes from preceding data collection. The systematic comparison between survey data at different stages has allowed for a longitudinal view of aspects covered by the evaluation.
Selection of schools or learners cannot be randomized into intervention and control groups, typical of a pure randomized control trial. The quasi-experimental study design used in the evaluation of SMP can potentially introduce selection bias. This may lead to a loss of internal validity, especially selection bias in which the intervention group may differ from the control group	Use of a comparison approach that uses propensity score in matching (PSM) schools using four background variables (boy to girl ratio, average pupils per class, pupils to teacher ratio, and residence type (rural/urban)) known to affect key outcomes - extracted from the ministry of education EMIS tool.
The ideal triple matching of HGSMP, WFPSMP and control schools (to achieve a 30*30*30 cluster design) was not possible due to the limitation in computed PSM, which depends on the size of the sampling frame and the number of matching variables provided by the ministry of education.	Independent paired matching for different groups was done resulting in a 23*23*23 cluster design which was sufficient in addressing variation due to cluster effect.
Slight variation in the distribution of learners by gender and class; between 2016 EMIS data and actual enrolment figures during baseline (2017), Midterm (2018) and final (2022) survey.	Redistribution of sample size by gender and class at school level. This allowed almost equal sample achievement for boys and girls.
Inherent differences in population characteristics between comparison groups observed during data analysis. If not accounted for, this would bias the results.	Computation of a propensity score at parent-child level using factors identified to be significantly different between the comparison groups. The score was used as an adjustment factor in the DID analysis.

Source: Evaluation team

2. Evaluation findings

58. This section of the report presents the evaluation findings. For the purpose of logical alignment with the midline and baseline reports the eight questions in the IR have been condensed into seven questions. Thus, the IR EQ 1 (relevance) and EQ 8 (appropriateness) have been merged and are discussed under a single revised EQ 1.

Important note on reading of statistical results

The evaluation design looks at differences between types of schools. The data analysis makes use of Difference in Difference analysis, which means that the results reflect a comparison of (relative) change rather than absolute estimates at a particular point in time. In other words, the interpretation of the effect of the intervention is based on change in proportion. As a result, for interpretation purposes it does not matter what the estimate was at baseline. This methodological choice outlined in paragraph 54 and further explained in Annex 5.

2.1. EVALUATION QUESTION 1 – HOW RELEVANT AND APPROPRIATE IS THE PROGRAMME?

Summary EQ 1

- Finding 1 - The intervention is well aligned with the priorities of the GoK, UN partners and other development agencies. Appropriate choices have been made in terms of geographical focus.
- Finding 2 - School meals are relevant to parents, communities, and children in the arid and semi-arid areas. In the context of multi-year drought in Kenya and during the Covid-19 pandemic school meals have had enhanced relevance, for girls and boys.
- Finding 3 - The transition to HGSMP represents an appropriate choice that is coherent with the national policy and with the preferences of the beneficiaries and education actors at decentralized levels.
- Finding 4 - School meal provision has respected humanitarian principles by covering all children in targeted schools. Perceived relevance in practice has been affected by decisions to revert to centralized procurement in counties where the benefits of the home-grown model had been demonstrated.

Relevance to the Government and other key stakeholders?

59. The GoK commitment to education is articulated in the Constitution of Kenya (2010), which states that education is a basic right. Article 53 b stipulates that basic education is 'free and compulsory'. The constitution has provision for food as a basic right (Article 53c)[56].

60. At international level, Kenya is a signatory to the SDGs, and SDG4 commits United Nations member states to: *Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*. The MOE and partners efforts in basic education focus on ensuring: 'Access, equity, retention and completion' for all children, with targets that aim at bridging the gap in achieving 100 percent Net Enrolment Rates (NER) and reversing the current low learning achievement.

61. The key strategic objectives of the programme, i.e., SO1: improved literacy of school age children, and SO2: increased Use of Health and Dietary Practices, were identified and seek to address the challenges in terms of learning outcomes, nutrition, and health. In this way the programme is relevant to complementary GoK efforts to increase enrolment, attendance and retention, completion, and transition.

[56] National School Meals and Nutrition Strategy 2017 -2022.

62. The McGovern-Dole Programme aligns with the WFP Kenya CSP, based on the National Zero Hunger Strategic Review and with the GoK's Vision 2030 and Third Medium-Term Plan. The CSP focuses on food systems through the development and modelling of solutions along the food production, transformation and consumption chain that can be scaled up by the government and the private sector. The CSP also aligns with the UNDAF for Kenya which cites three strategic priority areas, all aligned to government direction: transformational governance, human capital development and sustainable and inclusive growth. It is too early to assess alignment with the UNCSDF for Kenya as this is still in preparation although education is one of the outcomes that will be monitored under the draft framework.

63. The school meals programme was designed to specifically focus on arid and semi-arid lands in the Northeast and West of Kenya, where learning outcomes have been lower and where food security is an on-going challenge. Interviews at the final evaluation stage emphasized the relevance of this choice given the range of challenges facing the counties and communities in this part of the country. The counties targeted by this programme have similar characteristics, which include vast geographical expanse and sparse population, pastoralism (and in some counties nomadic pastoralism0 as the main source of livelihood, where poverty indices are highest. These counties experience prolonged periods of drought, which are becoming more frequent, resulting in famine and food insecurity. Food insecurity is compounded by instability and insecurity caused by protracted internal conflict, at times fuelled by cattle rustling and conflicts over water and pasture. The situation in the north-eastern region has been by terrorist attacks from Al Shabab. Food insecurity is exacerbated by constraints in accessing markets and subsequently high prices of food commodities due to poor roads which become impassable during rainy seasons.

64. Focus groups at the final evaluation stage highlighted that school meals have continued relevance to parents, teachers, communities, and children in the arid areas. For the parents, informants pointed out the benefit of parents' time freed by provision of lunch and especially the female parents who had more time to look for food for the evening meal, work on improving their livelihoods, or time to look for water and firewood. County and school management have ensured coverage of all children present in schools, including children who are participating in the early childhood development (ECD) level thus respecting humanitarian principles.

65. The interviews also highlighted that schools where meals are served attract younger children to the ECD level, generating interest in education, thus facilitating enrolment in primary school at the right age. Gender parity has generally improved in enrolments, especially at the lower levels, with some schools reporting there are now more girls enrolled than boys, especially in the lower classes in primary schools. With meals provided to both boys and girls, and young children enrolling in ECD, parents and pupils also reported that girls are less burdened to look after the younger siblings and that there are benefits in terms of keeping girls in school and avoiding early pregnancy and marriages. With assured food in school, girls are also reported becoming more confident and performing better in class. In some counties, community members reported specific benefits for boys, in discouraging them from engaging in violent or illegal behaviour.

66. During the evaluation period, two external factors have contributed to enhanced relevance of school feeding. With three consecutive years of drought and a drought emergency at the time of the final evaluation, many families and communities that were interviewed during the evaluation reported significant additional stress on family resources and enhanced challenges in terms of providing food. Within the context of food insecurity, the evaluation was informed in all the counties visited, that families normally have one meal per day in the evening and in some families, there are times when there is no meal at all, sometimes for two consecutive days. This underscores the importance of school meals for the children. In some cases, children are reported to take home some food to share with family members. In the context of the drought, some parents are forced to move to other areas in search of pasture and water for livestock, or food for the family. The provision of food in schools allows these parents to leave their children behind with relatives, allowing them to attend school and get some food. Some schools in Turkana have boarding facilities, where such children are often accommodated, as are those from far. In areas affected by conflict, parents and communities are also assured children are safe in school and have a meal.

67. Similarly, during the Covid-19 pandemic, and in particular in 2020, the one-off distribution of food that was in storage at county level to families in the form of THR provided some relief at a time when many families were struggling with the limitations imposed by consecutive lockdowns. Approximately 700,000

children from ten arid counties (Baringo, Garissa, Isiolo, Mandera, Marsabit, Samburu, Tana River, Turkana, Wajir and West Pokot), received a total of 12,895 MT of food that had been procured by the GoK.[57]

68. No specific gender analysis was done at the start of the programme, but two studies by the WFP Country Office provided information on gender equality at county level. This included a gender analysis in Baringo, Wajir, and Marsabit counties that examined gender equality outcomes and fed into prioritization processes in county government strategies, including in the identification of specific actions to ensure more participation of women. The second study was a capacity needs assessment that was undertaken with a community gender analysis as a complementary activity and that formed the baseline for institutional capacity strengthening outcome (ToR, p. 13) and resulted in the identification of priorities for training. In addition to the focus on male and female pupils, the McGovern-Dole SMP also seeks to ensure participation of women and girls in decision making through their involvement in School Meals Committees (SMC) and Boards of Management (BOM).[58]

Appropriateness

69. The approach chosen - considering the food security and nutrition needs of the beneficiaries -is generally accepted as the best one. Most informants, at midline in 2018, and again at endline in 2022, are of the opinion that the cash transfer to schools with procurement locally of food is preferred compared to distribution of food in kind. Their main reason is that the children need food of their choice, and that the cash advance allows schools to plan in advance, get variety of food, and makes it easier to manage delays.

70. Education officials at sub-county and county levels and community officials as well as members (including parents) underscored that the cash-based model presented in principle advantages in terms of the benefits for local producers (farmers and small traders). On the other hand, some teachers, parents and the BOM were clearly concerned that the cash-based model produces disagreements and misappropriation of funds when they are channelled to the schools, and the procurement process is time consuming for head teachers, given their core teaching and administrative duties (this issue is further discussed under the efficiency section). Providing cash alone can create a local price inflation where supplies are not available, generating profits for traders, but uncertain supply of food. Thus, at the same time as providing food to schools to stem malnutrition among primary school children, efforts are needed to support local producers. It would indeed be ideal for local producers to supply schools directly. However, in practice it seems that food supply needs to come from both local and national suppliers.

71. After the transition in 2018, and as a result of a decision by the GoK, the arid counties have reverted back to central procurement with food procurement and delivery by the MoE. This was initially a temporary choice, in light of food shortages because of drought, but has remained the norm from that period to the time of this final evaluation. Informants at county and sub-county level mostly tended to regret that there had been no reversal of this decision, citing the benefits that could come from cash transfers (as per above).[59] Because of the 2017/18 drought, the MoE decided not to transition the targeted LRP schools onto cash-transfers as planned, but to keep them on in-kind assistance until food prices reduced. This has had a significant effect on the LRP results and some of the intended school-related objectives have not been achieved. Out of the 191 schools surveyed, only 18 non-LRP schools in West Pokot reported receiving cash-transfers for HGSMP as planned. None of the other schools received any resources (food or cash) from the MoE for school meals for Term 3, 2019.[60]

72. While the school meals were widely considered very appropriate to needs, a few issues that could have a negative effect were raised. As was the case at midline, at endline not all schools have easy access to water and children may be recruited to fetch water, in some cases walking long distances, and losing time out of class. In addition, it was clear from interviews and observation at school level at the endline, that

[57] WFP (2021). Summary report of the MOE food verification and take home distribution rations due to Covid-19 school closure.
[58] BOM deal with general management of the school, SMC are specific to the school meals aspect of the functioning of the schools,
[59] WFP (2020). Kenya National School Meals Supply Chain Compliance Assessment – A report of an independent supply chain assessment undertaken by the WFP on request from the Cabinet Secretary, Ministry of Education.
[60] LRP Final Evaluation, 2020.

relevance in practice may be reduced because of a variety of factors including a wide-spread practice of 'stretching' resources (food or cash) to be able to cover more days and more pupils (in some cases to cover ECD pupils) and sharing of food with siblings/family by taking it home. Both these practices result in reduced portion size, making the programme less appropriate in practice. The practice of sharing is further exacerbated by the two-tier system with county governments responsible for ECDs and the national government responsible for primary schools. This contributes to food sharing as schools may have food for only ECD or only primary, but the pupils are all in the same location. This means rations are shared among all students and as a consequence do not respect the minimum requirements.

2.2. EVALUATION QUESTION 2 – CONNECTEDNESS: TO WHAT EXTENT IS THE INTERVENTION ALIGNED WITH WFP AND PARTNER PROGRAMMING?

73. This evaluation question interrogates to what extent the McGovern-Dole programme has been connected internally to other WFP work, and externally with partner programming.

Summary EQ 2

- Finding 5 - There have been strong connections with other areas of intervention under the CSP including the USDA funding Local and Regional Procurement (LRP) initiative and the work under CSP Strategic Objective 2 on food systems strengthening.
- Finding 6 - Externally, the MoE has been WFPs main partner and there has been a strong relationship with the MoH. Other partnerships remain to be strengthened including with the MoALF&C, and with the private sector. Various initiatives have been undertaken but inter-sectoral coordination needs further work.
- Finding 7 - At county level the programme has had a strong connection with the county governments, among others through support to county planning and policies of relevance to school feeding, as well as with communities.

74. The seven areas of intervention by WFP Mc Govern Dole project, can be categorised into: a) direct material support in terms of food supply, provision of energy saving stoves and building/rehabilitation of kitchens/stores/cooking areas; b) capacity building at national, county, sub-county, school, and community levels; and c) awareness creation/education on importance of education, hygiene, and nutrition. Each of the components resonates with and complements the other, which is important for smooth transition and handover.

75. The McGovern-Dole initiative has been strongly supported until 2020 with a parallel USDA funded programme on Local and Regional Procurement (LRP) which sought to put in place the systems for local procurement of food to schools. A final evaluation of the LRP in 2020 highlighted the important connection between the two USDA funded initiatives, and the high degree of complementarity. It also underscored that the assumed synergy between the two programmes was in the end affected by the Government decision to centralize procurement which meant efforts for building local procurement could not benefit the school meals programme in the way in which had been envisioned.

76. Internally the McGovern-Dole programme is part of WFPs Country Strategic Plan. It sits within strategic objective 3 of the CSP which focussed on country capacity strengthening. There is a strong connection between Strategic Objective 2 of the CSP and the McGovern-Dole Programme. SO2 has focusses on food systems strengthening. School feeding is complementary to the efforts that WFP has made to strengthen production by farmers, and links with markets which is a key priority under SO2. A similar connection exists with SO1 which is the crisis response and focussed on refugees and internally displaced. School feeding is part of the crisis response. School feeding has been scaled up in response to crises both by WFP but also by the GoK. In 2022, the government provided an additional Ksh 400 million for school meals as part of emergency drought response.

77. Externally and in support of the McGovern-Dole Programme WFP has maintained a strong connection its main Government partner, the MoE – both at national level and at the county level. A 2017 evaluation of WFP's support commended its strong partnership with the Government and the successful gradual handover of the national school meals programme from WFP to the Ministry of Education. WFP has

maintained this partnership with the national MoE through regular meetings, joint monitoring meetings in the field of the school feeding activities, as well as through its support to periodic meetings with the Intersectoral committee on school feeding which meets every six months (although in practice less than that) and which is focussed on reviewing the progress with the transition and identifying opportunities and ways of working together. For example, on Covid-19 and issues around gender, the inter-sectoral working group appointed the MoH to work with the MoE. Similarly, through this forum FAO expressed interest in small scale farmer participation.

78. WFP and the MoE work closely with MoH, which spearheaded the development of relevant guidelines for SMP including Food Safety and Quality Guidelines for Public Health Officers, Food Suppliers and School Boards of Management[61], School Health Implementation Guidelines[62] and more recently Menu Guide for school meals (validated by stakeholders in July 2022 at a workshop in Naivasha), among others.

79. A recent review of the SO3 work commended WFP efforts to enhance collaboration between different ministries (such as MoE and MoH), and its engagement in efforts to support strengthening the enabling environment (e.g., working in Garissa & Wajir to develop ECDE school feeding bills). Importantly, the evaluation also found evidence of county governments having acquired the necessary capacity and skills to conduct ECDE needs assessment, and that county governments are implementing ECD Policy and School Meals Programme guidelines that were developed with WFP support.

80. Support to national and county governments was planned and undertaken in collaboration with the MOE, MoALF&C, MOH and respective county officials and reflects this intersectoral work. The NACONEK were also brought on board to provide clarity in their areas of operation.[63] Some weaknesses persist in the functioning of the intersectoral committee which has not met as frequently as anticipated, and where the participation of some partners has been sparse. The recent Mid-Term Review (MTR) of the CSP noted in this context that there had not been a sufficiently strong and closer relationship with the Ministry of Agriculture in continued support to WFP school meals. Similarly, while some efforts were made, participation and engagement of the private sector with the school meals intersectoral committee remains weak.

81. Externally, connectedness has also included WFP attending education and training coordination meetings as a member of the United Nations Development Assistance Framework (UNDAF) where other UN agencies are also members. [64]Connectedness has been further enhanced by the GoK joining the global school meals coalition and signing the corresponding declaration of commitment in July 2021. The school meals coalition aims at ensuring recovery from the negative effects of the Covid-19 pandemic by ensuring that by 2030 every child has an opportunity to receive a healthy and nutritious meal in school.[65] Other elements of connection include the work that has taken place between the WFP Kenya country office together with WFP regional bureau for East Africa in organizing a workshop that discussed the Kenya School Health and Nutrition status. The workshop brought together staff from MOE, the MoAFL&C, and the MOH. This was part of the Country's consultative process on school health and nutrition to operationalise the new WFP corporate policy on school health and nutrition. WFP Kenya has also shared its experiences on school feeding with a range of countries in the region, including Burundi, Djibouti, Namibia, and Nigeria. [66]

82. The assumption for school feeding is of strong connection with other partners to provide complementary support and inputs that are necessary for good functioning of school meals (especially water, but also strengthening of education systems etc.). The MOE is working with various partners towards increasing enrolments, retention and completion rates as well as improving quality of education and learning outcomes. Agencies such as UNICEF are supporting WASH in schools, and GPE is supporting improvement of

[61] GoK (2018) Food Safety and Quality Guideline for Public Health Officers, Food Suppliers and School Boards of Management

[62] GOK (2018) Kenya School Health Implementation Guidelines. 2nd Edition

[63] McGovern-Dole report 2019.

[64] WFP (2021). Semi-Annual Report 01 April to 30 September 2021.

[65] WFP (2021). Semi-Annual Report 01 April to 30 September 2021.

[66] WFP (2021). Semi-Annual Report 01 April to 30 September 2021.

early numeracy and strengthening of systems, while other interventions such as the World Bank Secondary Education Quality Improvement Project for Kenya, straddle across the primary and secondary education. All these interventions support the GoK to ensure equal access to quality education.

2.3. EVALUATION QUESTION 3 AND 4 - EFFECTIVENESS AND IMPACT: WHAT HAS THE PROGRAMME ACHIEVED AND WHAT ARE THE OUTCOMES?

Summary EQ 3 and EQ 4

- Finding 8 - Over the evaluation period, a significant increase in the proportion of highest level of literacy (English and Kiswahili) and numeracy was observed both in boys and girls enrolled in WFPSMP schools compared to HGSMP schools and control schools. Though no significant change in proportion was observed in HGSMP schools, the proportions at every time-point were higher than in WFPSMP schools.
- Finding 9 - Parents reported significant reduced short-term hunger and scored significantly higher on Food Consumption Scores and on reduced Coping Strategies compared to the two other sets of schools
- Finding 10 - Significant differences were also in evidence on enrolment and completion in favour of WFPSMP schools, compared to the other schools.
- Finding 11 – There was a significant improvement in the majority of indicators under the cash transfer model compared to significant results in only one outcome under commodities model.
- Finding 12 - No differences were observed between WFPSMP, HGSMP, and control schools in the survey on indicators of attentiveness, parental capacity to name benefits of education, children's' capacity to name important hygiene and nutrition methods, and access to requisite food preparation and storage tools.
- Finding 13 - Performance against outcome indicators of learning, enrolment, attendance, completion in government managed HGSMP schools are less strong but still statistically significant.
- Finding 14 - The McGovern-Dole programme reached out to more individuals and county-level officials than targeted. Delivery and quality of training was appreciated by most informants. While targets were exceeded in some cases there were some significant gender imbalances in some areas of training.
- Finding 15 - Nutrition content was well integrated in all the trainings and workshops. Covid-19 affected implementation of some activities.
- Finding 16 - The policy and institutional environment has improved with the approval of the National School Health, Nutrition and Meals Programme Strategy and sustained support at policy level.
- Finding 17 - The value of government funding (allocated budget) has increased from 623 million in 2016/17 to 1.6 bn KES in 2017/2018 financial year. However, funding remains insufficient and delays in disbursement of funds and differences between allocations and disbursements reduce the amount of available funding for schools.

83. This section of the report discusses the outcome and emerging impact of the programme. It follows the same structure as the baseline and midline reports and presents the findings of the survey across the three arms of the study with respect to the USDA McGovern-Dole indicators. This section covers results, outcomes and emerging areas of impact, for the following areas:

- **Learning outcomes** – discusses findings for impact level indicators of literacy and numeracy, as well as indicators on attentiveness and student attendance.
- **Short term hunger** - this section covers the situation with respect to food consumption by children during the day and week.

- **School meals and expected outcomes** – this section presents outcome level indicators on access to food and to school meals in the week of the survey and changes in community understanding of the importance of education.
- **Capacity strengthening –** covers WFPs efforts to support policy development and capacity reinforcement of government.
- **Food utilization and food safety** – covers issues related to hygiene, nutrition, food preparation and storage and the knowledge of nutrition.

84. For each section, quantitative findings from the survey instruments are presented first. Where appropriate, qualitative findings provide further understanding. An overview of the characteristics of the respondents is provided in Annex 9 together with details supporting data analysis that is discussed in the next section. To facilitate understanding a summary of the effects that have been retained for all indicators is provided in Annex 10.

85. A full overview of activities conducted under the McGovern-Dole programme is provided in Annex 11. This outlines for each of the activity areas what WFP has done over the programme period. It also provides a further background on the transition process.

Learning Outcomes

86. Three specific performance indicators monitoring learners' outcomes, namely competence in numeracy, and competence in literacy in English and Kiswahili.

McGovern-Dole SO 1: Improved literacy (and numeracy) of school age children

Summary of main findings

- A significant increase in proportion of children in WFPSMP schools compared to control schools scored the highest level of numeracy (division) (p=0.001). This result holds true and are significant for both boys (p=0.004) and girls (p=0.006) and has been maintained after the transitioning of the schools from direct support by WFP.
- Similarly, a significant increase in proportion of children in WFPSMP schools compared to control schools scored the highest level of literacy in Kiswahili (p=0.022) – a result that is significant for boys (p=0.008) but not for girls (p=0.235).Change in proportion of children with highest level of literacy (reading story) in English was not significantly different between WFPSMP schools compared to control schools (p=0.456), similar in boys and girls. Comparing HGSMP schools with WFPSMP school; a significant increase in the proportion of children scoring the highest level of literacy (English and Kiswahili) and numeracy was observed in WFPSMP schools. While literacy/numeracy in government schools may have decreased or maintained, but is still higher than scores in WFP schools.

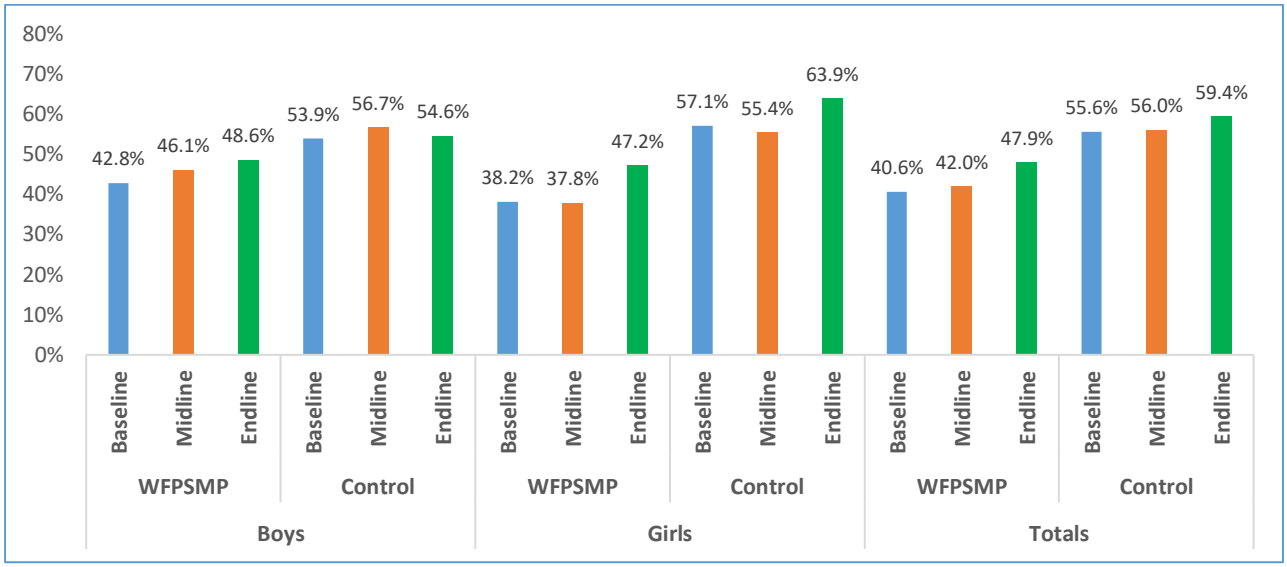
Indicator 1: Proportion of 7-13 year olds that can solve Class 2 numeracy and literacy problems

Literacy (English)

87. Changes in highest level of literacy in English (reading a story) between baseline, midline and endline for pupils enrolled in WFPSMP schools were compared with those of children enrolled in control schools (Figure 2). Detailed results are presented in annex 9. Overall, children enrolled in WFPSMP schools were equally likely (equal chance) to improve on literacy in English as children enrolled in control schools

(aOR=1.09[95%CI:0.87-1.36]; p=0.456).[67] [68]This was consistent both in boys (aOR=1.18[95%CI:0.95-1.47]; p=0.142) and girls (aOR=0.99[95%CI:0.75-1.32]; p=0.969).[69]

Figure 2 - Highest level English literacy scores (reading a story), compared at baseline, midline and endline for WFPSMP and control schools, stratified by gender



Source: Survey analysis by evaluation team

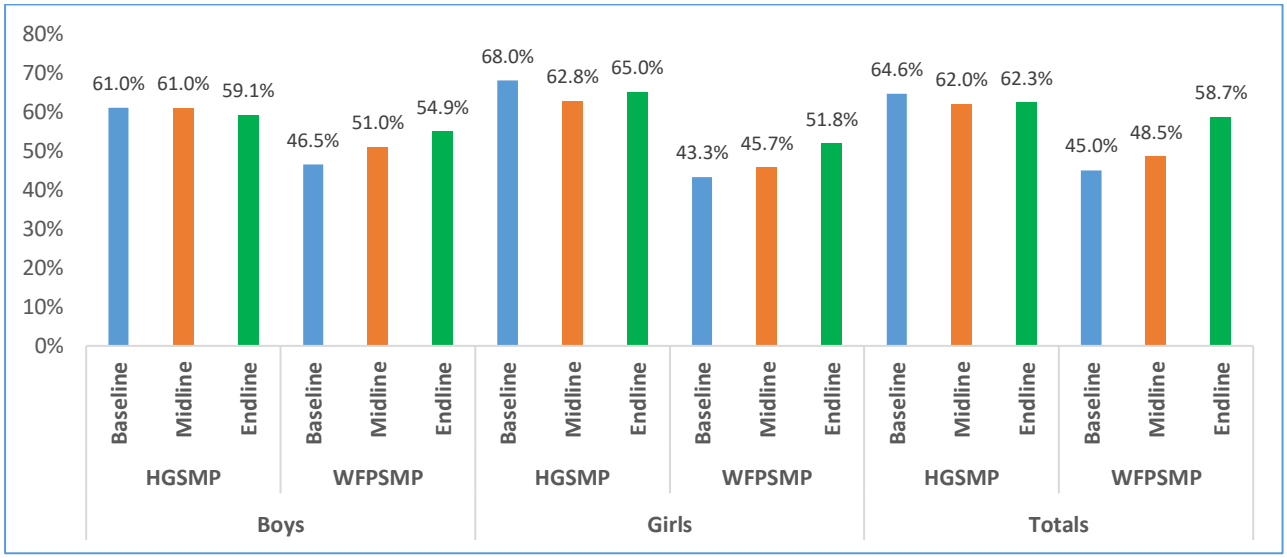
88. A further comparison was done between the HGSMP schools and the WFPSMP schools. On average, children enrolled in HGSMP schools were significantly less likely (reduced chance) to improve on literacy in English as children enrolled in WFPSMP schools. The analysis showed that, the proportion of children who scored the highest level of literacy in English (reading a story) increased significantly in WFPSMP schools compared to HGSMP schools. (aOR=0.80[95%CI:0.66-0.96]; p=0.016). The change was significantly high in both boys (aOR=0.79[95%CI:0.63-0.99]; p=0.037) and girls (aOR=0.79[95%CI:0.65-0.98]; p=0.029). Nevertheless, performance in HGSMP schools was consistently higher than WFPSMP schools at every time-point, (Figure 3 and annex 9d (Table 10)).

[67] 95% CI implies 95 percent confidence interval of the aOR estimate. When the 95% CI of the aOR includes 1, then the association is not statistically significant, otherwise it becomes statistically significant. This coefficients interpretation applies in all presented results hereinafter.

[68] The *p*-value reflects the strength of evidence against the null hypothesis. Two situations may arise: the strength is *strong enough* or *not strong enough* to reject the null hypothesis. Generally, an 0.5 threshold is used. Thus, a P value of < 0.05 indicates a statistically significant difference between groups. Conversely a P>0.05 indicates there is not a statistically significant difference between groups.

[69] aOR is the adjusted odds ratio, which implies the likelihood of an event occurring in one category compared to another.

Figure 3 - Highest level English literacy scores (reading a story), compared at baseline, midline and endline for HGSMP and WFPSMP schools, stratified by gender

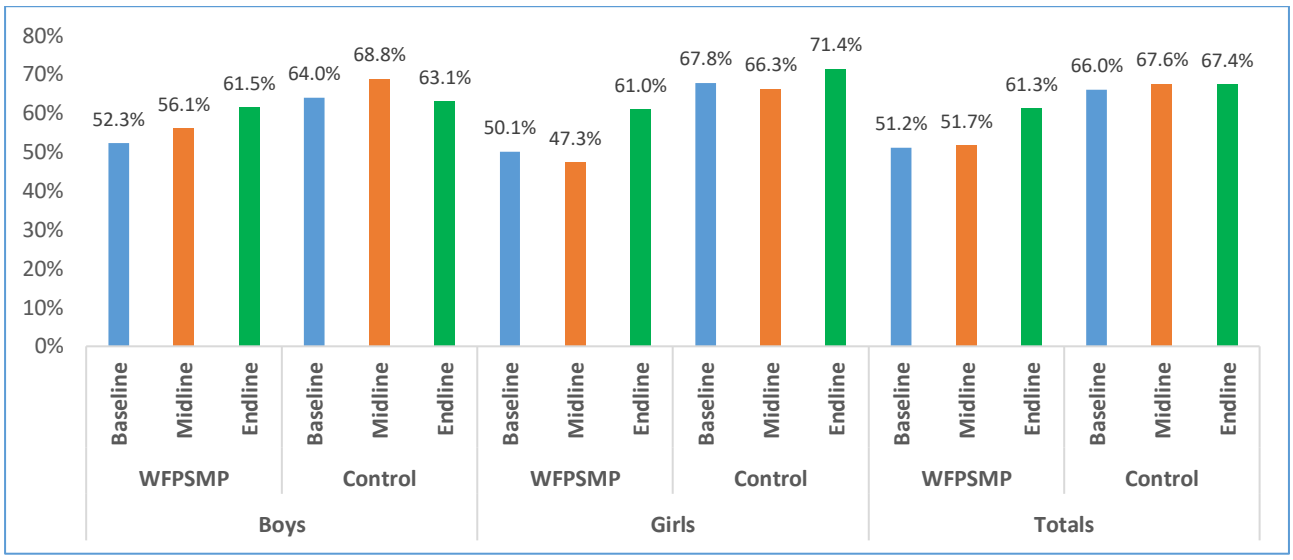


Source: Survey analysis by evaluation team

Literacy (Kiswahili)

89. Overall, children enrolled in WFPSMP schools were more likely (equal chance) to improve on literacy in Kiswahili compared to children enrolled in control schools. Thus, there was a significant change in proportion of children with highest level of literacy (reading a story) in Kiswahili in schools having WFPSMP compared to control (aOR=1.28[95%CI:1.04-1.58]; p=0.022). The change was significant in boys (aOR=1.36[95%CI:1.09-1.70]; p=0.008) but comparable in girls (aOR=1.17[95%CI:0.91-1.50]; p=0.235), (Figure 4 and Annex 9d (Table 6)).

Figure 4 - Highest level Kiswahili literacy scores (reading a story), compared at baseline, midline and endline for WFPSMP and control schools, stratified by gender

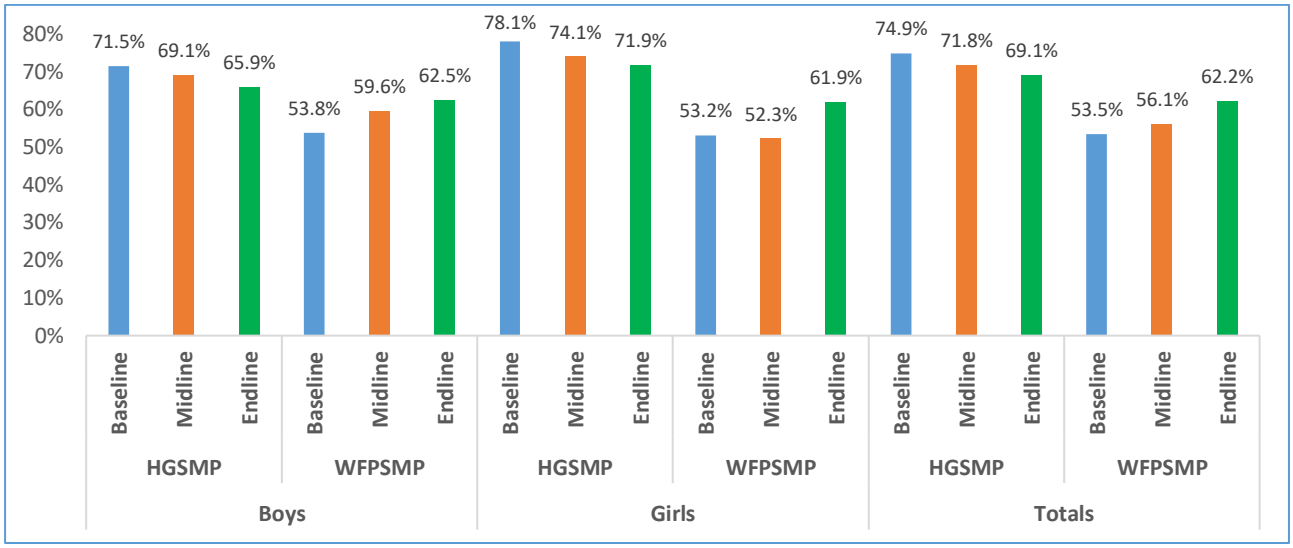


Source: Survey analysis by evaluation team

90. On average, children enrolled in HGSMP schools were significantly less likely (reduced chance) to improve on literacy in Kiswahili as children enrolled in WFPSMP schools. Comparing the HGSMP with the WFPSMP schools, Figure 5 and Annex 9d (Table 10) shows that, there was a significant decrease in proportion of children with highest level of literacy (reading a story) in Kiswahili in schools having HGSMP compared to

improvement in WFPSMP (aOR=0.69[95%CI:0.57-0.84]; p<0.001). The change was consistent in boys (aOR=0.68[95%CI:0.53-0.88]; p=0.003) girls (aOR=0.68[95%CI:0.56-0.82]; p<0.001).

Figure 5 - Highest level Kiswahili literacy scores (reading a story), compared at baseline, midline and endline for HGSMP and WFPSMP schools, stratified by gender



Source: Survey analysis by evaluation team

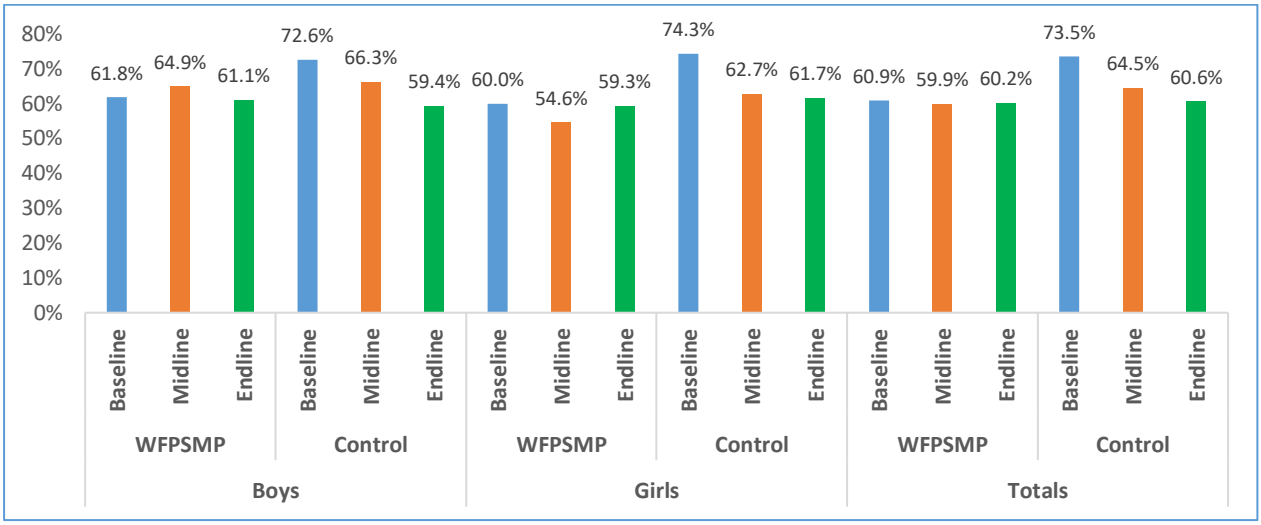
Numeracy

91. Similar analyses were done on the numeracy portion of the UWEZO test. The numeracy test includes eight levels of acquisition which are ordered from 'nothing' to 'division' with the latter reflecting the highest level of acquisition.

92. There was a significant change in favour of WFPSMP schools in the proportion of children who scored the highest level of numeracy (division) compared to control schools (aOR=1.33[95%CI:1.13-1.56]; p=0.001).

A significant improvement for both boys (aOR=1.35[95%CI:1.10-1.66]; p=0.004) and girls (aOR=1.32[95%CI:1.08-1.60]; p=0.006), (Figure 6 and Annex 9b (Table 6)).

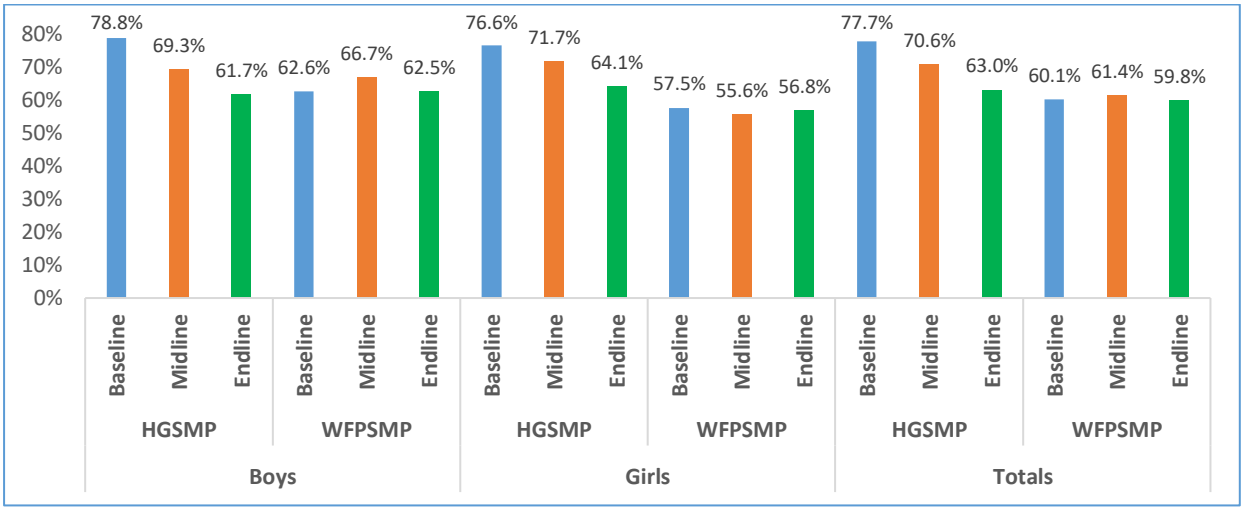
Figure 6 - Highest level of numeracy scores (division), compared at baseline, midline and endline for WFPSMP and control schools, stratified by gender



Source: Survey analysis by evaluation team

93. In a similar vein to the findings on literacy, children in HGSMP schools were less likely to score the highest level of numeracy (division) compared to children in WFPSMP (aOR=0.68[95%CI:0.57-0.82]; p<0.001). The change was consistent in both boys (aOR=0.73[95%CI:0.58-0.92]; p=0.007) and girls (aOR=0.65[95%CI:0.53-0.80]; p<0.001), (Figure 7 and Annex 9d (Table 10)).

Figure 7 - Highest level numeracy scores (division), compared at baseline, midline and endline for HGSMP and WFPSMP schools, stratified by gender



Source: Survey analysis by evaluation team

Findings from interviews and focus group discussions

94. The interviews and focus group discussion at school level generally support the survey findings with a predominant perception by parents and teachers that school meals encourage better learning results. There were two schools that showed different results, indicating the benefit of school meals to learning and achievement of better results. In one school in Turkana, the head teacher reported that they had marked

improvement in KCPE[70] results; with the mean score improving from 206 in 2015 to 227 in 2016 but, declining to 214 in 2017 (2017 was characterised by prolonged drought and the breakup in the food pipeline, which meant no food for one term of the school year). In another school (control school) which used to be in the SMP but was later removed from the schools under the programme, there was evidence of declining KCPE results over the last five years.

95. Some elements from the interviews and focus group discussions could explain the drop in results for the HGSMP results (under the assumption that school feeding does impact on learning). Interviews with head teachers and school BOM consistently highlighted challenges for the schools that had transitioned to the HGSMP in terms of a reported reduction in the number of school feeding days, considerable delays in the transfer of funds (see paragraph 95), and challenges because of food being diverted before reaching schools.

McGovern-Dole 1.2: Improved Attentiveness

Summary of main findings

- There is no difference in attentiveness between WFPSMP schools and control schools, nor is there is a difference between WFPSMP and HGSMP schools.

Indicator 4: Percent of students in classrooms identified as inattentive by their teachers

96. The intervention sought to bring about changes in terms of improved attentiveness and concentration by pupils as a result of school feeding and associated interventions. Results for this indicator were not significant. Details are shown in Annex 9d). Thus, compared to baseline and midline, there was no significant change in the proportion of students who reported that "sometimes" they find it difficult to concentrate in class in WFPSMP schools, compared to control schools (aOR=1.03[95%CI:0.79-1.33]; p=0.829), a result that was consistent in boys (aOR=1.01[95%CI:0.77-1.33]; p=0.933) and girls (aOR=1.05[95%CI:0.80-1.38]; p=0.735), (Annex 9c (Table 6)).

97. Similarly, there was no significant change in the proportion of students who report that "sometimes" they find it difficult to concentrate in class, in HGSMP compared to WFPSMP schools (aOR=0.96[95%CI:0.71-1.29]; p=0.762). The net change was consistent among boys (aOR=0.96[95%CI:0.72-1.30]; p=0.814) and girls (aOR=0.93[95%CI:0.66-1.32]; p=0.699). (Annex 9d (Table 10)).

Findings from interviews and focus group discussions

98. The interviews and focus group presented the perception by parents and teachers that school meals play a part in increasing student attentiveness in class. This finding goes contrary to the survey results that there no significant difference in proportion of attentiveness between WFPSMP schools and control schools. A partial explanation for this issue could be the challenges mentioned earlier of reduced number of feeding days (the target is 70 days per school term, but on average only 35 days were achieved, as reported during discussions with supply chain experts), as well as the drought at the time of the final evaluation, with emergency (IPC Phase 4) acute food security situation as a result of rainfall failure for four seasons. Thus the lack of significant improvement in attentiveness can be partially explained by the reduced number of feeding days (feeding for 35 days against 70 days per term) and the effects of the drought during the time of the final evaluation.

99. Interviewees in Turkana county mentioned that children often left school earlier due to hunger, and went to forage for wild fruits, especially when there was no food in school. Insecurity could also be a cause for poor concentration. Insecurity, as noted during the midline, was also mentioned at the end line, with Marsabit County being under dawn to dust curfew at the time of the field work, and cattle rustling in parts of Turkana County.

[70] Kenya Certificate of Primary Education, which is the examinations students have to sit at the end of primary school level. The results of the examination determine if the student will transition to secondary education and what kind of secondary school the student will be enrolled in.

100. Finally, the lack of improvements during the period from mid-term evaluation to final evaluation is partly also the testimony of the negative effects of COVID-19. Schools remained closed from mid-March 2020 to January 2021 and even after re-opening learning did not stabilize until mid-2021 which caused significant gaps in attendance and roll-out of initiatives on these issues. One would therefore not expect significant improvements in outcome values.,

101. The table below summarizes the main direction of change of indicators discussed in this section.

Table 5- Direction of change (in significance) of indicators of learning in WFPSMP schools compared to CONTROL and HGSMP schools

Indicator	WFPSMP vs CONTROL			WFPSMP vs HGSMP		
	Boys	Girls	Total	Boys	Girls	Total
Highest Level of English literacy	▬	▬	▬	↑	↑	↑
Highest Level of Kiswahili literacy	↑	▬	↑	↑	↑	↑
Numeracy score	↑	↑	↑	↑	↑	↑
Sometimes find it difficult to concentrate in class	▬	▬	▬	▬	▬	▬

↓ Negative ▬ Not significant ↑ Positive

Source: Survey analysis by evaluation team

Short-term Hunger

102. This section covers the situation with respect to food consumption by children during the day and week. It also looks at results for the FCS of households covered by the survey and associated coping mechanisms. The data was collected through the parent/child tool with the parents as respondents.

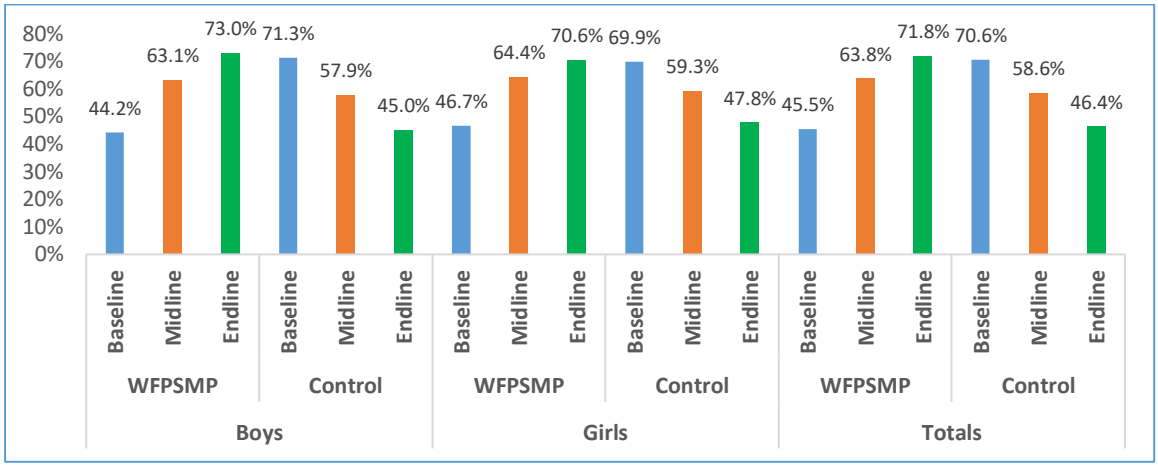
McGovern-Dole 1.2.1 Reduced Short-Term Hunger

Summary of main findings

- Comparing baseline, midline and endline results, parents/guardians in WFPSMP schools were more likely to report their children ate daily *after* going to school, compared to control schools ($p<0.001$). The result was consistent in both boys ($p<0.001$) and girls ($p<0.001$).
- Conversely in HGSMP schools parents/guardians were significantly less likely to report their children ate daily after going to schools ($p<0.001$), consistently in both boys ($p<0.001$) and girls ($p<0.001$).
- In a similar vein, participants from WFPSMP schools were more likely than control schools to have an acceptable Food Consumption Score (FCS) ($p=0.025$), significant in both boys ($p=0.039$) and almost significant in girls ($p=0.060$).
- However, the Coping Strategy Index (CSI) for WFPSMP school respondents compared to control schools did not show a significant difference.
- Compared to WFPSMP schools, the proportion of parents/guardians with acceptable FCS was found to be significantly lower in HGSMP ($p<0.001$), consistently in both boys ($p<0.001$) and girls ($p=0.002$). And, in line with this result, HGSMP respondents also had CSI results that were lower than in WFPSMP schools.

103. The programme sought to bring about changes in terms of access to food and food consumption scores (FCS). Comparing baseline with midline and endline, the survey results showed that a higher proportion of parents/guardians from WFPSMP schools reported their children ate daily after going to school compared to control schools (aOR=3.49[95%CI:2.42-5.03; $p<0.001$). The results were significant for boys (aOR=3.73[95%CI:2.65-5.24; $p<0.001$) as well as girls (aOR=3.10[95%CI:2.03-4.73; $p<0.001$), (Figure 8 and Annex 9c (Table 6)).

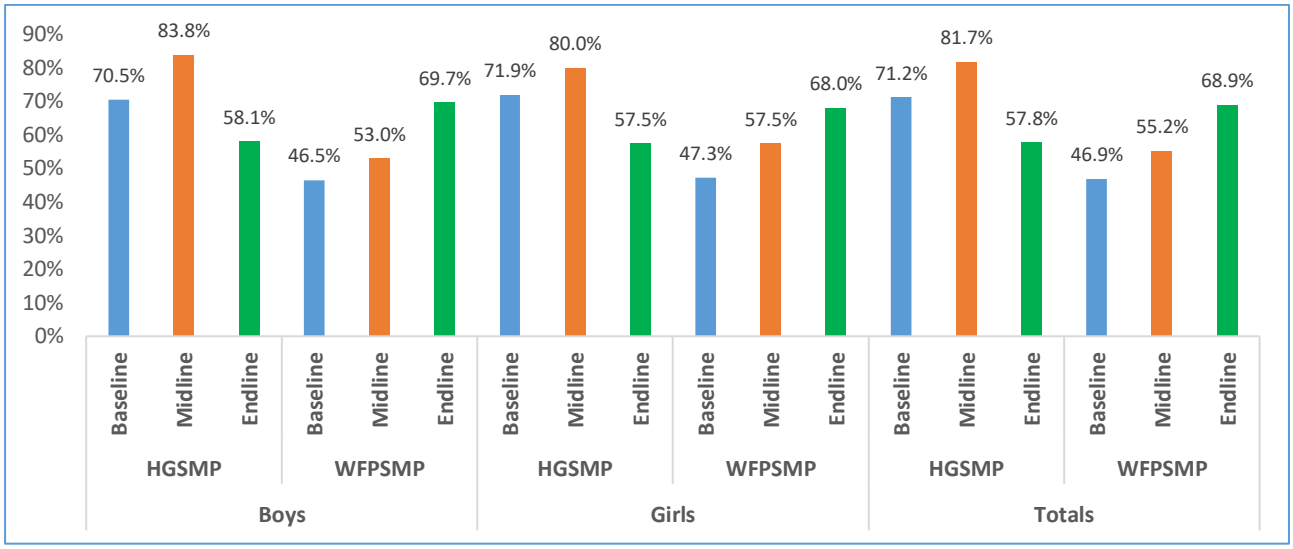
Figure 8 - Percentage of parents/guardians who reported their children ate daily after going to school, compared at baseline, midline and endline for WFPSMP and control schools, stratified by gender



Source: Survey analysis by evaluation team

104. The proportion of parents/guardians who reported their children ate daily after going to school, significantly decreased in HGSMP compared to increase WFPSMP schools (aOR=0.42[95%CI:0.27-0.67; p<0.001). The change was consistent among boys (aOR=0.41[95%CI:0.26-0.66; p<0.001) and girls (aOR=0.44[95%CI:0.27-0.72; p=0.001), (Figure 9 and Annex 9d (Table 10)).

Figure 9 - Percentage of parents/guardians who reported their children ate daily after going to school, compared at baseline, midline and endline for HGSMP and WFPSMP schools, stratified by gender



Source: Survey analysis by evaluation team

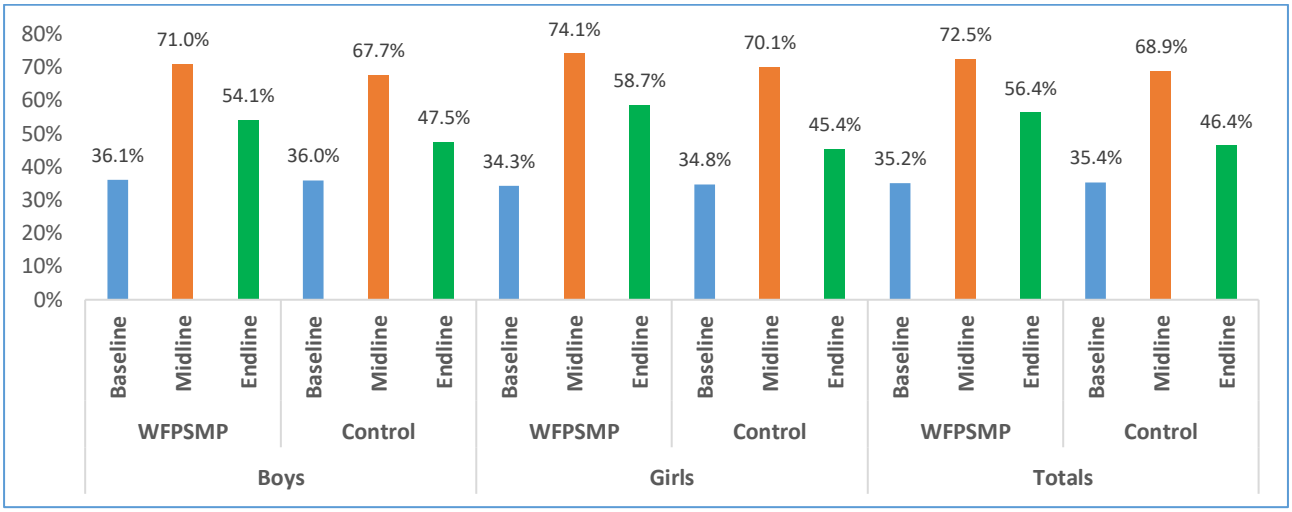
Food Consumption Scores:[71]

105. To further anchor the preceding results in the context, an analysis of the household FCS was undertaken. The increase in the proportion of parents/guardians with acceptable FCS in WFPSMP schools was significantly high compared to control schools (aOR=1.52[95%CI:1.05-2.20; p=0.025). There was

71 The FCS was calculated using WFP's guidelines as set out in: WFP VAM Unit (2008). Food consumption analysis - Calculation and use of the FCS in food security analysis. WFP, Vulnerability Analysis and Mapping.

significant increase in girls (aOR=1.49[95%CI:1.02-2.17; p=0.039) and almost significant increase in boys (aOR=1.43[95%CI:0.98-2.08; p=0.060). (Figure 10 and Annex 9c (Table 6)).

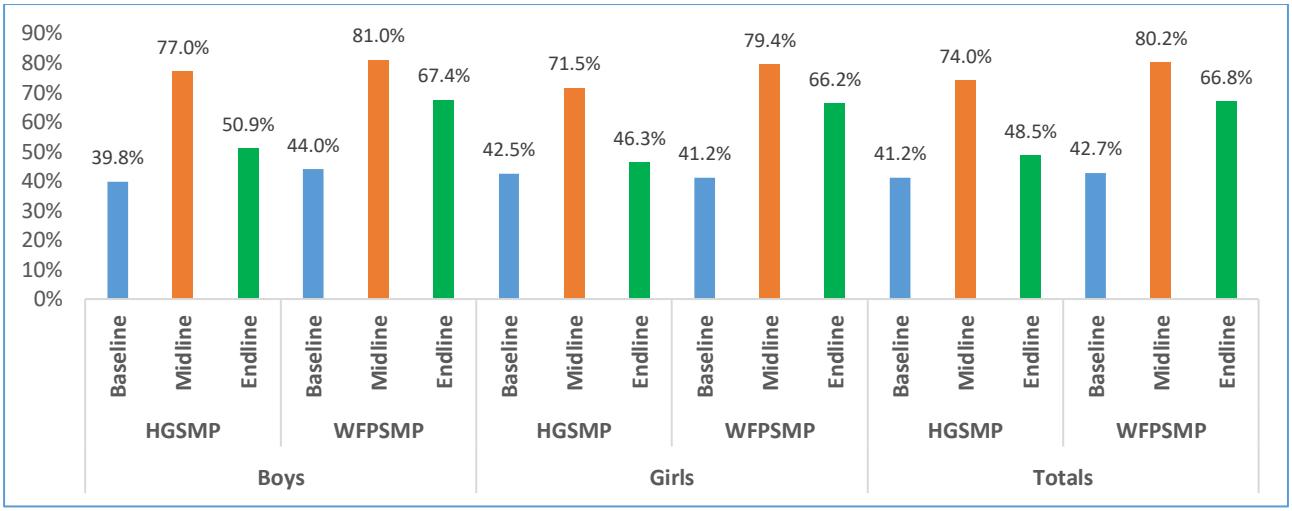
Figure 10 - Percentage of parent/guardians with acceptable FCS, compared at baseline, midline and endline for WFPSMP and control schools, stratified by gender



Source: Survey analysis by evaluation team

106. Change in the proportion of parents/guardians with acceptable FCS was significantly high in HGSMP compared to WFPSMP schools (aOR=0.49[95%CI:0.33-0.71; p<0.001). The change was consistent in boys (aOR=0.48[95%CI:0.32-0.72; p<0.001) and girls (aOR=0.54[95%CI:0.37-0.80; p=0.002), (Figure 11 and Annex 9d (Table 10)).

Figure 11 - Percentage of parent/guardians with acceptable FCS, compared at baseline, midline and endline for HGSMP and WFPSMP schools, stratified by gender



Source: Survey analysis by evaluation team

Coping Strategy Index

107. There was no significant change in mean coping strategy index (CSI) between WFPSMP schools compared to control schools (β=-0.32[95%CI:-1.84 to 1.20; p=0.682). The results were consistent in boys (β=-0.12[95%CI:-1.79 to 1.55; p=0.118) and girls (β=-0.57[95%CI:-2.17 to 1.04; p=0.491).[72]

108. Comparing WFPSMP with HGSMP showed significantly lower CSI for the latter. There was a significant difference in the decrease of mean coping strategy index (CSI) in HGSMP compared to WFPSMP schools (β=-1.56[95%CI:-3.07 to -0.05; p=0.049). Detailed results and tables for this analysis can be found in Annex 9c (Table 6) and Annex 9d (Table 10).

Findings from interviews and focus group discussions

109. Interviews with parents, teachers and community members in schools in the arid counties pointed to deteriorating household food security in the two years prior to the endline evaluation, mainly due to failed rains, desert locust invasion and the Covid-19 pandemic.

110. Food costs were also reported to be high, with a 2kg packet of maize flour doubling in in the last two years. It is possible that access to a meal in school would likely contribute to the differences observed in the survey,

111. The table that follows summarizes the main direction of change of indicators discussed in this section.

Table 6 - Direction of change (in significance) of indicators related to food security and coping in WFPSMP schools compared to CONTROL and HGSMP schools

Indicator	WFPSMP vs CONTROL			WFPSMP vs HGSMP		
	Boys	Girls	Total	Boys	Girls	Total
Parents/guardians reported their children ate daily before going to school	▬	▬	▬	▬	▬	▬
Parents/guardians reported their children ate daily after going to school	↑	↑	↑	↑	↑	↑
Acceptable food consumption score (FCS)	▬	↑	↑	↑	↑	↑
Coping Strategy Index (CSI)	▬	▬	▬	▬	↑	↑

↓ Negative ▬ Not significant ↑ Positive

Source: Survey analysis by evaluation team

SCHOOL MEALS AND EXPECTED OUTCOMES

112. This section presents the situation with respect to access to food and to school meals during the year of the study and in the week of the survey during the entire period of the programme (2017 to 2022). It also reports on the situation with respect to key expected outcomes of school feeding, namely attendance, enrolment and community understanding.

[72] β is the adjusted average change in the continuous outcome (indicator) over time. 95% CI implies 95 percent confidence interval of the β estimate. When the 95% CI of the β includes 0, then the association is not statistically significant, otherwise it becomes statistically significant. This coefficients interpretation applies in all presented results hereinafter.

McGovern-Dole 1.2.1.1/1.3.1.1.Increased Access to Food (School Feeding)

Summary of main findings

- Compared to control schools, parents/guardians in WFPSMP school were significantly more likely to report that their children had received school meals in the current school year (p=0.012).
- The proportion of parents/guardians indicating that their child had received school meals in the current school year, was significantly lower in HGSMP compared to WFPSMP schools (p<0.001).
- There was a significant increase in the proportion of parents/guardians indicating that their child had received school meals in the week of the survey in WFPSMP schools compared to control schools (p=0.027).
- The proportion of parents/guardians indicating that their child had received school meals in the week of the survey, was significantly lower in HGSMP compared to WFPSMP schools (p=0.002).

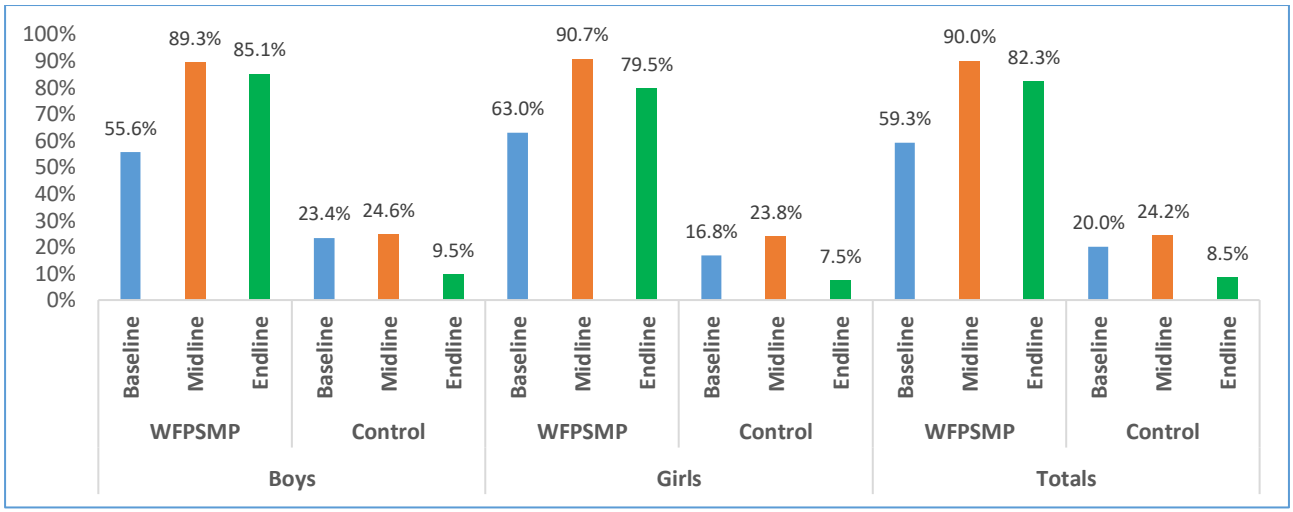
113. This section of the survey examined school attendance, regularity of school meal consumption during the school year, and during the week of the survey.

Indicator 8: Percent of students in target schools who regularly consume a meal

114. Comparing WFPSMP to control schools, the survey findings support that parents and guardians were significantly more likely to report that their children had received school meals in the current school year in WFPSMP schools (aOR=6.79[95%CI:1.52-30.42; p=0.012). (Figure 11 and Annex 9c (Table 6)).

115. The proportion of parents/guardians indicating that their child had received school meals in the current school year, significantly decreased in HGSMP schools compared to increase in WFPSMP schools (aOR=0.06[95%CI:0.02-0.21; p<0.001). The change was significantly high among boys (aOR=0.05[95%CI:0.01-0.19; p<0.001) and girls (aOR=0.06[95%CI:0.02-0.21; p<0.001), (Figure 12 and Annex 9d (Table 10)).

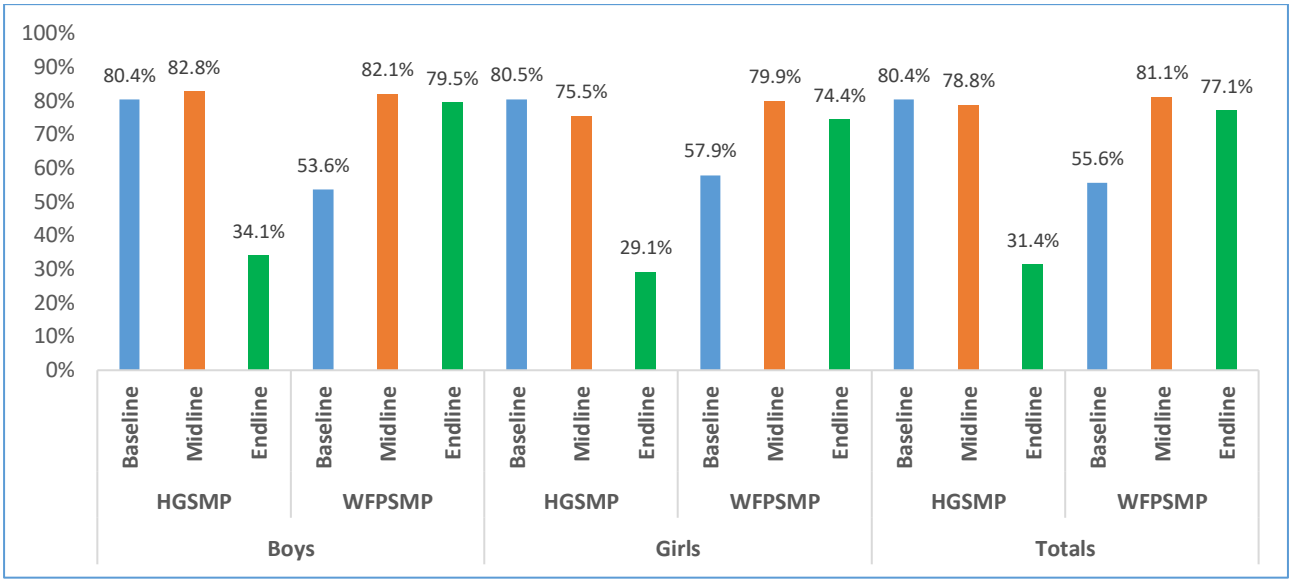
Figure 12 - Percentage of parents/guardians indicating that their child had received school meals in the current school year, compared at baseline, midline and endline for WFPSMP and control schools, stratified by gender



Source: Survey analysis by evaluation team

116. The proportion of parents/guardians reporting receiving school meals in the current year was significantly lower for HGSMP compared to WFPSMP. (aOR=0.06[95%CI:0.02-0.21; p<0.001). The change was significantly high among boys (aOR=0.05[95%CI:0.01-0.19; p<0.001) and girls (aOR=0.06[95%CI:0.02-0.21; p<0.001), (Figure 13 and Annex 9d (Table 10)).

Figure 13 - Percentage of parents/guardians indicating that their child had received school meals in the current school year, compared at baseline, midline and endline for HGSMP and WFPSMP schools, stratified by gender

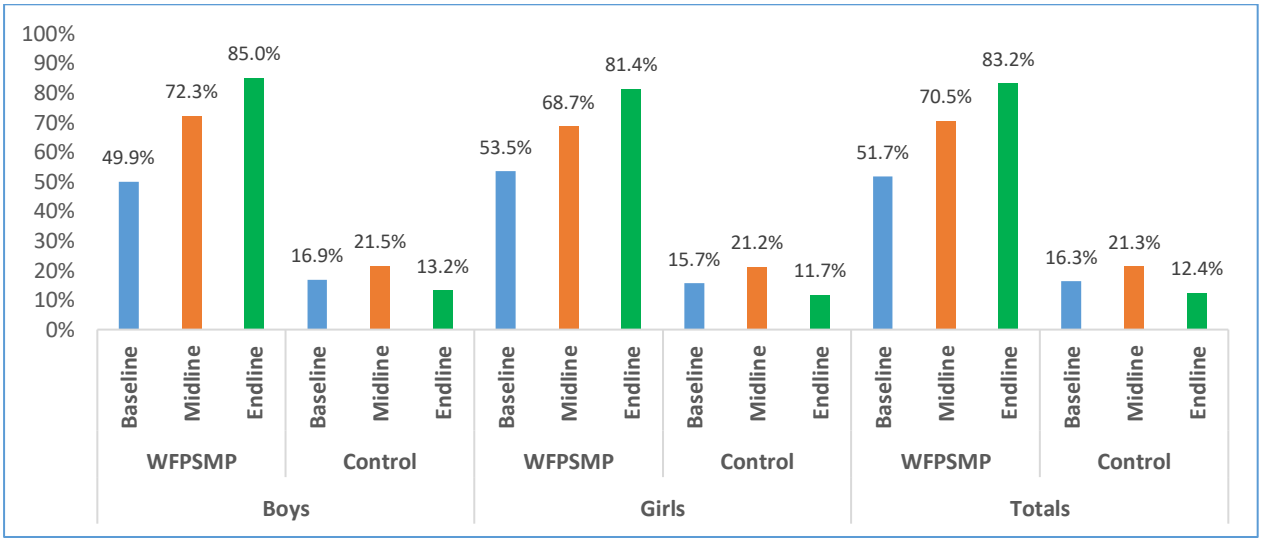


Source: Survey analysis by evaluation team

School meals situation in the current week

117. A similar trend was evident in the response to the question to parents and guardians as to whether children had received meals in the current week. Parents/guardians in WFPSMP school were significantly more likely to indicate that their child had received school meals in the week of the survey compared to control schools (aOR=8.20[95%CI:1.28-52.59; p=0.027). The comparison between WFPSMP and HGSMP schools showed the former more consistently received school meals. The results show a significant increase in girls (aOR=9.54[95%CI:1.32-68.68; p=0.025) but comparable in boys (aOR=3.38[95%CI:0.37-30.93; p=0.280). (Figure 14 and Annex 9c (Table 6)).

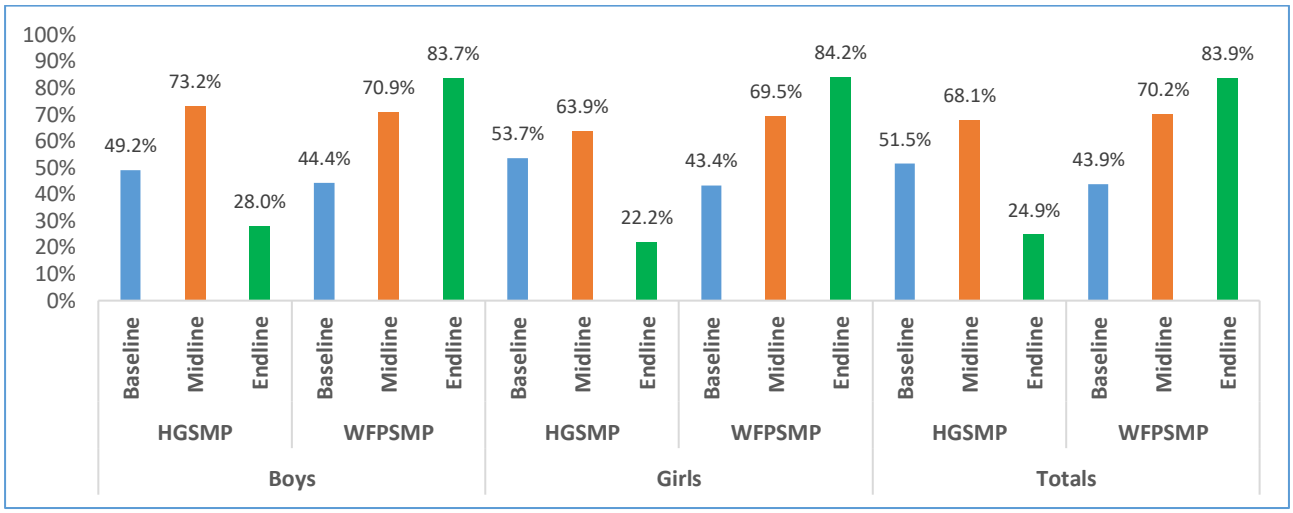
Figure 14 - Percentage of parents/guardians indicating that their child had received school meals in the week of the survey, compared at baseline, midline and endline for WFPSMP and control schools, stratified by gender



Source: Survey analysis by evaluation team

118. As may be expected in light of the survey findings on school meals during the year, the proportion of parents/guardians indicating that their child had received school meals in the week of the survey, significantly decreased in HGSMP schools compared to WFPSMP schools (aOR=0.09[95%CI:0.02-0.42; p=0.002). The change was significantly high among boys (aOR=0.05[95%CI:0.01-0.30; p=0.001) and girls (aOR=0.13[95%CI:0.03-0.62; p=0.011). (Figure 15 and Annex 9d (Table 10)).

Figure 15 - Percentage of parents/guardians indicating that their child had received school meals in the week of the survey, compared at baseline, midline and endline for HGSMP and WFPSMP schools, stratified by gender

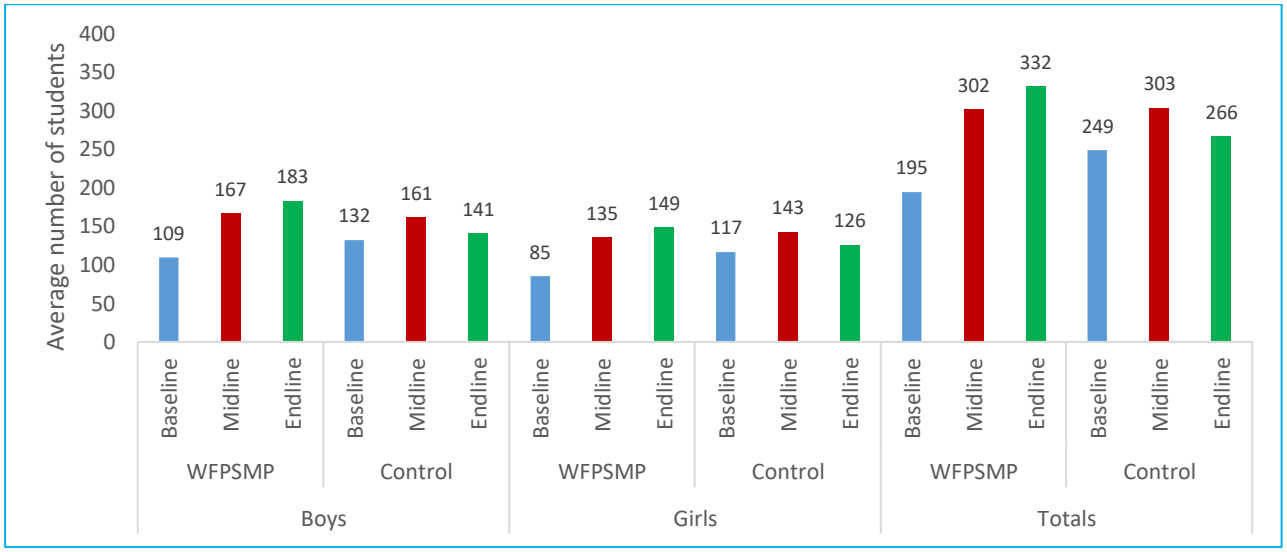


Source: Survey analysis by evaluation team

MGD 1.3 Improved Student Attendance

119. Overall, the results show that the mean increase in the number of students regularly attending school in WFPSMP schools was significantly high compared to control schools (β=55.69[95%CI:15.69 to 103.69; p=0.012). The increase was significantly in boys (β=33.91[95%CI:9.25 to 58.57; p=0.011) and girls (β=25.62[95%CI:5.27 to 45.97; p=0.019. (Figure 16 and Annex 9c (Table 6)).

Figure 16 - Mean number of students regularly (80%) attending school, compared at baseline, midline and endline for WFPSMP and control schools, stratified by gender

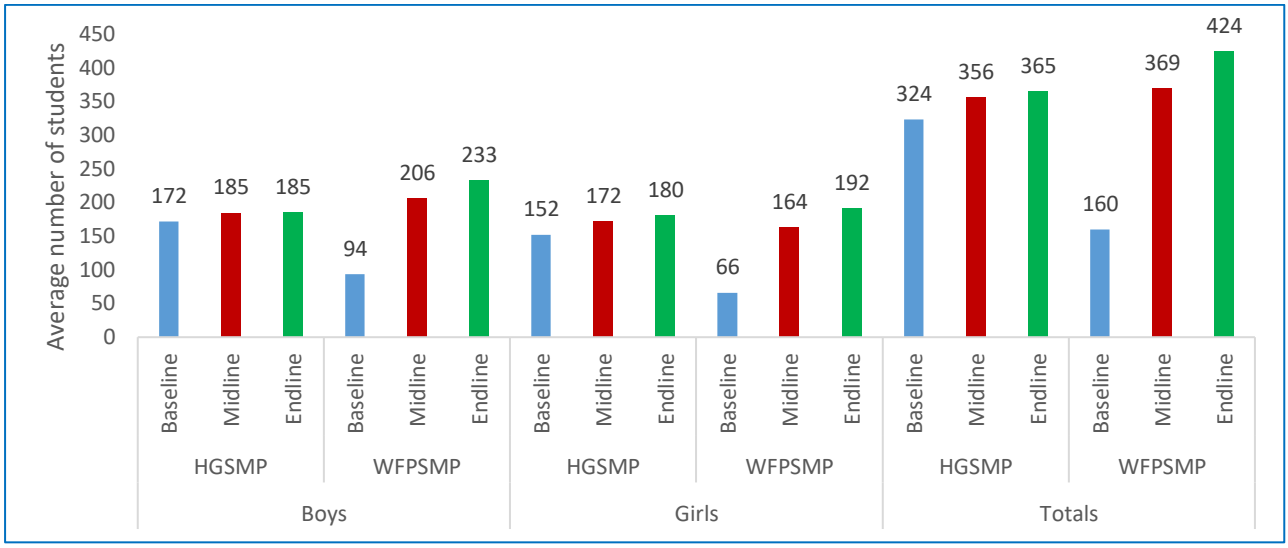


Source: Survey analysis by evaluation team

120. There was a significant difference in mean decrease in the number of students regularly attending school in HGSMP schools compared to increase in WFPSMP schools (β=-141.97[95%CI:-252.48 to -31.46;

p=0.016). The decrease was significant in boys (β=-80.86[95%CI:-138.62 to -23.11; p=0.009) and girls (β=-60.99[95%CI:-114.44 to -7.54; p=0.031), (Figure 17 and Annex 9d (Table 10)).

Figure 17 - Mean number of students regularly (80%) attending school, compared at baseline, midline and endline for HGSMP and WFPSMP schools, stratified by gender



Source: Survey analysis by evaluation team.

McGovern-Dole 1.3.4 Increased Student Enrolment and completion

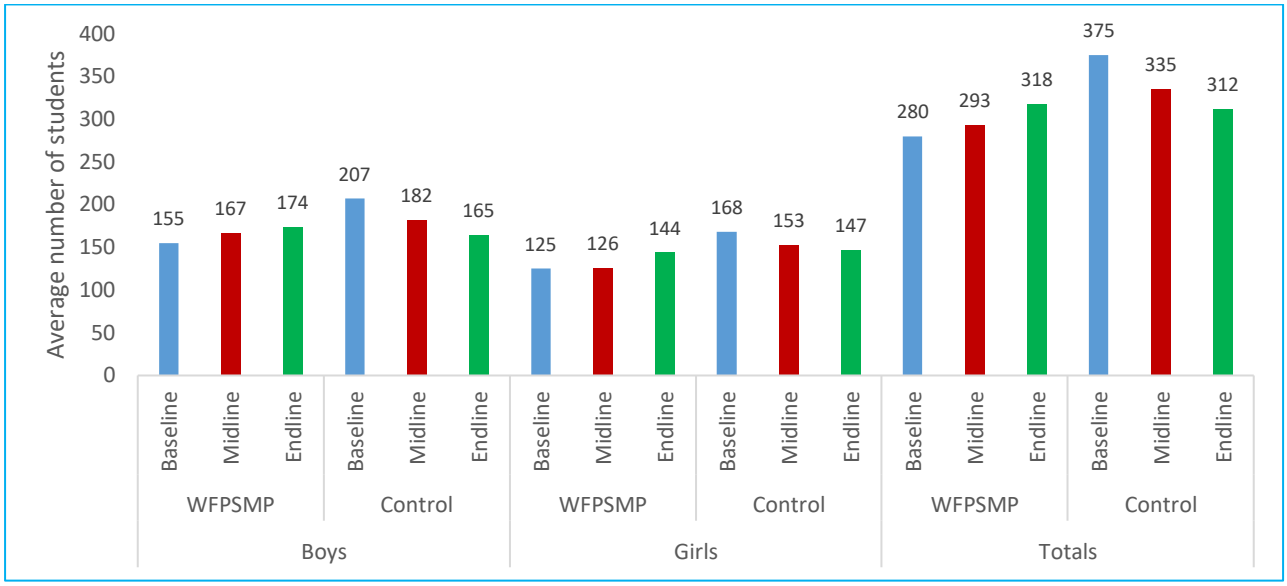
Indicator 11: Number of students enrolled in schools receiving USDA assistance

Summary of main findings

- WFPSMP schools showed a higher mean increase in the number of students enrolled in schools compared to control schools over the programme period (p=0.018)
- Similarly, mean decreased in the number of students enrolled in HGSMP schools, was significantly high compared to increase in WFPSMP schools (p=0.001).
- Mean increase in the number of students enrolled in schools with high completion rate was significantly high in WFPSMP schools compared to control schools (p=0.042). The increase was significant among girls (p=0.016) but not boys(p=0.119).

121. Overall, the results show that the mean increase in the number of students enrolled in schools in WFPSMP schools was significantly high compared to control schools (β=44.60[95%CI:9.02 to 80.18; p=0.018). The increase was significantly more pronounced in boys (β=27.30[95%CI:5.13 to 49.46; p=0.020) than girls (β=17.40[95%CI:-0.18 to 34.99; p=0.059. (Figure 18 and Annex 9c (Table 6)).

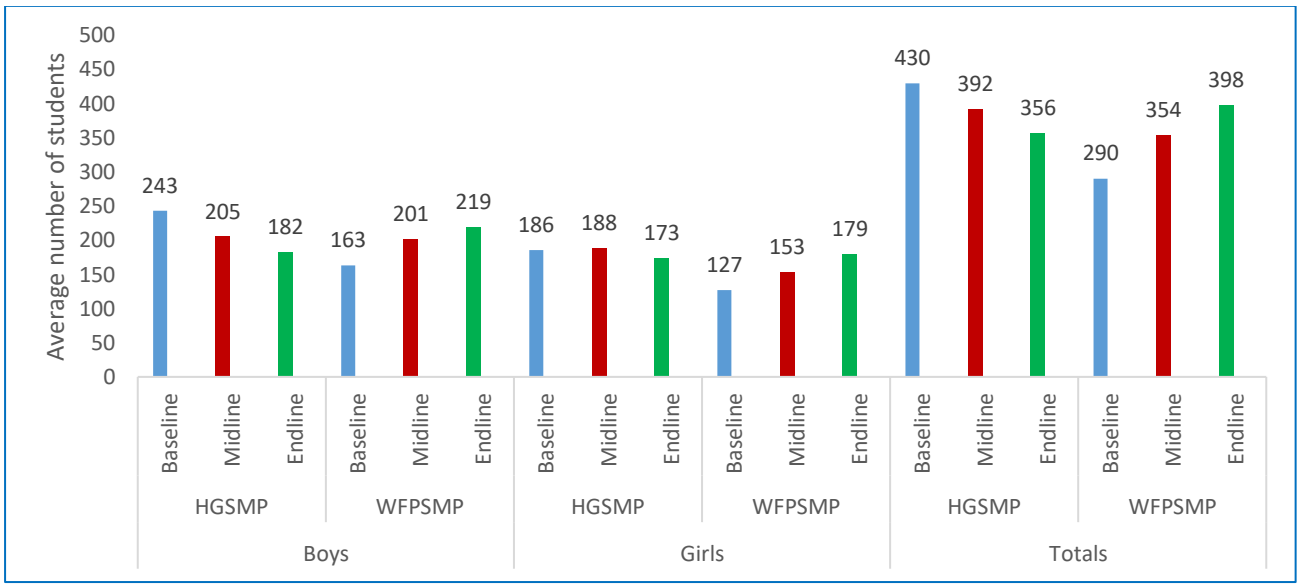
Figure 18 - Mean number of students enrolled in schools, compared at baseline, midline and endline for WFPSMP and control schools, stratified by gender



Source: Survey analysis by evaluation team

122. There was a significant difference in mean decrease in the number of students enrolled in HGSMP schools compared to increase in WFPSMP schools (β=-97.47[95%CI:-151.75 to -43.20; p=0.001). The decrease was significantly pronounced in girls (β=-61.03[95%CI:-102.40 to -19.67; p=0.006) than in boys (β=-35.71[95%CI:-55.03 to -16.39; p=0.001), (Figure 19 and Annex 9d (Table 10)).

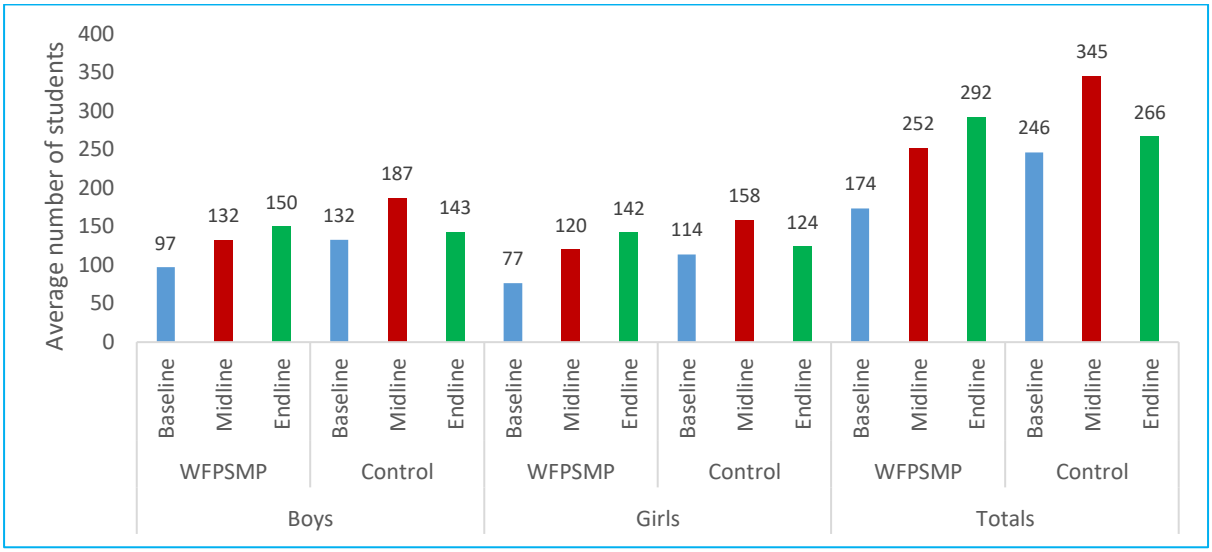
Figure 19 - Mean number of students enrolled in schools, compared at baseline, midline and endline for HGSMP and WFPSMP schools, stratified by gender



Source: Survey analysis by evaluation team

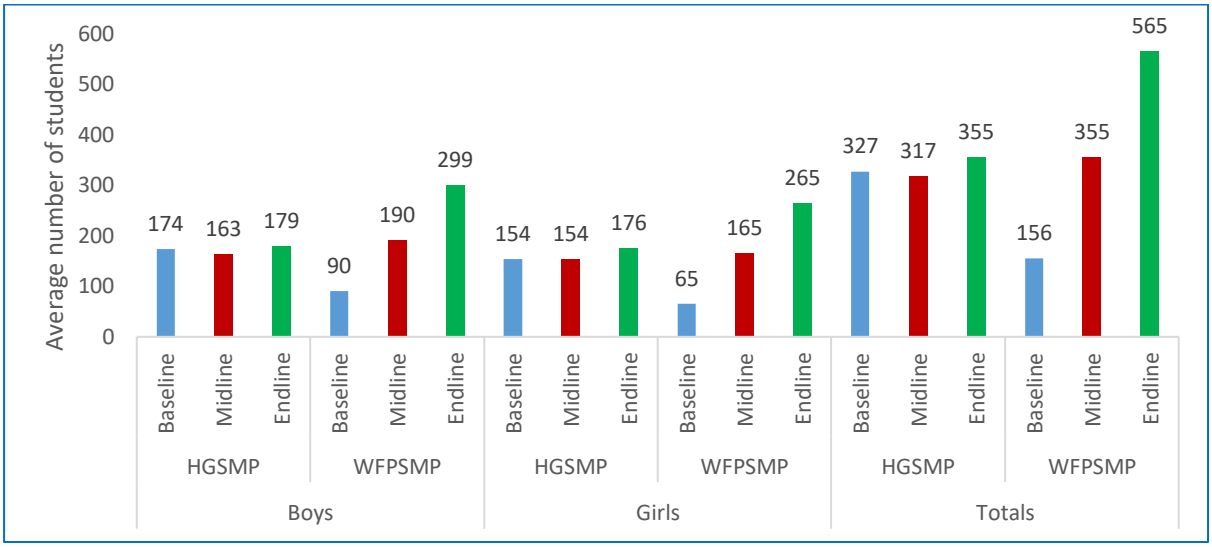
123. Mean increase in the number of students completing school in schools with high completion rate was significantly high in WFPSMP schools compared to control schools (β=51.44[95%CI:4.18 to 98.70; p=0.042). The increase was significantly high in girls (β=26.75[95%CI:6.37 to 47.12; p=0.016) but not in boys (β=24.26[95%CI:-5.26 to 53.78; p=0.119. (Figure 20 and Annex 9c (Table 6)).

Figure 20 - Mean number of students completing school in schools with high (80%) completion rate, compared at baseline, midline and endline for WFPSMP and CONTROL schools, stratified by gender



124. There was a no significant mean change in the number of students completing school in schools with high completion rate in HGSMP schools compared to increase in WFPSMP schools (β=-98.28[95%CI:-3423.42 to 3226.86; p=0.954). However, analysis by gender revealed a significant decrease in boys (β=-64.49[95%CI:-110.38 to -18.59; p=0.010) and girls (β=-52.65[95%CI:-95.30 to -10.00; p=0.022), (Figure 21 and Annex 9d (Table 10)).

Figure 21 - Mean number of students completing school in schools with high (80%) completion rate, compared at baseline, midline and endline for HGSMP and WFPSMP schools, stratified by gender



Findings from interviews and focus group discussions

125. Interviews with school heads, sub-county education officers, and parents support that SMP increased enrolment. Teachers and BOM members indicated that children in general, including younger ones and non-school going children, attended school regularly due to the presence of a meal in school, and these were subsequently enrolled. It is also notable that most schools were reported to have had food from February to July 2022.

126. For all schools interviewed, it was reported that food was not regularly delivered, and that the quantities of food are not always adequate. According to one teacher: *"sometimes we hear food has been received at the sub-county store, but it takes time to reach here"* (informant, Wajir). The subcounty officials

indicated that this is due to delays in receiving cash for transport (from MOE). Delays and irregularity in school feeding were reported by a number of key informants to have a significant effect on attendance. According to one head teacher in Turkana County, absenteeism, especially in the lower classes, was very high when there was no food provided in school. Some children cease attendance all together, until the next delivery of food to school. "*Some children come up to the gate, and if there is no smoke in the kitchen, they turn back and go back home*", according to one cook from Turkana County. The delays were reported to have increased since hand-over.

127. The table below summarizes the main direction of change of indicators discussed in this section.

Table 7 - Direction of change (in significance) of indicators on access to school meals in WFPSMP schools compared to CONTROL and HGSMP schools

Indicator	WFPSMP vs CONTROL			WFPSMP vs HGSMP		
	Boys	Girls	Total	Boys	Girls	Total
Parents/guardians reported their child had received school meals in the current school year	▬	▬	↑	↑	↑	↑
Parents/guardians reported their child had received school meals in the week of the survey	▬	↑	↑	↑	↑	↑
Mean number of students regularly (80%) attending school	↑	↑	↑	↑	↑	↑
Mean number of students enrolled in schools	↑	↑	↑	↑	↑	↑
Mean number of students completing school in schools with high (80%) completion rate	▬	↑	↑	↑	↑	▬

↓ Negative ▬ Not significant ↑ Positive

Source: Survey analysis by evaluation team

McGovern-Dole 1.3.5 Increased Community Understanding of the Benefits of Education

Summary of main findings

- Parents/guardians in the WFPSMP schools were equally likely to name the benefits of education compared to control schools. There was no significant difference in the proportion of parents/guardians in target communities who could name at least three benefits of primary education in WFPSMP schools, compared to control schools (p=0.061).
- The change in proportion of parents/guardians in target communities who could name at least three benefits of primary education, was not significantly different in HGSMP compared to WFPSMP schools (p=0.147). Parents in the HGSMP schools were more likely to be able to name the benefits compared to WFPSMP schools.

Indicator 12: Percent of parents in target communities who can name at least three benefits of primary education

128. Generally, change in the proportion of parents/guardians in target communities who could name at least three benefits of primary education in WFPSMP schools compared to control schools was comparable (aOR=0.81[95%CI:0.66-1.01; p=0.061). The change was consistent among male parents/guardians (aOR=0.76[95%CI:0.56-1.03; p=0.073) and female parents/guardians (aOR=0.83[95%CI:0.67-1.02; p=0.079). Details of the analysis are shown in Annex 9c (Table 6).

129. Similarly, the change in proportion of parents/guardians in target communities who could name at least three benefits of primary education, was comparable between HGSMP schools and WFPSMP schools (aOR=0.85[95%CI:0.68-1.06; p=0.147). The change was consistent among male parents/guardians (aOR=0.87[95%CI:0.67-1.13; p=0.293) and female parents/guardians (aOR=0.84[95%CI:0.66-1.07; p=0.165). (Details of the analysis are shown in Annex 9d (Table 10)).

Findings from interviews and focus group discussions

130. WFPSMP is mainly in the very arid counties, where the main activity is pastoralism and for some, nomadic pastoralism. In all the counties, the evaluation was informed that food in school was the main attraction for both children and their parents. Most parents are keen to send children to school, especially because of the food available. However, cultural factors are still a bottleneck. In almost all the schools visited, it was explained that families would not send all their children to school. Indeed, some respondents in Turkana explained by giving an example that, if one has five children, one could send four to school while one child would be left at home. The rationale was to ensure that animals were taken care of (in case of a boy) and household chores done as the girl is beaded in preparation for marriage (beaded girls attract more dowry compared to un-beaded). The non-school going beaded girl is therefore viewed as an investment. However, according to the gender officer in Turkana, this is a big disadvantage especially for girls since the work burden for females in the community is very high (fetching water-sometimes up to 6 kms away, firewood, making brooms, taking care of younger ones). In Marsabit County, it was explained that girls, who are often married off early (as early as 8-10 after FGM), are viewed as sources of wealth, with dowry ranging from 3 cows (Borana) to 12 cows (Samburu) and 3 camels (Gabra) to 8 camels (Redille). The table below summarizes the main direction of change of indicators discussed in this section.

Table 8 - Direction of change (in significance) of indicators on benefits of education in WFPSMP schools compared to CONTROL and HGSMP schools

Indicator	WFPSMP vs CONTROL			WFPSMP vs HGSMP		
	Boys	Girls	Total	Boys	Girls	Total
Parents/guardians in target communities who could name at least three benefits of primary education	▬	▬	▬	▬	▬	▬

⬇ Negative ▬ Not significant ⬆ Positive

Source: Survey analysis by evaluation team

Increased Capacity

McGovern-Dole 1.4.1 Increased Capacity of Government Institutions

Summary of main findings

- Overall, the McGovern-Dole programme reached out to more individuals and county-level officials than targeted. Delivery and quality of training was appreciated by most informants, including the staff of the SMP Department of the MoE. While targets were exceeded in some cases there were some significant gender imbalances in some areas of training.
- Nutrition content was well integrated in all the trainings and workshops.
- On the indicator, Conduct Awareness Campaigns and Trainings on Nutrition and Hygiene, the target was exceeded several times over.
- Beneficiary feedback mechanisms were incorporated in Baringo and West Pokot county trainings. Turkana, Wajir and Mandera ECDE managers training, a total of 5.
- Some results were necessarily disappointing or not scored due to Covid-19. This includes the number of school administrators and officials in target schools who demonstrate the use of new techniques or tools as a result of USDA assistance: and number of county-level officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance. (Data from WFP, included as Annex Summary Indicator Table: targets fell below the target of 100 in all years).

- Some activities did not take place. Raising awareness on the importance of education was to reach a target of 30,000 community members benefiting from radio spots. However, this activity was not planned in the period since activities were affected by the Covid-19 pandemic and use of radio for election campaigning. Equally, despite an initial target of 2,200 posters, fliers, leaflets distributed targeted for the single year 2017, this was not planned by WFP in the period.
- A number of times, respondents mentioned that they had not had contact with WFP since 2018 or earlier. This may be because MoE trainers had taken over the training. However, capacity building was maintained – for example the recent development of the School Meals Policy in 2022 by the new Director of the SMP in the MoE is a case in point, supported by WFP. This and the ongoing training on the SMP with MoE and counties will have helped to support the sustainability of HGSMP.

131. In support of the scores against indicators provided in the annexed Summary Table of Indicators, WFP provided Back to Office Reports (BTOR). Many of these covered counties which were not the subject of this evaluation, such as Mombasa, Embu and Taita Taveta. As an example, the Masarbit training intended to impart hygiene and nutrition education among food handlers with the aim of subsequently developing healthy behaviours in schools noted successes such as "100 percent attendance" and "the participation of Teachers Service Commission County Director of Education" or the adequacy of facilities. It is disappointing that training did not measure capability before and after training. However, Some Food handlers/cooks from ECDE centres benefitted from the training although the training was targeting primary school cooks. Discussions with beneficiaries in Masarbit did corroborate that new skills were learned such as improved storage, hygiene, as well as application of the School Meals guidelines.

132. Training in Baringo and West Pokot also noted successes as:

- Participation of senior MOE officials, Deputy Director basic education, National SMP coordinator, County Director, TSC Directors, Sub- County directors and CSOs. Their participation sent a very strong message about the government's commitment to the School Meals Programme.
- Teamwork enhanced between the trainers from the County level (Public health and Nutrition teams), MOE and WFP teams.
- Dissemination and distribution of School Meals and Nutrition Strategy (50 copies) HGSMP implementation guidelines (300 copies), School Health policy (300 copies) and School health Policy guidelines (300 copies) to all the schools in attendance.
- Dissemination and distribution of food safety and quality guidelines (60 copies) by the trained PHOs in all the 18 SMP training sessions, developed with support from WFP
- Having some spare masks (PPEs kits) to give to participants who had no masks.
- Registration of participants in Baringo and West Pokot training was greatly enhanced by MOE clerks, working in collaboration with WFP staff. Support by MOE clerks enabled the trainers to concentrate fully in the training sessions.
- The portable printer helped to save on time and costs that would have otherwise been incurred during the training.
- Support from administration/finance with operational advance, enabled the team to conduct training in Kapenguria Town which was accessible to most of the training participants
- Successful mobilization of participants by MOE which led to high turnout rates both in Baringo and West Pokot Counties.

Indicator 13: Number of county-level inter-ministerial committees for HGSMP established

133. Implementation of the school meals programme at decentralized levels requires strong inter-ministerial coordination at the county level. At baseline, no county level inter-ministerial committees were in place for the control, WFPSMP, and HGSMP schools. McGovern-Dole reporting and interviews with national and county level informants highlighted that county level ministerial committees had not yet been established at midline. Visits to Baringo and Masarbit confirmed that county-level inter-ministerial committees for HGSMP had taken place. Counties have primary responsibility for ECD schooling, and also coordinate the delivery to sub-county and schools for HGSMP deliveries on behalf of the central government

MoE. The evaluation team asked to view the respective reports. It would be useful in to be able organise the filing of these reports for simple access by the WFP Monitoring team in the Country Office, as well as the MoE. Unfortunately, the MoE and WFP reporting does not make clear how many of these county level committee meetings for HGSMP were held.

Indicator 14: Number of national-level inter-ministerial coordination committees for HGSMP

134. Stakeholder analysis informed by documentary research and key informant interviews at baseline confirmed the assumptions around a critical role for government ministries, development partners, other government entities and departments and civil society organizations in the implementation of school meals programmes in Kenya. In particular, the MOE, the Ministry of Agriculture and the Ministry of Health stand out in their respective roles and responsibilities in implementing the school meals programmes.

135. At baseline the KIIs indicated that the participation of other ministries in school feeding coordination was ad-hoc on that commitment was insufficient. At midline, interviews suggest that there has been some improvement – among others through the organization of a national launch for the School Feeding Strategy in May 2018.

136. As was the case at baseline, there has been a challenge in the frequent changes in leadership and senior positions in the MOE. The MOE acknowledges, and confirms the important roles played by the development partners and civil society organizations, with roles that range from resource/funding provision to implementing partners., The inadequate multi-sectoral commitment to school feeding which was evident at mid-term improved with WFP capacity building support. The MOE noted the substantial support it had received in the form of support to coordination during the trying period of the Covid-19 pandemic, the development of SFP Guidelines and procedures, training to MoE at both central and county levels, the manual provided to Boards of Management, linkage of SMP with agricultural production and marketing programs.

137. Two Intersectoral Coordination Meetings reports have been provided to the team from the MoE (October 2020 and May 2021). These cover a range of topics and do not focus solely on McGovern-Dole school feeding objectives. They also indicate collaboration with Nestle and African Dawn, Huru International on nutrition gardens, collaboration on WASH programmes and other issues.

McGovern-Dole 1.4.2/2.7.2 Improved Policy and Regulatory Framework

Summary of main findings

- The policy and institutional environment have improved with the approval of the National School Health, Nutrition and Meals Programme Strategy.
- The value of government funding (allocated budget) has increased from 623 million to 1.6 bn KES in the preceding period.
- Delays in disbursement of funds and differences between allocations and disbursements reduce the amount of available funding for schools.
- Targets for private-public partnerships as reflected in the number contracts signed with local traders had been surpassed, although there are challenges at the level of identifying and contracting traders.
- Various training activities for Parent Teacher Associations (PTA) and BOM had to be deferred due to new government regulations on when training can be organized at local level.

Indicator 15: Number of educational policies, regulations, and/or administrative procedures in each of the following stages of development because of USDA assistance (Stage 5)

Indicator 16: Number of child health and nutrition policies, regulations, and/or administrative procedures in each of the following stages of development because of USDA assistance (Stage 5)

138. An inventory of key policy documents was done at the time of the baseline report. The baseline also recorded an overall view from KII that the policy environment had been strengthened over time although these achievements were not directly or uniquely linked to the inputs from the USDA project. The main documents include: the overarching Vision 2030 of the GoK; the Agriculture Sector Development Strategy (2010), the National Social Protection Policy (2011) in which school meals are one of the approaches to

ensuring social protection; the National School Health Policy (2009); and the National School Health Guidelines (2009); the Food and Nutrition Security Policy (2011).

139. A gap at the time of the baseline was the fact that the National School Health, Nutrition and Meals Programme Strategy remained to be formally approved. At mid-line a major achievement was the formal approval of this document, which is being disseminated to county and sub-county levels. The launching of the strategy formalizes a commitment that the GoK has been making to SF. It also provides the framework for involvement of different government ministries in SF. While noting the importance of this achievement, key interviewees at national level also stressed that ensuing implementation of the strategy will be a major task and cited continued challenges in terms of commitment by other ministries (with the exception of the department for nutrition of the Ministry of Health) in spite of the strategy being in place.

140. At the time of the final evaluation, the team met with the new Head of School Meals Programme in Nairobi who, several months into her post, developed a new Schools Meals Policy (June 2022), developed with WFP assistance, and a number of other partners including Partnership for Child Development (PCD), Food for Education (F4E), UNICEF, Nutrition International (NI) and Mary's Meals, as well as the MoH, among others.

McGovern-Dole 1.4.3/2.7.3 Increased Government Support

Indicator 17: Value of new public and private sector investments leveraged

141. WFP reporting testifies to an increase in government funding to the school meals programme by Ksh.1.6bn during the 2017/2018 financial year[73] compared to the previous year with a funding level of KES 623 million to support school feeding during the drought.[74] However, KES300mn of that allocation was retracted. Other challenges include the significant delays in the transfer of allocated funding to schools which the evaluation found has knock-effects for the purchasing of food (in particular purchasing at a time when prices are high) and ultimately for the number of school meals that are served. At the time of the final evaluation, there is significant commodity price inflation. This therefore puts the schools receiving Cash Transfers at a disadvantage.

Indicator 18: Number of public-private partnerships formed

142. Public-private partnerships under this programme are interpreted as referring to the number of traders contracted to supply food commodities to schools. Against a target of 100 traders contracted at midline WFP reported the existence of 81 contracts (WFP, 2018), against zero in the previous reporting (WFP, 2017) - a value which was considerably higher than anticipated. Interviews with informants at county and sub-county level underscored that these partnerships are critical to the HGSMP model but that the partnerships are challenging in some counties and sub-counties because of various externalities including unfriendly agro-ecological conditions, long distances, etc., as well as internal factors including delays and uncertainty about the timing and volume of government disbursements. In particular, in some areas there is not much food in the market, and so counties have to procure from neighbouring counties, making the food costlier.

Indicator 19: Number of Parent-Teacher Associations (PTAs) supported

143. This activity was not implemented both at baseline and midline but is planned for the upcoming WFP reporting period. A new government directive has mandated that such trainings can only take place during the holiday period which has affected the programming and resulted in a shift to the next period. The evaluation team noted during the qualitative work at school level that PTAs are in place in all schools, and are playing a role in the management of the SF. However, there is insufficient representation of women in the PTAs/BOM, and inadequate involvement of the PTA's/BOM in key decisions related to the awarding of tenders and the contracting of traders.

[73] WFP (2018). Kenya Semi-Annual Report – October 2017 – March 2018.
[74] WFP (2019). Kenya Semi-Annual Report – October 2016 – March 2017.

McGovern-Dole SO 2 Increased Use of Health and Dietary Practices

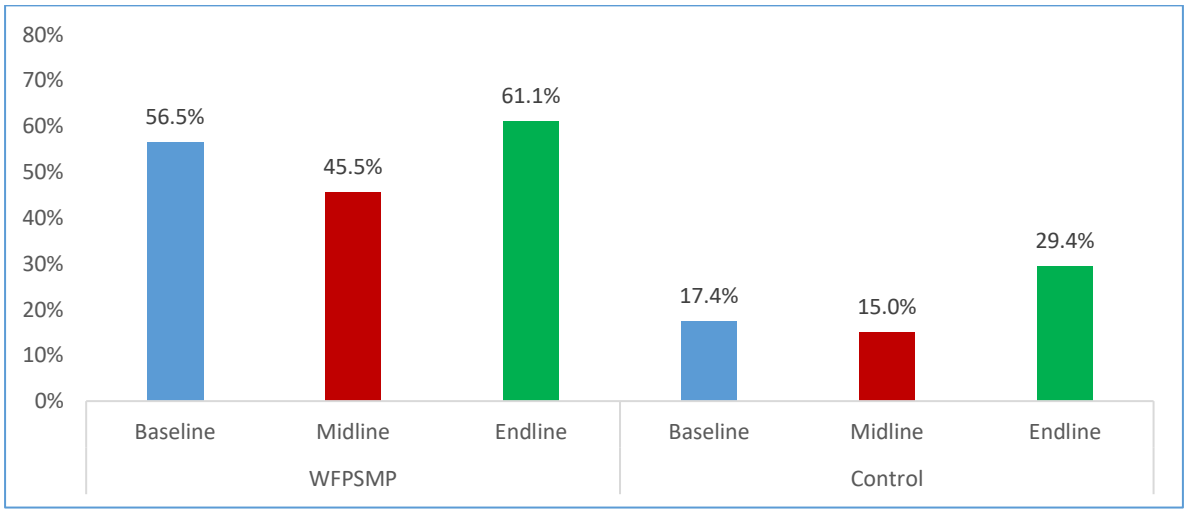
Summary of main findings

- There was no significant difference in the change of proportion of schools in target counties that store food off the ground in WFPSMP schools, compared to control schools (p=0.985).
- Similarly, there was no significant difference in the change of proportion of schools in target counties that store food off the ground in HGSMP schools, compared to WFPSMP schools (p=0.097).
- However, HGSMP schools were less likely compared to WFPSMP schools to store food off the ground.

Indicator 20: Percent of schools in target counties that store food off the ground [75]

144. There was no significant difference in the change of proportion of schools in target counties that store food off the ground in WFPSMP schools, compared to control schools (aOR=1.07[95%CI:<0.01-789.28; p=0.985). Figure 22 and Annex 9c (Table 8)).

Figure 22 - Percentage of schools in target counties that store food off the ground, compared at baseline, midline and endline for WFPSMP and Control schools

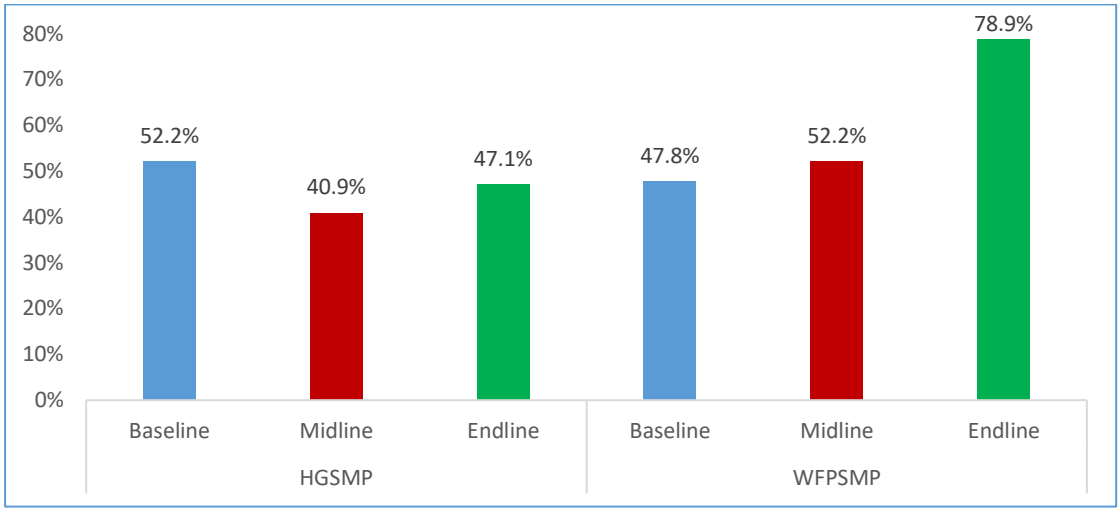


Source: Survey analysis by evaluation team

145. Similarly, there was no significant difference in the change of proportion of schools in target counties that store food off the ground in HGSMP schools, compared to WFPSMP schools (aOR=0.34[95%CI:0.10-1.20; p=0.097). However, HGSMP schools were less likely compared to WFPSMP schools to store food off the ground (Figure 23 and Annex 9d (Table 12)).

[75] The denominator is 23 schools (with or without food store) per arm. Please note that as the denominators are different for some variables a small percentage difference in one part of the analysis may be significant, while it may not be significant in other analyses where the denominator is much lower.

Figure 23 - Percentage of schools in target counties that store food off the ground, compared at baseline, midline and endline for HGSMP and WFPSMP schools



Source: Survey analysis by evaluation team

Findings from interviews and focus group discussions

146. Observations made during the school visits showed that not all schools had a store for food, with a number using a classroom as a general store. Although pellets were present in all schools, the general cleanliness was observed to be poor in some schools, especially where food was stored alongside building materials, old furniture, and other unused school equipment.

McGovern-Dole 2.2 Increased Knowledge of Safe Food Preparation and Storage Practices

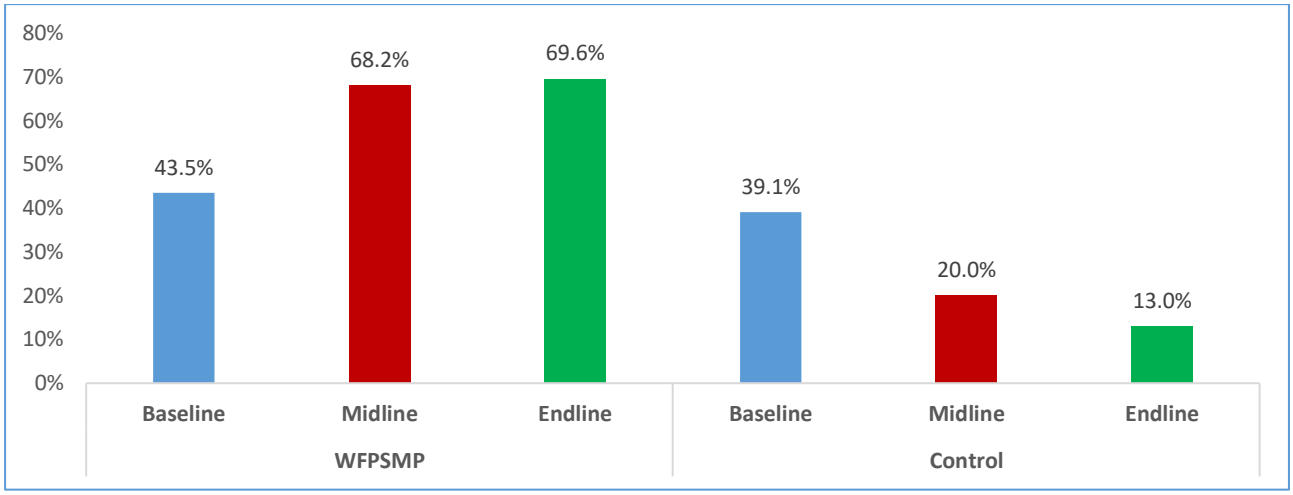
Summary of main findings

- The WFPSMP schools were more likely to have a passing score on the test for safe food preparation and storage compared to control schools. There was a significant increase in the proportion of food preparers at target schools who achieve a passing score in WFPSMP schools, compared to decrease in control schools (p=0.044).
- HGSMP schools were less likely to have a passing score on compared to WFPSMP schools. There was a significant decrease in the proportion of food preparers at target schools who achieve a passing score on a test of safe food preparation and storage in HGSMP schools, compared to increase in WFPSMP schools (p=0.024).

Indicator 21: Percent of food preparers at target schools who achieve a passing score on a test of safe food preparation and storage

147. There was a significant difference in the change of proportion of food preparers at target schools who achieve a passing score on a test of safe food preparation and storage in WFPSMP schools, compared to control schools (aOR=15.66[95%CI:1.12-218.74; p=0.044), (Figure 24 and Annex 9c (Table 8)), with WFPSMP schools being more likely compared to control schools.

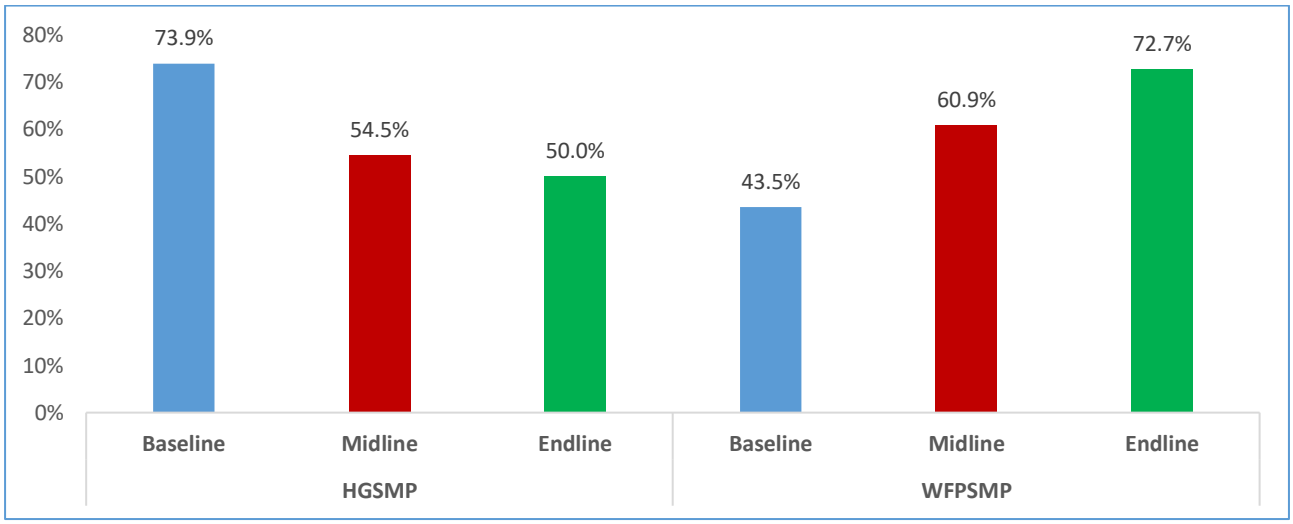
Figure 24 - Percentage of food preparers at target schools who achieve a passing score on a test of safe food preparation and storage, compared at baseline, midline and endline for WFPSMP and Control schools



Source: Survey analysis by evaluation team

148. There was a significant decrease in the proportion of food preparers at target schools who achieve a passing score on a test of safe food preparation and storage in HGSMP schools, compared to WFPSMP schools (aOR=0.21[95%CI:0.05-0.79; p=0.024), (Figure 25 and Annex 9d (Table 12)). Thus, food preparers in HGSMP schools were less likely to have strong scores compared to their colleagues in WFPSMP schools.

Figure 25 - Percentage of food preparers at target schools who achieve a passing score on a test of safe food preparation and storage, compared at baseline, midline and endline for HGSMP and WFPSMP schools



Source: Survey analysis by evaluation team

McGovern-Dole 2.3 Increased Knowledge of Hygiene and Nutrition

Summary of main findings

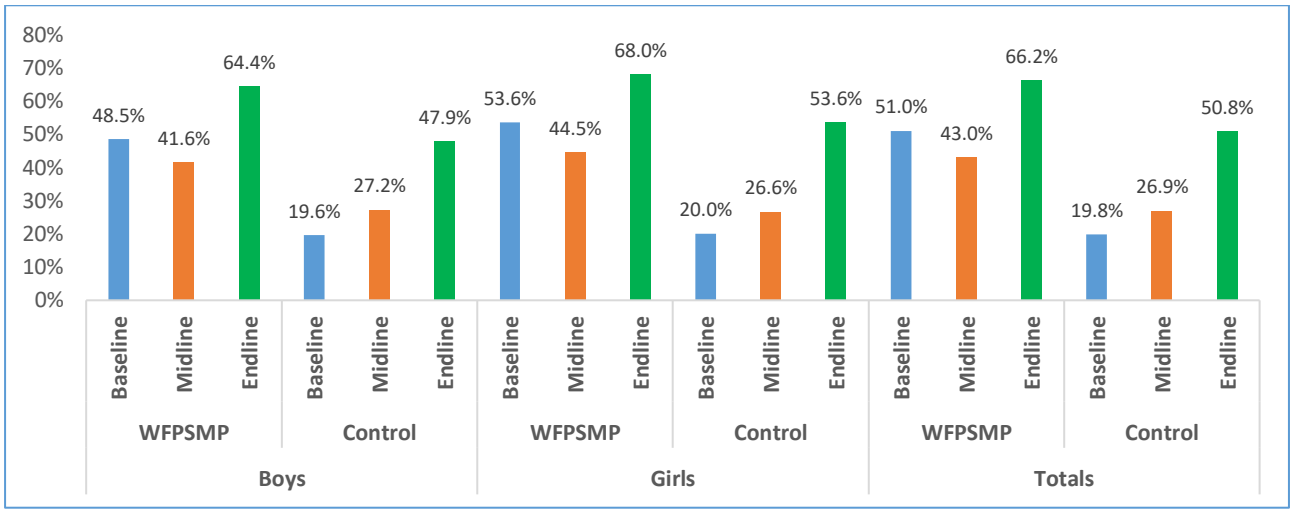
- There was a significant increase in proportion of children who were able to mention three most important hygiene methods in control schools compared to WFPSMP schools($p<0.001$), similar in boys ($p=0.007$) and girls ($p<0.001$).
- No differences were found between HGSMP and WFPSMP schools on knowledge of hygiene. The change in proportion of children who were able to mention three most important hygiene methods, was not significantly different in HGSMP schools compared to WFPSMP schools ($p=0.364$), consistent among boys ($p=218$) and girls ($p=0.771$).
- There was no significant difference in the change of proportion of children who responded to the survey who mentioned three most important nutrition efforts in WFPSMP schools, compared to control schools ($p=0.256$), consistent among boys ($p=0.380$) and girls ($p=0.483$).
- The change in proportion of children who mentioned three most important nutrition efforts, was also not significantly different in HGSMP compared to WFPSMP schools ($p=0.096$), similar in boys ($p=0.223$) and girls ($p=0.056$).

Indicator 22: Number of schools benefiting from nutrition and hygiene education

Hygiene

149. Increase in the proportion of children who responded to the survey who mentioned three most important hygiene methods in WFPSMP schools was significantly less compared to increase in control schools (aOR=0.63[95%CI:0.49-0.80; $p<0.001$). The results were consistent in boys (aOR=0.63[95%CI:0.49-0.80; $p=0.007$) and girls (aOR=0.57[95%CI:0.43-0.76; $p<0.001$), (Figure 26 and Annex 9c (Table 6)).

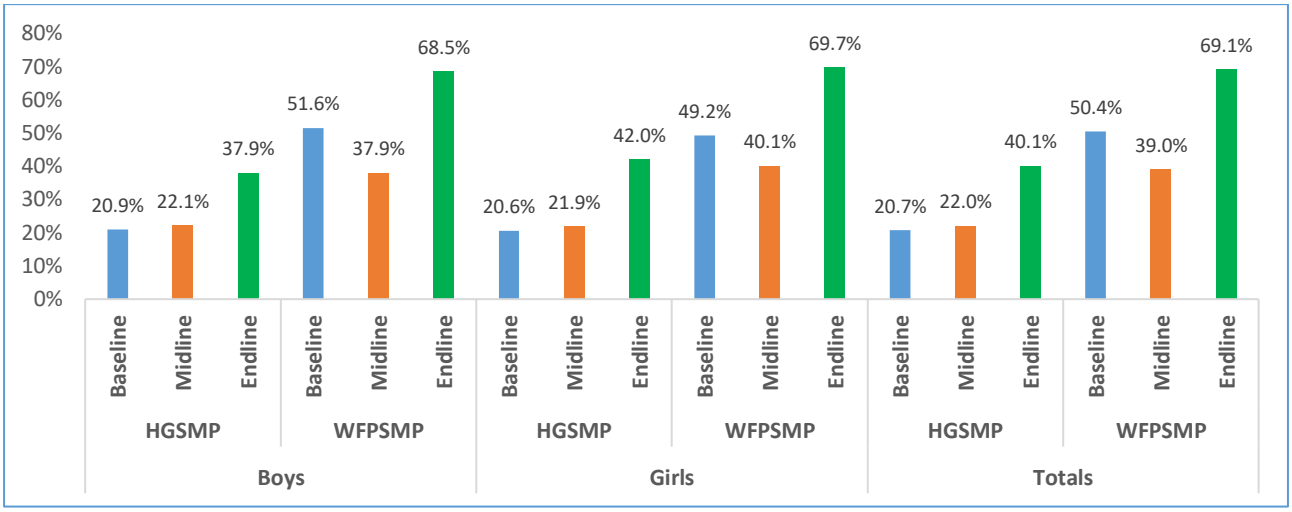
Figure 26 - Percentage of children who responded to the survey who mentioned three most important hygiene methods, compared at baseline, midline and endline for WFPSMP and control schools, stratified by gender



Source: Survey analysis by evaluation team

150. Increase in the proportion of children who responded to the survey who mentioned three most important hygiene methods, was not significantly different between HGSMP school compared to WFPSMP schools (aOR=1.14[95%CI:0.86-1.53; $p=0.364$). The change was consistent among boys (aOR=1.21[95%CI:0.86-1.64; $p=0.218$) as well as girls (aOR=1.06[95%CI:0.74-1.51; $p=0.771$). (Figure 27 and Annex 9d (Table 10)).

Figure 27 - Percentage of children who responded to the survey who mentioned three most important hygiene methods, compared at baseline, midline and endline for HGSMP and WFPSMP schools, stratified by gender



Source: Survey analysis by evaluation team

Nutrition

Indicator 23: Child health and nutrition knowledge as a result of USDA assistance

151. Change in the proportion of children who responded to the survey who mentioned three most important nutrition efforts was comparable between WFPSMP schools and control schools (aOR=0.87[95%CI:0.68-1.11; p=0.256), consistently among boys (aOR=0.88[95%CI:0.67-1.16; p=0.380) and girls (aOR=0.91[95%CI:0.69-1.19; p=0.483). Details and graphs can be found in Annex 9c (Table 6)). Similarly, the change in proportion of children who mentioned three most important nutrition efforts, was comparable between HGSMP schools and WFPSMP schools (aOR=0.80[95%CI:0.61-1.11; p=0.096), consistently among boys (aOR=0.84[95%CI:0.63-1.11; p=0.223) and girls (aOR=0.74[95%CI:0.55-1.01; p=0.056). (Annex 9d (Table 10)).

152. The table below summarizes the main direction of change of indicators discussed in this section.

Table 9 - Direction of change (in significance) of indicators of hygiene and nutrition in WFPSMP schools compared to CONTROL and HGSMP schools

Indicator	WFPSMP vs CONTROL			WFPSMP vs HGSMP		
	Boys	Girls	Total	Boys	Girls	Total
Children mentioned three most important hygiene methods	↓	↓	↓	–	–	–
Children mentioned three most important nutrition efforts	–	–	–	–	–	–
Mean number of students enrolled in schools	↑	↑	↑	↑	↑	↑

↓ Negative – Not significant ↑ Positive

Source: Survey analysis by evaluation team

153. The lack of consistent project effect on hygiene knowledge is mostly likely explained by insufficiently regular nutrition and hygiene information sessions in schools and the interruption in school functioning due to Covid-19 which affected interventions as a whole for children in the areas covered by the programme. In addition, while WFP has sought do provide nutrition and hygiene interventions the assumption that these

activities would also be supported by partners has not held true and in practice only a small number of schools benefited from this intervention.

McGovern-Dole 2.6 Increased Access to Requisite Food Preparation and Storage Tools

Summary of main findings

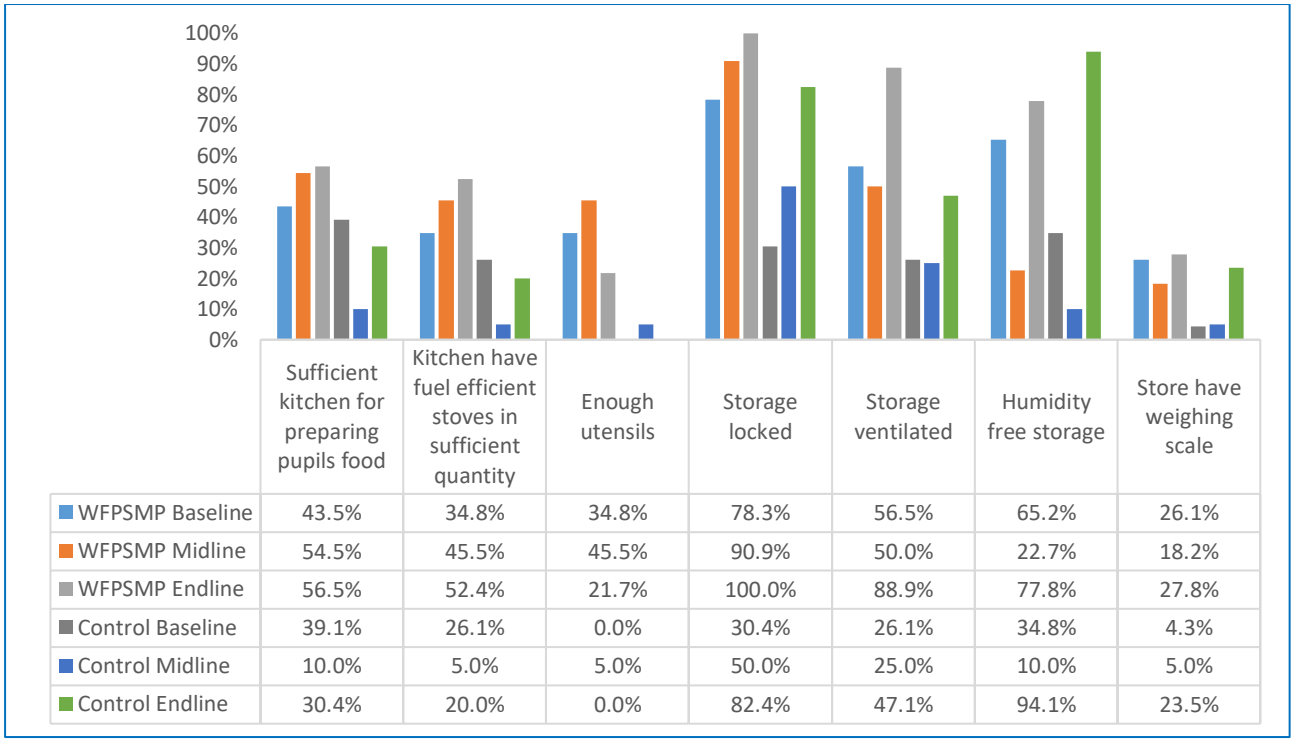
- There was a significant difference in the change of proportion of schools that had humidity free storage in WFPSMP schools, compared to control schools (p=0.048), less likely in WFPSMP schools compared to control schools. Generally, there was no difference with increased access to other improved food preparation and storage equipment in WFPSMP schools, compared to control schools
- There was no significant difference in the change of proportion of target schools with increased access to all improved food preparation and storage equipment in HGSMP schools compared to WFPSMP schools.

Indicator 24: Number of target schools with increased access to improved food preparation and storage equipment (kitchens, storerooms, stoves, kitchen utensils)

154. There was a significant difference in the change of proportion of schools that had humidity free storage in WFPSMP schools, compared to control schools (aOR=o.35[95%CI:0.12-0.98; p=0.048), less likely in WFPSMP schools compared to control school. There was no significant difference in the change of proportion of schools that had a kitchen for preparing pupils' food in WFPSMP schools, compared to control schools (p=0.249). Similarly, there was no significant difference in the change of proportion of schools that had kitchens having fuel efficient stoves in sufficient quantity in WFPSMP schools compared to control schools (p=0.141).

155. Generally, there was no difference in the change of proportion of target schools with increased access to other improved food preparation and storage equipment in WFPSMP schools, compared to control schools. (Figure 28 and Annex 9c (Table 8)).

Figure 28 - Percentage of target schools with increased access to improved food preparation and storage equipment, compared at baseline, midline and endline for WFPSMP and control schools



	Sufficient kitchen for preparing pupils food	Kitchen have fuel efficient stoves in sufficient quantity	Enough utensils	Storage locked	Storage ventilated	Humidity free storage	Store have weighing scale
WFPSMP Baseline	43.5%	34.8%	34.8%	78.3%	56.5%	65.2%	26.1%
WFPSMP Midline	54.5%	45.5%	45.5%	90.9%	50.0%	22.7%	18.2%
WFPSMP Endline	56.5%	52.4%	21.7%	100.0%	88.9%	77.8%	27.8%
Control Baseline	39.1%	26.1%	0.0%	30.4%	26.1%	34.8%	4.3%
Control Midline	10.0%	5.0%	5.0%	50.0%	25.0%	10.0%	5.0%
Control Endline	30.4%	20.0%	0.0%	82.4%	47.1%	94.1%	23.5%

Source: Survey analysis by evaluation team

156. Generally, there was no significant difference in the change of proportion of target schools with increased access to improved food preparation and storage equipment in HGSMP schools compared to WFPSMP schools. (details in Annex 9d (Table 12)).

Findings from interviews and focus group discussions

157. The team was informed that a number of cooks had been trained on hygiene and food preparation, and one cook in Marsabit county had a uniform. One cook in Turkana county explained her hygiene practices: "My certificate is now old, but I keep myself clean, always wear a clean dress to work and wash my hands before starting to cook". Concerning food preparation and storage, a number of schools had a modern energy saving stove and a food store. However, of the 11 schools visited, six had improved stoves and five had temporary structures, and lacked designated food stores. A MOE official in Marsabit reported an incident where food that had been infested by rodents was declared unfit for human consumption and subsequently disposed of under supervision of public health officers. None of the schools visited had utensils, and children brought their own from home. These findings reflect the fact that there has been only very limited investment in food preparation utensils and storage equipment since the transition of WFPSMP schools to government ownership and that poverty and successive challenges (droughts, Covid-19) have reduced the capacity for local communities to self-organize and financially contribute to putting these essential elements in place.

158. The table that follows summarizes the main direction of change of indicators discussed in this section.

Table 10 - Direction of change (in significance) of indicators on food preparation and storage in WFPSMP schools compared to CONTROL and HGSMP schools

Indicator	WFPSMP vs CONTROL	WFPSMP vs HGSMP
Percentage of schools in target counties that store food off the ground	▬	▬
Percentage of food preparers at target schools who achieve a passing score on a test of safe food preparation and storage	⬆	⬆
Sufficient kitchen for preparing pupils food	▬	▬
Kitchens have fuel efficient stoves in sufficient quantity	▬	▬
Enough utensils	▬	▬
Storage locked	▬	▬
Storage ventilated	▬	▬
Humidity free storage	⬇	▬
Store have weighing scale	▬	▬

⬇ Negative ▬ Not significant ⬆ Positive

Source: Survey analysis by evaluation team

Stratified analysis by mode of support – cash versus in-kind

159. Stratified analysis of schools with in-kind and cash support shows that mode of support modified the effect SMP. As shown in the table below, WFPSMP contributed significant improvement in the majority of indicators under the cash transfer model compared to one outcome under commodities model.

Table 11 - Direction of change (in significance) of indicators in WFPSMP schools compared HGSMP schools stratified by mode of support

Indicator	WFPSMP vs HGSMP	
	Cash transfer	Commodities
Highest Level of English literacy	−	−
Highest Level of Kiswahili literacy	−	↑
Numeracy score	−	↑
Sometimes find it difficult to concentrate in class	↑	−
Parents/guardians reported their children ate daily before going to school	↑	−
Parents/guardians reported their children ate daily after going to school	↑	−
Acceptable food consumption score (FCS)	↑	−
Coping Strategy Index (CSI)	−	−
Parents/guardians reported their child had received school meals in the current school year	↑	−
Parents/guardians reported their child had received school meals in the week of the survey	↑	−
Mean number of students regularly (80%) attending school	↑	−
Parents/guardians in target communities who could name at least three benefits of primary education	−	−
Children mentioned three most important hygiene methods	−	−
Children mentioned three most important nutrition efforts	↑	−
Mean number of students enrolled in schools	↑	−

↓ Negative − Not significant ↑ Positive

Source: Survey analysis by evaluation team

160. Evaluation field work and interviews with head teachers and SMC provided insights into the relatively stronger performance of the cash modality. As explained by school directors, commodity delivery may face delays which affect availability of food in schools (with commodity retention at a particular point in the transportation chain for logistics reasons), in addition to bringing additional challenges in terms of storage and conservation. Advantages of the cash modality include flexibility in terms of when and how to use of the cash, and the possibility to adjust the type of commodities procured in light of any in-kind contributions by parents or other partners which is believed to contribute to the quality of the meals that are offered. Procurement on the local market with the cash modality was cited as being less complicated and avoiding issues related to transportation and storage (quantities can be purchased in smaller amounts), provided that the local market is able to provide the commodities. Finally, the cash modality is also perceived as have some advantages in terms of enabling greater ownership of the management of the school meals at local level.

Assessment of the perceived effect of Covid-19 on implementation of the School Meals Programme

Summary of main findings

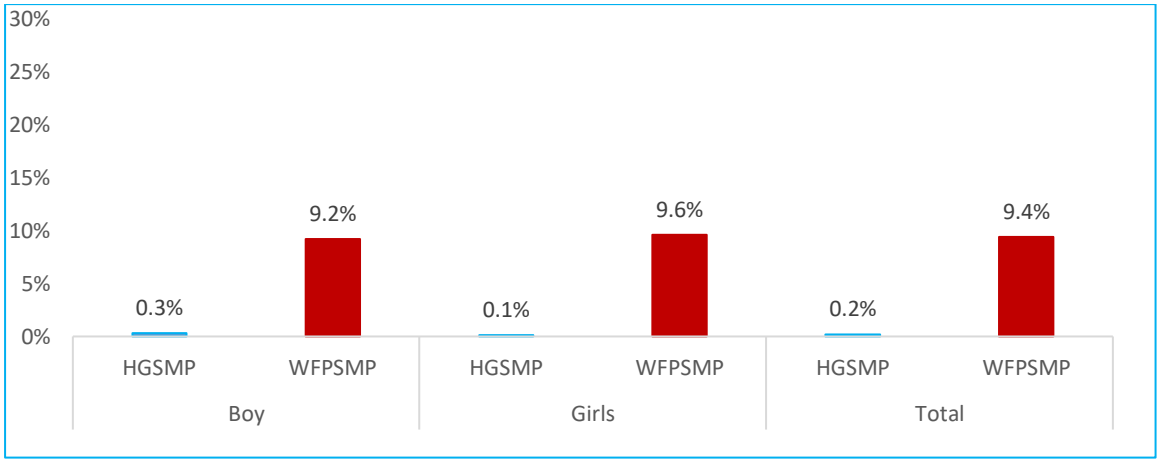
- During the Covid-19 pandemic less than 10 percent of children received food while schools were closed. Most of the beneficiary children were from WFPSMP schools.
- Less than 25 percent of children reported continuing their studies during the Covid-19 period.
- The most frequent benefits of food during Covid-19 were: relieved burden to the family, food for the family, and continuation of learning.
- Almost two thirds of children across the different arms reported that Covid-19 had significantly affected their studies, with equal proportions of girls and boys.

161. The onset of Covid-19 pandemic disrupted implementation of the school meals programme. The proportion of children reporting they continued to receive school food when the schools were closed as a result of Covid-19 in 2020 was less than 10%. The proportion was significantly high in favour of WFPSMP schools (9.4%) compared to HGSMP schools (0.2%), ($p<0.001$). The results were similar for boys ($p<0.001$) and girls ($p<0.001$).

162. The most frequently mentioned benefits of the SMP before the 2020 Covid-19 schools closure include; More concentration in class (WFPSMP=24.3%, HGSMP=12.3%), Enough food for the child (WFPSMP=23.4%, HGSMP=15.7%), Regular attendance to school (WFPSMP= 19.4%, HGSMP=8.0%), and Relieved burden to the family (WFPSMP=11.4%, HGSMP=1.7%).

163. During the 2020 Covid-19 school closure, three most frequently mentioned benefits of the SMP include; Relieved burden to the family (WFPSMP=4.8%, HGSMP=0.0%), Food for the family (WFPSMP=2.2%, HGSMP=0.1%) and continuation of learning (WFPSMP=0.7%, HGSMP=0.1%), (Figure 29 and Table 10).

Figure 29 - Proportion of children reporting they continued to receive school food when the schools were closed as a result of Covid-19 in 2020 at endline for HGSMP and WFPSMP schools, stratified by gender



Source: Survey analysis by evaluation team

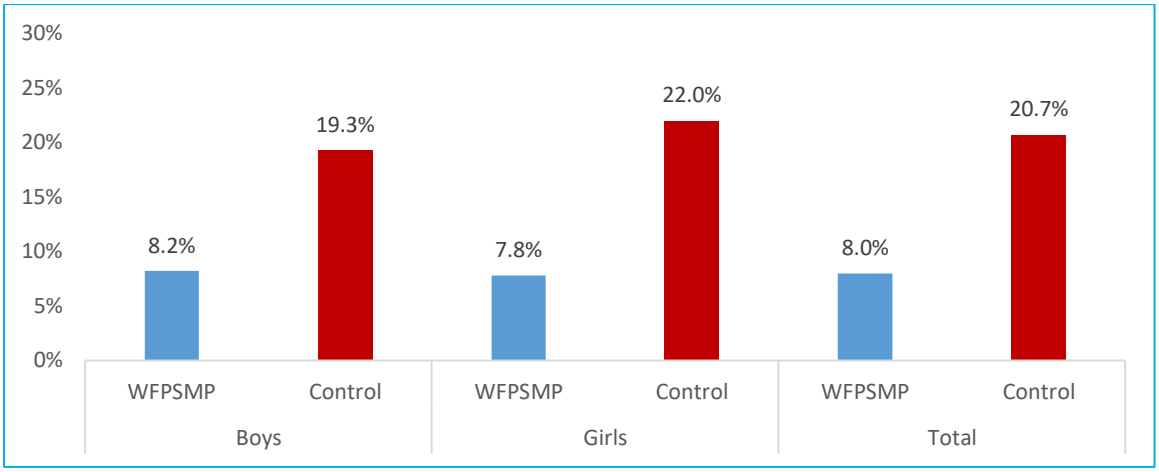
Table 12 - Most important benefit of the SMP mentioned by children before and during the 2020 Covid-19 school closure at endline for HGSMP and WFPSMP schools, stratified by gender

Variables	Boys		Girls		Total	
	HGSMP (n=721)	WFPSMP (n=552)	HGSMP (n=835)	WFPSMP (n=512)	HGSMP (n=1556)	WFPSMP (n=1064)
Most important benefit of the SMP before the 2020 Covid-19 school's closure						
More concentration in class	14.4%	26.8%	10.5%	21.7%	12.3%	24.3%
Enough food for the child	17.1%	22.8%	14.6%	24.0%	15.7%	23.4%
Regular attendance to school	5.8%	18.7%	9.9%	20.1%	8.0%	19.4%
Relieved burden to the family	1.2%	11.8%	2.2%	10.9%	1.7%	11.4%
Preventing of school drop out	1.1%	4.0%	0.7%	4.1%	0.9%	4.0%
Preventing involvement in harmful behaviours and activities in search of food	0.0%	1.8%	0.2%	1.2%	0.1%	1.5%
Food for the family	0.3%	1.4%	0.2%	0.4%	0.3%	0.9%
Other	60.1%	12.7%	61.6%	17.6%	60.9%	15.0%
Most important benefit of the SMP for you during the 2020 Covid-19 schools' closure						
Relieved burden to the family	0.0%	4.7%	0.0%	4.9%	0.0%	4.8%
Food for the family	0.1%	2.2%	0.0%	2.1%	0.1%	2.2%
Continuation of learning	0.1%	1.1%	0.1%	0.2%	0.1%	0.7%
Preventing involvement in harmful behaviours and activities in search of food	0.0%	0.4%	0.0%	0.0%	0.0%	0.2%
Enough food for the child	0.0%	0.4%	0.0%	1.8%	0.0%	1.0%
Others	0.0%	0.5%	0.0%	0.6%	0.0%	0.6%
None	99.7%	90.8%	99.9%	90.4%	99.8%	90.6%

Source: Survey analysis by evaluation team

164. The proportion of children reporting they continued with studies for the full period during the Covid-19 pandemic school closure in 2020 was less than 25%. The proportion was significantly low in WFPSMP schools (8.0%) compared to control schools (20.7%), ($p<0.001$), similar among boys ($p<0.001$) and girls ($p<0.001$). The most commonly mentioned methods used to continue with studies for the full period include; Home study with support from the parents or relatives (WFPSMP=16.7%, control=42.9%), Child self-directed (WFPSMP=33.3%, control=36.7%), Small groups study among pupils (WFPSMP=16.7%, control=11.0%) and home study with visit from teacher (WFPSMP=28.6%, control=6.5%), (Figure 30 and Table 11).

Figure 30 - Proportion of children reporting they continued with studies for the full period during the Covid-19 pandemic school closure in 2020 at endline for WFPSMP and Control schools, stratified by gender



Source: Survey analysis by evaluation team

Table 13 - Method used to continue with studies for the full period in WFPSMP schools compared to CONTROL schools

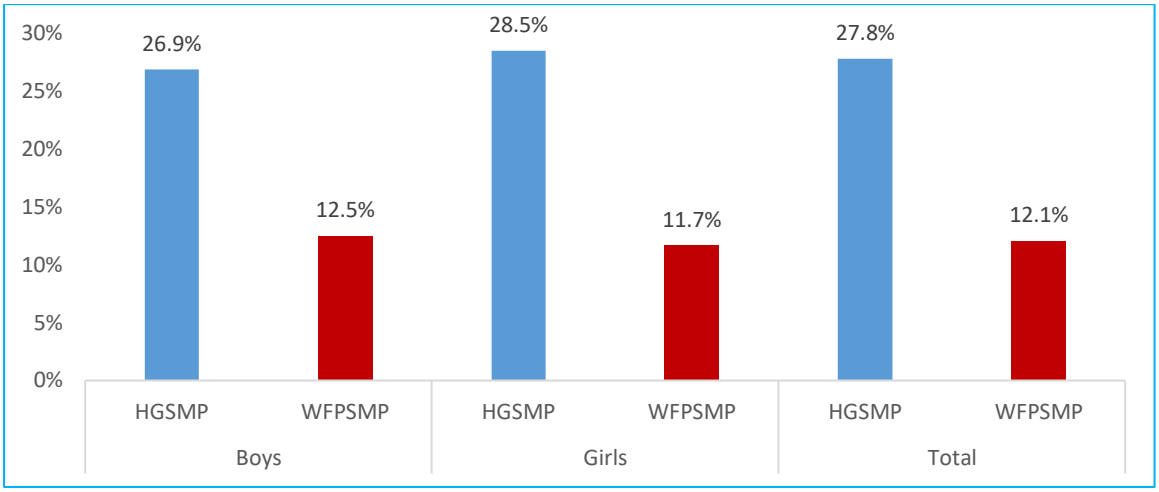
Variables	Boy		Girl		Total	
	WFPSMP	CONTROL	WFPSMP	CONTROL	WFPSMP	CONTROL
Home study with support from the parents or relatives	14.0%	43.3%	19.5%	42.5%	16.7%	42.9%
Child self-directed	30.2%	36.2%	36.6%	37.1%	33.3%	36.7%
Small groups study among pupils	20.9%	9.2%	12.2%	12.6%	16.7%	11.0%
Home study with visit from teacher	30.2%	6.4%	26.8%	6.6%	28.6%	6.5%
Via online learning	2.3%	3.5%	0.0%	0.6%	1.2%	1.9%
Listening to Radio lessons	0.0%	1.4%	2.4%	0.6%	1.2%	1.0%
Others	2.3%	0.0%	2.4%	0.0%	2.4%	0.0%

Source: Survey analysis by evaluation team

165. The proportion of children reporting they continued with studies for the full period during the Covid-19 pandemic school closure in 2020 was significantly high among HGSMP schools (27.8%) compared to WFPSMP schools (12.1%), ($p<0.001$), similar among boys ($p<0.001$) and girls ($p<0.001$).

166. The most commonly mentioned methods used to continue with studies for the full period include; Child self-directed (HGSMP=45.4%, WFPSMP=37.2%), Home study with support from the parents or relatives (HGSMP=35.2%, WFPSMP=21.7%), Home study with visit from teacher (HGSMP=3.9%, WFPSMP=31.8%) and Small groups study among pupils (HGSMP=9.0%, WFPSMP=5.4%), (Figure 31 and Annex 9e (Table 15b)).

Figure 31 - Proportion of children reporting they continued with studies for the full period during the Covid-19 pandemic school closure in 2020 at endline for HGSMP and WFPSMP schools, stratified by gender



Source: Survey analysis by evaluation team

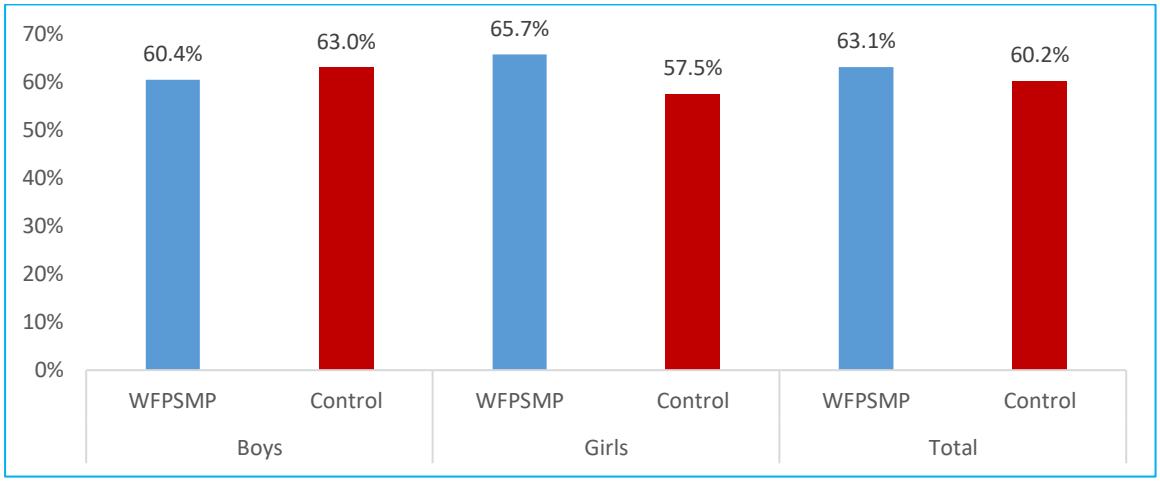
Table 14 - Method used to continue with studies for the full period in HGSMP schools compared to WFPSMP schools

Variables	Boys		Girls		Total	
	HGSMP	WFPSMP	HGSMP	WFPSMP	HGSMP	WFPSMP
Child self-directed	43.3%	36.2%	47.1%	38.3%	45.4%	37.2%
Home study with support from the parents or relatives	38.1%	20.3%	32.8%	23.3%	35.2%	21.7%
Home study with visit from teacher	5.2%	31.9%	2.9%	31.7%	3.9%	31.8%
Listening to Radio lessons	2.1%	0.0%	1.3%	0.0%	1.6%	0.0%
Others	2.6%	1.4%	1.7%	1.7%	2.1%	1.6%
Small groups study among pupils	6.2%	7.2%	11.3%	3.3%	9.0%	5.4%
Via online learning	2.6%	2.9%	2.9%	1.7%	2.8%	2.3%

Source: Survey analysis by evaluation team

167. Proportion of children reporting that Covid-19 pandemic affected their academic performance in school was comparable between WFPSMP schools (63.1%) and control schools (60.2%), (p=0.141). It was significant among girls (p=0.003) but comparable among boys (p=0.353), (Figure 32).

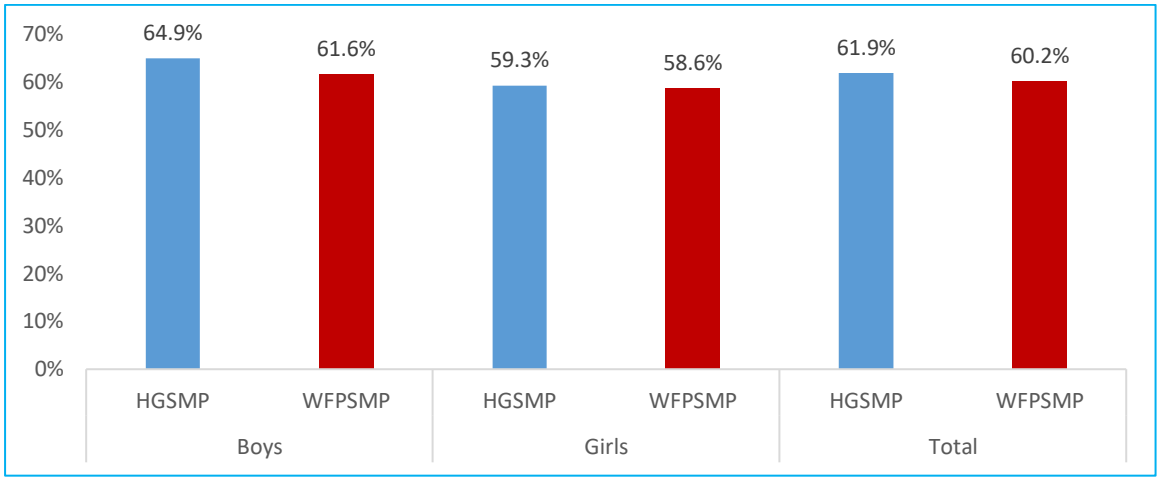
Figure 32 - Proportion of children reporting that Covid-19 pandemic affected their academic performance in school at endline for WFPSMP and Control schools, stratified by gender



Source: Survey analysis by evaluation team

168. Proportion of children reporting that Covid-19 pandemic affected their academic performance in school was comparable between HGSMP schools (61.9%) and WFPSMP schools (60.2%), (p=0.370). Similar among boys (p=0.223) and girls (p=0.803), (Figure 33).

Figure 33 - Proportion of children reporting that Covid-19 pandemic affected their academic performance in school at endline for HGSMP and WFPSMP schools, stratified by gender



Source: Survey analysis by evaluation team

What factors affected the results?

169. The last part of the effectiveness question looks at factors that have affected the results of the programme

Summary of findings

- A strong relationship between the GoK and WFP has facilitated the transition process.
- Droughts and floods have created hardship for families, combined with the effects of the Covid-19 pandemic.
- Food prices have affected capacity of schools to purchase food.
- Delays in transfers of cash grants by the government have reduced the number of school feeding days.
- Complex procurement processes have affected timeliness and regularity of school meals.
- Decision by the government to centralize procurement for the arid counties.
- Food sharing has reduced the quantity of the meals for beneficiaries.

170. External and internal factors have affected the implementation of the intervention. Each is discussed in turn below.

a) External factors

- Climate change and associated drought and intermittent floods have affected the regular functioning of schools in every year of the programme.
- Insecurity caused by conflict has affected education and livelihoods in some of the counties, In some schools, children were reported to have been absent for extended periods of time because of insecurity.
- Distances and difficult transport and road conditions contribute to a hostile environment for transportation of food (for schools receiving in-kind deliveries). Where cash transfers are used, road conditions may in some cases also affect the transportation of food by farmers and vendors.
- The pastoralist lifestyle which is specific to the northern area of Kenya (and which does not feature in the control areas) brings with it increased chances of population movement. In these areas food insecurity is higher and coping strategies frequent. Cultural factors also affect school participation, in particular for girls.
- Joint WFP/MOE monitoring as well as interviews by the evaluation team identified gender issues affecting enrolment and participation. Thus, in West Pokot and Baringo, girls are more absent from school than boys because of household chores. In the same counties, there are also higher drop-out rates for girls compared to boys – due to early marriages, with a high dowry payment for a less educated girl.
- Poverty makes it difficult for parents and communities to pay the required monetary contributions to the school feeding activities, and food insecurity, and the aforementioned drought and floods put further stress on parents and guardians' capacity to contribute in-kind school feeding. These factors featured prominently in the interviews that were done across the different counties.
- Price fluctuation on the market- have affected the capacity to purchase food in the quantities needed for school meals. Higher prices reduce the amount that can be purchased and delays in transfer of funds have meant that food is bought at unfavourable prices.
- Delays in transfers of cash grants by the government, complex procurement processes, and capacity challenges have affected timeliness and regularity of school meals.

b) Internal factors

- WFP has a long standing and solid relationship with the MOE and the GoK. Strong linkages that have been built up over time and underscored appreciation for WFPs commitment to making the transition work. The work that WFP has done under the CSP with county governments has contributed to this strong relationship.

At school level, the management of school feeding is a substantial task. The lack of coordination of different government initiatives which 'descend' on schools in an uncoordinated and often unannounced manner further complicates matters. Head teachers report losing time and not being able to provide adequate attention to their classes.

2.4. EVALUATION QUESTION 5 – EFFICIENCY: HOW EFFICIENTLY WAS THE PROGRAMME IMPLEMENTED?

Summary EQ 5

- Finding 18 - The WFP Indicator Matrix set targets for WFP achievement. Three indicators fell short: a) attainment of Class 2 numeracy and literacy – underachieved by 5% and 3% respectively although survey results still show a significant difference for WFPSMP schools, and to a somewhat lesser extent for HGSMP schools; b) the number of school meals provided was 9% above target; and c) total quantity of commodities provided was 20% below target. The Covid-19 pandemic induced school closure in 2020 and 2021 contributed to these results.
- Finding 19 - The WFP monitoring systems collected data on despatches and arrivals of commodities. However, commodities shipped were 21% down on target.
- Finding 20 - Communication about allocated and disbursed amounts by the GoK to the county and school is weak, and contributes to weak control and accountability, an issue for sustainability under the HGSMP. However, this is an issue being tackled by the MoE, for example with a pilot data portal.
- Finding 21 - Delays in the disbursement of funds under HGSMP have meant that food was often purchased at high relative prices during the season, and this has reduced the number of school feeding days.
- Finding 22 - Complex procurement procedures have implications for the level of benefit that the cash-based model has for local communities under HGSMP, as only registered larger traders and farmers can qualify. This is an issue being addressed with support of WFP, and collaboration of FAO and Ministry of Agriculture.
- Finding 23 - Under the McGovern-Dole Agreement with WFP, budgets are tracked in total only, not by output indicator. In addition, the expenditure is not tracked until after the end of contract. Hence, this evaluation was not able to track budget versus actual variance.
- Finding 24 - The semi-annual reports refer to a spreadsheet of the numbers achieved. However, these spreadsheets were not available for all reports, a symptom that WFP's organisation of its M&E data could have been more accessible.

Is the programme implemented in a timely way?

171. At a general level the programme transitioned the schools to government responsibility. The hand-over took place and became a reality when the last stocks of food were cleared, as many schools still had sufficient food until the end of the first quarter of 2019. This is despite the interruption of Covid-19. After Covid-19, all scheduled activities were implemented, as the team notes from several Back to Office Reports (BTOR) after the pandemic.

172. At a more detailed level, and as is evident from the review of WFP reporting and the interviews at different levels, some of the activities that were scheduled to take place ran into minor delays. This includes the establishment of inter-ministerial county-level committees, and the planned training of BOM which was affected by a Government directive that schoolteachers would only be trained during school holidays.

173. In terms of timeliness, one of the key issues that emerged from the interviews at sub-county and school level were the frequent delays in terms of transfer of funds to schools under the HGSMP, as well as delivery of food commodities produced centrally by MOE. These delays have various knock-on effects in terms of availability of school meals and increases in costs because food was purchased at a time it is more

expensive. A lack of clarity on the timeframes can render futile the efforts of the schools, BOMs and SMCs efforts to plan. This was a problem at the time of the MTE and remains so at the final evaluation stage.

174. At the time of the final evaluation, there is significant commodity price inflation. This therefore puts the schools receiving Cash Transfers at a disadvantage. One school in Baringo central felt that Cash Transfers allowed them to exert greater control of food purchases, while another found that there was insufficient local supply of food, hence it was ineffective in delivering food to children. Purchases would need to come from more fertile areas such as Eldoret, hence defeating the objective of stimulating local demand. It had been reported in the MTE that the only school where cash transfers appeared to be functioning correctly was the pilot WFP school in Turkana North, that received cash from WFP. Under the HGSMP, however, cash was not on time before the start of term but sometime during the term. The transfer of cash was very patchy. Similarly, there were delays in delivery of food commodities to schools in arid counties, potentially due to delays in release of cash by the exchequer, procurement and transportation, as indicated interviews with national MOE officials at the School Health Nutrition and Meals unit, and other respondents at the county level. Under the MoE, therefore, the programme is not implemented in a timely manner. It is also not clear how WFP's capacity building has helped MoE to strengthen its budget planning.

Are the activities cost-efficient? Is the programme implemented in the most efficient way compared to alternatives?

175. Cost-efficiency of the USDA-funded intervention to WFP needs to be seen in the light of results achieved. The current grant of USD 28,000,000 was received in 2016 covering a period of 5 years. In 2020, USDA agreed to a no-cost extension until September 2022. Semi-annual reports were received. However, for the final period, the accompanying spreadsheets which would provide the necessary financial detail were missing, despite requests from the team. The team requested the actual expenditure versus budget on the different activities. However, this was not provided. Useful BTORs were provided, however.

176. Procurement procedures were mentioned as affecting efficiency and cost-effectiveness in all counties visited. HGSMP have to follow the government procurement process and are only allowed to procure from prequalified suppliers who are registered with the GoK. Some of these suppliers were reported to take the opportunity to inflate the prices. It was reported (examples from Nyeri and Laikipia) that when parents have to buy food to fill the gap due to delayed funds, they purchase food much more cheaply from the same market, from local traders who are not registered but provide more acceptable prices.

177. The other factor is that the timing of disbursement of funds does not always coincide or take into consideration the harvest season when the food commodity prices are lowest and oftentimes money is received in school when food prices are at the highest. An example was given of schools having to pay KES 6000 for a bag of maize which would ordinarily cost KES 3000 or less. At the time of evaluation data collection in West Pokot for example, a 50kg sack was being sold for KES 1000. Systematic delays in the transfer of funds to the schools may also mean that schools receive funds just before the school term ends and this obliges schools to procure food hastily at times when the food prices are not optimal. It also reduces the impact that school feeding starts late in the school term and does not – according to interviews with parents, guardians and teachers – attract children to school in the way it does when the food is available early on in the school term. Similarly, food commodities from MOE were reported to arrive way into the school term, with some schools in Wajir reporting entire terms without food.

Were the project strategies efficient in terms of financial and human resource inputs as compared to outputs?

178. In general interviewees felt that the programme has made the right choices in terms of financial and human resources and has sought to optimize their use. Various examples were provided including the focus on building capacity and the use of cascade training (although there are some concerns about the effectiveness of this), and the embedding of WFP staff in the MOE structures. The choice to transition to a cash-based model was also mentioned in the MTE but as we have seen, Cash Transfers have a powerful logic, but require supply side issues to be properly addressed too.

179. Pre-primary ECD feeding is supposed to be the responsibility of County Government. However, in practice, where schools had both pre-primary and primary pupils, they would feed both the lunch food that was intended for only primary. It could be clearer too whether ECD is included under the McGovern-Dole programme.

Does the monitoring system efficiently meet the requirements of the project?

180. This question looks both at information flows and monitoring. Overall, at baseline the information provided through the EMIS at baseline by the ministry of education was at an acceptable level, thus ensuring unbiased comparison**. F**ollowing the hand-over of schools the ministry of education through its decentralized services in countries has collected information school feeding activities. This information has been reliable in reporting numbers of children covered and schools targeted. However, the evaluation interviews at different levels underscore that there are insufficiencies in the information flow and communication regarding allocation and disbursement of government funding. The central MOE communicates information about allocation of funds from the national government, through the MOE directly to schools. However, interviews with the county officials highlight that this information is not shared with the county education authorities. In addition, instances were noted, during the school visits of funds from MOE being credited to the school general account, and schools not receiving official information to this effect. Some schools reported that although they officially fall under the HGSMP, they were not receiving funds. Head teachers in these schools reported spending a lot of time tracing the money, at times having to travel to the MOE headquarters. There was also the issue of reliability of data, linked to low monitoring capacity of the MoE at local level. A key issue raised by WFP officials was what was referred to as 'ghost schools' and 'ghost pupils', and exaggerated enrolment data at school and county levels. An example given was results from a spot check on enrolments which indicated that out of 70 percent of the schools sampled, 30 to 40 percent had exaggerated data (WFP, Lodwar).

181. Insufficient levels of funding for transportation of food to schools, are additional challenges of considerable concern to the county and sub-county level. The lack of funding or delay in receipt of the funds from MOE national level, also makes it difficult for timely delivery of food to schools, as well as supervision and control visits at the level of the schools.

182. The combined effect of lack of information, delay and lack of funding makes it difficult for the county education officials and the finance staff at this level to monitor the SMP. Interviewees at county level in particular stressed that this creates challenges in terms of transparency and accountability.

183. In general, the informants at different levels expressed satisfaction with the monitoring system that WFP transitioned to government. The WFP monitoring system and associated tools are considered very useful. Under the GoK, monitoring of school feeding is not done in isolation. MOE officers conduct monitoring of all school. The introduction of joint WFP monitoring visits with MOE officers in 2018 to look at aspects of implementation was considered very valuable in terms of highlighting achievements as well as areas that need attention.

What are the management strengths, including technical and financial, of this project?

184. The factor most commonly mentioned by all the informants was WFPs contribution over the years to ensuring school feeding programme was run efficiently and effectively. This contribution has included delivery of food, as reported by informants in areas served by SMP, in the required quantities and at the right time. WFP has provided support in capacity building and technical support, through training and also providing to some schools, kitchen equipment, ensuring food safety and quality. A factor that was acknowledged by schools, sub-county and county informants was the monitoring done by WFP, which was well resourced and was carried out regularly. Indeed, the monitoring visits were identified as the main avenue for schools to air their views and report any issues arising from the school meals programme. Other management strengths include the dedicated school feeding unit in the MOE, which has played a key role over the years in the management and implementation of the programme. The existence and institutionalisation of the school BOM and the SMC are seen as an important strength.

2.5. EVALUATION QUESTION 6 - SUSTAINABILITY: TO WHAT EXTENT ARE THE PROJECT RESULTS SUSTAINABLE?

Summary EQ 6

- Finding 25 - The transitioning process is implemented and understood by actors at different levels.
- Finding 26 - Self-reported commitment by parents to the transition process was strong prior to the transition and remains strong and contributions from parents continue to be necessary for the functioning of the SMP and include money, food, non-food items. Factors that are reported by parents/guardians as affecting the quality of the SMP are the same before and after the transition
- Finding 27 - The financial commitment by the government has continued in place, and government staff have been allocated, but funding and staff capacity are still insufficient.
- Finding 28 - Inter-sectoral coordination remains weak, and capacity for monitoring is a major concern.
- Finding 29 - The policy framework has been strengthened through the approval and launching of Kenya's first National Meals and Nutrition Strategy in May 2018. In 2022, the MoE developed its School Meals Policy document too.
- Finding 30 - Community engagement is strong, but participation in decision-making by women is insufficient.

Assessment of the perceived effect of transition (in 2018) on implementation of School Meals Programme

Summary of main findings

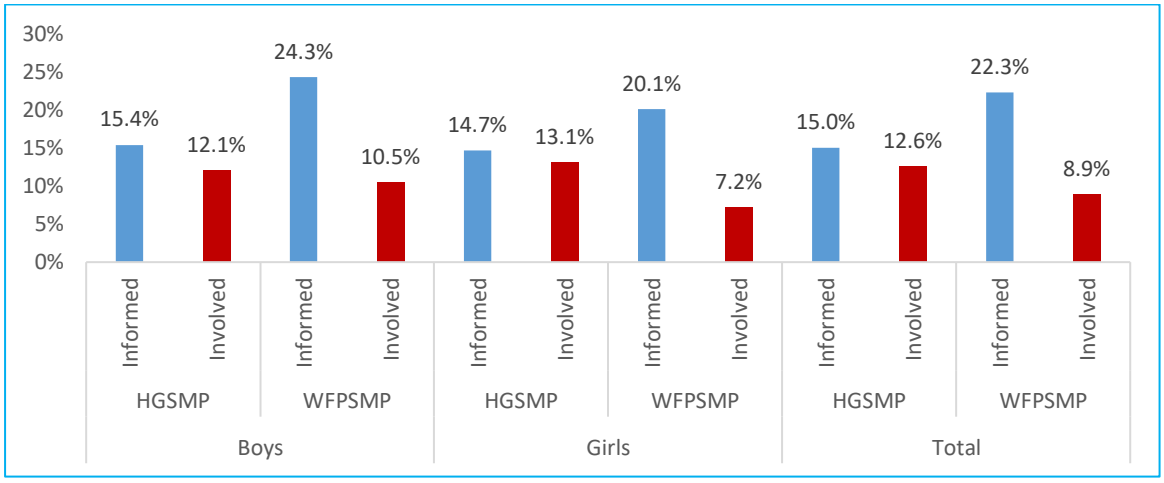
- Self-reported commitment by parents to the transition process was strong prior to the transition and remains strong.
- Contributions from parents continue to be necessary for the functioning of the SMP and include money, food, non-food items.
- Factors that are reported by parents/guardians as affecting the quality of the SMP are the same before and after the transition

185. The proportion of parents/guardians reporting on information in the transition process was significantly high among WFPSMP schools (22.3%) compared to HGSMP schools (15.0%), ($p<0.001$), similar results among boys ($p<0.001$) and girls ($p<0.001$). The proportion of parents/guardians reporting on involvement in the transition process was significantly high among HGSMP schools (12.6%) compared to WFPSMP schools (8.9%), ($p<0.001$). The difference was significant among women ($p<0.001$) but not significant among men ($p=0.385$).

186. When asked about their contribution to SMP before and after the transition of SMP to HGSMP a comparable proportion responded to the question (HGSMP=36.8%, WFPSMP=40.3%). Some indicated that their contribution is currently more than before (HGSMP=15.4%, WFPSMP=8.6%), others indicated that their contribution has remained the same (HGSMP=12.8%, WFPSMP=24.0%) while the rest indicated that their contribution is currently less than before (HGSMP=8.6%, WFPSMP=7.7%).

187. Most of the contributions from parents/guardians before the SMP transition was in form of money (HGSMP=16.2%, WFPSMP=5.4%), food (HGSMP=29.4%, WFPSMP=19.2%) and non-food items such as water and firewood (HGSMP=27.7%, WFPSMP=19.0%). Similarly, most of the contribution from parents/guardians after the SMP transition remain to be in form of money (HGSMP=17.9%, WFPSMP=7.0%), food (HGSMP=15.3%, WFPSMP=19.5%) and non-food items such as water and firewood (HGSMP=11.4%, WFPSMP=18.9%), (Figure 34 and Annex 9f (Table 16)).

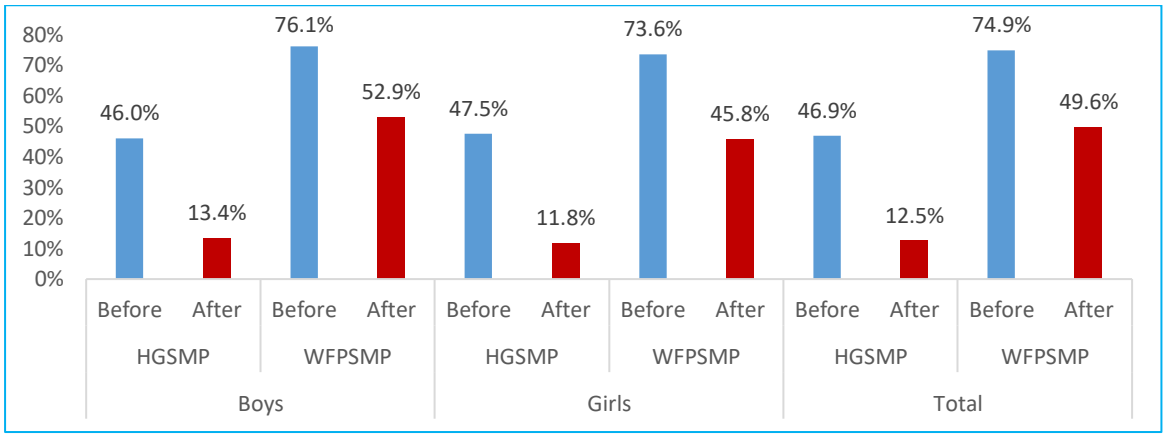
Figure 34 - Proportion of parents/guardians reporting on information and involvement in the transition process at endline for HGSMP and WFPSMP schools, stratified by gender



Source: Survey analysis by evaluation team

188. The proportion of parents/guardians reporting positively on the quality of the SMP before the transition was significantly high among WFPSMP schools (74.9%) compared to HGSMP schools (46.90%), (p<0.001), similar results among men (p<0.001) and women (p<0.001). The proportion of parents/guardians reporting positively on the quality of the SMP after the transition was significantly high among WFPSMP schools (49.6%%) compared to HGSMP schools (12.5%), (p<0.001). The difference was significant among men (p<0.001) and women (p<0.001), (Figure 35).

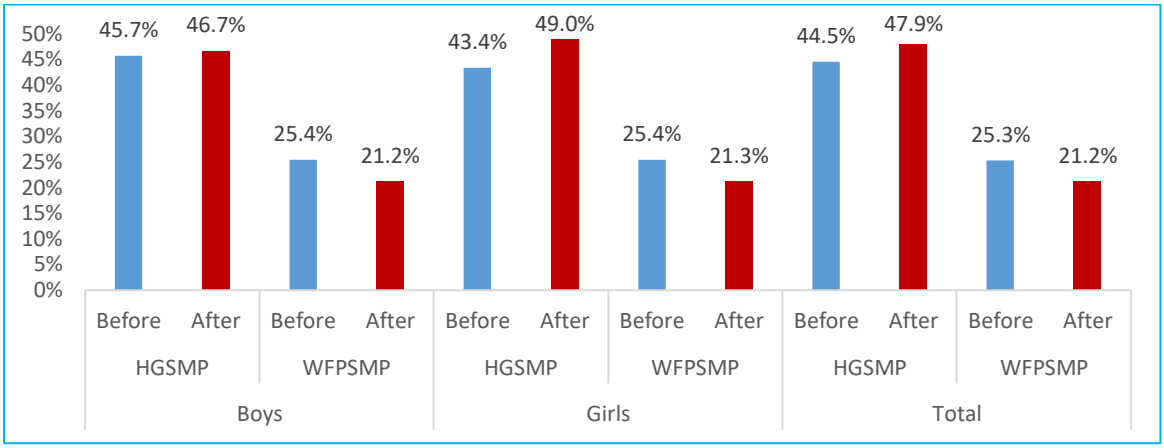
Figure 35 - Proportion of parents/guardians reporting on information and involvement in the transition process at endline for HGSMP and WFPSMP schools, stratified by gender



Source: Survey analysis by evaluation team

189. The proportion of parents/guardians reporting commitment to the SMP before the transition was significantly high among HGSMP schools (44.5%) compared to WFPSMP schools (25.3%), (p<0.001), similar results among boys (p<0.001) and girls (p<0.001). Similarly, the proportion of parents/guardians reporting commitment to the SMP after the transition was significantly high among HGSMP schools (47.9%) compared to WFPSMP schools (21.2%), (p<0.001). The difference was significant among men (p<0.001) and women (p<0.001), (Figure 36).

Figure 36 - Proportion of parents/guardians reporting commitment to the SMP before and after the transition



Source: Survey analysis by evaluation team

190. The main challenges to the SMP before transitioning included; delays in delivery of food to schools (HGSMP=7.5%, WFPSMP=14.8%), insufficient quantity of food delivered to schools (HGSMP=9.4%, WFPSMP=13.2%), limited variety of food items for the pupils (HGSMP=6.4%, WFPSMP=24.7%), and poor quality of the food items to the SMP (HGSMP=1.7%, WFPSMP=13.3%). The same challenges remain after transitioning (in 2018); delays in delivery of food to schools (HGSMP=7.9%, WFPSMP=24.8%), insufficient quantity of food delivered to schools (HGSMP=7.5%, WFPSMP=22.1%), limited variety of food items for the pupils (HGSMP=2.2%, WFPSMP=21.2%), and poor quality of the food items to the SMP (HGSMP=1.5%, WFPSMP=8.1%), (Table 15).

Table 15 - Challenges to the implementation of School Meals Programme in HGSMP and WFPSMP schools, before and after the transition

Variables	Total			
	HGSMP		WFPSMP	
The biggest challenge to the SMP before 2018	Before	After	Before	After
Delays in delivery of food to schools	7.5%	7.9%	14.8%	27.8%
Insufficient quantity of food delivered to schools	9.4%	7.5%	13.2%	22.1%
Limited variety of food	6.4%	2.2%	24.7%	21.2%
Poor quality of the food	1.7%	1.5%	13.3%	8.1%
Non consideration of the non-pupil population to the SMP	1.5%	0.1%	5.6%	6.6%
Transportation	1.6%	0.1%	5.8%	8.8%
Access to inputs needed for preparation and of school meals (water/firewood)	3.0%	0.3%	9.1%	7.7%
Access to accessories (cooking utensils/dishes spoons)	1.3%	0.0%	4.3%	2.3%
Limited infrastructure (kitchen stores/pallets/ warehouse)	4.7%	0.2%	6.8%	2.6%
Theft or loss of food	1.3%	0.1%	0.9%	0.7%
Commitment by parents and community	4.4%	3.3%	5.0%	3.4%
Monitoring by the government officials	1.6%	2.3%	0.5%	1.3%
Others	70.3%	15.8%	44.2%	25.3%

Source: Survey analysis by evaluation team

Government taking ownership of the programme

191. GoK's commitment to the provision of school meals has been evidenced by taking ownership of the SMP and providing funds for transportation of food in the WFPSMP areas. It has also progressively provided financial resources for the purchasing of food for the HGSMP over the last decade; an indication that the school meals programme has been given priority in areas prone to food insecurity. Additional funding was made available for the last two years because of the drought in Kenya. Nonetheless, interviews at school level highlighted that for many schools the lack of sufficient financial resources, and in some cases the issues related to food quantities, have meant that in practice the number of school feeding days has been reduced compared to what was in place when WFP was providing food under the WFPSMP. The drought outlook in 2022 poses a major challenge for school feeding.

192. Government ownership is also evident, at all levels, though the deployment of staff for programme management remains a challenge. County level discussion by the evaluation team revealed that there is room to better integrate the school feeding monitoring with the existing monitoring and supervision arrangements for schools; for example, by involving auditors and quality assurance officers in supervising school feeding.

193. Interviews highlight awareness of the objectives and functioning of the school meals programme and of the key dimensions of the transitioning process by most staff and a commitment to 'making the transition work.' However, concerns were expressed about the government technical and financial capacity to fully take over the programme by 2020. Fears were expressed at all levels of the sustainability of the school meals programme. The main fear, as one head teacher in West Pokot put it, was that: "*the SMP could collapse, and schools would no longer get food. If the food stops, then enrolment and participation will be reduced.*" This fear is borne out in those frequent cases where food arrives late or not at all, with far less regularity than when delivered directly by WFP.

194. The fears raised by various stakeholders, about the transition and handover emanate from the challenges the programme has faced and which have contributed to the non-achievement. Among these challenges is the issue of understaffing at county and sub-county levels, limiting the capacity to support the programme. Some of the services affected are audit services, monitoring of the programme and even providing regular training on financial management at school level. According to the head teachers, chairpersons of the BoMs and parents, the handover was being done too early and that a lot more needed to be done before a full transition to the government.

195. WFP's National School Meals Supply Chain Compliance Assessment of June 2020 raised a number of recommendations. However, it is not clear what was the response to this, nor indeed to those of the MTE. Sustainability would be better ensured to demonstrate transparently the follow-up plan to recommendations to ensure progress is made.

Demonstrated Capacity at Central and Sub-National Levels to Manage the Programme

196. The HGSMP has been implemented through transfer of funds to schools by the government, based on the same criteria as the Free Primary Education (FPE) funds, i.e., number of pupils enrolled. With these funds schools purchase food locally, in adherence to government procurement procedures. By 2016, the GoK had reached the target of 950,000 children under this programme.[76] To effect implementation of the programme, the MOE has designated staff in charge of SMP at sub-county and county level, although they are still faced with problems of inadequate resources. This includes the establishment of SMC which play a key role in the management of school meals at local level, with support from the BOM.

197. Challenges include capacity at local level for management of processes and funds. This is recognized by all partners as being a concern. Capacity gaps analyses have been conducted by joint WFP and MOE teams in a number of countries in 2018[77] to map out areas that require strengthening to make the programme more responsive to the needs of school children. The capacity gap assessment has identified a significant

[76] WFP, Kenya Development Portfolio 2014-2018: Supporting National School Meals Programme.

[77] Capacity needs assessments (3 reports in total) were conducted in Marsabit, Turkana, West Pokot and Barringo (see bibliography).

gap in terms of monitoring and evaluation, managing data, and making sure data informs decisions. In addition, WFP has committed to providing a Technical Assistance Officer to be seconded to MOE for a period at least one year to support the School Health, Nutrition and Meals Unit. This officer had been recently put in place at the time of the midline data collection. As these initiatives are too recent for the mid-term evaluation to judge their effectiveness.

198. From the evaluation interviews, management capacity in terms of SMP knowledge and skills was strong at the county and sub-county levels, reflecting annual training done by WFP. However, capacity at school level is found to be weak and this was made worse by lack of information to schools affecting the preparedness for transition and handover. Officers at sub-county level, from the counties that took part in the evaluation, expressed concern that head teachers' capacity was not adequately developed, in particular in areas related to financial management, accountability, record keeping, project management and procurement.

199. While training at school level, and especially for head teachers is important for capacity building, there were clear indications that there was limited capacity at this level. At the time of the evaluation, one of the issues raised was the mass transfer of head teachers and appointment of new ones, under the delocalisation policy of the MOE. Capacity at school level was identified, not only as an issue of lack of knowledge and skills but also a problem of overburdened roles for head teachers. In the arid areas, this becomes more pronounced, where head teachers have multiple responsibilities including covering for shortage of teachers.

200. Another area identified was inadequate capacity of cooks, where more training was required in kitchen hygiene and nutrition. As expressed clearly by one head teacher in Turkana: *'There is not enough capacity building e.g., cooks have not been trained on the level required on kitchen hygiene … More capacity building is required"* (informant, Turkana).

201. A sustainability road map was drafted in 2017.[78] The purpose of the road map is to guide thinking through some of these operational issues of transitioning including: capacity building in procurement and financial management processes to school management and parents and requirements of transparency and accountability; market assessment with regard to availability of foodstuffs and prices; remapping and retargeting of schools in the programme areas; and further work on determining and establishing the supplier base.

Involvement and Contribution of Local Communities in Programme Implementation

202. The roles of the different stakeholders are clearly defined, in particular at the school level. At the school level, SMCs have been established, with representation from teachers and parents. These committees, which are separate from the BoM, have the responsibility of ensuring the right procedures are followed in the procurement process. From FGDs with parents and teachers and KII with BoM chairmen and head teachers, it was evident that representation of parents in these committees gave them a sense of ownership in the programme. Parents in HGSMP and in schools under the CTS reported that they participated fully in the entire process: from budgeting, to tendering, to purchasing and then checking food supplied for quality. Once they are assured the quantity and quality is right, they then authorize the issuance of the cheque to the supplier. According to them, their participation in the process ensures accountability and transparency. The limited presence of women in these groups, and in particular in the decision making was evident from discussions, as almost all head teachers, chairpersons of BoMs, and MOE staff in the evaluation counties are male. This clearly reduces the level of influence that women can have on the decisions.

203. At the local level, parents and communities have shown their commitment and ownership by contributing in-kind and in cash to support the SMP. They also support the construction of kitchen and stores, provide firewood and water, payment of cooks' salary and NHIF contributions, and at times buying of cooking oil. In some cases, because of limited financial capacity of parents, schools under the HGSMP have allowed parents to provide their contribution in terms of labour and have used parents as cooks for school meals. As noted earlier, while this may provide a solution in terms of the inputs that are required from the community,

[78] MoE & WFP (2017). Sustainability roadmap for school meals programme.

there are also some evident concerns related to lack of training in food preparation, hygiene and management.

Adequacy and Timely Disbursement of Funds for the Purchase of Food under HGSMP

204. Although structures and mechanisms have been put in place, from national to school levels for the implementation of HGSMP, the programme has had challenges in funding, in terms of inconsistency in total allocation for the budget. For example, in the financial year 2017/2018 the allocation was KES 1.75b and this dropped the following year to 1.646b although the number of schools remained the same and dropped again the following year to 1.36b in 2019/2020. However, for the last two years preceding this evaluation the funding has seen an increase.

Table 16 - Government of Kenya funding to school feeding - 2016-2022

FINANCIAL YEAR	AMOUNT IN BILLION (KES)
2021/2022	1,81
2020/2021	1,95
2019/2020	1,36
2018/2019	1,64
2017/2018	1,75
2016/2017	0,28

Source: WFP Kenya

205. At school level, the government provides money for the food, based on capitation, at KES 11.00 per child per day. Although this amount has increased from KES 9,00 in 2009, across the different counties, schools under HGSMP reported that the problem with this allocation was that the funds are not adequate and reflect the fact that the different contexts are not taken into consideration.

206. The reality, according to the informants, was that food prices differ in different locations and are higher in arid counties, due to distances and poor road networks, so while KES 11.00 may be adequate in some areas, it is inadequate in others. This fixed amount also does not take into consideration fluctuations of prices of food, according to the time of the year. The challenge of fluctuations of prices is articulated by an officer in one of the sub-counties in Turkana, who said: *"there will be an allocation of KES 11.00 per child, which is not adequate because of cost of food in the area and issue of transportation. 1 bag costs KES 6,000 and the distances and roads in the county pose a challenge to the cost of food. Too little money to cater for purchase of food, compared to other counties such as Trans Nzoia"*[79] (informant, sub-county Turkana).

207. In addition, schools under the WFSMP and HGSMP experience in-year fluctuations in enrolment, with children migrating from schools that are not implementing the programme. These schools have to stretch their allocation to cover the higher enrolment than what was submitted to the MOE. Parents in some schools then are forced to cover for the deficit as the money cannot cover the total number of days in a term. Information from WFP, however, indicated that there was a banding system that ensured allocation of funding took into account the particular reality and context of the county or location. The evaluation team did not come across the banding system in the schools visited, where none of the interviewees were aware of its existence.

208. Delays and the particular time of the school calendar the national government disburses funds is another factor that affects the regularity and timeliness of the school meals. One of the County Accountants interviewed indicated that money is disbursed from the National Treasury to schools in October, which means three months from the beginning of the financial year which ends in June of every year. The second tranche is disbursed in May of the following calendar year. October happens to be the last month before the end of the school calendar as the national examinations take place in October/November, and schools close

[79] Trans Nzoia is an agriculturally productive county, known for its high production of maize which is staple food in Kenya.

in November. The schools can only purchase food for a few weeks, since there is very little learning going on in schools during the third term of the school calendar. At school level, the head teachers and chairs of BoM indicated that the money gets to school in the middle or towards the end of the term; meaning that schools go without food for more than a month every term. In some schools where the parents can afford to do so, they provide the food to address the deficit.

209. These issues are recognized by the MOE and WFP as concerning. With the frequency of droughts, the MOE has lobbied for increased funding, to stretch the number of days over which they can provide school feeding as normally they only have sufficient budget for a portion of days. MOE concerns about the price of food, have led to the decision that for some counties the government would do central procurement and distribute the food (rather than using cash transfers). Feedback from informants at county and sub-county level was that this modality is also appreciated. However, the modality does not go in favour of local production/markets and local farmers and traders. Some parents reported that this change was not in all ways seen as positive as it reduces the level of involvement of parents and community.[80] Most schools reported that the cash model is more efficient and considered preferable.

210. Various actions are foreseen in the aforementioned sustainability road map, and through the capacity gap monitoring, to address the overall challenges to sustainability by building capacity of staff at all levels. A gap remains, however, in terms of the government budgeting process which is not aligned with the school calendar. It is not clear what actions are envisioned to address this important area which results in food reaching schools very late and contributes to the inflation of costs because food is procured at times when it is expensive.

Strengthening of the Policy Framework Supporting HGSMP within the Project Period

211. WFP has launched a new country strategy for the period 2018 – 2023, which prioritizes technical support to government to fully take over the school meals programme. Within the wider government planning, the Vision for Economic Growth (known as the 'Big Four') was unveiled in 2017, to be implemented over the period 2017-2022. The four key pillars of the strategy include food security and nutrition, alongside manufacturing, universal health coverage housing and affordable housing.

212. The launching of Kenya's first School Feeding and Nutrition strategy in 2018[81] – signed by three ministries (education, agriculture and health) - is considered a very important development as it formalizes a commitment that the GoK has been making to SF. It gives a clear framework and a vision that all counties in Kenya can work towards and embodies a political commitment to School Feeding as a key safety net, as well as its role in achieving educational outcomes. It also provides the framework for involvement of different government ministries in SF by encouraging inter-ministerial coordination, multi-sectoral planning, stable funding and monitoring and evaluation for school meals to all children in Kenya. The strategy envisages a robust, nationally owned, sustainable and cost-effective set of school meal initiatives that will address the key outcomes of different sectors, such as enrolment, retention and transition rates, food and nutrition insecurity, and health and hygiene practices.

213. The evaluation was able to establish that there is good awareness of the existence of the strategy at national and sub-national levels. It is too early to be able to assess its implementation. However, interviews at national level highlighted continued challenges in terms of commitment by other ministries (with the exception of nutrition) in spite of the strategy being in place.

[80] The MOE is cognisant of this problem and has asked WFP to do a market assessment to look at various options.

[81] MOE & WFP. Report on School Feeding National Conference and Launch of School Meals and Nutrition Strategy (2017-2022) – May 2018

2.6. EVALUATION QUESTION 7 - WHAT LESSONS CAN BE LEARNED FROM THE IMPLEMENTATION?

Summary of main findings

- Finding 31 – Phased approach to transitioning, embedded technical assistance, targeted studies/analysis, support to government monitoring, attention to planning and budgeting, the involvement of local stakeholders, and the roll-out of two different models with in-kind and cash have been key to the transition process.

214. **Phased approach to transitioning** – this evaluation shows the benefit of a phased approach to transitioning. The hand-over of schools has been done gradually and each phase saw inputs from the McGovern Dole programme being adjusted in line with needs. The programme benefitted from this approach which allowed for results to be consolidated and areas of weakness to be addressed progressively. The transitioning took place in a balanced manner.

215. **Embedded technical assistance** – since transition, WFPs support has been concentrated on capacity strengthening. The placement of WFP staff in the Ministry of Education has been a particularly effective part of this process and included a mid-course change to adjust the type of expertise. Embedded technical expertise has ensured strong linkages between the two main partners, enhanced mutual understanding and facilitated flexible inputs and when needed.

216. **Target studies/analysis** – the supply chain compliance study was an important input for GoK understanding of progress after transitioning. It provided an independent demand-driven input that helped point out areas of strength and weakness. Being able to provide a response to this kind of request has been an important part of the collaboration and has contributed to strengthening GoK ownership.

217. **Support to government monitoring** – After the transition WFP has continued to work alongside government to ensure capacity for monitoring the school feeding programme. Provision of means of transportation as well as joint monitoring have been important in this respect.

218. **Planning and budgeting –** Transition requires sustained commitment by the Government, and has been successful thanks to the combination with TA support from WFP.

219. **Local Stakeholders –** their support is critical. For examples, some CSOs and church groups provide water on a regular basis. Children are asked to bring firewood to schools. These inputs are needed for the SFP to work and demonstrate local commitment to school feeding. All agree that with no food, children may not come to school. With food, there are many benefits: pre-primary can function, mothers and girls are relieved from providing lunch, girls can receive education and gain more independence, enrolment, attendance and attainment can rise. Indirectly, this helps schools to provide boarding, helping to protect children from conflict.

220. **Cash versus Food –** the scenario of schools procuring their food from local producers using Cash Transfers is ideal, and requires that supply-side issues are addressed and supported through inter-Ministerial collaboration and support from donors, and agencies such as FAO and IFAD. In any case, Head Teachers' primary role is to run schools. Identifying suppliers, negotiating, procuring, storing, securing, cooking, distributing food is a time-consuming task itself when using the cash-transfer modality. The cash modality can provide win-win but needs to be planned and matched with the correct resources and partnerships.

221. **Replenishment of non-food items and general supervision of cooking facilities** – with the end of WFPs direct support to school feeding, the conditions in schools for the provision of school meals have deteriorated. This suggest that in advocating for funding for school meals by Government WFP needs to emphasize the non-food investments that are needed and work with Government to ensure that these are made.

222. **Involvement of external stakeholders in support of the national school feeding programme** – although intended, the foreseen national working group on school feeding has not had the role of advocacy and support (including financial) to school feeding. This suggests that there is a need for stronger processes and support to establish such structures which can help mobilize further funding and ensure complementary investments, for example in infrastructures, cooking equipment and other non-food items.

3. Conclusions and recommendations

3.1. CONCLUSIONS

223. This section of the report summarizes conclusions at the endline of the six years of support by McGovern-Dole to school feeding in the ASAL areas.

224. In reading these conclusions it is important to keep in mind the two phases of McGovern-Dole support. The first phase (2 years) saw WFP continuing the provision of in-kind and to a more limited extent cash support to schools, while in parallel continuing to build government capacity at national and county level, for the provision of school meals. In July 2018 the McGovern-Dole support transitioned when the last of the WFP SMP schools were handed over to the Government. From that period on the GoK has been managing school feeding, including the procurement of food and in some cases transfer of cash to schools. WFP's role in the past four years has been one of providing technical support alongside the government to consolidate the transition phase.

225. The second point of importance to the conclusions is a reminder of the strength of the evidence presented in this report. This last phase of McGovern-Dole support to school feeding in Kenya was set up with an exceptionally strong evaluation component. Designed just after the start of the intervention in 2017, and in close consultation between WFP and USDA, with the GoK, this longitudinal study was designed and implement to collected data on a range of agreed outcome indicators in education, nutrition, food security, parental perceptions and other areas, from the target counties, using stratified sampling of over 5000 children at each survey round. This design allows the evaluation to conduct multiple levels of analysis and present findings that are statistically sound. The survey data was complemented with in-depth field work in the three distinct phases to provide interpretation to the data and depth of understanding.

226. At endline the evaluation draws the following main conclusions:

227. **Conclusion 1:** Across the spectrum, the McGovern-Dole supported interventions have been relevant to the beneficiaries. The provision of school meals – and of take-home rations during the Covid-19 pandemic - have helped families and children in target schools to better weather the storm of food insecurity and the multiple effects of successive droughts and floods, as well as the Covid-19 pandemic.

228. **Conclusion 2:** School meals by WFP have contributed to significant improvement in literacy as well as in numeracy of learners. Comparing baseline to midline and endline the evaluation finds that WFPSMP schools consistently improved in performance compared to control schools and HGSMP schools. These improvements are also seen without cash in two important outcome indicators namely literacy in Kiswahili and numeracy score, under commodities support. Nevertheless, in a number of indicators, HGSMP schools have maintained higher performance than WFPSMP schools at every time-point. These results were evidence at the midline when schools were being transitioned. Four years later the results are sustained and continue to be in evidence. The evidence from this study provides a strong basis for the GoK and WFP as well as partners to continue to prioritize school feeding as an essential approach for achieving basic education and promoting school health and nutrition.

229. **Conclusion 3:** Importantly, observed improvements in learner's outcomes are similar in boys and girls. Disaggregating the analysis by sex shows that school feeding has equal effect on literacy and numeracy for boys and girls, as well as across most other indicators where positive results were observed. Given the differences that normally exist in performance between boys and girls this suggests that school feeding allows for equalizing benefits between boys and girls and in this way contributes to gender equality. In addition, the evaluation brings to light anecdotal evidence of gender effects of school meals on less exposure to violence, avoidance of early pregnancy and reducing early marriage.

230. **Conclusion 4:** There was a significant improvement in food availability in WFPSMP schools compared to other schools, and WFPSMP schools demonstrate improved enrolment, more regular attendance and high completion than control schools and HGSMP schools. The analysis by this evaluation

highlights that enrolment, attendance and completion levels are consistently higher for WFPSMP schools compared to other schools, a result that has been sustained after the hand-over.

231. These results have been achieved in a context where field work has shown that provision of school meals has not been consistent throughout. In practice, children do not receive school meals on all days and various practices such as food sharing reduce the calorie value of the meals.

232. Field interviews highlighted that this reality - reflecting significant delays in fund transfer by the Government to the counties as well as procurement challenges for the in-kind modality – impacts on within year attendance by boys and girls. More regular and better-timed transfer of resources would strengthen the provision of school meals and would result in even stronger benefits across the range of indicators where positive results are in evidence. It would also reduce the burden on school staff and on communities which in times of scarcity are mobilized to provide additional resources (food, and cash) to weather over the lack of government inputs.

233. **Conclusion 5:** The training on food safety (preparation and storage) provided by WFP significantly improved preparers knowledge as highlighted in higher scores on the food safety module in the survey for food preparers from WFPSMP schools. With McGovern-Dole funds, and after the transition in 2018, WFP has continued to provide (and in many cases significantly exceeded the targets for) training to cooks and other staff at county and school level. The effects of these efforts are in evidence in survey results showing that food preparers knowledge on food safety (in handling and preparation) is significantly stronger in WFPSMP schools. Instances of insufficient support to female cooks suggesting a need for a gendered approach to the selection and training of cooks, and to ensure fair working conditions will need attention.

234. **Conclusion 6:** There is no difference between schools on a number of indicators between the different arms. This includes most of the indicators related to the physical infrastructure in schools (kitchens, equipment, storage facilities), as well as indicators of parents understanding of the importance of education, and pupil and parental knowledge of nutrition. These findings reflect that there has been very little continued investment in school infrastructure by Government and by WFP since 2018, and also suggest that the envisioned partnerships with private sector and other partners at county and national level in support of school feeding, together with the expected county level investment in schools have not materialized to the extent envisioned. While efforts have been made to promote better intersectoral collaboration and partnerships, there is a clear need to intensify this, and to look for additional opportunities as with time infrastructure will only continue to deteriorate. In addition, some areas where there have been limited results – in particular on nutrition – reflect limited activities undertaken over the evaluation period suggesting there is a need to learn lessons also from these areas which have been less successful in particular in light of WFP's commitment under the new Global Strategic Plan to mainstreaming nutrition.

235. **Conclusion 7:** The provision of school meals has significant benefits for households and is thus a form of social security. The survey results showed that WFPSMP schools demonstrate statistically significant effects on levels of household food security and reduced resorting to coping strategies. Both at midline and at endline the provision of food in WFPSMP schools was found to contribute to higher food consumption and lower need for coping strategies compared to control and HGSMP schools. Thus, the beneficiaries of school meals are not just children in school but also families for whom the school meal represents an important safety net. This conclusion aligns with the GoK recent decisions to provide emergency school feeding in areas affected by the drought and underscores the importance of the school meals to support family food security, and suggests that school feeding should consistently be considered as a key part of preparedness and response.

236. **Conclusion 8:** The consistent results on indicators of learning, enrolment, attendance, completion, food availability and food security over the six year period in the WFPSMP schools, even after the hand-over, suggest that the transition, combined with continued WFP support over the past four years through a package of capacity strengthening, policy inputs, advisory support, mentoring (with a dedicated position within the ministry) and an enabling function in intersectoral coordination, has been successful. In other words, the strategy of continuing to support county and national Government has been important to consolidating the results. While specific figures were not available to the team, this investment has been relatively low cost and as demonstrated by the survey results has enabled significant effects across a range of indicators. Lessons can be learned from the approach to transitioning by the WFPSMP schools on the characteristics of the transition support which are of relevance to school feeding in Kenya and in the region, and likely of broader

relevance to other social protection endeavours where WFP might engage in similar processes of enabling and capacity strengthening.

237. **Conclusion 9:** Performance against outcome indicators of learning, enrolment, attendance, completion in government managed HGSMP schools – i.e., schools already managed by Government at the time of transition in 2018, and which have not benefitted from capacity strengthening under the McGovern-Dole support between 2018-2022 - are less strong but still statistically significant. Improvements in literacy and numeracy of learners; enrolment, regular attendance and completion in schools; food availability in schools; knowledge in food preparation and storage; as well as food consumption and coping strategies, observed in WFPSMP schools may imply that after transitioning away from WFP support (including capacity strengthening support) to government (HGSMP), the same level of performance before transitioning may not be sustainable. Nevertheless, remarkable improvements in the learners and school outcomes were observed in HGSMP schools. This suggests that extending the capacity building efforts to other schools and counties is likely to produce significant returns on investment in terms of improved education, nutrition and food security results.

238. **Conclusion 10:** Stratified analysis of the survey results convincingly shows that the mode of support modifies the effect of SMP. Thus, the stratified analysis revealed that WFPSMP contributed significant improvement in the majority of indicators under the cash transfer model compared to significant results in only one outcome under commodities model.

239. This finding aligns with evidence from other studies that have confirmed the strength and benefits of cash-based models of support. These benefits of the cash-based model need to be weighed against evidence from field work that the burden of the management of school feeding in cash-based models on schools is significant, and that effective use of cash transfers have faced several obstacles: droughts and input price spikes, leading to supply side issues, the challenge for small farmers to register as formal suppliers, and significant extra workload at local levels. This suggests that while further roll-out of cash-based school feeding is desirable but needs to be accompanied by strong efforts to simply processes and procedures, to improve planning and communication, to support school BOM, as well as other local structures, and importantly to strengthen food systems.

240. **Conclusion 11:** Parents, communities, and school management structures have been critical to the results and outcomes that have been obtained under the McGovern-Dole programme. Survey results highlight that approximately half of parents and guardians contribute in one or more forms to the school feeding programme. This is an important testimony to the organizational and advocacy efforts at school and community levels. It also represents an important asset that needs to be maintained and testifies to the importance that parents and communities attach to education and to the welfare of their children. The continued involvement of communities in support of school feeding is desirable and will be essential for sustainability, but efforts should be made to more strongly bring in the voice of women and to ensure that the perspectives and views of women and girls are considered in all school meals related interventions.

241. **Conclusion 12:** WFP and government have coordinated and worked together effectively in the support to county government school feeding. However, information systems on school feeding have remained patchy. Data is collected at different levels but not consolidated or sufficiently used to inform decision making. The envisioned use of mobile technology for school feeding monitoring was not in place at the time of the final evaluation. Further investments in information systems should allow for enhanced efficiency and reduce costs and would improve transparency and accountability.

3.3. RECOMMENDATIONS

242. In light of these conclusions, at the endline, the evaluation team makes the following recommendations to WFP. These recommendations focus on consolidating and learning from the experience of this programme and on extending the benefits to other areas of WFP support.

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#	Recommendation	Recommendation grouping	Responsibility	Other contributing entities	Level of priority	By when
1	**Recommendation 1**: Produce a summary version of the McGovern-Dole evaluation key findings for awareness raising about the findings of this evaluation and for fund raising and advocacy purposes, and supplement this with a charter of commitments needed from different stakeholders for successful implementation of school feeding.	Strategic	WFP Kenya	MoE	High	December 2022
2	**Recommendation 2:** Under the next CSP actively facilitate south-south cooperation on school feeding as a means to share the experience from Kenya with other countries and to support the Kenyan government in strengthening areas of school feeding that remain weak by learning and getting inputs from other countries.	Strategic	WFP Kenya	MoE, WFP Regional Bureau, counties concerned with WFPSMP	Medium	Continuous, during implementation of the next CSP
3	**Recommendation 3:** Actively advocate, with the experience of this McGovern-Dole programme, for enhanced use of school feeding as a social protection measure in case of emergencies, protracted crises, pandemics and ensure that this covers ECD through to end of primary. This should include ensuring that scale up school feeding can be part of prevention and preparedness efforts.	Strategic	WFP Kenya	MoE, other relevant government ministries	Medium	End 2023
4	**Recommendation 4:** Organize a learning/dissemination event for the findings of this evaluation with key education, agriculture, and social protection stakeholders	Strategic	WFP Kenya	MoE, donors, social protection stakeholders	High	March 2023
5	**Recommendation 5:** Organize a high-level meeting to discuss strategies for securing more regular and better-timed transfer of resources for the provision of school meals for	Strategic	WFP Kenya	MoE, other government stakeholders	High	July 2023

#	Recommendation	Recommendation grouping	Responsibility	Other contributing entities	Level of priority	By when
	ECD and primary in order to achieve even stronger benefits across the range of indicators where positive results are in evidence.			including relevant parliamentary commissions that engage in social protection efforts		
6	**Recommendation 6:** Conduct an internal lesson learning exercise to ensure that the findings from the approach to supporting Government over the past four years are carefully reflected on and use this to inform the future work in this area under the new CSP.	Strategic	WFP Kenya	Regional Bureau	High	December 2022
7	**Recommendation 7:** WFP to continue secure funding to support the GoK in the following key areas: ● Strengthening of monitoring and information systems related to school feeding. ● Partnership and fund raising in support of school feeding continuity. ● Building on-line resources for school feeding managers – including an app and online training resources that can be accessed by counties and BOM, as well as school managers. ● Putting in place a training of trainers' approach to rolling out capacity for school feeding.	Operational	WFP Kenya	Regional bureau WFP headquarters	High	July 2023
8	**Recommendation 8:** WFP to recruit specific expertise to support the Ministry of education in identifying innovative methods to raise funds such as school twinning and private sector fund raising.	Operational	WFP Kenya	Regional bureau WFP headquarters	Medium	July 2023

#	Recommendation	Recommendation grouping	Responsibility	Other contributing entities	Level of priority	By when
9	**Recommendation 9:** Continue to layer CSP activities/ support in ways in which benefit areas where WFP has provided support to School feeding so as to ensure that the areas where school feeding takes place benefit from support to strengthening farmer activities and commercialization/links to markets. The logic of cash transfers remains powerful so long as supply issues can be addressed. This includes farming methods in arid conditions, registration of small farmers, and schemes to improve their supply side, with partners such as FAO, IFAD, with the Ministries of Agriculture and Health and in the vein of continued work by WFP on food systems strengthening. This implies there is a greater need for integrated cross-sectoral policies which makes progress across the HDP (Humanitarian Development Peace) nexus. Improving local food security in counties such as Masarbit can also be an important instrument for reducing conflict.	Operational	WFP Kenya		High	Throughout next CSP implementation
	Recommendation 10: Ensure continued support to school feeding is informed by gender analyses and enhances the voice of women in decision-making and in the continued management of school feeding.	Strategic	WFP Kenya	Ministry of Education, Ministry of Public Service, Gender, Senior Citizens Affairs and Special Programmes	High	Continuous under the new CSP

Annex 1. Summary Terms of Reference

Final evaluation of

WFP'S USDA McGovern -Dole International Food for Education and Child Nutrition Program's Support in Kenya from 2016 to 2022

WFP Kenya Country Office

Introduction

1. This Terms of Reference (TOR) is for a final activity evaluation of the World Food Programme (WFP) McGovern-Dole (MGD) International Food for Education and Child Nutrition Program in Kenya, 2016-2020 with a no cost extension up to September 2022. This evaluation is commissioned by World Food Programme (WFP) Kenya Country Office. The evaluation objective is to provide an evidence-based, independent assessment of the performance of the school feeding project focusing on accountability (against intended results) and learning. MGD program is managed by USDA, and aims to support education, child development and food security in low-income, food-deficit countries around the globe. The program provides U.S. produced agricultural commodities and financial assistance and supports capacity development and enhanced monitoring and reporting. Sustainability is an important consideration, and the grantees are expected to work to support government and community ownership. School feeding in Kenya is a multi-donor funded project.

2. This TOR was prepared by Beatrice Mwongela, Evaluation Manager (EM) from Monitoring and Evaluation (M&E) unit WFP Kenya based upon an initial document review and consultation with stakeholders and following a standard template. The purpose of the TOR is twofold. Firstly, it provides key information to the evaluation team and helps guide them throughout the evaluation process; and secondly, it provides key information to stakeholders about the proposed evaluation.

Reasons for the Evaluation

The reason for the evaluation being commissioned are presented below.

Rationale

3. USDA is one of the long -standing, key donor to WFP School feeding in Kenya. USDA awarded WFP Kenya a total of US$ 28 million of support for the period 2016-2020 with a no cost extension of up to September 2022. The grant agreement incorporates specific performance indicators and results indicators against which performance of the programme will be measured (Annex 4). In the evaluation plan agreed with USDA, WFP commits to conducting a final evaluation in 2022.

Objectives

4. The main objective of the final evaluation is to provide an evidence-based, independent assessment of the performance of the school feeding project. Specifically, the final evaluation will:
    - ❖ Assess the project's relevance, effectiveness, efficiency, sustainability, impact, appropriateness, coherence, coverage and connectedness.
    - ❖ Assess the projects contribution to the MGD program's highest -level Strategic Objectives i.e., MGD SO1: Improved Literacy of School-Aged Children and MGD SO2: Increased Use of Health and Dietary Practices.
    - ❖ Collect performance indicator data for strategic objectives and higher-level results.
    - ❖ assess whether the project achieved the planned the results and targets.
    - ❖ Check if critical assumptions of the results framework hold true
    - ❖ Document lessons learned.
5. The final evaluation will also focus on accountability and learning and will place greater emphasis on effectiveness, impact and sustainability and especially following the handover of the programme to the government.
6. The evaluation will serve the dual and mutually reinforcing objectives of accountability and learning.

    - **Accountability –** The evaluation will assess and report on the performance of the USDA MGD support to WFP School Feeding Programme in Kenya from 2016 to 2022.
    - **Learning –** The evaluation will determine the reasons why certain results occurred or not to draw lessons, derive good practices and pointers for learning and especially on the programme transition to HGSMP. It will provide evidence-based findings to inform operational and strategic decision-making. Findings will be actively disseminated, and lessons will be incorporated into relevant lesson sharing systems. The evaluation will use a quasi-experimental design set up at baseline.

Stakeholders and Users

7. A number of stakeholders both inside and outside of WFP have interests in the results of the evaluation and some of these will be asked to play a role in the evaluation process. Table 1 below provides a preliminary stakeholder analysis, which should be deepened by the evaluation team as part of the inception phase. Accountability to affected populations is tied to WFP's commitments to include beneficiaries as key stakeholders in WFP's work. As such, WFP is committed to ensuring gender equality and women's empowerment in the evaluation process, with participation and consultation in the evaluation by women, men, boys and girls.

Table 1 - Preliminary Stakeholders' analysis

Stakeholders	Interest in the evaluation and likely uses of evaluation report to this stakeholder
INTERNAL STAKEHOLDERS	
Country Office (CO) Kenya	Responsible for the country level planning and operations implementation, it has a direct stake in the evaluation and an interest in learning from experience to inform decision-making. It is also called upon to account internally as well as to its beneficiaries and partners for performance and results of its operation.
Regional Bureau (RB) Nairobi	Responsible for both oversight of COs and technical guidance and support, the RB management has an interest in an independent account of the operational performance as well as in learning from the evaluation findings to apply this learning to other country offices.
Office of Evaluation (OEV)	OEV has a stake in ensuring that decentralized evaluations deliver quality, useful and credible evaluations. OEV management has an interest in providing decision-makers and stakeholders with independent accountability for results and with learning to inform policy, strategic and programmatic decisions.
WFP Executive Board (EB)	The WFP governing body has an interest in being informed about the effectiveness of WFP operations. This evaluation results will not be presented to the EB, but its findings may feed into corporate learning processes.
EXTERNAL STAKEHOLDERS	
Beneficiaries	As the ultimate recipients of food assistance, beneficiaries have a stake in WFP determining whether its assistance is appropriate and effective. As such, the level of participation in the evaluation and programme of women, men, boys and girls will be determined and their respective perspectives will be sought. More specifically, teachers, parent-teacher associations and students should be considered in key informants' interviews or focus group discussions.
Government, National and County Levels	Both county and national governments have a direct interest in knowing whether WFP activities in the country are aligned with its priorities, harmonised with the action of other partners and meet the expected results. The Government has the overall ownership of the school feeding programme and shares the interest in learning lessons and especially following the transition to the HGSMP (Home Grown School Meals Program) model. The key line Ministries are:' Ministry of Education, Ministry of Agriculture, Ministry of Health, Treasury including relevant Ministries at county level. County and Sub- County Education Officers, School Management Committees are also key as they are involved in programme implementation and policy support.
United Nations and Development Partners	The Kenya United Nations Development Assistance Framework (UNDAF) should contribute to the realisation of the government developmental objectives. Kenya United Nations Country Team (UNCT) has therefore an interest in ensuring that WFP operation is effective in contributing to the United Nations concerted efforts. WFP implements the programme within a wider UN system of support to government priorities. The partner agencies are interested in learning to what extent WFP interventions are contributing to the overall outcomes committed to in the UNDAF particularly UNICEF, UNESCO, FAO, UNDAF thematic working groups, the Education Sector Development Partners Group.
NGOs	Some NGOs like Feed the Children are members of the national school feeding technical committee where coordination and joint

	monitoring of the overall national programme - of which this project fits within, is done.
Donors [USDA, Australia, Germany, Russia, Private donors]	WFP operations are voluntarily funded by a number of donors. The school feeding programme is a multi-donor initiative in which USDA's support is complemented by other donors. As such, USDA and donors will have an interest in knowing whether their funds have been spent efficiently and if WFP's work has been effective and contributed to their strategies and programmes.

8. The primary users of this evaluation will be:
   - The Kenya country office and its partners in decision-making, notably related to programme implementation and/or design, Country Strategy and partnerships.
   - This final evaluation will contribute to the body of knowledge on the MGD program. USDA, as the funder of the evaluation, will use findings and lessons learned to inform program funding, design, and implementation decisions.
   - Given the core functions of the Regional Bureau (RB), the RB is expected to use the evaluation findings to provide strategic guidance, programme support, and oversight
   - WFP HQ may use evaluation for wider organizational learning and accountability

Context and Subject of the Evaluation

Context

9. Kenya has a population of 47 million people. It has diverse natural resources and highly varied terrain. The country's highlands comprise one of the most successful farming regions in Africa; the port of Mombasa is a major regional hub; and the unique geography supports abundant and diverse wildlife of great economic value. In September 2014, the World Bank reclassified Kenya's economy as lower-middle income. However, poverty, food insecurity, under-nutrition, income inequality and gender inequality remain high; 45.6 percent of Kenyans live below the national poverty line majority being women and women led households. The most severe conditions exist in the arid north, which is underdeveloped, drought-prone and is often disrupted by local conflicts. Food availability is constrained by poor transport infrastructure and long distances to markets. Kenya is a food-deficit country, ranking 147 of 189 countries in the 2019 Human Development Index.82 The country's 2019 Global Hunger Index was 25.2, ranking 86th out of 117 assessed countries and the county ranked 109 out of the 153 countries in the Global Gender Gap Report 2020 with 0.671, noting

[82] United Nations Development Program (2019). "Human Development Report 2019".

significant inequalities between women and men in education attainment, health outcomes, representation in parliament, and participation in gainful economic initiatives. Many parts of the county, especially the arid and semi-arid lands which comprise 80 percent of Kenya's land area, are characterized by undernourishment, wasting, stunting, and child mortality. Global acute malnutrition among children aged 6 - 59 months in arid areas often exceeds 15 percent while micronutrient deficiencies are above 50 percent.

10. Poverty is linked with worsening droughts and flooding that force poor households to resort to negative coping mechanisms such as withdrawing children from school and selling productive assets. Kenya has a ten-year Ending Drought Emergencies plan (2013-2022) which aims to create "a more conducive environment for building drought resilience" by investing in infrastructure, security, human capital and improved financing for drought risk management.
11. Kenya has several social-assistance programmes which cover only 27 percent of the poor; 90 percent of the funding comes from development partners. In 2012 the Government of Kenya (GOK) formulated a social-protection policy that aims at increasing access to services for vulnerable populations, incorporating school feeding as a major social safety net.
12. Education is fundamental to the Government's strategy for socio-economic development. At primary school level, Net Enrolment Rate was at 92.4% in 2018. On gender parity, the government investment in primary education has resulted to improved parity index from 0.96 in 2013 to 0.97 in 2018. The completion rate of primary education has also increased considerably from 80% in 2013 to 84.2% in 2018, while the retention rate increased from77% to 86% during the same period[83].
13. Of children under 5, 84 percent are deficient in vitamin A, 73 percent in iron and 51 percent in zinc; a quarter of children have inadequate iodine intake. Iron deficiency affects 55 percent of pregnant women[84]. Many households cannot afford a nutritious diet, and an estimated 1.8 million children are chronically undernourished.
14. The nutritional status of under-five children with respect to stunting, wasting and underweight has improved over time (1998 – 2018)[85]. High stunting levels persist; 26 percent of Kenya's children (6-59 months) are stunted. Stunting is higher in rural (29 percent) than in urban areas (20 percent). The highest rate is in West Pokot County (45.9 percent) and Kitui County (45.8 percent) whereas the lowest rates are recorded in Nyeri and Kiambu Counties at 15.1 percent and 15.7 percent, respectively. National wasting prevalence is at 4% and Turkana County has the highest prevalence of wasting at 22 percent followed by Mandera at 14.8 percent

[83] Government of Kenya (2018). "National Education Sector Plan: 2018-2022". Nairobi: MOEST.
[84] Kenya National Micronutrient Survey (2011), Ministry of Health
[85] Kenya Demographic Health Survey, 2003, 2008 and 2014

and Wajir County at 14.2 percent. The lowest rates of wasting and in Siaya and Kisumu Counties at 0.2 percent and 0.8 percent, respectively[86].

15. Immediate causes of malnutrition in Kenya, particularly for children under five, are inadequate food intake and presence of diseases. In addition, a host of poverty-related underlying factors contribute to malnutrition, including food insecurity, poor water and sanitation, limited access to health services. Gender inequality perpetuates the cycle in which mothers, as undernourished children, give birth to low birth-weight children. Not least, food safety plays an important role, as large amounts of food are produced, stored and traded in informal settings with limited capacity for ensuring that food is safe to consume. This, matched by limited consumer awareness of food safety, leads to disease and unhealthy lifestyles. The roots of the underlying factors can vary from conflict to climate change and scarce natural resources to high and volatile food prices and have different influence on different indicators of malnutrition.
16. The connection of nutrition to other targets and SDGs is highlighted below[87]:
    - Target 2.1: good nutrition requires access to sufficient quantity and quality of food; as access is linked to affordability, there are also links to employment and income generation, and not least social protection programmes which integrate nutritional outcomes (cash plus agenda, soft conditionalities) and gender equality.
    - Target 2.2 is directly linked with poverty (SDG 1), which limits access to adequate food and has direct effects on hygiene, meal preparation, and the micronutrient context.
    - Target 2.3 (production) is linked with nutrition by defining the quantity, quality and diversity of food being produced and consumed. Nutrition sensitive agriculture could be promoted through education and skills training to produce more diversified food, potentially complemented by institutional procurement programmes (for example school meals) enhancing the stable demand of such food to reduce risks and enable investments.
    - Target 2.4: better performing food systems improve people's access to food by improving market functioning and integration. Food quality and safety standards, as well as the capacity to adhere to them, and their enforcement are important to avoid the contamination of food with, for example aflatoxins and pesticides. The inputs used for food production, as well as the processes and infrastructure used for post-harvest handling have a direct bearing on non-communicable diseases.
    - Target 2.5: Genetic diversity - increased knowledge, skills, and more systematic use of traditional crops adapted to conditions in Kenya can improve food security, help households diversify diets, and make important micronutrients better available at low cost and effort.
17. The 2012 National Food and Nutrition Security Policy aims to: i) improve nutrition; ii) ensure that adequate food is accessible and affordable; and iii) protect vulnerable populations through safety nets linked to long-term development. It prioritizes the prevention of nutrition-related vulnerabilities in

[86] Kenya Demographic Health Survey, 2014
[87] Toward zero hunger strategic review, 2018

the first 1,000 days of life and links nutrition education with targeted nutrition interventions. Kenya joined Scaling Up Nutrition (SUN) in 2012 and is developing its second National Nutrition Action Plan (2018 – 2022).

Subject of the evaluation

18. The Government of Kenya initiated school meals activities in 1980 in collaboration with WFP and since then the programme has remained a development intervention aimed at enhancing access to education. The programme targets vulnerable children from food insecure households in arid and semi-arid areas as well those from unplanned urban areas. As part of a strategy for programme sustainability, the government of Kenya launched the Home-Grown School Meals Programme in 2009 and agreed to gradually takeover the programme from donors. With an initial 540,000 children, the HGSMP programme gradually expanded as MOE took over areas covered by WFP until it was fully transitioned in 2018. Since then, the government is fully responsible for food assistance to school children while WFP continues to provide capacity development to national and county institutions to strengthen the programme.
19. USDA has supported Kenya's school meals programme since 2004. This program was designed initially to provide daily school lunch to a total of 358,000 primary school children in targeted arid and food insecure counties of Kenya as shown in the table 2 below.

Table 2: Target Numbers per County

No.	Name of County	Number of schools	Boys	Girls	Total
1.	Baringo	114	8,174	6,394	14,568
2.	Garissa	163	32,782	20,598	53,379
3.	Mandera	211	58,574	28,232	86,806
4.	Turkana	248	60,284	54,702	114,986
5.	Wajir	218	37,785	22,407	60,191
6.	West Pokot	120	15,003	12,941	27,944
	Total	**1,074**	**212,602**	**145,274**	**357,874**
	Figures rounded off		**213,000**	**145,000**	**358,000**

It builds on more than three decades of joint WFP-Government of Kenya school feeding efforts and over a decade of USDA support that has been provided as detailed in table 3 below.

Table 3: USDA Funded WFP Kenya 2004 to 2022

Year	Total Contribution
2004	4,525,286
2005	9,939,020
2006	7,346,680
2007	10,231,600
2008	19,034,000
2010	17,078,195
2012	8,792,200
2013	6,550,460
2014	8,233,459
2015	3,639,100
2016	8,105,019
2017	3,639,177
2018	9,182,419
2019	9,154,302
2020	7,763,842
2021	669,669
2022	602,587
	134,487,015

20. The current programme commenced in October 2016 and was to end in 2021 but was extended to September 2022. The extension enabled WFP and MOE to complete an assessment of MOE SMP supply chain and act on the recommendations of the assessment. In the first three years of the 2016-2022 program, WFP combined the direct provision of meals in the arid lands with technical assistance to support the Government to sustainably expand the Government-financed and -managed HGSMP in these areas; and in the last two years, after full hand-over of the project areas to the HGSMP, WFP has shifted to technical assistance to strengthen institutional structures and capacities required for quality home-grown school meals in Kenya.
21. The five years (FY2016 to FY2022) covered a total of eight counties i.e., Baringo, Garissa, Mandera, Turkana, Wajir and West Pokot, Marsabit with Tana River not

receiving food but benefitting from complementary activities. Hot lunch with food from MGD funds was served for 120 out of the 190 school days, comprising 150 grams of bulgur wheat, 40 grams of green split peas, 5 grams of vegetable oil (fortified with vitamin A and D), and 3 grams of iodized salt –procured separately were handed over. By the end June 2018, all the counties had been fully transitioned to the Government's HGSMP.

22. Throughout the five-year program, WFP has been collaborating with literacy actors and other partners to ensure that the meals contribute to tangible learning results. Specifically, Kenya implemented Tusome, a nation-wide early grade literacy and numeracy programme (2014 - 2018)[88] that was supported by USAID and other donors that targeted all the schools that WFP reached through school feeding (100% overlap). WFP facilitated the development of the revised School Health Policy and of the policy framework and operational guidelines for the use of micronutrient powders in school meals, as well as on the integration of nutrition into the school curriculum. The second edition (2018) national health policy and guidelines was launched in June 2019. MNP's operational guidelines are however yet to be validated. WFP and UNICEF jointly work to contribute to the UN Development Assistance Framework (UNDAF) (2014-2018) for Kenya, Strategic Result Area on Human Capital (Education), [89] and UNDAF 2018- 2022 which is currently under development.
23. The program used MGD commodities and cash funding to contribute directly towards both of the MGD program's highest-level Strategic Objectives, MGD SO1: Improved Literacy of School-Aged Children; and, MGD SO2: Increased Use of Health and Dietary Practices.[90] The following activities (See Annex 3 for activity details) contribute toward the achievement of MGD SO1: Providing school meals; building capacity of national and county-level actors to manage school feeding; raising awareness on the importance of education; advocacy for increased government support and investments; and, supporting the increased engagement of local organizations and communities.
24. To contribute towards the achievement of MGD SO2, the following activities were to be been undertaken: conducting on-job training to increase knowledge of safe food preparation and storage practices; conducting nutrition gender equality and hygiene education activities; carrying out information, education and communication on nutrition, sanitation and hygiene; building/rehabilitating 24 model kitchens with storage and energy saving cooking stoves in six target counties; strengthening the beneficiary complaints and feedback mechanisms; and, promoting food safety and quality in HGSMP through supply chain analysis, training, monitoring and coaching, and provision of blue boxes.

[88] The Tusome Early Grade Reading Activity is implemented by Ministry of Education (MOE) and RTI International, and supported by USAID and DIFD. For a project overview, see http://www.education.go.ke/home/images/Project-KPED/Brief%20on%20TUSOME%20.pdf

[89] https://www.unops.org/SiteCollectionDocuments/Information-disclosure/UNDAFs/Kenya-UNDAF-2014-2018.pdf

[90] See Annex 1: Results framework

25. WFP incorporated a strong focus on capacity building to ensure sustainability by targeting the following MGD Foundational Results: MGD 1.4.1/2.7.1: Increased Capacity of Government Institutions; MGD 1.4.2/2.7.2 Improved Policy and Regulatory Framework; MGD 1.4.3/2.7.3: Increased Government Support and MGD 1.4.4/2.7.4 Increased Engagement of Local Organizations and Community Groups. Activities that contribute to these Foundational results include: strengthening governance and multi-sectoral coordination and collaboration for the school meals programme; advocacy and dialogue to ensure adequate and regular budget allocations and to maintain political commitment to the programme; strengthening oversight and management functions; empowering communities to manage school feeding activities through trainings for school managers, teachers, and parents in order to ensure a solid level of awareness about school feeding implementation principles. At the school-level, WFP trained education officials to monitor school feeding and train trainers among local education, health and agriculture officers, equipping them to facilitate school feeding management trainings at the sub-county level.
26. WFP and the MOE, building upon three decades of excellent partnership, jointly implement the project. Before the handover, WFP continued to manage the commodity pipeline and ensure timely delivery of food from WFP's central warehouse in Mombasa to extended delivery points within the target counties. MOE then transported commodities from sub county (former District Education Officers' (DEO)) warehouses to the schools. In this manner, transportation costs were shared between the two organisations.
27. At the school level, Boards of Management, head teachers and school meals program teachers managed the commodity storage, meal preparation and serving. With support from WFP field monitors, MOE officers at the county level were responsible for monitoring the program, mobilizing communities, and supervising day-to-day implementation.
28. Several evaluations have been undertaken during the period under the FFE-615-2013/041-00 agreement (2013-2016). A baseline was conducted from May to July 2014, a mid-term evaluation in October 2015[91] covering the period September 2013 to Dec 2014 and the final evaluation was launched in June 2016. In addition to this, an evaluation of the transitional Cash Transfer to Schools (CTS) pilot in Isiolo County was done in 2015[92]. In 2017, a baseline this current grant was done. The substantive findings and methodological lessons generated from the above evaluations and the baseline fed into the midterm evaluation done October 2018. The final evaluation will be guided by the WFP Evaluation Policy 2022[93] and the USDA Monitoring and Evaluation Policy 2013[94].

[91] https://www.wfp.org/sites/default/files/Kimetrica%20%20-%20SFP%20Kenya%20Mid%20Term%20Evaluation%20final%20final%2016%20Oct%20%2715%20Final.pdf

[92] https://www.wfp.org/sites/default/files/External%20Evaluation%20of%20WFPs%20Cash%20Transfers%20to%20Schools%20Pilot%20Project.pdf

[93] PowerPoint Presentation (wfp.org)

[94] http://www.fas.usda.gov/sites/default/files/2014-03/evalpol.pdf

29. WFP gender policy (2015-2020) noted that gender equality is key to achieving zero hunger and calls for adaptation of food assistance needs to different gender and age groups with meaningful participation of women and girls in nutrition programmes. The policy noted the need for WFP to invest in community and school-based strategies and partnerships for school feeding that generate more sustainable incentives for parents to continue girls' education beyond primary school.
30. In 2016, WFP conducted gender analysis in Baringo, Wajir and Marsabit counties to explore ways to strengthen gender equality outcomes and define county's gender equality capacity of county government strategies. The highest concentration of female at ECDE levels who unfortunately do not influence policy decisions at the county level and underrepresentation of female officers during training were noted calling for a deliberate targeting of women and youth across the four counties in effort to reverse the current trends of male dominance.
31. In 2018, a capacity needs assessment was undertaken with community gender analysis as complimentary and formed the baseline for institutional capacity strengthening outcome. Pre-existing structural inequalities predispose women and men to different implications during times of crisis. The weak positioning of women in economic, legal, political and socio-cultural spheres also render them more vulnerable and less resilient to shocks. The situation is dire for Child single mothers are more disadvantaged and stigmatized by the community, experience food and nutrition insecurity together with their children, lack assets and have no control and decision-making on any factors of production including the choice to go back to school. Hence, they are heavily dependent on their parents. Low education levels and age further disadvantage them in the job market making some opt for transactional sex as a coping mechanism. Targeted interventions are key to addressing this situation among this specific vulnerable group.
32. The MTE noted that the CO is making progress towards achieving gender equality and women's empowerment, but the effect on the programme remains uneven. Gender analysis approaches are being strengthened at county government level, gender considerations are being integrated into most of the work done under each SO, and WFP continues to support efforts to develop policy frameworks around gender and inclusion. The pilot efforts of WFP to train county staff in the Gender Action Learning System (GALS) has the potential to demonstrate a truly gender transformative approach to programming.

Evaluation Approach

Scope

1. This evaluation will focus on MGD-supported, WFP School feeding activities implemented from 2016 to 2022 in the arid counties of Baringo, Garissa, Mandera, Turkana, Wajir, West Pokot, Marsabit and Tana River. The evaluation team will use quasi experimental design developed during the projects baseline. The detailed methodology can be found in Annex 1. The methodology clearly

outlines the sample design, sample size calculations that incorporates sex and age considerations, counterfactual group and method of analysis.

2. The evaluation will provide an evidence-based, independent assessment of the performance of the school feeding project. Specifically, the final evaluation will (1) assess project's relevance, effectiveness, efficiency, sustainability, impact, appropriateness, coherence , coverage and connectedness; (2) Assess the projects contribution to the MGD program's highest -level Strategic Objectives i.e. MGD SO1: Improved Literacy of School-Aged Children and MGD SO2: Increased Use of Health and Dietary Practices; (3)Collect performance indicator data for strategic objectives and higher-level results; (4) assess whether the project achieved the planned the results and targets; (5)Check if critical assumptions of the results framework hold true (6)document lessons learned.
3. The evaluation will be conducted during the 2022 school term, while schools are in session i.e. from May 2022, the same time period as the baseline and the midterm evaluation.
4. The evaluation will also focus on the implementation of the program and the hand over with the evaluation findings targeted at informing future programming. As such, the evaluation will look achieved results, partnerships, implementation arrangements and systems, and any factors affecting the results achieved.

Evaluation Criteria and Questions

5. The evaluation will assess the project for relevance, effectiveness, efficiency, impact and sustainability, appropriateness, coherence, coverage and connectedness. In all applicable areas, the assessment will consider gender elements through collection of sex disaggregated data, as far as possible. The table below provides key evaluation questions relevant to these focus areas, and the relevant data sources:

Table 4: Preliminary Key final Evaluation Questions

Focus Area	Key Questions	Data Source
Relevance	To what extent is the programme in line with the needs of beneficiaries (boys and girls) and partners, including government? To what extent are the activities aligned with WFP, partner UN agency and donor policies and priorities? To what extent is the intervention based on a sound gender analysis? To what extent is the design and implementation of the intervention gender-sensitive?	Document review, key informant interviews with stakeholders, focus group discussions with communities
Effectiveness	To what extent were the outcomes or objectives of the intervention achieved?	Monitoring data Document review

	What are the major factors that influenced progress in achievement or non-achievement of the outcomes/objectives of the intervention? To what extent did the intervention deliver results for boys and girls?	key informant interviews with stakeholders
Efficiency	Was the programme implemented in a timely way? were the activities cost-efficient? was the programme implemented in the most efficient way compared to alternatives? Were the project strategies efficient in terms of financial and human resource inputs as compared to outputs? Dis the monitoring system efficiently meet the needs and requirements of the project?	Monitoring data Document review key informant interviews with stakeholders
Impact	What are the medium-term effects on beneficiaries' lives? What are the gender-specific medium-term impacts? Did the intervention influence the gender context?	Document review, key informant interviews with stakeholders, focus group discussions with communities
Sustainability	To what extent is the government taking ownership of the programme? (e.g., demonstrated commitment and contribution to the programme). What is the demonstrated capacity at national and county levels to manage the programme? How are local communities involved in and contributing to the implementation of the programme? Is the HGSMP adequately funded? Was disbursement of cash to schools for the purchase of food under HGSMP done in a timely manner and at an adequate level? Has the policy framework supporting the HGSMP been strengthened within the project period? What are the major factors influencing the achievement or non-achievement of sustainability of the program? What are the major challenges to successful program transfer to GoK ownership and how has the intervention addressed those challenges?	Document review, key informant interviews with stakeholders, focus group discussions with communities Monitoring data Complaints and Feedback Mechanism data
Lessons	What are lessons learned from the project up to this point? Are there any recommendations to improve the project's relevance, efficiency, effectiveness, impact, and sustainability? What are the management strengths, including technical and financial, of this project?	Document review, key informant interviews with stakeholders, focus group discussions with communities

Appropriateness	Is the intervention approach chosen the best way to meet the food security/nutrition needs of beneficiaries? Are the adopted transfer modalities the best way of meeting beneficiary needs? Are protection needs met? To what extent is the intervention based on a sound gender analysis? To what extent is the design and implementation of the intervention gender-sensitive?	Document review, key informant interviews with stakeholders, focus group discussions with communities
Coverage[95]	Is WFP's assistance provided proportionally according to the needs in the context?	Document review, key informant interviews with stakeholders, focus group discussions with communities
Coherence	To what extent is WFP's activity coherent with key policies/programming of other partners operating in the context? To what extent are human rights taken into account?	Document review, key informant interviews with stakeholders, focus group discussions with communities
Connectedness	What are the linkages between of the programme with outcome 1 and 2 of the CSP of Kenya CSP? To what extent has the programme been situated within an analysis of longer-term and interconnected problems of the context? To what extent is the programme designed and operated to respond to the needs of the fragile and conflict-affected environments? To what extend has the project successfully coordinated and collaborated with key stakeholders including the Government of Kenya, NGOs, other international organizations and the private sector? To what extend had the project collaborated with partners and leveraged complementary resources by collaborating with the USAID-supported MOEST-led literacy program Tusome, UNICEF's child friendly schools and school infrastructure activities and the Ministry of Health's de-worming programs? What impact have these collaborations had, if any, on the implementation of the school feeding programme, the school environment and on learning?	Document review, key informant interviews with stakeholders, focus group discussions with communities

Data Availability

[95] ALNAP Humanitarian Definitions for Coverage, Coherence, and Connectedness

6. The evaluation will entail qualitative and quantitative primary data collection that the evaluation team will be responsible for as per the PMP (See annex 4 and annex 1). The primary data will be complemented by available secondary information and data. The following is a list of data and or information available for the evaluation team. It is expected that the team will expand this at inception phase.

   - Baseline study and midterm Evaluation reports for WFP'S USDA McGovern -Dole International Food for Education and Child Nutrition Program's Support in Kenya from 2016 to 2020
   - Baseline, mid-term and final evaluation reports for FFE-615-2013/041-00 Kenya
   - Kenya Country Programme 200680 (2014-2018) project document and log frame
   - WFP Kenya CSP 2018-2023
   - School feeding handbook
   - WFP School feeding policy
   - 2016, 2017 and 2018 Standard Project Reports (SPRs).
   - 2018, 2019, 2020, 2021 ACRs
   - Strategy to Strengthen & Expand the Home-Grown School Meals (HGSM) Programme into the Arid Lands of Kenya (Validated version 2013)
   - USDA commitment letter for Agreement
   - Evaluation Plan
   - Government of Kenya Education related policies and strategies
   - UWEZO annual reports
   - Process monitoring reports
   - CSP Mid-term review
   - Gender equality policies 2015-2020, 2022-2026
   - Protection and Accountability policy 2020
   - Disability inclusion roadmap and action plan

7. Concerning the quality of data and information, the evaluation team should:

- Assess data availability and reliability as part of the inception phase expanding on the information provided in section 4. This assessment will inform the data collection
- Systematically check accuracy, consistency and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data.

Methodology

8. This evaluation will build on the methodology developed and used for the baseline study and mid-term evaluation included in this TOR as Annex 1 and detailed in the baseline and mid-term inception reports that will be provided to the evaluation team. The evaluation team will enhance the methodology during inception phase to ensure it addresses additional data requirements for this evaluation.

9. The evaluation will also take a programme theory approach[96] based on the results framework. This will ensure that the follow up results for all the indicators contained in the results framework are obtained. This is important as it will show progress in achieving set results.
10. The evaluation will use mixed methods and triangulate information from different methods and sources to enhance the reliability of findings. In particular, the evaluation will combine qualitative and quantitative approaches to collect data and information from both treatment and comparison groups. Separate questionnaires will be applied to the different primary sources of information, focusing on infrastructure, staff, enrolment and attendance, exam scores, completion rates and community involvement in the programme.
11. The qualitative component of the evaluation will seek to maximize participation of local stakeholders. This should be done through key informant interviews and focus groups with head teachers, school management committee members, pupils, and education and other government officers.
12. The methodology will be enhanced and fully developed by the evaluation team at inception phase. In doing this, the evaluation team consider challenges and or risks and their mitigation measures for the evaluation e.g., access challenges to some of the project areas due to security related issues. The final methodology will be expected to:

- Demonstrate impartiality and lack of bias by relying on a cross-section of information sources (stakeholder groups, beneficiaries, etc.) The selection of field visit sites will also need to demonstrate impartiality.
- Using mixed methods (quantitative, qualitative, participatory etc.) to ensure triangulation of information.
- Ensure through the use of mixed methods that women, girls, men and boys from different stakeholder's groups participate and that their different voices are heard and incorporated into the evaluation process. This may include, for example conducting female-only focus groups so that women feel comfortable and encouraged to participate.
- Take into account data availability challenges, budget and timing constraints.
- Mainstream gender equality and women's empowerment as per WFP's evaluation principle of Gender equality.[97]

Quality Assurance and Quality Assessment

13. WFP's Decentralized Evaluation Quality Assurance System (DEQAS) defines the quality standards expected from this evaluation and sets out processes with in-

[96] A programme theory explains how an intervention (a project, a programme, a policy, a strategy) is understood to contribute to a chain of results that produce the intended or actual impacts. It is represented by a log frame, results framework or theory of change. The approach looks into how the intervention is contributing to the chain of results presented in the results framework.

[97] http://documents.wfp.org/stellent/groups/public/documents/reports/wfp279331.pdf (pg 11)

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.

14. DEQAS will be systematically applied 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.
15. 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/evaluation products. The Checklist will be applied at each stage, to ensure the quality of the evaluation process and outputs.
16. In addition, to enhance the quality and credibility of this evaluation, an external reviewer directly managed by WFP's Office of Evaluation in Headquarter will provide:
    a) systematic feedback on the quality of the draft inception and evaluation reports; and
    b) Recommendations on how to improve the quality of the evaluation.
17. 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.
18. 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.

Phases and Deliverables

19. The evaluation will proceed through the 5 following phases.

Date	Final Evaluation Activity
January –March 2022	Prepare phase: ▪ Draft terms of reference (WFP) ▪ finalize provisions for impartiality/independence (WFP) ▪ Quality assure, consult (WFP, USDA, GOK) and finalize TOR ▪ Select and Recruit evaluation team (WFP).
April –May 2022	Inception phase: ▪ Conduct evaluation team orientation (EM) ▪ Desk review of key project documents (evaluation team) ▪ Conduct inception meetings (Evaluation team) ▪ Prepare draft inception report (Evaluation team) ▪ Quality assure the inception report (EM) ▪ Circulate, finalize and approve inception report (WFP)

May -June 2022	Data collection phase: ▪ Prepare evaluation field work (evaluators/WFP) ▪ Conduct field work and preliminary analysis (evaluators) ▪ Present end of fieldwork debriefing (evaluators)
July – August 2022	Data analysis and reporting phase: ▪ prepare draft evaluation report (evaluators) ▪ Quality assure draft evaluation report (EM) ▪ Circulate draft ER to stakeholders for comments (EM) ▪ Finalize the evaluation report (Evaluators) ▪ Submit the final report for approval (EM)
August onwards	Dissemination follow-up: ▪ Conduct workshop to share evaluation findings with key stakeholders (WFP) ▪ Share evaluation findings with USDA (WFP) ▪ Prepare management response (WFP) ▪ Implement any required project changes (WFP) ▪ Publish report and management response (WFP) ▪ Track the implementation of follow up actions to the evaluation recommendations (WFP, M&E unit/RB)

20. WFP anticipates finalizing the evaluation data collection by June 2022 as detailed in Annex 5.

The expected deliverables from the evaluation are the following:

a) Inception report written following WFP recommended template. The report should include but not limited to:
    - Detailed evaluation design, sampling methodology, and sample size calculations.
    - Quality Assurance Plan
    - Detailed work plan, including, timeline and activities
    - Bibliography of documents/secondary data sources utilised.
    - Final data collection tools, data bases, analysis plan
b) Power-point on methodology, overall survey plan, timeline and activities
c) Final report, including a first draft, and a final report using WFP recommended template. Annexes to the final report include but not limited to a copy of the final ToR, bibliography, list of sampled schools, detailed sampling methodology, Maps, A list of all meetings and participants, final survey instruments etc.
d) Clean data set
e) Transcripts from key informant interviews, focus group discussions, etc.
f) Table of all standard and custom indicator follow up values
g) List of supported schools
h) Power-point presentation of main findings and conclusions for de-briefing and dissemination purposes

Organization of the Evaluation

Evaluation Conduct

21. The evaluation team will conduct the evaluation under the direction of its team leader (See annex 8 on evaluation team organization) and in close communication with the evaluation manager appointed by WFP deputy country director in accordance to the WFP evaluation guidelines.
22. The team members will not have been involved in the design or implementation of the subject of evaluation or have any other conflicts of interest. Further, they will act impartially and respect the code of conduct of the evaluation profession.

Team composition and competencies

23. The Team Leader should be a senior evaluator with at least 20 years of experience in research, evaluation and or evaluation with demonstrated expertise in managing multidisciplinary and mixed quantitative and qualitative method evaluations, complemented with good understanding of School Meals programme, experience in implementing evaluations with a quasi-experimental designs and additional significant experience in other development and management positions. The team leader should have experience working in Kenya.
24. The Team leader will also have expertise in designing methodology and data collection tools and demonstrated experience in leading similar studies or evaluations. She/he will also have leadership and communication skills, including a track record of excellent writing and presentation skills. Her/his primary responsibilities will be: i) refining the evaluation approach and methodology; ii) guiding and managing the team; iii) leading the evaluation mission and representing the evaluation team; iv) drafting and revising, as required, the inception report, the end of field work i.e. (exit)debriefing presentation and evaluation report.
25. The team must include strong demonstrated knowledge of qualitative and quantitative data, statistical analysis and experience with quasi experimental designs. It should include both women and men and at least one team member should be familiar with WFP's FFE work and with USDA M&E Policy.
26. The team will be multi-disciplinary and include members who together include an appropriate balance of expertise and practical knowledge in the following areas:
    - Education
    - Quantitative methods specifically quasi experimental designs (Statistician)
    - Nutrition
    - Food security
    - Gender, protection and disability inclusion
    - Capacity development
27. All team members should have strong analytical and communication skills, evaluation experience and familiarity with Kenya or the Horn of Africa and at least 5 years' experience in evaluation /research work.

28. 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.
29. Team members will: i) contribute to the methodology in their area of expertise based on a document review; ii) conduct field work; iii) participate in team meetings and meetings with stakeholders; iv) contribute to the drafting and revision of the evaluation products in their technical area(s).
30. All members of the evaluation team will abide by the Code of Conduct for evaluators (Attached to individual contracts), ensuring they maintain impartiality and professionalism, adhere to the UNEG ethical guidelines and other ethical consideration as detailed in Annex 1.

Security Considerations

31. Security clearance where required is to be obtained from WFP Kenya

32. Consultants hired by WFP are covered by the United Nations Department of Safety & Security (UNDSS) system for United Nations personnel, which covers WFP staff and consultants contracted directly by WFP. Independent consultants must obtain UNDSS security clearance for travelling from the designated duty station and complete the United Nations basic and advance security trainings (BSAFE & SSAFE) in advance, print out their certificates and take them with them.

33. As an "independent supplier" of evaluation services to WFP, the contracted firm will be responsible for ensuring the security of the evaluation team, and adequate arrangements for evacuation for medical or situational reasons. However, to avoid any security incidents, the evaluation manager will ensure that the WFP country office registers the team members with the security officer on arrival in country and arranges a security briefing for them to gain an understanding of the security situation on the ground. The evaluation team must observe applicable United Nations Department of Safety and Security rules and regulations including taking security training (BSAFE & SSAFE), curfews (when applicable) and attending in-country briefings.

Roles and Responsibilities of Stakeholders

The Kenya Country Office:

The Kenya country Office management (Deputy Country director) will take responsibility to:

- Appoint an Evaluation Manager in line with WFP evaluation guidelines
- Compose the internal evaluation committee and the reference group
- Approve the final TOR, inception and evaluation reports.
- Ensure the independence and impartiality of the evaluation at all stages

- Participate in discussions with the evaluation team on the evaluation design and the evaluation subjects with the evaluation Manager and the evaluation e team
- Organise and participate in two separate debriefings, one internal and one with external stakeholders
- Oversee dissemination and follow-up processes

Evaluation Manager: This evaluation is managed by WFP Kenya. Beatrice Mwongela, head of M&E unit is the Evaluation Manager. The EM has not managed or implemented subject of evaluation in the past.

- 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 relevant quality assurance mechanisms (checklists, quality support etc.)
- 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

34. **An Internal Evaluation Committee** will be formed as part of ensuring the independence and impartiality of the evaluation. The membership includes evaluation manager, technical unit in charge of school feeding programme, VAM, Deputy country director (Chair), and WFP Nairobi Regional Bureau Evaluation officer. The key roles and responsibilities of this team includes providing input to evaluation process and commenting on evaluation products.
35. **An evaluation reference group** will be formed, as appropriate, with representation USDA/FAS, Ministry of Education and WFP Country office and will review the evaluation products as further safeguard against bias and influence.
36. **Independent evaluation team:** under the leadership of the evaluation team leader, the evaluation team will be responsible for undertaking the evaluation, as per this TOR, independently. The evaluation team will select and interview staff from the Country Office. The team will also have contact with CO staff who are members of the RG during inception and dissemination. The CO staff who are members of the RG will be required to provide comments on the evaluation products. The responsibilities of the evaluation manager are clearly stated above and will, in addition to other provisions for impartiality already put in place, ensure the evaluation is implemented as per the WFP decentralized evaluation quality assurance system. Any support e.g., logistical support, that will be

required from by the evaluation team from the CO will be discussed with evaluation manager who will in turn follow up and organize with CO.

37. **Other Stakeholders** (Government, NGOs, and UN agencies) will be identified for interviews. The selection will also cover preliminary stakeholder analysis detailed in table 1.

Communication and Budget

Communication

38. To enhance the learning from this evaluation, the evaluation team should place emphasis on transparent and open communication with key stakeholders. These may for example take place by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders.
39. Communication with evaluation team and stakeholders should go through the evaluation manager.
40. WFP will discuss the report with USDA and disseminate the findings and recommendations in various ways, including through discussions with WFP senior management and staff as well as with the key partners including the Ministry of Education, non-governmental partners and United Nations agencies and publication of both the report and management response.
41. A learning workshop will be held to disseminate the findings

Budget

42. The evaluation will be financed from WFP's outcome 3 implementation cost under the line-item Evaluation. The budget is sufficient for the evaluation.

Annex 2. Performance against agreed indicators

Result	Indicator	Baseline	Final Target	Latest Actual	Variance
Improved Literacy of School-Age Children	Proportion of 7-13 years olds that can solve Class 2 numeracy and literacy problems	61%/41%	65%/45%	60%/48%	-2%
	Number of individuals benefiting directly from USDA-funded interventions	0	377337	833174	121%
	Number of individuals benefiting indirectly from USDA-funded interventions	0	574217	761000	33%
Improved Attentiveness	Percent of students in classrooms identified as inattentive by their teachers	41%	20%	50%	-30%
Reduced Short-Term Hunger	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	0	111538462	122063805	9%
	Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	0	370000	477400	29%
	Percent of students in target schools who regularly consume a meal before the school day	33%	100%	44%	-56%
	Percent of students in target schools who regularly consume a meal during the school day	46%	100%	72%	-28%
Increased Access to Food (School Feeding)	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	0	370000	477400	29%

	Total quantity of commodities provided to students as a result of USDA assistance.	0	21750	17320	-20%
Improved Student Attendance	Number of students regularly (80%) attending USDA supported classrooms/schools	252906	287000		-100%
Increased Student Enrolment	Number of students enrolled in schools receiving USDA assistance	297536	360000	487000	35%
Increased Community Understanding of Benefits of Education	Percent of parents in target communities who can name at least three benefits of primary education	57%	80	54%	-33%
Increased Capacity of Government Institutions	Number of county-level inter-ministerial committees for HGSMP established	0	7	14	100%
	Number of national-level inter-ministerial coordination committees for HGSMP established	0	1	1	0%
Improved Policy and Regulatory Framework	Number of educational policies, regulations, and/or administrative procedures in each of the following stages of development as a result of USDA assistance	2	19	19	0%
	Number of child health and nutrition policies, regulations, and/or administrative procedures in each of the following stages of development as a result of USDA assistance	1	1	1	0%
Increased Government Support	Number of public-private partnerships formed as a result of USDA assistance	0	100	117	17%
	Value of new public and private sector investments leveraged as a result of USDA assistance	0	80000000	150787000	88%

Increased Engagement of Local Organizations and Community Groups	Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance	0	1410	2346	66%
Increased Use of Health and Dietary Practices	Percent of schools in target counties that store food off the ground	57%	100	61%	-39%
Increased Knowledge of Safe Food Preparation and Storage Practices	Percent of food preparers at target schools who achieve a passing score on a test of safe food preparation and storage	44%	100	70%	-30%
Increased Knowledge of Nutrition	Number of schools benefitting from nutrition and hygiene education	0	1229	2334	90%
	Number of individuals trained in child health and nutrition as a result of USDA assistance	0	831	6655	701%
Increased Access to Requisite Food Preparation and Storage Tools	Number of target schools with increased access to improved food prep and storage equipment (kitchens, storerooms, stoves, kitchen utensils)	761	1400	781	-44%

Annex 3. Agreed Performance Monitoring Framework

ce Monitoring Plan (PMP) d ection includes results and performance indicators. The second section includes activities and activity output indicators. There is some overlap between the two sections where are also result indicators.							
Performance Indicator and Activity output indicator	Indicator Definition and Unit of Measurement	Data Source	Method/ Approach of Data Collection or Calculation	Data Collection		Analysis, Use and Reporting	
				When	Who	Why	Who
Result: MGD SO1 Improved Literacy of School-Age Children							
Proportion of 7-13 years olds that can solve Class 2 numeracy and literacy problems (Outcome Indicator: Custom; Responsible Organization: UWEZO, USAID, Tusome Project Participants)	This indicator measures the proportion of children ages 7-13 that have attained literacy and numeracy at a Standard 2 level Unit of measure: Percentage Disaggregation: TBD	UWEZO annual reports	Review of UWEZO data	Baseline, Midterm, and final evaluation	External evaluators	Indicates whether children's' literacy and numeracy learning outcomes are being achieved through the USAID-funded Tusome project. This project overlaps with USDA McGovern-Dole-	WFP, MOE, Donors, development and NGO partners , other GoK institutions

						targeted counties and the schools are being co-located for the achievement of MGD SO1	
Number of individuals benefiting directly from USDA-funded interventions (Output Indicator: Standard; Responsible Organization: WFP and MOE)	This indicator measures the number of individuals directly benefitting from USDA-funded interventions. These individuals must come into direct contact with project interventions (i.e. goods or services). Direct beneficiaries include: children, teachers, school administrators, parents, cooks, storekeepers, farmers, and government staff. Unit of measure: individuals Data will be disaggregated by gender, new and continuing.	WFP standard Project reports, School termly reports	Review and analysis of project records and reports	Annually and quarterly	WFP and MOE	Indicates the breadth and scale of the project's impact in the target districts To inform annual review meetings with education stakeholders To inform annual reporting to USDA and WFP HQ	WFP, MOE, Donors, development and NGO partners , other GoK institutions
Number of individuals benefiting indirectly from USDA-funded interventions *(Output Indicator: Standard; Responsible Organization:* WFP and MOE)	This indicator measures the number of individuals indirectly benefitting from USDA-funded interventions. These individuals will not come into direct contact with project interventions but will benefit tangentially.	Survey: Household/parent interviews	Interviews with parents to determine the average number of children per household going to school. The average household size in target areas is known. Indirect	Baseline, midterm, and final evaluation	Independent consultants	Indicates the breadth and scale of the project's impact. To inform annual review meetings with	WFP, MOE, Donors, development and NGO partners , other GoK institutions

	Indirect beneficiaries assumed for this project are siblings of children receiving school meals and parents of children who are not direct beneficiaries through PTA training Unit of measure: individuals Data will be disaggregated by gender		beneficiaries=Number of HH * (HH size-average number of children per HH going to school)			education stakeholders To inform annual reporting to USDA and WFP HQ	
Result: MGD 1.2 Improved Attentiveness							
Percent of students in classrooms identified as inattentive by their teachers (Outcome Indicator: Custom; Responsible Organization: WFP, MOE)	This indicator measures the percentage of students in any given classroom that is identified as inattentive by the teacher. *Unit of measure: percent*	Survey: Teachers interviews	Primary data collection by asking teachers of the sampled schools their perception of the share of students that appeared inattentive in classes	Baseline, midterm, and final evaluation	Independent consultants	To determine whether the interventions have had an effect on students' ability to be attentive.	WFP, MoE, Donors, development and NGO partners, other GoK institutions
Result: MGD 1.2.1 Reduced Short-Term Hunger							
Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	This indicator measures the total number of school meals provided to students in MGD-supported schools, as reported by school managers and cooperating partners.	WFP and MOE project records, School Termly Reports	Review and analysis of project records and reports	Bi annual and Annual, monthly reports by MOE, daily	School Administrators, WFP	To measure the number of school meals given to students.	WFP, MOE, Donors, development and NGO partners , other GoK institutions

(Output Indicator: Standard; Responsible Organization: WFP, MOE)	*Unit of measure: no. of meals*			school records			
Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (Output Indicator: Standard; Responsible Organization: WFP,MOE)	This indicator measures the total number of students receiving a daily cooked meal per year over the life of the project, as reported by school managers and CPs Unit of measure: individuals Data will be disaggregated by gender, new and continuing	WFP and MOE project records, School records	Review and analysis of project records and reports	Bi annual and Annual, monthly reports by MOE, daily school records	School Administrators, WFP	To measure the percentage of students reached with a daily school meal	WFP, MOE Donors, development and NGO partners , other GoK institutions
Percent of students in target schools who regularly consume a meal before the school day (Outcome Indicator: Custom; Responsible Organization: WFP)	This indicator measures what percentage of children receive a meal at home prior to the school meal at lunch time. Unit of measure: percent	Survey: Parent interviews	Primary data collection by asking parents from sampled schools if their children eat before going to school and if yes, how often i.e. always, sometimes or never.	Baseline, midterm, and final evaluation	Independent consultants	To measure the percentage of children who may experience short-term hunger resulting in lack of concentration as a result of not taking a meal before going to school	WFP, MOE Donors , development and NGO partners , other GoK institutions
Percent of students in target schools who regularly consume a meal during the school day	This indicator measures what percentage of children receive a meal during the school day. Unit of measure: percent	WFP and MOE project records, School records	Review and analysis of project records and reports complemented by monitoring reports	Bi annual and Annual, monthly reports by	School Administrators	To measure percentage of students regularly reached with a	WFP, MOE, Donors, development and NGO partners ,

(Outcome Indicator: Custom; Responsible Organization: WFP)				MOE daily collection by school		daily school meal	other GoK institutions
Result: MGD 1.2.1.1/1.3.1.1.Increased Access to Food (School Feeding)							
Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (Output Indicator: Standard; Organization: WFP)	This indicator measures the number of students who consume a daily meal at school Unit of measure: individuals Data will be disaggregated by new, continuing and gender.	WFP and MOE project records, School records	Review and analysis of project records and reports	Bi annual and Annual, monthly reports by MOE, daily collection by school	School Administrators, WFP	To measure the number of students reached with a daily school meal	WFP, MOE, Donors, development and NGO partners , other GoK institutions
Total quantity of commodities provided to students as a result of USDA assistance. (Output Indicator: Custom; Organization: WFP)	This indicator measures the total amount of commodities that have been provided as a part of this USDA-funded intervention. Unit of measure: MT	WFP Logistics Data	WFP analysis of reports	Bi-annual report; quarterly	WFP	To measure the quantity of commodities that have been imported and are to be distributed.	WFP, MOE, Donors, development and NGO partners , other GoK institutions
Result: MGD 1.3 Improved Student Attendance							
Number of students regularly (80%) attending USDA supported classrooms/schools (Performance Indicator: Standard; Organization: WFP)	This indicator measures the number of students in MGD-supported schools who attend classes at least 80 percent of the time that school is in session, as reported by school directors	School records	Collection and analysis of students attendance data from school attendance records for a sample	Baseline, midterm, and final evaluation	Independent consultants	To track progress towards improved student attendance	WFP, MOE, Donors, development and NGO partners , other GoK institution

	Unit of measure: individuals Data will be disaggregated by gender.		of students in sampled schools				
Result: MGD 1.3.4 Increased Student Enrolment							
Number of students enrolled in schools receiving USDA assistance (Output Indicator: Standard; Responsible Organization: WFP)	This indicator measures the number of students officially registered in MGD-supported primary schools in a given school year. *Unit of measure: individuals* *Data will be disaggregated by gender.*	School records	Collection and analysis of school records on enrolment	Baseline, midterm, and final evaluation. Termly by schools, termly by WFP through mVAM	Independent consultants, WFP, MOE	To track progress towards increasing student enrolment	WFP, MOE, Donors, development and NGO partners , other GoK institution
Result: MGD 1.3.5 Increased Community Understanding of Benefits of Education							
Percent of parents in target communities who can name at least three benefits of primary education (Performance Indicator: Custom; Organization: WFP)	This indicator measures the percentage of parents who can name at least three benefits of primary education *Unit of measure: percent*	Survey: Parent interviews	Primary data collection by asking parents from sampled schools to name at least three benefits of primary education	Baseline, midterm, and final evaluation	Independent consultants	To track communities understanding of engagement with their communities education system and services.	WFP, MOE, Donors, development and NGO partners , other GoK institutions
Result: MGD 1.4.1 Increased Capacity of Government Institutions							

Number of county-level inter-ministerial committees for HGSMP established (Output Indicator: Custom; Organization: WFP)	This indicator will measure the Number of county-level inter-ministerial committees for HGSMP established at county level *Unit of measure: Number of committees*	Committee meetings minutes	Review of committee minutes	midterm, and final evaluation	Independent consultants	To track progress of strengthening governance and multi-sectoral coordination and collaboration for the school meals programme at county level	WFP, MOE, Donors, development and NGO partners , other GoK institutions
Number of national-level inter-ministerial coordination committees for HGSMP established (Output Indicator: Custom; Organization: WFP)	This indicator will measure the Number of county-level inter-ministerial committees for HGSMP established at national level *Unit of measure: Number of committees*	Committee meetings minutes	Review of committee minutes	midterm, and final evaluation	Independent consultants	To track progress of strengthening governance and multi-sectoral coordination and collaboration for the school meals programme at national level	WFP, MOE Donors , development and NGO partners , other GoK institutions
Result: MGD 1.4.2/2.7.2 Improved Policy and Regulatory Framework							
Number of educational policies, regulations, and/or administrative procedures in each of the following stages of development as a result of USDA assistance (Stage 5)	This indicator measures the number of policies/regulations/administrative procedures in the various stages of progress towards an enhanced	GoK policy related reports	Review and analysis of GOK policy related documents	Annual, Baseline, Midterm and final evaluations	Independent consultants, WFP; MOE	To track progress made following advocacy and dialogue related activities to	WFP, MOE, Donors, development and NGO partners , other GoK institutions

(Performance Indicator: Standard; Organization: WFP, MOE)	enabling environment for education. Specifically, this includes: 1. School Nutrition and Meals Strategy 2. Revised HGSMP Guidelines *Unit of measure: no. of policies in process and relevant stage*					ensure adequate and regular budget allocations and maintain political commitment to the programme	
Number of child health and nutrition policies, regulations, and/or administrative procedures in each of the following stages of development as a result of USDA assistance (Stage 5) (Performance Indicator: Standard; Organization: WFP, MOE)	This indicator measures the number of policies/regulations/administrative procedures in the various stages of progress towards an enhanced enabling environment for education. Specifically, this includes: 1. School Health Policy (revised) *Unit of measure: no. of policies in process and relevant stage*	GoK policy related reports	Review and analysis of GOK policy related documents	Annual, Baseline, Midterm and final evaluations	Independent consultants, WFP; MOE	To track progress made following advocacy and dialogue related activities to ensure adequate and regular budget allocations and maintain political commitment to the programme	WFP, MOE, Donors, development and NGO partners , other GoK institutions
Result: MGD 1.4.3/2.7.3 Increased Government Support							

Value of new public and private sector investments leveraged as a result of USDA assistance (Performance Indicator: Standard; Organization: WFP, MOE)	This indicator measures the value of public sector resources intended to complement USDA-funded activities – specifically the increased government investment in the HGSMP. *Unit of measure: US Dollar* *Data will be disaggregated by type of investment*	WFP and GOK project reports	Review and analysis of project reports	Baseline, Midterm and final evaluations, Annual	Independent consultants, WFP	To measure level of complementary support of the project outside of USDA funding.	WFP, MOE Donors, development and NGO partners , other GoK institutions
Number of public-private partnerships formed as a result of USDA assistance (Performance Indicator: Standard; Organization: WFP, MOE)	This indicator measures the number of private partnerships generated in CTS counties during the transition year. *Unit of measure: no of partnerships (suppliers/small traders, farmer organisations)*	WFP reports; school tender data	Review and analysis of project records and reports	Annual	WFP	To measure level of complementary support of the project outside of USDA funding.	WFP, MOE Donors, development partners, county governments; communities.
Result: MGD 1.4.4/2.7.4 Increased Engagement of Local Organizations and Community Groups							
Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance *(Performance Indicator: Standard; Organization: WFP)*	This indicator measures the number of schools that benefit from the establishment and training of PTAs *Unit of measure: No. of school governance structures*	School and project records	Review and analysis of project reports	Bi-annual	WFP and MOE	To measure the effects of the project on promoting the capacity of organizations at school level	WFP, MOE, Donors, development and NGO partners , other GoK institutions

Result: SO 2 Increased Use of Health and Dietary Practices							
Percent of schools in target counties that store food off the ground (Performance Indicator: Custom; Responsible Organization: WFP)	This indicator will measure the number of schools where food is stored off the ground *Unit of measure: No. of school*	Survey reports, Monitoring reports	School stores will be observed to check if food has been stored off the ground.	Baseline, Midterm and final evaluations, monthly through monthly monitoring visits at school level	Independent Consultants, WFP and MOE	To measure the effects of promoting good hygiene and health practises,	WFP, MOE, Donors, development and NGO partners , other GoK institutions
Result: MGD 2.2 Increased Knowledge of Safe Food Prep and Storage Practices							
Percent of food preparers at target schools who achieve a passing score on a test of safe food preparation and storage (Outcome indicator: Custom; Responsible Organization: WFP)	This indicator will measure the percentage of food preparers (cooks) at school who achieve a passing score on a test of safe food preparation and storage Unit of measure: individuals Data will be disaggregated by gender.	Survey report: Results of tests administered to cooks	Primary data collection by administering a test on safe food preparation and storage to cooks in representative sampled schools	Baseline, midterm, and final evaluation	Independent consultants	To measure effects of promoting safe food preparation and storage practices	WFP, MOE, Donors, development and NGO partners , other GoK institutions
Result: MGD 2.3 Increased Knowledge of Nutrition							

Number of schools benefitting from nutrition and hygiene education (Output indicator: Custom; Responsible Organization: WFP)	This indicator will measure the number of schools benefitting from nutrition and hygiene education *Unit of measure: No. of school*	project reports	Review and analysis of project reports	Quarterly, Bi-annual	WFP and MOE	To measure number of schools that have received nutrition and hygiene related education	WFP, MOE, Donors, development and NGO partners , other GoK institutions
Number of individuals trained in child health and nutrition as a result of USDA assistance (Output Indicator: Standard; Responsible Organization: WFP)	Total number of individuals trained in health and nutrition in MGD-supported schools and communities, including Canteen Management Staff and School Management Committee members. Unit of Measure: Individuals Data will be disaggregated by gender	Project reports	Review and analysis of project training reports	Termly Bi-annual	WFP and MOE	Enables to know the number of people in communities' target who have knowledge in health and nutrition. Sentinel indicator for project theory of change: people trained shared nutrition and health information through communities	WFP, MOE, Donors, development and NGO partners , other GoK institutions
Result: MGD 2.6 Increased Access to Requisite Food Prep and Storage Tools							

Number of target schools with increased access to improved food prep and storage equipment (kitchens, storerooms, stoves, kitchen utensils) (Output indicator: Custom; Organization: WFP)	This indicator measures the number of schools fully supplied with new or rehabilitated kitchens, storerooms, fuel-efficient stoves and kitchen utensils *Unit of measure: no. of schools*	Project reports	Review and analysis of project reports	Quarterly, Bi-annual	WFP and MOE	To track s progress towards improving access to food prep and storage equipment	WFP, MOE, Donors, , development and NGO partners , other GoK institutions
Activity 1: Provide School Meals							
Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (Output Indicator: Standard; Organization: WFP, MOE)	This indicator measures the total number of students receiving a daily cooked meal per year over the life of the project, as reported by school managers and CPs *Unit of measure: individuals* *Data will be disaggregated by gender.*	Project reports	Review and analysis of project reports	Monthly, quarterly Bi-annual	WFP and MOE	To measure the success of school meals at reducing short term hunger	*WFP, MOE Donors, development and NGO partners , other GoK institutions*
Activity 2: Build the Capacity of National and County-level Actors to Manage School Feeding Programs							

Number of parents trained or certified as a result of USDA assistance (Output Indicator: Custom; Organization: WFP)	This indicator measures the number of parents that have been trained as a result of USDA assistance Unit of measure: individuals *Data will be disaggregated by gender.*	Project reports	Review and analysis of project training reports	Bi-annual	WFP and MOE	To track progress in building capacity of school –level actors (BoM members) to manage school feeding programs	WFP, MOE, Donors, development and NGO partners , other GoK institutions
Number of school administrators and officials in target schools trained or certified as a result of USDA assistance (Output Indicator: Standard; Responsible Organization: WFP)	This will measure the number of school head teachers trained on school meals programme management *Unit of measure: individuals* *Data will be disaggregated by gender.*	Project reports	Review and analysis of project training reports	Bi-annual	WFP and MOE	To track progress in building capacity of school head teachers to manage school feeding programs	WFP, MOE, Donors, development and NGO partners , other GoK institutions
Number of county-level officials trained or certified as a result of USDA assistance (Output Indicator: Standard; Responsible Organization: WFP)	This will measure the number of education officials trained on school meals programme management *Unit of measure: individuals* *Data will be disaggregated by gender.*	Project reports	Review and analysis of project training reports	Bi-annual	WFP and MOE	To track progress in building capacity of school head teachers to manage school feeding programs	WFP, MOE, Donors, development and NGO partners , other GoK institutions

Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance (Output Indicator: Standard; Responsible Organization: WFP)	This will measure the number of school head teachers trained on school meals programme management *Unit of measure: individuals* *Data will be disaggregated by gender.*	Project reports	Review and analysis of project training reports	Bi-annual	WFP and MOE	To track progress in building capacity of school head teachers to manage school feeding programs	WFP, MOE, Donors, development and NGO partners , other GoK institutions
Number of county-level officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance (Output Indicator: Standard; Responsible Organization: WFP)	This will measure the number of education officials trained on school meals programme management *Unit of measure: individuals* *Data will be disaggregated by gender.*	Project reports	Review and analysis of project training reports	Bi-annual	WFP and MOE	To track progress in building capacity of school head teachers to manage school feeding programs	WFP, MOE, Donors, development and NGO partners , other GoK institutions
Activity 3: Raise Awareness on the importance of Education							
Number of radio spots held (Output Indicator: Custom; Organization: WFP)	This indicator will measure the number of radio spots held to pass messages on benefits of education. These will target communities where the programme is implemented	Project reports	Review and analysis of project reports	Monthly, Quarterly, Bi-annual	WFP and MOE	To track the number of radio spots held	WFP, MOE, Donors, development and NGO partners , other GoK institutions

	Unit of measure: number of radio spots						
Number of community members benefiting from radio spots (Output Indicator: Custom; Organization: WFP)	This indicator will measure the number of community members in targeted counties (Baringo, Garissa, Mandera, Turkana, Wajir and West Pokot) reached through radio spots with messages on benefits of education.	Project reports	Review and analysis of project reports	Monthly, Quarterly, Bi-annual	WFP and MOE	To track the number of community members reached through the radio spots	WFP, MOE, Donors, development and NGO partners , other GoK institutions
Number of posters, fliers, leaflets distributed (Output Indicator: Custom; Organization: WFP)	This indicator will measure the number of posters, fliers, leaflets distributed *Unit of measure: number of posters, fliers, leaflets*	project reports	Review and analysis of project reports	Termly Bi-annual	WFP and MOE	To track number of posters, fliers, leaflets distributed	WFP, MOE, Donors, development and NGO partners , other GoK institutions
Activity 4: Build/Rehabilitate: Kitchens, Cook Areas and Other School Grounds or Buildings							
Number of educational facilities (i.e. school buildings, classrooms, and latrines)	This indicator will measure the number of kitchens and /or storage facilities constructed as a result of USDA assistance	project reports complemented by monitoring reports	Review and analysis of project reports	Bi-annual, monthly monitoring reports	WFP and MOE	To track number of kitchens constructed	WFP, MOE, Donors, development and NGO partners ,

rehabilitated/constructed as a result of USDA assistance (Output Indicator: standard; Organization: WFP)	Unit of measure: number of kitchens						other GoK institutions
Activity 5: Provide Energy-Saving Stoves to Schools							
Number of energy saving jikos installed in schools as a result of USDA assistance (Output indicator: Cu\\/'tom; Responsible Organization: WFP)	This indicator will measure the Number of energy saving jikos installed in schools as a result of USDA assistance Unit of measure: number of energy saving jikos	project reports complemented by monitoring reports	Review and analysis of project reports	Bi-annual, monthly monitoring reports	WFP and MOE	To track number of energy saving jikos installed at school level	WFP, MOE, Donors, development and NGO partners , other GoK institutions
Activity 6: Conduct Awareness Campaigns and Trainings on Nutrition and Hygiene							
Number schools benefitting from nutrition education and hygiene (Output Indicator: Custom; Responsible Organization: WFP)	This indicator measures the number of schools benefitting from nutrition and hygiene education Unit of measure: number of schools	project reports complemented by monitoring reports	Review and analysis of project reports	Bi-annual, monthly monitoring reports	WFP and MOE	To track the number of schools benefitting from nutrition education and hygiene	WFP, MOE, Donors, development and NGO partners , other GoK institutions
Number of children benefitting from nutrition education and hygiene	This indicator measures the number of children benefitting	project reports complemented	Review and analysis of project reports	Bi-annual, monthly	WFP and MOE	To track the number of children benefitting from	WFP, MOE, Donors, development and NGO partners ,

(Output Indicator: Custom; Responsible Organization: WFP)	from nutrition and hygiene education Unit of measure: individuals Data will be disaggregated by gender	by monitoring reports		monitoring reports		nutrition education and hygiene	other GoK institutions
Activity 7: Empower the Community to Manage School Feeding Programs							
Number of counties where beneficiary feedback has been has been incorporated into community training and awareness activities (Output Indicator: Custom; Organization: WFP)	This indicator will measure the number of counties where beneficiary feedback has been rolled out Follow up to increase awareness on the helpline will include radio spots, public meetings and distribution of posters and leaflets Unit of measure: Number of counties	project reports complemented by monitoring reports	Review and analysis of project reports	Quarterly, Bi-annual, monthly monitoring reports	WFP and MOE	To track the number of counties with beneficiary feedback mechanism in place	WFP, MOE Donors , development and NGO partners , other GoK institutions
Activity 8: Promote Food Safety and Quality in the HGSMP							
Number of officials trained on food quality in HGSMP supply chain	This indicator measures the number of officials (County Public Health Officers, County School Meals Programme Officers, School	project reports	Review and analysis of project training reports	Bi-annual,	WFP and MOE	To track to the number of officials trained on food quality	WFP, MOE, Donors, development and NGO partners ,

(Output Indicator: Custom; Organization: WFP, MOE)	Meals Procurement Committee and traders)trained on food quality in HGSMP supply chain Unit of measure: individuals Data will be disaggregated by gender					in HGSMP supply chain.	other GoK institutions
Number of farmer organizations trained on food quality *(Output Indicator: Custom; Organization: WFP)*	This indicator measures the number of farmer organizations trained on food quality Unit of measure: farmer organizations	project reports	Review and analysis of project training reports	Bi-annual,	WFP and MOE	To track to the number of farmer organizations trained on food quality	WFP, MOE, MOALF&C, Donors, development and NGO partners , other GoK institutions
Number of traders trained on food quality *(Output Indicator: Custom; Organization: WFP)*	This indicator measures the number of traders trained on food quality Unit of measure: individuals Data will be disaggregated by gender	project reports	Review and analysis of project training reports	Bi-annual,	WFP and MOE	To track to the number of traders trained on food quality	WFP, MOE, MOH, Donors , development and NGO partners , other GoK institutions

Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance *(Outcome Indicator: Standard ; Organization: WFP)*	This indicator measures the number of farmer organization, officials and traders applying improved food quality practises after undergoing training on food quality. Unit of measure: Number of farmer organizations , officials and traders Data will be disaggregated by farmer organizations, officials and traders	Survey reports complemented by project reports	Primary data collection through observation and interviewing traders and farmer organization representatives on what improved food quality practises they are applying that they did not before the training	Baseline, midterm, and final evaluation	Independent consultants	To measure effectiveness of the training	WFP, MoE, Donors, development and NGO partners, other GoK institutions
Number of testing kits (Blue Boxes) distributed to public health officials *(Output Indicator: Custom; Organization: WFP)*	This indicator will measure the number of testing kits (Blue Boxes) distributed to public health officials Unit of measure: Number of blue boxes	project reports	Review and analysis of project reports and blue boxes distribution reports	Bi-annual, annual	WFP and MOH	To track to the number of testing kits (Blue Boxes) distributed to public health officials	WFP, MOE,MOH, MOALF, Donors, development and NGO partners, other GoK institutions

Annex 4. Evaluation Matrix

Sub - Questions	Indicators	Main data source (s)	Triangulation approach and strength of evidence
KQ 1 – Relevance: How relevant and appropriate is the programme?			
1. To what extent is the programme in line with needs of beneficiaries (boys and girls) and partners, including Government?	• Degree of alignment of programme choices and approaches with strategies and approaches of Government • Extent the programme has been situated within an analysis of longer-term and interconnected problems of the context • Quality of the design in light of the context, policies and priorities and needs of different groups of beneficiaries	School level interviews Survey Interviews of education staff and partners, at national and county and sub-county levels WFP staff Documentation review	• Compare needs as interpreted in the design and implementation of the programme with the interpretation of expert analytical informants and with normative documents of the Government and partner documents • Compare needs as summarised in formal documentation with those expressed by target group. • Strength of evidence: good
2. To what extent is the activity aligned with WFP, partner, UN agency and donor policies and priorities?	• Degree of alignment with strategies and normative guidance of WFP, UN agencies and donors •	Interviews national level with WFP, other UN agencies, USDA Documentation review including UNSDCF planning and reporting	• Compare needs as interpreted in the design and implementation of the programme with the interpretation of expert analytical informants and with normative documents of this group of stakeholders • Strength of evidence: good
3. To what extent is WFP activity coherent with key policies/programming of other partners operating in the context?	• Extent to which complementarity and synergy has been pursued and is in evidence at the school and county levels	Interviews national level with WFP, other UN agencies, government	• Compare needs as interpreted in the design and implementation of the programme with evidence of efforts to

Sub - Questions	Indicators	Main data source (s)	Triangulation approach and strength of evidence
		Documentation review including UNSDCF planning and reporting	ensure coherence with other partners in design and implementation. • Strength of evidence: good
4. To what extent is the intervention based on a sound gender analysis? To what extent is the design and implementation of the intervention gender-sensitive?	• Analysis of programme priorities for attention to gender and equity • Quality of gender and equity strategies compared to accepted standards (national, international and WFP) • Perspectives of KII at county, sub-county and school level • Survey population sample and participation reflects gender equality	Documentation review (programme documents, WFP and UN corporate documents) Interviews with School management Interviews with SMC Survey (for the role of girls and boys and men and women in the implementation of the SMP)	• Compare issues as summarised in formal documentation with those expressed by target group. • Compare the views of GoK, WFP, other UN and donor informants • Strength of evidence: Good, documentation mostly available. Remaining information to be collected through interviews.
5. Was the chosen intervention appropriate to the needs of beneficiaries?	• Adequacy of the approach as expressed by beneficiaries • Comparison of the transfer modalities (cash and in-kind) and analysis of coherence with the context	Interviews with School management Interviews with SMC FGD in schools	• Triangulate views between interviewees and categories of respondents
6. Are the protection and human rights needs met?	• Existence of measures to ensure safety of beneficiaries • Evidence that protection and human rights have been considered in the programme strategies and implementation	Interviews with WFP and Government staff at national and county levels Interviews with SMC FGD with parents	• Triangulate views between interviewees and categories of respondents

Sub - Questions	Indicators	Main data source (s)	Triangulation approach and strength of evidence
	• Existence of a complaints and feedback mechanism and evidence that the mechanism is being used		
KQ 2 – Effectiveness: What are the results and outcomes of the programme?			
7. To what extent were the outcomes or objectives of the intervention achieved?	• Comparison of outcome data (achievements) at endline with baseline and midline values	Survey WFP monitoring data	• WFP monitoring data and survey results will be triangulated to evaluate data reliability and consistency • Strength of evidence: good
8. What are the major factors influencing progress in achievement or non-achievement of the outcomes/objectives of the intervention?	Analysis of: • Internal factors (within control of programme) e.g. processes, systems, tools, capacity etc., including the approach to capacity and institutional strengthening in the second phase of the programme. • External factors: the external environment, funding climate, etc.	Interviews at national (government, WFP, partners), county, sub-county levels and school management (including SMC and BOM) Documentation review	• Cross-check views of different informants against documentation on the performance of the programme • Strength of evidence: good
9. To what extent does the intervention deliver results for boys and girls?	• Analysis of beneficiary views, disaggregated by gender, on the results of the programme	Survey WFP programme and monitoring data/documents Interviews and FGDs at school and community levels	• Cross-check recorded output and outcome data with programme/government documentation and informants in GoK and at schools visited in field • Triangulate views on the key outcomes between different informant groups • Strength of evidence: good
KQ 3: Efficiency – How efficiently was the programme implemented?			

Sub - Questions	Indicators	Main data source (s)	Triangulation approach and strength of evidence
10. Was the programme implemented in a timely way?	Analysis of: • Timely availability of programme resources • Timeliness of delivery • Pipeline breaks	Project reporting Survey (pipeline breaks) School management interviews Interviews with county government officials and national MoE staff	• Compare WFP data with records and views as expressed at school, county and national levels • Strength of evidence: good
11. Were the activities cost-efficient? Is the programme implemented in the most efficient way compared to alternatives? Were the project strategies efficient in terms of financial and human resource inputs as compared to outputs?	Analysis of: • Extent to which programme management practices and tools were adequate to implement the programme • Cost-efficiency (relevant unit costs comparisons)	Unit cost data Comparison at endline with findings at baseline and midline	• Compare assessment by responsible WFP personnel and views of external stakeholders and observers and compare views at different levels as well as at different moments in time in the programme implementation • Strength of evidence: Moderate as a full assessment of the cost data still needs to be done.
12. Does the monitoring system efficiently meet the needs and requirements of the project?	• Review evidence of the quality of monitoring in particular after the hand over, against key objectives of the programme and standards of good practice • Assess to what extent M&E was used to adapt/modify approaches or implementation at different levels of implementation	Documentation review (M&E system and reporting) Interviews	• Compare assessment by WFP staff and GoK • Inform with the findings of the • Strength of evidence: Good
KQ 4 – Impact: What are the impact level results of the programme so far?			

Sub - Questions	Indicators	Main data source (s)	Triangulation approach and strength of evidence
13. What are the medium-term effects on beneficiaries' lives?	• Comparison of outcome data (effects) at endline with baseline and midline results • Beneficiary perspectives on changes as a result of the intervention, and on the extent to which change was sustained after hand-over	Survey results at outcome level KII at school and community levels	• Comparison of survey and KII results
14. What are the gender-specific medium-term impacts? Did the intervention influence the gender context?	• Comparison of outcome data (effects) at endline with baseline and midline results, disaggregated by gender. • Beneficiary perspectives on changes as a result of the intervention for women and girls	Survey results at outcome level KII at school and community levels	• Comparison of survey and KII results
KQ 5 – Sustainability: To what extent are the project results sustainable?			
15. To what extent is the government taking ownership of the programme?	• Evidence that the programme has been continued after transition in the schools that were covered by the MGD SMP • Evidence that school feeding continues to be a priority in policy and programming by government at national and county levels • Qualitative analysis of views expressed by government staff at national, county and sub-county levels	Interviews at national, county and sub-county levels WFP views	• Compare the views of WFP, GoK and other policy and programme observers • Strength of evidence: Good
16. What is the demonstrated capacity at central and sub-national levels to manage the programme?	• Analysis of capacity strengthening efforts prior to and after the transition of the programme	Interviews at national, county and sub-county levels	• Compare the views of WFP, GoK and other policy and programme observers

Sub - Questions	Indicators	Main data source (s)	Triangulation approach and strength of evidence
	• Qualitative analysis of views expressed by government staff at national, county and sub-county levels about the capacity and the extent to which efforts in capacity strengthening have allowed for the programme to continue to operate with sufficient quality	WFP views and FGDs at school level	at different levels, with statements at school levels • Strength of evidence: Good
17. How are local communities involved in and contributing to the implementation of the programme?	• Extent of food and non-food contribution (e.g. firewood, money) by local communities, and analysis of changes over time • Evidence that SMC are actively engaged in the management of school feeding • Integration of the programme into other community structures and programmes	Survey Sub-county and school management interviews Secondary Data: Document review HGSM reports and evaluation reports Control group comparison	• Compare the evidence from interviews and survey of the community contribution. • Strength of evidence: Good
18. Is the HGSMP adequately funded? Was the disbursement of cash to schools for the purchase of food done in a timely manner and at an adequate level?	• Evolution of funding by Government and donors • Timeliness of disbursement of cash to schools • Number of school feeding days and evolution over last years	Government data on funding levels and flows Schools management Sub- county officials	• Document review and analysis of financial data to judge the trajectory of sector funding against components with commitments, track record, political outlook… • Strength of evidence: Weak/moderate
19. Has the policy framework supporting the HGSMP been strengthened within the project period?	• Analysis of the interventions that have taken place to strengthen the policy framework	Documentation review	• Compare the views of WFP, GoK and other policy and programme observers at different levels

Sub - Questions	Indicators	Main data source (s)	Triangulation approach and strength of evidence
	• Views of informants at national and county levels on the policy framework • Evidence that the policy framework as in place is facilitating commitment to and implementation of school feeding	Interviews at national, county and sub-county levels WFP views	
20. What are the major factors influencing the achievement and non-achievement of sustainability of the programme and to successful programme transition?	Analysis of: • Internal factors (within control of programme) e.g. processes, systems, tools, capacity etc., including the approach to capacity and institutional strengthening in the second phase of the programme. • External factors: the external environment, funding climate, Covid-19, etc.	Interviews at national (government, WFP, partners), county, sub-county levels and school management (including SMC and BOM) Documentation review	• Cross-check views of different informants against documentation on the performance of the programme • Strength of evidence: good
KQ 6 –What lessons can be learned from the implementation?			
21. What are the management strengths, including technical and financial, of this project?	• Extent to which programme and financial management was part of design • Evidence of good technical and financial management practices • Evidence that there has been an evolution over time in the technical and financial arrangements to reflect lesson learning	Documentation review Interviews with MoE (national and county level) and WFP, school management interviews Survey	• Compare and contrast the assessment by WFP staff and GoK at different levels (central and decentralized) • Strength of evidence: Good

Sub - Questions	Indicators	Main data source (s)	Triangulation approach and strength of evidence
22. Are there recommendations to improve the project's relevance, efficiency, effectiveness, impact and sustainability?	• Qualitative analysis of views expressed by informants	Interviews and focus groups at national, county, sub-county, and school levels	• Compare and contrast the assessment by WFP staff and GoK at different levels (central and decentralized) • Strength of evidence: Good
23. What are lessons learned from the project up to this point?	• Evidence that there has been a deliberate effort to collect and analyse the lessons learned? • Evidence that there have been efforts at learning from and sharing the Kenya experience with other partners •	Interviews and survey WFP County, sub-county, school level management	• Compare and contrast points of view offered by different stakeholders • Strength of evidence: Good
KQ 7 – How appropriate is the programme? (Appropriateness and coverage)			
24. Is the intervention approach chosen the best way to meet food and security needs of the beneficiaries?	• Beneficiary and community perspectives on appropriateness of the approach	Beneficiary and community interviews and FGD	• Compare and contrast points of view offered by different stakeholders • Strength of evidence: Good
25. Are the adopted transfer modalities the best way of meeting beneficiary needs?	• Evidence that transfer modalities are resulting in delivery of school meals to children.	Beneficiary views	• Compare and contrast points of view offered by different stakeholders • Strength of evidence: Good
KQ 8- To what extent has the programme design and implementation reflected efforts to ensure connectedness with WFPs programming and programming by partners? (Connectedness and coherence)			
26. What are the linkages between the programme with outcome 1 and outcome 2 of the CSP in Kenya?	• Evidence of linkages in design and implementation	Documentation review Interviews with WFP staff	• Comparison of evidence from documentation and interviews • Strength of evidence: Good

Sub - Questions	Indicators	Main data source (s)	Triangulation approach and strength of evidence
27. To what extent has the programme been situated within an analysis of longer-term and interconnected problems of the context?	• Evidence of analysis and adaptations during implementation to ensure adequacy of the programme to the key problems of the ASAL region	Documentation review Interviews with WFP and GoK staff at different levels Views of external partners	• Comparison of evidence from documentation and interviews • Strength of evidence: Good
28. To what extent is the programme designed and operated to respond to the needs of fragile and conflict affected environments?	• Evidence that specific issues related to fragility and conflict have been taken into account in the design • Evidence that approaches have been adapted to the specific needs in specific counties	Documentation review Interviews with WFP and GoK staff at different levels Views of external partners	• Comparison of evidence from documentation and interviews • Strength of evidence: Good
29. To what extent has the project successfully coordinated with and collaborated with key stakeholders including the GoK, NGOs other international organizations and the private sector	• Evidence of effects on implementation and delivery as a result of collaboration with partners, including with the USAID-supported MOEST-led literacy programme Tusome, the UNICEF child friendly schools, and school infrastructure activities, and the Ministry of Education deworming programme?	Documentation review Interviews with WFP and GoK staff at different levels Views of external partners	• Comparison of evidence from documentation and interviews • Strength of evidence: Good
30. What impact have these collaborations had – if any – on the implementation of the school feeding programme, the school environment and on learning	• Extent to which the schools in the programme have benefitted from an integrated package of support combining nutrition, education and WASH interventions	Survey results Interviews with WFP and GoK staff at different levels Views of external partners Beneficiary views	• Comparison of evidence from survey and interviews • Strength of evidence: Good

Annex 5. Methodology

Evaluation Matrix as the basis for data collection

1. This section of the report provides an overview of the evaluation methodology. The methodology includes a quasi-experimental design which is further explained below, as well as qualitative data collection. These tools assisted the evaluation in collecting data that responded to the evaluation questions. The manner in which each of the questions were responded is summarized in an evaluation matrix which is presented in Annex 4. The matrix reflects the questions in the ToR which have been slightly re-organized.

A quasi-experimental design

2. Mirroring the baseline and mid-term evaluation, a quasi-experimental design (for which the rationale was explained in the IR for the baseline and in the IR for the mid-term evaluation) was employed in this study to demonstrate the theory of change attributable to the intervention. In the approach, the 'double difference' was measured as a more accurate measure of effect size as opposed to the single difference. This approach measured both the difference before and after the intervention at midline and end-line in the treatment and control groups, and also the difference-in-differences between control and treatment groups.
3. The quasi-experimental design as proposed in this evaluation was feasible in situations where it is practically impossible to randomize units to a particular group and therefore impractical to employ a pure experimental design. In a situation like the WFP/USDA-MGD mid-term and final evaluation in question - where one or more intervention groups are pre-selected (in this case WFPSMP and HGSMP) - it is feasible to identify a comparable control that is theoretically known to account for any extraneous factors. The control helps in removing the effect due to factors other than the intervention. In this study, the control played a very important role in removing the effect due to Covid-19.
4. The Research question & testable hypotheses that underpinned the quasi –experimental design were decided at baseline and were: Are baseline vs. mid-term, and final evaluation primary education outcomes (literacy and numeracy levels) in the Arid and Semi-Arid Lands (ASAL) areas of Kenya the same in schools included in WFP/USDA-MGD School meals programme (2016 - 2020) as those not included (controls and those transitioning to HGSMP)?
5. Differences between baseline, mid-term and end term measures were analysed for the following indicators:
    - Enrolment
    - Attendance rate
    - Primary school completion rate
    - Literacy and numeracy
6. Hence, four different hypotheses were formulated and proposed for testing at Mid-term and End term evaluation for each indicator:

Indicator 1:

- **H0**: Enrolment in schools included in WFP/USDA-MGD SMP ≠ Enrolment in schools not included in WFP/USDA-MGD SMP
- **H1:** Enrolment in schools included in WFP/USDA-MGD SMP= Enrolment in schools not included in WFP/USDA-MGD SMP

Indicator 2:

- **H0:** Attendance rate in schools included in WFP/USDA-MGD SMP≠ Attendance rate in schools not included in WFP/USDA-MGD SMP

- **H1:** Attendance rate in schools included in WFP/USDA-MGD SMP = Attendance rate in schools not included in WFP/USDA-MGD SMP

Indicator 3:

- **H0:** Primary school completion rate in schools included in WFP/USDA-MGD SMP ≠ Primary school completion rate in schools not included in WFP/USDA-MGD SMP
- **H1:** Primary school completion rate in schools included in WFP/USDA-MGD SMP = Primary school completion rate in schools not included in WFP/USDA-MGD SMP

Indicator 4:

- **H0:** Literacy/numeracy rate in schools included in WFP/USDA-MGD SMP ≠ Literacy/numeracy rate in schools not included in WFP/USDA-MGD SMP
- **H1:** Literacy/numeracy rate in schools included in WFP/USDA-MGD SMP = Literacy/numeracy rate in schools not included in WFP/USDA-MGD SMP

7. The final evaluation compared data collected at baseline, midline and through to end line evaluation exercise. The comparison involved an intervention (WFPSMP), control, and a HGSMP group.

Design of the study

8. The study adopted a quasi-experimental design, with three comparison groups namely;
    - WFPSMP: Selected schools located in counties where WFPSMP under the USDA – MGD funding was being implemented but not yet transitioned to HGSMP.
    - HGSMP: Selected schools located in counties where WFPSMP was being implemented but now transitioned to HGSMP.
    - Control: Selected schools located in counties where neither WFPSMP nor HGSMP is to be implemented.
9. The three-arm approach involving schools targeted by WFP school feeding programmes, the HGSMP, and the controls where there was no form of school feeding programmes allowed for the measurement of the impact of the WFP school feeding programmes in targeted schools against a control. It also allowed for the measurement of sustainability of numeracy and literacy indicator estimates after the transition of the WFP run SMP to the HGSMP.
10. Since the WFPSMP was running in all schools located within the six selected ASAL counties (Baringo, Garissa, Turkana, Mandera, West Pokot, and Wajir)98, the control schools were selected from the neighbouring counties with comparable socio-economic activities - livelihood zones - so as to ensure similarity in terms of vulnerability and food insecurity. Similarly, the HGSMP schools were selected from the neighbouring counties with comparable socio-economic activities. Selected control and HGSMP schools were matched against WFPSMP schools. This process was done at baseline before intervention was commenced.
11. Group comparison based on schools: The process took place before data collection where propensity score matching (PSM) was used to compare and match schools using selected school characteristics derived from the Education Management Information System (EMIS) tool. Selection of matching characteristics was based on theoretical background knowledge of confounders of the measurement indicator(s). Theoretical background knowledge refers to knowledge about factors that are plausible or known to confound the relationship between the outcome(s) and the intervention. They are potential or

[98] Isiolo, Nairobi, Samburu, and Tana River which were targeted under the previous phases of the USDA support will not be included. These counties were excluded from the HGSMP group for the following reasons. Nairobi was excluded because of urban context issues. The majority of the counties of focus are in the Arid, rural areas, consequently, there were hardly any common contextual similarities that will match Nairobi with them. The other three have been beneficiaries of the Cash Transfers to schools Model developed and implemented by WFP before being handed over to HGSMP – consequently their evolution modality and short history of the same does not approximate to a pure HGSMP modality of government that has been going on in some of the counties selected since 2009.

are confirmed to be independently related to the outcome(s). The matching characteristics are unrelated (unaffected) to (by) the proposed intervention (WFPSMP or HGSMP). The propensity scores were constructed using the 'participation equation', derived from a logit regression99 with programme participation as the dependent variable coded as follows:

- WFPSMP school = 1, versus Control school = 0, and
- HGSMP school = 1, versus WFPSMP school = 0.

12. Each school belonging to a specific group was matched to one school of the comparison group by matching each to their 'nearest neighbour' using propensity score.

13. Control and HGSMP schools were matched against WFPSMP schools using PSM. Selected school characteristics derived from the ministry of education - Education Management Information System (EMIS) tool - facilitated matching of schools using PSM. The characteristics (covariates) used in matching included: boy to girl ratio; average pupils/class; pupils to teacher ratio; and residence type (rural/urban). These characteristics are generally known to influence academic performance in schools and thus were identified and/or computed to carry out the PSM.

14. Schools in the first group with a propensity score lower than the lowest observed value in the second group were discarded. Similarly, schools in the second group with a propensity score higher than the highest observed value in the first group were also discarded. The remaining schools were in the 'region of common support' from which participating schools were selected. This process resulted in the identification of three groups of schools that were as similar as possible in terms of characteristics that influence academic performance. Figure 37 and 38 demonstrate comparison of schools before and after matching.

Figure 37 - Selection of Control and WFPSMP schools at Baseline using PSM

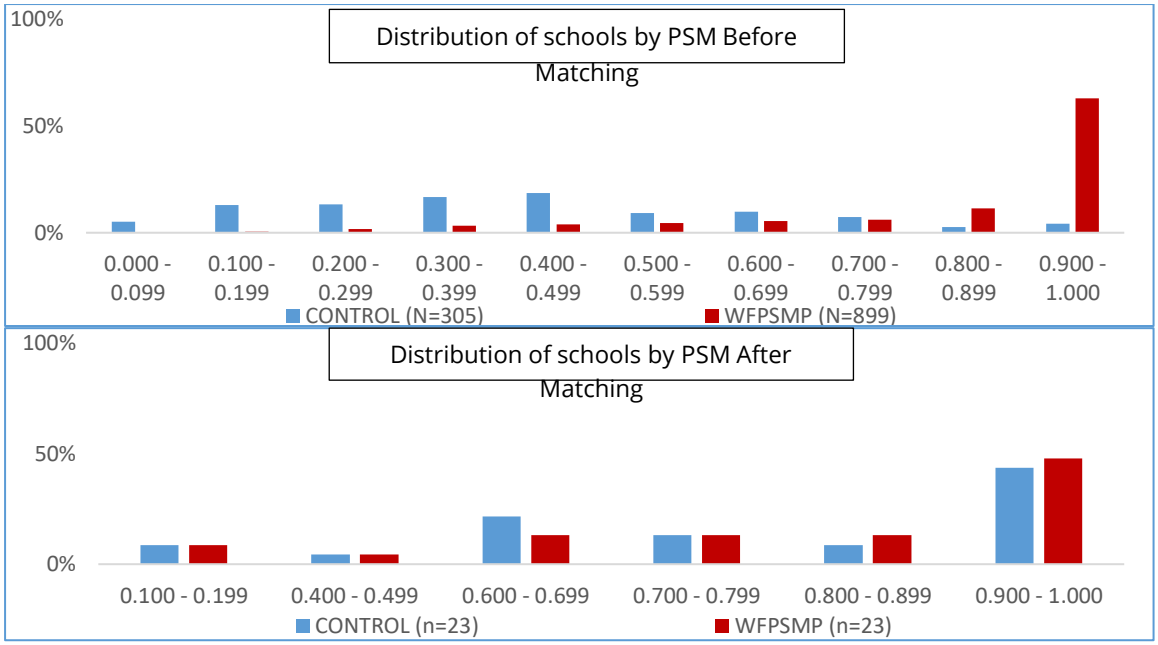
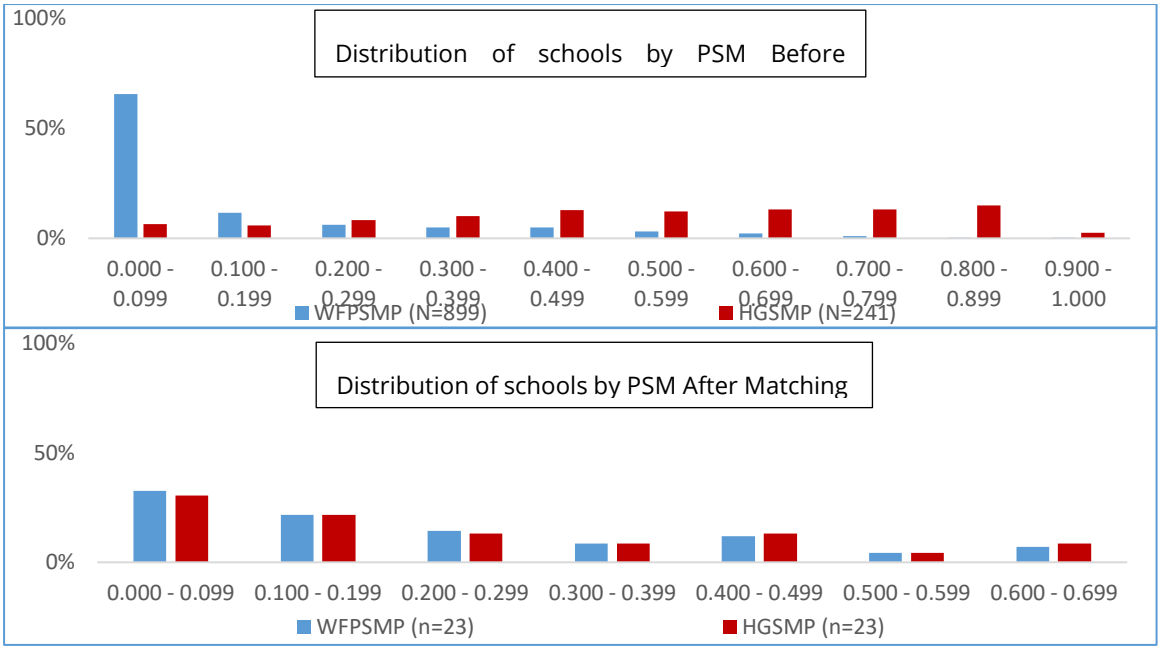


Figure 38 - Selection of WFPSMP and HGSMP schools using PSM

[99]A **Logistic regression** is a statistical method for analyzing a dataset in which there are one or more independent variables that determine an outcome. The outcome is measured with a dichotomous variable (with only two possible responses).



15. Group comparison based on children: This process was done after midline and end line data collection where different variables were compared between the groups to identify those which are significantly different. A propensity score was constructed using these variables. This score was used to leverage and ensure comparability of pupils (between the groups), therefore eliminating selection bias (the possibility that those enrolled in a particular group were systematically different from those enrolled in another group). The variables to be used for computing the propensity score are unaffected by the intervention (WFPSMP or HGSMP). Like in school comparison, the propensity score for children comparison was computed using the 'participation equation', derived from a logit regression with programme participation as the dependent variable coded as follows;

    - WFPSMP = 1, versus Control = 0.
    - HGSMP = 1, versus WFPSMP = 0.

16. The technique was applied at mid-term evaluation and at final evaluation. The computed propensity score was used as adjustment factor to leverage the comparison during analysis.

2.3. Survey sample size

17. The results conceptual framework (Annex 3) envisage realization of two results as follows:

    1. Results framework #1: MGD Strategic Objective (SO)1 Improved Literacy of School-Age Children.
    2. Results framework #2: MGD SO2 Increased Use of Health and Dietary Practices.

18. Since MGD SO2 is a function of MGD SO1, the sample size was calculated based on MGD SO1 that seeks to address the overall programme outcome. The estimate aligned to MGD SO1 was 'the proportion of children ages 7-13 that have attained literacy and numeracy of a Standard 2 level'. Other quantitative indicators to be estimated using children sample included:

    - Number of individuals benefiting indirectly from USDA-funded interventions – *Source parents*
    - Percent of students in target schools who regularly consume a meal before the school day – *Source children*
    - Percent of students in target schools who regularly consume a meal during the school day – *Source children*
    - Percent of parents in target communities who can name at least three benefits of primary education (disaggregated by male and female) – *Source parents*

- Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance – *Source WFP, MOE and school records*
- Number of radio spots held – WFP
- Number of community members benefiting from radio spots– *Source parents*
- Number of posters, fliers, leaflets distributed– *Source WFP*

19. The final evaluation was anchored on the baseline sample design. Calculation of baseline sample size was informed by UWEZO100 Kenya Sixths Learning Assessment Report December 2016, which outlined the learning outcome by selected counties on Class 3 who can do Class 2/Standard 2 level work. The estimated proportions in the proposed intervention areas ranged as follows; Wajir – 9.9%, Mandera – 10.1%, Turkana – 11.4%, Garissa – 12.9%, West Pokot – 15.4%, and Baringo – 16.6%.
20. Due to variation in estimates across selected counties and with potential variation in other measurement indicators, we proposed (at baseline) to use a 50% conservative estimate as the 'proportion of children ages 7-13 that have attained literacy and numeracy of a Standard 2 level'. The UWEZO tests are set according to the Standard 2 level curriculum, which is the level attained after two years of primary education. Thus, assuming education quality standards are maintained, one should expect pupils at Standard 3 or above to correctly answer all test questions. This is termed as a "pass" in the presentation of the results. The 50% proportion optimizes the sample size to allow for estimation of all indicators devoid of the risk of low sample size calculation. The study presumed a 20% effect size on the primary indicator.
21. The minimum sample size was calculated using Fleiss, et al (15) formula as follows:

$$n = D * \frac{(Z_{1-\alpha/2} + Z_{1-\beta})^2 * (P_1(1-P_1) + P_2(1-P_2))}{(P_2 - P_1)^2}$$

$$n = D * \frac{(Z_{1-\alpha/2} + Z_{1-\beta})^2 * (P_1(1-P_1) + P_2(1-P_2))}{(P_2 - P_1)^2}$$

1. Where;

Performance indicators presented as percentages (P_1, P_2)

P_1	(estimated value of indicators at baseline)	50%
P_2	(estimated value of indicators at final evaluation)	70%
P_2-P_1	(estimated change over time)	20%
α	(Type 1 error)	0.05
β	(Type 2 error)	0.10
Z_α	(Z score at desired statistical significance) 0.975	1.96
Z_β	(Z score at desired statistical power) 0.90	1.28
D (design effect = 1 + δ (m – 1); where m is the average enrolment per school (200) and δ is the estimated intra-class correlation coefficient, referenced from literature (0.02))		5.0
The sample size (n) of measurement unit - number of sampled *children ages 7-13 in Standard 3 to 8*		620

[100] Uwezo is a five-year initiative that aims to improve competencies in literacy and numeracy among children aged 6-16 years old in Kenya, Tanzania and Uganda, by using an innovative approach to social change that is citizen driven and accountable to the public.

Allowing for 10% non-response, the sample size was adjusted upwards (n/ (1-L) where L is the provision of 10% non-response).	
Adjusted sample size = 620/ (1-0.1) = 688.88889, rounded upwards to 689 children.	
Therefore; number of sampled children per study arm (without replacement)	689
Overall sample size in both intervention and control arms	2,067

22. In order to address gender mainstreaming and women's empowerment as per WFP's evaluation principle of gender equality, the evaluation was conducted with a view to elucidating the effect of the intervention (WFPSMP or HGSMP) among boys and girls. To the greatest extent possible, the evaluation ensured both men and women are targeted as respondents. Therefore, the overall sample size in both interventions (WFPSMP and HGSMP) and control arms was doubled to 4,134 (2067 boys (689 HGSMP, 689 WFPSMP, 689 Controls); 2,067 girls (689 HGSMP, 689 WFPSMP, and 689 Control). As each pupil questionnaire also includes questions for a corresponding parent, there was a considerable participation of both male and female gender in parental responses (see Table 1a in Annex 9 for detailed summary).

2.4. Survey sample design

23. A two-stage sampling procedure employed at baseline and mid-term evaluation was also employed during final evaluation. Sampling at the WFPSMP sites was implemented as follows:

    - *First stage:* This stage was implemented at baseline and remain unchanged. It involved selection of 46 primary sampling units (PSUs) which are schools, across the five selected counties (Garissa, Turkana, Mandera, West Pokot, and Wajir).[101] Using probability proportionate to size (PPS) method, the 46 PSUs were distributed across the five counties. Selection of schools within counties was done using simple random sampling, with application of a random number generator.
    - *Second stage:* involved selection of secondary sampling units (SSUs) which are *children ages 7-13 years in class 3 to 8,* across the forty-six selected schools. Total number of males and females was determined per school. Distribution of school specific sample size allocation was done across gender and school grade using PPS, where gender specific samples across school grade was drawn. Selection of children within gender and across school grade was done using simple random sampling, with application of a random number generator.

24. The selection of a matching HGSMP and control for the WFPSMP schools (PSUs) was picked from the neighbouring counties with comparable socio-economic activities – same livelihood zones at baseline. A total of twenty-three (23) schools across 9 counties (Elgeyo Marakwet, Embu, Kajiado, Kitui, Laikipia, Machakos, Makueni, Nyeri and Taita Taveta) were selected to represent HGSMP and twenty-three schools (23) across another 8 counties (Elgeyo Marakwet, Kajiado, Kitui, Laikipia, Machakos, Makueni, Nyeri and Taita Taveta) were selected to represent the control arm of the study. The PSUs (schools) were identical to baseline and midline and the SSUs (children ages 7-13 years in class 3 to 8) was selected as described in the first and second stage sampling.

2.5. Statistical analysis plan

25. Data analysis was done using IBM SPSS version 28.0 and SAS version 9.4. MS-Excel was used to generate graphical presentation of specific findings.

[101] Isiolo, Nairobi, Samburu, and Tana River counties were excluded from the HGSMP group for the following reasons. Nairobi was excluded because of urban context issues. The majority of the counties of focus are in the arid, rural areas, consequently, there were hardly any common contextual similarities that will match Nairobi with them. The other three have been beneficiaries of the Cash Transfers to schools Model developed and implemented by WFP before being handed over to HGSMP – consequently their evolution modality and short history of the same does not approximate to a pure HGSMP modality of government that has been going on in some of the counties selected since 2009.

26. Univariate analysis: Descriptive statistics such as measures of central tendency (mean, standard deviations, median, and range) were used for analysis of continuous variables, while frequencies and percentages for categorical variables.

27. Bivariate analysis: Pearson's Chi-square or Fisher Exact test (depending on the mean expected count) was used to compare the distribution of outcome (indicator) variables and other independent variables between interventions and control groups. T-test was used to compare mean difference between interventions and control groups. Where normality assumptions are violated, appropriate non-parametric methods were used.

28. Multiple regression analysis: Propensity score variable was computed using independent variables identified to be significantly different between comparator groups, and known to be unaffected by the intervention groups. All significant factors identified at bivariate analysis were considered together in a multiple regression model with programme participation as a dependent variable. Threshold for statistical significance was set at $p<0.05$.

29. Model for evaluating the effect and sustainability of school meals programme: Final evaluation of the effect of specific interventions was performed by pooling datasets for three independently repeated quasi-experimental studies (at baseline, mid-term and final evaluation). It is important to recall that although pupils were sampled independently at each time point, they were indeed sampled from the same schools (clusters) every time. Theoretically we assumed that the outcome measures for this independently sampled pupils from the same school are highly correlated (homogeneous) compared to pupils from other schools. In order to account for high correlation due to clustering at school level, we allowed a model that is flexible enough to captures variability due to school (fitted as a random effect). We fitted school as a random effect due to the fact that, they were randomly sampled from a list of schools that constituted the sampling frame.

30. To account for variability due to schools, we fitted a mixed-effects model with two components - the fixed and the random effects - taking to account the type of outcome (indicator) to be modelled. Continuous outcomes were modelled using linear mixed-effects model (LMM) while binary outcomes were modelled using generalized linear mixed-effects model (GLMM), expressed algebraically as follows:

    a) The linear mixed-effects model (LMM); for continuous outcome (indicator)

Difference-in-deference term

$$y_{ijk} = \beta_0 + \beta_1 t_{ij} + \beta_2 X_{ik} + \beta_3 X_{ik} * t_{ij} + \beta_4 P_{ijk} + b_{c0} + b_{c1} t_{ij} + \varepsilon_{ijk}$$

Outcome | Fixed effects | Random effects | Residual/ error term

b) The generalized linear mixed-effects model (GLMM); for binary outcome (indicator)

Difference-in-deference term

$$log_e\left(\frac{\Pr(y_{ijk}=1)}{1-\Pr(y_{ijk}=1)}\right) = \beta_0 + \beta_1 t_{ij} + \beta_2 X_{ik} + \beta_3 X_{ik} * t_{ij} + \beta_4 P_{ijk} + b_{c0} + b_{c1} t_{ij}$$

Log odds | Fixed effects | Random effects

31. Evaluating the effect of WFP school meals programme: In this part of evaluation, we compared the performance of indicators in WFPSMP schools versus control schools. In both LMM and GLMM, the algebraic notation was expressed as follows;

32.

Baseline | Mid-line | End-line

i (participant index) = 1, …, 2540, 2541, …, 5117, 5118, …, 7659;

c (school index) = 1, …, 46;

j (time point) = 0 (baseline), 1 (mid-term), 2 (Final);

k (intervention arm) =0 (control), 1 (WFPSMP).

33. y_{ijk} is the outcome (indicator), in this case each continuous outcome for the i^{th} participant assigned to intervention X_{ik}, at time t_{ij}. X_{ik} = 0 if the i^{th} participant is assigned to control group, and X_{ik} = 1 if participant is assigned to WFPSMP group. β_0 is the baseline intercept, β_1 is the effect due to time t_{ij}, β_2 is the effect due to intervention X_{ik}, β_3 is the effect due to interaction between intervention X_{ik} and time t_{ij}, β_4 is the effect due to propensity score P_{ijk}. b_{i0} is the random intercept for the i^{th} participant, b_{i1} is the random slope for the i^{th} participant. ε_{ijk} is the random error in measurement for the i^{th} participant assigned to group X_{ik}, at time t_{ij}. The vector $[\beta_0, \beta_1, \beta_2, \beta_3, \beta_4]'$ of fixed effects describes the average evolution of the outcome variable, and the vector $[b_{c0}, b_{c1}]'$ of random effects describes how the evolution of the c^{th} school deviates from the average evolution.

34. Evaluating sustainability of the home grown school meals programme: In this part of evaluation, we compared the performance of indicators in HGSMP schools versus WFPSMP schools. In both LMM and GLMM, the algebraic notation was expressed as follows;

35.

Baseline | Mid-line | End-line

i (participant index) = 1, …, 2590, 2591, …, 5346, 5347, … 7966;

c (school index) = 1, …, 45;

j (time point) = 0 (baseline), 1 (mid-term), 2 (Final);

k (intervention arm) =0 (WFPSMP), 1 (HGSMP).

36. y_{ijk} is the outcome (indicator), in this case each binary outcome for the i^{th} participant assigned to intervention X_{ik}, at time t_{ij}. X_{ik} = 0 if the i^{th} participant is assigned to WFPSMP group, and X_{ik} = 1 if participant is assigned to HGSMP group. β_0 is the baseline intercept, β_1 is the effect due to time t_{ij}, β_2 is the effect due to intervention X_{ik}, β_3 is the effect due to interaction between intervention X_{ik} and time t_{ij}, β_4 is the effect due to propensity score P_{ijk}. b_{i0} is the random intercept for the i^{th} participant, b_{i1} is the random slope for the i^{th} participant. ε_{ijk} is the random error in measurement for the i^{th} participant assigned to group X_{ik}, at time t_{ij}. The vector $[\beta_0, \beta_1, \beta_2, \beta_3, \beta_4]'$ of fixed effects describes the average evolution of the outcome variable, and the vector $[b_{c0}, b_{c1}]'$ of random effects describes how the evolution of the c^{th} school deviates from the average evolutio

Annex 6. Institutions and persons consulted for the final evaluation

Ministry of Education

Head, School Health, Nutrition and Meals Unit
SMP staff
SMP staff
Deputy Head, SMP

World Food programme Nairobi

Country Director
Programme Policy Officer
Programme Policy Officer
Head, Supply Chain
Supply Chain Officer
Programme Officer
Prog Associate
Head, WFP Wajir Field Office

Baringo County Key informants

Crops Development and Food Security Officer, Department of Agriculture
Director of Agriculture
Rep Country Director, Min of Education
Gender Officer
Director, County Govt ECDE Baringo
Special Officers, ECD Meals
Sub-county Director, Baringo Central, Former Inspector of Schools
Head master
Bord of Education Officer
Teacher in charge SM
Chair, BOM
Head Teacher
County Nutrition Coordinator

Marsabit County Key Informants

County Director, Education
Executive Officer, Education
County Director of Agriculture
Director of Gender
Gender Officer
Deputy, County Nutrition Coordinator
County Nutrition Coordinator
Saku Subcounty Director of education
Saku SFP officer
BOM Treasurer
BOM Member
Pupil (class 7)
Pupil (class 7)
Pupil (class 8)
Pupil (class 8)
Head teacher
Head teacher
Deputy Head teacher
BOM chair
PTA Chair
Head teacher
DHT
Teacher
Pupil, class 8
Pupil, class 8
Pupil, Class 7
Pupil, Class 7

Wajir County Key Informants

Chief gender Officer
Director, Agriculture
Wajir East Subcounty Nutrition Coordinator
SMP programme in charge, Wajir East sub county
Wajir East Subcounty director education
CEC, Education, Gender, Youth, and social services

Deputy Director ECDE
Assistant director SMP
Quality Assurance Officer, Education
BOM-member
BOM-Chair
Head teacher
Pupil, Class 6
Pupil Class 7
Pupil Class 6
Pupil Class 7
Teacher
Deputy Head Teacher
BOM-chair
BOM-member
Head teacher
Pupil Class 8
Pupil Class 7
Pupil Class 7
Pupil Class 8
BOM chair
Cook
Head Teacher
DHT&in charge SMP
DHT
Pupil Class 8
Pupil Class 8
Pupil Class 7
Pupil Class 7

Turkana County

County projects coordinator
Chief officer agriculture Pastoral Economy and Fisheries
Director, ECDE
Deputy Director, Youth and Gender
Loima Subcounty director

BOM chair
PTA chair
BOM member
Member
Member
Member
Pupil (class 8)
Pupil (class 8)
Pupil (class 8)
Pupil (class 4)
Cook
Cook
Teacher
Teacher
Cook
Member BOM
Treasurer BOM
Assistant Chief
Head Teacher
Pupil (class 8)
Pupil (class 5)
Head teacher
BOM Chair
Cook
Village elder
Teacher

Annex 7. Data collection tools

Tool 1 – Individual interview: classroom teacher

Suggested introduction: Hello my name is _____. I am seeking information that will facilitate the implementation of the forthcoming school meals project. The purpose of this interview is to determine what the conditions are like prior to the start of the project. This will allow the Ministry of Education, WFP and the donor to measure what changes take place during the project. I would like to ask you some questions that will help in understanding what the situation is like in the school today. Your answers will be kept confidential in that we will not be reporting who said what in any of our reports. The interview will take about 45 minutes. You may refuse to participate in the interview, or you may choose at any time not to answer one or more of the questions.

Important prior instruction to interviewee: if the teacher teaches more than one class then ask him/her to identify one class (e.g. Std 5 Science) and then to reply to all the questions as if they were referring only to this particular group of pupils.

Please make sure to interview teachers separately and to obtain responses for each of the questions.

Basic information about the interview:

Name/code of interviewer:

Date of interview:

Name of school:

Name of sub-county:

Name of country:

Information about the interviewee:

a) Gender of the teacher:

- Male
- Female

b) Grade/class taught:

c) Educational level of the teacher:

Completed primary school

Did not complete secondary school/undertaking secondary education

Completed secondary school

Did not complete certificate course/undertaking certificate course

Completed certificate course

Did not complete diploma course/undertaking diploma course

Completed diploma course

Did not complete degree course/undertaking degree course

Completed degree course

Did not complete post graduate course/undertaking post graduate course

Completed post graduate course

Others

d) Number of years of teaching experience:

Questions

From your assessment as a class teacher, do you feel attentiveness/inattentiveness is an issue in your class?

Yes

Somehow

No

1. What is the % (proportion) of children in class you would confidently consider to be paying attention in class in your last lesson you have just taught?

_____

In your observation between boys and girls, which is commonly inattentive in class?

Boys

Girls

Both

2. In your observation, on average what percentage of students in your classes would you confidently say were inattentive in class last term (term 1 2018)?

_____

3. What are some of the factor you think could be contribution to inattentiveness in among children in your class?
   - The class work is too difficult
   - The class work is too easy
   - Pupils don't find the material/topic interesting
   - Pupils are hungry
   - Pupils are worried about some other family issues
   - External activities that take their attention away from class
   - When the pupil is sickness
   - Pupils are tired from work or domestic chores
   - They can't hear/see what the teacher is explaining/children with disability
   - Other (please specify) _____

4. In your teaching experience, during which time of day is pupil attentiveness in class lowest?

- Early Morning
- Mid-Morning
- Early after noon
- Mid after noon
- Early evening
- Late evening
- There is no difference

5. What in your view are some of the factors that promote attentiveness in class?
   - The children not hungry or not worried about what they will eat
   - The children coming to school after having enough rest at home.
   - Interesting topics for the children
   - Good educational content delivery methods
   - Appropriate support from the teachers
   - Quiet and conducive school environment
   - The children are not required to work at home/in the field
   - The class size is not too big
   - Other (please specify) _____

6. During the last term (1st term of 2018), are you aware of students who dropped out of this school, left or joined this school from other schools
   - Yes
   - I am not sure
   - No

The largest proportion of leaving or drop puts were boys or girls?

- Boys
- Girls
- No difference between boys and girls

7. If yes, what are the reasons why students left this school for another school or dropped out of school?
   - They had problems at home
   - Hunger/ No food to eat
   - School fees/lack of money
   - Sickness of the child
   - Insecurity in the village or the area
   - Distance of the school was too long
   - The school performed poorly in exams

- The child was withdrawn from school by the parent
- Not applicable
- Other (please specify) _____

8. If some students joined this school from other schools, what we were some of the reasons why they joined this school?
   - This school serves school meals
   - This school offers better safety
   - The school performed well in the last examination more than other schools in the area
   - The school is closer to the students
   - The parents decided that the children to join this school
   - The teachers are friendly and knows how to teach.
   - This school has better facilities (buildings, etc.)
   - The school offers higher grades than other schools in the vicinity
   - For personal reasons (family moving etc.)
   - Other (please specify) _____

9. What proportion of pupils in your class would you confidently say attends school regularly?

_____

10. Between boys and girls, which groups are more consistent with attendance of school??
    - Girls
    - Boys
    - There is no difference
    - I am not able to assess

11. Have you received any training on health and hygiene promotion??
    - Yes
    - No

How long ago did you receive the training?

- This year
- Within the past one year
- 1 -3 three years ago
- More than three years ago

12. Do you hold discussions with pupils on issues related to health and hygiene?
    - Yes
    - No

13. If yes, what did you talk about?
    - Deworming
    - Hand washing
    - General bodily hygiene/cleanliness
    - How to use the latrine properly
    - How to keep the environment clean
    - Importance and water treatment methods
    - Causes of diarrhoea
    - Other (please specify)

14. How often do you discuss hygiene with your pupils?
    - Frequently – Every week
    - Occasionally (less than every week but more than once a month)
    - Rarely (once a month or less)
    - Never

15. Do you hold discussion with your pupils on nutrition?
    - Yes
    - No
    - sometimes

16. If yes, what did you talk about?
    - Food types
    - Food sources
    - Nutrients and their functions
    - Common signs of poor nutrition
    - Common consequences of poor nutrition
    - Balanced diet
    - Anaemia
    - Other (please specify) _____

17. How often do you discuss nutrition with your pupils?
    - Frequently – Every week
    - Occasionally (less than every week but more than once a month)
    - Rarely (once a month or less)
    - Never

What in your view are the main barriers to learning/ seeking education in this community?

- Ignorance in general
- Ignorance of the importance of girl's education
- Hunger
- Poverty
- Insecurity
- Distance to the school
- Cultural barriers
- Other (please specify)

In your view what are the promoters to seeking education in this community

- Better future for the children
- Need for certificate to get a job
- It's a government policy
- There is nothing children are doing at home so they go to school
- It is the trend of nowadays

Thank you for your collaboration/assistance in this interview.

Tool 2 – Head teacher school audit tool

Tool 2 – Individual interview - head teacher

Suggested introduction: Hello my name is _____. I am seeking information that will facilitate the implementation of the forthcoming school meals project. The purpose of this interview is to determine what the conditions are like prior to the start of the project. This will allow the Ministry of Education, WFP and the donor to measure what changes take place during the project. I would like to ask you some questions that will help in understanding what the situation is like in the school today. Your answers will be kept confidential in that we will not be reporting who said what in any of our reports. The interview will take about 45 minutes. You may refuse to participate in the interview, or you may choose at any time not to answer one or more of the questions.

Important prior instruction to interviewee: to be inserted as necessary ….

Basic information about the interview:

Name/code of interviewer:

Date of interview:

Name of school:

Name of sub-county:

Name of country:

Information about the interviewee:

a) Gender of the respondent:
    - Male
    - Female

How many years have you been employed as a teacher?

How many years have you been a head teacher?

b) Have you been trained or learnt on the management of school meals program?
    - Yes
    - No

c) How long ago was the training?
    - Within this year 2018
    - Within the past 1 year
    - Between 2 – 3 years ago
    - More than 3 years ago

Who offered the training?
    - The central government

- The county government
- World Food programme (WFP)
- Non-governmental organization
- Other organizations
- I taught myself
- Others

d) Are you aware of any policies and guidelines relating to school feeding programme?

- Yes
- No

If yes, which guidelines or policies are you aware of?

- SFP financial management
- Procurement of commodities guidelines
- Food rations and preparation guidelines
- Others

Has your school had school feeding programme for primary pupils in the past?

- Yes
- I am not sure /I am new in this school
- No

How long ago was the school feeding program active?

- The programme is currently active
- Last term
- Third term 2017
- Second term 2017
- First term 2017
- In 2016
- Others (2015 and beyond)

If yes, what was or is the current source of the support for the school meals programme?

- The central government
- County government
- World food program (even if implemented by partners)
- Non-Governmental organization
- Well wishers
- Parents
- Religious organizations

- Others

If the school meals programme is currently active, what is the modality of main support?

- Cash
- Commodities
- Both cash and commodities

Do you feel the current modality of SMP support is the best model for your school?

- Yes
- I am not sure
- No

Do the parents make any contribution to the school meals programme?

- Yes regularly
- Yes but not regularly
- No

Of the total budget requirement of the school meals program, what proportion if contributed to by the parents (whether in cash/in kind/or by work force)

What contribution do the parents make?

- Money
- Labour
- Commodities (Maize, beans, etc)
- Firewood and water
- Utensils
- Others

Does your school benefit from the books funds provided by the government?

- Yes
- No

Are the books currently available in school sufficient for the pupils?

- 100% sufficient
- 75% sufficient
- 50% sufficient
- 25% sufficient
- Not sufficient

Are there any activities carried out by any organization or entity in your school that complements primary school feeding programme?

- Yes
- No

What are the activities are implemented?

- Water support
- School garden
- Health and hygiene promotion
- Nutritional promotion
- Others

During the start of the year (2018) are there pupils who were supposed to be in school but dropped out?

- Yes
- No

Approximately what proportion of pupil's population dropped out of this school?

Were the pupils who dropped out predominantly boys or girls?

- Boys
- Girls
- Both

If yes, what are the reasons why students left this school for another school or dropped out of school?

- They had problems at home
- Hunger/ No food to eat
- School fees/lack of money
- Sickness of the child
- The pupil was pregnant
- Insecurity in the village or the area
- Distance of the school was too long
- The school performed poorly in exams
- The child was withdrawn from school by the parent
- Not applicable
- Other (please specify) _____

At the beginning of this school year, did you receive new students to your school?

- Yes
- No

Approximately what proportion of the student's population are new admissions for this school year?

If some students joined this school from other schools, what we were some of the reasons why they joined this school?

- This school serves school meals
- There were attending nursery in this school
- This school offers better safety
- The school performed well in the last examination more than other schools in the area
- The school is closer to the students
- The parents decided that the children to join this school
- The teachers are friendly and knows how to teach.
- This school has better facilities (buildings, etc.)
- The school offers higher grades than other schools in the vicinity
- For personal reasons (family moving etc.)
- Other (please specify) _____

Is this school's PTA involved in any way in the school meals programme (if the school meals is currently active)?

- Yes
- Somehow
- No

How would you rate their level of involvement in the school meals programme (very high being 5 and very low being 1)?

- Very high
- High
- Medium
- Low
- Very low

What activities are the PTA members mainly involved in?

- Mobilizing contributions from parents
- Preparation so schedules of school feeding programme (including cooking)
- Receiving /procuring of commodities
- Management of SFP funds
- Others

Is this school's board of management involved in the management of the school meals programme?

- Yes
- Somehow
- No

How would you rate their level of involvement in the school meals programme (very high being 5 and very low being 1)?

- Very high
- High
- Medium
- Low
- Very low

What are the major activities the schools board of management are involved in?

- Receiving of cash or commodities from the supporting organization
- Mobilization of resources including from the government
- Procurement of commodities
- Financial management of the school meals programme
- Audit of the school meals programme
- Structural improvement for the school meals programme
- Others

Complaints management

Does this school have in place a mechanism in which any parent or child not happy with how the school meals programme is handled can raise their concerns or complaints?

- Yes
- No

If yes, what is the channel?

- Suggestion box
- School complaints committees
- Telephone line
- Walk in to the office/dedicated school staff
- Dedicated PTA/BOM member
- Children's parliament
- Sub county education office
- Others

School population

	Males	Females	Totals	Number of streams	
Class 1					
Class 2					
Class 3					
Class 4					
Class 5					
Class 6					
Class 7					
Class 8					

Number of teachers	

	PTA teacher	Tsc teacher	volunteers	
Males				
Female				

Average termly Teacher attendance rates	
Average termly Pupil attendance rates	
Approximate proportion of pupils starting school who complete the last grade of primary school?	
How new pupils were enrolled in this school at the start of this year?	
Storage facility	
Does the school have a dedicated storage facility for the school meals programme? 1) Yes 2) No	
Is this a separate room/store, or is one of the classrooms being used for storage for all items? 1) Separate room 2) Classroom converted to storage 3) Another building converted to a store	
If yes, what is the condition of the storage facility? 1) In a good condition 2) Needs slight repair 3) Needs major repairs 4) There is need for a new as it cannot be repaired	
What is the roof made of? • Grass • Iron sheets	

• Asbestos • Tiles • Others	
What are the walls of the store made of • Mud • Bricks • Stones • Blocks • Iron sheet • Wood/timber • Others	
What is the floor of the store made of • Cement • Stones • Mud • Timber • Tiles • Others	
Is the storage room lockable? 1) Yes 2) No	
How is the ventilation of the store? • Well ventilated • Averagely ventilated • Poorly ventilated • Not ventilated at all	
Is the storage room free of humidity/water? 1) Yes 2) No	
Does the storage room have pallets for stacking the stored items? 1) Yes –enough for commodities in store 2) Yes but not enough for commodities in store 3) No	
Does the storage facility have a weighing scale? 1) Yes 2) No	
a) Kitchen	

Does the school have a kitchen for pupil's school meals program? • Yes –Dedicated to pupil's meals only • Yes – Used for all cooking's in the school • No	
If yes, what is the condition of the kitchen? • In a good condition • Needs slight repair • Needs Major repairs • There is need for a new as it cannot be repaired	
Does the kitchen have fuel efficient stoves? • Yes – enough quantity • Yes – but the quantity is not enough • No	
Which fuel does the school use to cook the pupils school meals? • Wood • Charcoal • Cow dung • electricity • Others (please specify)	
What is the main source of water used for cooking in the school? • Water tank/tap in the school • Children carry water from home • A water source around the school (well, spring, dam) • Water tracking to the school • Public tap within the community • Others	
Does the kitchen have sufficient utensils and pans to prepare meals for the pupils in the school? • Yes – sufficient • Yes but not sufficient • No – The utensils and pans are brought by parents/pupils	
Latrines	
Does the school have latrines/toilets for pupils? • Yes enough • Yes but not enough • No	
Do girls have separate toilets from boys?	

• Yes • No	
How many latrines/toilets are available for use by: 1) Female pupils _____ 2) Male pupils _____	
Is there a dedicated hand washing station for children to wash their hands after using the latrines? • Yes –functional • Yes – But not functional • No	
School garden	
Does the school have a school garden? • Yes • No	
How many acres is the school garden area?	
• What are the food items that were harvested from the school garden last harvest season? • Maize • Beans • Sorghum • Fruits • Potatoes • Onions and tomatoes • Others	
What is the main use of the food produced in the school garden? • The food is sold • The food is used for school feeding • The food is used for teachers • Other use (please specify)	
SMP Transition	
When the schools were closed as a result of Covid-19 in 2020, did you continue to receive school food?	a) Yes b) No
For how long (weeks) did you or your child receive the food?	
How did you receive the food?	a) The children collected uncooked food from school to home. (Distribution point is school) b) Children collected cooked food from school to home

	c) Children continued to eat cooked food in school and then come back home. d) The food was taken home or close to home by the agency (distribution point outside school) e) Others
How would you compare the ease of access to SMP before and during the Covid-19 pandemic?	a) Very difficult b) Difficult c) No difference d) Somehow easy Very easy
In general, how would you rate the benefit of school meals programme before the 2020 Covid-19 school's closure?	a) Not beneficial b) Somehow beneficial c) Very beneficial
How would you compare the benefit (importance in relation to support and hardship) of the school meals programme before and during the Covid 19 pandemic? (Parent & Child)	a) No change in the benefit b) The SMP was more beneficial during the pandemic than before the pandemic. c) The SMP was more beneficial before then pandemic than during the pandemic.
What was the most important benefit of the SMP for you/your children before the 2020 Covid-19 school's closure? (need some response options here)	a) Enough food for the child b) Food for the family c) Relieved burden to the family d) More concentration in class e) Preventing involvement in harmful behaviours and activities in search of food. f) Preventing of school drop out. g) Regular attendance to school h) Other
How would you rate the benefit of school meals programme during the 2020 Covid-19 school's closure?	a) Not beneficial b) Somehow beneficial c) Very beneficial
What was the most important benefit of the SMP for you/your children during the 2020 Covid-19 schools closure? (need some response options here)	a) Enough food for the child b) Food for the family c) Relieved burden to the family

	d) Continuation of learning e) Preventing involvement in harmful behaviours and activities in search of food. f) Others
During the Covid-19 pandemic school closure in 2020 did you/your children continue their studies?	a) Yes, for the full period b) Yes, but only for part of the closure period c) No
Other observations	
Instructions for interviewee: please interview one cook per kitchen. If there is a female cook then please make sure you interview the female cook.	
Sex of respondent: 1) Male 2) Female	
For how long have you been a cook?	
Have you been trained in safe food preparation? 1) Yes 2) No	
If yes how long ago year? 1) Less than 1 month ago 2) Less than 3 months ago 3) Less than 6 months ago 4) Less than one year ago 5) More than one year ago	
Have you been trained in food storage and handling? 1) Yes 2) No	
If so in what year? 1) Less than 1 month ago 2) Less than 3 months ago 3) Less than 6 months ago 4) Less than one year ago 5) More than one year ago	
Do you have a valid health certificate? 1) Yes	

2) No	
If not what is the reason? 1) Cannot afford the fee 2) Did not have time to go to the health sector 3) Do not know how to get one 4) Do not think I need one 5) No-one told me to get one 6) Other (specify)	
To your knowledge, do children always wash their hands before the meals? 1) Yes all 2) Yes most 3) Yes a few 4) No	
Do you have a uniform or apron to use in the kitchen? 1) Yes 2) No	
At what times do you clean the kitchen? (multiple options possible) 1) Every morning before food preparation 2) After food preparation 3) At the end of the week 4) Whenever there is water 5) Other (please specify)	
Do you wash your hands in the process of food preparations? Yes No Sometimes	
At what points in the food preparation process do you wash your hands? 1) Before handling food 2) During food preparation whenever necessary 3) After using the latrine 4) After finishing food preparation 5) Before serving food 6) After serving food 7) Whenever I have water 8) Never 9) Other (please specify)	

Do you ensure that the food commodities are clean before cooking? Yes No Sometimes	
How do you ensure the food is clean before cooking? 1) If the food looks clean I will cook it 2) Rinse in water and cook 3) Remove foreign matters and cook 4) Use clean containers to collect food from store, remove foreign matters and then wash with clean water thoroughly before cooking 5) Others	
Do you verify that the food is of quality before or in good condition before cooking? Yes No Sometimes	
How do you verify that food is in good condition/quality for cooking? 1) Look at expiry date 2) Smell the food 3) Colour of food 4) Check if there are signs of infestation by pests 5) Other (please specify)	
Do you keep food for some period before serving to the pupils? Yes No Sometimes	
How do you store food prior to serving it? 1) Store cooked food in covered cooking pots in a clean, safe place before serving the pupils 2) Store cooked food in open containers 3) Store cooked food outside the kitchen without covers 4) Other (please specify)	

Tool 1 - Parent/child questionnaire

Suggested introduction: Hello my name is _____. I am seeking information that will facilitate the implementation of the forthcoming school meals project. The purpose of this interview is to determine what the conditions are like prior to the start of the school meals project. I would like to ask you some questions that will help in understanding what the situation is like in the school today and what challenges families face in supporting their children's education. Your answers will be kept confidential; we will not be reporting who said what in any of our reports. The interview will take about 45 minutes. If you don't want to you participate you may refuse or you may choose at any time not to answer one or more of the questions.	
Basic information about the interview:	
Name/code of interviewer:	
Study arm 1. Intervention 2. HGSMP 3. Control	
Name of county:	
Name of sub-county:	
Name of school:	
Date of interview:	
Information about the interviewee:	
What is the gender of the respondent? 1) Male 2) Female	
What is your relationship to the child? Parent Guardian Brother/sister Aunt/Uncle Grand parent Neighbour Others	
How old are you?	
What is your main occupation? 1) Too old to work 2) Student 3) Farmer 4) Pastoralist 5) Salaried Employee	

6) Casual Labourer 7) Business person 8) Currently not doing any work 9) Fisherman 10) Other	
What is the highest educational level you have achieved? 1) Never attended formal school school/attended Madrassa 2) Did not complete primary school 3) Completed primary school 4) Did not complete secondary school 5) Completed secondary school 6) Did not complete technical college/undertaking certificate/diploma 7) Completed technical college (certificate/diploma) 8) Did not complete or undertaking university degree 9) Completed university (degree) 10) Did not complete or undertaking graduate course (Master/PhD) 11) Completed graduate school (master/PhD)	
How many male and female children (18 years and below) currently live in your household? 1) Males 2) Females	
Of the children 18 years and below who currently live in your household, how many are currently in school? 1) Males 2) Females	
If some of your children who are school going age are not going to school, what is the reason why? 1) Parents/family don't think they should go to school 2) There is no money to send them to school 3) They are working 4) They are taking care of sick family members 5) They are sick 6) They failed school last year and did not return 7) They are helping with household tasks 8) Others	

Questions	
In the past 5 school days how many days did your child (the one who is present at the interview) eat BEFORE going to school? (enter number of days)	
In the past 5 days, how many days did you child (the one who is present at the interview) take lunch during the school day?	
Did your child have a meal/take breakfast today before going to school? 1) Yes 2) No	
Did your child have lunch/or is going to have lunch to day? Yes Not sure No	
Food consumptions score: In the past 7 days, Could you please tell me how many days your household has eat any of the following foods:	# of days
Main staples (Maize , maize porridge, rice, sorghum, millet pasta, bread and other cereals, Cassava, potatoes and sweet potatoes, other tubers, plantains)	
Pulses (Beans. Peas, groundnuts and cashew nut)	
Vegetables (Vegetables, leaves)	
Fruits (any fruit)	
Meat (Beef, goat, poultry, pork,)	
Fish (any type)	
Eggs	
Milk (Milk yogurt and other diary)	
Sugar (Sugar and sugar products, honey)	
Oil (Oils, fats and butter)	
Condiments (spices, tea, coffee, salt, fish power, small amounts of milk for tea)	
Has your child been receiving school meals at school in the current school year (2018)? • Yes - regularly • Yes - not regularly • I am not sure • No	
Is the school currently (this week) serving food? • Yes	

• No • I am not sure	
Do you feel the method through which support is given for school meals programme (either homegrown/government support or WFP school meals programme) is the best way the school meals program could be given? • Yes • I am not sure • No	
If yes, why, • The food does not come late • There is no a lot of requirements from the parents • The food is purchased from the local community and thus is beneficial to us • There is minimal cost involved in transporting the food • The food commodities received/purchased are of high quality • The parents are actively engaged in the SMP and they own it • Other reasons	
In not why? • There is delays in delivery of food or cash • It is very involving for the parents • There commodities supplies is not enough • There are a lot of other costs involved • There is no ownership for the parents • There is a lot of responsibilities to the parents • Other reasons	
If you are not happy or you have a suggestion about the school meals program, is there any means/channel through which you can raise your concerns on air your opinions? • Yes • I am not sure • No	
What are the channels? • Through the teachers • Through suggestion box	

• Through a representative in the PTA • Through the sub county education office • Through calling • Though politician • Through WFP staff • Others	
Do you make any contribution in any form to the school meals programme? • Yes - regularly • Yes - sometime • No	
What do you contribute • Utensils • Labour (cooking/offloading food items) • Money • Firewood/cooking fuel • Water • Food commodities • Others	
If you contribute money to the school meals programme, how much do you pay per child per month? (Kshs)	
Reduced Coping strategies Behaviours: In the past 7 days, if there have been times when you did not have enough food or money to buy food, how many days has your household had to:	# of days:
a. Rely on less preferred and less expensive foods?	
b. Borrow food, or rely on help from a friend or relative?	
h. Limit portion size at mealtimes?	
i. Restrict consumption by adults in order for small children to eat?	
k. Reduce number of meals eaten in a day?	
In the last term of this year (term 1 of 2018) apart from the known public holidays, Did this child (one present for interview) miss a complete day of school? • Yes • I am not sure • No	

If Yes, approximately how many days was the child absent from school?	
Why did the child miss school? • Insecurity • Environmental challenges including flooding • No food/the child was hungry • The child had to support in other household chores • Because the school was not serving food • The child was sick • The parent travelled so the child had to stay home to look after the animals and other children • The child attended other social/family functions • I just decided he/she don't go to school • Other reasons	
Do you think education is beneficial to your children including the one in the interview? • Yes • Sometimes • No	
Between boys and girls, which group do you think education is most important to? • Boys • Girls • Both	
What in your view are the most important benefits of education? (multiple select) •	• Improves literacy • Develops social skills • Increases ability to learn new skills (adoption of technology) • Girls remain more in school and early marriages are delayed • Improves cohesion in the community • The children are able to get jobs • It helps children to be better people in the community • Helps break the cycle of poverty • Increases the chances of the pupils' future economic self-reliance • Through girls' education, improves the general wellbeing of households (nutrition, health etc) Other (please specify

Where did you get this information on the benefits of education?	• I am learned so I know • From spouse and other family members • From the schools • From the radio • From Television • From the local leaders • From friends and other community members • From politicians • From the government and other government agencies • From UN agencies • From other NGO's • From the church • From print media including fliers, posters, billboards • From online platforms From other channels
Have you received any information on health, good hygiene and nutritional practices? •	• Yes • No
If yes, how long ago did you receive such information?	• Less than a month ago • Between 1-3 months ago • Between 3- 6 months ago • Between 6-9 months ago • Between 9 months and 1 year ago More than 1 year ago
If yes, from what source did you receive the message?	• I am learned so I know • From spouse and other family members • From the schools • From the radio • From Television • From the local leaders • From friends and other community members • From politicians • From the government and other government agencies • From UN agencies

	• From other NGO's • From the church • From print media including fliers, posters, billboards • From online platforms • From other channels Others
Transition	
Were you informed of the transition process?	a) No b) Yes partially c) Yes Completely
Were you involved in the transition process?	a) No b) Yes partially c) Yes Completely
How were you involved in the process?	a) Participated in the meeting b) Gave opinions and suggestions c) Participated in development of the transition plans d) Other
How you rate the quality of the SMP before the transition (before 2018)?	a) Excellent b) Very good c) Good d) Not sure e) Poor f) Very poor
How would you rate the quality to the SMP after the transition process (after 2018)?	a) Excellent b) Very good c) Good d) Not sure e) Poor f) Very poor
How committed were you to the SMP before the transition?	a) Very committed b) Committed c) Not committed
How are you currently committed to the SMP?	a) Very committed b) Committed c) Not committed
Before the SMP transition, what was your contribution?	a) Money

	b) Food c) Labour (Transportation, loading off-loading, cooking) d) Other non-food items (water, firewood) e) Participation in the school committee f) Others
After transition of the SMP to HGSMP, what are you contribution to the SMP?	a) Money b) Food c) Labour (Transportation, loading off-loading, cooking) d) Other non-food items (water, firewood) e) Participation in the school committee f) Others
How would you describe the shift of you contribution to SMP before and after the transition of SMP to HGSMP?	a) I currently contribute more (time/labour/food) to the SMP than before b) My contribution has remained the same c) I contribute less to the SMP compared to before d) I cannot tell
What were the biggest challenge to the SMP before 2018?	a) Delays in delivery of food to schools b) Insufficient quantity of food delivered to schools c) Limited variety of food d) Poor quality of the food e) Non consideration of the non-pupil population to the SMP. f) Transportation g) Access to inputs needed for preparation and of school meals (water/firewood) h) Access to accessories (cooking utensils/dishes spoons) i) Limited infrastructure (kitchen stores/pallets/ warehouse) j) Theft or loss of food/misappropriations k) Commitment by parents and community l) Monitoring by the government officials m) Others
What are the biggest challenge to the SMP currently? (needs response options)	a) Delays in availing of the food items to schools b) Less quantity of the food items to schools

	c) Limited variety of food items for the pupils d) Poor quality of the food items to the SMP e) Non consideration of the non-pupil population to the SMP. f) Transportation challenges g) Challenges of accessing other NFI to support the school meals programme (water/firewood) h) Limited access to SMP accessories (cooking utensils/dishes spoons) i) Limited SMP support infrastructure (kitchen stores/Pallets) j) Theft or loss of food/misappropriations k) Less commitment of parent and community contribution to the SMP. l) Non frequent monitoring of the SMP by the government officials m) Others
Covid-19 questions	
When the schools were closed as a result of Covid-19 in 2020, did you or your child continue to receive school food?	c) Yes d) No
For how long (weeks) did you or your child receive the food?	
How did you receive the food?	f) The children collected uncooked food from school to home. (Distribution point is school) g) Children collected cooked food from school to home h) Children continued to eat cooked food in school and then come back home. i) The food was taken home or close to home by the agency (distribution point outside school) j) Others
How would you compare the ease of access to SMP before and during the Covid-19 pandemic?	e) Very difficult f) Difficult g) No difference h) Somehow easy i) Very easy
In general, how would you rate the benefit of school meals programme before the 2020 Covid-19 school's closure?	d) Not beneficial e) Somehow beneficial f) Very beneficial

How would you compare the benefit (importance in relation to support and hardship) of the school meals programme before and during the Covid 19 pandemic?	d) No change in the benefit e) The SMP was more beneficial during the pandemic than before the pandemic. f) The SMP was more beneficial before then pandemic than during the pandemic.
What was the most important benefit of the SMP for you/your children before the 2020 Covid-19 school's closure?	i) Enough food for the child j) Food for the family k) Relieved burden to the family l) More concentration in class m) Preventing involvement in harmful behaviours and activities in search of food. n) Preventing of school drop out. o) Regular attendance to school p) Other
How would you rate the benefit of school meals programme during the 2020 Covid-19 school's closure?	d) Not beneficial e) Somehow beneficial f) Very beneficial
What was the most important benefit of the SMP for your children during the 2020 Covid-19 schools closure?	g) Enough food for the child h) Food for the family i) Relieved burden to the family j) Continuation of learning k) Preventing involvement in harmful behaviours and activities in search of food. l) Others
During the Covid-19 pandemic school closure in 2020 did your children continue their studies?	d) Yes, for the full period e) Yes, but only for part of the closure period f) No
What method did you continue with your studies?	a) Via online learning b) Home study with visit from teacher c) Small groups study among pupils d) Child self-directed e) Home study with support from the parents or relatives f) Listening to Radio lessons g) Others
In your opinion, has the Covid-19 pandemic affected the academic performance of your child in school?	a) Yes b) No
How you describe the effect?	a) Very negatively b) Negatively

	c) No Change d) Positive e) Very positive
What was the particular effect of Covid-19 on your child?	a) Child got time for personal studies b) Child got time to catch up with syllabus c) Child caught up in age d) Child got time to do other beneficial activities/learning new skills e) Child lost motivation for school/dropped out f) Child got pregnant g) Child got into bad behaviour that has affected the schooling
Thank you for your collaboration/assistance in this interview.	
Student section	
Suggested introduction: Hello my name is _____. I am seeking information that will facilitate the implementation of the forthcoming school meals project. The purpose of this interview is to determine what the conditions are like prior to the start of the project. I would like to ask you some questions that will help in understanding what the situation is like in the school today and what your family life is like. Your answers will be kept confidential in that we will not be reporting who said what in any of our reports. The interview will take about 45 minutes. If you don't want to you participate you may refuse or you may choose at any time not to answer one or more of the questions.	
Important prior instruction to interviewee: Please conduct each interview separately and try to ensure that the interview is done in a quiet place where the pupil can feel comfortable and where you are not interrupted or observed by other students. NOTE: Girls be interviewed by lady enumerators/ boys by male enumerators.	
Basic information about interviewee:	
What is the gender of the child? 1) Male 2) Female	
What is your age:	
What grade/class are you in this year:	
Have you repeated any classes during your learning years? • Yes • No	
If years how many years have you repeated?	
Most school days, by what means do you go to school? • On foot • By bicycle • By car • By bus/school bus	

• By motorbike • Other (please specify)	
How many minutes does it take you to go to school?	
Did you have a meal/breakfast today BEFORE coming to school? 1) Yes 2) No	
Have you eaten lunch or will you be eating lunch today? Yes Not sure No	
How many times do you normally eat per day? • 1 time • 2 times • 3 times • More than three times	
Do you have brothers and sisters who need to be in school but are currently out of school? • Yes • I am not aware • No	
If you have brothers and sisters at home, why are they not going to school? (multiple response) • Parents/family don't think they should go to school • There is no money to send them to school • They are working • They are taking care of sick family members • They are sick • They failed school last year and did not return • They are helping with household tasks • Other (please specify)_____	
In the past month or past school term, did any of your teachers talk to you and your class mates about hygiene? • Yes • I cannot remember/not sure • No	
In the past month or the past school term, did your teacher talk to you and your class mates about nutrition?	

• Yes • I cannot remember/not sure • No	
Do you know any important hygiene and sanitation habits? • Yes • No	
What are some of the important hygiene and sanitation habits that you know? (multiple response) • Regular deworming and its importance • Hand washing, importance of handwashing and how to wash hands • Importance of general bodily hygiene/cleanliness • Importance of using toilets and how to use toiles. • Importance of environmental cleanliness • Ways of treating water and importance of drinking clean water • Causes of diarrhoea • Other (please specify)	
Do you know any good nutrition habits or practices? Yes No	
What are some of the nutrition habits or practices that you know about? (multiple response) 1) Different food types and their importance to the body 2) Sources of different nutrient for the body 3) Common signs of poor nutrition 4) Common consequences of poor nutrition 5) Dietary needs of individuals 6) Balanced diet and the importance of the same 7) Signs of anaemia and how it can be treated 8) Other (please specify)	
Do you think it is important to go to school? 1) Yes 2) I am not sure 3) No	
Between girl's boys, who do you think going to school is important to? Girls	

Boys Both	
Why do you think it is important to go to school? (multiple response) 1) Improves literacy 2) Develops social skills 3) Increases ability to learn new skills (adoption of technology) 4) Girls remain more in school and early marriages are delayed 5) Improves cohesion in the community 6) Helps break the cycle of poverty 7) Increases the chances of the pupils' future economic self-reliance 8) Through girls' education, improves the general wellbeing of households (nutrition, health etc.) 9) Other (please specify)	
If no, why do you feel it is not important to go to school? • It wastes time • It gives teachers an opportunity to harm the children • Those who have gone to school have no difference in their life • Those who have not gone to school are doing better in life than those who have gone to school • It is not enjoyable • Children do not get food in school • Because parents say it is not important • Because if fail in school • others	
During last term of this year (term 1 of 2018), did you miss full day of school? 1) Yes 2) No	
How many days in the last term did you miss school?	
Why did you miss school? 1) I was sick 2) Someone else in the house was sick 3) I had to work	

4) My parents did not want me to go 5) The teacher was not there 6) It was dangerous to come to school/security issues 7) I did not have any transportation 8) Other (please specify)	
Do you find it easy to concentrate in class? Yes - always Yes - sometime No	
Whenever you don't concentrate in class, what is it that is bothering you? (Multiples select) 1) The work is too difficult 2) The work is too easy 3) I don't find the material/topic interesting 4) I am worried about some other things like how to get money 5) I am hungry 6) When I am feeling sick 7) I am tired from work or domestic chores 8) I can't hear/see what the teacher is explaining 9) When some other children are making noise 10) When the environment around the school is not peaceful 11) When there is insecurity in my village 12) Other (please specify) _____	
Learners assessment (to be carried out using the UWEZO learner's assessment booklet and administered to pupils between 6 – 16 years)	
What is the English literacy level if the child? (Please choose the highest level) 1) Nothing 2) Letter 3) Word 4) Paragraph 5) Story	
What is the comprehension level of child in English Q1 (administer only if the child can read story)? 1) Can do 2) Cannot do	

What is the comprehension level of child in English Q2 (administer only if the child can read story)? 1) Can do 2) Cannot do	
What is the Kiswahili literacy level if the child? (Please choose the highest level) 1) Nothing 2) Letter 3) Word 4) Paragraph 5) Story	
What is the comprehension level of child in Kiswahili Q1 (administer only if the child can read story)? 1) Can do 2) Cannot do	
What is the comprehension level of child in Kiswahili Q2 (administer only if the child can read story)? 1) Can do 2) Cannot do	
Please record the child numeracy level (tick the highest level) 1) Nothing 2) Counting and matching 3) Numerical rec. between 10-99 4) Which one is greater 5) Addition 6) Subtraction 7) Multiplication 8) Division	
Can the child do the bonus question 1 1) Yes 2) No	
Can the child do the bonus question 1 1) Yes 2) No	
Can the child do the bonus question 1 1) Yes 2) No	
Covid -19 questions	

When the schools were closed as a result of Covid-19 in 2020, did you continue to receive school food?	a) Yes b) No
For how long (weeks) did you receive the food?	
How did you receive the food?	a) The children collected uncooked food from school to home. (Distribution point is school) b) Children collected cooked food from school to home c) Children continued to eat cooked food in school and then come back home. d) The food was taken home or close to home by the agency (distribution point outside school) e) Others
How would you compare the ease of access to SMP before and during the Covid-19 pandemic?	a) Very difficult b) Difficult c) No difference d) Somehow easy e) Very easy
In general, how would you rate the benefit of school meals programme before the 2020 Covid-19 school's closure?	a) Not beneficial b) Somehow beneficial c) Very beneficial
How would you compare the benefit (importance in relation to support and hardship) of the school meals programme before and during the Covid 19 pandemic?	a) No change in the benefit b) The SMP was more beneficial during the pandemic than before the pandemic. c) The SMP was more beneficial before then pandemic than during the pandemic.
What was the most important benefit of the SMP for you before the 2020 Covid-19 school's closure?	a) Enough food for the child b) Food for the family c) Relieved burden to the family d) More concentration in class e) Preventing involvement in harmful behaviours and activities in search of food. f) Preventing of school drop out. g) Regular attendance to school h) Other
How would you rate the benefit of school meals programme during the 2020 Covid-19 school's closure?	a) Not beneficial b) Somehow beneficial c) Very beneficial
What was the most important benefit of the SMP for you during the 2020 Covid-19 schools closure?	a) Enough food for the child b) Food for the family

	c) Relieved burden to the family d) Continuation of learning e) Preventing involvement in harmful behaviours and activities in search of food. f) Others
During the Covid-19 pandemic school closure in 2020 did you continue their studies?	a) Yes, for the full period b) Yes, but only for part of the closure period c) No
What method did you continue with your studies?	a) Via online learning b) Home study with visit from teacher c) Small groups study among pupils d) Child self-directed e) Home study with support from the parents or relatives f) Listening to Radio lessons g) Others
In your opinion, has the Covid-19 pandemic affected your academic performance in school?	a) Yes b) No
How you describe the effect?	a) Very negatively b) Negatively c) No Change d) Positive e) Very positive
What was the particular effect of Covid-19 on you?	a) Child got time for personal studies b) Child got time to catch up with syllabus c) Child caught up in age d) Child got time to do other beneficial activities/learning new skills e) Child lost motivation for school/dropped out f) Child got pregnant g) Child got into bad behaviour that has affected the schooling
Thank you for your collaboration/assistance in this interview	

Annex 8 - Field work schedule

Field work schedule (04th-8th July 2022)

Time	Location	Participants	Purpose of meeting	Comments and action points
Monday 04 July (Nairobi)				
9.00 to 11.00	WFP CO	Charles and Judy	Detailed interview on SMP historical perspective and evolution	WFP : • Please arrange access to UN compound
11.00 to 12.00	WFP CO	Carola – head of unit	Interview and perspective on linkages with other parts of WFPs work	
12.00 to 13.00	WFP CO	Beatrice, Sharon	Overview of M&E systems with reference to MGD programme and expectations of evaluation	
13.00 to 14.00	LUNCH			
14.00 to 15.00	WFP CO	Josefa, Kirwa (Supply Chain)	Overview of the SM supply chain management	
Tuesday 05 July (Baringo)				
07.00-12.00		TRAVEL TO BARINGO		WFP : • Please to arrange transportation and to ensure letter of introduction
12.00-13.00	County Education Office	County Executive for Education Director for Early Childhood Officer in charge of SMP at county level	Understanding of education context Baringo, role of the SMP, views on progress and challenges	WFP Baringo CO: please to arrange introduction to county education office

Time	Location	Participants	Purpose of meeting	Comments and action points
13.00 TO 14.00	LUNCH AND CHECK IN TO ACCOMODATION			
14.00-15.00	County Education Office	Officer in charge of SMP at county level	Follow-up detailed discussion with the SMP officer to plan for field work and in-depth understanding of the programe.	
15.00-16.00	County Education Office	Country Gender officer County Nutrition officer	Perspective on education and nutrition from a gender perspective and role of SMP	
Wednesday 06 July (Baringo)				
08.00	Sub-county education office	Sub-county education officer	Introductions on the evaluation and explanations Perspective of sub-county on functioning of the SMP	• Sub-county to be decided with WFP Baringo Field Office
09.00 – 10.30	School 1 (or locations nearby school)	Meeting with Head teacher and SMP manager at school level	Interview on the evolution and functioning of the SMP Collection of school level data on SMP (beneficiaries, etc.)	• Schools are closed so location will need to be determined with the support from local authorities and education office • WFP to advise on arrangements for translation
10.30 to 12.00	School 1 (or locations nearby school)	Meeting with School Board of Management	Interview on the evolution and functioning of the SMP from BOM/community perspective	• Schools are closed so location will need to be determined with the support from local authorities and education office • Important to ensure representation of women
12.00 to 13.00	School 1 (or locations nearby school)	Meeting with 4 pupils (2 girls, 2 boys), preferably upper primary	Perspective of children on the SMP	Children to be contacted through the school

Time	Location	Participants	Purpose of meeting	Comments and action points
14.00 to 15.00	Community	Meeting with Community leader	Perspectives on school meals programme, particular challenges from community perspective	WFP to advise on arrangements for translation
15.00 to 16.00	Sub-county education office	Officer in-charge of SMP Inspector/Education Officer		
Thursday 07 July (Barringo)				
09.00 – 10.30	School 2 (or locations nearby school)	Meeting with Head teacher and SMP manager at school level	Interview on the evolution and functioning of the SMP Collection of school level data on SMP (beneficiaries, etc.)	• Schools are closed so location will need to be determined with the support from local authorities and education office
10.30 to 12.00	School 2 (or locations nearby school)	Meeting with School Board of Management	Interview on the evolution and functioning of the SMP from BOM/community perspective	• Schools are closed so location will need to be determined with the support from local authorities and education office Important to ensure representation of women
12.00 to 13.00	School 2 (or locations nearby school)	Meeting with 4 pupils (2 girls, 2 boys) preferably upper primary	Perspective of children on the SMP	Children to be contacted through the school
13.00 to 14.00	Community	Meeting with Community leader	Perspectives on school meals programme, particular challenges from community perspective	WFP to advise on arrangements for translation
14.00		Departure to Nairobi		
Friday 8 July (Nairobi)				
8.30 – 10.00	WFP CO	Charles, Sharon, Beatrice Polly	Feedback from week 1, , identification of priorities for second week of field work	

Time	Location	Participants	Purpose of meeting	Comments and action points
11.00-13.00	Ministry of Education	School Meals Technical Team	Interview on SMP, perspectives on transition success and challenges	

Field work schedule (11th-15th July 2022)

Time	Location	Participants	Purpose of meeting	Comments and action points
Monday 11th July (Marsabit)				
7am to 4pm	**Travel to Marsabit**			
Tuesday 12th July (Marsabit)				
9.00 to 11.00	County Department of Education Office	County Executive for Education Director for Early Childhood	Understanding of education context Marsabit, role of the SMP, views on progress and challenges	• WFP to assist with booking of interviews
11.00 to 12.00	MOE, County Education Office	Officer in charge of SMP at county level	Follow-up detailed discussion with the SMP officer to plan for field work and in-depth understanding of the programme.	• WFP to assist with booking of interviews
12.00 to 13.00	County Health Office	County Nutrition Coordinator	Perspective on education and nutrition and role of SMP	• WFP to assist with booking of interviews
13.00 to 14.00	**LUNCH**			
14.00 to 15.00	County Gender Office	Country Gender officer	Perspective on education from a gender perspective and role of SMP	• WFP to assist with booking of interviews

Time	Location	Participants	Purpose of meeting	Comments and action points
Monday 11th July (Marsabit)				
7am to 4pm	**Travel to Marsabit**			
15.00 to 16.00	County Agriculture Office	County Director, Agriculture	Perspective on agriculture and role of SMP	• WFP to assist with booking of interviews
Wednesday 13th July (Marsabit)				
09.00-10.00	Sub-county education office – Saku Sub County	Sub-county education officer	Introductions on the evaluation and explanations Perspective of sub-county on functioning of the SMP	• Sub-county to be decided with WFP Marsabit Field Office
10.00-11.00	Saku Primary School (or locations nearby school)	Meeting with Head teacher and SMP manager at school level	Interview on the evolution and functioning of the SMP Collection of school level data on SMP (beneficiaries, etc.)	• WFP to assist with booking of interviews
11.00-12.00	Saku Primary School (or locations nearby school)	Meeting with School Board of Management	Interview on the evolution and functioning of the SMP from BOM/community perspective	• WFP to assist with booking of interviews **Important to ensure representation of women**
12.00-13.00	Community (Saku Primary School)	Meeting with Community leader	Perspectives on school meals programme, particular challenges from community perspective	• WFP to advise on arrangements for translation
13.00-14.00	**LUNCH**			
14.00-15.00	Saku Primary School (or locations nearby school)	Meeting with 4 pupils (2 girls, 2 boys), preferably upper primary	Perspective of children on the SMP	Children to be contacted through the school

Time	Location	Participants	Purpose of meeting	Comments and action points
Monday 11th July (Marsabit)				
7am to 4pm	**Travel to Marsabit**			
15.00-16.00	Saku Primary School (or locations nearby school)	Teacher	Perspectives on school meals programme, particular challenges from teacher's perspective	
16.00-17.00	Saku Primary School (or locations nearby school)	Cook	Perspectives on school meals programme, particular challenges from cook's perspective	WFP to advise on arrangements for translation
Thursday 14th July (Marsabit)				
08.00				
09.00 – 10.00	Karare Primary school (or locations nearby school)	Meeting with Head teacher and SMP manager at school level	Interview on the evolution and functioning of the SMP Collection of school level data on SMP (beneficiaries, etc.)	• WFP to assist with booking of interviews
10.00 to 11.00	Karare Primary school (or locations nearby school)	Meeting with School Board of Management	Interview on the evolution and functioning of the SMP from BOM/community perspective	**Important to ensure representation of women**
11.00 to 12.00	Karare Primary school (or locations nearby school)	Meeting with 4 pupils (2 girls, 2 boys), preferably upper primary	Perspective of children on the SMP	Children to be contacted through the school
12.00-13.00	Karare Primary school (or locations nearby school)	Teacher	Perspectives on school meals programme, particular challenges from teacher's perspective	
13.00 to 14.00	**LUNCH**			
14.00 to 15.00	Karare Primary school (or locations nearby school)	Cook	Perspectives on school meals programme, particular challenges from cook's perspective	WFP to advise on arrangements for translation

Time	Location	Participants	Purpose of meeting	Comments and action points
Monday 11th July (Marsabit)				
7am to 4pm	**Travel to Marsabit**			
15.00-16.00	Community (Karare Primary school)	Meeting with Community leader	Perspectives on school meals programme, particular challenges from community perspective	WFP to advise on arrangements for translation
Friday 15th July (Marsabit)				
09.00 – 10.00	Dirib Gombo Primary school (or locations nearby school)	Meeting with Head teacher and SMP manager at school level	Interview on the evolution and functioning of the SMP Collection of school level data on SMP (beneficiaries, etc.)	• WFP to assist with booking of interviews
10.00 to 11.00	Dirib Gombo Primary school (or locations nearby school)	Meeting with School Board of Management	Interview on the evolution and functioning of the SMP from BOM/community perspective	**Important to ensure representation of women**
11.00 to 12.00	Dirib Gombo Primary school (or locations nearby school)	Meeting with 4 pupils (2 girls, 2 boys) preferably upper primary	Perspective of children on the SMP	Children to be contacted through the school
12.00 to 13.00	Community (Dirib Gombo Primary school)	Meeting with Community leader	Perspectives on school meals programme, particular challenges from community perspective	WFP to advise on arrangements for translation
13.00 -14.00	**LUNCH**			
14.00 to 15.00	Dirib Gombo Primary school (or locations nearby school)	Cook	Perspectives on school meals programme, particular challenges from cook's perspective	WFP to advise on arrangements for translation
15.00-16.00	Dirib Gombo Primary school (or locations nearby school)	Teacher	Perspectives on school meals programme, particular challenges from teacher's perspective	
Saturday 16TH July (TRAVEL TO NAIROBI)				

Field work schedule (17th-22nd July 2022)

Time	Location	Participants	Purpose of meeting	Comments and action points
Sunday 17th July 2022				
7am to 4pm	**Travel to Wajir**			
Monday 18th July (Wajir)				
9.00 to 11.00	County Department of Education Office	County Executive for Education Director for Early Childhood	Understanding of education context Wajir, role of the SMP, views on progress and challenges	• WFP to assist with booking of interviews
11.00 to 12.00	MOE, County Education Office	Officer in charge of SMP at county level	Follow-up detailed discussion with the SMP officer to plan for field work and in-depth understanding of the programme.	• WFP to assist with booking of interviews
12.00 to 13.00	County Health Office	County Nutrition Coordinator	Perspective on education and nutrition and role of SMP	• WFP to assist with booking of interviews
13.00 to 14.00	**LUNCH**			
14.00 to 15.00	County Gender Office	Country Gender officer	Perspective on education from a gender perspective and role of SMP	• WFP to assist with booking of interviews
15.00 to 16.00	County Agriculture Office	County Director, Agriculture	Perspective on agriculture and role of SMP	• WFP to assist with booking of interviews
Tuesday 19th July (Wajir)				

Time	Location	Participants	Purpose of meeting	Comments and action points
Sunday 17th July 2022				
7am to 4pm	**Travel to Wajir**			
09.00-10.00	Sub-county education office – Wajir East Sub County	Sub-county education officer	Introductions on the evaluation and explanations Perspective of sub-county on functioning of the SMP	• Sub-county to be decided with WFP Wajir Field Office
10.00-11.00	Halane Primary School (or locations nearby school)	Meeting with Head teacher and SMP manager at school level	Interview on the evolution and functioning of the SMP Collection of school level data on SMP (beneficiaries, etc.)	• WFP to assist with booking of interviews
11.00-12.00	Halane Primary School (or locations nearby school)	Meeting with School Board of Management	Interview on the evolution and functioning of the SMP from BOM/community perspective	• WFP to assist with booking of interviews **Important to ensure representation of women**
12.00-13.00	Community Halane Primary School)	Meeting with Community leader	Perspectives on school meals programme, particular challenges from community perspective	• WFP to advise on arrangements for translation
13.00-14.00	**LUNCH**			
14.00-15.00	Halane Primary School (or locations nearby school)	Meeting with 4 pupils (2 girls, 2 boys), preferably upper primary	Perspective of children on the SMP	Children to be contacted through the school
15.00-16.00	Halane Primary School (or locations nearby school)	Teacher	Perspectives on school meals programme, particular challenges from teacher's perspective	
16.00-17.00	Halane Primary School (or locations nearby school)	Cook	Perspectives on school meals programme, particular challenges from cook's perspective	WFP to advise on arrangements for translation

Time	Location	Participants	Purpose of meeting	Comments and action points
Sunday 17th July 2022				
7am to 4pm	**Travel to Wajir**			
Wednesday 20th July (Wajir)				
08.00				
09.00 – 10.00	Lagbogol Primary school (or locations nearby school)	Meeting with Head teacher and SMP manager at school level	Interview on the evolution and functioning of the SMP Collection of school level data on SMP (beneficiaries, etc.)	• WFP to assist with booking of interviews
10.00 to 11.00	Lagbogol Primary school (or locations nearby school)	Meeting with School Board of Management	Interview on the evolution and functioning of the SMP from BOM/community perspective	**Important to ensure representation of women**
11.00 to 12.00	Lagbogol Primary school (or locations nearby school)	Meeting with 4 pupils (2 girls, 2 boys), preferably upper primary	Perspective of children on the SMP	Children to be contacted through the school
12.00-13.00	Lagbogol Primary school (or locations nearby school)	Teacher	Perspectives on school meals programme, particular challenges from teacher's perspective	
13.00 to 14.00	**LUNCH**			
14.00 to 15.00	Lagbogol Primary school (or locations nearby school)	Cook	Perspectives on school meals programme, particular challenges from cook's perspective	WFP to advise on arrangements for translation
15.00-16.00	Community Lagbogol Primary school)	Meeting with Community leader	Perspectives on school meals programme, particular challenges from community perspective	WFP to advise on arrangements for translation
Thursday 21st July (Wajir)				

Time	Location	Participants	Purpose of meeting	Comments and action points
Sunday 17th July 2022				
7am to 4pm	**Travel to Wajir**			
09.00 – 10.00	El Adow Primary school (or locations nearby school)	Meeting with Head teacher and SMP manager at school level	Interview on the evolution and functioning of the SMP Collection of school level data on SMP (beneficiaries, etc.)	• WFP to assist with booking of interviews
10.00 to 11.00	El Adow Primary school (or locations nearby school)	Meeting with School Board of Management	Interview on the evolution and functioning of the SMP from BOM/community perspective	**Important to ensure representation of women**
11.00 to 12.00	El Adow Primary school (or locations nearby school)	Meeting with 4 pupils (2 girls, 2 boys) preferably upper primary	Perspective of children on the SMP	Children to be contacted through the school
12.00 to 13.00	Community (El Adow Primary school)	Meeting with Community leader	Perspectives on school meals programme, particular challenges from community perspective	WFP to advise on arrangements for translation
13.00 -14.00	**LUNCH**			
14.00 to 15.00	El Adow Primary school (or locations nearby school)	Cook	Perspectives on school meals programme, particular challenges from cook's perspective	WFP to advise on arrangements for translation
15.00-16.00	El Adow Primary school (or locations nearby school)	Teacher	Perspectives on school meals programme, particular challenges from teacher's perspective	
Friday 22nd July (TRAVEL TO NAIROBI)				

Field work schedule (1st -5th August 2022)

Time	Location	Participants	Purpose of meeting	Comments and action points
Sunday 31st July 2022				
7am to 4pm	**Travel to Turkana**			
Monday 1st August 2022 (Turkana)				
9.00 to 11.00	County Department of Education Office	County Executive for Education Director for Early Childhood	Understanding of education context Turkana, role of the SMP, views on progress and challenges	• WFP to assist with booking of interviews
11.00 to 12.00	MOE, County Education Office	Officer in charge of SMP at county level	Follow-up detailed discussion with the SMP officer to plan for field work and in-depth understanding of the programme.	• WFP to assist with booking of interviews
12.00 to 13.00	County Health Office	County Nutrition Coordinator	Perspective on education and nutrition and role of SMP	• WFP to assist with booking of interviews
13.00 to 14.00	**LUNCH**			
14.00 to 15.00	County Gender Office	Country Gender officer	Perspective on education from a gender perspective and role of SMP	• WFP to assist with booking of interviews
15.00 to 16.00	County Agriculture Office	County Director, Agriculture	Perspective on agriculture and role of SMP	• WFP to assist with booking of interviews
Tuesday 2nd August (Turkana)				
09.00-10.00	Sub-county education office – Loima Sub County	Sub-county education officer	Introductions on the evaluation and explanations	• Sub-county to be decided with WFP Turkana Field Office

Time	Location	Participants	Purpose of meeting	Comments and action points
Sunday 31st July 2022				
7am to 4pm	**Travel to Turkana**			
			Perspective of sub-county on functioning of the SMP	
10.00-11.00	Nakamane Primary School (or locations nearby school)	Meeting with Head teacher and SMP manager at school level	Interview on the evolution and functioning of the SMP Collection of school level data on SMP (beneficiaries, etc.)	• WFP to assist with booking of interviews
11.00-12.00	Nakamane Primary School (or locations nearby school)	Meeting with School Board of Management	Interview on the evolution and functioning of the SMP from BOM/community perspective	• WFP to assist with booking of interviews **Important to ensure representation of women**
12.00-13.00	Community (Nakamane Primary School)	Meeting with Community leader	Perspectives on school meals programme, particular challenges from community perspective	• WFP to advise on arrangements for translation
13.00-14.00	**LUNCH**			
14.00-15.00	Nakamane Primary School (or locations nearby school)	Meeting with 4 pupils (2 girls, 2 boys), preferably upper primary	Perspective of children on the SMP	Children to be contacted through the school
15.00-16.00	Nakamane Primary School (or locations nearby school)	Teacher	Perspectives on school meals programme, particular challenges from teacher's perspective	

Time	Location	Participants	Purpose of meeting	Comments and action points
Sunday 31st July 2022				
7am to 4pm	**Travel to Turkana**			
16.00-17.00	Nakamane Primary School (or locations nearby school)	Cook	Perspectives on school meals programme, particular challenges from cook's perspective	WFP to advise on arrangements for translation
Wednesday 3rd August (Turkana)				
08.00				
09.00 – 10.00	Kapua Primary school (or locations nearby school)	Meeting with Head teacher and SMP manager at school level	Interview on the evolution and functioning of the SMP Collection of school level data on SMP (beneficiaries, etc.)	• WFP to assist with booking of interviews
10.00 to 11.00	Kapua Primary school (or locations nearby school)	Meeting with School Board of Management	Interview on the evolution and functioning of the SMP from BOM/community perspective	**Important to ensure representation of women**
11.00 to 12.00	Kapua Primary school (or locations nearby school)	Meeting with 4 pupils (2 girls, 2 boys), preferably upper primary	Perspective of children on the SMP	Children to be contacted through the school
12.00-13.00	Kapua Primary school (or locations nearby school)	Teacher	Perspectives on school meals programme, particular challenges from teacher's perspective	
13.00 to 14.00	**LUNCH**			
14.00 to 15.00	Kapua Primary school (or locations nearby school)	Cook	Perspectives on school meals programme, particular challenges from cook's perspective	WFP to advise on arrangements for translation

Time	Location	Participants	Purpose of meeting	Comments and action points
Sunday 31st July 2022				
7am to 4pm	**Travel to Turkana**			
15.00-16.00	Community (Kapua Primary school)	Meeting with Community leader	Perspectives on school meals programme, particular challenges from community perspective	WFP to advise on arrangements for translation
Thursday 4th August (Turkana)				
09.00 – 10.00	Lokoyo Primary school (or locations nearby school)	Meeting with Head teacher and SMP manager at school level	Interview on the evolution and functioning of the SMP Collection of school level data on SMP (beneficiaries, etc.)	• WFP to assist with booking of interviews
10.00 to 11.00	Lokoyo Primary school (or locations nearby school)	Meeting with School Board of Management	Interview on the evolution and functioning of the SMP from BOM/community perspective	**Important to ensure representation of women**
11.00 to 12.00	Lokoyo Primary school (or locations nearby school)	Meeting with 4 pupils (2 girls, 2 boys) preferably upper primary	Perspective of children on the SMP	Children to be contacted through the school
12.00 to 13.00	Community (Lokoyo Primary school)	Meeting with Community leader	Perspectives on school meals programme, particular challenges from community perspective	WFP to advise on arrangements for translation
13.00 -14.00	**LUNCH**			
14.00 to 15.00	Lokoyo Primary school (or locations nearby school)	Cook	Perspectives on school meals programme, particular challenges from cook's perspective	WFP to advise on arrangements for translation
15.00-16.00	Lokoyo Primary school (or locations nearby school)	Teacher	Perspectives on school meals programme, particular challenges from teacher's perspective	
Friday 5TH July (TRAVEL TO NAIROBI)				

Annex 9. Details on survey respondents and data analysis

Table 1a - Study population in the three arm target counties

Characteristic	Baseline	Midline	Endline
Number of Counties	14	14	14
Number of Schools	90	90	90
WFSMP schools	44	44	44
Control Schools	23	23	23
HGSMP Schools	23	23	23
Number of Pupils sampled for the survey	5130	5301	5162
Boys	2558	2550	2527
Girls	2572	2751	2635
Head Teachers Interviewed	34	90	90
Male	25	71	68
Female	9	19	22
Teachers Interviewed	56	188	176
Male	34	105	96
Female	22	83	80
Parents Interviewed	5130	5301	5162
Male	1446	1667	1360

Female	3684	3634	3802

Table 1: Socio-demographic of parents/guardians distributed by WFPSMP and CONTROL stratified by gender of the child

Variables	Boys			Girls			Total		
	WFPSMP	CONTROL	p value	WFPSMP	CONTROL	p value	WFPSMP	CONTROL	p value
Age of parent/guardian in years									
<20	0.2%	0.7%	0.746	1.5%	0.1%	0.016	0.9%	0.4%	0.572
20 - 29	11.2%	12.1%		11.6%	12.1%		11.4%	12.1%	
30 - 39	37.9%	38.1%		38.3%	37.8%		38.1%	37.9%	
40 - 49	30.1%	27.7%		29.4%	31.1%		29.7%	29.4%	
50 - 59	12.8%	12.6%		9.5%	12.0%		11.1%	12.3%	
60 and above	7.8%	8.8%		9.8%	7.0%		8.8%	7.9%	
Gender of parents/guardians respondent									
Male	35.0%	22.6%	<0.001	28.2%	20.5%	0.001	31.6%	21.6%	<0.001
Female	65.0%	77.4%		71.8%	79.5%		68.4%	78.4%	
Relationship of parent/guardian to the child									
Father/ Mother	84.6%	80.5%	<0.001	79.2%	82.5%	<0.001	81.9%	81.5%	<0.001
Brother/ Sister	5.1%	2.7%		7.8%	2.2%		6.5%	2.5%	
Uncle/ Aunt	3.2%	2.1%		3.8%	2.9%		3.5%	2.5%	

Grand Father/ Mother	3.4%	11.5%		4.9%	9.7%		4.2%	10.6%	
Guardian	3.6%	3.2%		4.4%	2.6%		4.0%	2.9%	
Main occupation of the parent/guardian									
Too old to work	3.6%	1.8%	<0.001	3.4%	1.1%	<0.001	3.5%	1.4%	<0.001
Student	0.8%	0.3%		1.3%	0.4%		1.0%	0.3%	
Farmer	6.3%	36.9%		6.8%	41.8%		6.6%	39.4%	
Pastoralist	19.6%	3.4%		18.2%	3.2%		18.9%	3.3%	
Salaried Employee	2.9%	4.3%		2.8%	2.6%		2.8%	3.4%	
Casual Labourer	10.1%	26.7%		8.3%	25.4%		9.2%	26.1%	
Self-employed business	13.1%	6.4%		12.7%	8.9%		12.9%	7.7%	
Not currently working	16.0%	15.6%		22.5%	14.7%		19.3%	15.2%	
Other	27.6%	4.5%		23.9%	1.8%		25.7%	3.2%	
Education level of the parent/guardian									
Never attended school	77.3%	13.2%	<0.001	77.5%	10.1%	<0.001	77.4%	11.6%	<0.001
Adult learning centre	0.6%	0.3%		0.9%	0.3%		0.8%	0.3%	
Did not complete primary school	8.4%	27.4%		8.7%	30.9%		8.5%	29.2%	
Completed primary school	6.1%	32.0%		5.1%	34.3%		5.6%	33.2%	
Did not compete secondary	1.7%	9.6%		1.1%	7.9%		1.4%	8.7%	

Completed secondary school	3.8%	12.3%		5.1%	13.3%		4.5%	12.8%	
Completed technical college	1.3%	4.5%		1.1%	3.0%		1.2%	3.8%	
Completed university/graduate school	0.8%	0.7%		0.4%	0.1%		0.6%	0.4%	
Total males in the household									
None	0.6%	1.5%	<0.001	6.8%	23.2%	<0.001	3.7%	12.6%	<0.001
1 to 2	40.8%	66.9%		45.6%	60.9%		43.2%	63.9%	
3 to 4	40.8%	27.3%		34.8%	14.3%		37.8%	20.7%	
5 to 6	14.1%	3.4%		10.0%	1.4%		12.1%	2.4%	
7 and above	3.8%	0.8%		2.7%	0.1%		3.2%	0.5%	
Total females in the household									
None	7.6%	29.9%	<0.001	0.9%	1.7%	<0.001	4.3%	15.5%	<0.001
1 to 2	50.5%	57.3%		47.3%	69.5%		48.9%	63.5%	
3 to 4	32.0%	11.2%		38.6%	24.7%		35.3%	18.1%	
5 to 6	8.2%	1.4%		11.6%	3.6%		9.9%	2.5%	
7 and above	1.7%	0.1%		1.5%	0.5%		1.6%	0.3%	
Child missed a complete day of school during the 1st term of the year									
Yes	31.0%	43.9%	<0.001	29.9%	49.7%	<0.001	30.5%	46.9%	<0.001
No	69.0%	56.1%		70.1%	50.3%		69.5%	53.1%	

Table 2: Socio-demographic of parents/guardians distributed by HGSMP and WFPSMP stratified by gender of the child

Variables	Boys			Girls			Total		
	HGSMP	WFPSMP	p value	HGSMP	WFPSMP	p value	HGSMP	WFPSMP	p value
Age of parent/guardian in years									
<20	0.6%	1.1%	0.160	0.7%	1.8%	0.047	0.6%	1.4%	0.017
20 - 29	8.6%	12.7%		12.1%	13.5%		10.5%	13.1%	
30 - 39	41.7%	37.3%		39.2%	34.2%		40.4%	35.8%	
40 - 49	29.0%	29.7%		27.4%	30.9%		28.1%	30.3%	
50 - 59	11.7%	11.4%		12.8%	9.8%		12.3%	10.6%	
60 and above	8.5%	7.8%		7.8%	10.0%		8.1%	8.8%	
Gender of parents/guardians respondent									
Male	29.3%	33.7%	0.091	20.2%	27.3%	0.003	24.4%	30.6%	<0.001
Female	70.7%	66.3%		79.8%	72.7%		75.6%	69.4%	
Relationship of parent/guardian to the child									
Father/ Mother	85.9%	84.1%	<0.001	84.2%	79.7%	<0.001	85.0%	82.0%	<0.001
Brother/ Sister	2.4%	6.7%		2.8%	8.4%		2.6%	7.5%	
Uncle/ Aunt	2.6%	2.2%		3.1%	3.1%		2.9%	2.6%	
Grand Father/ Mother	7.9%	3.1%		8.3%	4.5%		8.1%	3.8%	

Guardian	1.2%	4.0%		1.7%	4.3%		1.5%	4.1%	
Main occupation of the parent/guardian									
Too old to work	1.1%	2.7%	<0.001	1.0%	2.5%	<0.001	1.0%	2.6%	<0.001
Student	0.6%	1.6%		0.4%	1.4%		0.4%	1.5%	
Farmer	31.3%	4.7%		33.9%	6.4%		32.7%	5.5%	
Pastoralist	3.7%	14.5%		2.9%	10.5%		3.3%	12.6%	
Salaried Employee	5.4%	3.6%		4.1%	4.7%		4.7%	4.1%	
Casual Labourer	27.2%	12.7%		28.9%	13.7%		28.1%	13.2%	
Self-employed business	12.2%	15.8%		10.9%	11.9%		11.5%	13.9%	
Not currently working	15.5%	19.0%		13.5%	23.0%		14.5%	21.0%	
Other	2.9%	25.4%		4.6%	25.8%		3.8%	25.6%	
Education level of the parent/guardian									
Never attended school	12.1%	74.8%	<0.001	11.7%	71.5%	<0.001	11.9%	73.2%	<0.001
Adult learning centre	0.1%	0.4%		0.2%	0.8%		0.2%	0.6%	
Did not complete primary school	28.7%	6.9%		26.6%	8.6%		27.6%	7.7%	
Completed primary school	30.5%	7.1%		33.4%	7.6%		32.1%	7.3%	
Did not compete secondary	8.5%	1.4%		7.7%	2.3%		8.0%	1.9%	
Completed secondary school	13.3%	6.7%		14.5%	6.6%		13.9%	6.7%	

Completed technical college	5.4%	1.8%		5.0%	1.0%		5.2%	1.4%	
Completed university/graduate school	1.4%	0.9%		0.8%	1.6%		1.1%	1.2%	
Total males in the household									
None	1.0%	0.9%	<0.001	26.3%	8.0%	<0.001	14.6%	4.3%	<0.001
1 to 2	67.8%	41.7%		59.2%	47.7%		63.2%	44.5%	
3 to 4	27.7%	38.4%		12.1%	32.2%		19.3%	35.4%	
5 to 6	3.2%	15.2%		2.2%	8.8%		2.6%	12.1%	
7 and above	0.3%	3.8%		0.2%	3.3%		0.3%	3.6%	
Total females in the household									
None	29.4%	6.2%	<0.001	1.9%	1.0%	<0.001	14.7%	3.7%	<0.001
1 to 2	56.6%	54.3%		67.3%	47.7%		62.3%	51.1%	
3 to 4	12.5%	31.2%		26.8%	39.3%		20.2%	35.1%	
5 to 6	1.4%	7.1%		3.6%	10.4%		2.6%	8.6%	
7 and above	0.1%	1.3%		0.4%	1.8%		0.3%	1.5%	
Child missed a complete day of school during the 1st term of the year									
Yes	47.7%	32.1%	<0.001	49.5%	30.5%	<0.001	48.7%	31.3%	<0.001
No	52.3%	67.9%		50.5%	69.5%		51.3%	68.7%	

Table 3: Socio-demographic of children distributed by WFPSMP and CONTROL stratified by gender of the child

Variables	Boys			Girls			Total		
	WFPSMP	CONTROL	p value	WFPSMP	CONTROL	p value	WFPSMP	CONTROL	p value
Age of child in years									
7 to 8	3.4%	5.6%	<0.001	2.3%	8.4%	<0.001	2.8%	7.1%	<0.001
9 to 10	16.6%	24.1%		17.0%	25.0%		16.8%	24.6%	
11 to 12	23.0%	29.8%		26.5%	32.5%		24.8%	31.2%	
13 to 14	36.2%	29.1%		40.2%	26.4%		38.2%	27.7%	
>14	20.8%	11.4%		14.0%	7.6%		17.4%	9.5%	
Class of the child									
Third	17.3%	17.1%	0.002	17.8%	15.5%	0.033	17.6%	16.3%	<0.001
Fourth	16.0%	15.0%		16.3%	17.1%		16.1%	16.1%	
Fifth	19.0%	16.2%		20.5%	16.7%		19.8%	16.5%	
Sixth	24.0%	17.7%		18.2%	15.4%		21.1%	16.5%	
Seventh	12.4%	17.7%		12.3%	17.8%		12.3%	17.7%	
Eighth	11.2%	16.3%		15.0%	17.5%		13.1%	16.9%	
Time taken to get to school									
<15 minutes	49.3%	24.3%	<0.001	57.0%	21.6%	<0.001	53.2%	22.9%	<0.001

15 to 29 minutes	28.0%	23.3%		24.6%	25.8%		26.3%	24.6%	
30 to 59 minutes	17.5%	37.4%		13.6%	38.9%		15.6%	38.2%	
60 minutes and above	5.1%	15.0%		4.7%	13.7%		4.9%	14.3%	
Mode of travel to school									
On foot	96.4%	99.3%	<0.001	97.9%	98.3%	0.627	97.2%	98.8%	0.003
Bicycle/ Bus/ Motor cycle	3.6%	0.7%		2.1%	1.7%		2.8%	1.2%	
Having brothers and sisters who are old enough to go to school but are NOT currently attending school									
Yes	32.60%	5.10%	<0.001	22.7%	6.1%	<0.001	27.6%	5.6%	<0.001
No	67.40%	94.90%		77.3%	93.9%		72.4%	94.4%	
In the past month the teacher talked to students about hygiene									
Yes	86.1%	86.0%	0.965	86.4%	82.0%	0.036	86.2%	83.9%	0.114
No	13.9%	14.0%		13.6%	18.0%		13.8%	16.1%	
In the past month the teacher talked to students about nutrition									
Yes	62.9%	65.7%	29.80%	63.1%	63.6%	0.859	63.0%	64.6%	0.395
No	37.1%	34.3%		36.9%	36.4%		37.0%	35.4%	

Table 4: Socio-demographic of children distributed by HGSMP and WFPSMP stratified by gender of the child

Variables	Boys			Girls			Total		
	HGSMP	WFPSMP	p value	HGSMP	WFPSMP	p value	HGSMP	WFPSMP	p value
Age of child in years									
7 to 8	3.9%	1.4%	<0.001	6.7%	2.3%	<0.001	5.4%	1.9%	<0.001
9 to 10	20.7%	13.8%		24.3%	15.8%		22.6%	14.8%	
11 to 12	35.0%	28.6%		32.9%	29.1%		33.9%	28.9%	
13 to 14	30.0%	36.1%		30.9%	38.3%		30.5%	37.1%	
>14	10.5%	20.1%		5.1%	14.5%		7.6%	17.4%	
Class of the child									
Third	13.2%	17.4%	<0.001	13.7%	17.4%	<0.001	13.4%	17.4%	<0.001
Fourth	14.4%	20.3%		15.6%	19.9%		15.0%	20.1%	
Fifth	16.5%	21.0%		16.4%	18.9%		16.5%	20.0%	
Sixth	21.5%	20.7%		19.8%	21.1%		20.6%	20.9%	
Seventh	17.3%	12.0%		18.3%	12.7%		17.9%	12.3%	
Eighth	17.1%	8.7%		16.3%	10.0%		16.6%	9.3%	
Time taken to get to school									
<15 minutes	29.3%	49.1%	<0.001	26.8%	50.8%	<0.001	28.0%	49.9%	<0.001
15 to 29 minutes	25.1%	29.2%		26.5%	26.8%		25.8%	28.0%	

30 to 59 minutes	35.5%	18.8%		38.0%	18.6%		36.8%	18.7%	
60 minutes and above	10.1%	2.9%		8.7%	3.9%		9.4%	3.4%	
Mode of travel to school									
On foot	93.8%	98.9%	<0.001	95.2%	97.9%	<0.001	94.5%	98.4%	<0.001
Bicycle/ Bus/ Motor cycle	6.2%	1.1%		4.8%	2.1%		5.5%	1.6%	
Having brothers and sisters who are old enough to go to school but are NOT currently attending school									
Yes	4.2%	23.7%	<0.001	5.7%	23.4%	<0.001	5.0%	23.6%	<0.001
No	95.8%	76.3%		94.3%	76.6%		95.0%	76.4%	
In the past month the teacher talked to students about hygiene									
Yes	86.0%	87.0%	0.619	81.6%	86.3%	0.022	83.6%	86.7%	0.033
No	14.0%	13.0%		18.4%	13.7%		16.4%	13.3%	
In the past month the teacher talked to students about nutrition									
Yes	68.5%	65.0%	0.191	62.4%	63.5%	0.690	65.2%	64.3%	0.619
No	31.5%	35.0%		37.6%	36.5%		34.8%	35.7%	

Annex 9b: Computation of the Propensity Score

All variables whose distribution was significantly different ($p<0.05$) between the study arms (WFPSMP, CONTROL and HGSMP) were used to construct the propensity score. The propensity was constructed using the participation equation, derived from the logit regression with programme participation as a dependent variable coded as follows;

- WFPSMP=1, versus CONTROL=0.
- HGSMP=1, versus WFPSMP=0.

Comparison of indicators measured from learner's data was adjusted for, using the propensity score calculated at each time point. Table 5 shows distribution of propensity score by specific study arm.

Table 5: Distribution of propensity score by WFPSMP, CONTROL and HGSMP study arms

Time Point	Study Arm	n	Mean	SD	Minimum	Maximum	Study Arm	n	Mean	SD	Minimum	Maximum
	WFPSMP	1144	0.7817	0.2519	0.0041	1.0000	HGSMP	1456	0.8481	0.2282	0.0056	0.9997
	CONTROL	1396	0.1789	0.2378	0.0009	0.9826	WFPSMP	1134	0.1950	0.2472	0.0001	0.9907
Baseline	Total	2540	0.4504	0.3868	0.0009	1.0000	Total	2590	0.5622	0.4013	0.0001	0.9997
	WFPSMP	1181	0.7929	0.2290	0.0209	0.9984	HGSMP	1594	0.8483	0.2293	0.0076	0.9999
	CONTROL	1396	0.1752	0.2513	0.0006	0.9916	WFPSMP	1162	0.2081	0.2473	0.0002	0.9976
Midline	Total	2577	0.4583	0.3911	0.0006	0.9984	Total	2756	0.5784	0.3952	0.0002	0.9999
	WFPSMP	1053	0.8213	0.2417	0.0036	0.9999	HGSMP	1556	0.8696	0.2147	0.0100	0.9999
	CONTROL	1489	0.1263	0.2129	0.0001	0.9963	WFPSMP	1064	0.1906	0.2465	0.0001	0.9953
Endline	Total	2542	0.4142	0.4099	0.0001	0.9999	Total	2620	0.5939	0.4041	0.0001	0.9999

Annex 9c: Measuring the effect of WFPSMP on specific parent-child indicators, using Difference-in-Difference (DID) method

Table 6: Model results on effect of WFPSMP on specific parent-child indicators compared to CONTROL

Variables	aOR	95%CI		p value
		Lower	Upper	
Boys				
Highest Level of English literacy	1.18	0.95	1.47	0.142
Highest Level of Kiswahili literacy	1.36	1.09	1.70	0.008

Numeracy score	1.35	1.10	1.66	0.004
Sometimes find it difficult to concentrate in class	1.01	0.77	1.33	0.933
Parents/guardians reported their children ate daily after going to school	3.73	2.65	5.24	<0.001
Acceptable food consumption score (FCS)	1.43	0.98	2.08	0.060
Parents/guardians reported their child had received school meals in the current school year	4.49	0.82	24.67	0.085
Parents/guardians reported their child had received school meals in the week of the survey	3.38	0.37	30.93	0.280
Parents/guardians in target communities who could name at least three benefits of primary education	0.84	0.65	1.09	0.192
Children mentioned three most important hygiene methods	0.68	0.51	0.90	0.007
Children mentioned three most important nutrition efforts	0.88	0.67	1.16	0.380
Girls				
Highest Level of English literacy	0.99	0.75	1.32	0.969
Highest Level of Kiswahili literacy	1.17	0.91	1.50	0.235
Numeracy score	1.32	1.08	1.60	0.006
Sometimes find it difficult to concentrate in class	1.05	0.80	1.38	0.735
Parents/guardians reported their children ate daily after going to school	3.10	2.03	4.73	<0.001
Acceptable food consumption score (FCS)	1.49	1.02	2.17	0.039
Parents/guardians reported their child had received school meals in the current school year	4.18	0.93	18.69	0.062
Parents/guardians reported their child had received school meals in the week of the survey	9.54	1.32	68.68	0.025

Parents/guardians in target communities who could name at least three benefits of primary education	0.79	0.62	1.00	0.046
Children mentioned three most important hygiene methods	0.57	0.43	0.76	<0.001
Children mentioned three most important nutrition efforts	0.91	0.69	1.19	0.483
Total				
Highest Level of English literacy	1.09	0.87	1.36	0.456
Highest Level of Kiswahili literacy	1.28	1.04	1.58	0.022
Numeracy score	1.33	1.13	1.56	0.001
Sometimes find it difficult to concentrate in class	1.03	0.79	1.33	0.829
Parents/guardians reported their children ate daily after going to school	3.49	2.42	5.03	<0.001
Acceptable food consumption score (FCS)	1.52	1.05	2.20	0.025
Parents/guardians reported their child had received school meals in the current school year	6.79	1.52	30.42	0.012
Parents/guardians reported their child had received school meals in the week of the survey	8.20	1.28	52.59	0.027
Parents/guardians in target communities who could name at least three benefits of primary education	0.81	0.66	1.01	0.061
Children mentioned three most important hygiene methods	0.63	0.49	0.80	<0.001
Children mentioned three most important nutrition efforts	0.87	0.68	1.11	0.256

Table 7: Model results on effect of WFPSMP on coping Strategy Index (CSI)

Variables	B	95%CI	p value

		Lower	Upper	
Coping Strategy Index (CSI): Boys	-0.12	-1.79	1.55	0.118
Coping Strategy Index (CSI): Girls	-0.57	-2.17	1.04	0.491
Coping Strategy Index (CSI): Total	-0.32	-1.84	1.20	0.682

Table 8: Model results on effect of WFPSMP on food preparation and storage

Variables	aOR	95%CI		p value
		Lower	Upper	
Percentage of schools in target counties that store food off the ground	1.07	<0.01	739.28	0.985
Percentage of food preparers at target schools who achieve a passing score on a test of safe food preparation and storage	15.66	1.12	218.74	0.044
Sufficient kitchen for preparing pupils food	1.97	0.63	6.15	0.249
Kitchen have fuel efficient stoves in sufficient quantity	947.29	0.11	8023008.23	0.141
Enough utensils	0.35	0.02	6.58	0.488
Storage locked	1.35	0.19	9.55	0.764
Storage ventilated	1.17	0.40	3.44	0.771
Humidity free storage	0.35	0.12	0.98	0.048

Store have weighing scale	0.32	0.00	575.31	0.765

Table 9: Model results on effect of WFPSMP on student enrolment

Variables	β	95%CI		p value
		Lower	Upper	
Mean number of students regularly (80%) attending school: Boys	33.91	9.25	58.57	0.011
Mean number of students regularly (80%) attending school: Girls	25.62	5.27	45.97	0.019
Mean number of students regularly (80%) attending school: Total	59.69	15.69	103.69	0.012
Mean number of students enrolled in schools: Boys	27.30	5.13	49.46	0.020
Mean number of students enrolled in schools: Girls	17.40	-0.18	34.99	0.059
Mean number of students enrolled in schools: Total	44.60	9.02	80.18	0.018
Mean number of students enrolled in schools with high (80%) completion rate: Boy	24.26	-5.26	53.78	0.119
Mean number of students enrolled in schools with high (80%) completion rate: Girls	26.75	6.37	47.12	0.016
Mean number of students enrolled in schools with high (80%) completion rate: Total	51.44	4.18	98.70	0.042

Annex 9d: Measuring sustainability of the indicators after transition to HGSMP, using Difference-in-Difference (DID) method

Table 10: Model results on sustainability of specific parent-child indicators after transition to HGSMP compared to WFPSMP

Variables	aOR	95%CI		p value
		Lower	Upper	
Boys				
Highest Level of English literacy	0.79	0.63	0.99	0.037
Highest Level of Kiswahili literacy	0.68	0.53	0.88	0.003
Numeracy score	0.73	0.58	0.92	0.007
Sometimes find it difficult to concentrate in class	0.96	0.72	1.30	0.814
Parents/guardians reported their children ate daily after going to school	0.41	0.26	0.66	<0.001
Acceptable food consumption score (FCS)	0.48	0.32	0.72	<0.001
Parents/guardians reported their child had received school meals in the current school year	0.05	0.01	0.19	<0.001
Parents/guardians reported their child had received school meals in the week of the survey	0.05	0.01	0.30	0.001
Parents/guardians in target communities who could name at least three benefits of primary education	0.87	0.69	1.10	0.248
Children mentioned three most important hygiene methods	1.21	0.89	1.64	0.218
Children mentioned three most important nutrition efforts	0.84	0.63	1.11	0.223
Girls				
Highest Level of English literacy	0.79	0.65	0.98	0.029
Highest Level of Kiswahili literacy	0.68	0.56	0.82	<0.001

Numeracy score	0.65	0.53	0.80	<0.001
Sometimes find it difficult to concentrate in class	0.93	0.66	1.32	0.699
Parents/guardians reported their children ate daily after going to school	0.44	0.27	0.72	0.001
Acceptable food consumption score (FCS)	0.54	0.37	0.80	0.002
Parents/guardians reported their child had received school meals in the current school year	0.06	0.02	0.21	<0.001
Parents/guardians reported their child had received school meals in the week of the survey	0.13	0.03	0.62	0.011
Parents/guardians in target communities who could name at least three benefits of primary education	0.86	0.67	1.10	0.229
Children mentioned three most important hygiene methods	1.06	0.74	1.51	0.771
Children mentioned three most important nutrition efforts	0.74	0.55	1.01	0.056
Total				
Highest Level of English literacy	0.80	0.66	0.96	0.016
Highest Level of Kiswahili literacy	0.69	0.57	0.84	<0.001
Numeracy score	0.68	0.57	0.82	<0.001
Sometimes find it difficult to concentrate in class	0.96	0.71	1.29	0.762
Parents/guardians reported their children ate daily after going to school	0.42	0.27	0.67	<0.001
Acceptable food consumption score (FCS)	0.49	0.33	0.71	<0.001
Parents/guardians reported their child had received school meals in the current school year	0.07	0.02	0.21	<0.001
Parents/guardians reported their child had received school meals in the week of the survey	0.09	0.02	0.42	0.002

Parents/guardians in target communities who could name at least three benefits of primary education	0.85	0.68	1.06	0.147
Children mentioned three most important hygiene methods	1.14	0.86	1.53	0.364
Children mentioned three most important nutrition efforts	0.80	0.61	1.04	0.096

Table 11: Model results on sustainability of coping Strategy Index (CSI) after transition to HGSMP

Variables	B	95%CI		p value
		Lower	Upper	
Coping Strategy Index (CSI): Boys	-0.93	-2.60	0.74	0.283
Coping Strategy Index (CSI): Girls	-2.11	-3.62	-0.60	0.009
Coping Strategy Index (CSI): Total	-1.56	-3.07	-0.05	0.049

Table 12: Model results on sustainability of food preparation and storage after transition to HGSMP

Variables	aOR	95%CI		p value
		Lower	Upper	
Percentage of schools in target counties that store food off the ground	0.34	0.10	1.20	0.097
Percentage of food preparers at target schools who achieve a passing score on a test of safe food preparation and storage	0.21	0.05	0.79	0.024
Sufficient kitchen for preparing pupils food	0.46	0.18	1.12	0.091
Kitchen have fuel efficient stoves in sufficient quantity	0.52	0.12	2.28	0.391
Enough utensils	0.63	0.01	47.07	0.832
Storage locked	0.15	0.00	2259.11	0.701
Storage ventilated	0.47	0.18	1.24	0.129
Humidity free storage	1.27	0.51	3.14	0.608
Store have weighing scale	1.19	0.15	9.79	0.869

Table 13: Model results on sustainability of student enrolment after transition to HGSMP

Variables	β	95%CI		p value
		Lower	Upper	
Mean number of students regularly (80%) attending school: Boys	-80.86	-138.62	-23.11	0.009
Mean number of students regularly (80%) attending school: Girls	-60.99	-114.44	-7.54	0.031

Mean number of students regularly (80%) attending school: Total	-141.97	-252.48	-31.46	0.016
Mean number of students enrolled in schools: Boys	-61.03	-102.40	-19.67	0.006
Mean number of students enrolled in schools: Girls	-35.71	-55.03	-16.39	0.001
Mean number of students enrolled in schools: Total	-97.47	-151.75	-43.20	0.001
Mean number of students enrolled in schools with high (80%) completion rate	-64.49	-110.38	-18.59	0.010
Mean number of students enrolled in schools with high (80%) completion rate: Girls	-52.65	-95.30	-10.00	0.022
Mean number of students enrolled in schools with high (80%) completion rate: Total	-98.28	-3423.42	3226.86	0.954

Annex 1e: Assessment on the perceived effect of Covid-19 on implementation of the School Meals Programme

Table 14: Most important benefit of the SMP mentioned by children before and during the 2020 Covid-19 schools closure at endline for HGSMP and WFPSMP schools, stratified by gender

Variables	Boy		Girls		Total	
	HGSMP (n=721)	WFPSMP (n=552)	HGSMP (n=835)	WFPSMP (n=512)	HGSMP (n=1556)	WFPSMP (n=1064)
Most important benefit of the SMP before the 2020 Covid-19 school's closure						
More concentration in class	14.4%	26.8%	10.5%	21.7%	12.3%	24.3%
Enough food for the child	17.1%	22.8%	14.6%	24.0%	15.7%	23.4%
Regular attendance to school	5.8%	18.7%	9.9%	20.1%	8.0%	19.4%
Relieved burden to the family	1.2%	11.8%	2.2%	10.9%	1.7%	11.4%
Preventing of school drop out	1.1%	4.0%	0.7%	4.1%	0.9%	4.0%
Preventing involvement in harmful behaviours and activities in search of food	0.0%	1.8%	0.2%	1.2%	0.1%	1.5%
Food for the family	0.3%	1.4%	0.2%	0.4%	0.3%	0.9%
Other	60.1%	12.7%	61.6%	17.6%	60.9%	15.0%
Most important benefit of the SMP for you during the 2020 Covid-19 schools closure						
Relieved burden to the family	0.0%	4.7%	0.0%	4.9%	0.0%	4.8%
Food for the family	0.1%	2.2%	0.0%	2.1%	0.1%	2.2%
Continuation of learning	0.1%	1.1%	0.1%	0.2%	0.1%	0.7%

Preventing involvement in harmful behaviours and activities in search of food	0.0%	0.4%	0.0%	0.0%	0.0%	0.2%
Enough food for the child	0.0%	0.4%	0.0%	1.8%	0.0%	1.0%
Others	0.0%	0.5%	0.0%	0.6%	0.0%	0.6%
None	99.7%	90.8%	99.9%	90.4%	99.8%	90.6%

Table 15a: Method used to continue with studies for the full period and particular effect of Covid-19 on child academic performance

Variables	Boy		Girl		Total	
	WFPSMP	CONTROL	WFPSMP	CONTROL	WFPSMP	CONTROL
Method used to continue with studies for the full period (n=392)						
Home study with support from the parents or relatives	14.0%	43.3%	19.5%	42.5%	16.7%	42.9%
Child self-directed	30.2%	36.2%	36.6%	37.1%	33.3%	36.7%
Small groups study among pupils	20.9%	9.2%	12.2%	12.6%	16.7%	11.0%
Home study with visit from teacher	30.2%	6.4%	26.8%	6.6%	28.6%	6.5%
Via online learning	2.3%	3.5%	0.0%	0.6%	1.2%	1.9%
Listening to Radio lessons	0.0%	1.4%	2.4%	0.6%	1.2%	1.0%
Others	2.3%	0.0%	2.4%	0.0%	2.4%	0.0%
Particular effect of Covid-19 on child academic performance (n1560)						
Child did not get time to catch up with the syllabus	61.5%	74.5%	59.7%	73.5%	60.5%	74.0%
Child lost motivation for school/dropped out	10.4%	3.9%	17.3%	1.6%	14.0%	2.8%
Child caught up in age	13.6%	4.8%	12.1%	6.9%	12.8%	5.8%
Child got time for personal studies	5.0%	5.4%	5.5%	5.9%	5.3%	5.7%
Child got time to catch up with syllabus	2.2%	8.1%	0.9%	8.0%	1.5%	8.0%
Child got into bad behaviour that has affected the schooling	4.4%	1.7%	3.5%	2.3%	3.9%	2.0%

Child got time to do other beneficial activities/learning new skills	2.5%	1.3%	0.6%	1.8%	1.5%	1.6%
Child got pregnant	0.3%	0.2%	0.6%	0.0%	0.5%	0.1%

Table 15b: Method used to continue with studies for the full period and particular effect of Covid-19 on child academic performance

Variable	Boy		Girls		Total	
	HGSMP	WFPSMP	HGSMP	WFPSMP	HGSMP	WFPSMP
Method used to continue with studies for the full period (n=561)						
Child self-directed	43.3%	36.2%	47.1%	38.3%	45.4%	37.2%
Home study with support from the parents or relatives	38.1%	20.3%	32.8%	23.3%	35.2%	21.7%
Home study with visit from teacher	5.2%	31.9%	2.9%	31.7%	3.9%	31.8%
Listening to Radio lessons	2.1%	0.0%	1.3%	0.0%	1.6%	0.0%
Others	2.6%	1.4%	1.7%	1.7%	2.1%	1.6%
Small groups study among pupils	6.2%	7.2%	11.3%	3.3%	9.0%	5.4%
Via online learning	2.6%	2.9%	2.9%	1.7%	2.8%	2.3%
Particular effect of Covid-19 on child academic performance (n=1603)						
Child did not get time to catch up with the syllabus	65.8%	57.9%	71.9%	56.7%	69.0%	57.3%
Child lost motivation for school/dropped out	4.7%	14.1%	2.6%	17.3%	3.6%	15.6%
Child caught up in age	6.0%	13.5%	3.2%	12.7%	4.6%	13.1%
Child got time for personal studies	8.1%	5.9%	6.1%	6.0%	7.1%	5.9%
Child got time to do other beneficial activities/learning new skills	6.6%	4.1%	5.5%	2.3%	6.0%	3.3%
Child got into bad behaviour that has affected the schooling	0.6%	3.2%	1.4%	2.7%	1.0%	3.0%

Child got time to catch up with syllabus	8.1%	1.2%	9.3%	2.0%	8.7%	1.6%
Child got pregnant	0.0%	0.0%	0.0%	0.3%	0.0%	0.2%

Annex 1f: Assessment of the perceived effect of transition on implementation of the School Meals Programme

Table 16: Contribution and challenges to implementation of School Meals Programme after transition to HGSMP compared to WFPSMP

Variables	Boys		Girls		Total	
	HGSMP	WFPSMP	HGSMP	WFPSMP	HGSMP	WFPSMP
Contribution to SMP before and after the transition of SMP to HGSMP						
Contribute more to the SMP than before	16.8%	9.1%	14.3%	8.2%	15.4%	8.6%
Contribution has remained the same	12.2%	24.5%	13.3%	23.4%	12.8%	24.0%
Contribute less to the SMP than before	8.0%	7.2%	9.1%	8.2%	8.6%	7.7%
I cannot tell	63.0%	59.2%	63.4%	60.2%	63.2%	59.7%
Contribution of parents/guardians before the SMP transition						
Money	18.7%	5.3%	14.0%	5.5%	16.2%	5.4%
Food	30.0%	19.7%	29.0%	18.6%	29.4%	19.2%
Other non-food items (water, firewood)	28.7%	19.7%	26.8%	18.2%	27.7%	19.0%
Labour (Transportation, loading off-loading, cooking)	3.3%	2.2%	1.9%	2.3%	2.6%	2.3%
Participation in the school committee	1.2%	1.8%	2.6%	2.1%	2.0%	2.0%
Others	18.9%	4.0%	15.9%	6.3%	17.3%	5.1%
Nothing	36.9%	71.4%	44.4%	70.1%	40.9%	70.8%
Contribution of parents/guardians after the SMP transition						
Money	20.0%	7.4%	16.0%	6.6%	17.9%	7.0%

Variables	Boys		Girls		Total	
	HGSMP	WFPSMP	HGSMP	WFPSMP	HGSMP	WFPSMP
Food	16.4%	19.2%	14.4%	19.9%	15.3%	19.5%
Other non-food items (water, firewood)	11.5%	18.8%	11.4%	18.9%	11.4%	18.9%
Labour (Transportation, loading off-loading, cooking)	2.1%	2.9%	1.3%	1.8%	1.7%	2.3%
Participation in the school committee	0.7%	1.1%	1.1%	1.8%	0.9%	1.4%
Others	19.1%	3.4%	16.4%	4.9%	17.7%	4.1%
Nothing	48.3%	73.9%	55.9%	72.3%	52.4%	73.1%
The biggest challenge to the SMP before 2018						
Delays in delivery of food to schools	7.8%	14.5%	7.2%	15.0%	7.5%	14.8%
Insufficient quantity of food delivered to schools	9.2%	14.9%	9.7%	11.3%	9.4%	13.2%
Limited variety of food	5.5%	26.1%	7.1%	23.2%	6.4%	24.7%
Poor quality of the food	1.1%	14.9%	2.2%	11.5%	1.7%	13.3%
Non consideration of the non-pupil population to the SMP.	1.1%	5.6%	1.8%	5.7%	1.5%	5.6%
Transportation	1.8%	6.3%	1.4%	5.3%	1.6%	5.8%
Access to inputs needed for preparation and of school meals (water/firewood)	2.6%	10.3%	3.4%	7.8%	3.0%	9.1%
Access to accessories (cooking utensils/dishes spoons)	0.7%	4.5%	1.9%	4.1%	1.3%	4.3%
Limited infrastructure (kitchen stores/pallets/ warehouse)	3.6%	6.7%	5.6%	6.8%	4.7%	6.8%

Variables	Boys		Girls		Total	
	HGSMP	WFPSMP	HGSMP	WFPSMP	HGSMP	WFPSMP
Theft or loss of food	1.1%	0.7%	1.4%	1.2%	1.3%	0.9%
Commitment by parents and community	4.9%	4.9%	4.1%	5.1%	4.4%	5.0%
Monitoring by the government officials	1.4%	0.5%	1.8%	0.4%	1.6%	0.5%
Others	71.2%	42.6%	69.6%	45.9%	70.3%	44.2%
The biggest challenge to the SMP after 2018						
Delays in availing of the food items to schools	9.0%	29.9%	6.9%	25.6%	7.9%	27.8%
Less quantity of the food items to schools	6.2%	21.7%	8.5%	22.5%	7.5%	22.1%
Limited variety of food items for the pupils	2.4%	22.3%	2.2%	20.1%	2.2%	21.2%
Poor quality of the food items to the SMP	1.1%	7.8%	1.8%	8.4%	1.5%	8.1%
Non consideration of the non-pupil population to the SMP.	0.0%	5.8%	0.1%	7.4%	0.1%	6.6%
Transportation challenges	0.1%	9.2%	0.1%	8.4%	0.1%	8.8%
Challenges of accessing other NFI to support the school meals programme (water/firewood)	0.0%	8.3%	0.5%	7.0%	0.3%	7.7%
Limited access to SMP accessories (cooking utensils/dishes spoons)	0.0%	3.1%	0.0%	1.4%	0.0%	2.3%
Limited SMP support infrastructure (kitchen stores/Pallets)	0.0%	2.0%	0.4%	3.3%	0.2%	2.6%
Theft or loss of food/misappropriations	0.1%	0.7%	0.1%	0.6%	0.1%	0.7%
Less commitment of parent and community contribution to the SMP.	3.9%	3.4%	2.8%	3.3%	3.3%	3.4%

Variables	Boys		Girls		Total	
	HGSMP	WFPSMP	HGSMP	WFPSMP	HGSMP	WFPSMP
Non frequent monitoring of the SMP by the government officials	2.5%	1.4%	2.2%	1.2%	2.3%	1.3%
Others	17.6%	24.8%	14.3%	25.8%	15.8%	25.3%

Annex 1g: Measuring sustainability of the indicators after transition to HGSMP, using Difference-in-Difference (DID) method

Table 17: Model results on sustainability of specific parent-child indicators after transition to HGSMP compared to WFPSMP stratified by mode of support

Variables	aOR	95%CI		p value
		Lower	Upper	
Cash				
Highest Level of English literacy	1.22	0.86	1.72	0.261
Highest Level of Kiswahili literacy	1.35	0.91	1.99	0.136
Numeracy score	1.06	0.76	1.49	0.733
Sometimes find it difficult to concentrate in class	0.49	0.26	0.92	0.028
Parents/guardians reported their children ate daily before going to school	0.36	0.19	0.69	0.002
Parents/guardians reported their children ate daily after going to school	0.17	0.06	0.46	0.001
Acceptable food consumption score (FCS)	0.15	0.07	0.34	<0.001
Parents/guardians reported their child had received school meals in the current school year	0.02	<0.01	0.12	<0.001
Parents/guardians reported their child had received school meals in the week of the survey	0.09	0.01	0.76	0.027
Parents/guardians in target communities who could name at least three benefits of primary education	0.90	0.58	1.40	0.655
Children mentioned three most important hygiene methods	1.34	0.72	2.49	0.361
Children mentioned three most important nutrition efforts	0.33	0.13	0.84	0.020
Commodities				
Highest Level of English literacy	0.79	0.55	1.13	0.197

Highest Level of Kiswahili literacy	0.63	0.44	0.90	0.011
Numeracy score	0.66	0.48	0.92	0.013
Sometimes find it difficult to concentrate in class	1.08	0.72	1.63	0.705
Parents/guardians reported their children ate daily before going to school	1.36	0.75	2.46	0.314
Parents/guardians reported their children ate daily after going to school	0.60	0.27	1.35	0.215
Acceptable food consumption score (FCS)	1.24	0.51	3.00	0.635
Parents/guardians reported their child had received school meals in the current school year	0.33	0.04	2.48	0.280
Parents/guardians reported their child had received school meals in the week of the survey	0.29	0.02	5.29	0.405
Parents/guardians in target communities who could name at least three benefits of primary education	1.25	0.85	1.83	0.264
Children mentioned three most important hygiene methods	1.29	0.77	2.17	0.335
Children mentioned three most important nutrition efforts	1.65	0.88	3.13	0.121

Table 18: Model results on sustainability of specific indicators after transition to HGSMP compared to WFPSMP stratified by mode of support

Variables	β	95%CI		p value
		Lower	Upper	
Coping Strategy Index (CSI): Cash	0.50	0.01	17.16	0.706
Coping Strategy Index (CSI): Commodities	0.10	0.01	1.57	0.116
Mean number of students enrolled in schools: Cash	-84.68	-147.33	-22.04	0.016

Mean number of students enrolled in schools: Commodities	-77.58	-2263.31	2108.15	0.945

Table 19: Model results on sustainability of specific indicators after transition to HGSMP compared to WFPSMP stratified by mode of support

Variables	aOR	95%CI		p value
		Lower	Upper	
Cash				
Percentage of schools in target counties that store food off the ground	ND	N/A	N/A	N/A
Percentage of food preparers at target schools who achieve a passing score on a test of safe food preparation and storage	0.12	<0.01	8.28	0.341
Sufficient kitchen for preparing pupils food	0.20	0.02	1.69	0.155
Kitchen have fuel efficient stoves in sufficient quantity	0.09	<0.01	2.97	0.193
Enough utensils	1.88	0.04	80.61	0.745
Storage locked	ND	N/A	N/A	N/A
Storage ventilated	4.75	0.03	743.64	0.553
Humidity free storage	6.00	0.35	103.99	0.233
Store have weighing scale	0.84	0.07	9.98	0.891
Commodities				
Percentage of schools in target counties that store food off the ground	ND	N/A	N/A	N/A

Percentage of food preparers at target schools who achieve a passing score on a test of safe food preparation and storage	0.66	0.06	6.92	0.729
Sufficient kitchen for preparing pupils food	0.42	0.05	3.50	0.427
Kitchen have fuel efficient stoves in sufficient quantity	9.37	0.24	362.64	0.238
Enough utensils	ND	N/A	N/A	N/A
Storage locked	ND	N/A	N/A	N/A
Storage ventilated	ND	N/A	N/A	N/A
Humidity free storage	ND	N/A	N/A	N/A
Store have weighing scale	ND	N/A	N/A	N/A

Annex 10 – Summary of direction of change in indicators

Table 10a: Direction of change (in significance) of indicators in WFPSMP schools compared to CONTROL and HGSMP schools stratified by gender of learners

Indicator	WFPSMP vs CONTROL			WFPSMP vs HGSMP		
	Boys	Girls	Total	Boys	Girls	Total
Highest Level of English literacy	➖	➖	➖	⬆	⬆	⬆
Highest Level of Kiswahili literacy	⬆	➖	⬆	⬆	⬆	⬆
Numeracy score	⬆	⬆	⬆	⬆	⬆	⬆
Sometimes find it difficult to concentrate in class	➖	➖	➖	➖	➖	➖
Parents/guardians reported their children ate daily before going to school	➖	➖	➖	➖	➖	➖
Parents/guardians reported their children ate daily after going to school	⬆	⬆	⬆	⬆	⬆	⬆
Acceptable food consumption score (FCS)	➖	⬆	⬆	⬆	⬆	⬆
Coping Strategy Index (CSI)	➖	➖	➖	➖	⬆	⬆
Parents/guardians reported their child had received school meals in the current school year	➖	➖	⬆	⬆	⬆	⬆
Parents/guardians reported their child had received school meals in the week of the survey	➖	⬆	⬆	⬆	⬆	⬆

Mean number of students regularly (80%) attending school						
Parents/guardians in target communities who could name at least three benefits of primary education						
Children mentioned three most important hygiene methods						
Children mentioned three most important nutrition efforts						
Mean number of students enrolled in schools						

 Negative Not significant  Positive

Table 10b: Direction of change (in significance) of indicators in WFPSMP schools compared to HGSMP schools stratified by mode of support

Indicator	WFPSMP vs HGSMP	
	Cash transfer	Commodities
Highest Level of English literacy	➖	➖
Highest Level of Kiswahili literacy	➖	⬆
Numeracy score	➖	⬆
Sometimes find it difficult to concentrate in class	⬆	➖
Parents/guardians reported their children ate daily before going to school	⬆	➖
Parents/guardians reported their children ate daily after going to school	⬆	➖
Acceptable food consumption score (FCS)	⬆	➖
Coping Strategy Index (CSI)	➖	➖
Parents/guardians reported their child had received school meals in the current school year	⬆	➖
Parents/guardians reported their child had received school meals in the week of the survey	⬆	➖
Mean number of students regularly (80%) attending school	⬆	➖
Parents/guardians in target communities who could name at least three benefits of primary education	➖	➖

Children mentioned three most important hygiene methods		
Children mentioned three most important nutrition efforts		
Mean number of students enrolled in schools		

 Negative  Not significant  Positive

Table 10c: Direction of change (in significance) of indicators in WFPSMP schools compared to CONTROL and HGSMP schools

Indicator	WFPSMP vs CONTROL	WFPSMP vs HGSMP
Percentage of schools in target counties that store food off the ground	▬	▬
Percentage of food preparers at target schools who achieve a passing score on a test of safe food preparation and storage	↑	↑
Sufficient kitchen for preparing pupils food	▬	▬
Kitchen have fuel efficient stoves in sufficient quantity	▬	▬
Enough utensils	▬	▬
Storage locked	▬	▬
Storage ventilated	▬	▬
Humidity free storage	↓	▬
Store have weighing scale	▬	▬

↓ Negative ▬ Not significant ↑ Positive

Table 10d: Direction of change (in significance) of indicators in WFPSMP schools compared HGSMP schools stratified by mode of support

Indicator	WFPSMP vs HGSMP	
	Cash transfer	Commodities
Percentage of schools in target counties that store food off the ground	🟰	🟰
Percentage of food preparers at target schools who achieve a passing score on a test of safe food preparation and storage	🟰	🟰
Sufficient kitchen for preparing pupils food	🟰	🟰
Kitchen have fuel efficient stoves in sufficient quantity	🟰	🟰
Enough utensils	🟰	🟰
Storage locked	🟰	🟰
Storage ventilated	🟰	🟰
Humidity free storage	🟰	🟰
Store have weighing scale	🟰	🟰

⬇ Negative 🟰 Not significant ⬆ Positive

Annex 11 – Overview of activities and progress against MGD activity areas at endline

1. At the school-level, the MGD SMP has covered a range of activities over the six years of implementation. The summary below reflects activities that took place since the transition period, as the midline report covers activities prior to this period. This is based on analysis of reporting and includes:

2. **Activity 1 - Provision of school meals.** In the first phase, WFP shared the responsibility for the commodity delivery with the MoE, with WFP managing the pipeline and ensuring delivery to central warehouses and the MoE transporting commodities at sub-county level and to schools.[102] In the second phase, this responsibility was handed over to the MoE, and schools were either provided with cash to purchase food locally, or with in-kind food. Kenya joined the global school meals coalition and signed the declaration of commitment in July 2021. The school meals coalition aims at ensuring recovery from the negative effects of the COVID-19 pandemic by ensuring that by 2030 every child has an opportunity to receive a healthy and nutritious meal in school

3. With a budget of Ksh1.86 billion (USD 18 million), the GoK provided hot midday meals to about 1.5 million learners from schools in 26 arid and semi-arid counties and mid-morning Corn Soya Blend (CSB) porridge to pre-school and grade 1 to 3 learners. Compared to a target of 111 million school meals, WFP data shows only 122 million meals provided, 9% above target. This is despite total quantity of commodities provided being 20% below target.

4. School meals are very much appreciated by schools and are regarded as critical. However some schools encountered delays in the receipt of food commodities, which sometimes did not arrive together (rice, beans, oil and salt) but in different deliveries, which is clearly less effective for school feeding, as well as representing poorer efficiency.

5. Other activities were implemented though it is not clear from which budget line:

- history of the school meals programme in Kenya
- joined the global school meals coalition and signed the declaration of commitment in July 2021 of measures to cope with COVID 19
- As part of South-South cooperation, WFP Kenya country office together with WFP regional bureau for East Africa organized a consultative workshop that discussed the Kenya School Health and Nutrition status.

6. **Activity 2 - Building capacity of national and county level actors** to manage school feeding programmes. This has included various studies, training exercises, support to policy development and mentoring. Targets do not appear to have been set. Hence, the team cannot report on the achievements of WFP.

7. The joint WFP and MOE annual workplan outlines capacity building activities for both National and County governments. The activities are based on a needs assessment which is conducted jointly between WFP and MOE.

8. In 2018, training of regional, country and sub-country directors (55 persons in total) took place. In 2019 the accent was on finalization of the Capacity Needs Assessment (CNA), a SABER exercise, and the review of the MOE/WFP Joint Annual Work Plan (2019/2020) and strengthening county governments regulatory frameworks to ensure sustainability and that their feeding programmes were shielded against political changes and government re-prioritizations. In the last quarter of 2019, WFP supported Baringo, Marsabit and Turkana county governments to formulate their Early Childhood Development Education (ECDE) feeding policies and implementation guideline. In 2021, following a year without training due to Covid 19 restrictions, various training sessions were organized. This

[102] In this phase school meals consisted of a hot lunch with food from MGD funds which was planned to be served for 120 out of the 190 school days, comprising 150 grams of bulgur wheat, 40 grams of green split peas, 5 grams of vegetable oil (fortified with vitamin A and D), and 3 grams of iodized salt – procured separately by WFP.

included for a total of 331 (119 female, 212 male) School Meals Programme managers from 113 primary schools; 335 people (comprising of 124 females and 211 males) from ECDE centres on hygiene promotion, Water Sanitation and Hygiene (WASH), supply chain and stocks management, nutrition, meals preparation and monitoring and reporting. It has also included support to county drafting of ECDE policies with participation by 334 people (comprising of 127 female and 207 males) in various workshops. in 2022, WFP trained 666 persons (.....males and ..... females). In addition, as part of capacity strengthening and for the full period since 2018, WFP has fielded full-time technical staff in the MoE on secondment to provide day to day coaching and support.

9. Following the successful handover of the implementation of the School Meals Programme (SMP) to the Government in June 2018, WFP has continued to strengthen the capacity of SMP managers for effective management of the Home-Grown School Meals Programme through training workshops. In collaboration with MOE, Teachers Service Commission (TSC) and Ministry of Health (MOH), WFP trained County and Sub-County officers and school level managers (from Mbeere North and Mbeere South Sub counties) in Embu County on the implementation of SMP. At the school level, the training targeted the school head teacher, the school meals programme teacher, and the chair of the school board of management from the targeted public primary schools in the County. The three school level managers are the most critical in the implementation of the meals programme.

10. The training covered various topics including food procurement procedures, food supply chain management, safe food preparation, data management and reporting. Training on supply chain management aimed to address the recommendations of the MOE SMP supply chain assessment undertaken at the request of MOE late last year. The training sessions reached a total of 331 (119 female, 212 male) School Meals Programme managers from 113 primary schools. To adhere to COVID-19 guidelines, especially the need to limit the number of participants per session to allow social distancing, the training period was extended by one week which led to an increase in cost of the activity.

11. WFP and Marsabit County ECDE Department trained ECDE teachers and board of management chairpersons on the effective management of ECDE meals programmes. The training modules included hygiene promotion, WASH, supply chain and stocks management, nutrition, meals preparation and monitoring and reporting. A total of 335 people comprising of 124 females and 211 males drawn from various ECDE centres were trained.

12. During the reporting period, WFP continued to support county governments to formulate ECDE feeding policies, implementation guidelines and drafting of ECDE feeding bills. A total of 334 people comprising of 127 female and 207 males from Wajir, Baringo, Mandera, Marsabit and Isiolo counties participated in the workshops. Formulation of ECDE policies and implementation guidelines are currently at different stages. ECDE policy and implementation guidelines have been completed in Baringo, Mandera, Turkana, and Wajir counties and are awaiting approval by the county executive for operationalization. Draft policies have been developed in Marsabit, Garissa and Isiolo counties and are slotted for validation by end of the year.

13. WFP and MOE facilitated the launch of Embu and Tharaka Nithi county school meals coordination committees, bringing the total number of established county-level committees to 13 (others already established are Baringo, Marsabit, Isiolo, Samburu, West Pokot, Garissa, Mandera, Wajir, Tana River, Kilifi and Taita Taveta). The committees coordinate school meals functions in the respective counties. The school meals and nutrition strategy document was disseminated during the launch of the coordination committees.

14. WFP facilitated the printing of 2,000 copies of the school meals and nutrition strategy document and 2,500 copies of the SMP food safety and quality guidelines. The strategy and guidelines are disseminated during organised trainings and workshops.

15. Nutrition content was integrated in all the trainings and workshops that were undertaken in Baringo, West Pokot, Turkana, Wajir and Mandera during the reporting period.

16. Training was also undertaken in Baringo and West Pokot counties targeting Head Teachers, SMP teachers and BOM chairs (770 participants,120F). Training also undertaken on Management of ECDE meals for ECDE centre managers from Turkana (199 participants, 81F), Wajir (812 participants, 165F) and Mandera (964 participants, 134F), thus a total of 500 female and 2245 male. It was notable in the training in February 2022 that 90% of the SMP managers reported that they had not been trained on HGSMP management. Hence, the training sessions proved very useful.

1. The trained Clerks with support from SC will be able to cascade the training to the Sub County warehouse teams to improve on commodity handling and management at all Sub County warehouses.

2. On Supply Chain Management, training was provided in Mombasa at the end of March 2022. The training was attended by SMP Coordinators and clerks with designated roles in supply chain distribution/transport

planning, warehouse operations, commodity management, accounting for receipts & dispatches, storage, food safety and quality and reporting. A total of 15 participants attended the workshop. They comprised of 11 (5M & 6F) from MOE and 4 (2M & 2F) from WFP (1 from SO3 and 3 from Supply Chain Unit). This included a useful visit to warehousing in Mombasa.

3. Some of the BTOR raised many issues for follow-up action such as child protection, water supply and storage issues, as well as payment of participants. It is unclear who was tasked with action, or what was the level of follow-up.

17. **Activity 3 - Raising awareness on the importance of education.** This activity appears to have received less attention as the 2018-2020 reports mentioned no progress except integration of selected messaging on education in WFP trainings. In 2021 this included school level managers' training that took place in Embu reaching a total of 342 participants that comprised of 106 parents' representatives, 225 teachers and 11 county officers. Nevertheless, discussions in all counties with parents, Boards of Management and pupils underlined the importance of education.

18. The June 2020 addendum to the McGovern Dole agreement indicated that "WFP will work with the Ministry of Education (MOE), education partners, and county governments in seven arid counties (Baringo, Garissa, Mandera, Marsabit, Turkana, Wajir and West Pokot) to raise awareness of the importance of education. WFP will collaborate with the United Nations International Children's Emergency Fund (UNICEF) and the United Nations Educational, Scientific and Cultural Organization (UNESCO) through the United Nations Development Assistance Programme (UNDAF), and Tusome, a USAID-funded early grade literacy program, on such areas as classroom instruction, child-friendly schools initiative, joint review missions, school data management, and policy dialogue with the MOE for better education awareness outcomes. WFP will participate in coordination efforts at national and county level meetings, and attend UNDAF education sector meetings, to ensure that priorities set in such meetings align with this project's objectives. Additionally, WFP will use local radio spots to reach communities in remote areas where road transport is challenging. The previously established beneficiary complaints and feedback mechanism (telephone hotline) and other media, including posters, fliers, leaflets, and community meetings, will also be used to raise awareness. WFP will support MOE to establish a telephone hotline to enable stakeholders to provide direct feedback to the Ministry."

19. WFP raised awareness on the importance of education through the school level managers' training that took place in Embu reaching a total of 342 participants that comprised of 106 parents' representatives, 225 teachers and 11 county officers.

20. WFP attended education and training coordination meetings as a member of the United Nations Development Assistance Framework (UNDAF) where other UN agencies are also members. During the reporting period a joint UN/GOK annual work plan was prepared and a joint UN/GOK mid-year review meeting was held.

21. **Activity 4 - Build or Rehabilitate Kitchens, Storage and Sanitation Facilities in Schools**. This has focussed on the building of model kitchens in selected schools. The kitchens have a cooking area with an energy-efficient cooking stove, hand-wash station, food store with separate areas for day and long-term storage, a separate cooking fuel area, utensils/utility space. Other features include a high roof for passive ventilation and cooling, roof gutters to harvest rainwater into a 10,000 litre storage tank. A total of 20 kitchens have been built with USDA funding, and WFP continues to support monitoring of the kitchens. In 2021, WFP managed to mobilize additional funding for food storage from Japan Table-for-Two, for 16 schools with either new kitchen schools or rehabilitation of dilapidated ones. This activity appears to have been conducted effectively.

22. Following completion and handover of 20 model kitchens in six counties with USDA funding, WFP continues to monitor utilization of the facilities and to explore avenues to attract additional funding to construct and renovate kitchens and/or stores in needy schools in the country. In Wajir County, USDA funding has enabled WFP to attract additional funding for food storage. With funding from Japan Table-for-Two, WFP is supporting 16 schools with either new kitchen schools or rehabilitation of dilapidated ones in four counties (Homa Bay, Kisumu, Kitui, and Tana River). Four schools are getting new kitchens while the other 12 will benefit from rehabilitation of kitchen stores. Additionally, all benefitting schools receive an assortment of equipment, including moisture meters, weighing scales, pallets, tarpaulins, plastic silos, and hermetic bags. Schools BOMs are also trained on post-harvest management to reduce food loss and stock management.

23. **Activity 5 - Conducting awareness campaigns and trainings on nutrition and hygiene** through training of farmer organizations and country public health officers (47 plus 74 participants respectively in 2019) on food quality and safety and donations of kits to check food quality. The 2020 training activities were postponed due to Covid-19 measures and in 2021 the focus has been on including modules on nutrition and hygiene in other training organized

by WFP, such as under Activity 2. The National School Health Policy (NSHP) documents were disseminated during the trainings reaching a total of 342 participants.

24. Nutrition and Hygiene elements were integrated in all trainings and workshops that took place during the reporting period. This includes the school level managers' training that took place in Embu county and food handlers' training that took place in Marsabit. The National School Health Policy (NSHP) documents were disseminated during the trainings reaching a total of 342 participants.

25. **Activity 6 - Empower the Community to Manage School Feeding Programs.** This activity covered a total of 800 participants drawn from both national and county governments which attended various workshops facilitated by MOE and WFP. Training on management of feeding programmes benefited a total of 608 school managers (271 females and 337 males) in Marsabit and Turkana Counties while policy formulation workshops were attended by a total of 192 (50 females and 142 males) participants. WFP continued to support MOE at the national level by seconding a school meals programme advisor to work closely with the government. In collaboration with MOE and MOH, WFP trained county level officers from Embu effective management of the school meals programme. The participants included the county and sub county education officers, curriculum support officers, county nutrition coordinators and public health officers. The county level officers are expected to monitor the implementation of the school meals programme which includes the food procurement process, link schools to small holder farmers by informing schools when funds are disbursed by the National government, monitor food quality and hygiene and sanitation around schools and conduct nutrition education during national events. At the school level, school managers were trained on effective management of the school meals programme including a package on the importance of strengthening stakeholder participation.

26. **Activity 7 - Promote Food Safety and Quality.** The planned training of cooks under this activity could not take place in 2020 due to Covid-19**.** In 2021, a safe food preparation and handling training was conducted in selected counties. A safe food preparation and handling training was conducted in Marsabit county in June for seven schools which trained 8 food handlers (1M, 7 F). Similar training had been conducted for schools in the area in February but the seven counties could not be reached due to insecurity. The training included a package on handling and preparation of CSB porridge which is part of WFP's support to MOE on the rollout of inclusion of CSB in the school meals basket. Each food handler was issued with two pairs of cook's gear (a dust coat branded with hygiene and nutrition messages and a head gear).

27. WFP disseminated the SMP Food Safety and Quality guidelines to the 342 training participants who attended the school meals programme managers' training in Embu. Food safety and quality content was integrated in the training and 150 copies of the SMP food safety and quality guidelines distributed.

28. **Activity 8 - Conduct programme implementation monitoring** – this has included - together with the MoE - monitoring visits that have taken place to schools to support the county and sub-county governments and verify implementation of activities. It has also included conducting an end-to-end supply chain compliance assessment of the SMP to assess if the food procured by MoE reached intended beneficiaries in targeted primary schools at the right time, in the right quality and quantity as planned by MoE.[103] In 2021, WFP supported digitalization of the Home-Grown School Meals Programme processes and reporting. The digitalized system supports and builds on the national monitoring and evaluation systems including the National Education Management Information System (NEMIS) and includes a mobile App, and preparations for piloting and roll out of the system. More broadly there has also been exchange of experience on school feeding with countries in the region and further abroad with WFP facilitating receiving delegations which have sought to learn lesson from the hand-over process.[104] In 2021, WFP also supported the documentation of a history of the school meals programme in Kenya from inception in 1980 to 2021. In Wajir, WFP facilitated a bench making visit by county officials to Turkana County, where the model M&E system has been implemented.

29. An Annual Outcome Monitoring of the entire Strategic Outcome 3, Activity 5 of which school meals is one of the workstreams was conducted by TANGO International with Nathe Enterprise, Ltd as part of the overall WFP CSP monitoring strategy. The evaluation noted excellent achievements under the school meals programme, at both national and county levels.

[103] WFP (2021). National School Meals Supply Chain Compliance Assessment.

[104] Information obtained through review of MGD semi-annual reports.

30. WFP supported digitalization of the Home-Grown School Meals Programme processes and reporting. The digitalized system supports and builds on the national monitoring and evaluation systems including the National Education Management Information System (NEMIS). Besides addressing the recommendations of the 2019 MOE SMP Supply Chain Assessment, the digitalization aims to enhance transparency, accountability, and timely reporting of the MOE food programme processes, which is one of the commitments and objectives of the National School Meals and Nutrition Strategy (2017-2022). The programming phase, including a mobile App, were completed during the reporting period and preparations for piloting and roll out of the system started.

Annex 12. Mapping of findings and Conclusions and Recommendations

1. The table below maps findings, conclusions, and recommendations from this evaluation in the standard WFP format.

Table 17 - Mapping of findings, conclusions and recommendations at endline

Recommendation	Conclusions	Findings
Recommendation 1: Produce a summary version of the MGD evaluation key findings for awareness raising and advocacy purposes, and supplement this with a charter of commitments needed from different stakeholders for successful stakeholders	**Conclusion 2:** School meals by WFP contributed to a statistically significant improvement in literacy as well as in numeracy of learners. The evidence from this study provides a strong basis for the GoK and WFP as well as partners to continue to prioritize school feeding as an essential approach for achieving basic education and promoting school health and nutrition. **Conclusion 10:** Stratified analysis revealed that WFPSMP contributed significant improvement in the majority of indicators under the cash transfer model compared to significant results in only one outcome under commodities model. Roll-out of cash based school feeding appears desirable and will likely be more effective, but needs to be accompanied by strong efforts to simplify processes and procedures, improve planning and communication, support local structures, and strengthen food systems.	Finding 31 - Embedded technical assistance, targeted studies/analysis, and support to government monitoring have been a key to the transition process. Finding 8 - Over the evaluation period, both boys and girls in WFPSMP schools consistently scored statistically significant higher literacy (English and Kiswahili) and numeracy results compared to HGSMP schools and control schools. Finding 9 - Parents reported significant reduced short-term hunger and scored significantly higher on Food Consumption Scores and on reduced Coping Strategies compared to the two other sets of schools Finding 10 - Significant differences were also in evidence on enrolment and completion in favour of WFPSMP schools, compared to the other schools. Finding 11 – There was a significant improvement in the majority of indicators under the cash transfer model compared to significant results in only one outcome under commodities model.
Recommendation 2: Under the next CSP actively facilitate south-south cooperation on school feeding as a	**Conclusion 5:** With MGD funds, and after the transition in 2018, WFP has continued to provide (and in many cases significantly	Finding 13 - The MGD programme reached out to more individuals and county-level officials than targeted. Delivery and quality of training was appreciated by most informants. While targets were exceeded in some

Recommendation	Conclusions	Findings
means to share the experience from Kenya with other countries and as a key way to help the Kenyan government in strengthening areas of school feeding that remain weak by learning and getting inputs from other countries.	exceeded the targets for) training to cooks and other staff at county and school level. The effects of these efforts are in evidence in survey results showing that food preparers knowledge on food safety (in handling and preparation) is significantly stronger in WFPSMP schools and suggests that the transition process and continued support to the GoK for capacity strengthening has been broadly effective.	cases there were some significant gender imbalances in some areas of training. Finding 14 - Nutrition content was well integrated in all the trainings and workshops. Covid-19 affected implementation of some activities. Finding 15 - The policy and institutional environment has improved with the approval of the National School Health, Nutrition and Meals Programme Strategy and sustained support at policy level. Finding 16 - The value of government funding (allocated budget) has increased from 623 million to 1.6 bn KES in the preceding period. Finding 29 - The policy framework has been strengthened through the approval and launching of Kenya's first National Meals and Nutrition Strategy in May 2018. In 2022, the MoE developed its School Meals Policy document too.
Recommendation 3: Actively advocate, with the experience of this MGD programme, for enhanced use of school feeding as a social protection measure in case of emergencies, protracted crises, pandemics. This should include ensuring that scale up school feeding can be part of prevention and preparedness efforts.	**Conclusion 4:** Enrolment, attendance and completion levels are consistently higher for WFPSMP schools compared to other schools, a result that has been sustained after the hand-over. Regular and better-timed transfer of resources would strengthen the provision of school meals and would result in even stronger benefits across indicators where positive results are in evidence. It would also reduce the burden on school staff and on communities which in times of scarcity are mobilized to provide additional resources (food, and cash) to weather over the lack of government inputs.	Finding 10 - Significant differences were also in evidence on enrolment and completion in favour of WFPSMP schools, compared to the other schools. Finding 17 - The value of government funding (allocated budget) has increased from 623 million to 1.6 bn KES in the preceding period. However, funding remains insufficient and delays in disbursement of funds and differences between allocations and disbursements reduce the amount of available funding for schools. Finding 4 - Perceived relevance in practice has been affected by decisions to revert to centralized procurement in counties where the benefits of the home-grown model had been demonstrated.
Recommendation 4: Organize a learning/dissemination event for the findings of this evaluation with key	**Conclusion 1:** McGovern-Dole supported interventions have been relevant to the beneficiaries. School meals and of take-home rations during the Covid-19 pandemic	Finding 1 - The intervention is well aligned with the priorities of the GoK, UN partners and other development agencies. Appropriate choices have been made in terms of geographical focus.

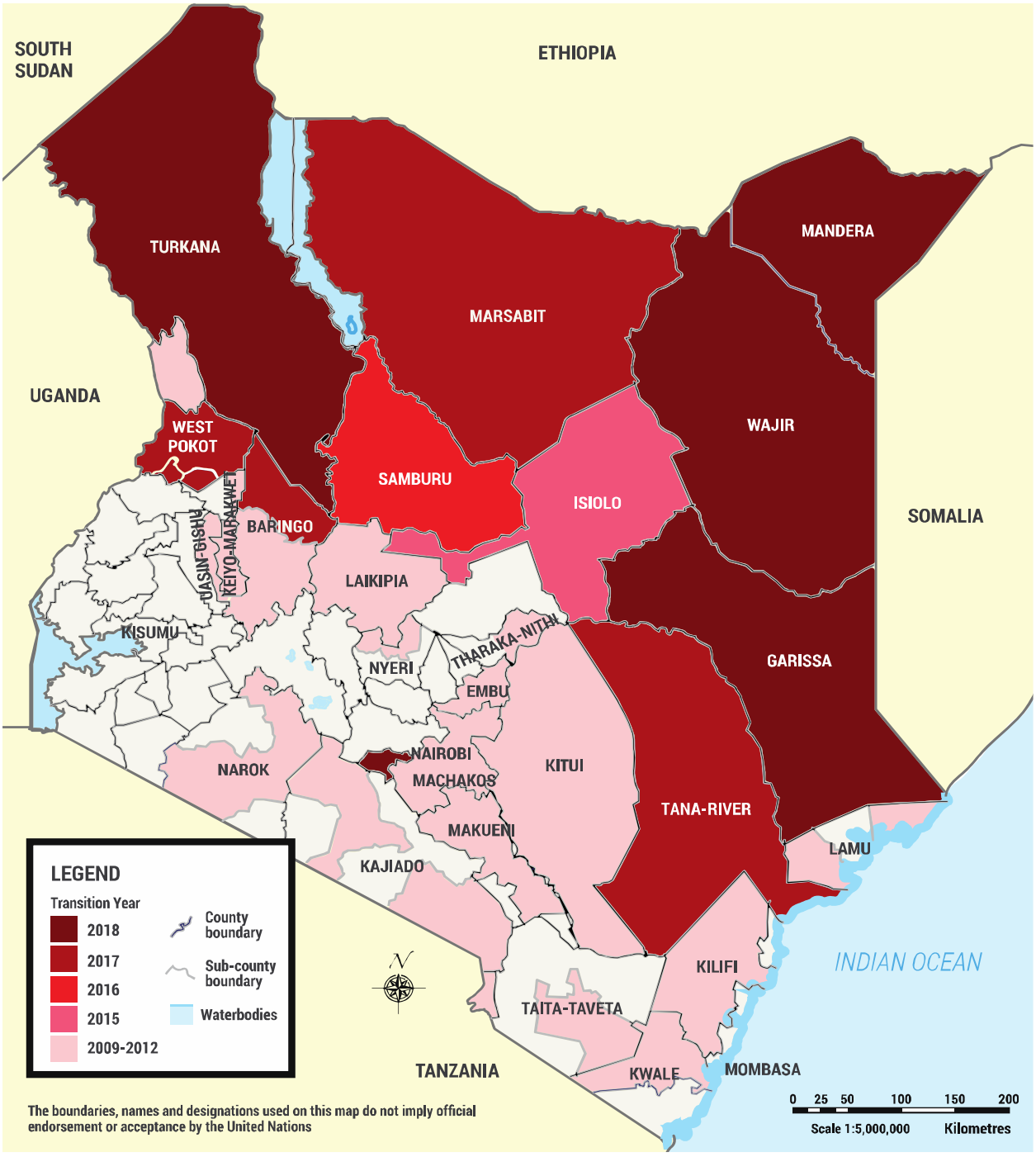
Recommendation	Conclusions	Findings
education and social protection stakeholders	helped families and children better weather the storm of food insecurity and the effects of successive droughts, floods, and Covid-19. **Conclusion 11:** Parents, communities, and school management structures have been critical to the results and outcomes that have been obtained under the MGD programme. This represents an important asset that needs to be maintained and testifies to the importance that parents and communities attach to education and to the welfare of their children	Finding 2 - School meals are relevant to parents, communities and children in the arid and semi-arid areas. School meals are relevant in light of food security challenges. In the context of multi-year drought in Kenya and during the Covid-19 pandemic school meals have had enhanced relevance, for girls and boys. Finding 3 - The transition to HGSMP represents an appropriate choice that is coherent with the national policy and with the preferences of the beneficiaries and education actors at decentralized levels. Finding 25 - The transitioning process is implemented and understood by actors at different levels. Finding 26 - Self-reported commitment by parents to the transition process was strong prior to the transition and remains strong and contributions from parents continue to be necessary for the functioning of the SMP and include money, food, non-food items. Factors that are reported by parents/guardians as affecting the quality of the SMP are the same before and after the transition
Recommendation 5: Organize a high-level meeting to discuss strategies for securing more regular and better-timed transfer of resources for the provision of school meals in order to achieve even stronger benefits across the range of indicators where positive results are in evidence.	**Conclusion 6:** There is no difference between schools on indicators related to the physical infrastructure in schools (kitchens, equipment, storage facilities), indicators of parents understanding of the importance of education, and pupil and parental knowledge of nutrition. These findings reflect the drop in investment since 2018, and also suggest that the envisioned partnerships with private sector and other partners at county and national level have not had the effects envisioned.	Finding 12 - No differences were observed between WFPSMP, HGSMP, and control schools in the survey on indicators of attentiveness, parental capacity to name benefits of education, children's' capacity to name important hygiene and nutrition methods, and access to requisite food preparation and storage tools.
Recommendation 8: Recruit specific expertise to support the Ministry of education in identifying innovative	**Conclusion 3:** Disaggregating the analysis by sex shows that school feeding has equal effect on literacy and numeracy for boys and	Finding 8 - Over the evaluation period, both boys and girls in WFPSMP schools consistently scored statistically significant higher literacy (English

Recommendation	Conclusions	Findings
methods to raise funds such as school twinning and private sector fund raising.	girls, as well as across most other indicators where positive results were observed. This suggests that school feeding allows for equalizing benefits between boys and girls and in this way contributes to gender equality. However women have not been equally involved in decision-making around school feeding.	and Kiswahili) and numeracy results compared to HGSMP schools and control schools. Finding 13 - The MGD programme reached out to more individuals and county-level officials than targeted. Delivery and quality of training was appreciated by most informants. While targets were exceeded in some cases there were some significant gender imbalances in some areas of training. Finding 17 - Delays in disbursement of funds and differences between allocations and disbursements reduce the amount of available funding for schools.
Recommendation 6: Conduct an internal lesson learning exercise to ensure that the findings from the approach to supporting Government over the past four years are carefully reflected on and use this to inform the future work in this area under the new CSP.	.**Conclusion 7:** School meal represents an important safety net. Both at midline and at endline the provision of food in WFPSMP schools was found to contribute to higher food consumption and lower need for coping strategies compared to control and HGSMP schools. This conclusion underscores the importance of the school meals to support family food security, and suggests that school feeding should consistently be considered as a key part of preparedness and response.	Finding 2 - School meals are relevant to parents, communities and children in the arid and semi-arid areas. School meals are relevant in light of food security challenges. In the context of multi-year drought in Kenya and during the Covid-19 pandemic school meals have had enhanced relevance, for girls and boys. Finding 9 - Parents reported significant reduced short-term hunger and scored significantly higher on Food Consumption Scores and on reduced Coping Strategies compared to the two other sets of schools
Recommendation 7: Support the GoK to secure funding in the following key areas of school feeding: strengthening of monitoring and information systems; partnership and fund raising in support of school feeding continuity; building on-line resources for school feeding managers and putting in place a training of trainers approach to rolling out capacity for school feeding	**Conclusion 12:** WFP and government have coordinated and worked together effectively in the support to county government school feeding. However, information systems on school feeding have remained patchy. Data is collected at different levels but not consolidated or sufficiently used to inform decision making. Further investments in information systems should allow for enhanced efficiency and	Finding 5 - There have been strong connections with other areas of intervention under the CSP including the USDA funding Local and Regional Procurement (LRP) initiative and the work under CSP Strategic Objective 2 on food systems strengthening. Finding 6 - Externally, the MoE has been WFPs main partner and there has been a strong relationship with the MoH. Other partnerships remain to be strengthened including with the MoALF&C, and with the private sector. Various initiatives have been undertaken but inter-sectoral coordination needs further work.

Recommendation	Conclusions	Findings
	reduce costs and would improve transparency and accountability.	Finding 7 - At county level the programme has had a strong connection with the county governments, among others through support to county planning and policies of relevance to school feeding. Finding 20 - Communication about allocated and disbursed amounts by the GoK to the county and school is weak, and contributes to weak control and accountability Finding 21 - Delays in the disbursement of funds have meant that food was often purchased at high relative prices during the season, and this has reduced the number of school feeding days. Finding 22 - Complex procurement procedures have implications for the level of benefit that the cash-based model has for local communities, as only registered larger traders and farmers can qualify. Finding 27 - The financial commitment by the government has continued in place, and government staff have been allocated, but funding and staff capacity are still insufficient. Finding 28 - Inter-sectoral coordination remains weak, and capacity for monitoring is a major concern.
Recommendation 8: Recruit specific expertise to support the Ministry of education in identifying innovative methods to raise funds such as school twinning and private sector fund raising.	**Conclusion 9:** Performance against outcome indicators of learning, enrolment, attendance, completion in government managed HGSMP schools are less strong but still statistically significant. This suggests that extending the capacity building efforts to other schools and counties is likely to produce significant returns on investment in terms of improved education, nutrition and food security results.	Finding 13 - Performance against outcome indicators of learning, enrolment, attendance, completion in government managed HGSMP schools are less strong but still statistically significant.

Recommendation	Conclusions	Findings
Recommendation 9: Continue to layer CSP activities/ support of counties with school feeding.	**Conclusion 7:** School meal represents an important safety net. Both at midline and at endline the provision of food in WFPSMP schools was found to contribute to higher food consumption and lower need for coping strategies compared to control and HGSMP schools. This conclusion underscores the importance of the school meals to support family food security, and suggests that school feeding should consistently be considered as a key part of preparedness and response.	Finding 2 - School meals are relevant to parents, communities and children in the arid and semi-arid areas. School meals are relevant in light of food security challenges. In the context of multi-year drought in Kenya and during the Covid-19 pandemic school meals have had enhanced relevance, for girls and boys. Finding 9 - Parents reported significant reduced short-term hunger and scored significantly higher on Food Consumption Scores and on reduced Coping Strategies compared to the two other sets of schools
Recommendation 10: Ensure continued work in support of school feeding is informed by gender analyses and enhances the voice of women in decision-making and in the continued management of school feeding.	**Conclusion 3:** Disaggregating the analysis by sex shows that school feeding has equal effect on literacy and numeracy for boys and girls, as well as across most other indicators where positive results were observed. This suggests that school feeding allows for equalizing benefits between boys and girls and in this way contributes to gender equality. However women have not been equally involved in decision-making around school feeding.	Finding 8 - Over the evaluation period, both boys and girls in WFPSMP schools consistently scored statistically significant higher literacy (English and Kiswahili) and numeracy results compared to HGSMP schools and control schools. Finding 30 - Community engagement is strong, but participation in decision making of women is insufficient.

Annex 13. Transition Map



Source: WFP Kenya country office.

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Acronyms

ASALs - Arid and Semi-Arid Lands

BOM – Board of Management

BTOR – Back to Office Report

CO – Country Office

CSI –Coping Strategy Index

CSP – Country Strategic Plan

CTS – Cash Transfer to Schools

DEQAS – Decentralized Evaluation Quality Assurance System

DID – Difference in Difference

ECD – Early Childhood Development

EMIS – Education Management Information Systems

FCS – Food Consumption Score

F4E - Food for Education

FGD – Focus Group Discussion

GoK – Government of Kenya

GNI - Gross National Income

GPE – Global Partnership for Education

GLMM - Generalized Linear Mixed-Effects Model

HDP – Humanitarian Development Peace

HGSMP – Home Grown School Meals Programme

INGO - International Non-Governmental Organizations

IPC - Integrated Food Security Phase Classification

IR – Inception Report

KI – Key Informants

KII – Key Informant Interviews

KNAP - Kenya Nutrition Action Plan

KRA – Key Results Area

LMM - Linear Mixed-Effects Model

LRP – Local and Regional Procurement

MGD – Mc Govern Dole

MoALF&C - Ministry of Agriculture, Livestock Fisheries and Co-operatives

MOE– Ministry of Education

MOH – Ministry of Health

MTP – Medium Term Plan

MTR – Mid Term Review

NACONEK - National Council for Nomadic Education in Kenya

NER – Net Enrolment Rate

NGO – Non-Governmental Organization

Nutrition International - NI

ODA – Official Development Assistance

ODK- Open Data Kit

PCD – Partnership for Child Development

PMF- Performance Measurement Framework

PPS – Probability Proportionate to Size

PSM- Propensity Score Matching

PSU – Primary Sampling Unit

PTA-Parents/Teachers Association

RB – Regional Bureau

SDG – Sustainable Development Goal

SMC – School Meal Committee

SMP- School Meals Programme

SO - Strategic Objective

SSU – Secondary Sampling Unit

THR - Take Home Ration

TOR- Terms of Reference

UN – United Nations

UNDAF – United Nations Development Assistance Framework

UNDP – United Nations Development Programme

UNEG – United Nations Evaluation Group

UNESCO – United Nations Educational Scientific and Cultural Organization

UNICEF – United Nations Children's Education Fund

UNSDCF - United Nations Sustainable Development Cooperation Framework

USDA – United States Department of Agriculture

UWEZO – Kiswahili for 'Capability'

WASH – Water Sanitation and Health

WFP- World Food Programme

WFPSMP-World Food Programme School Meals Programme

WHO – World Health Organization

[Name of commissioning Office]

[Link to the website]

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