WFP EVALUATION

Baseline and Endline Evaluation of WFP's USDA McGovern - Dole International Food for Education and Child Nutrition Programme's Support in Afar and Oromia regions in Ethiopia 2019 to 2024

Decentralized McGovern-Dole Baseline Evaluation Report

WFP Ethiopia Country Office
Agreement Number: FFE-663-2018/013-00
Funding Year: Fiscal Year 2018
Project Duration: 2019–2024

1 March 2022

Acknowledgements and Disclaimer

The Evaluation Team expresses its gratitude to the staffs of the federal Ministry of Education and the education authorities in Afar and Oromia for their support to the Inception Mission and Baseline Report preparation. The team also thanks WFP staff in the Ethiopia Country Office, with special mention for Evaluation Manager Dr Alexandra Priebe, for her guidance and coordination under difficult circumstances, and for the school feeding team led by Hala Suliman. This report would not have been possible without the assistance of all the students, teachers, other staff and local stakeholders who responded to the baseline survey and collaborated with our qualitative fieldwork. We are also very grateful to the Ministry of Education for sharing granular education data, and to the Afar and Oromia Regional Education Bureaus and their zonal and woreda staff for assisting this study.

Key Personnel for the Evaluation

WFP

Alexandra Priebe	Ethiopia Country Office, Evaluation Manager (until June 2021)
Gabrielle Tremblay	Regional Bureau Nairobi, Evaluation Manager (from July 2021)
Hala Suliman	Head of School Feeding
Askale Teklu	FFE Team Leader

Mokoro Ltd Evaluation Team

Stephen Lister	Evaluation Team Leader
Denis Alder	Evaluator & Survey Specialist
Doe-e Berhanu	Evaluator & Qualitative Lead
Gadissa Bultosa	Evaluator & Survey Coordinator
Eskindir Tenaw	Survey Statistician
Liam Bluer	Researcher
Céline Cornereau	Assignment Manager (to September 2021)
Magdalena Achcyng	Assignment Manager (from September 2021)
Muriel Visser	Quality Support
Jane Keylock	Quality Support

Contents

Tables

Figures

Boxes

Maps

Calendars

The Ethiopian calendar year starts on 11th September in the Gregorian calendar (September 12th in leap years) and fully includes the academic year.

Ethiopian Calendar (EC)	Gregorian Calendar, (GC) – Academic Year
2005	Sep 2012 – Jul 2013
2006	Sep 2013 – Jul 2014
2007	Sep 2014 – Jul 2015
2008	Sep 2015 – Jul 2016
2009	Sep 2016 – Jul 2017
2010	Sep 2017 – Jul 2018
2011	Sep 2018 – Jul 2019
2012	Sep 2019 – Jul 2020
2013	Sep 2020 – Jul 2021
2014	Sep 2021 – Jul 2022
2015	Sep 2022 – Jul 2023
2015	Sep 2024 – Jul 2024
2016	Sep 2025 – Jul 2026

Executive Summary

Introduction

1. This baseline study is for an evaluation of a McGovern-Dole school feeding project in Ethiopia that started in 2020. It was commissioned by the World Food Programme (WFP) Ethiopia country office under a project agreement with the United States Department of Agriculture (USDA). [1] The project agreement was signed in December 2019 and commencement was delayed by the Covid-19 pandemic.

Evaluation Objectives

2. The approved evaluation plan envisages a baseline study, a mid-term review (MTR), and a final evaluation, all to be undertaken by the same independent evaluators. The baseline assessment should enable the endline to robustly assess the project's achievements The evaluations are required to pay special attention to gender analysis. The endline evaluation (in 2024) will include a follow-up to the baseline survey as part of an evidence-based, performance assessment for accountability and learning.

3. The report's primary users, alongside the evaluation team, are stakeholders directly involved in programme implementation. These include WFP Ethiopia and its main implementing partner, Ethiopia's federal Ministry of Education, together with Regional Education Bureaus for Afar and Oromia Regions. USDA has a direct interest, as do WFP's headquarters, its Regional Bureau in Nairobi, and other organisations on the evaluation reference group.

Context

4. The Ethiopian government has a growing commitment to school feeding, and has collaborated with WFP over many years. The project focuses on pastoral areas which have a history of food insecurity and educational disadvantage. A previous McGovern-Dole project supported Afar and Somali Regions up to 2017.

5. The Covid-19 pandemic took hold shortly after the project was agreed. It led to school closures for most of 2020, and school feeding was not launched until early 2021, entailing delay to the baseline survey.[2] Internal conflicts in Ethiopia caused additional disruption.[3]

Evaluation subject

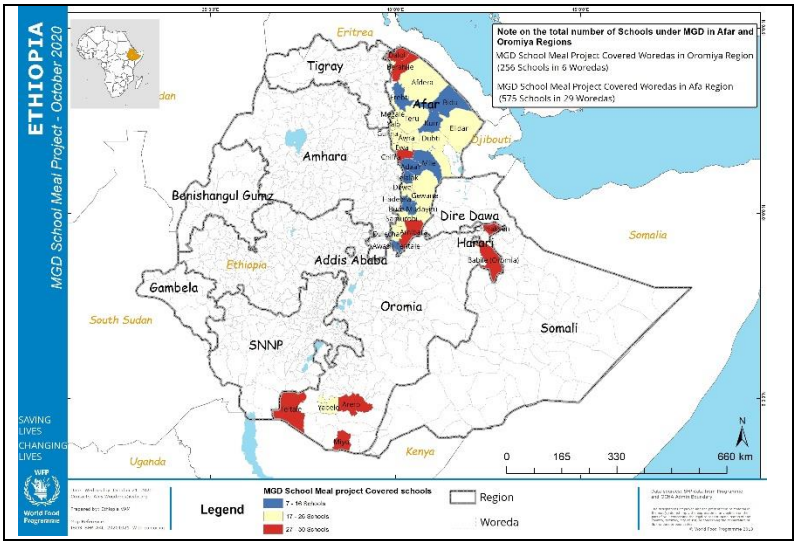
6. The project supports Afar Region and Borana and East Hararghe Zones in Oromia Region (see map).

[1] Agreement Number: FFE-663-2018/013-00; Funding Year: Fiscal Year 2018.

[2] The baseline survey could not take place while schools were not in session. The survey was designed to take account of whether or not schools were providing school meals at the time of the survey, as well as each school's previous history of school feeding.

[3] Some parts of the project area were directly affected by conflicts, while the whole project was affected by consequential disruptions to its supply chains.

McGovern-Dole project areas in Ethiopia



7. It aims to provide school meals for primary schools (Grades 1–8), and also for pre-primary children on the same sites. Initial targets were to feed 200,000 children from 450 schools in Year 1, tapering to 134,500 children from 348 schools in Year 5, with schools progressively transferring to government Home-Grown School Feeding (HGSF) programmes In Afar, it plans take home rations (THR) for girls in Grades 5 and 6 and boys in Grade 6 to discourage dropout.

8. The budget of USD 28 million is dominated by the cost of commodities provided by USDA. Various support activities will promote safe food preparation and storage, encourage school attendance, provide learning materials, support nutrition education, promote good health and hygiene practices, and collaborate with health extension workers to screen young children for signs of malnutrition. There is limited provision for providing equipment and building/upgrading some schools' kitchen, dining and hygiene facilities. It is planned to collaborate with local authorities to encourage the local procurement of fruit and vegetables to enhance the meals. Capacity building elements support federal as well as regional government school feeding strategies.

9. The Government of Ethiopia is WFP's main implementation partner, primarily through education authorities at relevant levels of Ethiopia's federal system. Project objectives echo McGovern-Dole's strategic objectives concerning improved literacy and increased use of health and dietary practices. Another important objective is to improve the income and resilience of food-insecure households.

10. During implementation, the number of schools recruited has grown to over 800, although beneficiary numbers have not increased. The THR incentive programme was not begun during the inaugural school year, but ad hoc THR distributions pre-empted expiry of stored commodities. Implementation of most support activities also lagged. Implementation has been disrupted by Covid-19, and several of the planned activities (paragraph 8 above) had not begun at the time of the baseline fieldwork (March/April 2021).

Methodology

Evaluation questions

11. The baseline/endline evaluation has 15 detailed evaluation questions, grouped under five **key questions**:

A: How appropriate was the programme?

B: What are its results?

C: What factors affected results?

D: How sustainable are project results?

E: What lessons can be learned?

Evaluation methods

12. The baseline survey supports a quasi-experimental approach comparing the performance of schools in the programme with those outside it, as well as tracking the performance of both groups of schools. Outcomes studied are derived from a theory of change, built on the main McGovern-Dole strategic objectives and results framework, but also highlighting school feeding as a food-security safety net. The theory of change shows how each project activity is expected to contribute to associated outputs, outcomes and impact, and spells out the assumptions on which results depend.

13. The baseline survey was undertaken in exceptionally difficult circumstances, particularly given the need to observe Covid-19 protocols. Nevertheless, despite delays in consolidating and processing, the data was found to be complete and high-quality. The survey drew a random sample of 91 schools from 13 woredas (districts); it included school-level questions about enrolments, facilities and school meal experience, and child-level questions about eating patterns, assessment of school meals, household composition and diet (food consumption score), supplemented by teacher observations on the child's performance. Qualitative fieldwork concentrated on reinforcing the gender and equity analysis.[4]

14. A knowledge, attitudes and practices survey (KAPS), to inform project activities related to nutrition, health and hygiene, was outside the evaluation team's scope, but data were collected for WFP to analyse.

15. The evaluation team has followed the UNEG *Ethical Guidelines for Evaluation* and other relevant standards, with special care to safeguard the interests of children and adult informants.

Limitations

16. The pandemic constrained the programme itself and various forms of data collection. Remote working limited the number of informants the evaluation team could engage and the quality of interaction. This was mitigated by focusing on the most important contacts and maximising use of documentary sources, to supplement the fieldwork.

17. WFP's analysis of the KAPS has not yet been completed.

18. Some elements, notably the THR scheme and activities supporting literacy and nutrition had not begun or were still nascent at the time of the baseline study. Moreover, the baseline survey is not the main source of data for most project indicators, and there have been understandable challenges in operationalising reliable monitoring and reporting systems (see paragraph 30 below).

Baseline findings and conclusions

Baseline findings strongly support the programme's relevance (Key Question A)

19. There is ample evidence that the target areas selected for the project are relevant, in terms of their poverty, their food insecurity, and the poor quality of education services. Findings on poor food consumption scores across all programme areas are particularly striking. The baseline survey also confirms the poor quality of educational infrastructure in the programme areas.

20. The programme treats school feeding as an incentive for primary enrolment and attendance. Baseline survey findings provide good evidence that the school meal is an effective incentive in the Afar and Oromia contexts. Stakeholder perceptions reinforce this view.

21. The strength of the incentive is linked to school feeding's role as a safety net for food insecure families. The survey also indicates that households in the project areas treat school meals as part of an overall food security strategy.

22. The project is premised also on school feeding's potential to strengthen educational performance by alleviating hunger. Baseline survey data strongly support the connection between quality of diet and school performance.

23. Baseline gender analysis confirms the relevance of the programme's gender focus. It confirms the double disadvantages that pastoral women face, the greater domestic workloads for girls, and the persistence of pressures for early marriage that curtails girls' education. However it cannot be assumed that school feeding and THR are a sufficient incentive to outweigh traditional pressures.

[4] More detailed information on survey methodology can be found in Chapter 3 and Annex I.

24. Concerning the school meal menu, the baseline survey found very strong appreciation of the school meal by students. Although dietary diversification (by incorporating locally available fruit and vegetables) has not featured in the early roll-out, its relevance is confirmed by survey findings on the lack of diversity in local diets.

25. Capacity building has countrywide significance, and supports the coherence of the programme and prospects for sustainability.

Results of the programme (Key Question B)

26. The roll-out of school feeding was delayed in both Afar and Oromia, but the logistical difficulties in Afar appear greater, with a much lower proportion of schools already serving school meals at the time of the survey.

27. WFP and USDA should be commended for their flexibility in initiating and adapting the programme in unprecedented circumstances. Flexibility over menus, and ad hoc use of THR were sensible adaptations that avoided waste and will have had substantial benefits for food-insecure households experiencing added stresses.

28. It is too soon for judgements on project-specific outcomes, but the quality of the baseline survey data, the robustness of the evaluation methodology, and efforts to monitor key indicators allow optimism, but not complacency, about assessing project outcomes in due course.

Factors likely to affect results (Key Question C)

29. The twin crises of Covid-19 and internal conflict in Ethiopia have framed the programme in ways that could not have been anticipated and threaten to invalidate many assumptions of the theory of change. The implications for the McGovern-Dole programme's results are likely to be complex. For example, disruptions that make it harder to achieve the more ambitious literacy objectives of the programme may simultaneously magnify its importance as a contribution to safety nets for exceptionally vulnerable people.

30. Difficulties in establishing programme monitoring are understandable, but an indicator-by-indicator review raises serious concerns about the quality of data being reported so far. We assessed data collection as "on track" for only 9 of the 20 McGovern-Dole key indicators and WFP needs to take action to strengthen monitoring of 15 of the 20 indicators. We stress the importance of reinforcing project monitoring and reporting systems not only to support the final evaluation, but more immediately to support effective programme management and adjustment.

Sustainability (Key Question D)

31. Current challenges to theory of change assumptions must have implications for sustainability, particularly for the plausible time-scale of transition to a fully nationally-owned school feeding system. Support for and commitment to school feeding remain evident at all levels of government and in communities, but their near-term capacity and resources have been adversely affected. Ability to maintain household food security for school-going children beyond USDA/WFP funding appears more questionable now than during project preparation.

Lessons (Key Question E)

Potential lessons for USDA learning agenda

32. The evaluation framework is designed to seek lessons for the USDA learning agenda, particularly about community involvement in school feeding, and potential for combining international food aid with local procurement. The MTR should explore these topics and also take stock of lessons from adaptation to the pandemic.

Lessons for further implementation and monitoring of the McGovern-Dole project

33. Reprogramming and strengthening monitoring and reporting: All parties deserve credit for making the McGovern-Dole programme operational despite the challenges. Inevitably, the programme's original phasing has slipped, more for some components than others. Unanticipated modifications in design include the much larger number of schools that have been recruited. Many baseline indicators and

associated annual targets need revision. Formulation of several components should reflect the KAPS. Therefore during the first half of 2022 WFP, collaborating with government agencies, and consulting with USDA, should undertake systematic reprogramming to establish a revised and updated budgetary and operational framework for the project's remaining years.

34. Lessons from the gender analysis:

- WFP should collaborate with others to ensure strengthened monitoring of girls' and boys' school attendance.
- School feeding could be improved by ensuring adequate non-food items, so that children do not have to take turns to eat (to the possible disadvantage of girls).

35. Lessons for the MTR: The MTR should be held before the 2021/22 school year ends. Topics for special attention include the project monitoring and reporting system, lessons from adaptations to Covid-19, food safety, implementation of the THR component, links to local procurement, and community roles in supporting school feeding.

36. Lessons for the endline evaluation: Experience at baseline suggests that a good endline strategy will involve retaining some schools as a longitudinal sample, but with half selected afresh. The survey instrument should be streamlined if possible. The problems experienced in WFP hosting of the survey data should be avoided. The endline's survey should precede its qualitative work, so that survey findings can guide subsequent enquiries.

37. Given the requirement to address all evaluation questions and to finalise data sets for all key indicators, the endline survey and evaluation can be expected to require a substantially higher level of effort than the baseline.

1. Introduction

1.1 EVALUATION FEATURES AND SCOPE[5]

The evaluation subject – McGovern-Dole school feeding in Afar and Oromia Regions

1. The World Food Programme (WFP) in Ethiopia is implementing a five-year school feeding project funded by the McGovern-Dole programme of the United States Department of Agriculture (USDA). The project, with a total budget of USD 28 million, focuses on Afar Region and two Zones of Oromia Region (Borana and East Hararghe) – see Map 1 below. The project is to provide school meals for primary schools (Grades 1–8), and also for pre-primary children on the same sites. The project's initial targets were to feed 200,000 children from 450 schools in Year 1, tapering down to 134,500 children from 348 schools in Year 5. In Afar, take home rations (THR) will be provided for girls in grades 5 and 6 and boys in Grade 6. Various support activities will promote literacy, health, nutrition and capacity strengthening.

2. The Government of Ethiopia (GoE) is WFP's main implementation partner, primarily through the education authorities at relevant levels of Ethiopia's federal system. The project's objectives are linked to McGovern-Dole's overall strategic objectives concerning improved literacy of school-age children and increased use of health and dietary practices. A further important objective of the school feeding programme is to improve the income and resilience of food-insecure households.

3. The project was originally due to commence in 2019. The project agreement between USDA and WFP was dated 27 September 2019 and amended in December 2019 (USDA & WFP, 2019) but commencement of school feeding was delayed by school closures on account of the Covid-19 pandemic and there were consequential delays to the baseline evaluation. Changes to the evaluation timeline are explained in Annex B.

4. A full description of the project as designed is provided in Annex D. Section 2.1 below describes the early stages of the project's implementation, including adaptations necessitated by the pandemic and other events.

Evaluation purpose and objectives[6]

5. This **baseline study** fulfils a WFP commitment under its Grant Agreement with USDA. In the evaluation plan agreed with USDA, WFP commits to conducting a baseline study, a mid-term review, and final project evaluation, while incorporating a learning agenda throughout the evaluation process (TOR, ¶3). This report presents the findings of the baseline study. The baseline is expected to provide a situation analysis at the start of activities, so that progress can be monitored against the baseline values of performance indicators, and, eventually, the endline can make a robust assessment of the project's achievements over the course of its implementation and help to document wider lessons. (TOR, ¶2)

6. The baseline is required to cover both Afar and Oromia, and to "establish and validate the evaluation approach, with a robust and detailed methodology, that will form the foundation for the final evaluation". (TOR ¶24)

7. A comprehensive gender analysis was not undertaken during preparation of the programme, and the baseline study is required to address this gap. (TOR, ¶6)

8. The **endline evaluation** (in 2024) will include a follow-up to the baseline survey. It is described in the TOR as an "activity evaluation … to provide an evidence-based, independent assessment of performance of the programme, the project's success for accountability, and to generate lessons learned"(TOR, ¶2). Its lessons learned should be of wider relevance to future food assistance and capacity building programmes. (TOR, ¶19)

[5] The Terms of Reference for this study are summarised in Annex A. The full Terms of Reference are annexed to the Inception Report (Lister et al, 2021a); references to the TOR refer to the full version unless otherwise specified.

[6] Although the TOR focus only on the baseline and the final evaluation, it is clear from the programme's Evaluation Plan (WFP, 2020a) that the mid-term review (MTR) is also integral to the M&E strategy (see Box 7 in Annex D for the specifications of the MTR).

9. The TOR specify that the baseline and endline evaluations will serve the dual and mutually reinforcing objectives of accountability and learning, with equal weight for both objectives. (TOR ¶4).

10. A **mid-term review** (MTR) is also specified as part of the project's M&E plans (see Annex D, Box 7). It is expected to be undertaken by the same team as the baseline/endline evaluation, but will be subject to a separate contract.

Role of the Baseline Report

11. The Baseline Report in particular:

- notes recent developments in the country context (Section 1.2), with particular attention to the implications for the project of the Covid-19 pandemic and of internal conflicts in Ethiopia.;
- summarises the early stages of implementation of the McGovern-Dole programme (section 2.1);
- updates the description of the evaluation's approach and methods (Chapter 3);
- summarises and discusses baseline findings (Chapter 4);
- reflects on conclusions and lessons (Chapter 5).

12. Primary users of this baseline report, in addition to the evaluation team itself, are stakeholders directly involved in carrying out the programme.[7] These include WFP Ethiopia and its main implementing partner, Ethiopia's federal Ministry of Education (MoE), together with the Regional Education Bureaus (REBs) for Afar and Oromia Regions. As well as providing benchmarks against which the project's progress and results can be assessed, this report also identifies practical issues that may affect the implementation and monitoring of school feeding in the project areas. The entire evaluation is also of direct interest to USDA, to WFP headquarters (the Office of Evaluation and the School Based Programmes division) and to WFP's Regional Bureau in Nairobi (RBN), which provides oversight and support to the Ethiopia Country Office (CO). A number of other organisations represented on the evaluation reference group (ERG) also have a direct interest in this report.[8]

Evaluation team

13. Mokoro Ltd has been contracted to undertake the baseline and endline evaluations. Mokoro signed its contract on 10 June 2020, and the evaluation team (ET) mobilised in July. The ET comprises a UK-based team leader, survey specialist/evaluator and researcher, and Ethiopia–based survey coordinator, survey statistician and qualitative lead.

14. The evaluation team is independent. None of its members has a material conflict of interest in relation to this project, and all have signed the UNEG Pledge of Ethical Conduct in Evaluation (see Annex S).

1.2 CONTEXT

15. This section provides a summary of the programme context and focuses on major developments since the project was designed.

Country context

Social and political context

16. Ethiopia has a highly diverse population of 102 million people with an annual population growth of 2.6 percent. About 42 percent of Ethiopians are under 15 years of age.[9] Eighty-three percent live in rural areas and depend on rain-fed agriculture. Significant pastoralist populations tend to be poorer, more

[7] The users of the eventual evaluation report and its findings and recommendations will be a broader group – see stakeholder analysis in Annex E.

[8] The full stakeholder analysis from the Inception Report is reproduced as Annex E.

[9] Population estimates for 2020 from Central Statistical Agency. 2013. *Population projections for Ethiopia, 2007–2037*. http://www.csa.gov.et/census-report/population-projections.

vulnerable to climate-related shocks, and lagging in access to education and other services. The largest pastoralist populations are in Afar and Somali Regions and parts of Oromia.

17. Ethiopia is a federal state. Regions[10] have considerable autonomy in service delivery, within the framework of federal policies and strategies. Regional administrations are further decentralised to zone and woreda (district) level.

18. Ethiopia has had a strong track record of economic growth and improving social indicators, but there has been political and social turbulence in recent years. A change of leadership in early 2018, accompanied by reforms in the political sphere, security institutions and the economy, met with broad popular support, but long-suppressed ethnic differences are being expressed, often violently, leading to rising tensions, mass population displacements and serious humanitarian crises that are stretching the resources and capacities of the Government and its partners.

19. Net primary school enrolment is increasing, but 2.5 million children do not attend school. Primary education dropout rates are high, while progression through and graduation from the primary education cycle remain low, with only 58 percent of children completing a full eight years of schooling. The poor quality of education and low educational attainment of students are abiding concerns.

Food security and progress towards Sustainable Development Goal (SDG) 2 (Zero Hunger)[11]

20. Addressing food insecurity remains a major challenge. Thirty-one percent of households (more than 30 million people) have inadequate energy intake.[12] Since 2005, an average of 14 million people have required food assistance every year under the government-led Productive Safety Net Programme (PSNP)[13] and the Government/United Nations humanitarian response plan (HRP). The PSNP currently targets 8 million chronically food-insecure people (49.5 percent are women and girls). In 2020, at least 7 million people were to be targeted for relief food assistance, including people affected by climate-related shocks and forced displacement. About 600,000 schoolchildren – mainly internally displaced and returning internally displaced persons and with equal numbers of boys and girls – will be targeted for humanitarian assistance through emergency school feeding. Refugees face persistent challenges in obtaining sufficient food, with levels of vulnerability and risk exposure varying according to gender, age, disability status and other factors.

21. **Agricultural productivity and incomes of small-scale food producers.** Ethiopia's cultivated area has increased by 27 percent since 2004 but production growth has not matched burgeoning demand. Cereal yields grew from 1 mt per hectare in 1995 to 2.5 mt in 2015, but the population grew by 77 percent over the same period. Production is highly susceptible to climate shocks, especially increasingly frequent droughts, mainly in pastoral lowlands. Investments in small-scale irrigation systems and mechanization, and access to finance and credit in rural areas are increasing but remain limited, especially for women.

22. Ethiopia's **food system** is changing rapidly as a result of urbanization, income growth and shifting diets. Communication, transport and storage capacities have expanded, but logistics and supply chain management remain inadequate, constraining the adoption of quality and safety standards that could increase access to affordable nutritious foods.

23. The WFP Country Strategic Plan[14] identifies underlying factors related to other SDGs that inhibit progress towards SDG2. These include: continuing chronic poverty (SDG1) with highest poverty rates in pastoral lowlands; the low level and quality of education (SDG4); gender inequalities (SDG5); conflict and insecurity (SDG16) and capacity gaps in national systems for delivering services (SDG17).

---

[10] And also the two designated city administrations of Addis Ababa, the capital, and Dire Dawa.

[11] Government commitments and data on the SDGs are summarised in the National Voluntary Report published by the National Planning Commission in June 2017 (GoE, 2017a).

[12] <2,550 kcal per adult-equivalent per day (WFP & CSA, 2019)

[13] The PSNP is supported by several donors. The donor working group in 2019 comprised the United Kingdom Department for International Development, the European Union, the Government of Ireland, UNICEF, the United States Agency for International Development, the World Bank and WFP.

[14] WFP, 2020b, p8-9.

Progress towards SDG17 (Partnerships to achieve the Goals)

24. Ethiopia is a major recipient of humanitarian and development assistance. Government leadership and ownership of Ethiopia's development and humanitarian agenda is strong, but implementation of policy directives is limited by capacity constraints.[15] A common country analysis by the United Nations (UN) in 2019 identified major gaps in monitoring and evaluation, collection and analysis of disaggregated data, and accountability mechanisms. Both the government's capacity and its relationships with development partners have been put under great strain by ongoing conflicts within Ethiopia (see ¶53 below).

National gender context[16]

25. Ethiopia has progressive gender laws and policies and is undergoing renewed political commitment to ensure gender equality. Ethiopia has also embedded gender units within the structure of many of its ministries. However, much remains to be done in implementing laws and policies so as to meaningfully address deep-rooted gender norms and inequalities which limit access to education, employment and health services for women and girls. Poor women who lack resources and assets are more vulnerable to shocks.[17]

26. Significant improvements in access to education, healthcare and other basic social services have contributed to increasing net primary enrolment for girls and reducing maternal and child mortality. The expansion of primary and adult education has played a significant role in increasing the literacy rates among women and men and boys and girls. However, gendered social norms and economic disadvantages still constrain women's educational attainment.[18]

27. The latest rankings show that Ethiopia's gender gap has widened slightly (from having closed 70.5% of its gender gap in 2020 to 69.1% in 2021). At the same time Ethiopia has made significant progress on the Health and Survival sub-index (97.1% of the gap closed). While the 2020 global gender gap index (GGGI) rankings had Ethiopia at 16th place globally in terms of political empowerment, mainly due to the substantial increase in women's presence in political institutions, the 2021 GGGI registers a 4.5 percent drop in Ethiopia's closure of this gap, and the country now sits at 28th place globally in women's political empowerment, with progress hampered by a reduction of women in ministerial positions. (WEF, 2021)

28. According to UN Women Ethiopia, 80 percent of the country's female population experience some type of gender-based violence or discrimination, including child marriage, female genital mutilation, domestic and sexual violence (UN Women, 2019).

29. Disability and inclusion: the national policy, echoed at regional, zonal and woreda levels, is to make primary education available to all children, including children with disabilities, by including them within regular schools. This has implications for schools' physical facilities, as well as for training and supporting teachers to meet the special needs of children with disabilities.

Context in the McGovern-Dole programme areas

30. The McGovern-Dole programme is spread over a very large and discontinuous area – see Map 1 below.

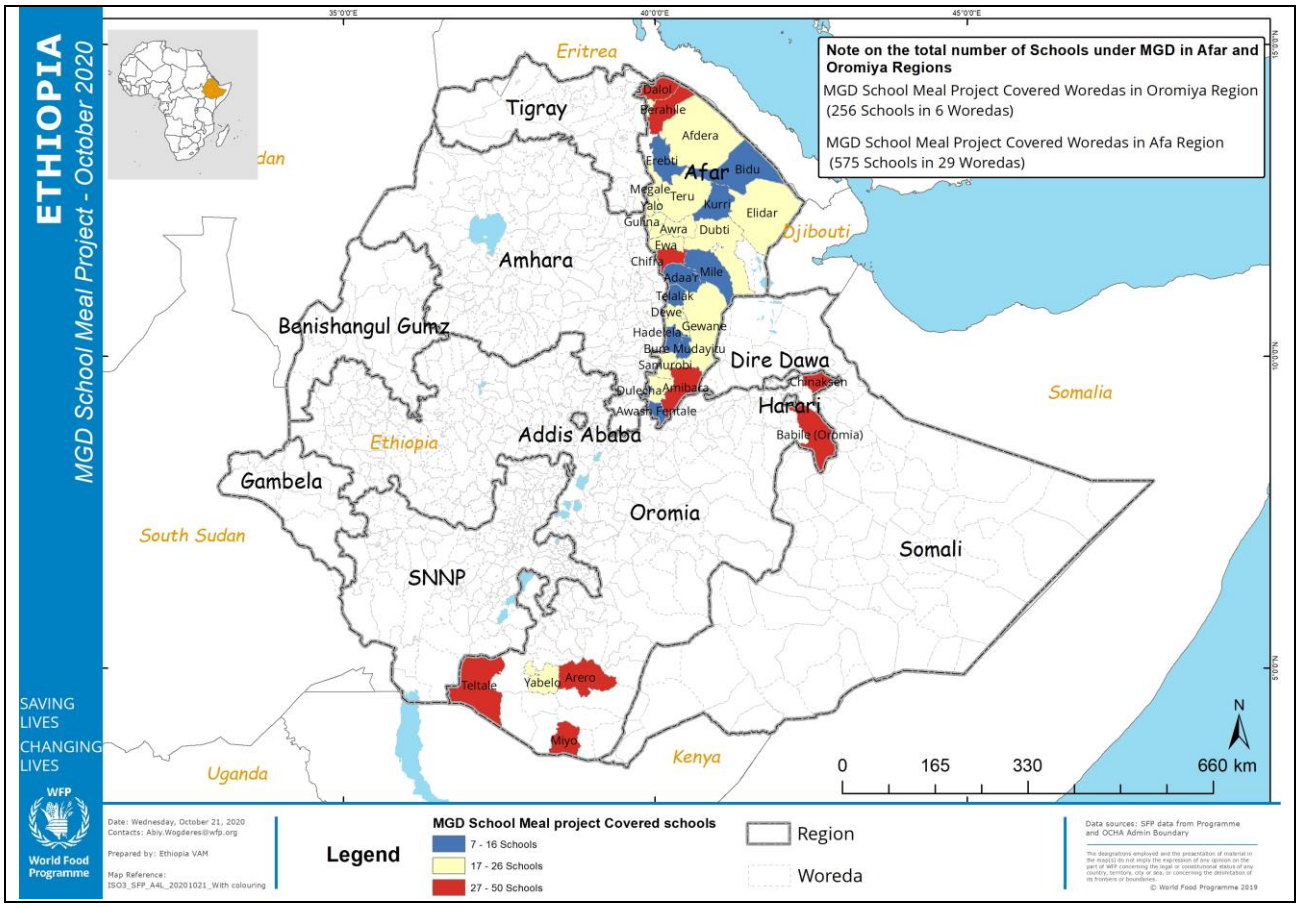
[15] For more detail on international assistance see the Inception Report , ¶19 and Box 1(Lister et al, 2021a).

[16] An extended gender analysis, including a section on disability and inclusion, is provided in Annex M of this report.

[17] IMF, 2018, Mersha & Van Laerhoven, 2016, UN Women, 2014.

[18] Almost 20 percent of girls and 12 percent of boys are not receiving formal primary education; gender differences in education remain particularly large beyond elementary school and gender gaps in tertiary enrolment stand at 50 percent. Only 5.2 percent of women and 10.9 percent of men graduating from high school attend university (WEF, 2019).

Map 1 Areas covered by the McGovern-Dole Project in Ethiopia



31. Afar Region (population approximately 1.5 million[19]) is divided into five Zones and 38 woredas, with the McGovern-Dole project active in 30 of them.[20] The Region is exceptionally vulnerable to chronic food insecurity. UNOCHA puts Afar fourth among Ethiopia's Regions in terms of most repeated recipients of food relief. The food security situation in Afar is reflected in the high incidence of child malnutrition: 43 percent of children under 5 are stunted compared to the national average of 37 percent, and 32 percent are underweight (the highest prevalence in Ethiopia) compared with 21 percent at national level. The region was severely affected by the El Niño-induced drought from 2016–18, during which time numbers of people living in conditions of food insecurity greatly increased. In Afar in 2014, 66 percent of rural households were in the PSNP compared to 11 percent at the national level, which was the highest coverage rate in the country.[21]

32. Oromia is Ethiopia's largest region, with a population of over 35 million, and divided into 20 zones. East Hararghe alone has a population of over 3 million and is divided into 17 woredas. However, the schools to be included in the McGovern-Dole programme are drawn from only two of the woredas (Baabilee and Cinaaqsan), each with an estimated population of a little more than 100,000. Borana Zone has an estimated population of over 1.5 million, and is divided into 12 woredas, but the McGovern-Dole schools are drawn from only four of the woredas (Areeroo, Miyoo, Taltallee and Yaaballoo).[22]

33. Social and economic data broken down to zone level are not readily available, but both Borana and East Hararghe were chosen for the McGovern-Dole programme because they, like Afar, are food-insecure pastoralist areas where access to basic services is a particular challenge.

[19] Regional populations are based on projections from the 2007 census. Some sources (e.g. the UNICEF situation analysis) give a higher figure of 1.9m million for 2019.

[20] Full details are in the Inception Report, Annex K, Table 25.

[21] Paragraph based on a UNICEF situation analysis (UNICEF, n.d. (a)).

[22] Full details are in the Inception Report Annex K.

Gender context in McGovern-Dole project areas

34. As is the case the world over, pastoralist communities in Ethiopia remain at the margins of national, economic and political life. Pastoral women experience double marginalization: they face the same discrimination and marginalization as other women in Ethiopia while also living in remote areas with very limited or no access to basic social services.

35. Overall, pastoral women's workload is higher than men's, although the disparity varies between pastoral groups and with season. Cultural norms, the gendered division of labour and their status and social capital in their particular society affect pastoral women's control over their own labour (UNDP et al., n.d.).

36. Poverty, accentuated by droughts, often forces households to resort to negative coping mechanisms, such as abnormal migrations, which disrupt schooling and negatively impact the lives and livelihoods of affected communities. Households may de-stock or drop out of pastoralism to find themselves without viable alternative livelihoods. During lean times rates of student drop-out and early marriage for girls increase; families also share relief assistance to survive. (WFP, 2018b)

37. Harmful traditional practices (HTPs) such as child marriage and female genital mutilation (FGM), although declining, remain prevalent and affect girls' access to education. Nationally, marriage before age 18 accounts for 58% of total marriages; 16 and 17 years are the median age at first marriage in Afar and Oromia respectively. Afar registers the second highest (after Somali) FGM prevalence rate among women aged 15-49 (91 percent); the rate for Oromia is 76 percent (CSA & DHS Program, 2016).

38. The role of education in addressing child marriage and FGM cannot be overstated. Data show median age at first marriage rising from 16.3 years among women with no education to 24 years among women with more than secondary education. Attitudes of men and women on whether FGM is required by religion also reflect levels of education – 31 percent of women and 24 percent of men with no education state that FGM is required by religion, but only 8 percent of women and 12.7 percent of men with secondary education believe the same (CSA & DHS Program, 2016).

The context for school feeding in Ethiopia[23]

39. **National policy and WFP support.** WFP has supported school feeding in Ethiopia since 1994 and remains the main partner for Government in delivering school feeding. The multi-year national Education Sector Development Programme (ESDP) has emphasised the importance of expanding school meals to schools in food-insecure and vulnerable areas, particularly pastoralist areas and chronically food-deficit highland districts with lower school enrolment and higher gender disparity. WFP has supported the drafting of a national school feeding policy.

40. WFP's Country Strategic Plan for 2020–2025, highlights school feeding as a contribution to its Strategic Outcome 2 ("Vulnerable and food-insecure populations in targeted areas have increased resilience to shocks by 2025") through the following outputs:

- *Targeted schoolchildren benefit from nutrition-sensitive school feeding programmes* (traditional and home grown) – including take-home rations to meet their basic food and nutritional needs and to increase school enrolment and attendance (linked to SDG4).
- *Crisis-affected primary schoolchildren receive a daily nutritious meal at school* to support their school attendance and learning outcomes (linked to SDG4).
- Nutritionally vulnerable people benefit from *increased capacity of Government institutions for the scale up of nutrition-sensitive school feeding programmes* (linked to SDG4). (WFP, 2020b p17-18, *emphasis added.*)

41. **Home-Grown School Feeding.** With growing interest in a sustainable national school feeding programme, WFP and MoE collaborated to pilot a Home Grown School Feeding (HGSF) programme in 37 schools in SNNPR[24] in 2012 and later expanding to an additional 50 schools. In 2014, the HGSF model was replicated in 18 primary schools in Oromia. By 2017, the HGSF programmes in Oromia and SNNPR were targeting 139,000 students in 286 schools (SABER, 2015, WFP, 2017a). The HGSF programme is primarily

[23] An extended school feeding situation analysis, for Ethiopia and the project areas, is provided in Annex F of the Inception Report.

[24] Southern Nations Nationalities and Peoples Region

supported by WFP with contributions from the regional governments of SNNPR and Oromia, in the absence of federal grants for non-emergency school feeding programmes.

42. **Emergency School Feeding (ESF).** As an integral part of the broader government-led response to the 2015/16 El Niño drought, MoE developed an education-in-emergency response plan to provide educational supplies, facilities for water, sanitation and hygiene (WASH), and school feeding, along with psychosocial support and establishing temporary learning spaces to reduce the risk of children in drought-affected areas dropping out of school. The ESF programme framework emulated the HGSF programme, with linkages to local farmers' cooperatives in surplus-producing areas to provide the grains and legumes needed for the school meals.[25] The per-child meal ration provided approximately 650 kcal per day, with ingredients of the meals varying, depending on what is locally grown and the dietary preferences of the local population.

43. Building on a charitable initiative, **Addis Ababa City Administration** launched an ambitious school feeding programme in 2019. It was interrupted when schools all over the country closed due to the Covid-19 pandemic. However, as of November 2020 the City Administration had plans to double the programme from 300,000 to 600,000 students when schools re-open. **Save the Children** has school feeding programmes in 13 woredas across 5 regions of Ethiopia.[26]

44. **Previous Phase of McGovern-Dole Support.** A McGovern-Dole Food for Education programme was approved in November 2012 and closed in early 2018. It involved providing students with one hot meal per day, as well as a monthly Take-home Ration (THR) of two litres of vegetable oil provided to girls. It covered 292,249 children in 590 schools in Afar and Somali Regions, and had a total budget of USD 40.7 million**.**

45. Results from an impact evaluation completed in 2018 demonstrated the importance of school feeding for areas that are severely affected by food insecurity. Thus:

- In both Afar and Somali regions, enhanced school enrolment was associated with school feeding, and schools with school feeding had a significantly better Gender Parity Index than those without school feeding.
- Grade repetition rates were consistently lower in McGovern-Dole schools in Somali region than in non-McGovern-Dole schools, although there was more limited evidence of this effect in Afar.
- Completion rates were significantly higher for McGovern-Dole schools than for non-McGovern-Dole schools, with a difference to the magnitude of 10 percent in Afar and Somali. This improvement was higher for girls than for boys. (Visser et al, 2018b)[27]

Recent developments in school feeding

46. Ethiopia officially launched the School Feeding Policy and Strategy (GoE 2021a,[28] WFP, 2021d) on 8th July 2021. WFP had been providing technical support to the development of the policy for the past five years, but, according to WFP, it had not been endorsed due to the high turnover of the management and commitment issues, among others. Highlights from the policy[29] include:

> The national school feeding policy has set a vision of providing at least one in school meal in a day to all pre-primary and primary school children by 2030. The Policy has four policy pillars and each policy pillars have strategies and initiatives

[25] WFP assisted with some international procurement of nutritious foods.

[26] Afar Region (Asyita, Abaala and Afambo woredas), Amhara Region (Sahla, Tsagbgi and Abergelie), Oromia Region (Lege Hida, Gura Dhamule and Rayitu), Somali Region (Filtu, Mubarak and Kedaduma), and Sidama Region (Borocha) (SCI Ethiopia, 2021). None of the SCF woredas are included in the MGD programme.

[27] Annex F of the Inception Report includes a full summary of the previous programme and of the impact evaluation findings. Box 14 reviews the effects of take home rations, and the recommendations of the impact evaluation are reproduced in Table 18 of that annex.

[28] However, we note that this version is still marked "strictly confidential and not for circulation".

[29] As cited in WFP, 2021c.

- Shall provide at least one in school nutritious meal with the food mainly sourced from local purchase to all pre-primary and primary children
- Shall create strong institutional arrangement, capacity building and promotion
- Shall ensure a sustainable and stable financial source
- Shall establish vigorous coordination mechanisms that can create enabling environment for school feeding implementation.

47. WFP has obtained support from France for a HGSF project in SNNPR. As cited in WFP's half-yearly report to USDA (WFP, 2021c):

> Under the French funding, WFP will provide support to HGSF in SNNP supporting around 35,000 children with school meals, starting September 2021 for three years.[30] Through this initiative, WFP will make efforts to link school feeding to PSNP and nutrition interventions; to promote gender-transformative practices to encourage and enable equitable engagement of women and men in a range of roles, including school management and HGSF committees; market engagement, and food safety interventions for smallholder farmers.
>
> As part of the project preparation, WFP with [the SNNPR Bureau of Education] have conducted a market assessment in August with the objectives to understand how the market functions, the availability of fresh projects, the cost of the diet, and proposed HGSF models that will benefit the local economy and improve nutritional intake and diet diversity in the schools. Some of the findings are to support smallholder farmer production, develop a context-specific menu, revise the procurement model and rules, develop food preparation and serving standards and improve related infrastructure, develop market infrastructure to facilitate procurement, and promote school gardens.

The impacts of Covid-19

48. Ethiopia's first confirmed case of Covid-19 was reported on 13 March 2020. By 23 November 2021, 370,522 confirmed cases and 6,704 deaths were reported; 5.8 million doses of vaccine had been given, but the 1.4 million people fully vaccinated represent only 1.4 percent of the population.[31]

49. In response to the pandemic, the national government closed all schools, and suspended all public gatherings and events from 16 March 2020.[32] Though the government did not impose a complete travel ban, on 20 March Ethiopian Airlines suspended flights from 30 countries[33] (increased to 80 countries on 29 March[34]), and the government announced that all travellers entering the country must self-quarantine for 14 days. Ethiopia closed its land borders on 23 March,[35] and Amhara, Oromia, Tigray, Benishangul-Gumuz and SNNPR Regions imposed lockdowns and travel bans on 30 March.[36] A state of emergency declared on 8 April lasted until 6 September 2020. Most school feeding ceased, but WFP assisted a THR response (see Box 1 below).

[30] WFP, 2021d.

[31] https://news.google.com/covid19/map?hl=en-GB&mid=%2Fm%2F019pcs&gl=GB&ceid=GB%3Aen

[32] https://www.aa.com.tr/en/africa/covid-19-ethiopia-closes-schools-bans-public-events/1767683

[33] https://www.fanabc.com/english/ethiopia-suspends-flights-to-30-countries/

[34] https://www.fanabc.com/english/ethiopian-suspends-flights-to-80-international-destinations/

[35] https://www.bloomberg.com/news/articles/2020-03-23/ethiopia-closes-land-border-deploys-troops-to-combat-virus

[36] https://www.ezega.com/News/NewsDetails/7865/Ethiopian-Regional-States-Impose-Travel-Ban-to-Halt-Spread-of-COVID-19

Box 1 Pandemic Response – Take Home Rations in Oromia and SNNPR

The Covid-19 pandemic led to huge disruption of education, with over 47,000 schools closed and 26 million students kept away from classes. Beyond education, delivery of school-based health and nutrition services was disrupted. More than 1 million schoolchildren who were benefiting from school meals in seven regions of the country lost their access to school feeding services.

Following the closure of schools, WFP and regional Bureaus of Education in Oromia[37] and Southern Nations Nationalities and Peoples Regions decided to provide children with Take Home Rations (THR), with the following objectives:

- Continue to support families who relied on school meals, to lessen the burden of their children's food needs.
- Take home rations would also act as an incentive for families to send their children back to school, once they re-open.
- Create awareness for parents on Covid-19 prevention measures.

With the support of regional governments of the HGSF-targeted regions (Oromia and SNNPR), WFP managed to provide alternative THR to over 63,300 school children (27,000 families) between April and June 2020 by distributing 530 mt of locally sourced food commodities (mainly maize, red haricot beans, iodized salt, fortified vegetable oil and wheat).

Source: WFP Ethiopia Country Office

50. In late October 2020, schools started to re-open on a staggered basis, with priority for rural areas.[38] Learning was subject to strict new guidelines: classrooms were to operate at a third of their previous capacity and students and teachers must wear masks. Furthermore, double- and triple-shift schedules were introduced to reduce numbers of students, meaning that teachers must cover more classes than before.[39]

51. WFP's semi-annual report to USDA for March 2021 reported:

> **Covid-19:** In February 2021, the MoE has commissioned Luminos Fund is an International NGO (EMNET) based in the USA to conduct a study on the impact of COVID-19 on education. The study revealed that close to 4.5 million children of primary school age (7-14 years) are out of school, greater by 1.5 million from 2012. Of these, 2.6 million are girls. The study also indicates that the largest number is in Afar (66 percent) and Somali (53 percent) regions. In total, 13.3 million children aged 4 to 16 years are out of school in Ethiopia. (WFP, 2021a)

52. WFP also reported that Covid-19 restrictions were limiting WFP staff's mobility to provide technical and monitoring support to the areas of operation. WFP continued to conduct monitoring remotely and meetings virtually (WFP, 2021a). In September 2021, WFP reported that "the full-scale teaching and learning process was [still being] disrupted, forcing students to attend school only three days a week (WFP, 2021b).

Effects of internal security issues and conflict

53. The incidence of ethnic conflicts and displacement across the country has already been noted (¶18 above). While the baseline study was being conducted there was a considerable escalation of security issues. In November 2020 major armed conflict began between the federal government and the regional government of Tigray. That conflict has not concluded and has spread beyond the borders of Tigray. On 2 November 2021, the federal government declared a state of emergency amid concerns that Addis Ababa itself might become a scene of conflict. A number of embassies withdrew non-essential staff and advised their citizens to leave Ethiopia.

[37] Borana was one of Oromia Zones involved; but Yaballo was the only woreda involved that has since been included in the MGD programme.

[38] https://www.cam.ac.uk/research/news/in-ethiopia-schools-still-lack-basic-means-to-contain-covid-19-as-pupils-return-after-months-of#:~:text=Schools%20in%20Ethiopia%20are%20currently,by%20the%20crisis%20in%20Tigray.

[39] https://www.unicef.org/ethiopia/stories/schools-reopening-restores-normalcy-children-amid-lingering-covid-19-risks

54. Of the project areas, Afar is particularly affected. It has a long border with Tigray (Map 1 above), and communication routes to Djibouti, which run through Afar, are of strategic significance. Some direct consequences for the McGovern-Dole project have been noted in WFP's updates to USDA:

> "Access to Mekele warehouse, which was used to serve as Afar hub has been inaccessible since end of June. As a result, WFP has lost 430mt of rice intended for the use of Afar region school feeding for the new school year. Following these issues, WFP has decided not to use the Mekele warehouses as a hub to store MGD food in the future to avoid all the challenges of uplifting the food out of the Tigray region."
>
> "As the conflict intensified in Amhara and Afar regions, 455 schools that were serving 88,000 school children were damaged in Afar in the past month."
>
> "During the reporting period, Afar Region has been severely affected by Tigray conflict. According to MoE's report, about 455 schools serving 88,000 school children were affected by the war and displacement. Out of these, around 95 schools under MGD programme have been affected of which 40 were severely damaged. Most of the schools' infrastructure was damaged, lost their school furniture including cooking utensils or the schools were used as shelters for the IDPs. Similarly, one of the MGD targeted woredas (Arero) in Oromia region has been affected by insecurity**."**
>
> "The recent Tigray crisis and the security concerns have affected the monitoring and provision of training for 175 schools in Afar and 49 schools in the Oromia region. To mitigate these challenges, WFP and BoE managed to assess the targeted schools affected by the crisis in the Oromia region. As a result, and in agreement with the donor, Arero woreda is handed over to the government programme and 7 new schools in Yabelo woreda were added to the existing MGD programme." (WFP, 2021b)

2. WFP's McGovern-Dole supported school feeding programme

2.1 SUBJECT OF THE BASELINE

Programme features[40]

55. The programme's budget and reporting frame is organised around the seven "Activities" listed in Table 2 below. This section summarises key features and provides updated information against each main Activity. Implications of implementation experiences so far are discussed in Section 4.

Implementation

56. The Government of Ethiopia (GoE) is WFP's main implementation partner, primarily through the education authorities at relevant levels of Ethiopia's federal system. Accordingly the Regional Education Bureaus (REBs) for Afar and Oromia have the direct responsibility for implementing the project; they are supported by the WFP Ethiopia Country Office, with any funds channelled to REBs via the Regional Bureaus of Finance. Field Level Agreements (FLAs) between WFP and the regional governments set out detailed mutual responsibilities and accountabilities for administrative, financial and physical management of the programme (see Annex D, ¶30–31). REBs are responsible for monitoring at school level and reporting to WFP; WFP in turn compiles reports to USDA.

Geographical scope and targeting

57. The project will support school feeding in Afar Region and selected woredas (districts) within two Zones of Oromia Region (Borana and East Hararghe) – see Map 1 above.

Relevant previous projects

58. As described in ¶44–45 above, a previous phase of McGovern-Dole support to pastoral areas of Ethiopia was focused on Afar and Somali Regions. That project closed in 2018, so there is no direct continuity between the present project and its precursor, although the design is similar. The earlier project was the subject of an impact evaluation (Visser et al, 2018b) which has influenced the design of the present baseline/endline evaluation.

Beneficiaries

59. The project is to provide school meals for primary schools and also for pre-primary children on the same sites. In Afar, take home rations (THR) will be provided for girls in Grades 5 and 6 and boys in Grade 6. THR are conditional on 80 percent attendance records, and are designed to encourage continued attendance amongst groups who are at risk of early drop-out. Details of the commodities involved and the specification of the meals are provided in Annex D. Targeted numbers of children and schools are discussed in the review of "Activity 1" below.

Duration

60. The initial project agreement was signed in 2019, and the project was due to run from 2019–2024.[41] As noted earlier, its commencement was delayed by the Covid-19 pandemic and resulting school closures. Schools were officially closed from March 2020 until October 2020, when the federal government announced their re-opening subject to various restrictions. In practice, McGovern-Dole school feeding did not begin until early 2021, and the baseline survey (conducted in March/April 2021) found that the school meal service had still not commenced in a large proportion of Afar schools.[42] The project's annual targets will therefore need to be adjusted.

Objectives

61. The project agreement describes the project objectives as:

[40] A full description and analysis of the project under evaluation is provided as Annex D. (The terms "project" and "programme" are used interchangeably in much project/programme documentation, and we have not attempted to standardise.)

[41] The scheduled end date of the project is 30 October 2024 (USDA & WFP, 2019).

[42] For details, see Section 4.2, ¶189.

- Improve student attendance and reduce short-term hunger through the provision of a daily school meal;
- Increase student enrolment by raising community awareness of the importance of education to parents and community members following a national community-based mobilization model;
- Improve literacy among children and quality of education through teacher recognition and provision of school kits and indoor/outdoor materials;
- Improve health and dietary practices of students through rehabilitation/rebuilding of water, sanitation and hygiene facilities;
- Improve food preparation and cooking practices by provision of training, sensitization, and fuel-efficient stoves; and
- Increase government ownership and strengthen national capacities through training and mentoring aimed at developing a school feeding programme with lasting impact. (USDA & WFP, 2019)

Gender, equity and inclusion

62. Gender and equity concerns are reflected in the project design in several ways: the selection of the project area and of participating woredas is based on considerations of need which incorporate gender and equity dimensions; the McGovern-Dole results framework mandates a gender-sensitive approach to monitoring; the approach to school hygiene takes particular account of girls' requirements; and girls continue to be a particular target of the THR component in Afar. However, the Terms of Reference for the baseline-endline evaluation acknowledge that there was not a comprehensive gender and equity analysis at project design stage and the evaluation team is required to address this topic more thoroughly.[43] Disability was not specifically mentioned in project proposal, but the TOR for the baseline-endline evaluation require attention to this dimension of inclusion.

Budget and in-kind resources

63. The total USDA budget for this project is USD 28 million, of which USD 12.7 million is provided in cash, with the remainder representing the costs of providing commodities in kind (see Table 1). The commodities to be provided by USDA include vegetable oil, fortified milled rice, fortified corn soy blend (CSB Plus), and vegetable oil soy fortified bulgur wheat. No formal cost sharing is shown in the USDA budget, but some other contributions are expected, including iodized salt to be provided by the Government of Ethiopia (GoE).

Table 1 Total McGovern-Dole Food for Education Budget

Component		Amount USD
Commodity cost		10,273,998.44
Freight cost		5,003,837.85
	total in kind	15,277,836.29
Administrative costs (cash portion)		12,722,163.71
	grand total	**28,000,000.00**

Source: amendment to project agreement FFE-663-2018/013-00-A (USDA & WFP, 2019).

64. Table 2 shows the breakdown of the cash budget between seven Activities that reflect the objectives set out in ¶61 above.

[43] Hence Annex M of this Baseline Report.

Table 2 Breakdown of USDA cash budget by activity

Component	Amount USD
Activity 1 – Food Distribution	2,075,761.83
Activity 2 – Support Improved Safe Food Preparation and Storage	468,987.59
Activity 3 – Promote Improved Nutrition	197,843.30
Activity 4 – Promote Improved Health	345,615.33
Activity 5 – Build Capacity	227,132.51
Activity 6 – Promote Improved Literacy	416,875.67
Activity 7 – Promote Increased Enrolment	8,620.04
total cash budget	12,722,163.71

Source: amendment to project agreement FFE-663-2018/013-00-A (USDA & WFP, 2019).

Note: For a detailed breakdown of each activity, see Table 19 in Annex D.

Early implementation

65. The implementation of the project to date in relation to each of the Activities is outlined in Table 3 below and then discussed below in relation to each of the Activities specified in the project agreement and budget (Table 2 above). The inferred theory of change (see Section 2.2 below) groups the Activities according to the outcomes that they most directly support, and the same sequence is followed below. The budget for each Activity includes a provision for activity management costs.

Table 3 Activity Status at Time of Baseline Survey

Activity	Started?	Status at 30 September 2021
Activity 1 – Food Distribution		
Purchase and distribution of non-food items in 270 schools, used to directly implement school feeding	Yes	• Progress reported as follows: "Distribution of kitchen equipment: during the reporting period, around 475 schools (58% of targeted schools) received different non-food items, such as cooking pots (571), plates (47,117), spoons (43,043), cups (33,040), buckets (299), ladles (360) and basins (331). • The items were distributed to the needy and newly added schools in the programme. • It was not possible to cover all schools with new kitchen equipment as furnishing all schools requires a significant amount of budget." (WFP, 2021b)
Renovation of 225 kitchens, including provision of fuel-efficient stoves and assessment of effective fuel-efficient stove type	Yes	• In the Oromia regions, construction materials were procured to improve existing kitchen infrastructures in 74 targeted schools. • As for Afar region, the process of procurement of construction materials will take place during the last quarter of 2021.

Activity	Started?	Status at 30 September 2021
Visibility boards for each school (to include credit for USDA's role in the school feeding programme).	Yes	• Billboards have been prepared for only a very small proportion of schools.
Activity 2 – Support Improved Safe Food Preparation and Storage		
Construction of feeding shelters in 20 schools	No	NA
Rehabilitate storerooms	No	
Training of cooks and storekeepers on food preparation and storage practices	No	
Training provided on general school feeding management	No	
Activity 7 – Promote Increased Enrolment		
Covers awareness campaigns on the benefits of education (development of SBCC[44] material in form of radio ad to be run in local language), as well as activity management costs.	No	NA
Activity 6 – Promote Improved Literacy		
School Learning Materials for 160 schools	Yes	• The September 2021 spreadsheet notes a target of 374,000 books to be procured over the first three years of the programme.
Indoor and outdoor learning materials for 160 schools	Yes	
Merit-based award initiatives that are aimed at promoting teacher attendance	No	NA
Activity 3 – Promote Improved Nutrition		
Formative assessment and development of SBCC materials	No	• WFP is further planning to identify nutrition gaps based on KAPs survey findings to design nutrition-sensitive interventions." (WFP, 2021b) • WFP KAP analysis should be finalized by August 2022.
Nutrition education for approx. 900 individuals	No	NA
Health screening and referral of under-nourished children[45]	Yes	• The September 2021 spreadsheet reports screening ongoing, but does not report the number of screenings.
Activity 4 – Promote Improved Health		
Construction of water access points in 50 schools	No	NA
Building 500 handwashing stations in approx. 450 schools	Yes	• The spreadsheet attached to the semi-annual report (WFP, 2021b) records 614 handwashing stations procured and distributed to targeted schools.
Awareness campaigns (e.g. posters, radio) on health and hygiene	No	• The strategy and materials are expected to be finalized by the end of the year for dissemination**."** (WFP, 2021b)

[44] Social and behaviour change and communication.

[45] For more detail on plans for screening, in collaboration with health extension workers, see Annex D, ¶24.

Activity	Started?	Status at 30 September 2021
Activity 5 – Build Capacity		
South-South learning *(Activity 5.1)*	Yes	• As noted in Section 1.2, Ethiopia has now launched its School Feeding Policy and Strategy in July 2021. • A SABER (School Feeding Systems Approach for Better Education Results) assessment was conducted in the first quarter of 2021 (WFP, 2021a, SABER, 2021).
National level inter ministerial and technical coordination committee for school meals (*Activity 5.2*)	No	NA
Government staff capacity building (*Activity 5.3*)	Yes	• A number of the WFP seconded staff are now in place.
Fleet system (*Activity 5.4*)	No	• There is no mention of this sub-activity in the McGovern-Dole budget, and the ET understands that it no longer forms part of the project, although the Ethiopia CO is assisting the regional authorities with logistic issues.
Support local farmer organizations (*Activity 5.5*)	No	NA

Activity 1 – Food Distribution

66. The stated **objective** for this activity is: "To increase access to food, raise attendance, reduce drop-out, reduce short term hunger and raise attentiveness, while contributing to improved diet diversity". The food distribution activity is the centrepiece of the whole programme. It accounts for the entire in-kind costs of the programme (Table 1 above) and the largest share of the cash budget (Table 2 above).

School feeding targets

67. Targets for children to be fed and schools to be included in the project are shown in Table 4 below. To support sustainability and handover to government-run school feeding, the number of beneficiaries is expected to taper down in successive years of the project, particularly in the Oromia zones, with schools expected to transfer to the Oromia regional government's home-grown school meals programme. The table demonstrates the proposed tapering of the programme, and also reflects much smaller average school sizes in Afar.

Table 4 Annual targets for children and schools

	Year 1		Year 2		Year 3		Year 4		Year 5	
	Children	*Schools*	*Children*	*Schools*	*Children*	*Schools*	*Children*	*Schools*	*Children*	*Schools*
Afar	100,000	350	97,500	342	95,000	333	90,000	315	85,000	298
Oromia	100,000	100	90,000	90	77,000	78	62,000	62	49,500	50
Total	200,000	450	187,500	432	172,500	411	152,000	377	134,500	348

Source: project proposal (WFP, 2018b)

Adaptations during implementation

68. **Phasing and project start-up**: the project agreement was signed in December 2019 (USDA & WFP, 2019), only shortly before Covid-19 became a global game-changer. USDA waived the requirement that the baseline study should precede the commencement of school feeding, and considerable volumes of food had been shipped by July 2020 (WFP, 2020c). Although the government announced that schools would reopen from 19 October 2020, the actual reopening was staggered and subject to various restrictions (see the review of Covid-19 in Section 1.2, ¶48ff). McGovern-Dole school feeding in Afar and

Oromia commenced in mid-January 2021, but there were start-up delays in many schools, particularly in Afar. At the time of the baseline survey in March/April 2021 a large proportion of the sampled schools reported that McGovern-Dole school feeding had not yet commenced (see ¶189–190 below).

69. **Logistics**: difficulties in delivering food to schools and then beginning school feeding arose from various factors. There were some logistical issues linked to the Tigray conflict, and more localised problems relating to the scarcity of transport contractors in Afar, and the fact that many schools had been damaged by recent floods. At some schools a shortage of non-food items (e.g. cooking pots) led to further delay after food had been delivered. Such issues were frequently encountered by the evaluation's fieldwork teams.

70. **Revised targets:** there were large unplanned increases in the number of targeted schools in Afar, explained by WFP, in September 2020, as follows:

> "The number of targeted schools in Afar region increased from 367 to 571 schools [...].The increment of the number of schools was due to small number of students enrolled per school. This will cause additional need of budget for kitchen infrastructures, number of non- food items, monitoring and washing facilities." (WFP, 2020c).

71. An even larger number of schools was reported in the September 2021 update for USDA:

> "The award targets Afar and Oromia regions to reach 186,705 pre-primary and primary school children in 817 schools during the life of the project. " (WFP, 2021b)

72. In order to select the sample of schools to be included in the baseline survey, the evaluation team required authoritative lists of schools included within the McGovern-Dole programme. Neither the early lists shared nor the final ones obtained before undertaking the survey proved a reliable guide to whether particular schools were or were not included within the McGovern-Dole programme.[46] It is clear that within-woreda inclusion of schools in the McGovern-Dole programme was less selective than WFP had anticipated, and that there were weaknesses in communication between REBs and WFP on how the programme was being rolled out.

Take Home Rations (THR)

73. The THR component of the programme was intended to target girls in G5 and G6, and boys in G6, to apply only to Afar, and to use rice as the take-home commodity. This component had not begun at all at the time of the baseline survey. However, there has been some pragmatic distribution of food commodities as THR, as described next.

74. The general use of THR as an ad hoc response to the pandemic was described in Box 1 above. There were also other ad hoc uses of THR. Because of imminent expiry of vegetable oil and CSB+, it was agreed to hold back rice (which was intended to be used to vary the in-school ration as well as being the THR ration commodity) and use up the CSB+ first. In addition:

- The six-monthly report to USDA up to March 2021 (WFP, 2021a*)* reported the distribution as THR of 169.38 mt of vegetable oil that was close to expiry as a monthly ration of 3 litres/child for five months to grade 5 girls and grade 6 boys in Afar (3,976 beneficiaries; 1,395 boys and 2,581 girls) from February to June 2021.
- By the end of September 2021, WFP reported that a further 911.41 of food commodities had been distributed as THR. This comprised (a) the distribution of "3 litres of vegetable oil for 3,911 children in grades 5 and 6 as THR to improve children's attendance", and (b) an additional distribution of one litre of vegetable oil "to all 96,792 children in Afar region" in order to use up a larger quantity of oil approaching its expiry date. (WFP, 2021b)

75. The accumulation of food close to expiry was attributed to "delayed school reopening, deterioration of the security situation in some of the targeted areas, and reduction of the number of school days in a week because of the COVID-19 pandemic". Its use as THR was seen as an incentive to encourage families to send their children back to school, as well as a way of avoiding food wastage. (WFP, 2021b)

[46] This issue is noted as a limitation on the evaluation – see Section 3.3, ¶160.

76. There was also a pragmatic distribution of rice as THR in Oromia: "394 metric tons of rice stored in the Dire Dawa warehouse in Oromia was distributed as a THR due to the extended period of stay in the warehouse and the repeated fumigation that caused concern that the quality of the rice will deteriorate. The rice was distributed to 36,134 school children as a one-time THR, and each child received 10.9kg rice in East and West Hararghe of the Oromia region."[47] (WFP, 2021b).

77. An additional out-of-programme distribution for humanitarian reasons is noted in Box 2.

Box 2 Exceptional Rice Distribution in Tigray Region

Since uplifting of McGovern-Dole's rice stored in Mekelle out of the Tigray region was impossible due to the ongoing conflict and the closure of the border and considering the deterioration of the quality of rice after several fumigations, WFP have contacted the donor and provided options on how best to utilize the remaining quantities. It was agreed with the donor to distribute the food in Tigray region to the children in the IDPs camps and to consider it as a loss.

The rice was distributed to the internally displaced children in 25 IDP sites in Mekelle reaching 32,578 school-aged children between 7 – 14 years old. The distribution was coordinated, and communities were sensitized together with the site management agencies - UNHCR and IOM; and IDP camp management committee and relevant IDP representatives were fully participated during the intervention cycle in sensitizing the recipients, informing communities of targeting and entitlement, and distribution of food.

Source; WFP report to USDA (WFP, 2021b)

Complementary food distribution activities

78. The cash budget for Activity 1includes a number of activities to complement the food distribution:

Activity 1 – Food Distribution	**Status at 30 September 2021**
• Purchase and distribution of **non-food items** in 270 schools, used to directly implement school feeding	• Progress reported as follows: **"**Distribution of kitchen equipment: during the reporting period, around 475 schools (58% of targeted schools) received different non-food items, such as cooking pots (571), plates (47,117), spoons (43,043), cups (33,040), buckets (299), ladles (360) and basins (331). The items were distributed to the needy and newly added schools in the programme. It was not possible to cover all schools with new kitchen equipment as furnishing all schools requires a significant amount of budget." (WFP, 2021b)
• Renovation of 225 **kitchens**, including provision of fuel-efficient stoves and assessment of effective fuel-efficient stove type	• **"**In the Oromia regions, construction materials were procured to improve existing kitchen infrastructures in 74 targeted schools. As for Afar region, the process of procurement of construction materials will take place during the last quarter of 2021. It was delayed due to the shortage of construction materials and this was one of the impacts of Tigray conflict (closure of borders between regions)." (WFP, 2021b)
• **Visibility boards** for each school (to include credit for USDA's role in the school feeding programme).	• Billboards have been prepared for only a very small proportion of schools: "Construction of visibility billboards: visibility boards of 25 in Oromia and 30 in Afar were designed and ready to be installed in some selected schools. Unfortunately, the amount of funds planned for this activity was extremely underestimated, which is further aggravated by a high inflation rate in the country, making it difficult to procure the initially planned number of billboards." (WFP, 2021b)

[47] Note that this distribution was partly to a non-programme zone (West Hararghe).

Activity 2 – Support Improved Safe Food Preparation and Storage

79. The stated **objective** for this activity is: "To provide a supportive and safe environment for the preparation and distribution of school meals program", with the various budgeted activities described as follows:

Activity 2 – Support Improved Safe Food Preparation and Storage	Status at 30 September 2021
• Construction of **feeding shelters** in 20 schools	• The September 2021spreadsheet does not differentiate between feeding shelters and storerooms. It describes the rehabilitation of infrastructure as something to address in the next period, and comments "In Oromia, construction materials were procured and distributed to improve existing kitchen infrastructure. While the number achieved is over the plan this requires follow up to ensure the construction meets minimum standard."
• WFP will **rehabilitate storerooms** *(Activity 2.1)* in 50[48] schools (25 in Afar and 25 in Oromia) based on annual assessments on the conditions of kitchens and storerooms in the targeted schools.	
• WFP proposes to strengthen food quality management through **training of cooks and storekeepers on food preparation and storage practices** in each school in the first year, and by conducting a follow up training in the third year. In total, WFP will train 2 cooks/storekeepers per school (900 total).	• The September 2021 spreadsheet does not differentiate between the two sub-activities; nor does it specify how targets may have been revised, but it reports that: "201 (Male:171, Female 30) and 383 cooks overall out of the 1500 individuals planned to be trained , 1224 school management and cooks have been trained in safe food preparation and handling. Additional trainings are planned for the next academic year as there are still unmet demand due to increased coverage of schools than originally planned."
• To ensure **school directors, PTAs and school meals committees** (comprising administrators, teachers and parents) effectively undertake the day-to-day management of the school meals programme that include operational responsibilities, reporting and performance management, WFP will continue to systematically **train them on general school feeding management** covering topics related to commodity management, storage and recording food commodities in storerooms, and meals preparation.	

Activity 7 – Promote Increased Enrolment

80. The stated **objective** for this activity is: "To boost school enrollment and teacher capacity for better literacy results". The budgeted activity is to conduct awareness campaigns:

Activity 7 – Promote Increased Enrolment	Status at 30 September 2021
• Covers awareness campaigns on the benefits of education (development of SBCC[49] material in form of radio ad to be run in local language), as well as activity management costs.	• Still in preparation. The September 2021 update notes: "In preparation for the new academic year, WFP has supported regional BoE to develop back-to-school campaigns. The back-to-school campaign will be complemented with the additional fund secured from UNAIDS, using the schools as platforms to sensitize the communities and children on the importance of education and to also address some other issues such as early marriage, nutrition, health, hygiene, and HIV." (WFP, 2021b)

[48] However, the target in project agreement budget is 40.

[49] Social and behaviour change and communication.

Activity 6 – Promote Improved Literacy

81. The stated **objective** for this activity is: "To boost school enrollment and teacher capacity for better literacy results", and the following components are budgeted:

Activity 6 – Promote Improved Literacy	**Status at 30 September 2021**
• School Learning Materials for 160 schools • Indoor and outdoor learning materials for 160 schools	• The September 2021 spreadsheet notes a target of 374,000 books to be procured over the first three years of the programme. It reports that: "In Afar region, 32,000 Afar reading books and 10,000 English reading materials are printed and it will be distributed in the next reporting period. The planned numbers actually include other school supplies and indoor and outdoor educational materials which will be procured next year."
• Merit-based award initiatives that are aimed at promoting teacher attendance	• Not reported to have started. Progress depends on the REBs, with WFP noting "Since all the necessary project budget allocated for the school feeding including the literacy activities is transferred to regions, WFP will continue to provide technical support to regions, ensuring the limited budget is utilized for the intended objective." (WFP, 2021a*)*

82. As detailed in Annex D, the project design anticipated that WFP would collaborate with education authorities in Afar on literacy activities, but that in Oromia there would be liaison and collaboration with USAID-funded literacy programmes already operating in that Region. Covid-19 obviously made progress more difficult, but it also appears (after consultations between WFP and other literacy stakeholders – WFP, 2020d) that the anticipated collaboration in Oromia is unlikely to happen. (WFP, 2020c*,* WFP, 2021a*,* WFP, 2021b)

Activity 3 – Promote Improved Nutrition

83. The stated **objective** for this activity is: "To contribute to improved dietary diversity and increased nutritional value". This component is still in its formative stages, as noted below:

Activity 3 – Promote Improved Nutrition	**Status at 30 September 2021**
• Formative assessment and development of SBCC materials	• A knowledge, attitudes and practices (KAPS) survey is intended "to provide evidence which WFP's Ethiopia Country Office will use to design its social behaviour change communication strategy for the school feeding programme. WFP is further planning to identify nutrition gaps based on KAPs survey findings to design nutrition-sensitive interventions." (WFP, 2021b) WFP's analysis of the data collected has not yet been shared with the ET.
• Nutrition education for approx. 900 individuals	• Not yet conducted (SBCC materials are due to be prepared drawing on the KAPS analysis).

• Health screening and referral of under-nourished children[50]	• In March 2021 WFP reported that, in collaboration with Afar BoE and Bureau of Health, 151 schools had been identified to start the implementation of screening and referral services for children through the provision of training for Early Child Development (ECD) teachers, with implementation due to start in May. (WFP, 2021a*)* • The September 2021 spreadsheet reports screening ongoing, but does not report the number of screenings.

84. The project proposal also envisaged the following activities:

> **"With non-McGovern-Dole funds**, WFP will **pilot provision of fresh vegetables and fruits *(Activity 3.1)*** in Oromia region to diversify children's diet. In the initial period, WFP will explore the possibility of including potatoes, carrots and bananas with a longer shelf life as the capacity of the targeted schools is built on the management of food safety and quality issues related to perishables."
>
> "In partnership with FAO, WFP will assess the feasibility of and explore the possibility of establishing innovative approaches to **school gardens** in arid regions with insufficient water. If successful, school gardens will be managed by parents of the targeted school children and will be used as a platform for nutrition education for both children and parents."

85. From discussions during inception, we understand that school gardens are no longer included in this programme but that piloting of fresh foods in Oromia is still planned.

Activity 4 – Promote Improved Health and Hygiene Practices

86. The stated **objective** for this activity is: "To improve healthy growth for better and consistent school attendance". Envisaged partners include the Ministry of Health and the Ministry of Education. Specific components in the budget are:

Activity 4 – Promote Improved Health	Status at 30 September 2021
• Construction of water access points in 50 schools	• None reported.
• Building 500 handwashing stations in approx. 450 schools	• The spreadsheet attached to the semi-annual report (WFP, 2021b) records 614 handwashing stations procured and distributed to targeted schools. (83 in Oromia, and 531 in Afar).
• Awareness campaigns (e.g. posters, radio) on health and hygiene	• "Regarding development of Social Behavioural Change Communication (SBCC) materials to improve health and hygiene practices, WFP Country Office is developing a consolidated SBCC strategy on nutrition hygiene and sanitation together with SBCC material for all programmes including school feeding. The strategy and materials are expected to be finalized by the end of the year for dissemination**."** (WFP, 2021b)

Activity 5 – Build Capacity

Capacity building activities and targets

87. The stated objective for this activity is: "Strengthen government capacity to transition towards national ownership of school meals program". The capacity building activities supported by the programme have countrywide significance. The constraints and distractions of the pandemic and internal conflicts have obviously dampened these activities, but there has been some progress:

[50] For more detail on plans for screening, in collaboration with health extension workers, see Annex D, ¶24.

Activity 5 – Build Capacity	**Status at 30 September 2021**
• WFP will continue its strategic, operational and technical assistance to the Government of Ethiopia's transition towards national ownership of school meals program. To keep the momentum on the need to adopt and implement the proposed National School Meals Strategy, WFP will continue to support **South-South learning *(Activity 5.1)*** by sponsoring senior government officials to attend global or regional fora on school feeding, to learn good practices by other countries in the management and implementation of school meals.	• As noted in Section 1.2, ¶46, Ethiopia has now launched its School Feeding Policy and Strategy in July 2021. • A SABER (School Feeding Systems Approach for Better Education Results) assessment was conducted in the first quarter of 2021 (WFP, 2021a, SABER, 2021). Its main findings are reproduced in Annex Q. • It has obviously not been possible to pursue the envisaged south-south learning activities while the Covid-19 pandemic continues.
• To support national level coordination, oversight and advocacy for resourcing, WFP will advocate for the formation of a **national level inter-ministerial and technical coordination committee for school meals (*Activity 5.2*),** to coordinate and provide oversight of the program	• Such a coordinating body has not yet been established.
• WFP will support implementation of the national school feeding strategy through prioritizing **government staff capacity building (*Activity 5.3*)** i.e. national and regional staff on school feeding and monitoring to track progress in literacy and school meals outcomes by seconding staff at each regional office.	• One of the specific intentions is for WFP to second staff to regional offices who will support capacity building of government staff on school feeding and monitoring to track progress in literacy and school meals. • A number of the WFP seconded staff are now in place.
• WFP proposes to strengthen the capacity of the regional governments on transportation, commodity management and storage by setting up a **fleet system (*Activity 5.4*)** in Afar where transportation problems have led to delays in food delivery to the warehouses and schools. Using WFP Standard operating procedures, the organization will acquire the necessary fleet, and WFP staff will mentor, coach and train regional staff on fleet management, transport of food commodities and warehouse management, with a plan to handover the fleet and its management within the first two years of the project..	• There is no mention of this sub-activity in the McGovern-Dole budget, and the ET understands that it no longer forms part of the project, although the Ethiopia CO is assisting the regional authorities with logistic issues.
• In coordination with FAO and the Ministry of Agriculture, WFP will continue its **support local farmer organizations (*Activity 5.5*)** in Oromia to increase and diversify their agricultural production, and to provide improved links to markets to school meals. WFP will provide trainings farmers to increase the quantity and quality of their crop yields, to reduce post-harvest losses and on improved storage, transport and handling of crops. … The support will put emphasis on value chain development and access to improved market information.	• This activity has not started.

2.2 LOGICAL FRAMEWORK / THEORY OF CHANGE

The McGovern-Dole results framework

88. All McGovern-Dole school feeding projects draw on a standard results framework linked to two overarching McGovern-Dole Strategic Objectives (SOs). SO1 is "improved literacy of school-age children" and SO2 is "increased use of health and dietary practices". The McGovern-Dole results framework also depicts "Foundational Results" which relate to building capacity in terms of increased capacity of government institutions, an improved policy and regulatory framework for school feeding, increased government support, and increased engagement of local organisations and community groups. The results framework is mapped onto USDA's standard set of indicators for McGovern-Dole projects. The McGovern-Dole results framework diagrams are reproduced in Annex F.

Inferred theory of change for the baseline/endline evaluation

89. Preparing an inferred theory of change (ToC) is a way to check whether the evaluators' understanding of a programme's intentions and assumptions corresponds with the thinking of its protagonists. It then provides a basis for identifying key issues for the evaluation to investigate.

90. During the inception phase, the evaluation team developed an inferred theory of change (Figure 1 below) which builds on the standard McGovern-Dole results framework and its main Strategic Objectives, but also factors in some wider objectives that are important to WFP and the Government of Ethiopia. Thus, in addition to McGovern-Dole SO1 and SO2, both GoE and WFP also value the function of school feeding as a safety net, supporting improved incomes and resilience of food-insecure households, and the project is also oriented towards strengthening national school feeding capacity, and supporting progress towards nationally operated and financed school feeding systems.

The theory of change diagram

91. The diagram shows how each of the project activities is expected to contribute to associated outputs, outcomes and impact. Arrows are intended to indicate causality, but this is only schematic. Arrows from the various 'input' boxes on the left show contributions to the programme overall, not just to the activities immediately to the right of the inputs. The vertical, two-headed arrows next to the 'input' boxes are thus meant to show that resources will be variously pooled and complementary in their assorted contributions to different elements of the programme. In the activities column, we show the same set of numbered activities that appears in the project proposal and in its detailed budget.[51]

Theory of change assumptions

92. The diagram also spells out the assumptions on which project results depend. Numbered boxes on the diagram are linked to the assumptions shown in Table 5 below; their positioning is inevitably approximate, but shows roughly which component of the programme each assumption mainly concerns, and also which level (e.g. assumptions 2–6 concern inputs to activities, assumptions 13–17 concern outcomes to impact).

93. In drawing up these assumptions, we incorporated the ones already identified alongside the McGovern-Dole results framework[52] and also adapted some from the ToC used for the earlier operation's impact evaluation.[53] We believe that this ToC usefully reinterprets the results framework and helps to clarify its expectations of causation, and the assumptions that underlie it. We took account of this ToC and its assumptions in drawing up our detailed evaluation matrix (see Section 3.1 below). In Section 4.4 we discuss the implications of baseline findings for the ToC and for the validity, so far, of its assumptions.

[51] See Table 2 above; for more detail see Table 19 in Annex D.

[52] See Annex FI, ¶3.

[53] Described in Annex F of Visser et al, 2018a.

Figure 1 Inferred Theory of Change

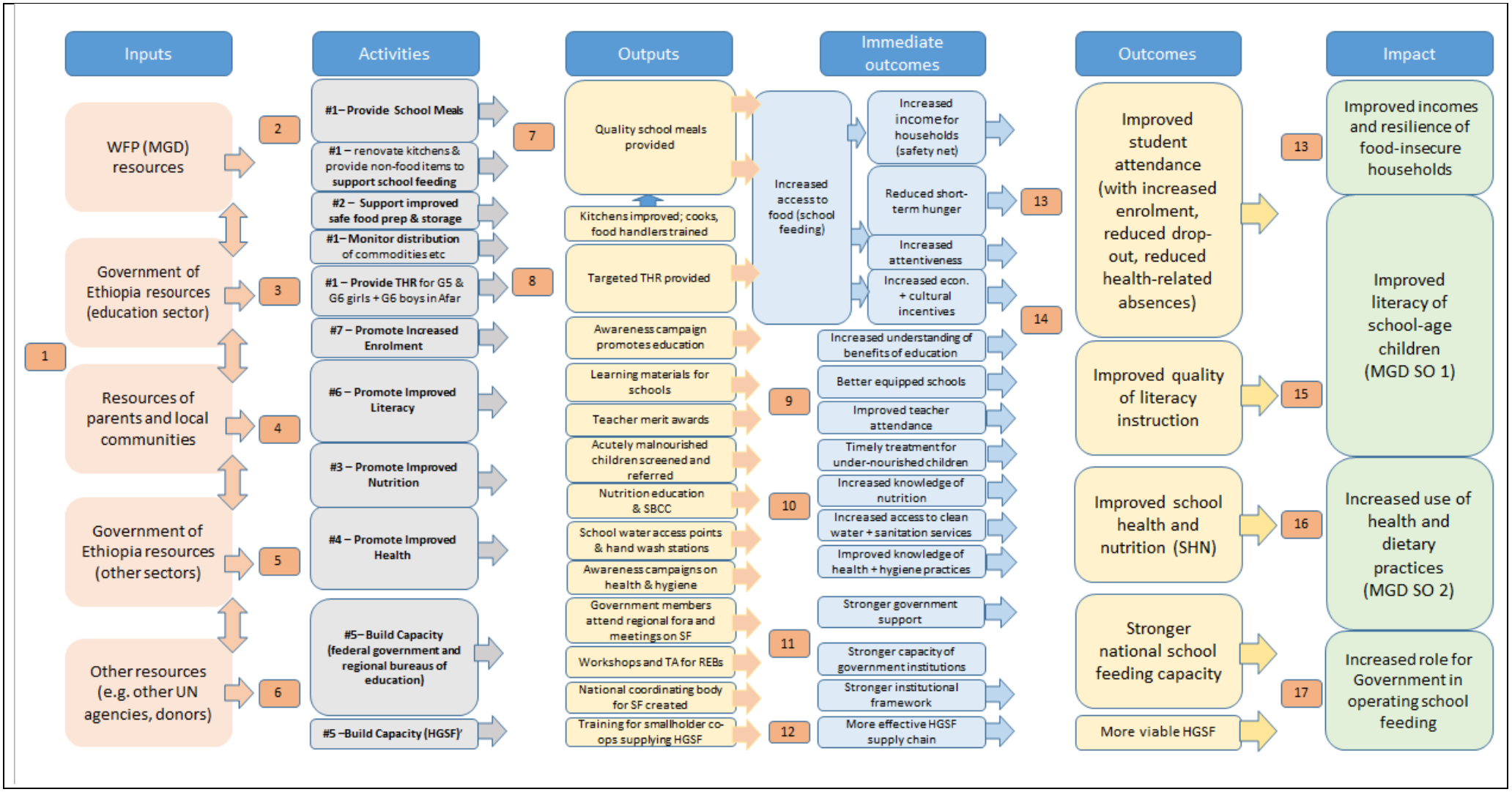


Table 5 Theory of Change – Main Assumptions

General	
1.	Absence of natural or other shocks that disrupt the education system and prevent school feeding being delivered as planned
Inputs to Activities	
2.	McGovern-Dole food will be delivered in a timely manner and in the required quantities, along with agreed cash support.
3.	Federal and regional governments allocate sufficient funds and human resources to the school meals programme.
4.	Communities are able to contribute to the programme in spite of stresses they may be experiencing.
5.	Federal and regional governments provide adequate resources and efforts for complementary programmes (especially SHN and agriculture)
6.	Availability of complementary initiatives (for literacy, SHN, HGSF) supported by development partners.
Activities to Outputs	
7.	Food served regularly and in required quantities
8.	Take Home Rations effectively targeted and delivered.
Outputs to Outcomes	
9.	Complementary (non McGovern-Dole/WFP) outputs to support delivery of literacy programme
10.	Complementary (non McGovern-Dole/WFP) outputs to support school nutrition and health programmes
11.	Sufficient continuity and commitment (by all parties) for capacity strengthening efforts to be effective
12.	WFP efforts feed into broader HGSF efforts
13.	School feeding incentive strong enough to outweigh other factors (safety net)
14.	School feeding and THR incentive not outweighed by other factors (girls' enrolment)
Outcomes to Impact	
15.	Quality of broader education system is sufficient to enable literacy efforts to be effective
16.	Improved nutrition and health practices spread beyond school into community
17.	Government continues to prioritise school feeding despite other calls on resources

2.3 EVALUATION QUESTIONS AND EVALUATION CRITERIA

94. At inception, the evaluation team adapted the evaluation questions (EQs) presented in the TOR to produce the succinct, logically sequenced questions shown in Table 6 below, which also cross-references each question to the OECD DAC[54] criteria of relevance, effectiveness, efficiency, coherence, sustainability and impact. All the TOR EQs were incorporated, but EQ3 (gender and cross-cutting issues) and EQ12 (sustainability) were added for completeness.

95. The TOR specified the use of the OECD DAC evaluation criteria and used them as an organising framework for the key evaluation questions that the TOR identified. The OECD DAC guidance on the criteria was updated in 2019, and the revised definitions are uniformly helpful in sharpening the focus on issues (such as continuing relevance, design, coherence, gender equality and institutional sustainability) that are directly relevant to the McGovern-Dole programme. The evaluation matrix (reproduced as Annex H) spells out how each EQ will be investigated, and incorporates the dimensions of gender and inclusion.

Table 6 Evaluation Questions

Questions for endline / baseline	Evaluation criteria
Key Question A: How appropriate was the programme?	
EQ1. What was the quality of project design, in terms of focusing on the right beneficiaries with the right mix of assistance?	relevance / continuing relevance
EQ2. How well was the project aligned with the education and school feeding policies of the government and of donors?	relevance internal coherence external coherence

[54] Development Assistance Committee of the Organisation for Economic Cooperation and Development.

Questions for endline / baseline	Evaluation criteria
EQ3. To what extent was the intervention design based on sound analysis of gender and equity, and sensitive to Gender Equality and Empowerment of Women (GEEW)? Were other cross-cutting issues, including protection and accountability towards affected populations adequately factored in?	relevance
Key Question B: What are the results of the programme?	
EQ4. To what extent have planned outputs and outcomes been attained? Have there been any unintended results (positive or negative)?	effectiveness, impact
EQ5. What have been the gender and equity dimensions of the programme's results? Has the intervention influenced the gender context?	effectiveness, impact
Key Question C: What factors affected the results?	
EQ6. What was the efficiency of the programme, in terms of transfer cost, cost/beneficiary, logistics, and timeliness of delivery?	efficiency
EQ7. How well has food safety been ensured taking into consideration the different systems of national, regional, local and community governance?	effectiveness, efficiency, coherence
EQ8. How well did community-level systems of governance and management contribute to the effectiveness and efficiency of implementation?	efficiency , effectiveness, internal and external coherence
EQ9. What was the quality of the monitoring and reporting system? Did this enhance or impair the performance of the programme?	efficiency effectiveness
EQ10. What other internal or external factors affected the project's ability to deliver results?	all
Key Question D: To what extent are the project results sustainable?	
EQ11. Is the programme sustainable in the following areas: strategy for sustainability; sound policy alignment; stable funding and budgeting; quality programme design; institutional arrangements; local production and sourcing; partnership and coordination; community participation and ownership?	sustainability
EQ12. To what extent will household food security for school going boys and girls be sustained without / beyond USDA/WFP funding?	sustainability
Key Question E: What main lessons can be learned from this project?	
EQ13. How can a combination of local procurement during harvest time be supplemented with international food aid to promote locally and/or nationally sustainable school meals programme?	all
EQ14. What community-level systems of governance and management are required for the successful implementation and sustainability of school meal programmes?	all
EQ15. What lessons from this project should influence future programmes (including good practices to be emulated and weaknesses to be mitigated)?	all
Questions for endline / baseline	**Evaluation criteria**
Key Question A: How appropriate was the programme?	
EQ16. What was the quality of project design, in terms of focusing on the right beneficiaries with the right mix of assistance?	relevance / continuing relevance
EQ17. How well was the project aligned with the education and school feeding policies of the government and of donors?	relevance internal coherence external coherence
EQ18. To what extent was the intervention design based on sound analysis of gender and equity, and sensitive to Gender Equality and Empowerment of Women (GEEW)? Were other cross-cutting issues, including protection and accountability towards affected populations adequately factored in?	relevance
Key Question B: What are the results of the programme?	
EQ19. To what extent have planned outputs and outcomes been attained? Have there been any unintended results (positive or negative)?	effectiveness, impact
EQ20. What have been the gender and equity dimensions of the programme's results? Has the intervention influenced the gender context?	effectiveness, impact
Key Question C: What factors affected the results?	
EQ21. What was the efficiency of the programme, in terms of transfer cost, cost/beneficiary, logistics, and timeliness of delivery?	efficiency

Questions for endline / baseline	Evaluation criteria
EQ22. How well has food safety been ensured taking into consideration the different systems of national, regional, local and community governance?	effectiveness, efficiency, coherence
EQ23. How well did community-level systems of governance and management contribute to the effectiveness and efficiency of implementation?	efficiency , effectiveness, internal and external coherence
EQ24. What was the quality of the monitoring and reporting system? Did this enhance or impair the performance of the programme?	efficiency effectiveness
EQ25. What other internal or external factors affected the project's ability to deliver results?	all
Key Question D: To what extent are the project results sustainable?	
EQ26. Is the programme sustainable in the following areas: strategy for sustainability; sound policy alignment; stable funding and budgeting; quality programme design; institutional arrangements; local production and sourcing; partnership and coordination; community participation and ownership?	sustainability
EQ27. To what extent will household food security for school going boys and girls be sustained without / beyond USDA/WFP funding?	sustainability
Key Question E: What main lessons can be learned from this project?	
EQ28. How can a combination of local procurement during harvest time be supplemented with international food aid to promote locally and/or nationally sustainable school meals programme?	all
EQ29. What community-level systems of governance and management are required for the successful implementation and sustainability of school meal programmes?	all
EQ30. What lessons from this project should influence future programmes (including good practices to be emulated and weaknesses to be mitigated)?	all

3. Evaluation approach and methodology for baseline data collection

3.1 EVALUATION APPROACH AND METHODOLOGY

Overall approach

96. The mixed-methods approach was initially outlined in the Terms of Reference and refined during the inception phase based upon document review and stakeholder feedback. The TOR covered only the baseline study and the final evaluation, but it is clear from the programme's Evaluation Plan (WFP, 2020a) that the mid-term review (MTR) is also integral to the M&E strategy (see Box 7 in Annex D for the specifications of the MTR).

97. The Inception phase work focused mainly on the requirements for the baseline study, but had to ensure that the baseline anticipates the main requirements for the final evaluation.

98. The main elements of the methodology are:

- A refined set of evaluation questions (EQs), as set out in Table 6 above.
- Stakeholder analysis to inform the theory of change and to guide the evaluation team's consultations, ensuring appropriate engagement of all stakeholders (reproduced as Annex E).
- A theory-based approach (the inferred theory of change has been presented and explained in Section 2.2 above).
- A full evaluation matrix (Annex H), based on the EQs agreed at inception stage, and linked both to the theory of change and to the agreed set of indicators of the project.
- A quantitative baseline-endline survey which is further discussed in Section 3.2 below.
- A Knowledge, Attitudes and Practices Survey (KAPS) was a WFP commitment in the project agreement with USDA, though not included in the ET's expected work programme. It was agreed during inception that the ET would administer the KAP survey, but that its analysis would be done by WFP. Annex J includes the final KAPS questionnaire. Annex N reproduces WFP's preliminary PowerPoint summary of KAPS findings, but WFP's full analysis of the KAPS

and its implications was not available for incorporation in this report.

- Complementary qualitative fieldwork is an integral part of the baseline and of the approach to the entire evaluation. This is further discussed in Section3.2 below.
- All aspects of the evaluation are being viewed through a gender lens, with the data collection methods and tools tailored to gather gender-responsive information while also taking account of the diversity that exists in the various groups that participate in the evaluation process, including age and disability.[55] Qualitative work has focused especially on the gender analysis specified in the TOR and our baseline gender analysis (including a section on disability and inclusion) appears in full as Annex M.

99. To ensure consistency through the different phases of the evaluation, the glossary at Annex G records applicable definitions of evaluation terms, and also other relevant terminology, including nutrition and gender terms.

100. An organising principle is to make thorough use of secondary sources, quantitative and qualitative, so that the team's primary data collection (through the survey, interviews and field visits) can focus on adding to the existing sources of evidence.

101. Our approach to triangulation of methods and data sources for each EQ is spelt out in the final column of the evaluation matrix (Annex H).

Baseline study elements

102. Table 7 below summarises how the TOR baseline requirements (already noted at ¶5–6 above} have been covered.

Table 7 Coverage of the TOR baseline requirements

TOR requirement	How addressed
The baseline will provide a situational analysis at the start of the activities confirming indicators and establishing baseline values and targets for all performance indicators. The baseline will lay the foundation for regular ongoing process monitoring to measure activity outputs and performance indicators for lower-level results. This will enable assessment of progress on implementation, to assess any early signs of effectiveness and to document any lessons learned."(TOR, ¶2)	A situational analysis was prepared during the inception phase, and is further elaborated and refined in the present report. Section 4.1 provides an updated assessment of the project's M&E, linked to a detailed review of all specific McGovern-Dole indicators.
"To date, a comprehensive [gender] analysis has not been undertake for the programme and should be addressed as part of the baseline." (TOR, ¶6)	Self-contained gender analysis provided as Annex M, and summarised in Section 4.3.
"As part of the inception phase prior to baseline data collection, the results should be assessed from an evaluation perspective. If appropriate and need arise, the baseline results will be used to inform revision of project targets." (TOR ¶24)	Evaluability analysis informed the development of methodology during the inception pjhse, and was reflected in the assessment of the strength of evidence for addressing each EQ (see final column of the Evaluation Matrix at Annex H).
"The baseline will cover [both] Afar and Oromia. It will establish and validate the evaluation approach, with a robust and detailed methodology, that will form the foundation for the final evaluation." (TOR ¶24)	The methodology described during the inception phase has been further elaborated and followed, especially in implementation of the baseline survey (see the summary in Section 3.2 below). Annex L is an extensive presentation of baseline findings, which are summarised in Section 4.2.

[55] In line with the UN-SWAP Evaluation Performance Indicator criteria (UNEG, 2018).

3.2 BASELINE DATA COLLECTION METHODS AND TOOLS

103. This section focuses particularly on the methods and tools for the baseline fieldwork that was conducted after agreement amongst stakeholders on the approach and methodology. It documents the final tools and comments on the quality of the data collected.

The baseline survey[56]

Overview

104. The quantitative survey supports a quasi-experimental approach which will compare the performance of schools participating in the McGovern-Dole programme with those outside it, as well as tracking the performance of both groups of schools between baseline and endline. The survey will be complemented by other standard tools and approaches, including review of documents and secondary data, key informant interviews (KII) and focus group discussions (FGDs), and additional qualitative fieldwork.

Relevant indicators and data sets

105. During the inception phase, the Evaluation Team conducted a comprehensive review of the standard McGovern-Dole indicators and the additional custom indicators that have been incorporated in the project design. For each indicator, we reviewed available sources of data and identified the indicators that needed to be incorporated in the baseline/endline survey. We also cross-referenced other data sources, particularly the EMIS data and school inspection reports.

106. Key data sets for the evaluation include the national Education Management Information System (EMIS). These data are the basis of the annual education statistics that track performance of the education system across Ethiopia. However, since they are collected at school level, they also have the potential to provide detailed data about the performance of schools in the McGovern-Dole programme woredas. The MoE kindly provided school level data covering all the woredas where the McGovern-Dole programme is active. EMIS enrolment data for the project areas are reviewed and compared with survey data in Annex R.

107. School inspections cover a subset of these schools and provide verification of these details and some further information. The evaluation team has undertaken a detailed review of the indicators potentially available from the government's school inspection system. The Ministry of Education has shared spreadsheets recording the school-level scores for the inspections conducted to date in all the woredas within the McGovern-Dole programme. Inspections are repeated at intervals,[57] so these data (along with data from future rounds of inspection) may usefully augment the baseline-endline survey data in seeking to link various aspects of school performance to the school feeding programme.

Structure and topics for the survey instrument

108. The structure of the survey instrument, and the topics it addresses are summarised in Table 8 below, which also notes the McGovern-Dole indicators relevant to each set of questions. The full questionnaires are reproduced in Annex J. They cover school level statistics and facilities, and student interviews in Grades 2--8 (Grade 1 being mostly too young for interviews). A subset of 13 schools (one in each sampled woreda) were selected for an additional KAP survey (see Annex J and Annex N).

109. The school level information includes questions about educational facilities as well as arrangements for school feeding – school records on enrolment, attendance, grade completion, and facilities (books, storerooms, classrooms, water, electricity, cooking, eating areas, sanitation etc.).

110. The child level questions concern eating patterns, assessment of the school meal, household composition and diet (food consumption score), and collection of water and firewood, supplemented by teacher observations on the child's performance.

[56] This section draws on the full description of the baseline survey in Annex I.

[57] The stated aim is to ensure that every government school is inspected at least once every three years.

Table 8 Baseline survey topics and related McGovern-Dole Indicators

Code	Question/ question group	Details	MGD Indicators
	School Level questions		
SI	School identification	Region, Zone, Woreda from pre-loaded lists. Kebele as text input. School name from list or entered and text. GPS coordinates, time, date, Form ID from tablet.	
PQ	Principal Questions	Identification, informed consent affirmation, details of main respondent (typically principal or senior staff present). Qualifications. Confirm school type and grades taught (including presence or not of pre-primary classes).	
SS	School Statistics	For the 2018/19 academic year,[58] Grades 1-6, from school records, separately for boys and girls, enrolment at start of year, number completed grade (promoted), number repeating grade (repetition).	2,9,30, 32, CI1
SF	School Facilities	Number of classes and classrooms, books, library, kitchen, storeroom, electricity, water, latrines and WASH (including gender and equity specific questions), recent improvements, supporting organisations.	3-8,13, 20, 27-28, CI 3, CI 4
DB	Disability support	Questions relating to number, type and facilities for children with disabilities	
SM	School Meals	Past school feeding support, sources, type, frequency, quantity, community support	14, 15, 16, 17, 19, 20, 22, 23
CB	Capacity Building	Training or kits, infrastructure improvements from external organisations including e.g. WFP, UNICEF, SCF.	5, 7, 22, 23,
	Child Level questions	*(addressed to selected boys and girls from G22G-6)*[59]	
CF	Child form set-up	Enumerator-completed actions to set up the child questionnaires as a group (once per enumerator)	
CG	Grade/class level questions	Questions to teacher of the class, FPIC (free, prior and informed consent) statement, class grade and identification, number of pupils, languages of instruction	
CQ	Child Questions	Frequency of attendance, distance travelled, last meal type, nutrition groups eaten in last week, time, school rations, carrying water or wood to school.	14-17, CI 5
CT	Teacher Questions	Child's grade, age, performance and attendance record. Teacher/child consent.	

Other specifications of the survey instrument

111. The survey was translated into Afan Oromo, Afar and Amharic, to enable respondents to use the language they are most comfortable with.[60]

112. All data were recorded on tablets, which also provided tools for the random selection of classes and children. The survey yielded one set of school-level responses and 12 sets of child responses per primary school sampled.

[58] This was the last academic year unaffected by Covid-19 and therefore an important reference point. To the extent they are available we also record the equivalent data for 2019/20.

[59] As explained below, not every Grade will be sampled in each school, but the aggregate sample will be sufficient to cover all Grades from 2–8.

[60] Our earlier survey found that a significant number of teachers in Afar were Amharic speakers.

113. The survey instrument was coded in Open Data Kit (ODK) as an Excel file with various options for questions, conditional responses, and lists where appropriate of possible response values. This is a standard system that works via the XLSForms standard on Android devices. In order to allow for separate interviews and tablet devices for the supervisor (school level questions) and enumerators (child interviews), these were coded as separate forms, linked by a unique school identifier.

114. The survey questions were pre-tested. Supervisors acted as first-level quality assurance during the survey, with the Survey Coordinator and the Survey Statistician providing second level quality assurance. Use of tablets was intended to allow real-time review of data as it was collected.

Sample design

115. Mokoro's original proposal envisaged 120 schools for the baseline survey in a stratified sample between Afar and Oromia regions; the endline was expected to be a sample with partial replacement, involving some schools retained for a longitudinal study, and others freshly selected. However the proposal also noted that a sample of 80 schools would be theoretically sufficient to detect differences of 10 percent between in- and out-of-programme schools. .This necessary sample size was calculated using the conventional formula:

$$u = z2.p.(1—p)/c2$$

$$n = u/(1+u/N)$$

where z is the normal distribution function, here 1.96 for a 95% confidence level, p is the estimated proportion. The worst case for sample size is a proportion around 50%, so this is used for the estimate. The c term is the confidence interval of the required result, taken as 10%. N is the total number of schools, and n the number to be sampled, while u is an intermediate value to simplify the calculation, though it equates to sample size if N is very large. A sample size of 80 schools would be theoretically sufficient.

116. The 2018 endline survey for Afar and Somali regions used a sample of 90 schools and was efficient in showing positive effects of the McGovern-Dole programme (Visser et al, 2018b). For the current programme, significant changes made a 120-school sample infeasible within existing time constraints. These included the introduction of a shift system due to the pandemic, and the extension of sampling to include Grades 5-8, where originally only sampling to Grade 4 had been envisaged.

117. Accordingly, a sample of 90 schools was considered sufficient and feasible. For symmetric sampling by woreda, this was increased to 91 schools (7 schools each across 13 woredas). The statistical design is a multi-stage cluster. First level stratification is by region (Afar, Oromia). Second stage stratification is by zone (2 in Oromia, 4 or 5 in Afar) being sampled.[61] Within zones, a random sample of woredas was drawn (excluding woredas where the McGovern-Dole project is not present). In total, 4 woredas were sampled in Oromia, and 9 in Afar (total 13 woredas). In each selected woreda, 7 schools were sampled, giving a total sample of 13 x 7 = 91 schools.

118. For the endline, we anticipate that some schools will be retained as a longitudinal sample for an efficient comparison, but 50 percent will be selected afresh. This will avoid bias due to preferential treatment of any woredas or schools. Re-sampling will be done at endline and will therefore be unknown a priori.

119. Additionally, to reduce the possibility of treatment bias, the names and locations of the baseline sample schools will be maintained in confidence until the endline survey. Sampling maps and anonymised lists are presented in this baseline report, but actual coordinates and school names will not be available until the endline.

120. It is expected during the 4-year project period that some schools will cease to be recipients of McGovern-Dole rations, and it is conceivable (though not currently planned) that others, not initially in the programme, will be included. This will be considered in the analysis of the endline, and will not detract from estimation of treatment effects. From a statistical point of view, this is analogous to a clinical trial where participants may enter or leave a programme at various points. There are a number of well-defined methodologies, such as Kaplan-Mayer analysis, to analyse such situations.

[61] In practice, as shown in Annex L, we found it helpful to use Afar Region and the two Oromia zones as the three main strata for analysis.

121. Because all schools are co-educational, no special measures are necessary to ensure a gender-balanced sample.

122. Within schools, the baseline survey collected data on the presence of, and facilities for, students with disabilities (see questionnaires in Annex J). The qualitative fieldwork was planned to include at least one or two of the schools that have been designated disability-friendly, as they are too few to make disability-friendliness a sampling criterion.

Sampling process and sample selection

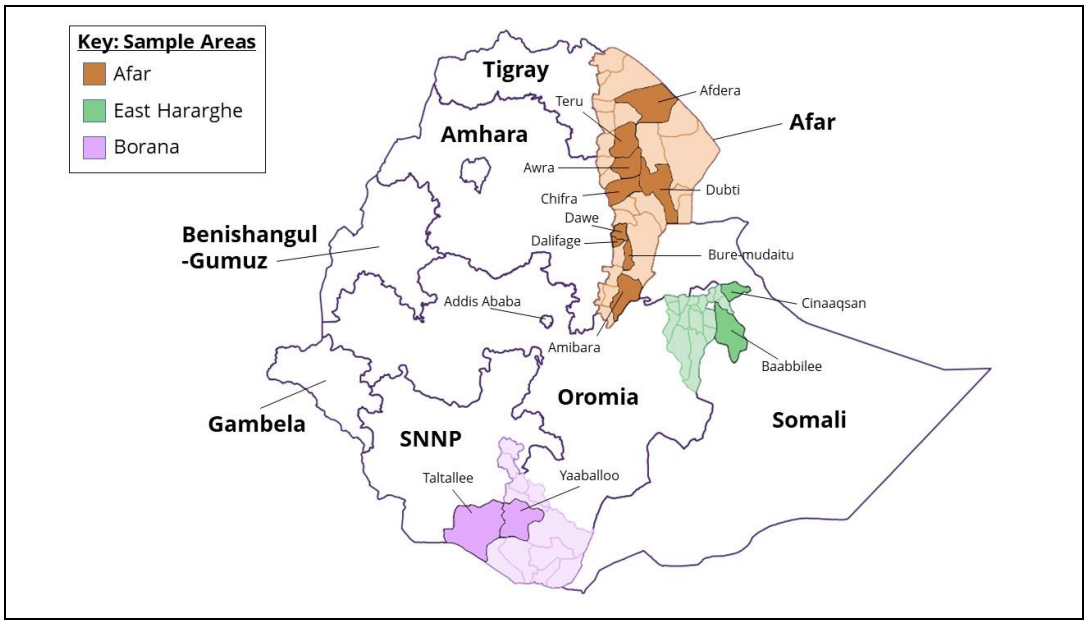
123. The sampling process (see Annex I) faced challenges in reconciling information from different data sets (EMIS, inspection records, and WFP's record of McGovern-Dole programme schools). The EMIS data was filtered to focus only on government primary schools, which represent the universe of schools from which the sample was drawn. Matching the identities of different schools across the different data sets was a laborious challenge. A further challenge was that WFP's lists of programme schools were not as reliable as expected. These lists were important for distinguishing between programme and non-programme schools for the sample selection, but (as chronicled in Annex K) even the final lists obtained turned out not to match the situation in practice for several of the schools sampled.

124. Early in the inception process we undertook a provisional sampling exercise, based on a target sample of 120 schools. We drew a possible sample (and used this for illustrative purposes in our presentation to the ERG). However, the sample required to be redrawn, not only because of the reduced sample size, but also to take account of emerging security considerations. The WFP school list information was also substantially revised during the inception process. In order to avoid more rounds of detailed sample verification than were strictly necessary, we undertook the final sampling exercise as close as possible to the time of the survey itself, so as to base it on the most up-to-date security information and to allow as many as possible of the discrepancies between different data sources to have been resolved.

125. Selection of woredas within zones, and of schools within woredas, was made randomly, with equal probability of selection of each unit at each stage.[62] The intention was to draw a within-woreda sample of 7 schools split between 5 in-programme schools, and 2 out-of-programme schools as a control or comparison sample.

126. The sample is stratified at the top level by region, between Oromia and Afar. Within Oromia, only two zones (East Hararghe and Borana) are included in the McGovern-Dole programme. In Afar, all 5 zones are in the programme and were included in the sample.

Map 2 Sample zones and woredas



[62] Although choice in Oromia is constrained because only two woredas in East Hararghe Zone and four in Borana Zone are included in the MGD programme.

127. Map 2 above illustrates the final sampled set of woredas. The darker-coloured woredas in each region are those selected for sampling. In East Hararghe, only two woredas are included in the McGovern-Dole programme; both are sampled. In Borana, four woredas are in the McGovern-Dole programme, of which two were selected.[63]

School-level sampling

128. The protocols for school-level sampling and child interviews were as follows. A total of 12 children (6 boys and 6 girls) were randomly selected for interview from each of the grades (2 to 8) in session at the time of the visit. Three classes were chosen at random across the range of grades taught in the school, always including one from the lower grades (down to grade 2), one from the median, and one from the highest grades taught (see Box 3 below).

Box 3 Protocol for choosing grades to sample

Children to be interviewed will be drawn from selected grades from across the school according to the following protocol:

- If a school has grades 1-4, then sample 2 boys and 2 girls from each of grades 2, 3 and 4.
- If a school has grades 1-5, then sample 2 boys and 2 girls from each of grades 2, 3 and 4/5*.
- If a school has grades 1-6, then sample 2 boys and 2 girls from each of grades 2/3*, 4, and 5/6*.
- If a school has grades 1-7, then sample 2 boys and 2 girls from each of grades 2/3*, 4/5*, and 6/7*.
- If a school has grades 1-8, then sample 2 boys and 2 girls from each of grades 2/3*, 4/5*, and 7/8*.

In all cases, a total of three classes are sampled per school, with 2 boys and 2 girls from each, stratified to include one each from the lower grades (except grade 1), the middle grades, and the higher grades taught.

The notation 2/3* etc means make a random choice, using a coin toss. The random number function on the tablet is also good. If there are pragmatic reasons for preferring a grade in a particular school, based on staff recommendation (e.g. classes currently in session), then this can be adopted instead.

129. The interviews were held near the classroom, and ideally in sight of it but out of earshot, so that replies were not audible to the teacher or other children. The process was explained to the class, and any child could refuse to be interviewed if they did not want to. The questions were simple and direct, and not reliant on subjective judgements.

130. The random selection process used a random number generator (RNG) app on the tablet. Classes in progress were listed, in grade order. A random number was used to select one class from the list. This was repeated for 2 additional classes, but any selections that occurred in the same grade were discarded, so that all classes selected were in different grades (according to the rules in Box 3 above).

131. Within the class, the total number of boys and of girls was counted. For each gender, 2 numbers, up to the respective total, were selected. Then counting from left front of the class, those children in sequence were invited to participate. If they preferred not to, another random draw was made.[64]

132. Before starting, the enumerators (usually two, one male and one female) noted the Master Form ID (SI01) from the supervisor's tablet. This had to be entered at the top of each child form, and binds the child data to the school. The child questionnaire is included in Annex J.

133. Note that the child was not individually identified on the form at any time, and the responses are completely anonymous. This was also explained during the briefing to the class. Some questions on performance were asked of the teacher. This was done after the child interview, to avoid biasing the enumerator's perception.

134. The process of implementing the survey is described in Annex K.

[63] The selection of woredas within Borana zone was not completely random, as it was decided. in consultation with the EFP evaluation manager, to substitute Yabello woreda for another woreda in the hope of capturing more non-program schools.

[64] This is the same as the system used in the 2018 endline survey, except in that case, pre-printed tables of random numbers were used instead of an RNG on a tablet.

Qualitative Research

Key informant interviews and group discussions

135. Key informants were identified on the basis of the stakeholder analysis (Annex E) and the record of people consulted is at Annex C. Systematic confidential notes of all interviews and group discussions are kept by the evaluation team and added to a searchable compendium. Keeping a durable record in this way is particularly important for an evaluation that will involve multiple rounds of investigation over several years. The circumstances of the pandemic meant that, apart from fieldwork, interviews were conducted remotely.

Additional fieldwork at baseline

136. In parallel with the quantitative survey, the team undertook in-depth qualitative visits to selected schools.[65] We aimed to visit 6 schools in Afar (2 in each of 3 woredas)[66] and 4 in Oromia (2 in each of 2 woredas). The sample was purposively selected to cover a range of contexts, but also to include at least one school designated as disability-friendly, and to be efficient in terms of the travel required. The woredas, but not the specific schools, were ones included in the quantitative survey sample. The intention was to conduct interviews and focus group discussions, following the pattern adopted for the 2017 fieldwork, using the guidelines agreed during the inception phase, but also incorporating the elements of gender analysis summarised in Annex M, Box 12. The qualitative fieldwork is of special relevance to EQ3 (gender and equity) and EQ8 (community-level systems of governance and management).

137. At kebele and woreda levels, the team sought interviews with the local education authorities, specifically any officials responsible for school feeding, staff of NGOs and other agencies working in areas related to social protection and SHN.

138. At regional level, in-depth interviews were undertaken with the relevant regional authorities and WFP sub-office staff. At national level interviews, mostly undertaken during the inception phase, covered key informants from WFP, the Ministry of Education and donors.

Table 9 Breakdown of key informants during inception and fieldwork,

	Total	F	M
Total met during Inception	32	9	23
WFP RBN	2	1	1
WFP CO	8	4	4
Government	15	1	14
Other partners	7	3	4
Total met during Baseline	228*	120**	108***
WFP RBN	3	3	0
WFP CO	18	11	7
Total people met in fieldwork	207	106	101
WFP field offices	8	4	4
Government	7	1	6
Total met in schools	192	101	91
School Staff	59	27	32
Students	95	48	47
Parents	38	26	12

* 7 people were consulted at both Inception and Baseline
** 3 males were consulted at both Inception and Baseline
*** 4 females were consulted at both Inception and Baseline

139. Table 9 above gives a breakdown of key informants, covering both inception and fieldwork phases of the baseline study. It includes participants in FGDs, but it does not include survey respondents, which are analysed separately in Annex L.

[65] The work was led by the qualitative lead. International members of the evaluation team were unable to travel to Ethiopia.

[66] In the event, coverage was limited to 5 schools across 2 woredas – see Annex K.

Consultation strategy, communication and feedback

140. During inception the team held meetings with Government (including the State Minister of Education), in addition to meetings with the CO and selected members of the evaluation reference group. These interviews were important in ensuring understanding of the process, in assessing the feasibility of the approach, and in securing commitment to the next steps of the evaluation. A presentation to the ERG towards the end of the inception process highlighted progress made and next steps. The baseline evaluation continued in a consultative fashion. Consultative events are noted in the timeline at Annex B.

Secondary documentation and data

141. A substantial library of relevant documents and secondary data has been compiled with support from the CO and MoE. The bibliography at Annex T is drawn from a larger e-library that is shared with the Evaluation Manager. The secondary data include: project design documents; agreements governing implementation; and project planning, monitoring and reporting documents. As well as documents specific to the programme under evaluation, the e-library includes contextual documentation concerning: previous and parallel school feeding operations in Ethiopia; the context of WFP's broader operations in Ethiopia, and of relevant Ethiopian government policies and strategies; development and humanitarian partnerships in Ethiopia; and relevant guidelines from USDA and WFP on implementation and evaluation of school feeding.

142. As noted in ¶106 above the evaluation team has also been provided with extremely useful school-level information from EMIS and the school inspection system.

Quality of Baseline Data

Survey completion and processing

143. The survey was undertaken in exceptionally difficult circumstances, particularly in view of the requirement for scrupulous observation of Covid-19 protocols throughout (see Annex K). Nevertheless, despite delays in consolidating and processing the data, it was found to be complete and of high quality.

Adequacy of sample and consistency with EMIS data

144. Paragraphs 16–20 of Annex L assess the adequacy of the survey sample and its consistency with EMIS data. The sample is small (just 91 schools out of 2,493, or 3.7%), and the school-level EMIS data shared with the evaluation team did not cover Grades 7 and 8. However, weightings were calculated to compare survey data with EMIS data, and the resulting estimates (shown in Annex L, Table 41) are within the confidence limits for the EMIS adjusted totals. This gives confidence that the weighting and sampling design, together with the actual sampling data, can be considered robust and representative.

Programme vs. non-programme schools

145. As documented in Annex L, Table 40, it proved impossible to sample as many non-programme schools as intended. The plan was to include 5 in-programme and 2 out-of-programme schools in each selected woreda, but out-of-programme schools proved to be much scarcer than implied by the project design, and WFP's information about schools' programme status was unreliable. Despite special efforts to identify out-of-programme schools[67] (including the late substitution of a woreda in Borana zone) only 13 out-of-programme schools were captured, just half the planned total. Three Afar woredas included no out-of-programme schools in the sample, although the other six sampled woredas in Afar had the planned 5:2 balance. In Oromia, however, only one of the 28 schools sampled was out-of-programme.

146. Implications: the scarcity of out-of-programme schools lessens the possibility of observing sharp contrasts between treatment and non-treatment groups, but this lack of symmetry is not fatal to the endline analysis. The programme status of schools is inherently uncertain. Some schools may enter the programme after initially being left out, while the project is designed progressively to transfer schools out of the McGovern-Dole programme (see Table 4), so that some schools will receive McGovern-Dole rations for only part of the period to be reviewed at endline.

[67] Within-woreda substitution always retained the principle of randomisation – alternates being drawn from a previously randomised list.

147. At endline, comparisons and evaluations of a given statistic, Y (e.g. GPI, completion rates, enrolment rates) relative to the McGovern-Dole programme will use general linear models of the form:

$$Y = F + X_i + \varepsilon$$

148. Here Y is indicator to be evaluated, F is the measure of school feeding via the McGovern-Dole programme; this will be the number of semesters over the evaluation period when the school received rations. The Xi will be other indicators that may also influence the performance indicator Y, such as school student/staff ratio, availability of books, availability of water, etc, while ε is a term to allow for random errors in the sample As such, provided each stratum has an adequate variation across the range of F (McGovern-Dole school meals received), significant impact can be tested. As explained in Box 4 below, the prior categorisation according to programme status helps to establish that range of variation, but is not the sole or necessary determinant of it. Analysis will take account of whether school feeding was available from a different source or not at all during the periods when McGovern-Dole rations were not being supplied.

Box 4 How important is the in/out-of-programme comparison?

There are two ways of testing the impact of the programme. The first is to compare programme and non-programme schools. This becomes progressively weaker as the number of non-programme schools reduces, and cannot be done at all if there are fewer than 2 non-programme schools. This is the 'traditional' quasi-experimental approach, and is not the one we are primarily relying on in this case. The second approach is to compare changes from the baseline situation for all schools. If there are non-programme schools this will be included as a factor in the linear model, but would likely be an insignificant factor if they are few in number. However, changes relative to the baseline can be assessed, irrespective of the status during the project period. These changes will likely correlate with their initial status, i.e. those already well endowed are likely to show less impact than those less endowed initially, but well supported during the project.

The baseline-endline comparison will be stronger and more sensitive if it can be done school by school, using a longitudinal sample. However, we expect that not all schools will be comparable in this way, and in this case baseline-endline comparisons will be based on sample means and variances. A mixed approach will be adopted, with some longitudinal and some stratum means comparisons.

So although the in-programme vs. out-of-programme comparison helps, the main reliance is on the baseline-endline comparison, which does not depend on programme status for the impact assessment. This contrasts with the 2018 endline study (Visser et al, 2018b) which found no accessible baseline data, and therefore depended entirely on a comparison between in/out-of-programme status at the endline.

Timing of the baseline

149. USDA originally specified that a baseline study should be conducted before the McGovern-Dole programme was allowed to begin. This requirement was waived because of the extraordinary circumstances of the pandemic. In practice, therefore, the baseline fieldwork took place as the programme was being rolled out. For reasons just discussed, this does not undermine the quasi-experimental element of the evaluation design. Moreover, observing aspects of school feeding in action has enhanced the baseline survey.

Wider issues on data quality

150. As described in Section 2.1 above, some elements of the programme, notably the THR scheme, but also activities linked to literacy and nutrition had either not commenced or were still nascent at the time the baseline study was conducted. Moreover, the baseline survey is not the main expected source of data for most of the project indicators. As noted in Section 4.1, there are concerns about the establishment of an adequate regular monitoring system, which is crucial both for the effective management of the programme and for tracking results between baseline and endline. This and other limitations are further discussed in Section 3.3 below.

3.3 LIMITATIONS

Covid-19 as an underlying constraint

151. The limitations noted in this section mostly stemmed from effects of Covid-19 pandemic on the programme itself and on the various forms of data collection. The pandemic effects are noted in each case.

Baseline survey data collection

152. The process of organising and conducting the baseline survey[68] was very challenging, because of pandemic-related disruption to schools and school feeding, and because of the need to observe safe procedures in data collection. After the survey, there were unanticipated delays in processing the data. However, the quality of the data collected is good, and we consider the task of assembling data that in due course can be compared with endline survey data has been accomplished. An extended consideration of baseline data quality has been provided in the preceding section (see ¶143ff).

Measuring reading performance.

153. The ideal for assessing literacy outcomes (McGovern-Dole indicator #1) is to undertake standardised reading assessment tests. The grant proposal suggested "to track impact and measure progress made from literacy interventions in Ethiopia … WFP will, at baseline, midline and endline, commission a third-party evaluator to conduct an Early Grade Reading Assessment." However, based on discussions with literacy experts during the inception phase, this was agreed to be impractical. As noted in Annex O, the evaluation will at endline see if it is possible to use school-level inspection data as a partial. proxy

Qualitative work

154. A general constraint was that the necessity of working remotely limited the number of stakeholders and informants with whom the evaluation team could engage and the quality of the interaction. This was mitigated by focusing on the most important contacts and making the fullest possibly use of documentary sources.

155. Specific limitations for the gender analysis fieldwork are described as follows in Annex K:

> The intention was to conduct rapid gender assessments in the schools visited by the qualitative lead/gender specialist. With one school per day being visited, the intention was to use the afternoons for special focus group discussions using participatory gender analysis tools and approaches. However, it was found that this was impractical, particularly because of the disruptions to school rhythms resulting from the pandemic. Thus in most cases: (a) schools were found to be operating only in the mornings (and only a short morning on Fridays); (b) communities observed religious rituals in the afternoon and could not stay behind after classes finished to participate in the gender analysis FGDs; (c) students, especially girls, had housework obligations in the afternoon, including walking far distances to fetch water and collect firewood; (d) it was not possible to wait for the students and community members to return after their afternoon responsibilities, as we had to adhere to WFP travel regulations and return to base by 6:00 pm.
>
> Accordingly, the methodology was changed from using participatory gender analysis tools to integrating additional gender questions during the morning interview and FGD sessions to have a better understanding of the gendered constraints that are at play in the communities and could impact the McGovern-Dole programme.
>
> In several cases also, key informants were unavailable (e.g. a disability specialist away on training, or officials diverted to election duties).

156. Nevertheless, it was possible to gather useful insights from the discussions with students, school staff and community members, as well as with WFP staff and education administrators based at regional, zonal and woreda levels, as is apparent from the findings reported in Section 4.3 below and Annex M.

[68] As described in Annex K.

Analysis of KAP survey

157. The KAPS is an element of the methodology of special relevance to Activity 3 (Promote Improved Nutrition) – see ¶98 above. WFP's analysis of the KAPS has not been shared with the ET, so we have been unable to comment on its implications.

Timing of the baseline study and ongoing monitoring of the programme

158. Some elements of the programme, notably the THR scheme, but also activities linked to literacy and nutrition had either not commenced or were still nascent at the time the baseline study was conducted.[69] Moreover, the baseline survey is not the main expected source of data for most of the project indicators.

159. As discussed in Section 4.1, there have been understandable challenges in operationalising reliable monitoring and reporting systems for the programme, in line with its evaluation plan and performance monitoring plan.

160. The early limitations on WFP's programme monitoring became very apparent during efforts to establish a sampling frame for the survey. At various stages, during the inception period and beyond, the evaluation team was supplied with WFP's current lists of schools incorporated in the McGovern-Dole programme. These lists were important for distinguishing between programme and non-programme schools for the sample selection. Unfortunately the lists were not as reliable as expected, and even the final lists obtained just before the survey was undertaken turned out not to match the situation in practice for several of the schools sampled (see Annex K for details). This must reflect weaknesses in communication between the project implementation agencies (the respective Bureaus of Education) and WFP.

161. Data collected routinely through programme monitoring will be as important as the endline survey in enabling a full assessment of the programme's performance, so it will be important that this aspect is strengthened.

3.4 QUALITY ASSURANCE OF THE BASELINE DATA COLLECTION

Quality assurance processes

162. The design and implementation of the evaluation to date has taken account of USDA evaluation guidelines (USDA, 2019a, USDA, 2019b),.

163. WFP has developed a Decentralised Evaluation Quality Assurance System (DEQAS – see WFP, 2018a), informed by the norms and standards for evaluations developed by UNEG. The DEQAS forms a specific set of guidance materials based on WFP's Evaluation Quality Assurance System (EQAS) and its Evaluation Policy. The guide sets out process maps with in-built steps for quality assurance and templates for evaluation products, as well as checklists for feedback on quality for evaluation products, and relevant guideline documents have been provided to the ET.

164. After this evaluation commenced, WFP issued a specific template and a quality assurance checklist for USDA McGovern-Dole baseline reports. As far as practical, these have been taken into account.

165. Mokoro's internal Quality Support (QS) System is also integrated into the evaluation process in line with the company's commitment to delivering quality products and adherence to the principles of independence, credibility and utility. Evaluation products are reviewed by the QS experts (Jane Keylock and Muriel Visser). Both experts have deep familiarity with WFP and EQAS, making them well placed to review deliverables and advise on evaluation methodology, as well as to provide technical insights to complement the team's evaluation assessments.

Overall assessment of data validity and reliability

166. A great deal of effort has gone into ensuring validity and reliability of data. All methodologies were discussed and approved at the inception stage, and we have followed them with very minor adjustments. The field work was done by highly experienced teams, working in cooperation with local

[69] For details see Section 2.1 above.

officials, interviewing the school staff in accordance with the specifications of the survey instrument. All data was properly collected and stored, and then verified at the analysis stage. Specific issues regarding the quality of the baseline data collected have been reviewed in Section 3.2 above (see ¶143ff).[70]

3.5 ETHICAL CONSIDERATIONS

167. The ET has continued to observe all the ethical standards that were outlined during the incepti phase., the ethical principles of integrity, accountability, respect and beneficence, as described in the UNEG *Ethical Guidelines for Evaluation* (UNEG, 2020) will anchor the ET's work throughout the evaluation. ET members have all signed the associated pledge of ethical conduct in evaluation.[71]

168. There is no potential conflict of interest in the performance of this evaluation. None of the ET members has been involved in the preparation or direct implementation of the WFP-supported school feeding activities in Ethiopia.

169. The team has adopted a careful and thorough approach to the ethics of the evaluation, complying with standard 3.2 of the UNEG Norms and Standards (UNEG, 2020). While supportive and collegiate in its working relations with WFP, the ET remains strictly neutral and unbiased. It requests consent from all interviewees and focus groups before proceeding with discussions, and assures them of full confidentiality: while informants' views may be quoted, no view or statement will be attributed to a named individual, or presented in such a way that an individual can be traced as its source. The team thus encourages all informants to be frank and accurate in their assessments of programme performance. It complies fully with GoE and WFP guidelines on contact with children (UNEG, 2008, UNEG, 2014).

170. Guidelines for survey teams and evaluators take full account of the Covid-19 precautions that are necessary for the welfare of everyone engaged in the evaluation and of all the adults and children with whom the team interacts. Ethiopia's national guidelines (EPHI, 2020), are taken as minimum requirements.

171. The ET carries out its work in a conflict-sensitive way and ensures that all stakeholder groups are treated with dignity and respect and are not put in danger for taking part in the evaluation. Strict and transparent protocols are adopted to ensure the informed consent of all the individuals who will participate in the evaluation process and to protect data and information. Care was taken to ensure that neither ET members nor the enumerators conducting the survey were exposed to undue risk. When conducting surveys, the ET works with enumerators who speak the local language, are from the same ethnic groups as the people being surveyed, and understand the culture, community structures and power dynamics. The enumerators receive conflict-sensitivity training as well as instructions on the ethical principles of evaluations.

172. The ET puts mechanisms in place to ensure that survey participants can seek redress for any perceived disadvantage or harm suffered from the evaluation and informs them at the start of each survey interview how they can register a complaint. All contracts for field personnel include an explanation of safeguarding policies and confidential channels for whistleblowing if necessary.

4. Baseline findings and discussion

Introduction

173. Successive sections of this chapter:

- Review data availability against the agreed project indicators (Section 4.1).
- Present key findings from the baseline survey and discuss their implications (Section 4.2).
- Present key findings from the gender analysis (Section 4.3).
- Reflect on the theory of change in the light of the programme's early experiences (Section 4.4).

[70] For more details on the survey implementation see Annex K; data management is described at the beginning of Annex L.

[71] See Annex S.

4.1 MONITORING AND EVALUATION AND PROJECT INDICATORS

Significance of the McGovern-Dole Indicators for the Baseline

174. The standard McGovern-Dole indicators included in the performance monitoring plan are a central pillar of monitoring and evaluation for this programme, as well as the framework for regular reporting to USDA. As shown in Section 3.2, Table 8, these indicators were also factored into the design of the baseline survey. However, it is not possible at this stage to report progress systematically against these indicators (a) because, with the project just commencing, there are no trends to observe; and (b) because reporting has been affected by the disruptions associated with Covid-19.

175. As noted in Section 2.1 above, REBs are responsible for monitoring at school level and reporting to WFP; WFP in turn compiles reports to USDA. WFP's six-monthly reports to USDA are the main source of information on project implementation,[72] but the six-monthly report for the period to September 2021 was the first to attempt systematic reporting against the McGovern-Dole indicators. At the time the baseline survey was conducted no systematic reports against McGovern-Dole indicators were available.

Status of data collection and targets against each of the key indicators

176. The delays to project commencement, the unforeseen increase in the number of participating schools and the pragmatic adaptations described in Section 2.1 have made many of the original project targets impractical, at least in their phasing, but there has not yet been a systematic revision of the project's targets and budget allocations. WFP's report to USDA for the six months to September 2021 is the first to which a spreadsheet of indicators has been attached. Taking account of that spreadsheet, and earlier analysis by the ET,[73] the ET undertook a detailed review of data collection against each indicator, addressing the quality and precision of data collected and whether baseline values are credible. Table 10 below is a summary for each McGovern-Dole indicator. (For the full details see Annex O, Table 74; Annex O also summarises the limited information available concerning the five Custom Indicators included in the performance monitoring plan.)

177. Twenty McGovern-Dole indicators are listed in Table 10, which shows:

- For 11 indicators, a **credible baseline** has been established (but for 7 of these the baseline is intrinsically 0 – usually where the indicator is counting new project inputs). For 3 indicators a baseline is not applicable, but for the remaining 6 indicators a baseline has either not been stated or the stated baseline is not credible.
- We assessed **data collection** as "on track" for 9 indicators, partly on track for 5 indicators, and not on track for the remaining 6.
- Based on these assessments the WFP Country Office needs to **take action to strengthen monitoring for 15 of the 20 McGovern-Dole indicators**. Required actions are spelled out in Annex O, Table 74: they include: strengthening the quality of lists of participating schools: better disaggregation (e.g. by sex, by grade, by location); refinement of indicators for activities that have not yet started; ensuring in some cases that data refer specifically to participating schools; and revising annual targets that are now inappropriate because of delayed project commencement, the much larger than anticipated number of participating schools, or budget pressures that make earlier targets unrealistic.

178. Accordingly, we note in Section 0 below that the project's targets and their phasing, as well as associated reporting, need to be comprehensively reviewed and updated taking account of the observations provided by the evaluation team.

179. Linked to this assessment, we revisited our judgements about "quality of evidence" against each EQ in the evaluation matrix (Annex H). Our assessments have not changed materially, but we note that much may depend on the quality of monitoring and reporting systems that are not yet fully in place.

[72] See WFP, 2020c, WFP, 2021a, WFP, 2021b.

[73] At inception stage the evaluation team undertook a thorough review of the MGD definitions and guidance for all the indicators reflected in the Project Monitoring Plan.

Table 10 Status of data collection against the chosen MGD Indicators[74]

MGD#	Indicator Type	Indicator	Reporting Frequency	Credible baseline?	Data collection on track?	WFP CO action needed?
1	outcome	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	*Baseline, Midterm, Endline*			
		There is no prospect of collecting the data required for this indicator. Mitigation: it may be possible at endline to test for the influence of school feeding on some relevant school inspection scores.		NO	NO	NO
2	outcome	Average student attendance rate in USDA supported classrooms/schools	Biannual			
		Data reported so far are Region-wide, not specific to McGovern-Dole schools. The ability of the endline survey to analyse the possible effects of USDA assistance on attendance rates will depend on the availability of school-level data on attendance, disaggregated by grade, sex and year, for the schools included in the endline sample.		NO	NO	YES
3	output	Number of teaching and learning materials provided as a result of USDA assistance	Biannual			
		Project management and monitoring requires disaggregated records of progress in procuring and delivering items against the specific targets for different types of supplies and materials		YES (0)	PARTLY	YES
8	output	Number of educational facilities (i.e. school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance	Biannual			
		Project management and monitoring requires granular records that are disaggregated both by geographical area and by the different types of infrastructure and infrastructure improvements, that the McGovern-Dole programme has planned to deliver		YES (0)	PARTLY	YES
9	outcome	Number of students enrolled in schools receiving USDA assistance	Annual			
		Action needed to ensure definitive lists of McGovern-Dole schools, woreda and school-level breakdown, disaggregation by sex, and a record of Grade 0 enrolment		NO	NO	TES
10	output & outcome	Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance	Annual			
		Continual monitoring of effectiveness of national school feeding strategy will be needed.		YES	YES	NO
13	output	Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance	Biannual			
		Provenance of data so far is not clear, and disaggregation will be required for the data to be useful.		NO	PARTLY	YES
14	output	Quantity of take-home rations provided (in metric tons) as a result of USDA assistance	Biannual			
		THR distribution so far has been ad hoc.		N/A	YES	NO
15	output	Number of individuals receiving take-home rations as a result of USDA assistance	Biannual			
		Number of recipients has been inflated by ad hoc distributions. Future monitoring needs to report separately on the G5 and G6 students receiving THR as an attendance incentive.		N/A	YES	YES
16	output	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	Biannual			

[74] Some of the global series of MGD indicators are not used by this project, which accounts for the gaps in the sequence of numbers. The MGD indicators not used are shown in Annex O, Table 74.

MGD#	Indicator Type	Indicator	Reporting Frequency	Credible baseline?	Data collection on track?	WFP CO action needed?
		Evaluation will depend on the maintenance of disaggregated records of school feeding days and children participating. Targets need to be adjusted on account of delayed start.		YES	YES	YES
17	output	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	Biannual			
		WFP should maintain records of children fed by grade or at least by pre-primary (Grade 0), lower primary (G1-G4) and upper primary (G5-G8).		YES	YES	YES
18	output	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance *[This indicator is reflective of all social assistance beneficiaries, which will be equal to the children receiving school meals as well as those receiving take home rations.]*	Annual			
		WFP should have made an annual report of student recipients plus household members of students receiving THR against this indicator.		N/A	YES	YES
19	outcome	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	Annual			
		Activity not started; should reflect KAPS findings.		YES (0)	NO	YES
20	outcome	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	Annual			
		Like #19, data are expected to be collected by an annual survey, but the ET has no information about this survey or who will conduct it.		YES (0)	NO	YES
22	output	Number of individuals trained in safe food preparation and storage as a result of USDA assistance	Biannual			
		Targets need revision because of large increase in participating schools.		NO	YES	YES
23	output	Number of individuals trained in child health and nutrition as a result of USDA assistance	Biannual			
		Activity not yet started.		YES (0)	NO	YES
27	output	Number of schools using an improved water source	Biannual			
		Baseline survey has good sample data, but annual administrative records should augment this.		YES	PARTLY	YES
30	output	Number of individuals participating in USDA food security programs *[Defined as <u>direct</u> beneficiaries, i.e., for this program, recipients of school meals and beneficiaries from trainings.]*	Annual			
		OK.		YES (0)	YES	NO
31	output	Number of individuals benefiting indirectly from USDA-funded interventions	Annual			
		In the first year's figures, beneficiaries are much higher than planned because of ad hoc THR distributions.		YES (0)	YES	NO
32	output	Number of schools reached as a result of USDA assistance	Biannual			
		The number of participating schools (815 reported in September 2021) is far above the planned baseline (450), This may be partly explained by small size of schools in Afar but in both Afar and Oromia, contrary to expectations at design stage, almost all schools in each participating woreda have been included in the school feeding programme. Targets need to be reformulated, linked to an agreed procedure for selecting the schools to be transferred out of the McGovern-Dole programme as it tapers down.		NO	PARTLY	YES

4.2 SURVEY FINDINGS

180. We first present findings drawn from the school level questionnaires and then (from ¶195 below) review findings from the student level questionnaires.

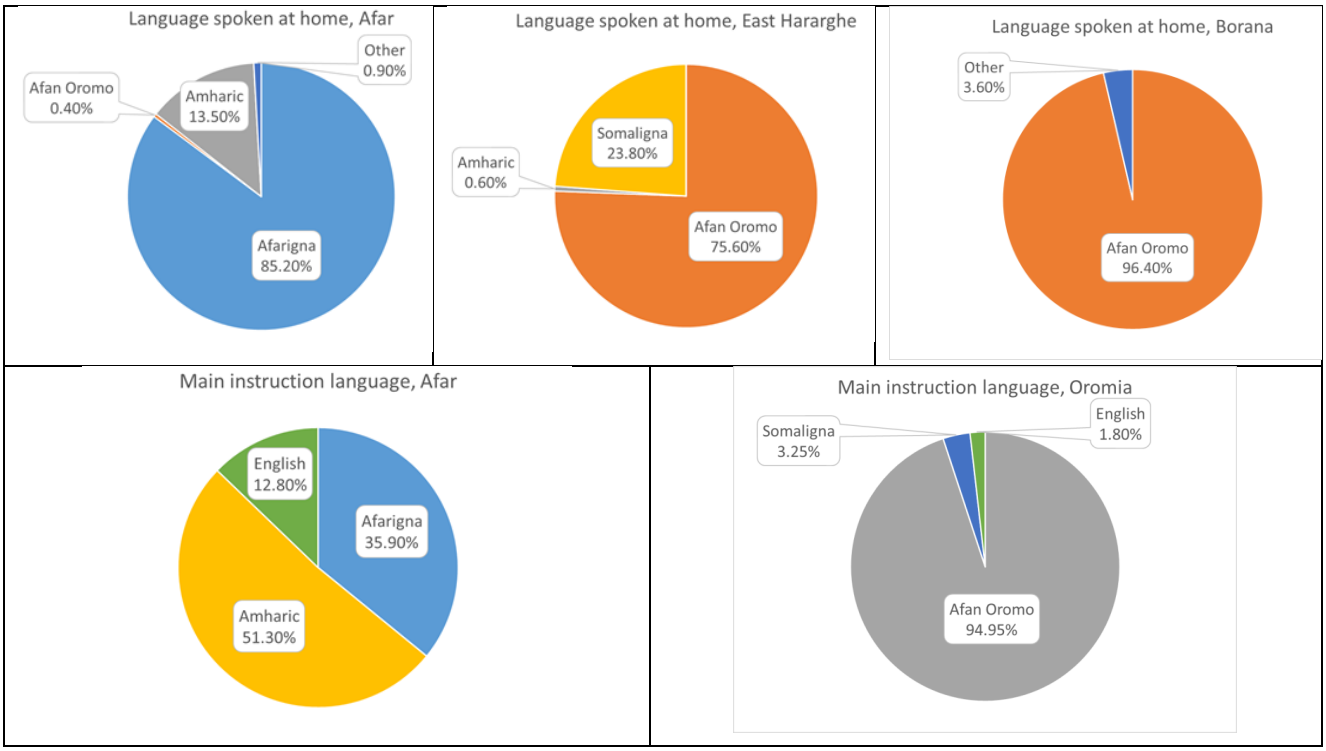
Contrasts between project areas

181. The use of Afar Region and each of the two Oromia zones as strata for the evaluation is vindicated by a number of contrasts that emerge, indicating significant differences both between Afar and Oromia and, on several dimensions, between East Hararghe and Borana. (Further contrasts related to gender are noted in Section 4.3 below.)

Language

182. Language is an obvious differentiator. Differences in home languages and the languages used in school (Figure 39 below) highlight the differences in ethnic composition and educational context between the Afar Region and the two Oromia Zones. Although the survey encountered a significant Somali-speaking minority in East Hararghe (23.8%), Afan Oromo is the dominant language in Oromia (96.4% Borana; 75.6% East Hararghe), and correspondingly predominates as the language of instruction. But in Afar, although Afar is the home language for 85% of students, it was reported as the main instruction language for only 36% of classes, with Amharic used for half of the classes, and also significant use of English (13%). Ethiopia has a policy of mother-tongue instruction, and this situation appears to reflect the shortage of Afar-speaking teachers.

Figure 2 Home languages and main instruction language

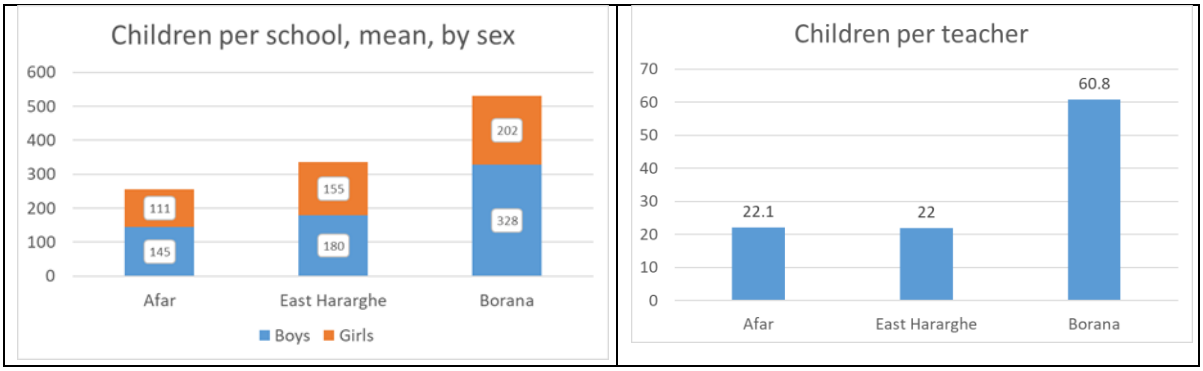


Source: Table 54 (more detail on teaching languages and scripts in Annex L Figure 39)

School and class sizes

183. As illustrated in Figure 3 below, schools are much larger in Borana than either Afar or East Hararghe. In both Afar and East Hararghe, the student:teacher ratio is about 22, but in Borana it is over 60.

Figure 3 School sizes and student/teacher ratio



Source: Table 44

184. The slightly different metric of class sizes is illustrated at woreda level in Annex L, Table 56. Average class sizes are larger in Borana (49) and East Hararghe (46) than Afar (33), but in all cases there is substantial variation around the mean. This is most striking in Afar where mean class sizes at woreda level ranged from 71 to 22.

School improvements

185. The survey questions about school improvements (Annex L, Table 47), illustrated in Figure 4 and Figure 5 below) also show clear contrasts between strata. In Afar, relative to the other strata, there appears to be less overall active improvement, though 35% report additional classrooms, and a number of schools, generally less than 10%, have improvements across the other areas. In Borana and East Hararghe on the other hand, there appear to be fairly active improvement programmes, with the majority of schools having new classrooms. In East Hararghe 86% had new kitchen facilities, and 36% improved latrines, whilst in Borana 29% had improved kitchens and latrines.

186. In the Oromia zones, community efforts are the main sources of support for school improvements (93% in both zones), but Afar Region is much more dependent on the government (35%).

Figure 4 School improvements in the past 3 years

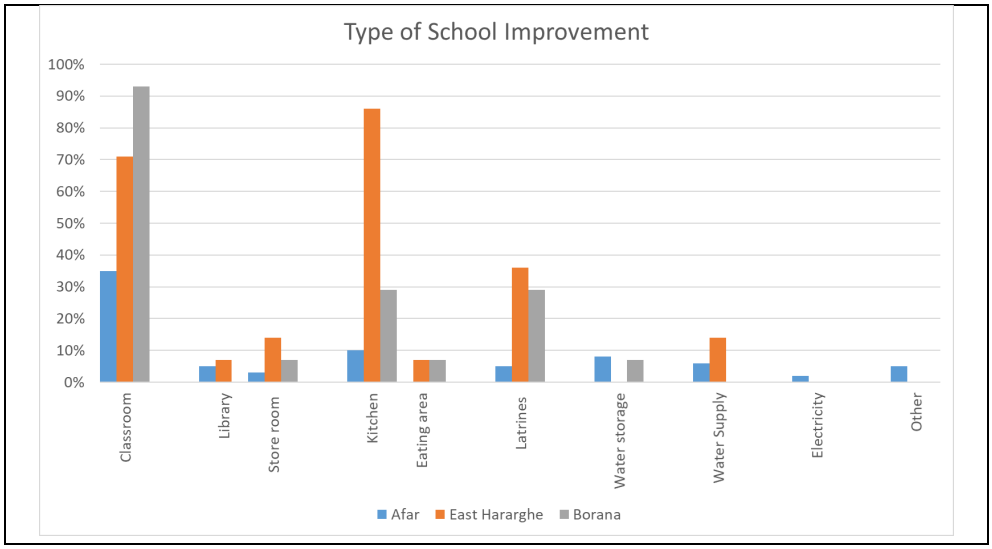
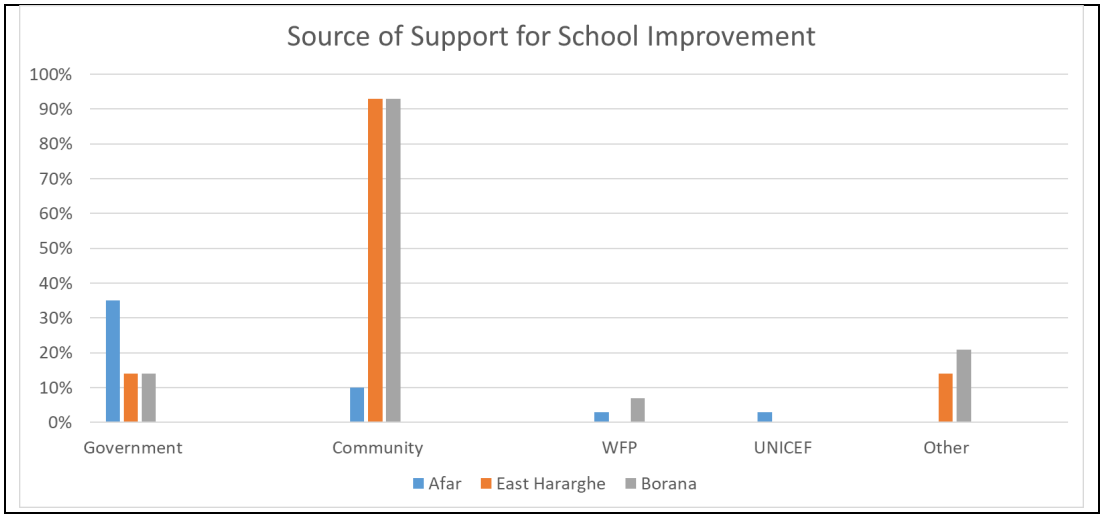


Figure 5 Sources of support for school improvements



Pre-primary enrolments

187. The survey collected data on pre-primary enrolments ("Grade 0") in the sample schools, with results shown at woreda level in Annex L, Table 57. Government is moving towards universal pre-primary enrolment. Pre-primary classes are most frequently attached to existing primary schools, and they are eligible for McGovern-Dole school meals in such cases. The roll-out of pre-primary appears to be slower in Borana than the other areas. Thus, of the sampled schools:

- In Afar, 54 (87%) of the 62 schools with data had a pre-primary class, the average pre-primary class size was 38, and 47% of the children were female.
- In East Hararghe, 13 out of 14 schools had a pre-primary class, the average pre-primary class size was 77, and 43% of the children were female.
- In Borana, however, only 6 out of 14 schools had a pre-primary class, the average pre-primary class size was 28, and 44% of the children were female.

188. Overall, pre-primary children constitute a significant additional demand for school meals, and are likely to grow in numbers. In all strata there were fewer girls than boys enrolled at pre-primary level.

Roll-out of school feeding

189. In Borana 100% and in East Hararghe 79% of sampled schools reported receiving school meal support within the past three years. In Afar, the figure was only 56%[75] (Annex L, Table 49). This is a surprisingly low figure, given that only 12 of the 63 schools surveyed in Afar were not part of the McGovern-Dole programme, and presumably reflects delays in the roll-out of McGovern-Dole school feeding at the time the survey was conducted.

190. This finding is confirmed by the child-level survey data on the proportions of children eating at school each day – see the discussion linked to Figure 16 below.

School facilities

191. The survey findings on water, sanitation and electricity are of particular concern, In Afar, 29% of schools say they have no toilets, and in both East Hararghe and Borana 7% report no toilets. Latrines are of the concrete slab type in the majority of cases: about 70% in Afar and Borana, 93% in East Hararghe. Less improved earth pit types make up the remaining 21% in Borana, and 2% in Afar. None of the schools record flush toilets.

192. The water supply and storage situation is variable. In Afar, 30% of schools have no water storage, and 20% have no water supply. This correlates with the data that 29% of Afar schools have no toilets. In Hararghe, 71% of schools have piped water and 7% boreholes, and correspondingly 79% report that they have Rottos (large plastic tanks) for water storage. Of the remainder (21%), all report that water is hand-

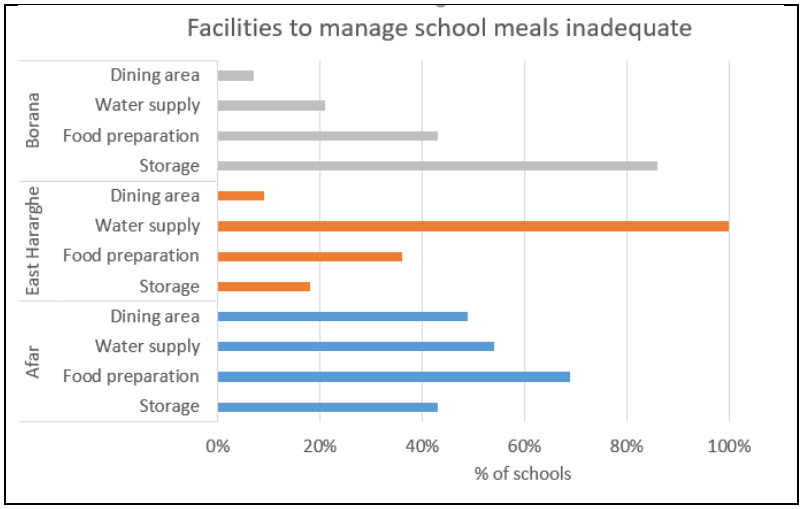
[75] 35 out of the 63 schools sampled.

carried, with 14% having in-school container storage. In Borana, there appears to be a consistent collection of rainwater, with 77% reporting this as the water source. Of the remainder, 14% use well water, and 7% report no water supply. In this zone, 14% report no water storage, whilst the remainder use wells (21%), rottos (50%) or tanks (14%).

193. The majority of the schools do not have electricity. In Afar, 29% have mains electricity, and 71% have none. In East Hararghe the situation is similar, with 21% having mains supply, and 79% having none. Interestingly, in Borana, no schools have mains electricity, but 21% use solar panels, whilst the remaining 79% have no electricity supply. For full details on water, sanitation and electricity, see Table 46 in Annex L.

194. The school-level survey also asked specifically about each school's facilities to manage school feeding (dining areas, water supply, food preparation facilities and storage). Responses are illustrated in Figure 6 – note that the percentages are for facilities considered not adequate. The overall picture is of major deficiencies in facilities for preparing and serving school meals; the situation is worst in Afar, although Borana reports more problems with storage (86% of schools) and East Hararghe more problems with water supply (100% of schools).

Figure 6 Which facilities to manage school meals are inadequate



Source: Table 49

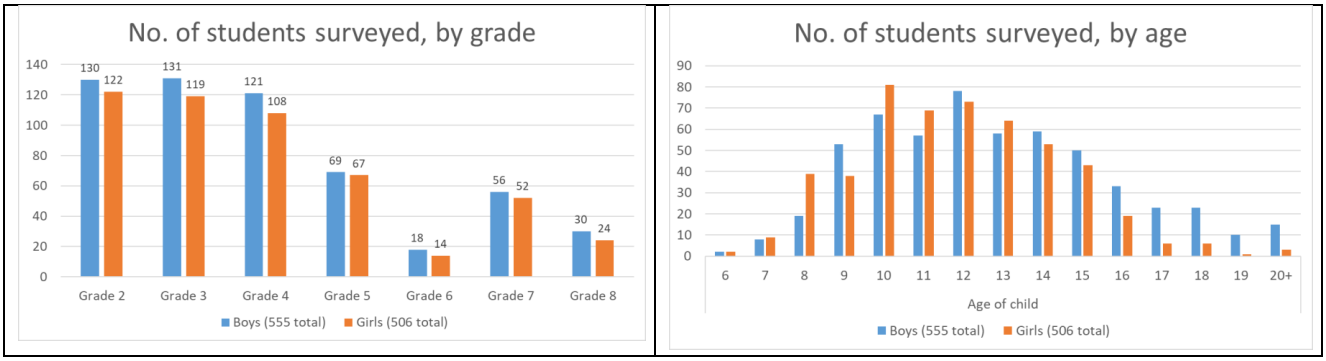
Profile of students interviewed

195. The profile of children interviewed for the survey is not completely representative of the school population – by design it was intended to interview equal numbers of male and female students, and the sample excluded Grades 0–1. Nevertheless, there are revealing patterns in the grade and age profiles of the interviewees, as illustrated in Figure 7 below.

196. Thus, despite intentions of an equal sample, there were cases where not enough girls were present in randomly selected classes,[76] so that the actual numbers interviewed were 555 boys and only 506 girls. The age profile of children interviewed illustrates an increasing majority of boys after age 13. Interestingly however, mean one-year completion rates (averaged across all grades) are quite similar for boys and girls in all strata (Table 42 in Annex L), although the Gender Parity Index (GPI) varies substantially – best in Borana and worst in East Hararghe, but is biased towards males in all areas.

[76] This was frequently said to be partly a consequence of the pandemic.

Figure 7 Number of students surveyed, by grade and by age



Source: Annex L. Table 58

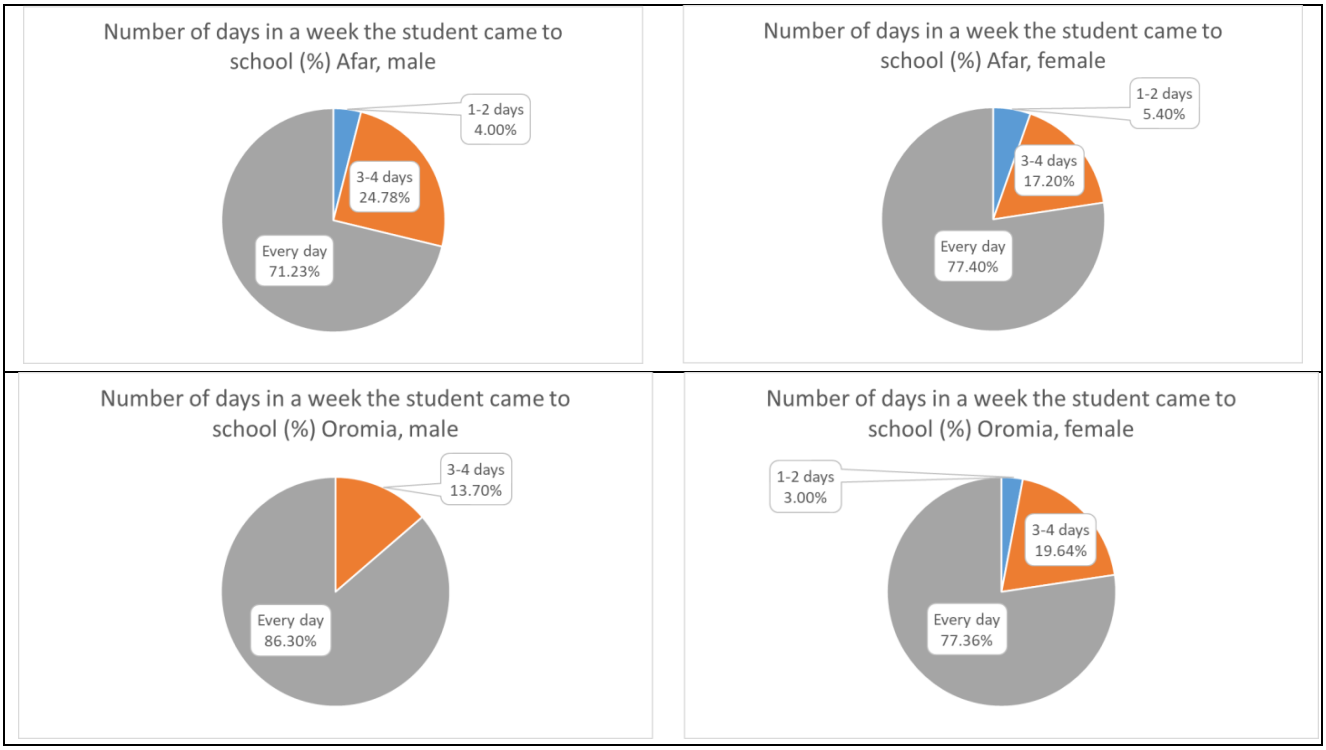
School attendance

197. Figure 8 below compares school attendance between Afar Region and the two Oromia Zones. As noted in Annex M, female students in both Afar and Oromia regions have immense responsibilities at home and their heavy workloads mean they have to prioritize their gendered housework duties over their education, which leads to them skipping school. An earlier phase of McGovern-Dole support to Afar explicitly prioritised encouraging female enrolment and attendance, with a THR component focused on giving girls an incentive to stay in school to higher grades. The impact evaluation found significant positive effects of this strategy (Visser et al, 2018b). However there was a gap of several years in school feeding provision prior to the current McGovern-Dole project. It is therefore intriguing to see that the proportion of girls attending school every day in Afar (77%) is actually higher than the proportion of boys attending every day (71%).

198. The pattern of male vs. female attendance in Oromia is less counter-intuitive: 86% of boys attend every day, compared with only 77% of girls. A higher every-day attendance rate in Oromia is entirely accounted for by the difference between male attendance rates (only 71% in Afar, compared with 86% in Oromia).

199. Regular attendance during the school year should be distinguished from drop-out rates at higher grades (THR were particularly intended to discourage girls' early drop-out). Figure 7 above indicates that higher drop-out rates for girls are a continuing issue.

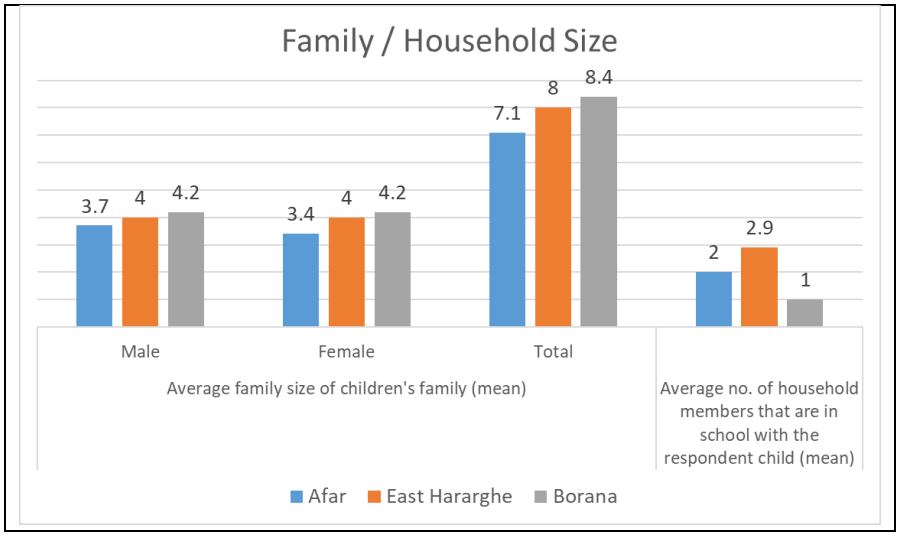
Figure 8 School attendance



Household size

200. As illustrated in Figure 9 below, the size of students' households was typically around eight, evenly split between male and female members. Children typically reported having one or two other household members (siblings etc) in school with them, evenly split between girls and boys. This has relevance in consideration of strategies for take-home rations (see discussion of McGovern-Dole Indicator #31 in Annex O).

Figure 9 Family/household size



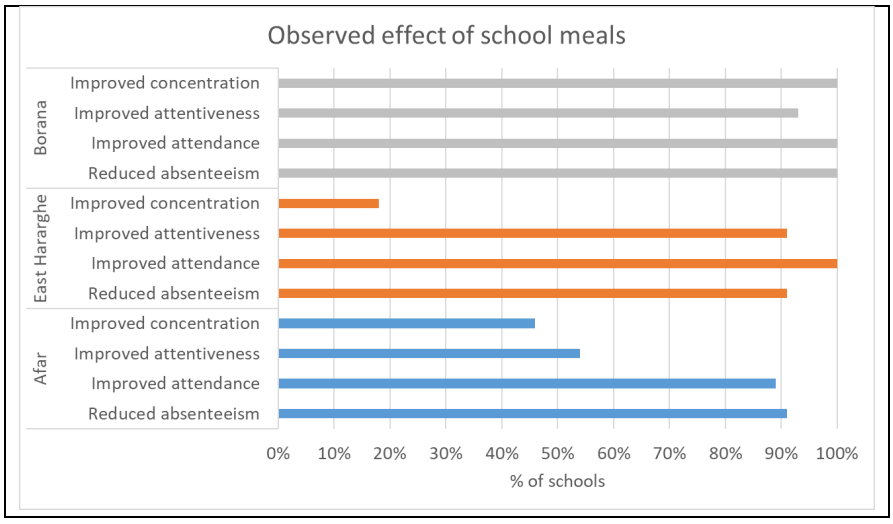
Source: Table 51

Attitudes towards school meals

Perceptions of school meals' effects

201. The school level survey asked for perceptions of the effects of school meals –see Figure 10 below. Responses were markedly positive – see Figure 33 below – indicating a very strong belief in the effectiveness of school meals in reducing absenteeism and increasing attendance. Perceptions about improving attentiveness and concentration[77] were more varied across strata, but still positive overall.

Figure 10 Perceived effects of school meals



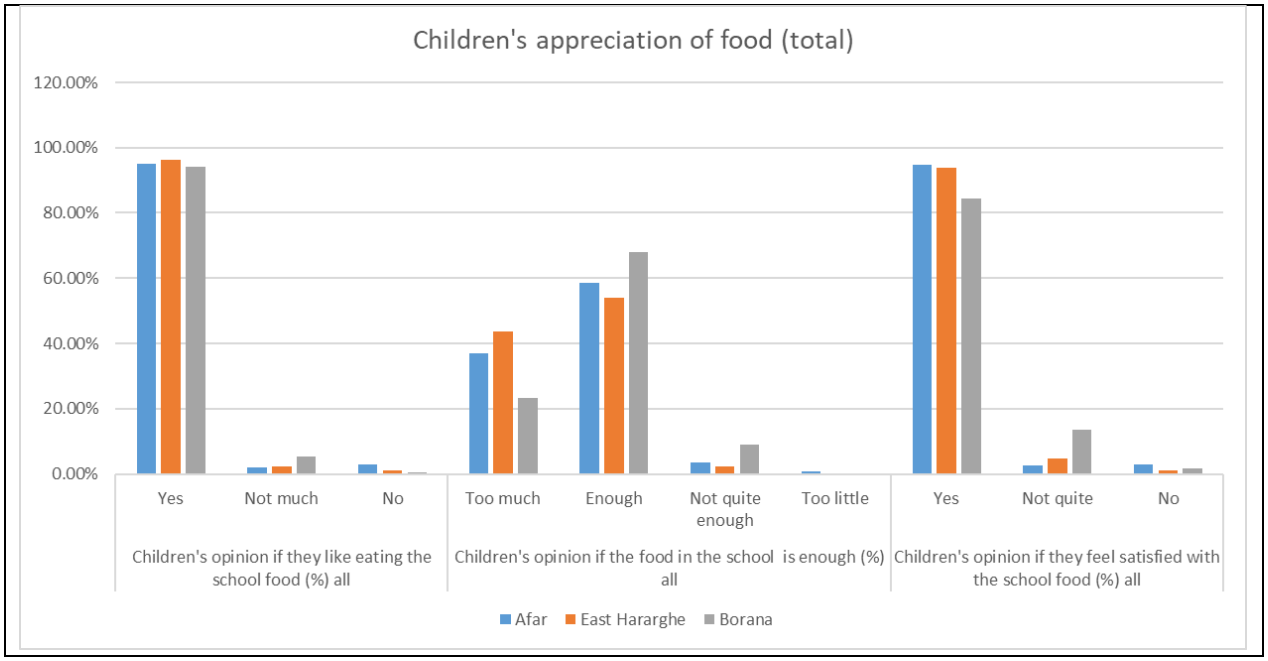
Source: Table 49

[77] Differences between strata in assessments of concentration may have reflected different interpretations of the question by different enumerators – see Annex L, ¶46.

Students' appreciation of school meals[78]

202. Table 63 in Annex L reports (at woreda level) children's appreciation of school food. See also Figure 11 below (detailed male/female breakdowns are shown in Annex L Figure 48). School meals are highly appreciated, with about 95% of students in each of the programme regions saying they like eating the school food. The difference between male and female responses is not that significant, but more males than females in both Afar (96% and 94% respectively) and Oromia (99% and 92%) enjoy eating the food served at school. When it comes to the amount of food served, in both Afar and Oromia regions, more females (50% and 43% respectively) than males (26% and 24% respectively) say the portion served is too much while more males (68% and 71% respectively) than females (48% and 51% respectively) say the serving size is enough. Furthermore, the majority of students in both regions find the meals satisfying, with almost equal percentages of males and females in Afar (95% and 94% respectively) finding the school meals satisfying compared to more males (93%) than females (85%) in Oromia.

Figure 11 Children's appreciation of food



Child performance indicators

203. Table 59 and Table 60 in Annex L report various child performance indicators. Children's own assessment of their sleepiness, and the teachers' assessment of their attentiveness are quite subjective. Academic performance, though not checked against records, is likely to be a somewhat more objective estimate. The indicator for number of days coming to school reflects various factors that collectively impede access to education, including family or farm duties, distance, ill health, and financial constraints. This information provides a baseline against which changes arising during the implementation period can be checked and correlated with the provision of school meals.

Tiredness on arrival[79]

204. Contrary to what one would expect to find in terms of differences between female and male students' tiredness on arrival, given the unbalanced gendered housework females have to perform before coming to school, significant percentages of female pupils in both regions say they are not at all tired when they arrive at school, with a higher percentage of females in Oromia (83%) than males (70%) stating they are not at all tired. More males than females (8% and 0.6% respectively and 22% and 16% respectively) report being very tired and a little tired when they arrive at school (Figure 12 below).

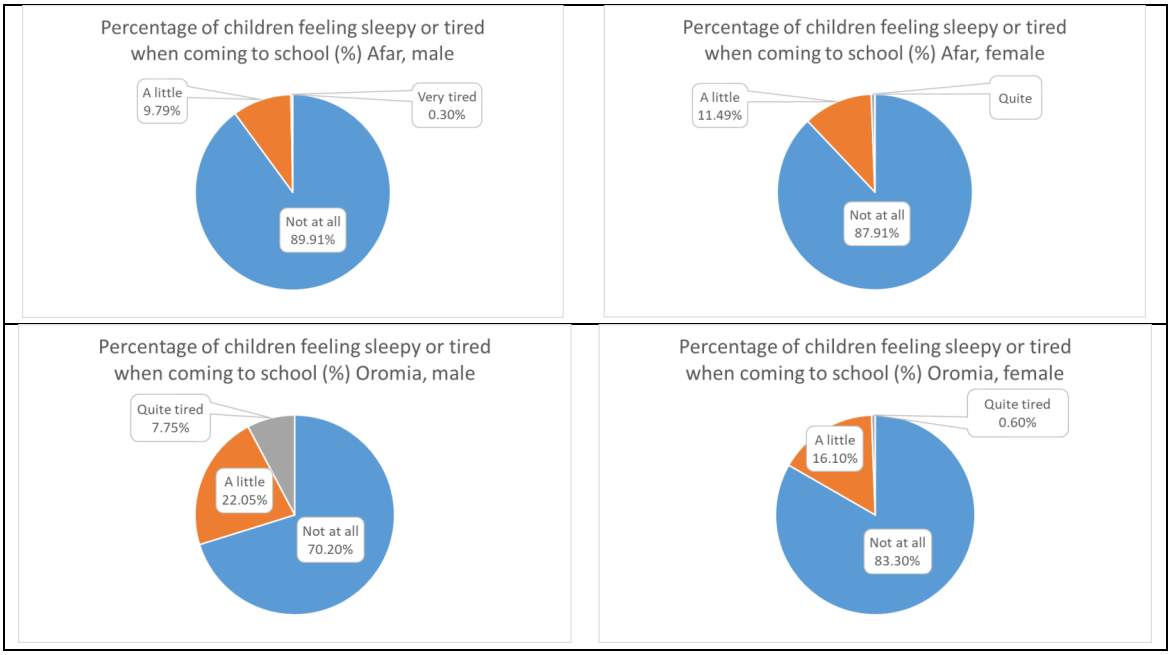
[78] See Annex J, questionsCQ12: Do you like eating the school food?; CQ13: Is the food enough?; and CQ14: Do you feel satisfied after eating? Children in schools where school meals were not being served were excluded from this analysis.

[79] See Annex J, question CQ11: Do you feel sleepy or tired when you come to school?

205. In Afar, the survey does not show substantial difference between the sexes, with 90% of males and 88% of females reporting not at all being tired when they get to school and 11.5% of females and 10% of males saying they are a little tired. Overall, the differences between Afar and Oromia tend to be greater, with males in Oromia reporting much higher percentages of tiredness on arrival at school in all the three categories.

206. The survey took place at a time of recent rains, so that chores such as fetching water may have been less onerous than at other times.

Figure 12 Tiredness on arrival



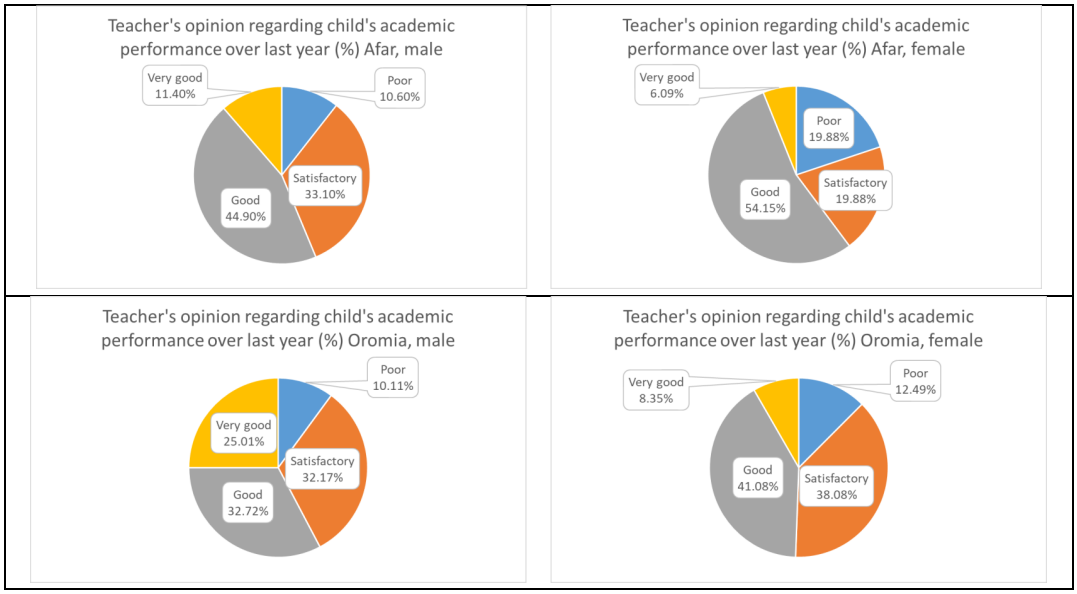
Source: Table 59

Teacher assessments of performance

207. Teacher opinion regarding students' academic performance[80] (Figure 13 below) follows a similar pattern in both Afar and Oromia regions. More male than female students are rated as having very good academic performance (Oromia: 25% of males vs. only 8% of females; Afar: 11% of males vs. 6% of females). The contrasts are less sharp when considering combined figures for good and very good academic performance (Oromia reports 58% for males and just under 50% for females: equivalent figures for Afar are 56% for males and 61% for females). In both regions, the proportion of males rated poor (10-11% in both regions) is less than the proportion of females (1.5% in Oromia, 20% in Afar).

[80] See Annex J, question CT01: How was the child's academic performance over the last year?

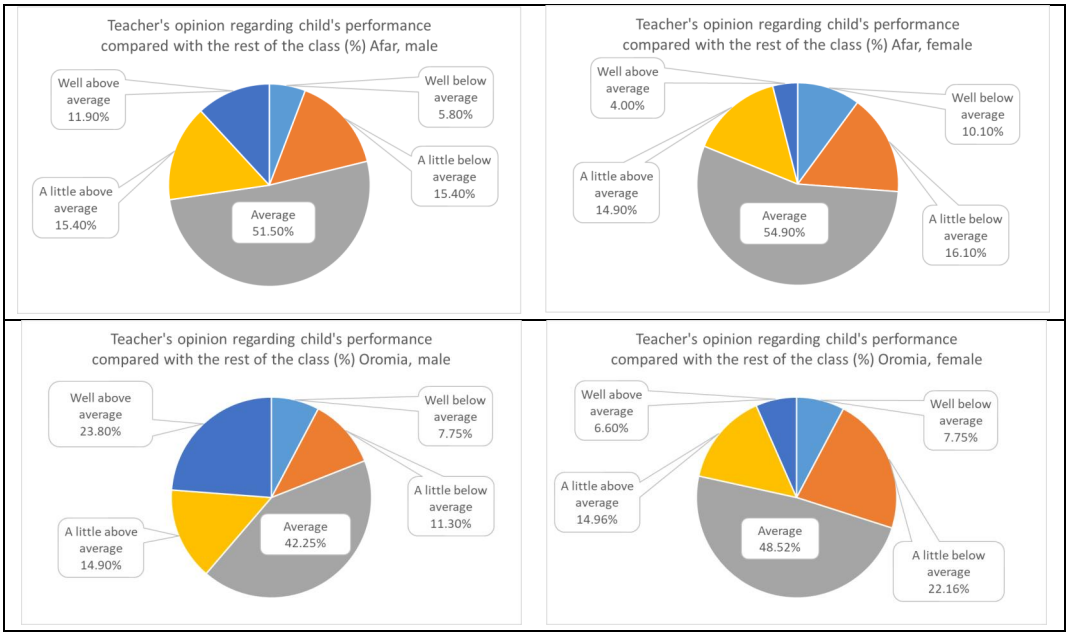
Figure 13 Teacher opinion of academic performance



Source: Table 59

208. Teacher ranking of children's performance compared with the rest of the class[81] (Figure 14 below) shows marked difference between male and female students. In both regions more male than female students are assessed to perform well above average (24% of males and only 7% of females in Oromia; and 12% of males and 4% of females in Afar. At the other end of the scale, combined figures for "a little below average" and "well below average" also show that male performance is rated better (in Oromia 19% of males but 30% of females fall into these categories; equivalent figures for Afar are 21% for males and 26% for females). There is thus a consistent pattern of males being assessed as outperforming females.

Figure 14 Teacher ranking of child's performance



Source: Table 59

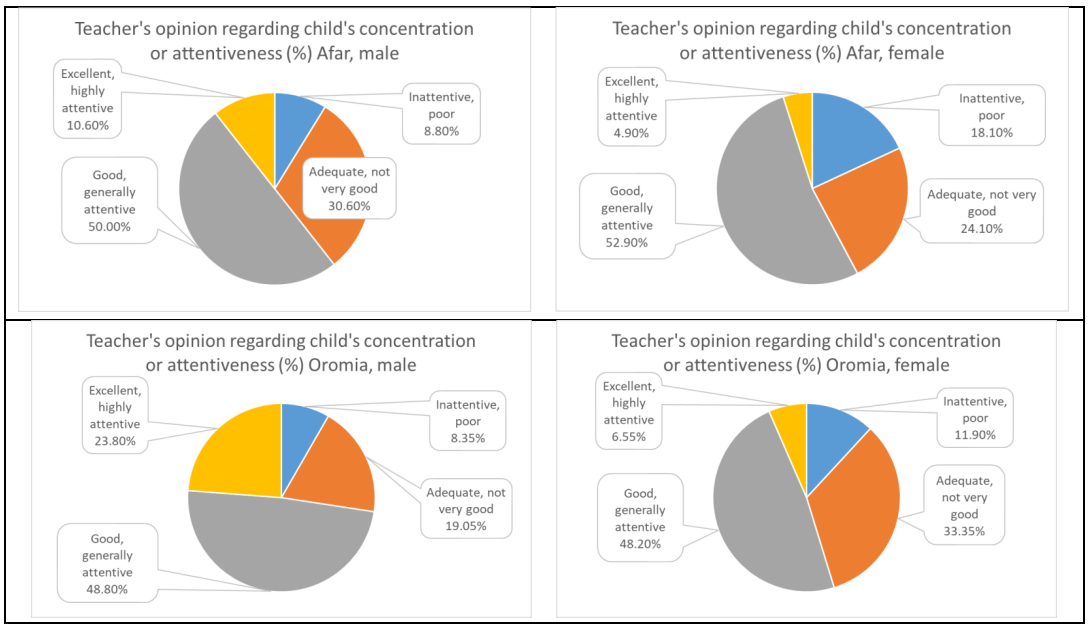
209. As regards teacher assessment of concentration/attentiveness[82] (Figure 15 below): in both regions, there is little difference between male and female allocations to the intermediate category of "good, generally attentive" – close to 50% in all cases. However, male students are more likely to be identified by their teachers as being highly attentive and having excellent concentration, with the difference between

[81] See Annex J, question CT03: How would you rate her/his performance compared with the rest of the class?

[82] See Annex J, question CT02: How would you rate her/his concentration or attentiveness?

males and females significantly higher in Oromia (24% male, 7% female) than in Afar (11% male, 5% female). Correspondingly, in both regions, teachers identify females as being inattentive and having poor concentration compared to male students (18% female, 9% male in Afar and 12% female, 8% male in Oromia).[83]

Figure 15 Teacher assessment of concentration/attentiveness



Source: Table 59

Diet indicators

210. Table 61 in Annex L provides stratum level data on diet-related indicators, including frequency and times of meals and food consumption score (FCS). Table 62 and Table 66 in Annex L provide equivalent woreda-level data.

Timing and frequency of meals

211. The main determining factors for **whether children eat at school during the day** (Figure 16 below) are the availability of a school meal and children's attendance at school. During school visits and qualitative interviews, we found no evidence of children shunning available school meals (and as already discussed – see Figure 11 above) children are highly appreciative of the school meals. The roll-out of the McGovern-Dole programme was slowest in Afar, and Figure 16 reflects this: Afar represents the smallest percentage of male and female students who eat at school every day (34,3% and 33.8% respectively) as compared to significantly higher figures in East Hararghe (89% male, 80% female) and Borana (83% male, 91% female).

212. It is interesting that as well as having the lowest percentage of children receiving a school meal, Afar reported the highest percentage of children always eating at home after school. The majority of students in Afar (53% male, 54% female) reported never eating at school, which is the highest percentage across all three programme zones. Students in Afar also represent the second and third highest percentage of students (82% female, 76% male) across the three zones that eat every day in the evening after going home from school. We checked the data for a correlation, and found strong support for our hypothesis that children who report not eating at school are mainly the same group who report regularly eating at home in the evening. **This suggests that households treat school meals as part of an overall household food security strategy, so that the school meal is a benefit to the entire household.**

[83] Qualitative fieldwork suggest that teacher perceptions may have a factual base: female students in all 9 schools visited (5 in Afar, 2 in East Hararghe & 2 in Borana) have mentioned heavy workload and household responsibilities are making it difficult for them to give priority to their education, focus on their studies and keep up with schoolwork; they all noted that their culture gives priority to boys' education, which affords boys better opportunity and time to focus on their studies, both in and outside the classroom.

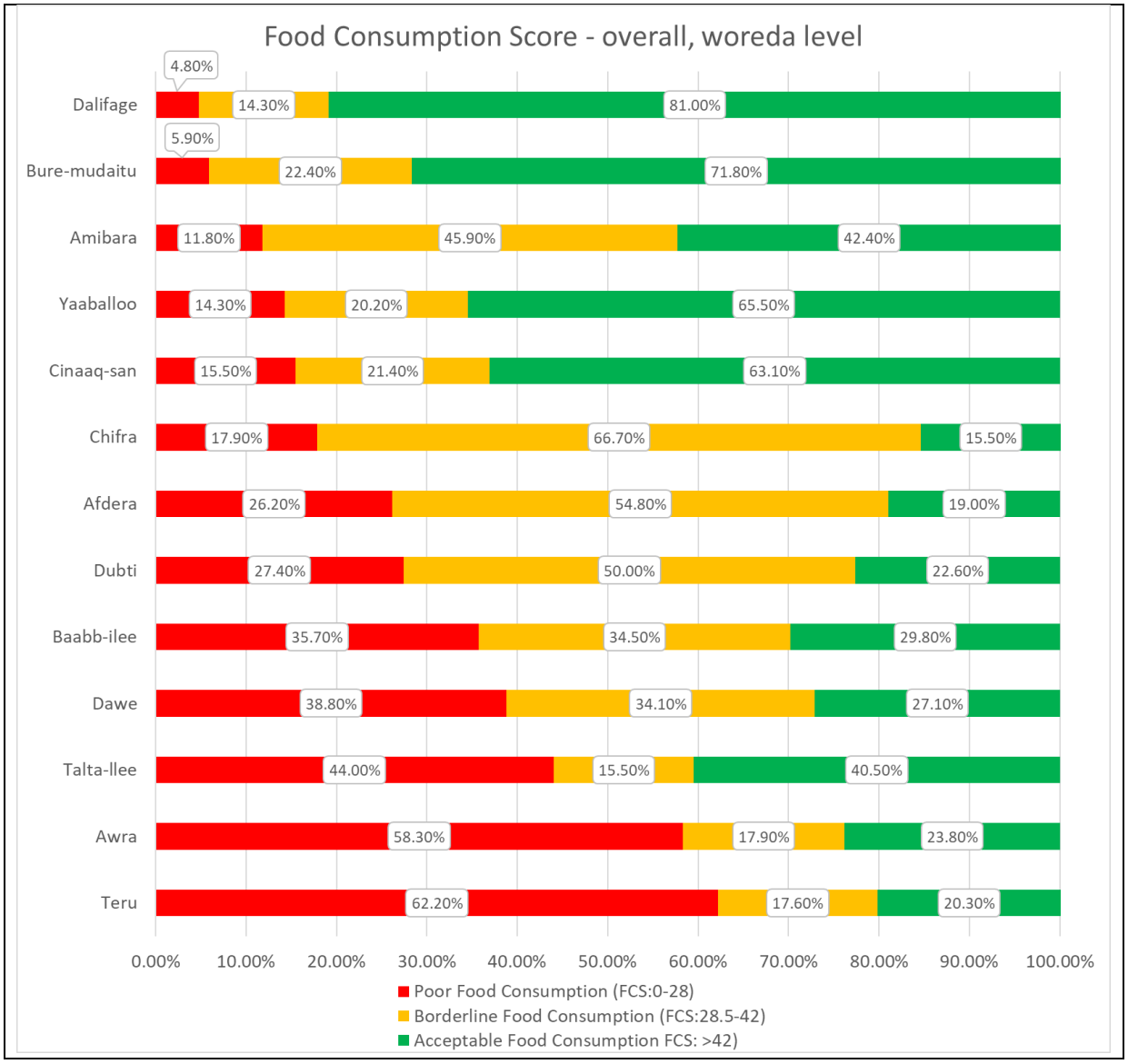
Figure 16 Eating at school

Food Consumption Score

213. Food Consumption Score (FCS) is a standard indicator of food security at the household level, based on reporting about the frequency of household consumption of different food groups. Woreda-level food consumption scores are illustrated in Figure 17 below, with woredas ordered from best to worst, in terms of percentages of poor food consumption, keyed red.

214. Only four or five of the woredas sampled had a poor-FCS incidence of close to or below 15%. Five of the remaining eight had poor-FCS incidence of over 35%, and this group included woredas from East Hararghe and Borana as well as Afar. In a sense, this is not surprising, because poor food security was a criterion for McGovern-Dole's geographical targeting, but it strongly confirms the relevance of school feeding as a food security intervention.

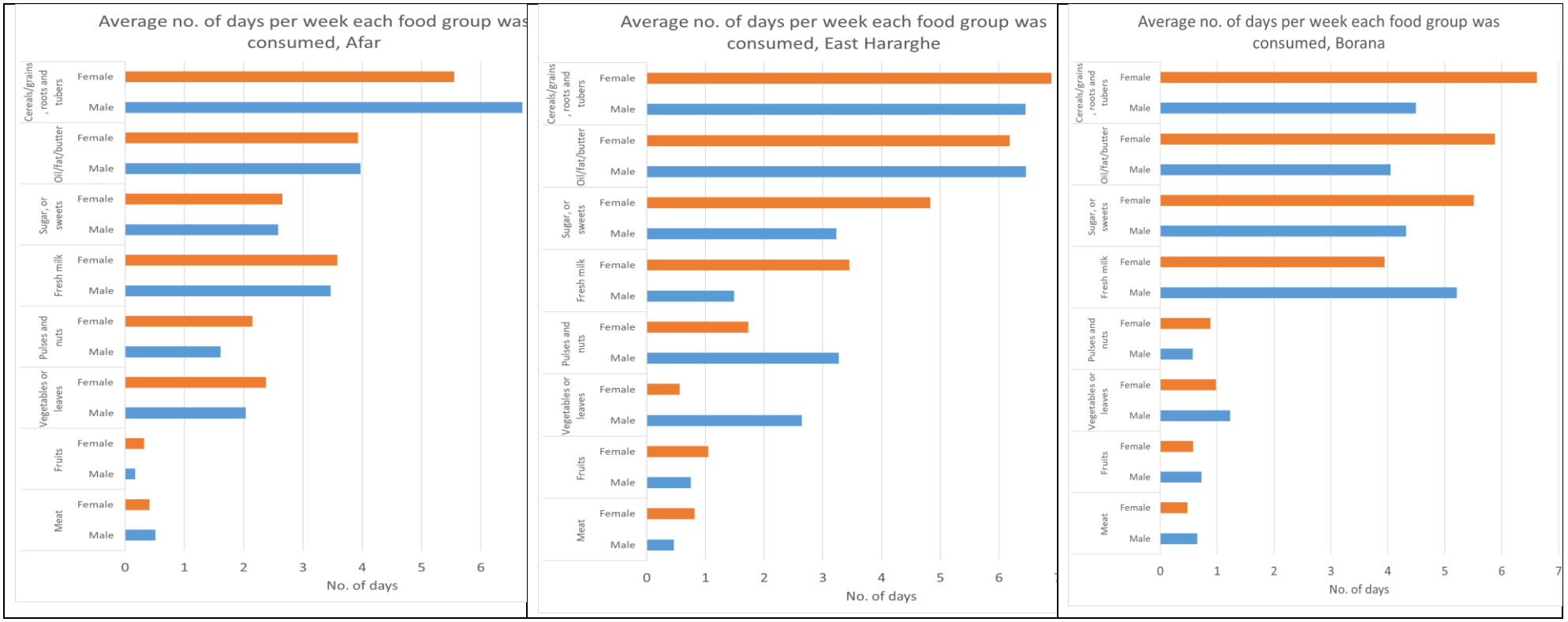
Figure 17 Food Consumption Score (woreda level)



Source:Table 66

215. Figure 18 below compares patterns of food group consumption across the three strata. There are some striking patterns, including the infrequent consumption of meat, fruit and vegetables. The FCS responses are also an integral part of the KAP survey and can be further explored in that context.

Figure 18 Consumption of FCS food groups



Correlations between FCS and child performance

216. Table 11 below shows the significance of the correlations, or covariance, between FCS and various indicators of children's performance. FCS depended significantly on the number of days children came to school. For girls, concentration or attentiveness and academic performance were correlated with FCS; for boys, concentration also depended on diet, although academic performance was less definitely correlated, with a significance level of around 90% (P<=0.1).

217. Bearing in mind that the performance questions were answered by the class teacher about the child, and the children themselves provided the FCS component responses, these are independent and important indicators of the linkage between adequate diet and school performance. The correlations are described in more detail in Annex L.

Table 11 Significance of covariance between performance indicators and FCS

Indicator	Significance of Covariance Girls		Significance of Covariance Boys	
Number of days a week the student came to school	0.000	***	0.010	**
Percentage of children feeling sleepy or tired when coming to school	0.275		0.010	**
Teacher's opinion regarding child's academic performance over last year	0.004	**	0.098	
Teacher's opinion regarding child's concentration or attentiveness	0.001	***	0.025	*
Teacher's opinion regarding child's performance compared with the rest of the class	0.018	*	0.100	

** significant, ** highly significant, *** very highly significant*

4.3 GENDER ANALYSIS

218. The Terms of Reference for this evaluation noted that the programme design had not benefited from a full gender analysis and sought special attention to gender analysis during the baseline. Annex M presents an expanded gender analysis, building on the contextual analysis prepared at inception stage with additional insights drawn both from the evaluation team's qualitative fieldwork and from the quantitative survey. The present section focuses mainly on these additional insights, which also cover disability issues. The gender context in the McGovern-Dole project areas has been described in Section 1.2 above (from ¶34) and there is an expanded version in Annex M.

Disability and inclusion

Approach

219. The GEEW analysis is linked in the TOR to WFP's commitment to accountability to affected populations, thus:

> 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 the Empowerment of Women (GEEW) in the evaluation process, with participation and consultation in the evaluation by women, men, boys and girls from different groups (including age and disability considerations). (TOR,¶6)
>
> The methodology will clearly outline a sample design and sample size calculations that incorporate considerations of gender, age, disability and methods of analysis. (TOR ¶24)

220. Accordingly, the baseline survey included a set of questions about disability,[84] and the qualitative fieldwork also enquired about issues of equity and inclusion, and visited a school in Afar designated as disability-friendly.

Baseline survey findings on disability

221. Questions were asked to explore the teaching of children with disability, regarding how many children were present in the sample schools with recognised disabilities of various categories, and the

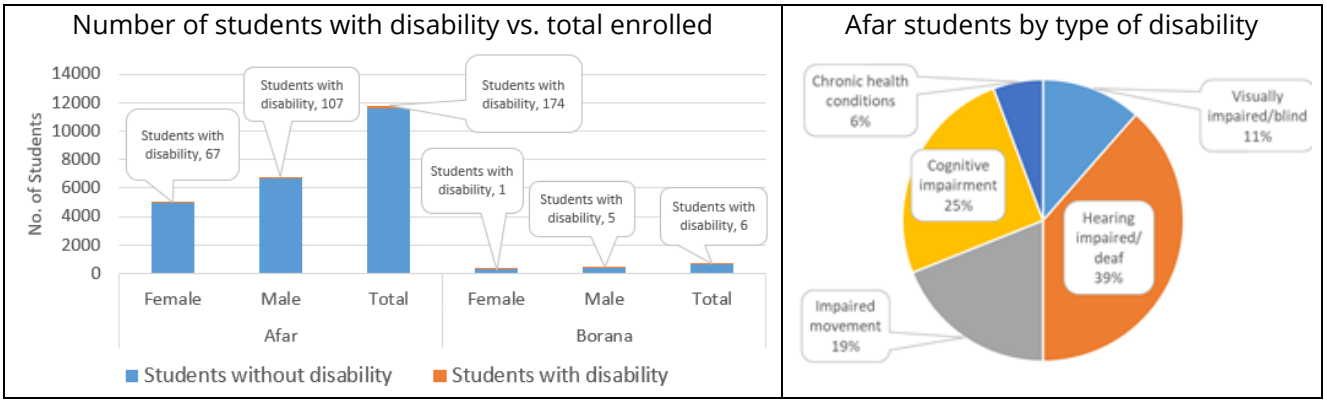
[84] See the school-level questionnaire in Annex J.

extent of support through trained teachers. The results are shown in Table 12 below and illustrated in Figure 19 below.

Table 12 Teaching of children with disability

	Afar (Zones 1-5)			Oromia (Booranaa)			Oromia (Haarargee)		
Number of Schools									
Total in Sample	63			14			14		
Having children with disability	41			4			0		
% of schools	65%			29%			0%		
	In schools having children with disability								
Number of children	*Female*	*Male*	*Total*	*Female*	*Male*	*Total*	*Female*	*Male*	*Total*
All children	5019	6745	11764	295	382	677			
With disability	67	107	174	1	5	6			
Number of children by type of disability									
Visually impaired/blind	6	14	20	0	3	3			
Hearing impaired/deaf	24	43	67	0	0	0			
Impaired movement	10	23	33	0	1	1			
Cognitive impairment	22	22	44	1	1	2			
Chronic health conditions	5	5	10	0	0	0			
Number of Specialist teachers	1	3	4	0	0	0			

Figure 19 Students with disability in sampled schools



222. In Afar the survey found a small but significant number of children in mainstream primary schools with recognised disabilities. Two-thirds of schools reported children with disability, with the range of disability categories shown in Figure 19. In Borana, a small number of such children were reported, whilst in East Hararghe, none were reported. This latter response is puzzling: one or two students with disability were found in the two East Hararghe schools visited for the qualitative fieldwork, and the East Hararghe schools in the survey sample, although reporting no children with disability, had several staff trained in disability support (Table 50 in Annex L).

223. Questions were also asked about teaching aids and facilities, and any special learning support provided. In almost all cases, none were reported, but interestingly, many schools ticked the 'other' box, and almost unanimously said they supported children with disability by bringing them to the front of the class, so the teacher could give them more assistance.

Qualitative findings on disability

224. Survey findings about very limited support in practice, were confirmed by qualitative observations. Against a background of very limited and poor quality school buildings, the only visible disability supports were concrete ramps (without railings) into some of the classroom buildings.

225. Most schools visited were attended by a very small number of children with disability. In one case – a school with particularly poor facilities – the director and teachers actually found the question amusing, pointing out the dilapidated conditions of the school and the lack of resources to even run a regular

school. By contrast, another school, although not properly equipped to provide education to students with disabilities, had nonetheless requested support from the woreda to identify and enrol such students as well as help in equipping the school. The woreda collected data on the number of children with special needs but this was not taken further. In another case, woreda staff highlighted that they had collected data on children with disability in the woreda (not necessarily in school), but had no resources to follow up.

226. Teachers' ability to support children with disabilities was constrained by lack of special aids and resources and, in most cases, lack of special training. However, even in cases where teachers had a relevant skill it was usually impractical to use it in a context where there were only one or two children with disability in a very large class. One teacher had tried to use sign language for two deaf children, but found it impossible to do so while also teaching a very crowded class (50+) of hearing children.

227. Education officials confirmed ambitions for better disability support. In Afar, for example, starting two years ago (2011 E.C), the Finnish Embassy have been supporting disability-friendly schools and have a set of criteria that a cluster of schools need to meet in order to receive this support. These include, (a) having a teacher with background in special needs education, (b) a cluster centre school that has 3–5 satellite schools, and (c) a minimum of 35 students with special needs in the school cluster. The programme provides the necessary disability-friendly materials for the cluster centre. A roving special needs teacher is assigned by the woreda to support the teachers in all the cluster schools on how best to teach students with disability in an inclusive setting. This person is also responsible to collect data on special needs. There are 22 such centres in the region, with 12 already set up when the programme launched, and 12 new ones being added during 2021. However, the designated disability-friendly school visited during fieldwork was newly-enrolled in the programme and had not received any materials at the time of the visit. In Borana, education officials referred to the national guideline for inclusive education, under which each school should have at least one teacher trained in special needs education, but said this was very rarely the case. Similar to Afar, a resource centre approach is being followed, but with very limited resources.

228. Some comments from teachers indicated a preference for assigning children with disabilities to a separate class – at least to the point where the children were able to read and write. They found the inclusive education approach could be disruptive (especially where children have behavioural issues), and felt ill-equipped to handle inclusive teaching.

Gender and inclusion insights from the baseline survey

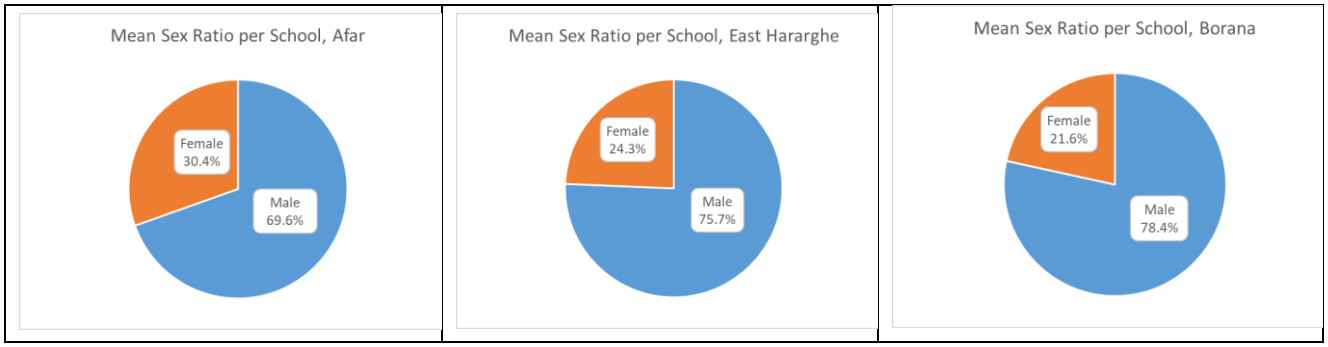
229. Annex M includes an extensive and illustrated analysis of the gender dimensions of the baseline survey findings, from which the following highlights are drawn.

Patterns of male and female participation

230. The survey confirms many of the issues identified concerning girls' participation including the pressures for early dropout as illustrated by the profile of children interviewed (see the discussion around Figure 7 in Section 4.2 above).

231. Female teachers are a minority in all areas (Figure 20) – 70% of teachers in Afar were male, 76% in East Hararghe and 78% in Borana. On the other hand, although storekeepers are likely to be male, the overwhelming majority of cooks are female (see Table 43 in Annex L). However, figures on school staff who have received specialist training over the past 3 years (Table 50 in Annex L) indicate gender training has been better supported than WASH or literacy kits.

Figure 20 Gender parity among teachers



School attendance (and possible effects of school feeding)

232. School attendance patterns have been described in Section 4.2 above (see Figure 8). The male/female pattern of attendance in Oromia is as expected, with significantly higher attendance rates for boys.

233. Patterns are different in Afar, where an earlier phase of McGovern-Dole support explicitly prioritised encouraging female enrolment and attendance, with a THR component focused on giving girls an incentive to stay in school to higher grades. The impact evaluation found significant positive effects of this strategy (Visser et al, 2018b). However, there was a gap of several years in school feeding provision prior to the commencement of the McGovern-Dole project now under evaluation. It is therefore intriguing to see that the proportion of girls attending school every day in Afar (77%) is actually higher than the proportion of boys attending every day (71%).

234. Some education staff and other respondents in qualitative interviews, both in Afar and in Oromia, recalled previous school feeding/THR schemes and considered that, although no longer in operation, they had had a lasting positive effect on parents' attitudes to girls' schooling.

235. Regular attendance during the school year should be distinguished from drop-out rates at higher grades. (THR were particularly aimed to discourage girls' early drop-out.) Figure 7 above indicates that higher drop-out rates for girls are a continuing issue.

Tiredness on arrival

236. The survey included a question about students feeling sleepy or tired on arrival at school. As shown in the discussion around Figure 12 above, and. contrary to expectations based on girls' greater household duties, girls did not report more tiredness than boys.

Toilet facilities and hygiene

237. In Afar, 29% of schools say they have no toilets, and in both East Hararghe and Borana 7% report no toilets (Table 13). There are separate latrines for boys and girls in about 60–70% of schools; after allowing for schools that have no latrines at all, there are still a substantial number which have latrines but not separate male/female ones. Moreover, qualitative field visits found that latrines were often unserviceable, so the lack of suitable toilet facilities for girls remains a major issue.

Table 13 School facilities – water, sanitation and electricity

Stratum	Afar (Zones 1-5)	Oromia (Haarargee)	Oromia (Booranaa)
No. Schools	63	14	14
Type of Latrine			
None	28.6 %	7.1 %	7.1 %
Earth Pit	1.6 %	0.0 %	21.4 %
Concrete Slab	69.8 %	92.9 %	71.4 %
Flush Toilet	0.0 %	0.0 %	0.0 %
Separate m/f latrines			
Yes	57.1 %	71.4 %	64.3 %
No	42.9 %	28.6 %	35.7 %

Bringing water and firewood to school

238. While students in both regions provide contributions of water and firewood for preparing the school meals, , more reported doing so in Oromia than in Afar (Figure 21 and Figure 22). Whereas male and female students make similar contributions of water and firewood in Oromia, in Afar, more males than females bring water (43% and 33% respectively) and firewood (34% and 30% respectively). In Oromia, the majority of the student population brings both water (58% males, 57% females) and firewood (73% of each group) to school with varying frequencies.

239. Surprisingly, in Afar, the majority of students reported never bringing water and firewood to school. However, it is possible that this reflects the slower roll-out of the McGovern-Dole programme in Afar region. (At the time of the survey, fewer than half the children interviewed in Afar were receiving a school meal, whereas the figures for East Hararghe and Borana were between 80% and 90%.)

Figure 21 Bringing firewood to school (Afar and Oromia)

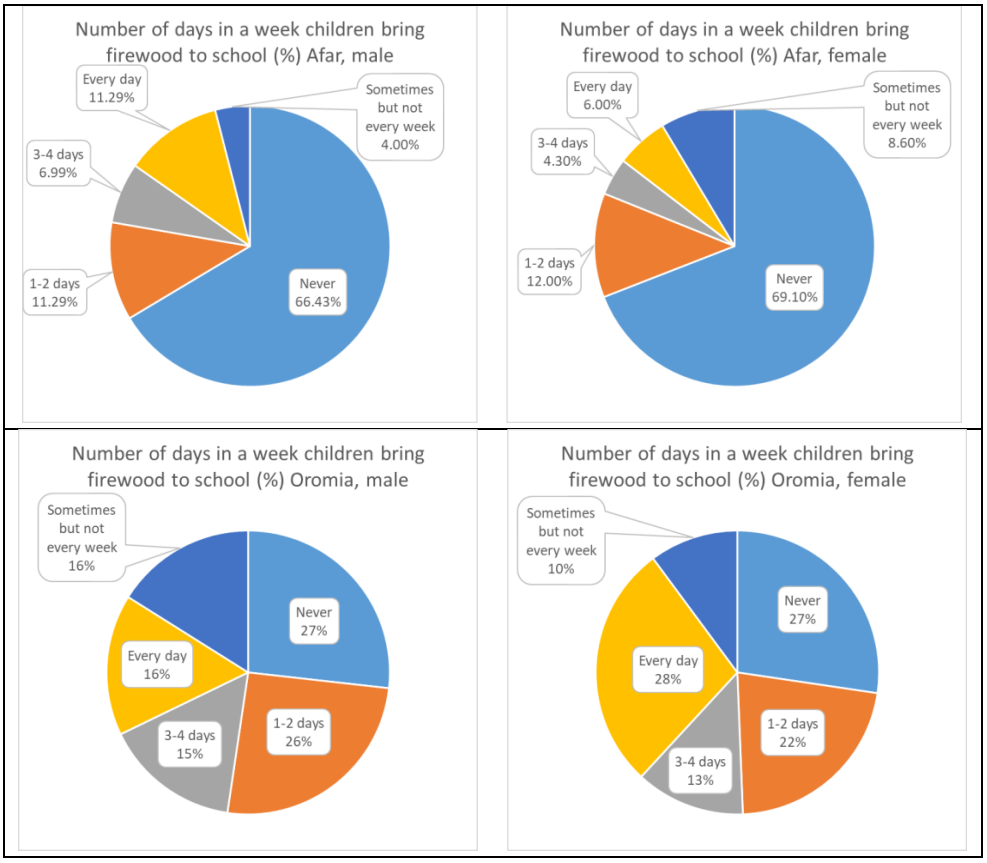
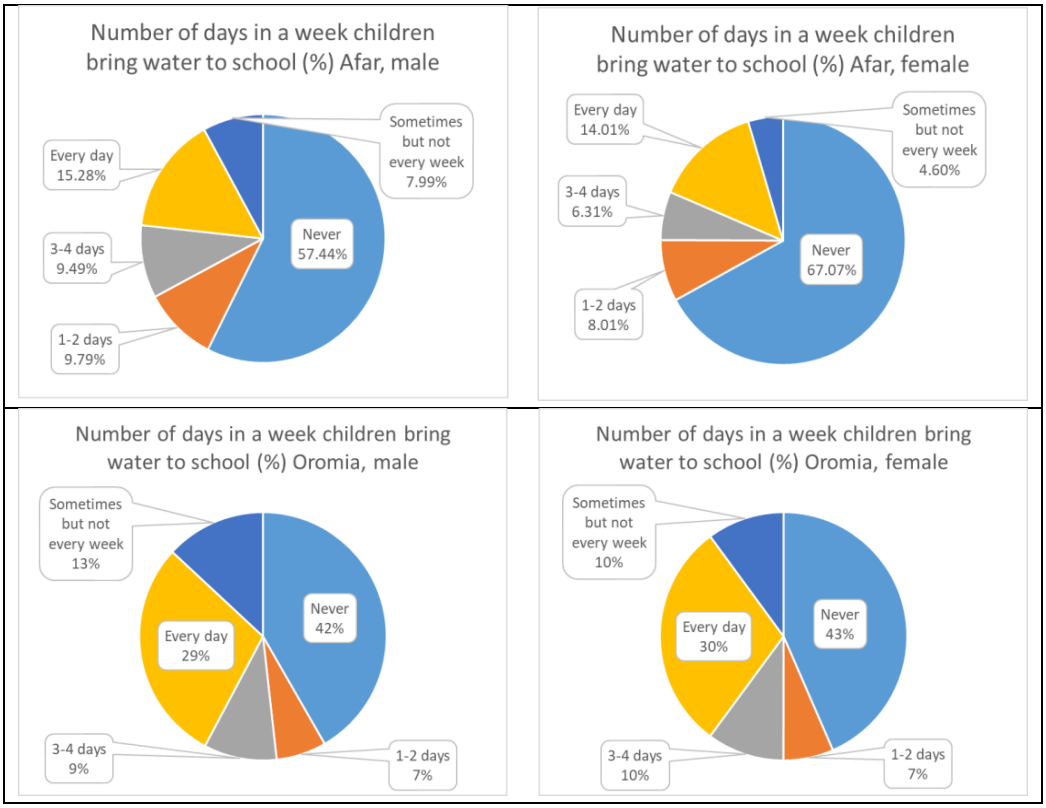


Figure 22 Bringing water to school (Afar and Oromia)



Child performance indicators

240. Responses on child performance indicators, including male/female differences, have been discussed in detail in Section 4.2 above and illustrated in Figure 13, Figure 14 and Figure 15. The principal gender findings are:

- There is a consistent pattern of males being assessed by teachers as outperforming females on academic performance. In both regions a higher proportion of males than females are assessed as showing very good academic performance, and a lower proportion of males than females are assessed as showing poor academic performance. There is a similar pattern in teachers' ranking of children's performance.
- Concerning teacher assessment of concentration/attentiveness: in both regions, male students are more likely to be identified by their teachers as being highly attentive and having excellent concentration; correspondingly, in both regions, teachers identify more females than males as being inattentive and having poor concentration.

Gender differences in meal patterns

241. All children were very appreciative of school meals, with about 95% of students in each of the programme regions saying they like eating the school food (details in Table 63 and Figure 11 of Annex L); a slight gender difference was that boys were more likely to say portions are inadequate.

242. As regards male/female differences in eating before and after school (Figure 45 and Figure 47 of Annex L), there is significant geographical variation. East Hararghe shows the largest contrast between the sexes in the consumption of meals before and after school, with males at a disadvantage in both categories. While 76% of females eat every day at home in the morning before coming to school, only 18% of males do the same. Similarly, 94% of females compared to 3.6% of males eat in the evening after going home from school. Furthermore, a staggering 79% of male students in East Hararghe reported never eating in the evening after going home from school while the figures are quite low (at or below 5.2%) for other male and female students.

243. Compared to females in Afar and East Hararghe that eat every day in the morning before coming to school (79% in Afar, 76% in East Hararghe) and eat every day in the evening after going home (82% in

Afar, 94% in East Hararghe), females in Borana that do the same are significantly fewer at 23% and 27% respectively. On the other hand, the largest percentage of females that eat at school every day are those in Borana (90%) compared to 34% in Afar and 80% in East Hararghe.

244. These differences in eating patterns between the sexes are not straightforward to explain in terms of gender roles, and would merit further exploration to understand eating patterns in different contexts.

Gender Insights from qualitative fiel**dwork**

Gender roles

245. Conversations with staff, students and others confirmed the gender imbalance in housework duties. Although both boys and girls have responsibilities in the household, boys' roles are linked to animal care and are less arduous than girls' responsibilities for housework, often including fetching water and firewood. As a result, girls reported struggling to find time to study at home; they often have to get up early for household chores before coming to school, and may arrive late. Some girls said they could not keep up with their home responsibilities unless they stayed away from school one or two days a week, for example:[85]

> *"Housework takes up the entire morning and we get to school in the afternoon hungry and exhausted, and it's very difficult to stay alert in class."* Girls FGD, E. Hararghe zone, Oromia
>
> "*When the workload at home becomes unmanageable, we come to school on alternate days*." Girls FGD, Afar

Attitudes to girls' education

246. It was commonly reported by male and female students, school staff and woreda education officers that communities give less value to girls' education and girls are less likely to continue to high school. The absence of nearby high schools is a particular challenge. Boys may move to town to attend high school, renting accommodation or staying with relatives, but families, particularly in Afar and East Hararghe, are much less willing to make similar arrangements for girls.

247. A common view among school staff and woreda education officers was that, since the worth of a female in the society is measured by her marriage and family responsibilities, most girls are less invested in their education. However, many of the girl students interviewed, although recognising community expectations, were keen to prioritise education. As one group of girl students in Borana reported, "the only thing that is keeping us behind in our education is the workload we have at home and the pressure from our families to give priority to housework before schoolwork."[86]

248. It was also reported by school staff, male and female students and community members that families are less resistant to sending girls to school than they used to be, but girls' continuation to higher grades is jeopardised by the attitudes to early marriage discussed below (¶251).

Other obstacles to girls' attendance

249. According to female students, school staff and WFP, lack of water and functioning latrines make it difficult for girls to come to school during their monthly period.[87] In some schools visited, this was being addressed by the provision of dignity kits (but these were dependent on donors). One school in East Hararghe was providing a" safe space" for girls to use during their monthly period.

250. There were some examples of girls'/boys' clubs set up in Afar, inter alia to discuss such issues as violence against women and girls, and harmful traditional practices, and the male students interviewed often showed significant awareness of the challenges girls face. In Borana, one school provides an hour-long weekly tutorial session for girls.

[85] For more such quotes see Annex M, Box 13.

[86] For more such quotes see Annex M, Box 14.

[87] See survey findings -¶191. For relevant quotes see Annex M, Box 15.

Continued pressures for early marriage

251. In Afar, continued pressures for early marriage are the biggest obstacle to girls' completing their education, reflecting a strong tradition of *absuma*, whereby young girls are married to much older relatives by the time they start menstruating. Girls interviewed often regretted the prospect of early marriage and would resist if they could. However, they did not expect authorities to take action against this tradition, as *absuma* is considered such an integral part of the culture and religion that even the Parent Teacher Association (PTA) endorses the practice. As some PTA groups reported, "we respect our culture so we, as parents and PTA members, support and enforce *absuma* … there is no compromising on that". Parents say girls who have been married off in *absuma* may continue in school; however, according to the several under-age brides interviewed, even if pregnancy is avoided, it is difficult to juggle schoolwork with home responsibilities, so they drop out. In one FGD with girl students in Afar, 50 per cent of the participants were married off in *absuma* and said they are struggling to juggle married life and schoolwork and have to repeatedly request their teachers' permission to be excused from classes for a day or two so they can tend to their family responsibilities.

252. According to school staff in Afar, married girls are the ones that almost always come late to class and leave early to go home to prepare food before the husband comes home. In Afar, some adults interviewed regretted early marriage traditions and doubted their religious and cultural legitimacy, but there was general agreement that pressures for early marriage were stronger than the incentives provided by school feeding. They expected school meals and THR to help keep girls in school only to the point where they were considered of marriageable age.[88]

253. In the Oromia zones (more so in East Hararghe than Borana) significant numbers of underage children elope to marry each other, which parents see as a major problem, especially since the married children end up moving in with the parents, creating additional financial burden on the family. Furthermore, there were reports that the pandemic has led to increased incidence of early marriages in East Hararghe.[89] As one community members group in Borana said, "the Borana culture does not allow marriage before the age of 20, but children these days are going what they want. Girls almost always drop out of school when they get married, and when the reality of married life hits them, they even end up divorced and back at their parents' house."

School meals management

254. In several schools it was observed that there were not enough plates for everyone to eat at the same time. Girls tended to stay behind and let the boys eat first, especially in Afar, where it was said to be taboo for adolescent girls and boys to eat together.

255. All schools visited for the qualitative study have women cooks who have their own household responsibilities. According to school directors and school feeding committees, school meals may be served later in the day than ideal because the cooks cannot arrive early, as they have to first take care of housework, and there may need to be several successive sessions because of insufficient cooking pots and facilities to prepare all the food at once.

4.4 REFLECTIONS ON THE THEORY OF CHANGE

256. Baseline work has not undermined the inferred theory of change (Section 2.2 above) as a guiding framework for the evaluation. However, there are issues concerning some of the assumptions on which the success of the programme, or elements of it, may depend. Table 14 below provides interim comments on the ToC assumptions.

[88] Although one group in Afar reported "Some of the husbands allow their young brides to go to school so they can get that 2 litres of oil every month".

[89] We were told that 30 percent of students (both male and female) in the nine schools that are in one particular school cluster got married during the time schools were closed. Of these, 16 were girls that got married either to their teachers or to some other government employee.

Table 14 Theory of change – interim comments on the main assumptions

Theory of Change Assumption	Mokoro interim comments	relevant EQs
General		
1. Absence of natural or other shocks that disrupt the education system and prevent school feeding being delivered as planned	The initial period of the McGovern-Dole programme has been hugely affected by the Covid-19 pandemic and resulting school closures across the whole project area. There has been additional disruption in many schools due to conflict-related insecurity, which has also exacerbated a difficult environment for logistics.	EQ10
Inputs to Activities'		
2. McGovern-Dole food will be delivered in a timely manner and in the required quantities, along with agreed cash support.	Some delay in initiating the project agreement, but subsequent deliveries by McGovern-Dole have been timely; however there have been subsequent delays in delivering food (and in some cases related NFIs), so that especially in Afar, the commencement of school feeding was delayed beyond the general reopening of schools.	EQ6
3. Federal and regional governments allocate sufficient funds and human resources to the school meals programme.	The Federal Government has continued to show significant commitment to school feeding but the effects of Covid-19 and various conflicts are such that the strains on financial and human resources are substantially greater than anticipated during project design. At Region level, known capacity constraints, especially in Afar Region, have been exacerbated, and were manifested during baseline fieldwork e.g. by problems in reporting as well as in shortfalls in provision of complementary inputs such as salt.	EQ6, EQ11
4. Communities are able to contribute to the programme in spite of stresses they may be experiencing.	We have noted that the extent of community contribution appears historically to be stronger in Oromia than Afar. The effects of the extraordinary stresses of the pandemic and recent conflicts need to be kept under review.	EQ8, EQ11
5. Federal and regional governments provide adequate resources and efforts for complementary programmes (especially SHN and agriculture)	Both these complementary programmes (SHN and agriculture) have been delayed.	EQ6, EQ10, EQ11
6. Availability of complementary initiatives (for literacy, SHN, HGSF) supported by development partners.	This assumption will need to be reviewed as and when the programme's initiatives on literacy, SHN and HGSF gather pace.	EQ10, EQ11
Activities to Outputs		
7. Food served regularly and in required quantities	The delayed commencement of school feeding makes it too soon to assess the regularity that may be achieved.	EQ6
8. Take Home Rations effectively targeted and delivered.	For reasons explained in the report, *targeted* THR were not systematically implemented during the period of the baseline study.	EQ1, EQ6
Outputs to Outcomes		
9. Complementary (non McGovern-Dole/WFP) outputs to support delivery of literacy programme	awaited	EQ10
10. Complementary (non McGovern-Dole/WFP) outputs to support school nutrition and health programmes	awaited	EQ10

Theory of Change Assumption	Mokoro interim comments	relevant EQs
11. Sufficient continuity and commitment (by all parties) for capacity strengthening efforts to be effective	Remains to be seen. Although there has been encouraging progress at federal level (adoption of the school feeding policy and strategy), the present internal conflict, now with an associated state of emergency, is casting a shadow over future prospects.	EQ10, EQ11
12. WFP efforts feed into broader HGSF efforts	Likely still to hold; government displays continuing commitment to school feeding and HGSF in particular; more certain in Oromia than Afar, but potentially constrained by direct and indirect effects of conflict.	EQ10, EQ11
13. School feeding incentive strong enough to outweigh other factors (safety net)	Interim evidence strongly supports the view that school feeding plays a significant role as a safety net for households experiencing food insecurity.	EQ1, EQ10
14. School feeding and THR incentive not outweighed by other factors (girls' enrolment)	Some interim evidence that incentives for early marriage may outweigh THR and SF incentives, which should be seen as contributing to broader education and gender strategies.	EQ1, EQ3, EQ10
Outcomes to Impact		
15. Quality of broader education system is sufficient to enable literacy efforts to be effective	Questionable, to be kept under review.	EQ10
16. Improved nutrition and health practices spread beyond school into community	Not yet testable, as this component not yet in operation.	EQ10
17. Government continues to prioritise school feeding despite other calls on resources	Some interim evidence that government continues to prioritise SF, despite unanticipated calls on resources.	EQ10

5. Conclusions and lessons

Introduction

257. The main purpose of this baseline study is not to provide conclusive answers to the evaluation questions, but to provide a firm foundation for the overall evaluation by its situation analysis, by establishing baseline values that can link to the endline study, and by validating the evaluation methodology and confirming the availability of evidence that will enable the EQs to be answered robustly over the life of the programme (evaluability).

258. Section 5.1 of this chapter therefore considers whether, on the basis of the baseline findings already presented, there are emerging answers to any of the key evaluation questions, also whether there is an adequate platform for answering each evaluation question over the life of the McGovern-Dole programme, and what are the main challenges facing the programme. On the basis of this assessment, Section 0 draws practical lessons concerning the management and monitoring of the programme.

5.1 CONCLUSIONS

259. The Key Questions used to organise this section are taken from the final set of EQs presented in Section 2.3, but slightly adapted to reflect the early, forward-looking perspective of the baseline study.

Key Question A: How appropriate is the programme?

Quality of project design

260. EQ1 asks: "What was the quality of project design, in terms of focusing on the right beneficiaries with the right mix of assistance?"

261. The baseline findings provide strong evidence about the relevance of the project "in terms of focusing on the right beneficiaries, with the right mix of assistance". There is ample evidence that the target areas selected for the project are relevant, in terms of their poverty, their food insecurity, the poor quality of education services and low levels of educational attainment. The findings on poor food consumption scores across all programme areas are particularly striking (as shown in Figure 17). The baseline survey also confirms the poor quality of educational infrastructure in the programme areas.

262. The baseline findings also highlight important contrasts between the programme areas, which need to be taken into account in the implementation of the programme. As regards educational context, the challenges for Afar Region are even greater than for East Hararghe and Borana, e.g. in terms of language of instruction (scarcity of Afar-speaking teachers). The much smaller school sizes in Afar add to the costs and challenges of delivering school feeding. There are indications of stronger capacity in Oromia in terms of a stronger record of school improvements, with Oromia relying more on community mobilisation while Afar remains more directly dependent on Government support.

263. The programme treats school feeding as an incentive for enrolment and attendance at primary school. Baseline survey findings provide strong evidence that the school meal is an effective incentive in the Afar and Oromia contexts. Stakeholder perceptions reinforce this view.

264. The strength of the incentive is linked to the role of school feeding as a safety net in food insecure areas. The survey has provided clear evidence that households in the food-insecure project areas treat the school meals as part of an overall food security strategy. As explained in ¶211–212, we found strong support for the hypothesis that children who report not eating at school are mainly the same group who report regularly eating at home in the evening. This suggests that households treat school meals as part of an overall household food security strategy, so that the school meal is a benefit to the entire household.

265. The project is premised also on the potential for school feeding to strengthen educational performance by alleviating hunger. The baseline survey found correlations between food consumption scores and various indicators of child performance that strongly support this connection between adequate diets and school performance (see section 4.2, ¶216–217).

266. The school meal menu is a significant aspect of project design. The baseline survey found very strong appreciation of the school meal by students. Although the diversification of the meal (by

incorporating locally available fruit and vegetables) has not featured in the early roll-out, the relevance of this component is confirmed by the survey findings on the consumption of different food groups (Figure 18 shows that fruit and vegetables do not feature strongly in local diets).

267. The programme's activities linked to SHN and the promotion of literacy are another important dimension of design. There is no doubt that their objectives are highly relevant, but their implementation is in very early stages, and it is too soon for the ET to make a judgement on this aspect of the quality of design.

268. The capacity building dimension, with its countrywide significance, is also relevant and supports the overall coherence of the design and the prospects for sustainability.

Alignment with government and donor policies

269. EQ2 asks: "How well was the project aligned with the education and school feeding policies of the government and of donors?" The programme is designed to work through government systems and there is strong coherence between government and donor policies, both as regards school feeding and more generally in terms of educational priorities.

Gender, equity and cross-cutting dimensions

270. EQ3 asks "To what extent was the intervention design based on sound analysis of gender and equity, and sensitive to GEEW? Were other cross-cutting issues, including protection and accountability towards affected populations adequately factored in?" It was already known that the gender analysis underpinning the programme was weak, hence the special attention to gender by the evaluation team, and the extensive findings presented in Section 4.3. The findings from the gender analysis generally support the programme's gender focus. They confirm the disadvantages experienced by women and girls in pastoral areas and the importance of education (and girls' education in particular) in combatting harmful traditional practices, including early marriage. Continuing structural issues confirmed by the baseline survey include the shortage of female teachers, and teacher perceptions of girls as performing less well than boys.

271. The gender relevance of the programme's design is confirmed by the impact evaluation of its precursor programme (the McGovern-Dole programme in Afar and Somali regions from 2013–2017), which demonstrated that school feeding, supplemented by specific interventions targeted at girl students such as THR, improved inclusiveness, participation and achievements in education. Enhanced school enrolment was associated with school feeding, and schools with school feeding had significantly more favourable Gender Parity Index (GPI). There were intriguing indications from the current balance between male and female enrolments/attendance in Afar, supported by stakeholder perceptions, that the earlier school feeding programme may have had a lasting effect on families' willingness to send their girls to school.

272. At the same time, the gender analysis does not encourage complacency: baseline data show that the tendency for girls to drop out at (what is traditionally regarded as) marriageable age has persisted, and the qualitative gender analysis found that the social pressures for early marriage remain very strong. Any school feeding incentives have to be regarded as part of a broader GEEW strategy.

273. The study also confirms the importance of practical school-level measures – such as appropriate toilets and menstrual hygiene support – to encourage girls to remain in school.

274. The baseline study also paid special attention to disability and inclusion. It shows that, although there is progress at policy level in promoting inclusive education, this is still very weakly reflected in practical support at school level.

Key Question B: What are the results of the programme?

Outputs and outcomes

275. EQ4 asks: "To what extent have planned outputs and outcomes been attained? Have there been any unintended results (positive or negative)?" The roll-out of school feeding in both Afar and Oromia was delayed by the pandemic, but the logistical difficulties in Afar appear greater, with a much lower

proportion of schools already operating the school meals service at the time of the baseline survey (March/April 2021).

276. At the same time WFP and USDA should be commended for their flexibility in initiating and adapting the McGovern-Dole programme in the unprecedented context of the pandemic. Flexibility in the school feeding menu, and ad hoc use of THR were sensible adaptations that avoided waste but also – on the evidence of the baseline survey and situation analysis – can be judged to have had substantial benefits for food insecure households experiencing the added stress of the pandemic.

277. It is much too soon to make judgements on project-specific outcomes, but the quality of the baseline survey data, and the robustness of the evaluation methodology (Chapter 3), allow some optimism concerning ability to assess project outcomes in due course. On the other hand Section 4.1 has highlighted deficiencies in monitoring of key indicators that will undermine evaluability if allowed to persist.

Gender and equity dimensions

278. EQ5 asks: "What have been the gender and equity dimensions of the programme's results? Has the intervention influenced the gender context?" Here too, beyond confirming the gender and equity relevance of the programme, it is premature to assess results. The project monitoring system and the survey design are calibrated to capture relevant, sex-disaggregated data, in line with the evaluation framework.

Key Question C: What factors are likely to affect the results?

Efficiency of the programme

279. EQ6 asks: "What was the efficiency of the programme, in terms of transfer cost, cost/beneficiary, logistics, and timeliness of delivery?" Obviously, the pandemic had a major effect on the timeliness of commencing the school feeding operation, and the effects of internal conflict on supply lines have acted as an additional constraint. However, as already noted, USDA and WFP have acted flexibly to mitigate problems that could not have been anticipated, so that school feeding could be rolled out once the schools reopened, and making other adjustments to forestall food losses. Analysis at inception stage highlighted that cost analysis may be constrained, as evaluators regularly find that it is difficult to extract meaningful unit cost data from WFP systems. At this stage, cost analysis has not been attempted.

Food safety

280. EQ7 asks: "How well has food safety been ensured taking into consideration the different systems of national, regional, local and community governance?" The project design places emphasis on food safety (see especially the description of Activity 2 in Section 2.1), but there was limited opportunity to further explore this issue at baseline, and we therefore suggest this topic could receive special attention in the MTR (see Section 0 below).

Community roles

281. EQ8 asks: "How well did community-level systems of governance and management contribute to the effectiveness and efficiency of implementation?" Again, with implementation in its early stages, it is too soon for judgement on this EQ. We have noted in the baseline survey some apparent contrasts in levels of community contribution between the Afar Region and the Oromia zones participating in the project; this may be worth exploring further during the MTR.

Quality of monitoring and reporting

282. EQ9 asks "What was the quality of the monitoring and reporting system? Did this enhance or impair the performance of the programme?" Under this heading, we also consider the quality of evidence to support the programme's evaluation.

283. We have noted in Section 4.1 the understandable difficulties in establishing monitoring routines, given the extraordinary context in which the programme has been launched and the complex relationship between WFP and the regional and zonal authorities operating the school feeding programme. The indicator-by-indicator review in Section 4.1 (supported by Annex O) nevertheless raises concerns about

the quality of data being reported. This potentially has implications for the quality of the final evaluation, but more immediately for the monitoring and reporting system as a basis for effective programme management and adjustment. Lessons for future strengthening of monitoring and evaluation are therefore spelt out in Section 0.

284. As explained in Section 3.2, the quality of data collected confirms the general robustness of the theory-based, mixed-methods approach adopted. We have also reviewed all the EQs as set out in the full evaluation matrix (Annex H), and consider that the matrix is still a serviceable guide for the evaluation, alongside the inferred theory of change. We have revisited the assessments in the evaluation matrix of the quality of evidence that it likely to be available to address each EQ. Our evaluability ratings have not changed substantially, but we would stress the importance of reinforcing project monitoring and reporting systems that are not yet fully in place.

Other factors

285. EQ10 asks: "What other internal or external factors affected the project's ability to deliver results?" The twin crises of the Covid-19 pandemic and the eruption of internal conflict in Ethiopia have framed the programme in ways that could not have been anticipated and threaten to invalidate many of the assumptions of the theory of change – hence the commentary we have provided in Table 14 above. The implications for the McGovern-Dole programme's results are likely to be complex. For example, disruptions that make it harder to achieve the more ambitious literacy objectives of the programme may simultaneously magnify its importance as a contribution to safety nets for exceptionally vulnerable people.

Key Question D: To what extent are the project results likely to be sustainable?

General sustainability

286. EQ11 asks: "Is the programme sustainable in the following areas: strategy for sustainability; sound policy alignment; stable funding and budgeting; quality programme design; institutional arrangements; local production and sourcing; partnership and coordination; community participation and ownership?" The current challenges to many of the theory of change assumptions (set out in Table 14 above), must have implications for sustainability, particularly in terms of the plausible time-scale for transition to a fully nationally owned, budgeted and managed school feeding system. Support for and commitment to school feeding remain evident, both at all levels of government and in the communities, but their capacity and resources have certainly been adversely affected, at least in the short term.

Sustainability in relation to food security

287. EQ12 asks: "To what extent will household food security for school going boys and girls be sustained without / beyond USDA/WFP funding?" This is a question to review closer to the end-point of the programme, in whatever circumstances prevail in two or three years from now. In the present, as already highlighted, the food-security relevance of the project is strongly confirmed by the baseline findings.

Key Question E: What main lessons can be learned from this project?

Promoting a nationally sustainable school meals programme

288. EQ13 asks: "How can a combination of local procurement during harvest time be supplemented with international food aid to promote locally and/or nationally sustainable school meals programme?" Ethiopia continues to gain experience in HGSF systems, often with WFP alongside, as in the new French-financed project in the Southern region (Section 1.2, ¶47). However, implementation of the complementary components of the McGovern-Dole project is still nascent, and will be a subject for review in the MTR and the final evaluation.

Community roles

289. EQ14 asks: "What community-level systems of governance and management are required for the successful implementation and sustainability of school meal programmes?" This will be a corollary of the eventual findings related to EQ8 (¶281 above).

Wider lessons

290. EQ15 asks: "What lessons from this project should influence future programmes (including good practices to be emulated and weaknesses to be mitigated)?" Again, we expect that lessons will emerge from the findings against the preceding EQs. It is already clear, however that the adaptations to the Covid-19 pandemic will be important to assess, and we expect this to be particular topic for the MTR.

5.2 LESSONS FOR FURTHER IMPLEMENTATION AND MONITORING

Project indicators and operational framework

Lesson 1. WFP, in collaboration with its government implementing agencies, and in consultation with USDA, should undertake a systematic reprogramming exercise to set a revised and updated budgetary and operational framework for the remaining years of the project.

Priority: High Suggested timeframe: Immediate.

291. All parties deserve credit for the exceptional efforts that have gone into getting the McGovern-Dole programme operational in spite of a hugely challenging context. Inevitably, the original phasing of the programme has slipped, more for some components than for others. There have also been significant unanticipated modifications to project design, most obviously in the much larger number of schools that have been recruited. This has practical implications – e.g. for the requirements for NFIs (already seen to be a constraint), and the numbers who may require training. The extent to which the programme apparently has almost blanket coverage of government primary schools in the participating woredas raises issues about the practicalities of the tapering down and handover to government HGSF systems that the project design envisages (what will be the revised targets and how will the schools for handover be selected?).

292. Our review of indicators (Section 4.1 and Annex O) shows a number of cases where a baseline guesstimated at project preparation stage needs to be adjusted in line with actual baseline data collected, with targets being adjusted accordingly. The detailed formulation of components linked to health, hygiene and nutrition should draw on the (forthcoming) analysis of the KAPS data. Some particular components are likely to need reconfiguration (e.g. to take account of changed perspectives on literacy collaborations in Oromia).

293. It is important that all these adjustments are made systematically and from an overall perspective. Accordingly, WFP, in collaboration with its government implementing agencies, and in consultation with USDA, should undertake a systematic reprogramming exercise to set a revised and updated budgetary and operational framework for the remaining years of the project. This should be completed during the first half of 2022, so as to be effective for the 2022/23 school year onwards.

294. The same exercise should take account of the evaluation team's comments on individual indicators (see Section 4.1 and Annex O), including the need for regular reporting to be disaggregated between Regions/Zones, and to show details of outputs that may be aggregated for reporting to USDA but need to be monitored separately by the project management.

Implications of the gender analysis

Lesson 2. Implications of the gender analysis should be integrated into the project.

Priority: High Timeframe: See below.

295. Based on the baseline gender analysis (summarised in section 4.3), the Evaluation Team recommends the following actions:

- Integrate into the programme the further gender insights that should emerge from WFP's analysis of the Knowledge, Attitudes and Practices Survey (KAPS). *Timeframe: during 2022.*
- In view of the various issues concerning girls' attendance in particular, collaborate with other stakeholders to address identified gaps and strengthened monitoring of girls' and boys' school attendance. *Timeframe: Initiate in 2022 and continue through the project's life.*
- Improve the school feeding service could be improved by ensuring adequate non-food items, so that children do not have to take turns to eat (to the possible disadvantage of girls).

Timeframe: to be factored in to the reprogramming exercise recommended under Lesson 1 above.

Implications for the MTR

Lesson 3. The baseline study has highlighted implications for the MTR which should be considered by the WFP Country Office, in consultation with USDA, in order to ensure better evidence for decision-making.

Priority: High Timeframe: during 2022.90

296. The MTR is not a full evaluation, and will not be expected to apply the same standards as the baseline and endline evaluation reports. Nevertheless, the MTR should be an important bridge between baseline and endline studies. If pandemic constraints have eased significantly by the time of the MTR, it may help to offset some of the constraints the baseline work has experienced through restrictions on in-person meetings and fieldwork. Our suggestions for the MTR are set out more fully in Annex P.

297. A proposed refinement of the MTR EQs (see Annex P, Table 75) was already developed during the inception phase. It includes the addition of a specific question about gender and equity, and we also suggested that the MTR would be a good opportunity to take stock of how the project has been affected by, and has adapted to, the Covid-19 pandemic.

298. The Evaluation Team considers that the following proposed EQs merit special attention in the light of baseline experience:

- EQ6 (**project monitoring**) – gender and equity effects are of special interest, and, as we have noted against the equivalent question in the Evaluation Matrix (Annex H):

  At the time of the baseline study, and for understandable reasons, the monitoring and reporting system was still emergent. It will be important to revisit it during the MTR, both from the perspective of endline evaluability and as an essential contribution to project management and accountability.

- EQ7 (review of **lessons from adaptation to Covid-19 and other unforeseen emergencies**)
- EQ9 (**food safety**) – it was not practical to address this issue at baseline, and, if it is still a priority for WFP/USDA it could be given attention in the MTR.
- EQ10, EQ13 and EQ14 all relate to the USDA learning agenda items the project has agreed to prioritise , specifically:

  School meal programme implementation: What community-level systems of governance and management are required for the successful implementation and sustainability of school meal programmes?

  Agriculture evidence gaps: How can a combination of local procurement during harvest time be supplemented with international food aid to promote locally and/or nationally sustainable school meals programme?

299. It is not a separate EQ, but it would also make sense for the **MTR to review experience to date with implementation of the THR component**, since this had not rolled out at the time of the baseline work.

Implications for the endline evaluation

Lesson 4. The baseline study has highlighted implications for the endline evaluation which should be considered by the WFP Country Office, in order to ensure better evidence for decision-making.

Priority: Medium Timeframe: TOR for the endline need to be finalised shortly after completion of the MTR.

300. The following points should be taken into consideration when the WFP Country Office prepares the final TOR for the endline evaluation:

- As noted in Section 3.2, the quantitative survey methodology appears robust. For the endline we envisage retaining some schools as a longitudinal sample for an efficient comparison, but with 50 percent being selected afresh. This will ensure there is no bias due to preferential

[90] The Evaluation Team considered that the ideal timing would be mid-2022. This is not longer possible but the MTR should be conducted as soon as possible, so as to inform implementation of the remainder of the project and strengthen the evidence base for the endline evaluation.

treatment of any woredas or schools. (A detailed justification is provided in Annex I, ¶20–26.)

- It will be important to avoid repeating the problems experienced in hosting the survey data on the WFP server.
- The endline survey and evaluation can be expected to require a substantially higher level of effort than the baseline. This is inherent in the requirement to address all EQs and to finalise data sets for all key indicators, not only the ones addressed by the survey.
- For efficiency the survey instrument should be streamlined to the extent possible. For example, although disability issues are very important, the baseline experience suggests that the quantitative survey is not the best way to collect relevant data.
- We also consider that it will be more effective to conduct the endline survey ahead of the endline qualitative work, so that survey findings can be used to guide subsequent enquiries.

ANNEXES

Annex A Summary Terms of Reference

These brief Terms of Reference were prepared by the Evaluation Manager for the Evaluation Reference Group. The full version of the original Terms of Reference reproduced in Lister et al, 2021a.

Terms of Reference [BRIEF]
Baseline and Endline Evaluation of WFP'S USDA McGovern -Dole International Food for Education and Child Nutrition Programme's Support in Afar and Oromia regions in Ethiopia 2019 to 2024

1. Introduction

The World Food Programme (WFP), in collaboration with the Ministry of Education, has been implementing school feeding interventions for over 20 years in Ethiopia. Over this period, school feeding has successfully contributed to the increase in school enrolment and attendance, the decrease in the gender gap in enrolment, and the improved ability of pupils to concentrate in class. The United States Department of Agriculture (USDA) is one of the long-standing key donors to WFP school feeding in Ethiopia through the McGovern - Dole International Food for Education and Child Nutrition Programme (FFE).[91] USDA has awarded WFP Ethiopia a total of US$ 28 million of support in Afar and Oromia regions for the period 2019-2024.[92] In Year 1, WFP will serve 200,000 students in 450 schools.[93]

2. Subject of the Evaluation

The project will run from 2019 to 2024. The objectives of the project are to:

- Improve student attendance and reduce short-term hunger through the provision of a daily school meal;
- Increase student enrolment by raising community awareness of the importance of education to parents and community members following a national community-based mobilization model;
- Improve literacy among children and quality of education through teacher recognition and provision of school kits and indoor/outdoor materials;
- Improve health and dietary practices of students through rehabilitation/rebuilding of water, sanitation and hygiene facilities;
- Improve food preparation and cooking practices by provision of training, sensitization, and fuel-efficient stoves; and
- Increase government ownership and strengthen national capacities through training and mentoring aimed at developing a school feeding programme with lasting impact.

The project will use McGovern–Dole commodities and cash funding to contribute directly towards both of the McGovern-Dole programme's highest-level Strategic Objectives (SOs), McGovern-Dole SO1: Improved Literacy of School-Aged Children; and McGovern-Dole SO2: Increased Use of Health and Dietary Practices (shown in Annex 1). WFP has also incorporated a strong focus on capacity building to ensure sustainability by targeting the following McGovern-Dole Foundational Results: MGD 1.4.1/2.7.1: Increased Capacity of

[91] The USDA grant (FFE - 663-2013/026-00) was USD 40.7 million over a four-year period starting in January 2014. Evaluation findings of this project (WFP, June 2018) demonstrated that school feeding, supplemented by specific interventions targeted at girl students, improves inclusiveness, participation and achievements in education. Enhanced school enrolment and a more favourable Gender Parity Index is associated with FFE. The evaluation showed improved indicators for FFE schools across most factors including attendance, meal frequency, food consumption scores and attentiveness.

[92] The McGovern-Dole contribution was awarded in 2019.

[93] In Year 1, 100,000 children in 350 schools in Afar and 100,000 children in 100 schools in Oromia will be served by the project with a gradual reduction over the five-year period to 85,000 children in 298 schools in Afar and 49,500 children in 50 schools in Oromia.

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. Finally, activities will contribute to the MGD Foundational Results (shown on p. 8), including building capacity and promoting improved nutrition.

3. Objectives

Evaluations in WFP serve the dual and mutually reinforcing objectives of accountability and learning. This evaluation has given equal weight to both.

- **Accountability**: The evaluation will assess and report on the performance and results of the project to help WFP to present high quality and credible evidence to its donors.
- **Learning**: The evaluation will determine the reasons why certain results occurred or not, to draw lessons, derive good practices and pointers for learning. It will provide evidence to inform operational and strategic decision-making. It will contribute to USDA learning agendas. Findings will be actively disseminated, and lessons will be incorporated into relevant lesson sharing systems.

4. Evaluation Approach

In the evaluation plan agreed upon with USDA, WFP has committed to conduct a baseline study, a midterm review, a final project evaluation and incorporating a learning agenda throughout the evaluation process. This terms of reference (TOR) covers the baseline evaluation and final evaluation. A mid-term review will be contracted under a separate TOR. The baseline will provide a situational analysis at the start of the activities confirming indicators (shown in Annex 2) and establishing baseline values and targets for all performance indicators. The baseline will lay the foundation for regular ongoing process monitoring to measure activity outputs and performance indicators for lower-level results. This will enable assessment of progress on implementation, to assess any early signs of effectiveness and to document any lessons learned. A final activity evaluation will be conducted to provide an evidence-based, independent assessment of performance of the project, its success for accountability, and to generate lessons learned. The evaluation will include two questions that form part of USDA's learning agenda:

- **School meal programme implementation:** What community-level systems of governance and management are required for the successful implementation and sustainability of school meal programs?
- **Agriculture evidence gaps:** How can a combination of local procurement during harvest time be supplemented with international food aid to promote locally and/or nationally sustainable school meals programme?

5. Evaluation Criteria and Questions

Allied to the evaluation criteria,[94] and in addition to mid-term review and learning agenda, the final evaluation will address the following key questions, which will be further developed/revised by the evaluation team during the inception phase of baseline and final evaluation. Collectively, the questions aim at highlighting the key lessons and performance of this project, to inform adjustments during the implementation period, future strategic and operational decisions. Gender equality and empowerment of women should be mainstreamed throughout. The questions below address these criteria specifically.

[94] The criteria were first laid out in the Development Assistance Committee (DAC) Principles for Evaluation of Development Assistance. For more detail see: http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm and http://www.alnap.org/what-we-do/evaluation/eha

Criteria	Key Questions
Relevance/ Appropriateness	• Did the project reach the intended beneficiaries with the right mix of assistance? • Is the project aligned with national governments and donor education and school feeding policies and strategies?
Effectiveness and efficiency	• Did the interventions produce the expected results and outcomes – were the set targets achieved? • Did the interventions deliver results for men and women, boys and girls? • To what degree have the interventions resulted in the expected results and outcomes – is the project on track to reach set targets? • What was the efficiency of the programme, in terms of transfer cost, cost/beneficiary, logistics, and timeliness of delivery? • What was most effective methods for ensuring food safety within school meal program taking into consideration the different system of national, regional, local and community governance? • What community-level systems of governance and management are required for the successful implementation and sustainability of school meal programmes?
Impact	• What are the effects of the project on beneficiaries, as well as community-level systems of governance and management? • Have there been any unintended outcomes, either positive or negative? • What were the gender-specific effects? Did the interventions influence the gender context? • What internal and external factors affected the project's ability to deliver impact?
Sustainability	• Is the programme sustainable in the following areas: strategy for sustainability; sound policy alignment; stable funding and budgeting; quality programme design; institutional arrangements; local production and sourcing; partnership and coordination; community participation and ownership? • What needs remain to achieve a full handover and nationally-owned school feeding programme? • How can a combination of local procurement during harvest time be supplemented with international food aid to promote locally and/or nationally sustainable school meals programme?
General	• What are lessons learned from the project? • How can WFP improve future programming, in the context of these lessons learned?

The above questions will be reviewed, finalised and agreed on during the inception of the baseline and the final evaluation.

6. Methodology

The full methodology will be confirmed and refined by the evaluation team during the inception phase with modifications made in light of COVID-19; however, a mixed methods approach is required:

- **Desk Review and Context Analysis**: A careful analysis of existing data and information from secondary sources including policy documents, project documents, monitoring reports, annual project reports, past reviews and evaluations;

- **Quantitative primary data collection**: from a representative number of representative sample schools **from** both intervention and non-intervention schools in the target two regions (Afar and Oromia);
- **Qualitative primary data collection**: through interviews, focus group discussions, key informative interviews and other participatory methods. This should cover both intervention and non-**intervention** schools;
- The methodology should be **Gender Equality and Empowerment of Women (GEEW)-sensitive**, indicating what data collection methods are employed to seek information on GEEW issues and to **ensure** the inclusion of women, girls, and marginalised groups such as persons with disabilities.

The methodology should ensure that data collected at baseline and endline is disaggregated by sex and age; an explanation should be provided if this is not possible.

The following mechanisms for independence and impartiality will be employed:

- An Evaluation Reference Group (ERG) will be set up to steer the evaluation, comment on all evaluation deliverables and exercise oversight over the methodology;
- All tools and products from the Evaluation Firm will be externally and independently quality assured, both by the ERG and the Decentralized Evaluation Quality Assurance System (DEQAS);
- The Evaluation firm will be asked to set out how ethics can be ensured at all stages of the evaluation and that they seek appropriate ethical clearances (institutional and local) for the design ahead of going to the field.

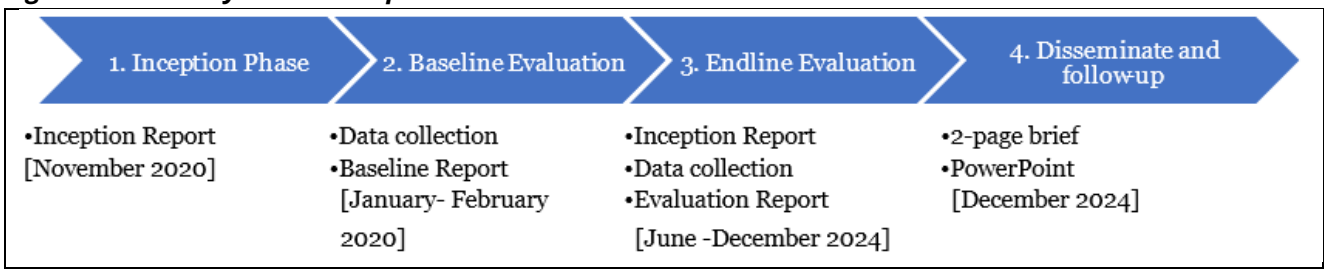
7. Evaluation Firm

In February 2020, WFP Ethiopia sent out requests for Expressions of Interest to seven evaluation firms. WFP received two full proposals, which were rigorously evaluated by the Evaluation Committee using a scoring matrix provided by the WFP Regional Bureau. The Evaluation Committee chair accepted the Committee's recommendation and selected **Mokoro Ltd.** as the evaluation firm to receive the contract to conduct the evaluation. Mokoro has a very strong track record in Ethiopia, having conducted an impact evaluation in 2017-18 of the earlier FFE project in Afar and Somali regions, and undertaken the Ethiopia Country Portfolio Evaluation (2012–2017) in 2018.

8. Phases and Deliverables

The evaluation will proceed through the following phases: a baseline evaluation to be conducted in 2020, with a final evaluation that will take place in 2024. Although the two phases are interconnected steps of the same evaluative exercise, their objectives are slightly different as outlined above. The deliverables and deadlines for each phase are as follows:

Figure 1: Summary Process Map



Annex B Baseline and Evaluation Timelines

1. Mainly because of disruptions and uncertainties associated with the Covid-19 pandemic, contracting of the evaluation team (ET) was slower than anticipated in the TOR. With schools closed, and therefore no certainty as to when the baseline survey could be conducted, USDA waived the requirement that the baseline study must precede commencement of school feeding activities. The ET and WFP agreed to conduct the inception phase remotely, but further delays were introduced by security-related periods of interruption to internet services in Ethiopia.

2. A virtual inception mission commenced on 7 August 2020 with a meeting with key school feeding and monitoring and evaluation (M&E) staff, with the final inception phase interviews taking place on 18 November. Interviewees included the State Minister of Education and various officials of the federal Ministry of Education (MoE) and the Regional Bureaus of Education for Afar and Oromia – see the full list in Annex C. The Evaluation Team conducted a virtual debrief with the Evaluation Reference Group on 17 November 2020.

3. It was planned to deliver the draft Inception Report before the December–January holiday season, but late receipt of the EMIS and inspection data (analysed in Annex K of the Inception Report) necessitated a further delay. A draft Inception Report was dated 29 January 2021, and the final Inception Report, taking account of comments received from the Decentralised Evaluation Quality Assurance System and members of the Evaluation Reference Group (ERG), was dated 28 February 2021.

4. Fieldwork, including the quantitative survey, took place in March and April 2021. There was an unanticipated delay in consolidating and downloading the survey data via the WFP server; this had knock-on effects for data analysis and the drafting of this Baseline Report.

5. Table 15 below shows the actual schedule followed to date, together with provisional dates for the remainder of the baseline phase. Table 16 below shows in more detail the timetable that was followed for conducting the survey and then collating, cleaning and analysing the data.

6. Table 17 below is a tentative timeline for the MTR and the endline evaluation.

Table 15 Actual timeline for Inception and Baseline Reports

Inception Phase – Survey Design and Inception Report	
from 10 June 2020 – 25 September	**Team mobilisation**, gather and review key documents; introductory meetings with Evaluation Manager and EthCO school feeding team. Document library assembled, and details of programme school locations obtained.
from 7 August	Virtual **inception mission**
28 September – 09 October	Work on **survey design**: including • sample selection • inventory of indicators sought • review of KAPS requirements Document review and **outline of Inception Report sections**
12 – 26 October	**Interviews (remote) with external stakeholders**
26 October 2020 – 25 January 2020	**Preparation of full Inception Report** (Period extended to allow analysis and utilisation of EMIS and Inspection data received in December 2020)
25 – 28 January	Review by Mokoro's quality support advisors, proof reading and finalisation of draft Inception Report
31 January 2021	**Submit draft Inception Report**
31 January – 17 February	**Review draft Inception Report.** Review was expedited with DEQAS and ERG reviews proceeding in parallel. DEQAS comments were received 11 February and ERG comments between 15–17 February.
12 – 28 February 2021	Refinements to Inception Report particularly the survey and submission of **revised Inception Report**, including final survey work plan.

Data Collection and Full Baseline Report	
01– 20 March	**Mobilisation and training of survey teams** in Addis Ababa and Semera
21 March – 18 April	Main period of **survey field work**
29 March – 26 April	**Qualitative evaluator field visits** • 29 March – 2 April: Afar • 6 – 8 April: East Hararghe (+ Dire Dawa) • 13 – 15 April: Borana • 26 April: follow-up interview with Adama
10 May – 28 June	**Consolidation of data** via WFP server (unexpectedly protracted exercise due to technical issues experienced)
28 June – 8 July	**Data scrutiny and verification**, submission to Survey Specialist for review (Submit KAPS tabulations to WFP CO for analysis)
3 August – 29 September	**Data analysis** by Survey Specialist, Survey Coordinator, and Survey Statistician
13 September	**KAPS:** presentation of preliminary analysis by EthCO
27 October	**Workshop** for presentation of emerging findings from baseline
30 September – 25 November	Further data analysis and **drafting of Baseline Report**.
26 November	Submit **draft of full baseline report**
29 November – 19 December	(tbc) Three weeks for DEQAS and Evaluation Committee **review of draft baseline report.**
31 December2021	(tbc) Responses to comments and submission of **final baseline report.**

Table 16 Schedule for preparation and conduct of the quantitative survey

#	Activity	Dates	Team member	Locations/ sites	Stakeholders/ liaison
1.	Mokoro Ethiopia team proceeds with programming of Survey Instrument.(including KAPS component) Ethiopia team draws final survey sample, to allow detailed fieldwork planning and preparation	from 1 February	GB, ET, DA (supported by LB on data reconciliation)	Addis Ababa and Mokoro UK team	WFP CO
2.	Mobilization, administrative work such as agreeing on data repository server, tablets, complete data entry interface design, and translate questionnaire into local languages to serve as a reference/ guidance	15 February – 15 March	GB and ET supported as necessary by DA, SL and DB	Addis Ababa (and remote from UK)	WFP CO
3.	Liaison with WFP (CO and SOs) and REBs re specific schools to visit, itinerary and facilitation; Collate available information about specific woredas and schools being visited; preparation of training manual as well as COVID-secure protocol	01–15 March		Communication from Addis Ababa	WFP CO and SOs; MoE, REBs

#	Activity	Dates	Team member	Locations/ sites	Stakeholders/ liaison
4.	Training of 5 supervisors recruited in A/A for the quantitative survey	16–18 March	GB and ET	Addis Ababa	
5.	Training of 8 enumerators recruited in A/A for Oromia zones survey	19 & 20 March	ST4 – 5 (Oromia) (ST=survey team) supported as necessary by ET & GB	Addis Ababa	
6.	Travel (from A/A to Afar region); contact entree facilitators; accommodation; visit to BoE & admin work (mainly liaising the ST with the zones & sample woredas)	19 March	ST1 – 3, (Afar); (ST=survey team)	Semera, Afar	Afar Bureau of Education (BoE); WFP SO in Semera
7.	Training of 12 enumerators (WFP SO meeting room at Semera)[95]	20–21 March	ST1 – 3 supported from remote mainly by ET	Semera, Afar	Afar BoE & WFP SO
8.	Visit to Oromia BoE in A/A & admin work (mainly liaising the STs with the zones & sample woredas as well as entree facilitators)	22 March	ST4 – 5	A/A, Oromia	Oromia BoE
9.	Travel (from A/A to E Hararghe and Borana zones); visit Education Office of the respective zones to inform teams' presence; contacted entree facilitators	23–24 March	ST4 (E Hararghe) & ST5 (Borana)	Oromia	Education Office of the respective zones
10.	Travel; admin work; school level interviews (with relevant teachers & students: girls & boys); data transmission; collation of recorded statistics (from EMIS & the like)[96]	22 March – 16 April	ST1	Afar (Zones 3 & 5), covered 21 schools across 3 woredas	Education office of sample Woredas & schools (of the respective zones)
11.	Travel; admin work; school level interviews (with relevant teachers & students: girls & boys); data transmission; collation of recorded statistics (from EMIS & the like)	22 March – 16 April	ST2	Afar (Zones 4 & 5), covered 21 schools across 3 woredas	Education office of sample Woredas & schools (of the respective zones in Afar)

[95] With reasonable watch over on spot or otherwise by the survey statistician as well as coordinator, the supervisors had managed the training of enumerators; senior supervisors capable of this role were recruited.

[96] In addition to activities listed, all STs were required to meet the following milestones: (a) submission of weekly progress report commencing the 1st week of April 2021 to help WFP CO and Mokoro team monitor progresses with the implementation of the surveys, and (b) upload data online & offline (intended on daily basis) commencing in the last week of March 2021 even though these could work hardly mainly owing to the logjam with the WFP server.

#	Activity	Dates	Team member	Locations/ sites	Stakeholders/ liaison
12.	Travel; admin work; school level interviews (with relevant teachers & students: girls & boys); data transmission; collation of recorded statistics (from EMIS & the like)	22 March – 16 April	ST3	Afar (Zones 1 & 2), covered 21 schools across 3 woredas	Education office of sample Woredas & schools (of the respective zones in Afar)
13.	Travel; admin work; school level interviews (with relevant teachers & students: girls & boys); data transmission; collation of recorded statistics (from EMIS & the like)	25 March – 13 April	ST4	Oromia (E/Hararghe), covered 14 schools across 2 woredas	Education office of sample Woredas & schools (E Hararghe zone in Oromia)
14.	Travel; admin work; school level interviews (with relevant teachers & students: girls & boys); data transmission; collation of recorded statistics (from EMIS & the like)	25 March – 13 April	ST5	Oromia (Borana), covered 14 schools across 2 woredas	Education office of sample Woredas & schools (Borana zone in Oromia)
15.	Travel back to Addis Ababa	14 April (ST5); 14 – 15 April (ST4); 17 – 18 April (ST1 – 3)	ST1 – 3 Supervisors; ST4 – 5 Supervisors & enumerators	Afar & Oromia	
16.	Data scrutiny, checked data received from the field team for consistency and completeness as well as verification	23 April (ST1 – 5)	ET, GB & Supervisors	Addis Ababa	WFP CO
17.	Checked consistency of data against the offline & online submitted data; and, in this process, intermittent consultation with supervisors (from remote)	25 – 30 April	ET, WFP IT team & GB	Addis Ababa	WFP CO
18.	Worked with WFP team to resolve challenges with offline & online uploaded data retrieval from the WFP server	01 May – 23 June (intermittent involvement)	ET, WFP IT team & GB	Addis Ababa	WFP CO
19.	Data sorting/ cleaning & verification in line with consensus reached with WFP CO	24 June – 15 August (intermittent)	ET & GB	Addis Ababa	WFP CO
20.	Data analysis; prepared tabulation plan & produced output tables; write up of draft report	16 August – 25 October	UK team (mainly SL, DA, LB) and Ethiopia team (ET & GB)	Addis Ababa (and remote from UK)	WFP CO

Table 17 Possible timeline for MTR and endline evaluation

Events and activities (TOR Annex 6)	Proposed timing		Mokoro proposed workplan
	TOR	Mokoro	
Mid-Term Review (MTR)	**2022?**		
Preparation, undertaking and reporting from MTR of the programme	October 2021 – May 2022 *Note: not included in baseline/endline TOR, but dates given in the project's Evaluation Plan (WFP, 2020a)*	first half of 2022? (fieldwork to take place while schools are ins session, final semester of 2021/22 school year	The **MTR** itself is not covered by the TOR and will be contracted separately. However, it will be an important stepping-stone between baseline and endline. *Although the McGovern-Dole programme has had a delayed start due to the Covid-19 pandemic, it probably makes sense to keep as near as possible to the original timing, as revisions to implementation are likely to make the MTR more important and mid-course adjustments more relevant. Assuming normal field work is possible in 2022, the MTR may usefully augment some of the baseline analysis.*
Final Evaluation	**Oct 2023–May 2024**[97]		
Inception Phase (Final Evaluation): • Review and adjust evaluation questions, evaluation design and methodology (including sampling strategy), and draft an inception report for agreement (evaluation team). • Quality assure the draft inception report through DEQS (WFP) • Seek Evaluation Reference group's comments on inception report (WFP) • Finalize the inception report for approval (Evaluation team) • Arrange field visits (evaluation team, WFP)		??	Our working assumptions are: • The endline survey should take place at the same time of year (during the same school term) as the baseline, so as to maximise comparability between baseline and endline. • The final evaluation will require a somewhat higher level of effort than the baseline, because it will need to analyse performance across a range of indicators (as opposed to simply establishing benchmarks). • It will also need to factor in additional work on the learning agenda and the other key issues. The endline evaluation is supposed to occur before the project end-date, so as to influence any possible successor phase. The project is currently scheduled to end in October 2024. (USDA & WFP, 2019) It is not known if it is likely to be extended on account of the delays in start-up. At present, April–May 2024 seems the optimum time for baseline data collection. Ideally, qualitative fieldwork
Data collection phase (Final Evaluation): • Conduct field visits (evaluation team) • Conduct end line survey (evaluation team) • Conduct key stakeholder focus groups and key informant interviews (evaluation team) • Enter, clean, and analyse data (evaluation team)		ideally, for the endline survey, at a similar time of year to the baseline survey (data collected in March/April	

[97] But shown as June–December 2024 in the process map attached to the summary TOR at Annex A.

Events and activities (TOR Annex 6)	Proposed timing		Mokoro proposed workplan
	TOR	Mokoro	
Reporting Phase (Final Evaluation): • Draft end line report (evaluation team) • Quality assure the report through DEQAS • Seek Evaluation Reference group's comments on the draft end line report (WFP) • Develop a final evaluation report (evaluation team)		??	would follow the survey, so as to be able to explore the survey findings further.
Follow-up and Dissemination	**Jun–Dec 2024**		
Follow-up and Dissemination Phase: • Disseminate evaluation findings to key stakeholders including ERG (Evaluation team, WFP, Government) • Prepare management response (WFP)		??	

Annex C People Consulted

Due to Covid-19 most meetings, except during the survey and qualitative fieldwork, took place remotely.

In conformity with USDA rules about personally identifiable information, names and contact information for people consulted are not included.

People interviewed for the quantitative survey are not listed. There was a standard set of interviewees at each school included in the sample.

* indicates consulted on multiple occasions; in many cases the evaluation team had further contact subsequently with people first consulted during the inception work

** indicates consulted at both Inception and Baseline stage

Organisation	Designation
Inception	
WFP	
Regional Bureau	
WFP RBN	Regional Evaluation Officer
WFP RBN	Regional Evaluation Specialist**
Country Office	
WFP Ethiopia	Deputy Country Director
WFP Ethiopia	Head of School Feeding**
WFP Ethiopia	Evaluation Officer**
WFP Ethiopia	Programme Officer*
WFP Ethiopia	National Officer**
WFP Ethiopia	M&E Focal Point, FFE
WFP Ethiopia	Programme Assistant*
MOE / WFP	SFP Coordinator (Seconded by WFP)**
Government	
Afar Bureau of Education	Deputy Head
Afar Bureau of Education	Team Leader
Afar Bureau of Education	Department Head
Afar Bureau of Education	SF focal point
Borana Zone Education Office	Borana SF Focal Point
East Hararghe Zone Education Office	SF focal person for East Hararghe zone
Federal Ministry of Education	Senior Statistician / Acting Director
Federal Ministry of Education	Expected Director School Feeding Directorate
Federal Ministry of Education	Director, General Education Inspection Directorate
Federal Ministry of Education	Programme Expert, School Improvement and Support Directorate
Federal Ministry of Education	State Minister
Federal Ministry of Education	Acting Director/Mother Tongue & English Language Improvement Directorate
Federal Ministry of Education	Director, School Improvement Directorate
Federal Ministry of Education	Acting Director for Women, Children, and Youth Directorate (former Gender Directorate)
Oromia Bureau of Education	school feeding focal point
Other Partners	
AIR (American Institutes for Research)	Chief of Party
UNESCO	National Project Officer
UNFPA	Consultant Humanitarian Officer
UNFPA	Programme Specialist
UNICEF	M&E Specialist
USAID	Education Programme Management Specialist
USDA FAS	[manager of this MGD project]

Organisation	Designation
Baseline data collection	
WFP	
Regional Bureau	
WFP RBN	Regional Evaluation Officer*
WFP RBN	Monitoring and Evaluation Officer*
Country Office	
WFP Ethiopia	Country Director
WFP Ethiopia	Head of Programme
WFP Ethiopia	Head of Protection, Gender and Accountability to Affected Populations
WFP Ethiopia	Nutrition Team Leader
WFP Ethiopia	Senior Programme Associate
WFP Ethiopia	Gender Advisor
WFP Ethiopia	Programme Officer
WFP Ethiopia	Programme Policy Officer*
WFP Ethiopia	MEAL team
WFP Ethiopia	Nutritionist
WFP Ethiopia	Protection Officer
WFP Ethiopia	Hotline Operator
Field Offices	
WFP Semera Sub-Office	Sub-Office Head
WFP Semera Sub-Office	Programme Assistant (SF Focal Person)
WFP Semera Sub-Office	Programme Associate
WFP Semera Sub-Office	Senior Assistant
WFP Semera Sub-Office	Logistics Officer (focal person for the MGD programme)
WFP Dire Dawa Sub-Office	Field Monitor & SF Focal Person
WFP Dire Dawa Sub-Office	Programme Policy Officer
WFP Adama Sub-Office	Programme Associate
Government	
Regional	
Afar Regional Bureau of Education	Director of Curricular Development & Teaching & Learning
Afar Regional Bureau of Education	Teaching & Learning Team Leader
Afar Regional Bureau of Education	SFP Focal Person
Zonal	
Zonal Education Office, Borana	School Improvement Process Owner & Zonal SF Focal Person
Zonal Education Office, East Hararghe	Zonal EO SF focal person
Woreda Level	
Chifra Woreda Bureau of Education	SF Focal Person
Babilee Woreda Education Office	Non-formal Education Coordinator
Schools	
Elidar woreda, a primary school	School Director, M
Elidar woreda, a primary school	Teacher - Social Science, F
Elidar woreda, a primary school	Teacher – Amharic (School's women/girls' committee chair, SF committee member, Unit leader), F
Elidar woreda, a primary school	Teacher - G1-G4 student classes in Afar language (Storekeeper for the SFP. M
Elidar woreda, a primary school	Parent and SF Committee member, F
Elidar woreda, a primary school	FGD with 5 female students aged 10–14 from G4-G8,
Elidar woreda, a primary school	FGD with 5 male students aged 9-15 from G4-G8
Chifra woreda, primary school A	School Director, M
Chifra woreda, primary school A	Teacher – Biology, F
Chifra woreda, primary school A	Teacher – Amharic, F
Chifra woreda, primary school A	Teacher – Biology, M
Chifra woreda, primary school A	Cook, F
Chifra woreda, primary school A	Cook, F
Chifra woreda, primary school A	PTA member, M
Chifra woreda, primary school A	PTA member, M

Organisation	Designation
Chifra woreda, primary school A	School parent, M
Chifra woreda, primary school A	FGD with 5 female students aged 12–16 from G1–G5
Chifra woreda, primary school A	FGD with 4 male G6 students, G6 students (late teens/early 20s?)
Chifra woreda, primary school B	School Director, M
Chifra woreda, primary school B	Teacher – Biology, M
Chifra woreda, primary school B	School Co-Director, F
Chifra woreda, primary school B	Teacher – Chemistry, F
Chifra woreda, primary school B	Teacher – Amharic, F
Chifra woreda, primary school B	Teacher – English, M
Chifra woreda, primary school B	Teacher – ICT ,M
Chifra woreda, primary school B	Cook, F
Chifra woreda, primary school B	Cook, F
Chifra woreda, primary school B	School parent, F
Chifra woreda, primary school B	School parent, F
Chifra woreda, primary school B	Guard, School parent, M
Chifra woreda, primary school B	PTA Chair, M
Chifra woreda, primary school B	PTA member, M
Chifra woreda, primary school B	FGD with 6 female students, G4 –G10, age 14-18
Chifra woreda, primary school B	FGD with 8 male students, G5 –G10, age 12–26
Dubti woreda, primary school A	Teacher – English, M
Dubti woreda, primary school A	Teacher - Afar, M
Dubti woreda, primary school A	Teacher – Music & Arts, F
Dubti woreda, primary school A	Teacher – Music & Arts, F
Dubti woreda, primary school A	Teacher – English & Amharic, F
Dubti woreda, primary school A	Teacher – Physical Ed., F
Dubti woreda, primary school A	Teacher - Amharic, M
Dubti woreda, primary school A	Guard & PTA Chair, M
Dubti woreda, primary school A	FGD with 4 female students G6–G8 age 15-16
Dubti woreda, primary school A	FGD with 4 male students, G6 –G7, age 15–20
Dubti woreda, primary school B	School Director, M
Dubti woreda, primary school B	Teacher – Civics, M
Dubti woreda, primary school B	Teacher, All subjects (G1-G4 students), M
Dubti woreda, primary school B	Teacher – Afar, M
Dubti woreda, primary school B	Cook, F
Dubti woreda, primary school B	FGD with 5 male students,G6–G9, age 14–17
Dubti woreda, primary school B	FGD with 6 female students, G6–G9, age 12–17
Babilee woreda, primary school A	Deputy Director, F
Babilee woreda, primary school A	Teacher – Afaan Oromo, F
Babilee woreda, primary school A	Teacher – Math. M
Babilee woreda, primary school A	Teacher – Physics, M
Babilee woreda, primary school A	Teacher – English, F
Babilee woreda, primary school A	Teacher – Afaan Oromo, M
Babilee woreda, primary school A	PTA Chair, M
Babilee woreda, primary school A	FGD with 5 female students, G4–G8, age 12–15
Babilee woreda, primary school A	FGD with 5 male students, G4 –G8, age 15–20
Babilee woreda, primary school A	FGD with 13 female cooks, all also parents of students
Babilee woreda, primary school B	School Director, M
Babilee woreda, primary school B	Teacher – English, M
Babilee woreda, primary school B	Teacher – Civics, F
Babilee woreda, primary school B	Teacher – Math, M
Babilee woreda, primary school B	Parent, F
Babilee woreda, primary school B	Parent, M
Babilee woreda, primary school B	Parent, F
Babilee woreda, primary school B	FGD with 5 female students, G3–G6, age c9–14
Babilee woreda, primary school B	FGD with 5 male students, G3–G7, age 10–15
Babilee woreda, primary school B	FGD with 8 female cooks, all also parents of students

Organisation	Designation
Yabello woreda, primary school A	School Cluster Supervisor, M
Yabello woreda, primary school A	Teacher – Sports & Afaan Oromo, M
Yabello woreda, primary school A	School Director, M
Yabello woreda, primary school A	Teacher – Physics, M
Yabello woreda, primary school A	Teacher – Integrated Science, F
Yabello woreda, primary school A	Cook, F
Yabello woreda, primary school A	Parent & Community Elder, M
Yabello woreda, primary school A	Parent & Community Elder, M
Yabello woreda, primary school A	Parent & Kebele Women's Administration Chair, F
Yabello woreda, primary school A	FGD with 6 female students, G2–G8, age 13–16
Yabello woreda, primary school A	FGD with 6 male students, G3–G8, age 16–18
Yabello woreda, primary school B	Cluster Supervisor, M
Yabello woreda, primary school B	School Director, M
Yabello woreda, primary school B	Teacher – Physics (and storekeeper for the SFP), M
Yabello woreda, primary school B	Teacher – Afaan Oromo, F
Yabello woreda, primary school B	Teacher – Math, M
Yabello woreda, primary school B	Teacher – Chemistry, M
Yabello woreda, primary school B	Teacher – Environmental Science, F
Yabello woreda, primary school B	Parent and local elder
Yabello woreda, primary school B	Cook, F
Yabello woreda, primary school B	Cook, F
Yabello woreda, primary school B	Parent and local elder, M
Yabello woreda, primary school B	Parent and local elder, M
Yabello woreda, primary school B	FGD with 6 female students, G3–G8, age 13–15
Yabello woreda, primary school B	FGD with 5 male students, G3–G8, age 15–17

Annex D The McGovern Dole Programme in Ethiopia (as designed)[98]

Introduction

1. This annex describes the USDA's McGovern-Dole International FFE and Child Nutrition Program project to support school feeding in Ethiopia's Afar and Oromia regions. This is an operation implemented by WFP under agreement no. FFE-663-2018/013-00 between WFP and USDA. Key source documents are the project proposal (WFP, 2018b) and the most recent version of the agreement between USDA and WFP (USDA & WFP, 2019). The Covid-19 pandemic and a delayed commencement of school feeding have led to significant adaptations of the programme, which are discussed in the main text of this Baseline Report (see Section 2.1).

Context and scope

2. The background to school feeding in Ethiopia is described in Annex F of the Inception Report. A previous McGovern-Dole project operated in Afar and Somali Regions and was the subject of an impact evaluation completed in 2018 (Visser et al, 2018b).

Geographical focus and targeting

3. The project's geographical focus is on Afar Region and two zones (East Hararghe and Borana) within the neighbouring Oromia Region. Participating woredas had not been selected at the time of preparing the project application to USDA, and the proposed approach to targeting was as described in Box 5 below. Before the commencement of the evaluation's inception phase, the woredas and schools to be included within the project had been selected. In practice, only two of the woredas in East Hararghe and four of those in Borana are included.

Box 5 Project proposal on targeting

11.5 Method of Choosing Beneficiaries

WFP supports the implementation of school feeding programs and all other complementary activities based on need in the poorest countries, targeting the most vulnerable based on food insecurity, poverty, low educational and nutrition indicators and gender-related problems. WFP will advise the regional education bureaus to identify areas where high level of food insecurity and malnutrition and educational problems (low enrolment rate) exist. WFP will fill the gap in food insecure areas of the targeted regions which are currently targeted through HGSF.

11.6 Target Geographic Area

In Ethiopia, school feeding has targeted primarily regions where food insecurity is highest and where number of enrolment, particularly for girls, is lowest. Within the region, targeting is based on the chronic vulnerability levels, whereby most vulnerable pocket areas are targeted. In the past McGovern-Dole grant, the targeted areas were Afar and Somali region where access to education lagged behind in the country.

For this project, WFP will target Afar and Oromia regions. Currently, all districts in Afar are identified as priority one. In Oromia region, districts will be selected based on two criteria: (1) in most vulnerable pocket areas, and (2) in schools that are receiving literacy interventions through US funds. WFP will agree with the regional government to exclude the target districts where HGSF will be implemented in the grant period. Normally, all schools in targeted food-insecure districts are targeted to prevent children from moving between schools. The EMIS provides the number of children to be targeted for this proposal. All children in targeted schools should be included to avoid stigmatism, and for practical reasons. Based on the initial selection, a joint assessment by WFP and education sectors will be conducted to identify eligible schools. Additional criteria such as availability of water, accessibility, community willingness to participate in the program are taken into consideration when targeting schools.

Source: extracted from project proposal (WFP, 2018b).

Duration

4. The project was originally designed to commence in 2019 and finish in 2024; its scheduled end date is 30 October 2024 (USDA & WFP, 2019). The endline evaluation is scheduled to be completed before the project closes, in time to influence any successor project.

[98] Reproduced from the Inception Report's Annex E with only minor modifications.

Budget (from McGovern-Dole project agreement)

5. The total USDA budget for this project is USD 28 million, of which USD 12.7 million is provided in cash, with the remainder covering the costs of providing commodities in kind (see Table 18 below). The commodities to be provided by USDA include vegetable oil, fortified milled rice, fortified corn soy blend (CSB Plus), and vegetable oil soy fortified bulgur wheat.[99] No formal cost sharing is shown in the USDA budget, but some other contributions are expected, including iodized salt to be provided by GoE.

Table 18 Total McGovern-Dole Food for Education Budget

Component		Amount USD
Commodity cost		10,273,998.44
Freight cost		5,003,837.85
	total in kind	15,277,836.29
Administrative costs (cash portion)		12,722,163.71
	grand total	**28,000,000.00**

Source: amendment to project agreement FFE-663-2018/013-00-A (USDA & WFP, 2019).

6. Table 19 below shows the detailed breakdown of the cash budget, including specifications of the activities to be funded.

Table 19 Detailed breakdown of McGovern-Dole FFE cash budget

Component	Amount USD
Activity 1 – Food Distribution A mid-day meal and take-home ration to school children in pre-primary and primary schools in Afar and Oromia regions. includes:	**2,075,761.83**
• purchase and distribution of non-food items in 270 schools, used to directly implement school feeding	540,000.00
• Renovation of 225 kitchens, including provision of fuel-efficient stoves and assessment of effective fuel-efficient stove type	1,025,000.00
• visibility boards for each school	45,000
• Cost for monitoring the distribution of commodities and all other activity management costs	465,761.83
Activity 2 – Support Improved Safe Food Preparation and Storage	**468,987.59**
• Construction of feeding shelters in 20 schools	100,000.00
• Rehabilitation of 40 storerooms	200,000.00
• Training cooks, storekeepers, community members	117,500.00
• All other activity management costs	51,487.59
Activity 3 – Promote Improved Nutrition	**197,843.30**
• Health screening and referral of under-nourished children	20,000.00
• Nutrition education for approx. 900 individuals	137,250.00
• Formative assessment and development of SBCC materials	20,000.00
• All other activity management costs	2,593.30
Activity 4 – Promote Improved Health	**345,615.33**
• Construction of water access points in 50 schools	288,000.00
• Building 500 handwashing stations in approx. 450 schools	26,500.00
• Awareness campaigns (e.g. posters, radio) on health and hygiene	31,115.33

[99] The bulgur wheat is mentioned in the commodity specifications (Attachment B-4) although not listed in the table of donated commodities of the amendment to project agreement FFE-663-2018/013-00-A (USDA & WFP, 2019).

Component	Amount USD
Activity 5 – Build Capacity	**227,132.51**
• Enable regional and federal members of the government to attend regional fora and meetings on school feeding	40,000.00
• Policy and strategic support for the creation of a national coordination body for school meals	30,000.00
• Training to smallholder farmer cooperatives to provide commodities to schools for nationally-led home-grown school feeding	100,000.00
• Technical assistance to the regional bureaus of education and workshops	50,000.00
• All other activity management costs	7,132.51
Activity 6 – Promote Improved Literacy	**416,875.67**
• School Learning Materials for 160 schools	128,000.00
• Indoor and outdoor learning materials for 160 schools	240,000
• Merit-based award initiatives that are aimed at promoting teacher attendance	34,000.00
• All other activity management costs	14,875.67
Activity 7 – Promote Increased Enrolment	**8,620.04**
• Covers awareness campaigns on the benefits of education (development of SBCC material in form of radio ad to be run in local language), as well as activity management costs.	8,620.04
total cash budget	**12,722,163.71**

Source: amendment to project agreement FFE-663-2018/013-00-A (USDA & WFP, 2019).

Complementary inputs

7. Although no formal cost sharing is shown in the McGovern-Dole budget, the project proposal (WFP, 2018b) anticipates various complementary inputs as follows (emphasis added):

- The food basket will be complemented by **pulses, iodized salt and fresh foods** procured locally through non-USDA resources mobilized by the Government of Ethiopia and WFP. (p3)
- In Oromia, WFP will pilot use of **fresh vegetables and fruits** to contribute to improved dietary diversity and increased nutritional value. **Pulses, iodized salt and fresh foods** will be procured locally through non-USDA resources mobilized by the Government of Ethiopia and WFP. (p29)
- Additionally, WFP will seek complementary partnership with PSI to **provide water purification tablets (*Activity 4.3*)** to treat the water, and with the Regional Health Officers conduct random bacterial water quality testing at schools to ensure that water is safe for consumption. (p32)
- The project will leverage funding from the government of Ethiopia to procure 1,803 MT of **pulses** and 447 MT of **iodized salt**. (p43)
- Over the last four years, WFP mobilized about USD 100,000 for procurement of iodized salt to complement ongoing McGovern-Dole in-kind donation. In this project WFP will mobilize additional USD 1.2 million to complement the food basket through provision of salt and pulses for this proposal. **The communities will also be encouraged to make in-kind and cash contributions towards the implementation of school meals.** In the previous McGovern-Dole grant, these contributions were estimated at USD 10.6 million. **In this project, community contribution is estimated at USD 18 million.** (p48)
- [For Activity 2 – construction of feeding shelters and store rooms] The construction shall be carried out in collaboration with the WFP Productive Safety Net Programme, and **the local communities shall be expected to contribute building materials**. (p30)
- Activity 6.3 (school administrator training) "will not utilize McGovern-Dole funds" (p35).

- Activity 5.4 (fleet system in Afar[100]) is not mentioned in the McGovern-Dole budget. We presume that if it proceeds it will be separately funded.

Objectives

8. The project agreement describes the project objectives as:

- Improve student attendance and reduce short-term hunger through the provision of a daily school meal;
- Increase student enrolment by raising community awareness of the importance of education to parents and community members following a national community-based mobilization model;
- Improve literacy among children and quality of education through teacher recognition and provision of school kits and indoor/outdoor materials;
- Improve health and dietary practices of students through rehabilitation/rebuilding of water, sanitation and hygiene facilities;
- Improve food preparation and cooking practices by provision of training, sensitization, and fuel-efficient stoves; and
- Increase government ownership and strengthen national capacities through training and mentoring aimed at developing a school feeding programme with lasting impact.

Activities

9. The grant proposal provided more detail on proposed activities, but it also seems that some activities were dropped or modified between the proposal and the signed agreement.

10. This section provides more detail on the constituent activities of the planned project. They are described in the same sequence as adopted for the inferred theory of change (see Figure 1 in Section 2.2 of the main report). In each case we note the full set of activities anticipated in the project proposal and comment on the extent to which they are reflected in the subsequent project agreement between WFP and USDA.

Activity 1 – Food Distribution

Implemented by: WFP
Location: Afar, Oromia
Partners: Government of Ethiopia, Ministry of Education

Objective: To increase access to food, raise attendance, reduce drop-out, reduce short term hunger and raise attentiveness, while contributing to improved diet diversity.

Activity 1 – Food Distribution
A mid-day meal and take-home ration to school children in pre-primary and primary schools in Afar and Oromia regions includes:

- purchase and distribution of non-food items in 270 schools, used to directly implement school feeding
- Renovation of 225 kitchens, including provision of fuel-efficient stoves and assessment of effective fuel-efficient stove type[101]
- visibility boards for each school
- Cost for monitoring the distribution of commodities and all other activity management costs

[100] WFP proposes to strengthen the capacity of the regional governments on transportation, commodity management and storage by setting up **a fleet system (Activity 5.4)** in Afar where transportation problems have led to delays in food delivery to the warehouses and schools.

[101] Note: the fuel-efficient stoves have been repositioned under Activity 1 budget. (They were described under Activity 2 in the project proposal):

> "WFP will provide fuel efficient stoves (Activity 2.2) as a strategy to protect the environment. WFP plans to distribute 530 stoves (260 in Afar and 270 in Oromia) in this project. All schools will be covered. In addition to energy saving stoves, WFP will equip kitchens with adequate non-food items that include equipment and tools for food preparation and eating utensils (Activity 2.4) to prepare and serve the daily meals." (WFP, 2018b)

11. School children ("O" class, pre-primary, and primary) in approximately 450 schools in Afar and Oromia regions will receive an onsite, nutritious **midday meal (*Activity 1.1*)** consisting of 120g of fortified rice, 35g of pulses, 13g of fortified vegetable oil and 3g of iodized salt for 3 days alternated with a mid-morning porridge of 120g of CSB+, 8g of vegetable oil, and 3g of iodized salt for two days in a week for the 176 school days in a year.[102]

12. In Oromia, WFP will pilot use of fresh vegetables and fruits to contribute to improved dietary diversity and increased nutritional value. Pulses, iodized salt and fresh foods will be procured locally through non-USDA resources mobilized by the Government of Ethiopia and WFP.

13. Girls in grades 5 and 6, and boys in grade 6 in Afar that maintain an attendance of at least 80 percent, will receive **a take-home ration *(Activity 1.2)*** of 12.5 kg of fortified rice each quarter.[103]

14. The annual targets for schools and children receiving McGovern-Dole school feeding are shown in Table 20 below. These reflect an intention to progressively scale down the McGovern-Dole activity, particularly in Oromia, with an understanding that schools will be transferred to the government's home-grown school feeding programme. (The table also reflects much smaller average school sizes in Afar.)

Table 20 Annual targets for children and schools

	Year 1		Year 2		Year 3		Year 4		Year 5	
	Children	*Schools*	*Children*	*Schools*	*Children*	*Schools*	*Children*	*Schools*	*Children*	*Schools*
Afar	100,000	350	97,500	342	95,000	333	90,000	315	85,000	298
Oromia	100,000	100	90,000	90	77,000	78	62,000	62	49,500	50
Total	200,000	450	187,500	432	172,500	411	152,000	377	134,500	348

Source: project proposal (WFP, 2018b)

Activity 2 – Support Improved Safe Food Preparation and Storage

Implemented by: WFP
Location: Afar, Oromia
Partners: Government of Ethiopia

Objective: To provide a supportive and safe environment for the preparation and distribution of school meals programme

Activity 2 – Support Improved Safe Food Preparation and Storage
- Construction of feeding shelters in 20 schools
- Rehabilitation of 40 storerooms
- Training cooks, storekeepers, community members
- All other activity management costs

15. Because of poor infrastructure in Afar and Oromia, WFP will **rehabilitate storerooms** *(Activity 2.1)* in 50 schools (25 in Afar and 25 in Oromia) based on annual assessments on the conditions of kitchens and storerooms in the targeted schools. The construction shall be carried out in collaboration with the PSNP.

16. WFP proposes to strengthen food quality management through **training of cooks and storekeepers on food preparation and storage practices *(Activity 2.3)*** in each school in the first year, and by conducting a follow up training in the third year. In total, WFP will train 2 cooks/storekeepers per school (900 total).

17. This training is expected to increase the capacity and knowledge of cooks and storekeepers to ensure less spoilage, waste and better dietary practices. WFP Field Monitors will ensure regular follow-up and on-site coaching during monitoring visits throughout the school year.

18. To ensure **school directors, PTAs and school meals committees** (comprising administrators, teachers and parents) effectively undertake the day-to-day management of the school meals programme

[102] Although not listed here, the project agreement also includes bulgur wheat in the commodity specifications.

[103] However, according to the Evaluation Plan the THR is to be provided three times a year (WFP, 2020a), p2

that include operational responsibilities, reporting and performance management, WFP will continue to systematically **train them on general school feeding management (*Activity 2.5*)** covering topics related to commodity management, storage and recording food commodities in storerooms, and meals preparation.

Activity 7 – Promote Increased Enrolment

Implemented by: WFP
Location: Afar
Partners: Ministry of Education, Regional Education Bureau
Objective: To boost school enrollment and teacher capacity for better literacy results

Activity 7 – Promote Increased Enrolment

- Covers awareness campaigns on the benefits of education (development of SBCC material in form of radio ad to be run in local language), as well as activity management costs.

19. The THR (Activity 1.2 above) will be complemented with sensitization campaigns on the importance of education in the communities (*Activity 7.1*), which is specified thus in the project proposal:

> WFP together with REB will **raise awareness of the importance of education (*Activity 7.1*)** at the school and within the communities. Community-based mobilization strategies will be adapted for the indigenous population will be conducted bi-annually to encourage indigenous parents to send their children to schools including: i) developing IEC materials) on the benefits of education, parental education for children's growth monitoring for sustainable and productive development, etc; broadcasts on local radio stations; joint awareness and school enrollment campaigns with UNICEF and Ministry of Education at the beginning of each school year, etc. To maximize the use of resources, these mobilization and awareness campaigns shall be done jointly for literacy, nutrition, health and hygiene. (WFP, 2018b, p36)

Activity 6 – Promote Improved Literacy

Implemented by: WFP
Location: mainly Afar
Partners: Ministry of Education, Regional Education Bureau
Objective: To boost school enrollment and teacher capacity for better literacy results

Activity 6 – Promote Improved Literacy

- School Learning Materials for 160 schools
- Indoor and outdoor learning materials for 160 schools
- Merit-based award initiatives that are aimed at promoting teacher attendance
- All other activity management costs

20. This activity is tailored to the different contexts of Afar and Oromia Regions:

> "The McGovern-Dole project will not implement literacy activities in Oromia but will coordinate with World Vision and Creative Associations who currently implement USAID's READ II programme. In Afar, there are no operational partners for literacy, thus WFP will work with directly with the Ministry of Education and Afar REB in implementing this component. WFP has consulted with Ministry of Education at the federal level and Afar REB and agreed on laid down structures for the implementation of the project." (WFP, 2018b, p19)

21. For Afar:

> WFP will coordinate at the national and regional level through (1) the established unit in Ministry of Education and (2) the coordinator placed in the Regional Bureau of Education. The Ministry of Education, through GEQUIP [sic] development partner funding and its own budget, [will] support and fund the national Teachers' Development Program through Pre-Service Teacher Education Quality Improvement and In-Service Teacher Education Quality Improvement trainings. WFP, through its coordination will ensure that the targeted schools are the same as those supported by the Government-funded training of teachers in pre-primary and primary schools on **improved literacy instruction (*Activity 6.1)*.** Teacher training will be facilitated through a teacher training toolkit that has been developed by Ministry of Education. This project will support the development of three modules on classroom management and inclusive teaching strategies with mentoring, coaching and in-classroom support approaches. To ensure

the training of teachers is effective, peer to peer sessions are organized by the Ministry of Education regularly to ensure the teachers practice their acquired skills between sessions, reflect on their practice sessions with their peers, and share their challenges. This approach maximizes cross-sharing and learning. **This sub-activity will not utilize McGovern-Dole funds**.

To augment the above, WFP will support Ministry of Education and REB to develop and directly manage a teacher recognition awards program increase **teacher attendance and recognition (Activity 6.2).** This program will provide a team-based award to high performing teachers within the regions. Three teachers from each of the project's 32 woredas will receive an award linked to results of the Early Grade Reading Assessment EGRA and two from the National Learning Assessment for grade 4 starting year two of the project. The awards are team based to ensure a grouping of primary school teachers teaching different subjects work together and in recognition that not one class teacher is solely responsible for the performance of students but rather a team of teachers. The project will therefore promote the strengthening of teachers working together as a multidisciplinary team to improve learning outcomes, producing well rounded students. Additionally, this team-based approach establishes a peer support and accountability system for teachers that will promote more regular attendance and shared teaching goals to jointly improve pre-primary and primary student education outcomes. REB with support from Ministry of Education and WFP will develop a system of feedback mechanism to mobilize communities to play a role in improving teacher attendance. Teachers, administrators, and Ministry of Education staff will utilize the feedback mechanism to strengthen social accountability mechanisms between communities and schools to improve teacher attendance rates.

School Administrators in Ethiopia are instrumental in providing leadership and management for strong school governance. The proposed project will work alongside the Ministry of Educations **ongoing school administrator trainings (Activity 6.3)** on effective school management practices to strengthen school governance and ensure geographical complementarity. Capitalizing on existing systems and resources, School Administrators will be included in the government-led teacher training in order to support the improvement of reading instruction, with additional sessions on: i) leadership and communication; ii) financial and resource management (including human resource management), infrastructure management and planning, and improving teaching and learning materials within classrooms; partnering with PTAs and communities for improved learning and accountability; and iii) ensuring safe schools and inclusive education is provided. **This sub-activity will not utilize McGovern-Dole funds.**

This project will complement GEQUIP's [sic] capitation grant program which provides USD 2.5 per child per year and Ministry of Education's block grant to support the regional education programming for school supplies, school repairs, teacher and administrator trainings, and for off-site meetings. This grant is critical in the targeted schools but is stretched and inadequate to cover all the needs. To respond to this need **WFP will distribute the necessary school supplies, materials, and supplementary reading materials/books (Activity 6.4) in 325 schools**[104] (excluding schools in the 8 woredas supported by UNICEF). This will include school literacy starter kits (notebooks, pens, pencils, markers, paper, and other literacy aides to support the local development of reading aids e.g. letter charts within the classroom). Each school will be provided with a menu of basic materials for their kit and will select what is most needed from this list.

To ensure consistency and appropriateness of the "O" class instruction, the project will work with UNICEF to create child-friendly learning environment by providing **indoor and outdoor learning and playing materials (Activity 6.5)** .[105] This will include indoor games, teaching aid[s,] tables and chairs, and outdoor playing and instructional infrastructure in the ECCD schools. REB will mobilize teachers, administrators and community volunteers on the teaching and learning using locally available resources (TALULAR) methodology to enable community participation on creating locally sourced learning aids for

104 The budget for this activity in Table 19 indicates a reduced target of 160 schools. The budget also makes no mention of textbook procurement mentioned in the proposal, so we presume the following activity has been dropped:

> WFP will also ensure school children targeted by the project have access to supply of textbooks and supplementary reading materials in both pre-primary and primary schools to establish and promote a culture of reading. **To support this endeavor, WFP will procure 280,000 textbooks.** To ensure long term sustainability of this project, WFP through Ministry of Education and partnership with USAID, will strengthen the capacity of teachers to develop literacy instructional materials in Amharic and English and identify strategic public-private partnerships to support development of contextually relevant and affordable printable and electronic materials in Amharic ad English. (WFP, 2018b, p36)

105 According to the budget in Table 19, this will also target 160 schools.

pre-school children. This methodology could also support replenishment of supplies purchased by McGovern-Dole.

Activity 3 – Promote Improved Nutrition

Implemented by: WFP
Location: Afar, Oromia
Partners: Government of Ethiopia

Objective: To contribute to improved dietary diversity and increased nutritional value.

Activity 3 – Promote Improved Nutrition

- Health screening and referral of under-nourished children
- Nutrition education for approx. 900 individuals
- Formative assessment and development of SBCC materials
- All other activity management costs

22. The project proposal envisaged the following activities:

With non-McGovern-Dole funds, WFP will **pilot provision of fresh vegetables and fruits *(Activity 3.1)*** in Oromia region to diversify children's diet. In the initial period, WFP will explore the possibility of including potatoes, carrots and bananas with a longer shelf life as the capacity of the targeted schools is built on the management of food safety and quality issues related to perishables.

In partnership with FAO, WFP will assess the feasibility of and explore the possibility of establishing innovative approaches to **school gardens** in arid regions with insufficient water. If successful, school gardens will be managed by parents of the targeted school children and will be used as a platform for nutrition education for both children and parents.

23. From discussions during inception, we understand that the school garden component is no longer included in this programme but that the piloting of fresh foods in Oromia is expected to go ahead.

24. Activities that are reflected in the Table 19 budget Include the following:

The health extension workers will undertake a **monthly screening of ECD children to assess any health and nutrition issues (*Activity 3.2)*** and refer children with acute malnutrition to the WFP targeted supplementary feeding program (TSFP) for treatment of moderate acute malnutrition, while children with severe acute malnutrition will be referred for treatment at the nearest UNICEF OTP. The health extension workers will undertake household consultation to assess the underlying causes of malnutrition and provide nutrition counselling and where possible link households in need of additional support to complementary activities. The health extension workers will through its community engagement support the school meals team to ensure all out-of-school children (3 – 5 years) are identified and encouraged to go to school.

Using McGovern-Dole funding, to support nutrition education, WFP will work with UNICEF, Ministry of Health and Ministry of Education to advocate for the review of the **content of nutrition education in the curriculum (*Activity 3.3)*** and support the Ministry of Health to establish a regional nutrition monitoring system in schools. With support from the Ministry of Health and WFP Nutrition team, the project will support development of supplementary nutrition materials for teachers, school inspectors, school administrators, school management committees, farmer's organizations. WFP will further organize annual awareness campaigns to the communities on good nutrition and integration of local nutritive foods in the diet, and train cooks and communities on proper food preparation. WFP will provide one ToT **nutrition education training module** to 1380[106] [one teacher and one school health club representatives **(*Activity 3.4)***, in each of the targeted schools].

Activity 4 – Promote Improved Health and Hygiene Practices

Implemented by: WFP
Location: Afar and Oromia
Partners: Ministry of Health, Ministry of Education, UNICEF, PSI and WFP

Objective: To improve healthy growth for better and consistent school attendance.

[106] The Table 19 budget has a reduced target of approx. 900 individuals.

Activity 4 – Promote Improved Health

- Construction of water access points in 50 schools
- Building 500 handwashing stations in approx. 450 schools
- Awareness campaigns (e.g. posters, radio) on health and hygiene

25. Activities included in the McGovern-Dole budget include the following:

WFP, in partnership with UNICEF, Ministry of Water and building on the government's "One WASH" program, will ensure availability of safe water in schools through the **rehabilitation/building of 50 water systems (*Activity 4.2*)** for collection of piped water in schools. With USDA funds, WFP will complement and expand the reach of UNICEF and the Ministry of Water's ongoing programs. In areas without piped water, WFP will support water trucking to the extent possible.

The project proposal envisaged construction of 620 low-cost **hand washing facilities (*Activity 4.3* –**in (2 per school in Afar and 3 in Oromia).[107] in addition to **hand washing facilities (*Activity 4.3)***, infrastructure maintenance is an important element and school management committees, PTA will be trained to ensure sustainability of these facilities.[108]

WFP will reinforce the work of the Ministry of Health and UNICEF on awareness **campaigns and training on health and hygiene (*Activity 4.4*)** by facilitating the creation and/or strengthening of 100 school health and nutrition clubs to oversee WASH in school hygiene activities. In collaboration with UNICEF and the Ministry of Health, WFP will provide a three-day hygiene awareness training to one selected teacher and one representative from the school health club through a training of trainers (TOT) methodology to pass on the message to the school level. This will be followed up by a two-day refresher training for these staff every two years to reinforce their knowledge and practice of proper hygiene. Ministry of Health will also design a comprehensive health and hygiene behavior change strategy with accompanying social and behavior change communication materials promoting key health and hygiene messages targeting schools. Additional promotional annual hygiene and sanitation campaigns, promotion of educational story books focused on the chain of contamination, and Information Education Communication (IEC) materials to help school children visualize good and poor hygiene practices.

26. Complementary activities, not funded by McGovern-Dole, are expected to include the following:

Additionally, WFP will seek complementary partnership with PSI[109] to **provide water purification tablets (*Activity 4.3*)** to treat the water, and with the Regional Health Officers conduct random bacterial water quality testing at schools to ensure that water is safe for consumption

[In addition to the handwashing facilities constructed with McGovern-Dole support] WFP will work with private sector partners to **rehabilitate and build 100 latrine blocks (*Activity 4.1*)** equipped with separate latrines for boys (with urinals) and a larger area for girls to ensure appropriate space for menstrual hygiene.

WFP will provide logistics support whenever necessary for the Ministry of Health's ongoing bi-annual **deworming medication distribution (*Activity 4.5*)**. Deworming is provided based on the prevalence of intestinal worms in each district of the country. The recent mapping exercise showed that Oromia has relatively lower worm load compared to the national prevalence whereas in Afar the full mapping is not yet finalized. Currently, deworming tablets are provided in 29 woredas in Oromia[110] and 5 woredas in Afar. WFP will ensure the children in the targeted schools are provided with meals during the campaign to increase drug absorption as well as minimize severe drug side effect.

[107] But the budget in Table 19 implies a lower target of 500 handwashing stations in 450 schools.

[108] It is not clear whether this training is funded separately from MGD.

[109] Population Services International – https://www.psi.org/country/ethiopia/

[110] We will seek clarification as to whether the 6 MGD woredas in Oromia are among those targeted by the deworming campaign.

Activity 5 – Build Capacity

Implemented by: WFP
Location: Countrywide

Objective: Strengthen government capacity to transition towards national ownership of school meals programme

Activity 5 – Build Capacity

- Enable regional and federal members of the government to attend regional fora and meetings on school feeding
- Policy and strategic support for the creation of a national coordination body for school meals
- Training to smallholder farmer cooperatives to provide commodities to schools for nationally-led home-grown school feeding
- Technical assistance to the regional bureaus of education and workshops
- All other activity management costs

27. The capacity building activities supported by the programme have countrywide significance. Activities specifically mentioned in the McGovern-Dole budget (Table 19) include the following:

> WFP will continue its strategic, operational and technical assistance to the Government of Ethiopia's transition towards national ownership of school meals program. To keep the momentum on the need to adopt and implement the proposed National School Meals Strategy, WFP will continue to support **South-South learning *(Activity 5.1)*** by sponsoring senior government officials to attend global or regional fora on school feeding, to learn good practices by other countries in the management and implementation of school meals.
>
> To support national level coordination, oversight and advocacy for resourcing, WFP will advocate for the formation of a **national level inter-ministerial and technical coordination committee for school meals (*Activity 5.2*),** to coordinate and provide oversight of the program.
>
> In coordination with FAO and the Ministry of Agriculture, WFP will continue its **support local farmer organizations (*Activity 5.5*)** in Oromia to increase and diversify their agricultural production, and to provide improved links to markets to school meals. WFP will provide trainings farmers to increase the quantity and quality of their crop yields, to reduce post-harvest losses and on improved storage, transport and handling of crops. Trainings delivered to farmers will include drying, grading and bagging commodities using innovative methods and utilizing locally available materials. The support will put emphasis on value chain development and access to improved market information.
>
> WFP will support implementation of the national school feeding strategy through prioritizing **government staff capacity building (*Activity 5.3*)** i.e. national and regional staff on school feeding and monitoring to track progress in literacy and school meals outcomes by seconding staff at each regional office.[111]

28. The following activity mentioned in the project proposal is not mentioned in the McGovern-Dole budget. We will clarify whether WFP intends nevertheless to proceed with it:

> WFP proposes to strengthen the capacity of the regional governments on transportation, commodity management and storage by setting up a **fleet system (*Activity 5.4*)** in Afar where transportation problems have led to delays in food delivery to the warehouses and schools. Using WFP Standard operating procedures, the organization will acquire the necessary fleet, and WFP staff will mentor, coach and train regional staff on fleet management, transport of food commodities and warehouse management, with a plan to handover the fleet and its management within the first two years of the project. A component of food quality and safety in the supply chain will be included in the capacity development process.

[111] Presumably linked to this sub-activity, the project proposal envisages: "To ensure sustainability in the food safety and quality (FSQ) management, WFP with support from the food technologist will develop an FSQ manual for use by the regional bureaus of education." (WFP, 2018b, p31)

Gender and equity dimensions

29. Gender and equity concerns are reflected in the project design in several ways: the selection of the project area and of participating woredas is based on considerations of need which incorporate gender and equity dimensions; the McGovern-Dole results framework mandates a gender-sensitive approach to monitoring; the approach to school hygiene takes particular account of girls' requirements; and girls continue to be a particular target of the THR component in Afar. However, the Terms of Reference for the baseline-endline evaluation acknowledge that there was not a comprehensive gender and equity analysis at project design stage and the evaluation team is required to address this topic more thoroughly.[112]

Arrangements for project implementation

Implementation of core school feeding activity

30. The Government of Ethiopia will be WFP's main implementation partner. Accordingly, the grant proposal states:

> "This project will not have any sub-recipients. Historically, the Government of Ethiopia has taken a lead role in designing and implementing relevant policies and programmes and has well established structures at both the federal and regional levels to address education and food insecurity in the country." (WFP, 2018b, p19)

31. In line with this approach, WFP has concluded Field-Level Agreements (FLAs) with the regional governments of Oromia and Afar (Box 6 below). These are general agreements with the Regional Bureau of Education and the Regional Bureau of Finance and Economic Cooperation in each case. They are not exclusively concerned with the USDA McGovern-Dole programme, but linked generally to the WFP Country Strategic Plan (WFP, 2020b). Project details for the McGovern-Dole programme are annexed, but in some aspects have been overtaken by subsequent refinements to the programme as agreed between WFP and USDA (for example, the Oromia agreement (p37) anticipated that Guji Zone would be included along with East Hararghe and Borana). Nevertheless, the FLAs set out very detailed mutual responsibilities and accountabilities for administrative, financial and physical management of the programme.

32. The McGovern-Dole project, not least in its country-wide capacity strengthening dimension, also involves a direct relationship between WFP and the Federal Government of Ethiopia, and with the Federal Ministry of Education in particular. The Ministry of Education has a school feeding section,[113] to which WFP has seconded an officer.

[112] Hence Annex M of this Baseline Report.

[113] At present this is within the School Improvement Directorate, but moves to give school feeding a higher profile within the Ministry of Education structure are under consideration (inception interviews).

Box 6 FLAs with Governments of Afar and Oromia Regions

AGREEMENT BETWEEN

THE AFAR REGIONAL BUREAU OF EDUCATION

AND

THE AFAR BUREAU OF FINANCE AND ECONOMIC COOPERATION

AND

THE WORLD FOOD PROGRAMME (WFP)

ON THE IMPLEMENTATION OF SCHOOL FEEDING IN AFAR REGION, ETHIOPIA

IN THE FRAMEWORK OF WFP COUNTRY STRATEGIC PLAN (CSP ET02) 2020-2025

Agreement No: ET02_Act 04_ABOE/BOFEC.01

Signed at Addis Ababa

For The Afar BOE

Name: Ahemed Mohammed

Title: Bureau Head

Date: 12/01/2013

For World Food Programme

Name: Paul Turnbull

Title: Deputy Country Director

Date: 10 September 2020

Country Director a.i.

For Afar BOFEC

Name: Mohammed Hassen

Title: Bureau Head

Date:

Page 15 of 58 | Afar BOE_SF

AGREEMENT BETWEEN

THE OROMIA BUREAU OF EDUCATION

AND

THE OROMIA BUREAU OF FINANCE AND ECONOMIC COOPERATION

AND

WORLD FOOD PROGRAMME

ON THE IMPLEMENTATION OF SCHOOL FEEDING IN OROMIA REGION

IN THE FRAMEWORK OF WFP COUNTRY STRATEGIC PLAN (CSP) 2020-2025

Agreement No: ET02_Act 04_OBOE/BOFEC.01

Signed at Addis Ababa

For The Oromia BOE

Name: Mamo Bogale

Title: Deputy Head, Oromia BOE Bureau

Date: 16/9/2020

For World Food Programme

Name: Paul Turnbull

Title: Deputy Country Director

Date: 10 September 2020

Country Director a.i.

Page 15 of 57 | Oromia BOE_SF

Implementation of literacy and other ancillary components

33. A broader set of government and other bodies are expected to be involved in the implementation of literacy and other ancillary components, as follows:

> "WFP proposes to implement the proposed literacy, WASH, nutrition and components through the government structures and in close collaboration with other development partner (including USAID) programmes, UN agencies and NGOs operating in the targeted locations. WFP's approach is to align, plan and coordinate all the proposed activities with the government. **This process will be coordinated through the unit dedicated to implement the project and positioned at Ministry of Education.**" (WFP, 2018b, p19)

> "The McGovern-Dole project will not implement literacy activities in Oromia but will coordinate with World Vision and Creative Associations who currently implement USAID's READ II programme. In Afar, there are no operational partners for literacy, thus WFP will work with directly with the Ministry of Education and Afar REB in implementing this component. WFP has consulted with Ministry of Education at the federal level and Afar REB and agreed on laid down structures for the implementation of the project. **At the regional level, WFP will position one staff in each REB to provide oversight for the project implementation.** In both regions, WFP shall work with the existing extension work structures supported by UNICEF to support health, nutrition and WASH interventions. ." (WFP, 2018b, p19)

Logistics

34. The grant proposal includes the following undertaking on logistics and monitoring:

> "To enable activity 1.1 and 1.2, WFP will establish and operationalize a commodity pipeline, transportation, storage and handling system ensuring timely delivery of food in the warehouses in the

targeted regions, and particularly handles transportation of the food to the schools in Afar region. In parallel, WFP will provide technical assistance in logistics and commodity management to the regional offices that will be designed to ensure these functions are fully handed over within the first two years of the project. School management committees and head teachers will be responsible for commodity storage and meal preparation. Monitoring and reporting will be done by both Ministry of Education and WFP Field Monitors." (WFP, 2018b, p29)

Planned outputs and outcomes

McGovern-Dole results framework

35. The project's results framework is reproduced in Annex F, which explains the inferred theory of change that incorporates the activities detailed in paragraphs 9–28 above. This theory of change is discussed in Section 2.2 of the present report.

Selected indicators and targets

36. The most detailed set of indicators and targets is provided in the Performance Monitoring Plan (WFP, 2019b), which is organised with the columns listed in Table 15 below; its rows are the McGovern-Dole and custom indicators adopted for the project. Full details of the project indicators, including McGovern-Dole definitions and measurement criteria, were documented during the inception phase.

Table 15 Structure of Performance Monitoring Plan

Indicators	Indicator Number	
	Standard/Custom	
	Result	
	Performance Indicator	
	Definition	
	Unit of Measurement	
	Indicator Level	
	Data Source	
	Method. Approach to Data Collection	
	Disaggregation	
	Data Collection	When
		Who
	Data Analysis, Use and Reporting	Why
		Who
Targets	Baseline	
	Year 1	2020
	Year 2	2021
	Year 3	2022
	Year 4	2023
	Year 5	2024
	Life of project	
Notes on Indicator and Target		

Monitoring and evaluation

M&E plans for this operation

37. Plans for M&E of the programme are set out in a separate 16-page Evaluation Plan *(*WFP, 2020a*).* Key *el*ements of **evaluation** include:

- A baseline study, mid-term review (MTR) and final evaluation will be conducted by independent third-party evaluation teams. Requirements for the baseline study and final evaluation are as set out in the TOR for the present exercise . Specifications for the MTR are reproduced in Box 7 below. An Evaluation Reference Group will review and comment on drafts and help to safeguard against bias (WFP, 2020a, p6).
- Evaluations will address the USDA Learning Agenda as indicated in Box 8 below.
- The Evaluation Plan includes "preliminary key evaluation questions" (WFP, 2020a, Table 1).These were taken into account in preparing the full evaluation matrix in Annex H of this baseline report.

Box 7 Specification of the Mid Term Review

The objective of the midterm review is to assess if the intervention is on track through a systematic review of monitoring data so that WFP and its project partners can adjust course as necessary for the remainder of the project term. The review will be focused on the implementation of the program with the review findings targeted at adjustments or program management decisions that will help improve implementation. The review will assess progress from the beginning of the project period (referencing baseline results) and will provide an early signal of the effectiveness of interventions; document lessons learned; assess sustainability efforts to date; and discuss and recommend mid-course corrections. As such, the mid-term review is focused on interim or anticipated results, partnerships, implementation arrangements and systems, and any factors affecting the results achieved at the mid-point. The midterm review will rely not only on monitoring data but also use information available to WFP from a variety of other sources.

Specifically, the midterm review will (1) assess whether the project is likely to demonstrate relevance, effectiveness and efficiency, impact and sustainability on completion (these will be fully assessed only at final evaluation stage), (2) collect performance indicator data for strategic objectives and higher-level results, (3) assess whether the project is on track to meet the results and targets, (4) review the results frameworks and theory of change, and (5) identify any necessary mid-course corrections. The midterm review will rely on the Baseline Study for baseline data and critical context necessary to review the project at interim. WFP envisions that the midterm review will be conducted approximately halfway through project implementation. This review will address the questions included in Table 1 – Preliminary Evaluation Questions.

Further the midterm review aims to capture progress and remaining challenges against key foundational results as associated with government ownership, strategic frameworks, institutional and systems capacities, and community engagement. The latter will rely on qualitative research by the review team, including key informant interviews and review of documented evidence of steps undertaken by WFP, cooperating partners and government counterparts to establish conditions for a successful transition to government ownership.

The methodology will be further detailed in the TOR for the midterm review and the review team is expected to elaborate if necessary, the framework for the midterm review.

Source: WFP, 2020a, p5–6.

Box 8 Addressing the USDA Learning Agenda

The Evaluation Plan emphasizes USDA's interest in furthering the knowledge base within the school meals literature through the application of USDA's McGovern-Dole Learning Agenda. The evaluations carried out over the next 5 years will contribute to multiple USDA Learning Agenda questions. WFP Country Office Ethiopia will place specific emphasis on the following two Learning Agenda questions as part of this Evaluation Plan:

School meal program implementation:

1. What community-level systems of governance and management are required for the successful implementation and sustainability of school meal programs?

Agriculture evidence gaps

2. How can a combination of local procurement during harvest time be supplemented with international food aid to promote locally and/or nationally sustainable school meals program?

The Learning Agenda Research questions have been integrated into the evaluation Terms of Reference (ToR). How precisely WFP contributes to and answers these questions will be detailed in the inception report of the evaluations.

Source: WFP, 2020a, p3–4.

38. Plans for **monitoring** are described as follows:

- "Once the baseline information for the project is established and informed by the results of the analysis at the inception phase, WFP will tailor its performance monitoring system to fit the project's specific needs. WFP has prepared a detailed Performance Monitoring Plan (PMP) using McGovern-Dole standard indicators and custom indicators that will be used to assess the project's progress. The monitoring system and project database will be adapted to regularly measure the performance indicators specified and described in the PMP. Furthermore, this database will allow WFP to track the number of monitoring visits to schools and distribution points against annual targets and it will verify that all beneficiaries meet the

established criteria for project targeting." (WFP, 2020a, p3)

- "Regular performance monitoring data will be collected by WFP field monitors through standardized checklists including the following information: record and stock management, food distribution management, community participation, student attendance, and health and sanitation issues. This monitoring data will be entered into WFP M&E database systems and will be analyzed in real time. Output and outcome indicators will be collected monthly, quarterly, biannually, and annually and compared with set targets for all relevant McGovern-Dole indicators as per the PMP. This performance monitoring data will support effective project implementation; furthermore, it will be used to review project progress, determine any necessary corrective actions and will also be used as the basis analysis of overall performance and for the evaluation of the effectiveness and efficiency of the project." (WFP, 2020a, p3)

Annex E Stakeholder Analysis[114]

Stakeholders

1. Table 21 below provides a detailed stakeholder mapping. It distinguishes internal from external stakeholders, and shows stakeholder interests in the McGovern-Dole International FFE and Child Nutrition Programme and in the evaluation itself. The final column identifies potential interviewees/informants (the ET is working with CO to obtain appropriate names and contact information).

Table 21 Detailed Stakeholder Mapping

Stakeholder	Interest in the McGovern-Dole International FFE and Child Nutrition Programme	Involvement in Evaluation and likely use	Who specifically for the Baseline Evaluation
A. Internal (WFP) stakeholders			
Country Office (CO) Ethiopia (and sub offices)	The CO has commissioned this evaluation and is also the primary WFP internal stakeholder of the evaluation. The CO is accountable to donors, beneficiaries and partners for performance and results. Interested in learning from experience to inform decision-making related to project implementation. It has a direct stake in the evaluation, an interest in learning from experience to inform decision-making related to project design, implementation, and/or monitoring. Interest in using the evaluation findings in strategic planning for the CO's engagement with the government in developing a National School Feeding Programme. Sub offices responsible for local planning and implementation of SF.	The key informant and source of information. Also primary user of (as well as being affected by) the evaluation findings and recommendations to inform programming. Facilitate logistical arrangements for in-country missions. Participate in briefings and de-briefing missions. Participated in inception meetings. Has established an evaluation reference group of WFP and external stakeholders to review and comment on the various reports.[115]	Senior Management; Technical leads for school feeding, nutrition, safety nets; gender and M&E. Former staff no longer in position (where relevant) Sub-office staff: field monitors, relevant technical staff and M&E officers.
WFP Washington Office	Responsible office for managing communication with the USDA FAS related to performance management of the McGovern-Dole Ethiopia grant; Has a direct stake in understanding the methodology and findings of the evaluation.	Help to involve USDA FAS in stakeholder discussions and communicate its comments on deliverables.	McGovern-Dole and USDA liaison staff

[114] This stakeholder analysis was prepared for the Inception Report. It remains relevant and will be updated for the Mid Term Review and Endline Evaluation Report.

[115] The TOR and membership of the ERG are provided in the Inception Report (Annex G, Table 20).

Stakeholder	Interest in the McGovern-Dole International FFE and Child Nutrition Programme	Involvement in Evaluation and likely use	Who specifically for the Baseline Evaluation
Regional Bureau (RB) Nairobi	Responsible for oversight of the CO and providing technical guidance and support. Interest in an independent account of operational performance and in cross-country learning from the evaluation. Specific role in oversight and support to decentralised evaluations.	Informant and source of regionally relevant information related to SF, gender, safety nets and various other technical issues; Provide technical oversight; Form part of the external reference group; Participate in debriefings and meetings; Provide comments on report. Participated and facilitated inception mission. Findings may inform programming regionally and in other countries.	Selected members of Management/ Technical Staff for school feeding, nutrition, gender and M&E (as relevant), and assigned evaluation focal point
WFP HQ (including technical units)	Interest in lessons that emerge from evaluations, particularly as they relate to WFP strategies, policies, thematic areas or delivery modalities with wider relevance to WFP programming.	Potential source of information on WFP approaches, standards and success criteria, as well as corporate strategic directions where these may influence programming/operations	Selected technical leads of thematic units linked to thematic areas of relevance – M&E, School Feeding, Capacity Development, Safety Net nutrition, gender, WASH, etc.) as required.
Office of Evaluation (OEV)	Has a stake in ensuring the decentralized evaluations deliver quality, useful and credible evaluations.	Potential source of information through other evaluations of relevance. User of evaluation findings and recommendations.	Where relevant, selected members of OEV staff who have been involved in other school feeding or McGovern-Dole related evaluations.[116]
WFP Executive Board (EB)	Has an interest in being informed about the effectiveness of WFP operations.	This evaluation will not be presented to the EB but the EB is a potential user of evaluation findings through corporate learning processes/annual syntheses.	Unlikely to be targeted directly
B. External stakeholders			
Ultimate beneficiaries	Children are the ultimate recipients of the McGovern-Dole International FFE and Child Nutrition Programme, and their households are also direct beneficiaries, especially those who directly benefit from the McGovern-Dole Take-Home Ration (THR). They have a stake in WFP determining whether its assistance is appropriate and effective.	Key informants for the evaluation will be consulted during site visits to determine the type of support received, whether it has been effective etc. They are likely to be affected directly or indirectly by the evaluation but are unlikely to directly engage in report findings.	Mothers and fathers of students in targeted schools, girls and boys from different groups in targeted schools; Girls in grades 5 & 6 and boys in grade 6, as beneficiaries of THR.

[116] In parallel with this baseline study, the evaluation team leader and researcher have both participated in an ongoing strategic evaluation of SF commissioned by OEV and have been able draw on its insights and its contacts at WFP HQ level.

Stakeholder	Interest in the McGovern-Dole International FFE and Child Nutrition Programme	Involvement in Evaluation and likely use	Who specifically for the Baseline Evaluation
Indirect beneficiaries	School administrations, teachers, other school staff, parents and communities who are recipients of various training programmes, equipment support and other assistance. Also, smallholder farmers and cooperatives who may be suppliers to the HGSF elements of the programme.	Will be consulted through individual interviews and focus group discussions, as appropriate. In line with UNEG ethical guidelines for evaluation, dissemination plan will ensure that evaluation findings are communicated to participating schools in an appropriate format.	Administrators of schools, male and female teachers, male and female members of Parent Teacher Associations, Food Management Committees, smallholder farmers, Regional and District focal persons
Government of Ethiopia (GoE) (Federal, Regional and District levels)	Have a direct interest in knowing whether WFP activities in the country are aligned with their priorities, harmonised with the action of other partners, meet the expected results, if capacity has been built and what further inputs might be needed in future. As the direct institutional beneficiary, the Ministry of Education (MoE) and the Regional Education Bureaus of Afar and Oromia Regions are most interested. The Ministry of Finance and Economic Cooperation (MoFEC) leads the major coordination mechanisms for interventions under UNSDCF (formerly UNDAF). Issues related to handover and sustainability are also of interest to the Ministry of Health (MoH), Ministry of Agriculture (MoA) and Ministry of Labour and Social Affairs (MoLSA) The Ministry of Water, Irrigation and Electricity (MOWIE) has an interest in the WASH component of the programme.	Government of Ethiopia (GoE) representatives facilitate evaluation mission(s) and participate fully in the evaluation process; has representation in evaluation reference group. Will be consulted through individual interviews and/or round table discussions, as appropriate. MoE, Regional BoEs and Borana and East Hararghe zonal education offices consulted at inception.	Relevant technical focal points of the MoE (e.g. Education Management and Information System (EMIS), Planning and Resource Mobilization Directorate, School Inspection System), MoH, MoA, MoFEC, MoLSA. At regional and zonal levels, officials and technical focal points of RBOE, for Afar and Oromia regions, plus officials and technical staff of other bureaux involved. At district level, local development officials and technical staff of various district level authorities (education, WASH, health, gender) in selected districts.
Donor (USDA)	USDA funds the McGovern-Dole SF programme in Ethiopia and they are the primary external stakeholders and users of the evaluation. USDA has a specific interest in ensuring that operational performance reflects USDA standards and accountability requirements.	Potential source of information related to USDA standards and accountability requirements; Participate in discussions of findings and recommendations. Consulted at inception. Will be consulted through selected individual interviews with key members and/or round table discussions, as appropriate	Where relevant, selected members of USDA staff who have been involved in the Ethiopia McGovern-Dole school feeding intervention will be consulted.

Stakeholder	Interest in the McGovern-Dole International FFE and Child Nutrition Programme	Involvement in Evaluation and likely use	Who specifically for the Baseline Evaluation
Other Aid Agencies	Aid agencies supporting the programme and/or working in the same field, including USAID and partners implementing the READ II Programme (Creative Associates, EDC, World Vision), Save the Children and other strategic partners under the Education in Emergency Cluster.	Key informants for the evaluation both in terms of national-level priorities/focus/policy and in terms of implementation, including technical aspects. Potential users of the evaluation findings for strategic orientation and wider programming. Will be consulted through selected individual interviews and/or round table discussions, as appropriate.	Representatives at national and district levels from these agencies; Relevant technical staff members involved in SF
Strategic partners under the UN Country Team (UNCT)	The UNCT country team has an important stake in the effectiveness of the SF programme and how it contributes to the realisation of the government developmental objectives. UNICEF is a particular important partner in SHN.	Informants through round table discussion; potential users of the evaluation findings for wider programming and policy discussions. Will be consulted through round table discussions.	Key technical staff of these agencies.
National and international NGOs	A number of NGOs are partners or parallel contributors to relevant SHN and HGSF activities. Baseline activities will include further identification of relevant NGOs in the target districts.	Informants for fieldwork, and may have a direct interest in evaluation findings.	Technical staff and field staff of relevant NGOs.
Private sector	In-country procurement and logistics for the programme will involve use of the private sector, including for transport and construction activities; the HGSF component will engage with local smallholder farmers.	Potential informants for fieldwork. Unlikely to have a direct interest in evaluation reports, but may be affected by evaluation findings and lessons.	Field work to take cognisance of private sector and community roles (see under "indirect beneficiaries" above).

Annex F Theory of Change

Introduction

1. The Terms of Reference required the evaluation team to review the Theory of Change for the programme and adopt a methodology which would allow testing of its underlying assumptions and envisaged causal pathways.(TOR ¶36). This annex first presents the standard MGD results framework and then develops a more elaborate theory of change which attempts to capture all the main objectives of the programme and the main underlying assumptions that the evaluation will need to test

The MGD results framework

Results chain and indicators

2. The MGD results framework prepared for the project proposal[117] incorporates the indicators linked to different outputs and outcomes; it is presented in three parts: Figure 23 shows the results linked to MGD SO1 (literacy); Figure 24 shows the results linked to MGD SO2 (health and dietary practices); while Figure 25 shows the "foundational results" oriented towards strengthening various dimensions of capacity for school feeding, nationally as well as in the districts where WFP is operating. The MGD indicators incorporated in the results framework are reviewed in detail in Annex O.

Critical assumptions

3. The framework presentation identifies some critical assumptions that must hold for the MGD project to achieve its proposed results:

- Political: Continued monetary commitment from government ministries of Education, Agriculture, Health and other ministries to support the national school meals program;
- Funding: Federal and regional governments allocation of funds to the school meals program; and availability of public and private donors able to contribute sufficient resources to WFP Ethiopia to maintain a healthy pipeline (with non-USDA commodities) for the school meals program;
- Environmental: Absence of or limited large scale natural disasters or macro-economic shocks that could hinder communities' ability to contribute to the school meals programs;
- Programmatic: Adequate linkages to health care and other social services; availability of complementary initiatives supported by development partners to enhance learning and literacy results take place as planned in the schools targeted by WFP school meals; and adequate quality of education and sufficient support for literacy activities at the community level.

[117] Powerpoint file at A2-4 in the e-library.

Figure 23 WFP Ethiopia FY2018 McGovern-Dole Proposal: Results Framework #1

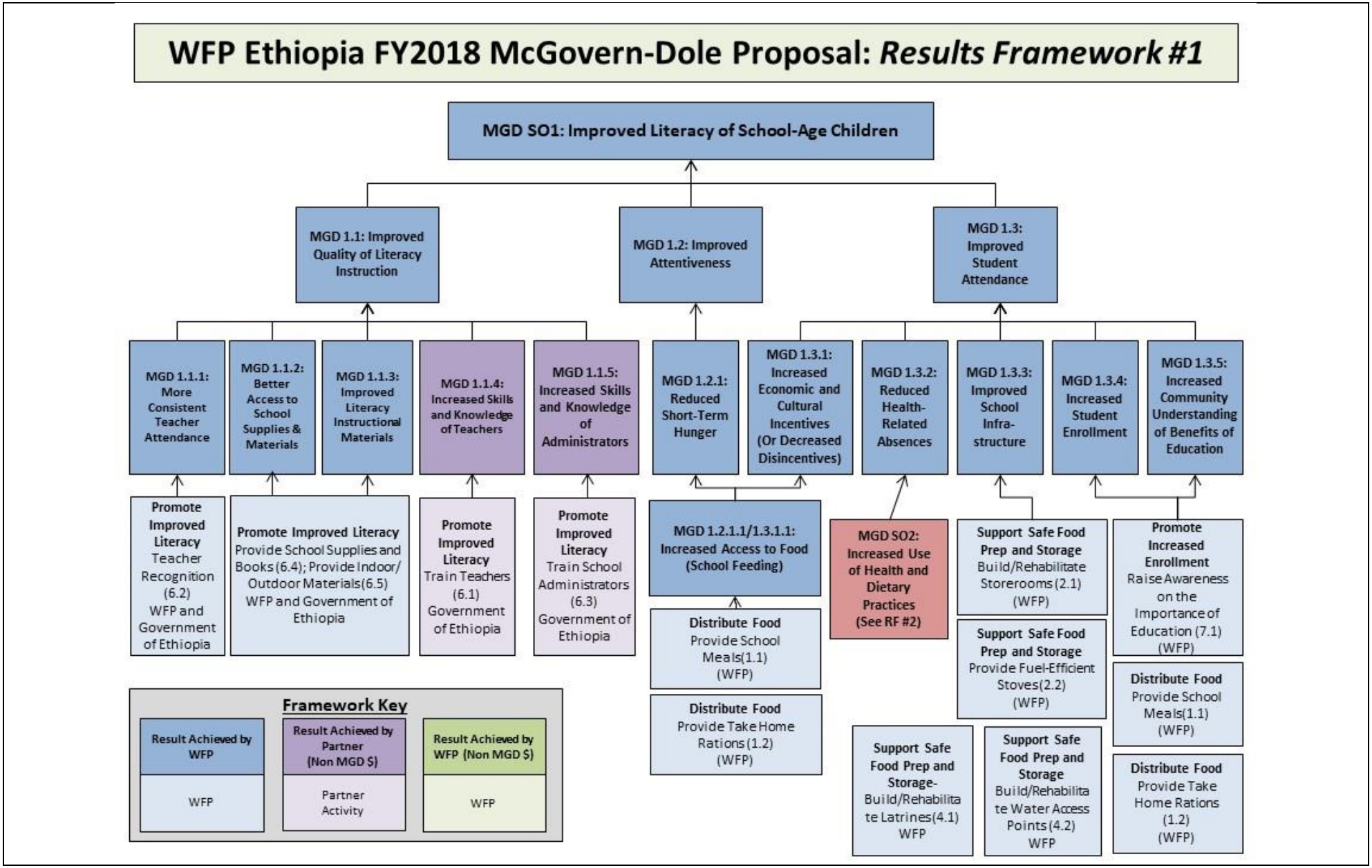


Figure 24 WFP Ethiopia FY2018 McGovern-Dole Proposal: Results Framework #2

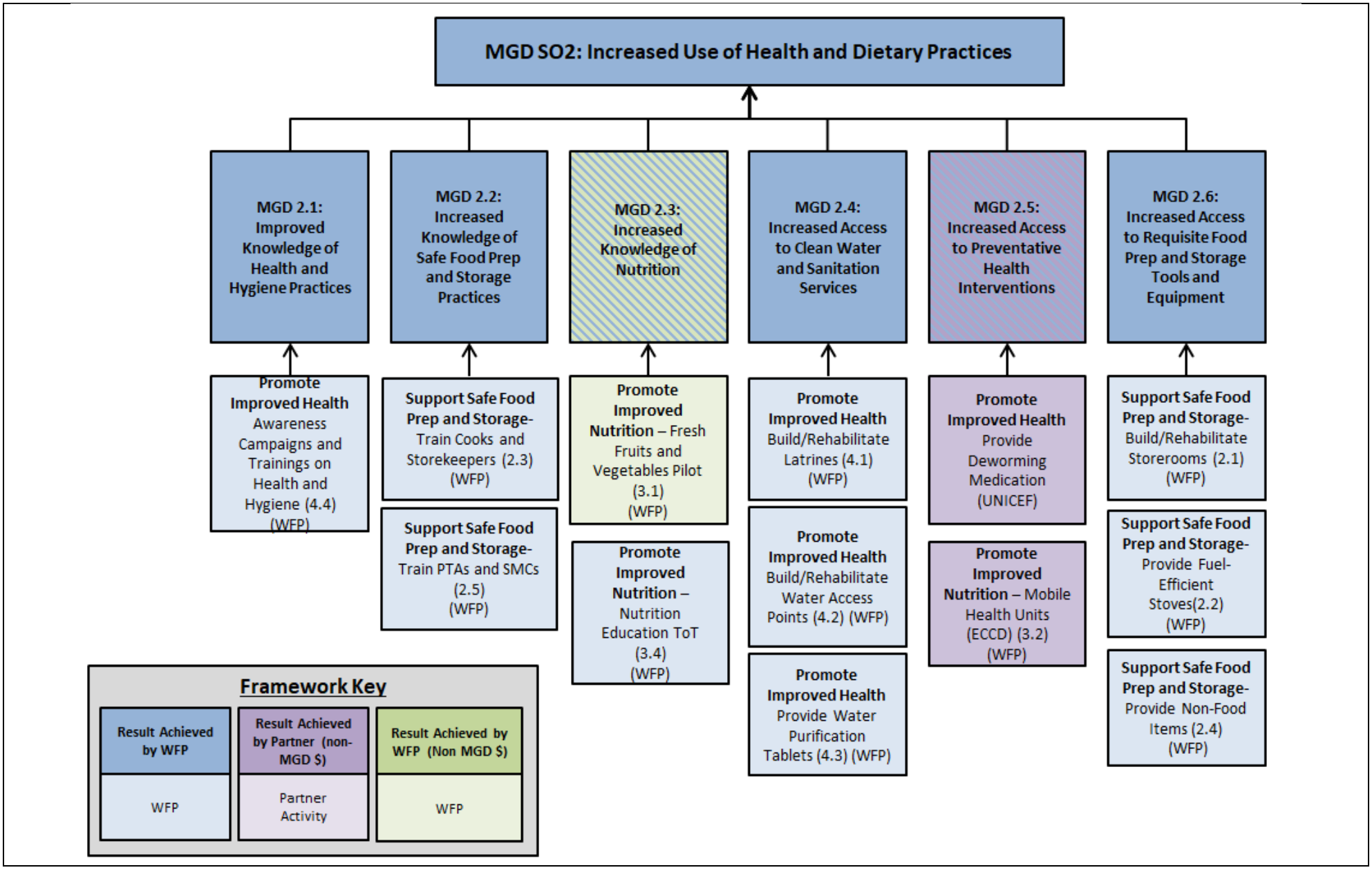
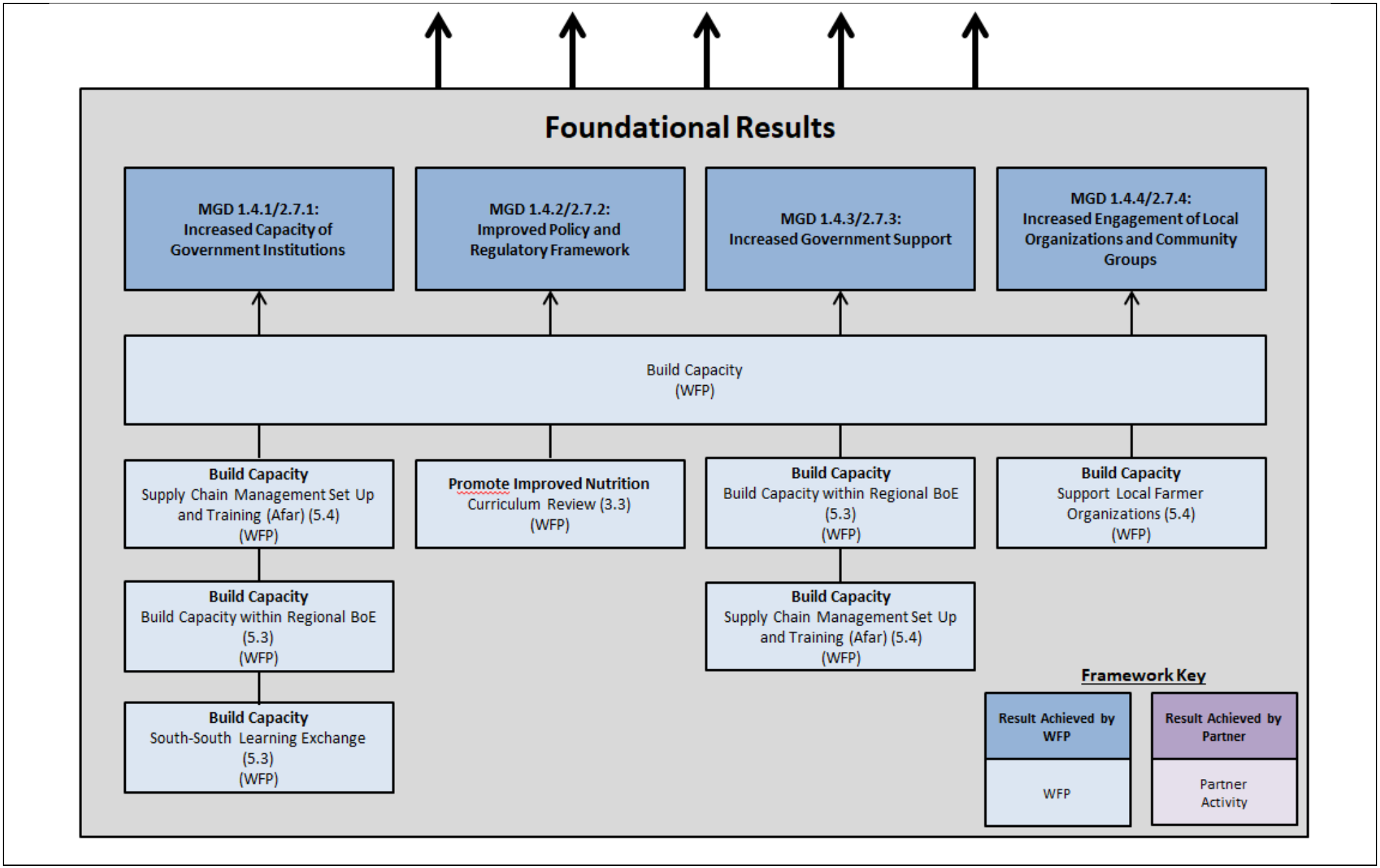


Figure 25 WFP Ethiopia FY2018 McGovern-Dole Proposal : Foundational Results



Inferred theory of change

ToC diagram

4. Preparing an inferred theory of change is a way to check whether the evaluators' understanding of a programme's intentions and assumptions correspond with those of its protagonists. It then provides a basis for identifying key issues for the evaluation to investigate (which typically will relate to testing of the main underlying assumptions in the ToC). This in turn feeds into the questions and sub-questions identified in the evaluation matrix.

5. The evaluation team has developed an inferred theory of change which builds on the standard MGD results framework and its main Strategic Objectives, but also factors in some of the wider objectives that are simultaneously important to WFP and the Government of Ethiopia. Thus the two main MGD strategic objectives are improved literacy of school-age children (MGD SO1) and increased use of health and dietary practices (MGD SO2) but both GoE and WFP also value the function of school feeding as a safety net, supporting improved incomes and resilience of food-insecure households, and the project is also oriented towards strengthening national school feeding capacity, and supporting progress towards nationally operated and financed school feeding systems. The inferred theory of change is shown in Figure 26.

6. Arrows are intended as an approximate representation of causality, but this is only schematic. Arrows from the various 'input' boxes on the left show contributions to the programme overall, not just to the activities immediately to the right of each input category. The vertical, two-headed arrows next to the 'input' boxes are thus meant to show that resources will be variously pooled and complementary in their assorted contributions to different elements of the programme . In the activities column, we show the same set of numbered activities that appears in the project proposal and in its detailed budget (see Table 19 in Annex D).

ToC assumptions

7. The numbered boxes on the diagram are linked to the set of assumptions shown in Table 22 below; their positioning on the diagram is inevitably approximate, but shows roughly which component of the programme each assumption mainly concerns, and also which level (e.g. assumptions 2 – 6 concern inputs to activities, assumptions 13 – 17 concern outcomes to impact).

8. In drawing up this set of assumptions, we incorporated the ones already identified alongside the MGD results framework (see ¶3 above) and also adapted some of the assumptions from the ToC used for the earlier operation's impact evaluation (described in Annex F of Visser et al, 2018a). We believe that this ToC usefully reinterprets the results framework and helps to clarify its expectations of causation, and the assumptions that underlie it. We have taken account of this ToC and its assumptions in drawing up our detailed evaluation matrix (see Annex H).

Figure 26 Inferred Theory of Change

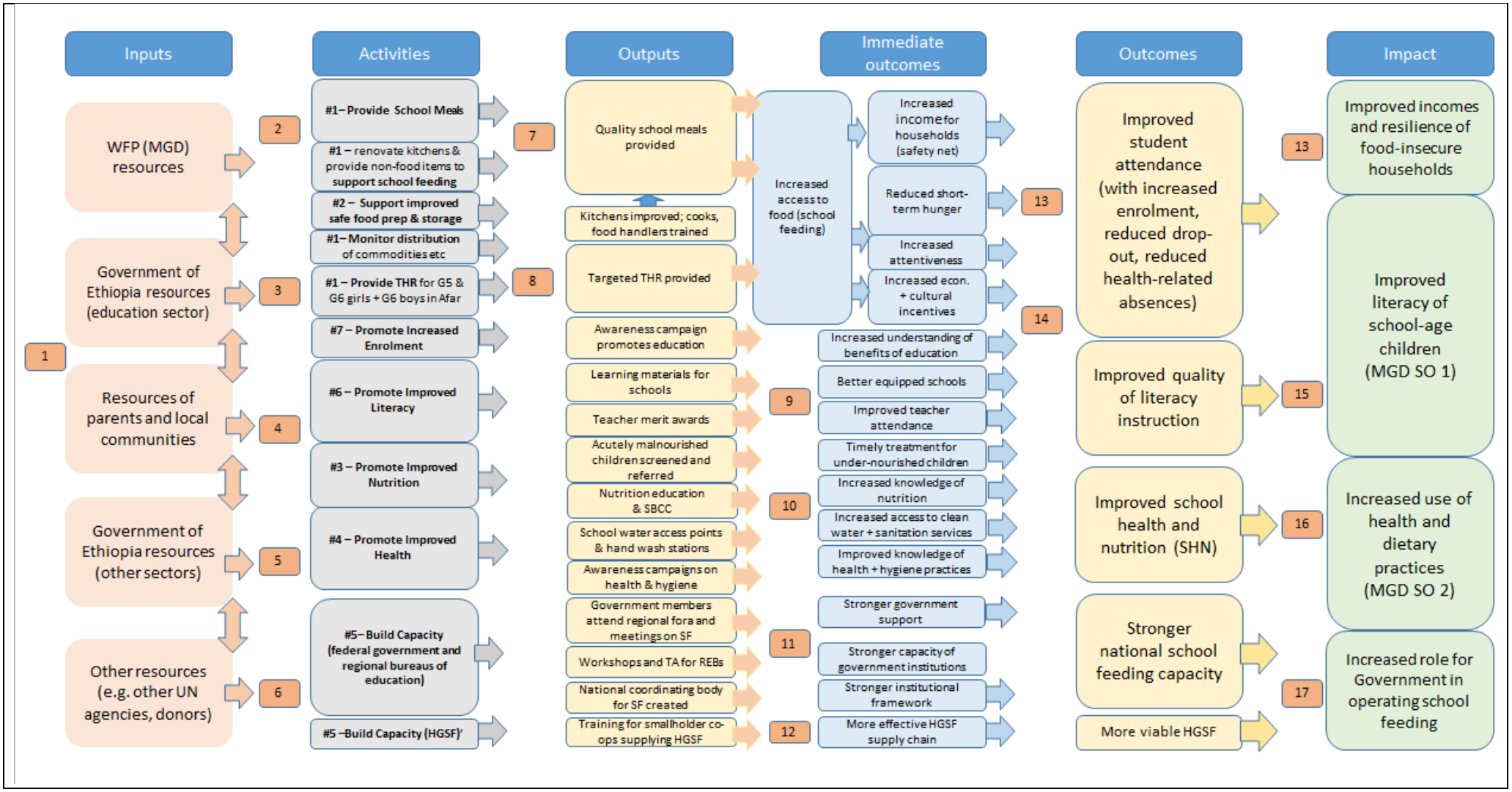


Table 22 Theory of Change – Main Assumptions

General
1. Absence of natural or other shocks that disrupt the education system and prevent school feeding being delivered as planned
Inputs to Activities'
2. MGD food will be delivered in a timely manner and in the required quantities, along with agreed cash support.
3. Federal and regional governments allocate sufficient funds and human resources to the school meals programme.
4. Communities are able to contribute to the programme in spite of stresses they may be experiencing.
5. Federal and regional governments provide adequate resources and efforts for complementary programmes (especially SHN and agriculture)
6. Availability of complementary initiatives (for literacy, SHN, HGSF) supported by development partners.
Activities to Outputs
7. Food served regularly and in required quantities
8. Take Home Rations effectively targeted and delivered.
Outputs to Outcomes
9. Complementary (non MGD/WFP) outputs to support delivery of literacy programme
10. Complementary (non MGD/WFP) outputs to support school nutrition and health programmes
11. Sufficient continuity and commitment (by all parties) for capacity strengthening efforts to be effective
12. WFP efforts feed into broader HGSF efforts
13. School feeding incentive strong enough to outweigh other factors (safety net)
14. School feeding and THR incentive not outweighed by other factors (girls' enrolment)
Outcomes to Impact
15. Quality of broader education system is sufficient to enable literacy efforts to be effective
16. Improved nutrition and health practices spread beyond school into community
17. Government continues to prioritise school feeding despite other calls on resources

9. The need to assess the validity of theory of change assumptions will be factored into the way evaluation questions are addressed. Table 23 below shows which EQs will consider each of the ToC assumptions.

Table 23 Mapping Theory of Change Assumptions to Evaluation Questions

Assumption	relevant EQ
General	
1. Absence of natural or other shocks that disrupt the education system and prevent school feeding being delivered as planned	EQ10
Inputs to Activities'	
2. MGD food will be delivered in a timely manner and in the required quantities, along with agreed cash support.	EQ6
3. Federal and regional governments allocate sufficient funds and human resources to the school meals programme.	EQ6, EQ11
4. Communities are able to contribute to the programme in spite of stresses they may be experiencing.	EQ8, EQ11

	Assumption	relevant EQ
5.	Federal and regional governments provide adequate resources and efforts for complementary programmes (especially SHN and agriculture)	EQ6, EQ10, EQ11
6.	Availability of complementary initiatives (for literacy, SHN, HGSF) supported by development partners.	EQ10, EQ11
	Activities to Outputs	
7.	Food served regularly and in required quantities	EQ6
8.	Take Home Rations effectively targeted and delivered.	EQ1, EQ6
	Outputs to Outcomes	
9.	Complementary (non MGD/WFP) outputs to support delivery of literacy programme	EQ10
10.	Complementary (non MGD/WFP) outputs to support school nutrition and health programmes	EQ10
11.	Sufficient continuity and commitment (by all parties) for capacity strengthening efforts to be effective	EQ10, EQ11
12.	WFP efforts feed into broader HGSF efforts	EQ10, EQ11
13.	School feeding incentive strong enough to outweigh other factors (safety net)	EQ1, EQ10
14.	School feeding and THR incentive not outweighed by other factors (girls' enrolment)	EQ1, EQ3, EQ10
	Outcomes to ImpactTable 23	
15.	Quality of broader education system is sufficient to enable literacy efforts to be effective	EQ10
16.	Improved nutrition and health practices spread beyond school into community	EQ10
17.	Government continues to prioritise school feeding despite other calls on resources	EQ10

Annex G Glossary

1. This glossary is organised thematically as follows:

- Evaluation criteria and other evaluation terms are included in Table 24..
- Table 25 shows USDA classification and definition of indicators (relevant in particular to Annex O)
- Table 26 provides definitions of nutrition terms.
- Table 27 covers gender-related terms.
- Various other terms used in the evaluation (e.g. protection, social protection and safety nets) are in 0.

2. Nutrition terms are drawn from the nutrition policy evaluation (Mokoro, 2015) and gender terms from the current WFP gender policy (WFP, 2015b).

Table 24 Definitions of Evaluation Terms

Term	Definition	Source
EVALUATION CRITERIA		
Appropriateness	The extent to which humanitarian activities are tailored to local needs, increasing ownership, accountability and cost-effectiveness accordingly.	ALNAP, 2016
Coherence	The compatibility of the intervention with other interventions in a country, sector or institution.	OECD DAC, 2019
Connectedness	The degree to which activities of a short-term emergency nature are carried out in a way that takes longer-term and interconnected problems into account (e.g. refugee/host community issues; relief and resilience). (May replace *sustainability* in humanitarian evaluations.)	WFP, 2017b
Coverage	The degree to which major population groups facing life-threatening suffering, wherever they are, have been provided with impartial assistance and protection, proportionate to need. *Requires analysis of differential coverage/ targeting, inclusion and exclusion impacts on population sub-groups (gender, ethnicity, location, family circumstance).*	WFP, 2017b
Effectiveness	The extent to which the intervention achieved, or is expected to achieve, its objectives, and its results, including any differential results across groups.	OECD DAC, 2019
Efficacy	*Efficacy* and *effectiveness* are often treated as synonyms, but an important distinction can be drawn , e.g. in medical trials, as follows: **Efficacy** can be defined as the performance of an intervention under ideal and controlled circumstances, whereas **effectiveness** refers to its performance under 'real-world' conditions. This may be a useful distinction to draw, for example in distinguishing between the *efficacy* of food supplements in rectifying micronutrient deficiencies, and the *effectiveness* of a feeding programme which incorporates food supplements with a view to addressing micronutrient deficiencies.	Singal et al, 2014
Efficiency	The extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way.	OECD DAC, 2019
Impact	The extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects.	OECD DAC, 2019
Relevance	The extent to which the intervention objectives and design respond to beneficiaries', global, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change. (In humanitarian evaluations, may be replaced by *appropriateness.)*	OECD DAC, 2019
Sustainability	The extent to which the net benefits of the intervention continue, or are likely to continue.	OECD DAC, 2019
OTHER EVALUATION TERMS		
Assumptions	Hypotheses about external factors which must be in place but which are largely outside the control of those responsible for the WFP operation; and which could affect its progress or success. Making assumptions explicit at the outset, enables reviews and evaluations to determine the influence that they have on performance and results. *[Note: over longer periods WFP may attempt to to influence these factors and create a more enabling environment.]*	WFP, 2018c
Evaluability	Extent to which an activity or a program can be evaluated in a reliable and credible fashion.	OECD DAC, 2002

Term	Definition	Source
Attribution	The ascription of a causal link between observed (or expected to be observed) changes and a specific operation. Attribution refers to that which should be credited for the observed changes or results achieved. It represents the extent to which observed effects can be attributed to a specific operation or to the performance of one or more partners, taking account of other interventions, (anticipated or unanticipated) confounding factors, or external shocks. When assessing attribution, you want to determine to what extent the WFP intervention caused the observed outcomes, taking into account other interventions, confounding factors, or external shocks. Establishing full causality (attribution) to WFP is technically challenging as outcome change is rarely attributable to a single intervention. WFP generally works with other partners and in complex environments, where there are other possible external influences (e.g. other programmes, other policies, economic upturns/downturns and fluctuations in security). Where establishing attribution is not feasible, then evaluators will generally seek to establish plausible contribution (see below).	WFP, 2016a
Baseline study	The analysis and description of the situation prior to the start of a WFP operation, against which change can be assessed or comparisons made. Baselines must be established either through primary data collection or from synthesis of existing secondary data, or a combination.	WFP, 2016a
Benchmark	Reference point or standard against which performance or achievements can be assessed. Benchmarks indicate how far one expects to have progressed at a given point in time. A good example is the sphere standards used as reference points in treatment of malnutrition and other emergency interventions (see Target below which is the ultimate level of achievement aimed for).	WFP, 2016a
Centralized evaluations	Commissioned and managed by WFP office of evaluation (OEV) and presented to the Executive Board. They focus on corporate strategy, policies or global programmes, strategic issues or themes, country portfolios, operations and activities at the national, regional or global level.	WFP, 2016a
Contribution analysis	Where full causality (attribution – see above) cannot be established for the effects of WFP's intervention, it is common for evaluations to determine the extent to which WFP's intervention contributed to – or helped to cause - outcomes.	WFP, 2016a
Coverage	The degree to which major population groups facing life-threatening suffering wherever they are, have been provided with impartial assistance and protection, proportionate to need. Requires analysis of differential coverage/ targeting, inclusion and exclusion impacts on population sub-groups (gender, ethnicity, location, family circumstance). This criterion is mainly applied in evaluations in humanitarian contexts.	WFP, 2016a
Credibility	The extent to which evaluation findings and conclusions are fair, impartial and complete. Credibility is determined by the independence, impartiality, transparency, methodological appropriateness and rigor applied in evaluations.	WFP, 2016a
Decentralized evaluations	Evaluations that are commissioned and managed by Country Offices, Regional Offices, or HQ-based divisions other than OEV. They cover operations, activities, pilots, themes, transfer modalities or any other area of action at the sub-national, national or multi-country level. They also be impact or joint evaluations. They follow OEV's guidance – including impartiality safeguards – and quality assurance system.	WFP, 2016a
Evaluability	The extent to which an intervention can be evaluated in a reliable and credible fashion. This calls for the early review of a proposed activity in order to ascertain whether its objectives are adequately defined and its results verifiable.	WFP, 2016a
Impartiality	The absence of bias at all stages of the evaluation process: planning, design and method, team selection, methodological rigor, data gathering, analysis, findings, conclusions and recommendations.	WFP, 2016a
Independence	Separation of evaluation from management functions of the subjects of evaluation and use of external evaluators who are independent of the subject of evaluation in line with the Code of Conduct for Evaluators in the United Nations system to provide legitimacy and reduce the potential for conflict of interest, which could arise if policy-makers and managers had sole responsibility for evaluating their own activities.	WFP, 2016a
Indicator	Quantitative or qualitative factor or variable that provides a simple and reliable means to measure achievements and changes brought about by an intervention at different levels of the results chain (outputs and outcomes). A proxy indicator is an indicator which is substituted for one that is hard to measure directly.	WFP, 2016a
Input	The financial, human and material resources required to implement an intervention.	WFP, 2016a
Joint Evaluation	A joint evaluative effort by more than one entity of a topic of mutual interest, or of a programme or set of activities which are co-financed and implemented, with the degree of 'jointness', varying from cooperation in the evaluation process, pooling of resources to combined reporting.	WFP, 2016a

-

Term	Definition	Source
Learning	Informs operational and strategic decision-making through analysis of why certain results occurred or not and drawing of lessons to identify good practices, build on success and avoid past mistakes. Learning means that evidence and lessons are drawn from experience, accepted and internalized in new practices, thereby building on success to make improvements and avoiding past mistakes. Evaluations and reviews contribute to WFP's corporate learning, along with other processes (monitoring, results-based management, audit etc.). The design of evaluations and reviews and the final phase of both is focused on ensuring that the organizational 'learning loop' is closed through take-up and response to evidence generated by reviews and evaluations.	WFP, 2016a
Lesson	Generally applicable conclusions based on evaluation or review experiences with WFP operations or policies that extrapolate from the specific circumstances to broader situations. Frequently, lessons highlight strengths or weaknesses in preparation, design, and implementation that affect performance, outcome, and impact.	WFP, 2016a
Lessons Learned Exercise	In WFP this refers to a structured and systematic approach to gathering and acting upon information related to Emergency Preparedness and Response.	WFP, 2016a
Logical framework (LogFrame)	A management tool used to design projects and programmes. It involves identifying inputs, outputs, purpose (outcomes), and goal (impact), and their causal relationships, related performance indicators, and the assumptions or risks that may influence success and failure. It thus facilitates planning, implementation, monitoring and evaluation of a WFP operation. WFP LogFrame emphasizes the results chain of outputs, outcome and strategic results and their causal relationships, indicators and the assumptions and risks.	WFP, 2016a
Logic model	A diagrammatic representation of the chain or flow of cause and effect intended by an intervention. It provides an overview of flow and linkages related to input, activities, output, outcome and impact (or sometimes just the upper end of this chain). Its value lies in providing an 'at-a-glance' picture of an intervention. It does not always depict the performance indicators and may not include assumptions in the diagram – these may be in an accompanying narrative, or in the monitoring strategy.	WFP, 2016a
Outcome	The medium-term results of an operation's outputs. It relates to the purpose level of the LogFrame hierarchy. It can refer to beneficiary and/or population-changes in knowledge, practices, capacity and attitudes resulting from an intervention.	WFP, 2016a
Output	The products, capital goods and services which result from an operation; includes changes resulting from the operation which are relevant to the achievement of outcomes. Relates to the output level of the LogFrame hierarchy.	WFP, 2016a
Post Hoc Quality Assessment (PHQA)	Process of checking a final evaluation report against a predefined set of criteria to determine its quality. In WFP, all completed evaluations are independently assessed against predefined standards (from 2017 onwards). This contributes to the transparency, credibility and utility of evaluations.	WFP, 2016a
Rigour	Is the thoroughness with which the process to collect and analyze data from a variety of sources to ensure its accuracy, validity and reliability, and extent to which that all affected people/ stakeholders are considered. A rigorous evaluation/review is one which will produce credible, useful and unbiased findings. To be rigorous the data collection and analysis techniques, and the range of stakeholders interviewed, need to be appropriate and sufficiently varied and representative to ensure adequate depth of analysis and the reliability of findings. The degree of rigor required will vary depending on the subject and purpose of the evaluation/review.	WFP, 2016a
Reliability	Consistency or dependability of data and evaluation judgements, with reference to quality of existing secondary data, the quality of the instruments, procedures and analyses used to collect and interpret evaluation data.	WFP, 2016a
Review	Periodic or ad hoc assessment of the performance of a programmatic intervention, or a specific aspect of a programme intervention, intended to inform decision-making and/or learning. A review tends to focus on operational issues and is typically managed internally, to enable timely decision-making and potential adjustments to an ongoing programme. Some reviews may be conducted by external reviewers, or by a mix of internal and external. Reviews do not have to conform to international norms or standards, or to publication requirements.	WFP, 2016a
Target	Target specifies a particular value that an indicator should reach by a specific date in the future. For example, "total literacy rate to reach 85 percent among groups X and Y by the year 2010." Targets indicates the desired level of performance to be accomplished within a specific period. WFP requires that targets are set for every outcome and output.	WFP, 2016a
Thematic evaluation/review	An evaluation/review of a selection of development interventions, all of which address a specific development priority or issue that cuts across countries, regions or sectors.	WFP, 2016a

Term	Definition	Source
Theory of change	A description and illustration of how and why a desired change is expected to happen in a particular context. It is focused in particular on mapping out or "filling in" what has been described as the "missing middle" between what a program or change initiative does (its activities or interventions) and how these lead to desired goals being achieved. Similar to the Logic Model (above) in setting out the expected stages of change for an intervention, but places more emphasis on the success factors and assumptions in the wider social, institutional, political and economic environment, which are critical for the expected social change tohappen.	WFP, 2016a
Triangulation	Comparing data from different sources to see whether they support the same finding.	ALNAP, 2016
Utility	The extent to which evaluations are useful to decision-makers and stakeholders, informing policies, strategies and programmes and meeting accountability requirements. WFP is committed to enhancing utility by planning and conducting evaluations with clear intent to use their results; undertaking them in a timely way to inform decision-making processes; and ensuring the accessibility of evaluation results, making reports publicly available.	WFP, 2016a
Validity	The extent to which the data collection strategies and instruments measure what they purport to measure. This is the extent to which evaluations generate reliable evidence and reach accurate conclusions. Attention should be paid to the appropriateness of the approach and methodology, the robustness of the evidence (including triangulation as above), the rigor of analysis, the capacity of the evaluation team, and the extent to which the report fairly reflects the findings. External validity refers to the extent to which the results of an evaluation can be generalized to other situations and other people.	WFP, 2016a

Table 25 USDA classification and definition of indicators

Standard indicators are classified as either output or outcome. Applicants may also propose custom, project-specific input, output, outcome, or impact-level indicators. FAS defines these terms as follows:

Input Indicators: Indicators that measure or quantify the financial, human, and material resources used to implement project activities or interventions.

Output Indicators: Indicators that measure or quantify the products, goods, or services which directly result from the implementation of project activities.

Outcome Indicators: Indicators that measure the intermediate effects of a project's activity or set of activities and are directly related to the output indicators.

Impact Indicators: Indicators that measure longer-term effects produced by a project's activities or set of activities.

Source: Foreign Agricultural Service indicator handbook (USDA, 2019b)

Table 26 Definitions of Nutrition Terms

Term	Definition	Source
NUTRITION TERMINOLOGY		
Chronic malnutrition	Chronic malnutrition is also referred to as stunting, is identified by comparing the height-for-age of a child with the WHO international growth reference. Compared to wasting (or acute malnutrition), which can develop over a short period and is reversible, the development of stunting is a gradual and cumulative process during the 1,000 days window from conception through the first two years of a child's life. Stunting develops as a result of sustained poor dietary intake or repeated infections or a combination of both. It has severe, irreversible consequences, beyond the shortness of stature, including for physical health (immediate and long-term morbidity and mortality) and cognitive functioning, which last a lifetime. Globally, about one in four children under-five are stunted, and a greater proportion of school-age children, adolescent and adults experience the results of having been stunted during their early childhood.	Mokoro, 2015
Malnutrition	A condition resulting when a person's diet does not provide adequate nutrients for growth and maintenance or when a person is not able to adequately utilize the food consumed due to illness. Malnutrition encompasses both undernutrition (too thin, too short, micronutrient deficiencies) and 'overnutrition' (overweight and obesity), which should actually be considered 'unbalanced nutrition' as it often co-occurs with micronutrient deficiencies.	Mokoro, 2015
Micronutrient deficiency	A lack or shortage of a micronutrient (vitamins or minerals) that is essential in small amounts for proper growth and metabolism. People are often said to suffer from "hidden hunger" when they consume enough calories, but suffer from micronutrient deficiencies. This form of hunger may not be visibly apparent in an individual, but it increases morbidity and mortality and also has negative impacts on other aspects of health, cognitive development and economic development. Hidden hunger affects over 2 billion people worldwide.	Mokoro, 2015

Term	Definition	Source
Moderate acute malnutrition (MAM)	Represents the proportion of children 6-59 months in the population who are classified with WFH (weight for height) ≥-3 and < -2 (Z-score).	Mokoro, 2015
Nutrition-sensitive	Nutrition-sensitive interventions are "interventions or programmes that address the underlying determinants of foetal and child nutrition and development—food security; adequate care-giving resources at the maternal, household and community levels; and access to health services and a safe and hygienic environment—and incorporate specific nutrition goals and actions".	The Lancet, 2013
Nutrition-specific	Nutrition-specific interventions are "interventions or programmes that address the immediate determinants of foetal and child nutrition and development—adequate food and nutrient intake, feeding, care-giving and parenting practices, and low burden of infectious diseases"	The Lancet, 2013
Severe acute malnutrition (SAM)	Represents the proportion of children 6-59 months in the population who are classified WFH (weight-for-height) <-3 (Z-score) and/or presence of nutritional oedema.	Mokoro, 2015
Stunting	see chronic malnutrition	Mokoro, 2015
Undernutrition	The consequence of an insufficient intake of energy, protein and/or micronutrients, poor absorption or rapid loss of nutrients due to illness or increased energy expenditure. Undernutrition encompasses low birth weight, stunting, wasting, underweight and micronutrient deficiencies.	Mokoro, 2015

Table 27 Gender-related terminology[118]

Term	Definition	Source
Data disaggregation	Quantitative data (numbers, percentages, proportions, ratios) and qualitative information (preferences, beliefs, attitudes, behaviours, values, scope etc.) about people can be disaggregated by sex and age. This means that data and information related to adults and children can be, and should be, separated, analysed and presented for women, men, girls and boys; across different age groups.	WFP, 2019a
Empowerment	Empowerment refers to the process of building capacities through which an individual can make choices and to take decisions about his or her own life. Empowerment is related to self-determination. It is a term than can also be applied to groups. The "power" in "empowerment" refers to "power to…", "power with…" and "power from within"; it does not mean "power over…" Women's empowerment refers to the process through which women obtain and exercise agency in their own lives, with equal access alongside men to resources, opportunities and power. Women's empowerment involves awareness-raising, building self-confidence, expanding choices, increasing access to and control of resources and reforming institutions and structures so that they contribute to gender equality, rather than perpetuate discrimination and oppression.	WFP, 2019a
Gender	Gender refers to the range of characteristics that a society defines as being masculine or feminine. Gender describes the state of being a woman, man, girl or boy in a particular culture, at a particular point in time. Gender is connected to roles, behaviours, opportunities, the exercise of human rights, power, the valuing of contributions of women and men, and both access to and control of resources	WFP, 2019a
Gender analysis	A gender analysis is an examination and interpretation of quantitative data and qualitative information about people from a gender perspective. Gender analysis is a tool for documenting and understanding the lives of women and men, girls and boys; for example, their circumstances, needs, interests, roles, responsibilities, relations, activities, opportunities, vulnerabilities, capacities, participation, power, command of resources and exercise of human rights.	WFP, 2019a
Gender-based violence	"Gender-based Violence (GBV) is an umbrella term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed (i.e. gender) differences between males and females. It includes acts that inflict physical, sexual or mental harm or suffering, threats of such acts, coercion, and other deprivations of liberty. These acts can occur in public or in private." (Inter-Agency Standing Committee, 2015, *Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action: Reducing Risk, Promoting Resilience and Aiding Recovery,* p5.)	WFP, 2019a
Gender equality	Gender equality refers to the equal exercise by women and men, girls and boys, of rights, opportunities, resources and rewards. Equality does not mean that women and men, girls and boys, are the same; but that their exercise of rights, opportunities and life chances are not governed, or limited, by whether they were born female or male. Rights, responsibilities, opportunities and the command of power are not dependent upon being female or male.	WFP, 2019a
Gender equity	Gender equity is the process of being fair to women and men, girls and boys. Gender equity refers to situations or acts in which women and men, girls and boys, are treated fairly, acknowledging that treatment may be different so as to meet specific needs and interests that contribute to reducing inequalities. Equity leads to equality.	WFP, 2019a

[118] Taken from the guide to gender concepts included in the WFP gender toolkit.

Term	Definition	Source
Gender mainstreaming	Gender mainstreaming is a strategy for achieving gender equality. Gender mainstreaming "is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality." (*ECOSOC Agreed Conclusions*, 1997/2)	WFP, 2019a
Gender marker	A corporate monitoring tool for tracking the integration of gender equality and women's empowerment in WFP initiatives, including design, implementation and results.	WFP, 2019a
Gender parity	Gender parity (or "balance") refers to equal numbers of women and men, or of girls and boys, in a particular setting, situation, forum, body etc., for example, in a school, in a workplace, on a committee, in a parliament.	WFP, 2019a
Gender sensitive	Used to describe an intervention – policy, programme, project etc. – that considers and aims to address the specific needs, interests, capacities and contexts for women, men, girls and boys, but does not address gender relations and the need to address the distribution of power between women and men, and girls and boys, for sustainable outcomes.	WFP, 2019a
Gender transformation	Substantial changes in gender relations towards equality between women and men (and girls and boys).	WFP, 2019a
Gender transformative	An initiative (law, policy, programme, project etc.) that changes gender relations in favour of the equal sharing of power by women and men, and girls and boys. The action involves revising the socio-cultural, political and economic structures and norms that underpin inequalities.	WFP, 2019a

Table 28 Other Definitions

Term	Definition	Source
Downstream	In this evaluation we refer to WFP activities that are focused on the actual delivery of school feeding programmes (by WFP and partners) as downstream work. (See also *upstream.)*	
Protection	Ensuring that food and livelihood assistance does not increase the protection risks of the people receiving it, but rather contributes to their safety, dignity and integrity	WFP, 2012a
Safety nets	Formal or informal non-contributory transfers provided to people vulnerable to or living in poverty, malnutrition and other forms of deprivation.	Majewski et al, 2019
Social protection	Social protection systems protect the most vulnerable from shocks and stresses throughout their lives. They usually address multiple, inter-related issues, including poverty, inequality and food security, thus facilitating the achievement of several Sustainable Development Goals (SDGs), including SDG2 on Zero Hunger. Safety nets are typical components of social protection systems. They consist of predictable and reliable transfers of food, cash, vouchers or goods to vulnerable groups.	WFP online[119]
Upstream	In this evaluation we refer to WFP activities (at global, regional and country levels) that are focused on advocacy, technical advice/assistance and capacity development towards the adoption and maintenance of nationally implemented school feeding systems as upstream work. (See also *downstream.)*	

[119] https://www.wfp.org/social-protection-and-safety-nets accessed 8 April 2020.

Annex H Full Evaluation Matrix

1. Table 29 below is the full evaluation matrix which is the guiding framework for the evaluation. It underpins the discussion guides for interviews and FGDs that were prepared during the inception phase.

2. The questions posed in the TOR were all incorporated in the evaluation matrix, but two additional questions were added for completeness:

> To what extent was the intervention design based on sound analysis of gender and equity, and sensitive to GEEW? Were other cross-cutting issues, including protection and accountability towards affected populations adequately factored in? (EQ3, relevance)
>
> To what extent will household food security for school going boys and girls be sustained without / beyond USDA/WFP funding? (EQ12, sustainability)

3. The full evaluation matrix was also informed by the theory of change elaborated during the inception phase. Table 23 in Annex F above gives a mapping of theory of change assumptions onto the EQs.

4. We expect the matrix to be further lightly updated at the inception stage of the final evaluation.

Table 29 Evaluation Matrix

Specific questions	Analysis/indicators	Main sources of information	Triangulation approach
Key Question 1: How appropriate was the programme?			
EQ1. What was the quality of project design, in terms of focusing on the right beneficiaries with the right mix of assistance? **OECD DAC criteria:** relevance/continuing relevance	• Assessment of needs and preferences of target population at design stage, and significant trends • Check of alignment of programme's strategies with those needs, and preferences at design and currently • Check design choices vs. alternatives considered, and generic evidence on likely effectiveness and efficiency of design adopted **Relevant ToC assumptions to consider:** #8 (Take Home Rations effectively targeted and delivered.); #13 (School feeding incentive strong enough to outweigh other factors (safety net)); #14 (School feeding and THR incentive not outweighed by other factors (girls' enrolment)).	• Programme documentation • Analysis of data (reflecting the situation at the start of the programme and other assessments) of needs and preferences of girls, boys, women and men in the target population • Expressed views of target population (girls, boys, women and men) as recorded at design stage, since, and during mission field work • Analytical opinions of expert informants (national and regional governments, DPs, other actors).	• Compare needs as summarised in formal documentation with those expressed by target groups. • Compare needs as interpreted in the design and implementation of the programme with the interpretation of expert analytical informants *Strength of evidence: Good*
EQ2. How well was the project aligned with the education and school feeding policies of the government and of donors? **OECD DAC criteria:** relevance; external coherence, internal coherence	• Check of alignment of programme's objectives, targeting and activities with those stated/ prioritised in national policies on education, food security and nutrition and gender (including gender elements of sector policies) • Check of alignment of programme's design objectives and targeting (and any subsequent revisions thereof) with corporate WFP and UN strategies, policies and standards: school feeding, resilience, nutrition, gender. • Was the design based on specific analysis of the contexts in Afar and Oromia Regions?	• Programme documentation • National policy and strategy documentation • WFP and UN corporate policy and strategy documentation • USDA corporate documentation • Interviews	• Compare the views of GoE, WFP, DPs and other informants • Compare issues as summarised in formal documentation with those expressed by key informants. *Strength of evidence: Good*

Specific questions	Analysis/indicators	Main sources of information	Triangulation approach
EQ3. To what extent was the intervention design based on sound analysis of gender and equity, and sensitive to GEEW? Were other cross-cutting issues, including protection and accountability towards affected populations adequately factored in? **OECD DAC criteria:** relevance	• Analysis of programme's priorities and gender and equity strategies compared with national, WFP and other relevant policy and strategies • Analysis of programme design against WFP and UN policies on protection and accountability to affected populations **Relevant ToC assumptions to consider:** #14 (School feeding and THR incentive not outweighed by other factors (girls' enrolment));	• Programme documentation • GoE, DP, WFP and UN corporate documentation • Opinions of target groups on relevant gender issues, as expressed at the design stage • Gender analysis component of fieldwork • Interviews with key informants from GoE, DPs, WFP, UN and other actors	• Compare issues as summarised in formal documentation with those expressed by target groups. • Compare the views of GoE, WFP, other UN and DP informants *Strength of evidence: Good, documentation mostly available. Remaining information to be collected through interviews and fieldwork.*
Key Question 2: What are the results of the programme?			

EQ4. To what extent have planned outputs and outcomes been attained? Have there been any unintended results (positive or negative)?
 	
OECD DAC criteria: effectiveness
	• With reference to the agreed set of indicators for the programme:
	  ○ Comparison of most recent output data with baseline and targets
	  ○ Comparison of most recent outcome data with baseline and targets
	• Qualitative analysis by GoE, WFP, DPs and other federal and local observers/actors of outcome-level performance
	• Qualitative analysis of the views expressed by beneficiaries at local level (parents, pupils, community leaders)
		• Survey
		• WFP performance data
		• Analysis of EMIS data
		• Analysis of school inspection data
		• Interviews at federal, regional, woreda and school level
		• Programme documentation and Government reports
			• Cross-check recorded output and outcome data with programme/government documentation and informants in GoE and at schools visited in field
			• Triangulate views on the key outcomes between different informant groups
			• EMIS, Inspection, WFP monitoring data and survey results will be triangulated to evaluate data reliability and consistency.
			
			Strength of evidence: Moderate.
			The challenges experienced at baseline in reconciling different data sources, and the (unsurprisingly slow establishment of routines for reporting monitoring g data suggest there may be issues in gathering and interpreting the relevant data (cf. Section 4.1in the main text*).*

Specific questions	Analysis/indicators	Main sources of information	Triangulation approach
EQ5. What have been the gender and equity dimensions of the programme's results? **OECD DAC criteria:** effectiveness	• Analysis of output- and outcome-level performance data compared with design targets • Qualitative analysis by GoE, WFP, DP and NGO observers of programme's gender equality and equity performance against WFP and GoE criteria • Qualitative analysis of interviews with beneficiaries • Analysis of the impact of the take-home rations on girls and boys and at household level	• Survey • WFP performance data • WFP internal reporting, and documentation/reports by other partners • Analysis of EMIS data • Interviews,	• Cross-check recorded performance data and survey data with informants in GoE and at schools visited in field • Compare WFP perceptions of gender equality and protection performance with those of GoE and DP, NGO informants *Strength of evidence: Moderate.*
Key Question 3: What factors affected the results?			
EQ6. What was the efficiency of the programme, in terms of transfer cost, cost/beneficiary, logistics, and timeliness of delivery? **OECD DAC criteria:** efficiency	To be analysed in terms of: • logistics efficiency – timeliness of deliveries, pipeline breaks etc. • extent to which complementarities were achieved between the programme's interventions and interventions of relevant humanitarian and development partners as well as other WFP country office interventions in the country? How did these complementarities contribute to savings and efficiency? • cost-efficiency – relevant unit cost comparisons • to what extent were programme management practices and tools adequate to implement the programme? • were programme resources adequate and available on time to implement the activities as planned? **Relevant ToC assumptions to consider:** #2 (McGovern-Dole food will be delivered in a timely manner and in the required quantities, along with agreed cash support);	• Programme reporting and other relevant WFP documentation • Reports by GoE and other DPs on events and trends during the review period • Review of WFP SPRs and other reporting for commentary on internal factors positively or negatively affecting performance: including staffing levels, financial resources, pipeline issues • Qualitative assessment by GoE, WFP and community/school level informants of positive or negative influence of external and internal WFP factors	• Compare assessment by responsible WFP personnel and views of external stakeholders and observers and compare views at different levels (federal, regional, woreda, schools) *Strength of evidence: Moderate (it is known to be difficult to extract meaningful unit cost data from WFP systems)*

Specific questions	Analysis/indicators	Main sources of information	Triangulation approach
	#3 (Federal and regional governments allocate sufficient funds and human resources to the school meals programme); #5 (Federal and regional governments provide adequate resources and efforts for complementary programmes (especially SHN and agriculture)); #7 (Food served regularly and in required quantities); #8 (Take Home Rations effectively targeted and delivered.).		
EQ7. How well has food safety been ensured taking into consideration the different systems of national, regional, local and community governance? **OECD DAC criteria:** effectiveness, efficiency, coherence	• Consider relevant food safety issues at each stage along the chain from procurement-transport-storage-preparation and serving of meals, with special reference to potential and actual food safety lapses • Level of awareness of food safety issues among those involved in school feeding, including beneficiaries	• Interviews with expert personnel of WFP • interviews with other stakeholders involved in food management and public health issues • school-level observation • survey findings on training of school meals personnel • KAP survey	• Compare findings across different sources of information and different stakeholders *Strength of evidence: Moderate* *The evaluation team was not able to address this EQ meaningfully during the baseline study period and recommends special attention to it during the MTR.*
EQ8. How well did community-level systems of governance and management contribute to the effectiveness and efficiency of implementation? **OECD DAC criteria:** efficiency**,** effectiveness, external and internal coherence	• Assessment of systems from perspectives of consistency, complexity, levels of demands on men and women involved, effectiveness • Participants' assessments in terms of legitimacy, clarity, efficiency, sustainability, challenges experienced • Comparison with experiences of related initiatives (e.g. PSNP, school grants linked to GEQIP) **Relevant ToC assumptions to consider**: #4 (Communities are able to contribute to the programme in spite of stresses they may be experiencing).	• Previous reports' and evaluations' assessment of school feeding governance and community involvement • Discussions at school, kebele and woreda level • Interviews with key informants from GoE, DPs, WFP, UN and other actors	• Compare findings across different sources of information and different stakeholders • Compare different models found, and how models operate in different contexts *Strength of evidence: Moderate* *This EQ also merits special attention during the MTR.*

Specific questions	Analysis/indicators	Main sources of information	Triangulation approach
EQ9. What was the quality of the monitoring and reporting system? Did this enhance or impair the performance of the programme? **OECD DAC criteria:** efficiency, effectiveness	• Review quality of WFP, McGovern-Dole and GoE monitoring and reporting against key objectives of the programme and standards of good practice • Analyse content, timeliness and external perceptions of monitoring and reporting arrangements and the extent to which these have been (or can be) used to inform decision making • Determine whether monitoring reports are just a procedural statement of performance data or offer any analysis of issues affecting performance • Assess to what extent M&E information was/is being used to adapt and improve implementation • Assess to what extent there has been flexibility in programme implementation	• WFP reports and M&E systems • Records of meetings between WFP and GoE and of key decisions taken • SABER • Interviews with WFP staff, GoE, and external stakeholders at different levels	• Compare assessments by WFP staff and GoE *Strength of evidence: Good* *At the time of the baseline study, and for understandable reasons, the monitoring and reporting system was still emergent. It will be important to revisit it during the MTR, both from the perspective of endline evaluability and as an essential contribution to project management and accountability.*
EQ10. What other internal or external factors affected the project's ability to deliver results? **OECD DAC criteria:** all	• **Internal factors** : the processes, systems and tools in place to support the programme design, implementation, monitoring, reporting and evaluation; the governance structure and institutional arrangements (including issues related to staffing, capacity and technical backstopping from RB/HQ); the partnership and coordination arrangements; etc. • **External factors**: the external operating environment; the funding climate; external incentives and pressures etc. **Relevant ToC assumptions to consider:** #1 (Absence of natural or other shocks that disrupt the education system and prevent school feeding being delivered as planned); #5 (Federal and regional governments provide adequate resources and efforts for complementary programmes (especially SHN and agriculture)); #6 (Availability of complementary	• Project time-line • Programme reporting and other relevant WFP documentation • Reports by GoE and other DPs on relevant political and policy events and trends during the review period • Interviews	• Compare assessment of factors by WFP CO and field staff • Compare assessment of factors by WFP and GoE staff • Compare assessment of factors by WFP staff and community/school level informants *Strength of evidence: Good* *The MTR should be a good opportunity to reflect on lessons from the adaptations to Covid-19.*

Specific questions	Analysis/indicators	Main sources of information	Triangulation approach
	initiatives (for literacy, SHN, HGSF) supported by development partners); #9 (Complementary (non McGovern-Dole/WFP) outputs to support delivery of literacy programme); #10 (Complementary (non McGovern-Dole/WFP) outputs to support school nutrition and health programmes); #11 (Sufficient continuity and commitment (by all parties) for capacity strengthening efforts to be effective); #12 (WFP efforts feed into broader HGSF efforts); #13 (School feeding incentive strong enough to outweigh other factors (safety net)); #14 (School feeding and THR incentive not outweighed by other factors (girls' enrolment)); #15 (Quality of broader education system is sufficient to enable literacy efforts to be effective); #16 (Improved nutrition and health practices spread beyond school into community); #17 (Government continues to prioritise school feeding despite other calls on resources);		

Specific questions	Analysis/indicators	Main sources of information	Triangulation approach
Key Question 4: To what extent are the programme results sustainable?			
EQ11. Is the programme sustainable in the following areas: strategy for sustainability; sound policy alignment; stable funding and budgeting; quality programme design; institutional arrangements; local production and sourcing; partnership and coordination; community participation and ownership? **OECD DAC criteria:** sustainability	• At baseline establish evidence base for each of the dimensions listed in the EQ. • At final evaluation assess prospects for sustainability against each dimension. **Relevant ToC assumptions to consider:** #3 (Federal and regional governments allocate sufficient funds and human resources to the school meals programme); #4 (Communities are able to contribute to the programme in spite of stresses they may be experiencing); #5 (Federal and regional governments provide adequate resources and efforts for complementary programmes (especially SHN and agriculture)); #6 (Availability of complementary initiatives (for literacy, SHN, HGSF) supported by development partners); #11 (Sufficient continuity and commitment (by all parties) for capacity strengthening efforts to be effective); #12 (WFP efforts feed into broader HGSF efforts);	• Programme design performance documentation • SABER • Analysis of funding trends by GoE to school feeding • Interviews • Focus group discussions during mission field work	• Compare the views of WFP, GoE and other policy and programme observers • Compare assessment in Addis Ababa and regional capitals with that in sample communities and schools *Strength of evidence: Good/Moderate* *EQ applies more to final evaluation than baseline; answers are inevitably speculative.*
EQ12. To what extent will household food security for school going boys and girls be sustained without / beyond USDA/WFP funding? **OECD DAC criteria:** sustainability	• Analysis of evidence collected through in-depth interviews with beneficiaries of school feeding and take-home rations • Analysis of documentary evidence from other regions where school feeding has ended (e.g. under the emergency school feeding programme)	• Interviews • Document review	• 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: Good/Moderate* *EQ applies more to final evaluation than baseline; answers are inevitably speculative*

Specific questions	Analysis/indicators	Main sources of information	Triangulation approach
Key Question 5: What are the main lessons that can be learned from this programme?			
EQ13. How can a combination of local procurement during harvest time be supplemented with international food aid to promote locally and/or nationally sustainable school meals programme? **OECD DAC criteria**: all	• Analyse experience with local procurement and added diversity of meals. • Effects on diversity of meals • Effects on local economy and smallholders (including women)	• performance data for this McGovern-Dole programme and other HGSF activities in Ethiopia • perceptions of participants and beneficiaries • perspectives of GoE, WFP, DP and other informants	• compare this programme's experience with others in Ethiopia and elsewhere of which the evaluators have knowledge • *Strength of evidence: Potentially good*
EQ14. What community-level systems of governance and management are required for the successful implementation and sustainability of school meal programmes? **OECD DAC criteria:** all	• draw together analysis from previous EQs, especially EQ8.	• based on findings against the previous EQs.	• compare this programme's experience with others in Ethiopia and elsewhere of which the evaluators have knowledge *Strength of evidence: Potentially good*
EQ15. What lessons from this programme should influence future programmes (Including good practices to be emulated and weaknesses to be mitigated)? **OECD DAC criteria:** all	• draw together analysis from previous EQs	• based on findings against the previous EQs.	• compare this programme's experience with others in Ethiopia and elsewhere of which the evaluators have knowledge *Strength of evidence: Good*

Annex I Baseline Survey Methodology

Overview of baseline survey design and reporting

1. The TOR prescribed a survey drawing on a representative sample of schools including both programme and non-programme schools. The quantitative survey therefore supports a quasi-experimental approach which will compare the performance of schools participating in the McGovern-Dole programme with those outside it, as well as tracking the performance of both groups of schools between baseline and endline. The survey component draws on our team's experience of the previous school feeding evaluation for Afar and Somali Regions (Visser et al, 2018b). The survey will be complemented by other standard tools and approaches (including review of documents and secondary data, key informant interviews and focus group discussions, and additional qualitative fieldwork).

2. This annex summarises the methodology agreed during the inception phase, and highlights the issues encountered in implementing the survey and how they have been addressed.

3. Survey design was supported by the following annexes in the Inception Report:

- Annex K described the geographic coverage of the project. it reviewed the different data sets that cover government primary schools in the areas where the McGovern-Dole programme is active, and illustrated the considerable challenges encountered in reconciling data sets and ensuring that data are matched with uniquely identified schools.
- Annex K also included our extended description of the baseline survey methodology.
- Annex L provided a comprehensive review of the key indicators for the McGovern-Dole project.
- Annex M recorded the evaluation team's understanding of WFP's plans for a Knowledge, Attitudes and Practices Survey (KAPS).
- Annex N was the draft survey instrument.
- Proposed fieldwork schedules were set out in Annex S.

4. In the present Baseline Report:

- The current annex summarises the final design of the baseline, with particular attention to refinements since the Inception Report. It includes a full explanation of sampling.
- Annex J reproduces the final baseline survey questionnaires.
- Annex K describes the implementation of the survey.
- Annex L is an extended presentation and analysis of data collected by the survey.
- Annex N (prepared by WFP) is a preliminary presentation of KAPS findings.

5. Both the design and the implementation of the survey took full account of the ethical standards described in Section 3.5 of the present report.

Survey questions

6. Annex L of the Inception Report provided a comprehensive review of the standard McGovern-Dole indicators and the additional custom indicators that have been incorporated in the project design. For each indicator, we reviewed available sources of data and identified the indicators that needed to be incorporated in the baseline/endline survey. We also cross-referenced other data sources, particularly the EMIS data and school inspection reports (Annex O of the Inception Report was a detailed review of the indicators potentially available from the government's school inspection system).

7. Key data sets for the evaluation include the national Education Management Information System (EMIS). These data are the basis of the annual education statistics that track performance of the education system across Ethiopia. However, since they are collected at school level, they also have the potential to provide detailed data about the performance of schools in the McGovern-Dole programme woredas. The evaluation team is grateful to the Ministry of Education for providing school level data covering all the woredas where the McGovern-Dole programme is active. A similar level of access in future will greatly assist endline data collection. School inspections cover a subset of these schools and provide verification of these details and some further information.

8. The baseline survey goes into more detail on school infrastructure and facilities, has specific questions related to school feeding, and includes child-interviews that give a more detailed view of performance and nutrition factors that may correlate with school meals provision.

9. The structure of the survey instrument, and the topics it addresses are summarised in Table 30 below, which also notes the McGovern-Dole indicators relevant to each set of questions. The full questionnaires are reproduced in Annex J. They cover school level statistics and facilities, and student interviews in Grades 2-8 (Grade 1 being mostly too young for interviews). A subset of 13 schools (one in each sampled woreda) were selected for an additional KAP survey (see Annex N), and the surveys were complemented by qualitative field work involving interviews and FGDs, as described in section 3.2 of the main report.

10. The school level information includes questions about educational facilities as well as arrangements for school feeding – school records on enrolment, attendance, grade completion, and facilities (books, storerooms, classrooms, water, electricity, cooking, eating areas, sanitation etc.).

11. The child level questions concern eating patterns, assessment of the school meal, household composition and diet (food consumption score), and collection of water and firewood, supplemented by teacher observations on the child's performance.

Table 30 Baseline survey topics and related McGovern-Dole Indicators

Code	Question/ question group	Details	McGovern-Dole Indicators
School Level questions			
SI	School identification	Region, Zone, Woreda from pre-loaded lists. Kebele as text input. School name from list or entered and text. GPS coordinates, time, date, Form ID from tablet.	
PQ	Principal Questions	Identification, informed consent affirmation, details of main respondent (typically principal or senior staff present). Qualifications. Confirm school type and grades taught (including presence or not of pre-primary classes).	
SS	School Statistics	For the 2018/19 academic year,[120] Grades 1-6, from school records, separately for boys and girls, enrolment at start of year, number completed grade (promoted), number repeating grade (repetition).	2,9,30, 32, CI1
SF	School Facilities	Number of classes and class rooms, books, library, kitchen, storeroom, electricity, water, latrines and WASH (including gender and equity specific questions), recent improvements, supporting organisations.	3-8,13, 20, 27-28, CI 3, CI 4
DB	Disability support	Questions relating to number, type and facilities for children with disabilities	
SM	School Meals	Past school feeding support, sources, type, frequency, quantity, community support	14, 15, 16, 17, 19, 20, 22, 23
CB	Capacity Building	Training or kits, infrastructure improvements from external organisations including e.g. WFP, UNICEF, SCF.	5, 7, 22, 23,
Child Level questions *(addressed to selected boys and girls from grades 2-6)*[121]			
CF	Child form set-up	Enumerator-completed actions to set up the child questionnaires as a group (once per enumerator)	

[120] This was the last academic year unaffected by Covid-19 and therefore an important reference point. To the extent they are available we also record the equivalent data for 2019/20.

[121] As explained below, not every Grade will be sampled in each school, but the aggregate sample will be sufficient to cover all Grades from 2–6.

Code	Question/ question group	Details	McGovern-Dole Indicators
CG	Grade/class level questions	Questions to teacher of the class, FPIC (free, prior and informed consent) statement, class grade and identification, number of pupils, languages of instruction	
CQ	Child Questions	Frequency of attendance, distance travelled, last meal type, nutrition groups eaten in last week, time, school rations, carrying water or wood to school.	14-17, CI 5
CT	Teacher Questions	Child's grade, age, performance and attendance record. Teacher/child consent.	

Other specifications of the survey instrument

12. The survey was translated into Afan Oromo, Afar and Amharic, so as to enable respondents to use the language they are most comfortable with.[122]

13. All data were recorded on tablets, which also provided tools for the random selection of classes and children. There will therefore be one set of school-level responses, and 12 sets of child responses per primary school sampled.

14. The survey instrument is coded in ODK as an Excel file with various options for questions, conditional responses, and lists where appropriate of possible response values. This is a standard system that works via the XLSForms standard on Android devices. In order to allow for separate interviews and tablet devices for the supervisor (school level questions) and enumerators (child interviews), these are coded as separate forms, linked by a unique school identifier (SCID).

15. The survey questions were pre-tested. Supervisors acted as first-level quality assurance during the survey, with the Survey Coordinator and the Survey Statistician providing second level quality assurance. Use of tablets was intended to allow real-time review of data as it is collected.

Survey analysis

16. The combined baseline-endline survey will facilitate an impact assessment, with defined statistical confidence limits. The baseline survey *per se* is not an impact assessment, but does provide detailed information on the state of the schools in the McGovern-Dole target areas at the start of the project period. The results tables in Annex L summarise this information.

17. The ability to compare programme and non-programme schools is a significant element of the design but not an overly rigid one. It is known that schools' programme status may change in the course of the programme: apart from other factors, continual transfer of schools from the McGovern-Dole program to the government HGSF programme was built into the initial program design (see Table 20 in Annex D).

18. In practice, the survey was able to include fewer non-programme schools than intended – see Table 40 in Annex L, and the associated discussion of implications.

19. Analysis in all cases assumes a general linear model for comparisons, with a mixture of categoric values (such as programme or non-programme status) and continuous variables, such as grade completion rates. Woredas and schools (for child-level analysis) are treated as clusters. There is no assumption of balanced design, and this allows for variable numbers of schools within clusters (though they happen at the baseline to be equal), and for variable numbers of programme and non-programme schools where this is used as a factor in comparisons.

Sample design

20. In Mokoro's original proposal, 120 sample schools in a stratified sample between Afar and Oromia regions were proposed for the baseline survey, with the endline being a sample with partial replacement,

[122] Our earlier survey found that a significant number of teachers in Afar were Amharic speakers.

involving some schools that are retained for a longitudinal study, and others that are re-selected. However, in the proposal, it was also noted that a sample size of 80 schools would be theoretically sufficient to detect differences of 10% between in and out of programme schools.

21. The 2018 endline survey for Afar and Somali regions used a sample size of 90 schools and was efficient in showing positive effects of the McGovern-Dole programme (Visser et al, 2018b). However, there have been significant changes that make a 120 school sample, as originally proposed, infeasible within existing time constraints. These include the introduction of a shift system in schools due to the Covid pandemic, and the extension of sampling to include Grades 5-8, where originally only sampling to Grade 4 was envisaged.

22. Based on all these considerations a theoretical sample size of 90 schools is now considered sufficient and feasible within these constraints. To give symmetric sampling by woreda, this is increased to 91 schools (7 schools each across 13 woredas). The statistical design is a multi-stage cluster design. First level stratification is by region (Afar, Oromia). Second stage stratification is by zone (2 in Oromia, 4 or 5 in Afar) being sampled. Within zones, a random sample of woredas will be drawn (excluding woredas where the McGovern-Dole project is not present). In total, 4 woredas will be sampled in Oromia, and 9 in Afar (total 13 woredas). In each selected woreda, 7 schools will be sampled, giving a total sample of 13 x 7 = 91 schools.

23. For the endline, some schools will be retained as a longitudinal sample for an efficient comparison, but 50 percent will be selected afresh. This will ensure there is no bias due to preferential treatment of any woredas or schools. The re-sampling will be done at the endline and will therefore be unknown a priori.

24. Additionally, to reduce the possibility of treatment bias, the names and locations of the baseline sample schools will be maintained in confidence until the endline survey. Sampling maps and anonymised lists are presented in this baseline report, but actual coordinates and school names will not be available until the endline.

25. It is expected during the 4-year project period that some schools will cease to be recipients of McGovern-Dole rations, and it is conceivable (though not currently planned) that others, not initially in the programme, will be included. This will be considered in the analysis of the endline, and will not detract from estimation of treatment effects. From a statistical point of view, this is analogous to a clinical trial where participants may enter or leave a programme at various points. There are a number of well-defined methodologies, such as Kaplan-Mayer analysis, to analyse such situations.

26. Because all schools are co-educational, no special measures are necessary to ensure a gender-balanced sample.

27. Within schools, data will be collected on the presence of, and facilities for, students with disabilities (see questionnaires in Annex J). At least one or two of the schools that have been designated disability-friendly will be included in the qualitative fieldwork.

Sampling process

Geographical focus of McGovern-Dole programme

28. The McGovern-Dole programme is mainly focused on government primary schools (though pre-school children will be included where a primary school within the programme also has pre-school classes). The programme is active in Afar Region and in two Zones (Borana and East Hararghe) of Oromia Region.

29. Afar Region has a population of approximately 1.5 million.[123] It is divided into five Zones and (according to the EMIS data) 38 woredas, with the McGovern-Dole project active in 30 of them.[124]

30. Oromia is Ethiopia's largest region, divided into 20 zones. East Hararghe alone has a population of over 3 million and is divided into 17 woredas. However, the schools to be included in the McGovern-Dole

[123] Regional populations are based on projections from the 2007 census. Some sources (e.g. the UNICEF situation analysis) give a higher figure of 1.9m million for 2019.

[124] See Inception Report, Annex K, Table 25.

programme are drawn from only two of the woredas (Baabilee and Cinaaqsan), each with an estimated population of a little more than 100,000.

31. Borana Zone has an estimated population of over 1.5 million, and is divided into 12 woredas, but the McGovern-Dole schools are drawn from only four of the woredas (Areeroo, Miyoo, Taltallee and Yaaballoo).

32. We have assumed that only the six participating woredas from Oromia (two in East Hararghe and four in Borana) are of concern for the baseline and endline study.

Data sources relevant to sampling

33. There are three key sources of data when considering sampling – EMIS data, data on school inspections, and the McGovern-Dole project records on participating schools.

34. The *Education Management Information System (EMIS)* is the authoritative source of official education statistics for Ethiopia. EMIS data should cover all government primary schools in the Regions and woredas where the McGovern-Dole project is active. The evaluation team has been provided with selected EMIS data at school level, which ought to cover all government primary schools within the project areas.

35. The evaluation team was provided with more up-to-date and comprehensive EMIS data after the Inception Report was first drafted. On 17 February, 2021, the Mokoro evaluation team received a Microsoft Excel document entitled *Afar_Oromia2Zones_1_6 (1).csv.*[125] The document contains data for 2,483 unique government primary schools, 729 in Afar and 1,754 in Oromia.

36. In the Afar data, there are schools from 38 different woredas; and in the Oromia data, there are (also) schools from 38 different woredas. For Oromia, this is a larger number than appears from earlier information, and is almost certainly explained by recent division of some woredas into two. However, the six Oromia woredas involved in the McGovern-Dole programme are all clearly identified within the data.

37. We have filtered the EMIS data to focus only on government-owned primary schools, and we understand that the spreadsheet now provided includes all such schools that are recorded in EMIS. It should therefore represent the universe of government primary schools from which the McGovern-Dole participating schools are drawn.

Table 31 Government primary schools by woreda, Afar Region(from EMIS Data)

Afar Zone 1 Total Schools	181
Adear	12
Afambo	18
Aysaita	26
Ayesaita kentiba	10
Chifra	39
Dubti	15
Dubti kentiba	6
Elidar	17
Gereni	8
Kori	11
Mille	14
semera Logiya	5

Afar Zone 2 Total Schools	229
Abala	25
Abe'ala kentiba	17
Afdera	28
Berhale	39
Bidu	8
Dallol	44
Erebti	15
Koneba	28
Megale	25

Afar Zone 3 Total Schools	125
Amibara	33
Argoba	13
Awash City Administration	4
Bure-mudaitu	16
Dulecha	23
Fentale	16
Gewane	20

Afar Zone 4 Total Schools	104
Awra	20
Ewa	26
Gulina	22
Teru	17
Yalo	19

Afar Zone 5 Total Schools	90
Dalifage	20
Dewe	19
Hadeleela	13
Semurobi	20
Telalak	18

[125] An unaltered copy is included in our baseline data archive (see Annex L, Box 11) .

38. Table 31 above shows the number of government primary schools in each zone and woreda of Afar Region, according to the EMIS data. Table 32 below provides the same information for the woredas of East Hararghe and Borana Zones in which the McGovern-Dole project is active.

Table 32 Government primary schools in project woredas of East Hararghe and Borana (EMIS Data)

Zone	Woreda	No. of government primary schools
E Hararghe	Baabilee	40
E Hararghe	Cinaaqsan	47
	Total E Hararghe	**87**
Borana	Areeroo	49
Borana	Miyoo	41
Borana	Taltallee	44
Borana	Yaaballoo	24
	Total Borana	**158**

39. Data from the national school inspections system: The evaluation team has also been provided with school-level inspection data for Afar Region and the Oromia Zones of Borana and East Hararghe. These spreadsheets have also been archived. As described in Annex O of the Inception Report, the inspection system offers a systematic assessment of multiple dimensions of school performance. Inspections are repeated at intervals, so these data (along with data from future rounds of inspection) may usefully augment the baseline-endline survey data in seeking to link various aspects of school performance to the school feeding programme.

40. Not every school has been inspected (though some have been inspected twice). However, given the potential significance of the inspection data about schools' performance, we reviewed whether inspection status might be a useful criterion in drawing the sample for the survey. If it were possible to draw our survey sample from among inspected schools we would be able to utilise enhanced performance data on all the surveyed schools. However, it emerged that non-inspected schools were too numerous in some localities, especially in Borana, and a proper sample could not be formed if inspection was made a criterion. Nevertheless, it will be important to be able to match up the inspection data (where it exists) with the survey data for each school.

41. Overall, it appears that about 86% of government primary schools in Afar have been inspected at least once, and for the relevant woredas in Oromia, the figure is about 84%. This implies that inspection data will be available for the vast majority of schools surveyed, even if the selection of schools does not use inspected/uninspected status as a criterion.

42. At various stages, the evaluation team was also supplied with WFP's current lists of schools incorporated in the McGovern-Dole programme. These list were important for distinguishing between programme and non-programme schools for the sample selection. Unfortunately the lists were not as reliable as expected. There were anticipated difficulties in matching school identifications across different data sets, as discussed below. But more seriously, WFP indications of programme vs. non-programme status proved unreliable. We presume this is related to the increase in numbers of participating schools, and it seems also that the government education authorities, as implementing agencies for the programme, have taken a less selective approach than the programme document anticipated. In the end, this meant that, despite the evaluation team's best efforts to achieve a sample of 5 programme schools and 2 non-programme schools in each woreda, our final sample of non-programme schools was only 13 instead of the planned 26. (See Annex L, Table 40 and the discussion there.)

43. Unfortunately, reconciling the various data sources was not straightforward. In principle, every school should have a unique identification code which incorporates its region/zone/woreda location. In practice there are significant discrepancies which may arise from such factors as the creation of new woredas, or new schools, or simple data entry errors. Resolving conflicts is complicated by alternative spellings of school and woreda names. Even if there appears to be consistency at aggregate level (e.g. in terms of total numbers of schools per woreda) it may not be straightforward to match up individual

schools across the different data sets. In Annex K of the Inception Report we provided a detailed explanation of the procedures we followed to reconcile different data sources and prepare appropriate list of schools from which random samples could be drawn. .

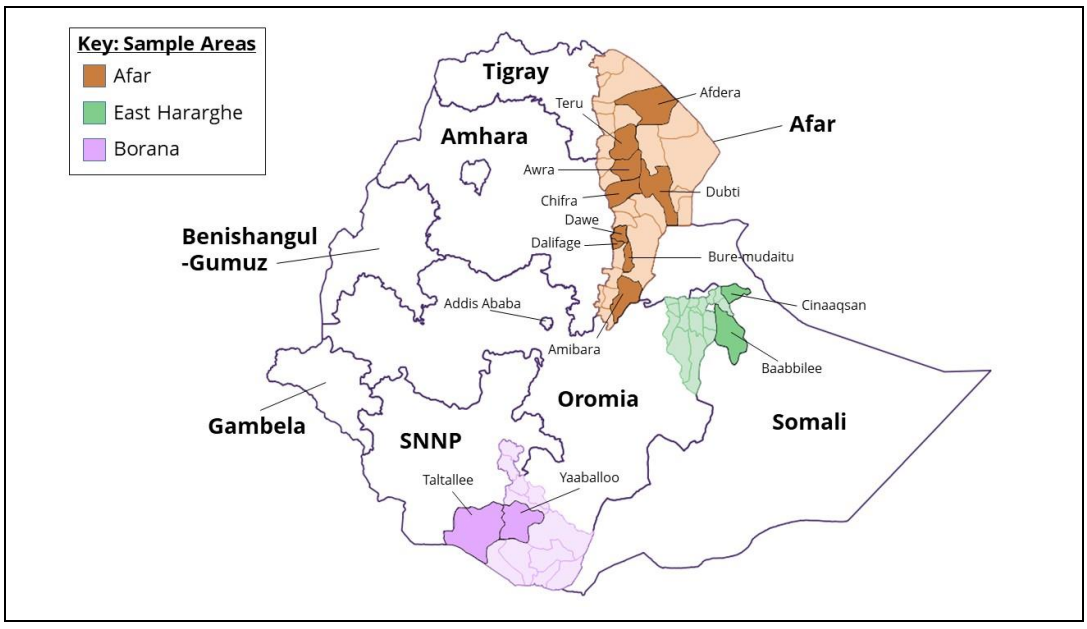
Sample selection

44. Early in the inception process we undertook a provisional sampling exercise, based on a target sample of 120 schools. We drew a possible sample (and used this for illustrative purposes in our presentation to the ERG). However, the sample required to be redrawn, not only because of the reduced sample size, but also to take account of emerging security considerations. As noted above, school list information was also substantially revised during the inception process. In order to avoid more rounds of detailed sample verification than were strictly necessary, we undertook the final sampling exercise as close as possible to the time of the survey itself, so as to base it on the most up-to-date security information and to allow as many as possible of the discrepancies between different data sources to have been resolved.

45. Selection of woredas within zones, and of schools within woredas, was made randomly, with equal probability of selection of each unit at each stage. [126] The intention was to draw a within-woreda sample of 7 schools split between in and out of programme schools, to choose 5 in-programme schools, and 2 out of programme schools as a control or comparison sample.

46. The sample is stratified at the top level by region, between Oromia and Afar. Within Oromia, only two zones (East Hararghe and Borana) are included in the McGovern-Dole programme. In Afar, all 5 zones are in the programme and have been included in the sample.

Map 3 Woredas sampled for baseline survey



47. Map 3 above illustrates the final sampled set of woredas. The darker coloured woredas in each region are those provisionally selected for sampling. In East Hararghe, only two woredas are included in the McGovern-Dole programme; both are sampled (darker green). In Borana, four woredas are in the McGovern-Dole programme, of which two are randomly selected (darker mauve colour).

[126] Although choice in Oromia is constrained because only two woredas in East Hararghe Zone and four in Borana Zone are included in the MGD programme.

School-level sampling

48. The protocols for school-level sampling and child interviews are as follows. A total of 12 children (6 boys and 6 girls) will be randomly selected for interview from each of the grades (2 to 8) in session at the time of the visit. Three classes will be chosen at random across the range of grades taught in the school, always including one from the lower grades (down to grade 2), one from the median, and one from the highest grades taught (see Box 9 below).

Box 9 Protocol for choosing grades to sample

Children to be interviewed will be drawn from selected grades from across the school according to the following protocol:

- If a school has grades 1-4, then sample 2 boys and 2 girls from each of grades 2, 3 and 4.
- If a school has grades 1-5, then sample 2 boys and 2 girls from each of grades 2, 3 and 4/5*.
- If a school has grades 1-6, then sample 2 boys and 2 girls from each of grades 2/3*, 4, and 5/6*.
- If a school has grades 1-7, then sample 2 boys and 2 girls from each of grades 2/3*, 4/5*, and 6/7*.
- If a school has grades 1-8, then sample 2 boys and 2 girls from each of grades 2/3*, 4/5*, and 7/8*.

In all cases, a total of three classes are sampled per school, with 2 boys and 2 girls from each, stratified to include one each from the lower grades (except grade 1), the middle grades, and the higher grades taught.

The notation 2/3* etc. means make a random choice, using a coin toss. The random number function on the tablet is also good. If there are pragmatic reasons for preferring a grade in a particular school, based on staff recommendation (e.g. classes currently in session), then this can be adopted instead.

49. The interviews will be held near the classroom, and ideally in sight of it but out of earshot, so that the replies are not directly audible to the teacher or other children. The process will be explained to the class, and any child may refuse to be interviewed if they do not want to. The questions are simple and direct, and do not rely on subjective judgements.

50. The random selection process will use a random number generator (RNG) app on the tablet. Classes in progress will be listed, in grade order. A random number will be used to select one class from the list. This will be repeated for 2 additional classes, but any selections that occur in the same grade will be discarded, so that all classes selected are in different grades (according to the rules in Box 9 above.

51. Within the class, the total number of boys and of girls will be counted. For each gender, 2 numbers, up to the respective total, will be selected. Then counting from left front of the class, those children in sequence will be invited to participate. If they prefer not to, another random draw will be made. This is the same as the system used in the 2018 endline survey, except in that case, pre-printed tables of random numbers were used instead of an RNG on a tablet.

52. Prior to starting the process, the enumerators (usually two, one male and one female) will have noted the Master Form ID (SI01) from the supervisor's tablet. This must be entered at the top of each child form, and binds the child data to the school. The child questionnaire is included in Annex J.

53. Note that the child is not individually identified on the form at any time, and the responses are completely anonymous. This will also be explained during the briefing to the class. Some questions on performance are asked of the teacher. This is done after the child interview, to avoid biasing the enumerator's perception.

Annex J Baseline Survey Questionnaires

1. This Annex records the survey instrument (SI), as delivered. A full archive of the final versions of the SI (in English, Afan Oromo, Afar and Amharic) and of the related training materials etc. has been kept.

Survey questionnaires

2. As delivered, the SI had three main components: the school-level and child-level questionnaires were administered in all the schools surveyed; supplementary questions to support the Knowledge, Attitudes and Practices Survey (KAPS) were administered in one programme school in each of the 13 woredas sampled.

Table 33 School-level questionnaire

SI – SCHOOL IDENTIFICATION

SI01	Master form school ID	|___|___|___|___|	
SI02a	Date of interview	|___|___|___|___|___|___|___|___|	
SI02b	Time interview started	|___|___|___|___|	
SI03	Location (GPS Coordinates From Tablet)	|___|___|___||___|___|___|	
SI04	Team Supervisor ID	|___|___|	
SI05	Region	_____	Code |___|___|
SI06	ZONE	_____	Code |___|___|___|
SI07	Woreda	_____	Code |___|___|___|___|
SI08	Kebele	_____	
SI09	School name	_____	
SI10	EMIS Admin code		|___|___|___|___|___|

PQ – PRINCIPAL QUESTIONS

Qno.	Questions and filters	Response/ coding categories	Skip to
PQ01	Respondent's full name		
PQ02	Position	Head……1 Deputy Head……2 Teacher……3 Administrator……4 Other/specify/……5	
PQ03	Now, you have heard the details of the contents of the consent form from my description, are you, thus, willing to participate in this survey? ***INTERVIEWER:*** *Please explain verbally the contents of the consent form to the respondent.*	Yes, I am…… 1 No, I am not…… 2	
PQ04	Sex	Male……1 Female……2	

Qno.	Questions and filters	Response/ coding categories	Skip to
PQ05	Qualification (*highest*)	Post graduate…… 1 First degree…… 2 Teaching diploma……3 Other diploma……4 Training certificate……5 Other/specify/……6 None……7	
PQ06	Is this school government school?	Yes…… 1 No…… 2	→*If No, end of interview (skip to next sample school)*

SS – SCHOOL STATISTICS (this section may be completed after completing sections SF, DB, SM and CB)

SS01	No. of Grade **"0**" pre-primary **boys** enrolled in 2019/20	[___[___|___]	
SS02	No. of Grade **"0**" pre-primary **girls** enrolled in 2019/20	[___[___|___]	
SS03	No. of Grade **1 boys** enrolled in 2019/20	[___[___|___]	
SS04	No. of Grade **1 girls** enrolled in 2019/20	[___[___|___]	
SS05	No. of Grade **1 boys** who completed/passed their class in 2019/20	[___[___|___]	
SS06	No. of Grade **1 girls** who completed/passed their class in 2019/20	[___[___|___]	
SS07	No. of Grade **2 boys** enrolled in 2019/20	[___[___|___]	
SS08	No. of Grade **2 girls** enrolled in 2019/20	[___[___|___]	
SS09	No. of Grade **2 boys** who completed/passed their class in 2019/20	[___[___|___]	
SS10	No. of Grade **2 girls** who completed/passed their class in 2019/20	[___[___|___]	
SS11	No. of Grade **3 boys** enrolled in 2019/20	[___[___|___]	
SS12	No. of Grade **3 girls** enrolled in 2019/20	[___[___|___]	
SS13	No. of Grade **3 boys** who completed/passed their class in 2019/20	[___[___|___]	
SS14	No. of Grade **3 girls** who completed/passed their class in 2019/20	[___[___|___]	
SS15	No. of Grade **4 boys** enrolled in 2019/20	[___[___|___]	
SS16	No. of Grade **4 girls** enrolled in 2019/20	[___[___|___]	
SS17	No. of Grade **4 boys** who completed/passed their class in 2019/20	[___[___|___]	
SS18	No. of Grade **4 girls** who completed/passed their class in 2019/20	[___[___|___]	
SS19	No. of Grade **5 boys** enrolled in 2019/20	[___[___|___]	

SS20	No. of Grade **5 girls** enrolled in 2019/20	[___[___|___]	
SS21	No. of Grade **5 boys** who completed/passed their class in 2019/20	[___[___|___]	
SS22	No. of Grade **5 girls** who completed/passed their class in 2019/20	[___[___|___]	
SS23	No. of Grade **6 boys** enrolled in 2019/20	[___[___|___]	
SS24	No. of Grade **6 girls** enrolled in 2019/20	[___[___|___]	
SS25	No. of Grade **6 boys** who completed/passed their class in 2019/20	[___[___|___]	
SS26	No. of Grade **6 girls** who completed/passed their class in 2019/20	[___[___|___]	
SS27	No. of Grade **7 boys** enrolled in 2019/20	[___[___|___]	
SS28	No. of Grade **7 girls** enrolled in 2019/20	[___[___|___]	
SS29	No. of Grade **7 boys** who completed/passed their class in 2019/20	[___[___|___]	
SS30	No. of Grade **7 girls** who completed/passed their class in 2019/20	[___[___|___]	
SS31	No. of Grade **8 boys** enrolled in 2019/20	[___[___|___]	
SS32	No. of Grade **8 girls** enrolled in 2019/20	[___[___|___]	
SS33	No. of Grade **8 boys** who completed/passed their class in 2019/20	[___[___|___]	
SS34	No. of Grade **8 girls** who completed/passed their class in 2019/20	[___[___|___]	
SS35	**Total enrolled** boys and girls in grades 1-8, 2019/20	[___ [___[___|___]	*Manual check sum*
SS36	**Total completed** boys and girls in grades 1-8, 2019/20	[___ [___[___|___]	*Manual check sum*

SF - SCHOOL FACILITIES

SF01	How many teachers does the school have? (including yourself)	Total [___[___|___] Female [___[___|___] Male [___[___|___]	
SF02	How many cooks and assistants does the school have?	Total [___[___|___] Female [___[___|___] Male [___[___|___]	
SF03	How many storekeepers, admin staff and other assistants does the school have?	Total [___[___|___] Female [___[___|___] Male [___[___|___]	
SF04	To your knowledge, how many teachers have had teacher training?	Total [___[___|___] Female [___[___|___] Male [___[___|___]	*Please check if SF04 <=SF01*
SF05	To your knowledge, how many cooks have training certificates?	Total [___[___|___] Female [___[___|___] Male [___[___|___]	*Please check with SF02*
SF06	How many staff have had WASH (water, sanitation, hygiene) training?	Total [___[___|___] Female [___[___|___] Male [___[___|___]	

SF07	How many classrooms are there in the whole school?	[___[___|___]	
SF08	Is there a library in the school?	Yes……1 No…… 2	
SF09	On average, how many children have to share one text book?	[___[___|	
SF10	Is there a separate storeroom for food?	Yes……1 No…… 2	
SF11	Is there a kitchen for food preparation?	Yes……1 No…… 2	
SF12	Is there a covered eating area or dining room for the children?	Yes……1 No…… 2	
SF13	What type of latrines does the school have?	None……1 Earth Pit……2 Concrete Slab……3 Flush Toilet……4	
SF14	Are there separate latrines for boys and girls?	Yes……1 No…… 2	
SF15	What is the main water storage?	Containers……1 Drum……2 Rotto……3 Tank……4 Well……5 Other/specify……6	
SF16	What is the water source?	Hand-Carry……1 Tanker……2 Rain Water……3 Well Stream……4 Borehole……5 Pipe Water……6 Other/ specify/……7	
SF17	What is the electricity supply?	None……1 Generator……2 Solar……3 Mains (Main Grid)……4	
SF18	Were there any <u>new</u> or <u>improved</u> facilities added over the last 3 years?	*Facilities* / *Yes =1* / *No = 2* Classroom Library Store room Kitchen Eating area Latrines Water storage Water supply Electricity Other/specify	

SF19	Who supported these improvements?		

Organization	*Yes =1*	*No = 2*
Government		
Community		
Private		
WFP		
UNICEF		
SCF		
Other/specify/		

DB –DISABILITY SUPPORT AND TEACHING

DB01	Does this school have any children with disabilities for whom you need to make special provision?	Yes……..1 No…….. 2	→*If No, Skip to next section (SM)*
DB02	How many children do you have who have serious visual impairment, or are blind?	Total [___[___|___] Boys [___[___|___] Girls [___[___|___]	
DB03	How many children do you have who have serious hearing impairment, or are deaf?	Total [___[___|___] Boys [___[___|___] Girls [___[___|___]	
DB04	How many children do you have who have significant difficulty in movement (e.g., cerebral palsy, paralysis, amputation)?	Total [___[___|___] Boys [___[___|___] Girls [___[___|___]	
DB05	How many children do you have who have significant mental and cognitive disabilities?	Total [___[___|___] Boys [___[___|___] Girls [___[___|___]	
DB06	How many children do you have who have significant chronic health conditions?	Total [___[___|___] Boys [___[___|___] Girls [___[___|___]	
DB07	How many teachers do you have with specialist training for these children?	Total [___[___|___] Male [___[___|___] Female [___[___|___]	
DB08	Indicate which special aids, facilities or equipment you have to support these children?		

Type of special aid/guidance	*Yes=1*	*No = 2*	
Braille books or teaching aids			
Sign language teaching aids			
Access ramps for classrooms			
Access ramps for dining room/ area			
Latrines for children with physical disabilities			
Other/specify/			

DB09	Does the school provide targeted learning support for students with disabilities?		

Type of learning support	*Yes =1*	*No = 2*
Special guidance		
Tutorials		
Other/specify/		

SM – SCHOOL MEALS SUPPORT

SM01	Has the school received any external support with school meals over the last 3 years?	Yes…….. ….. 1 No……. 2	***→If No, Skip to next section (SM)***
SM02	If yes, were school meals still being provided at the point when schools were closed for Coronavirus?	Yes…….. ….. 1 No……. 2	
SM03	Who has been supporting your school meals?	*Organization* / *Yes =1* / *No = 2* Government WFP UNICEF SCF Other NGO Private sector Community	
SM04	Of these, which has been the main source of support?	Government……..1 WFP……..2 UNICEF……..3 SCF……..4 Other NGO……..5 Private sector……..6 Community……..7	
SM05	Has the outside school meal support you have received had a noticeable effect on any of the following?	*Type of effect* / *Yes =1* / *No = 2* Reduced absenteeism Improved attendance Improved attentiveness Improved concentration	
SM06	Are your facilities to manage school meals inadequate in terms of any of the following?	*Type of effect* / *Yes =1* / *No = 2* Storage Food preparation Water supply Dining area	

CB – CAPACITY BUILDING

CB01	Have any of your staff received specialist training in the last three years?	Yes…….. ….. 1 No……. 2	***→If No, Skip to next section (SM)***
CB02	How many staff received training in WASH (water, sanitation, hygiene)?	Total [___[___|___] Male [___[___|___] Female [___[___|___]	
CB03	How many staff received training in nutrition, food preparation, recipes?	Total [___[___|___] Male [___[___|___] Female [___[___|___]	
CB04	How many staff received training in gender issues, support for girls?	Total [___[___|___] Male [___[___|___] Female [___[___|___]	
CB05	How many staff received training in use of literacy kits and materials?	Total [___[___|___] Male [___[___|___] Female [___[___|___]	
CB06	How many staff received specialized training to support students with disabilities?	Total [___[___|___] Male [___[___|___] Female [___[___|___]	
EQI	Record time interview ended and stop interviewing.	|___|___|___|___|	

Table 16 Child-level questionnaire

CF – CHILD IDENTIFICATION (completed once for all child questionnaires)

SI01	Master form school ID	|___|___|___|___|
SI02a	Date of interview	|___|___|___|___|___|___|___|___|
SI02b	Time interview started	|___|___|___|___|
SI03	Region	
SI04	ZONE	
SI05	Woreda	
SI06	Kebele	
SI07	School name	
SI08	Sample child ID	|___|___|
SI09	Enumerator ID	|___|___|

CG– GRADE/CLASS LEVEL QUESTIONS (repeat section CG for each class in survey; responses from teacher)

Qno.	Questions and filters	Response/ Coding categories	Skip to
CG01a	Grade	Grade 1…….1 Grade 2…….2 Grade 3…….3 Grade 4…….4 Grade 5…….5 Grade 6…….6 Grade 7…….7 Grade 8…….8	
CG01b	Section		
CG02	Name of the teacher		
CG03	Sex (of the teacher)	Male……..1 Female……..2	
CG04	What are the teaching languages used in class?	*Type of language* / *Yes =1* / *No = 2* Afarigna Argobigna Afan Oromo Amharic Tigrigna Somaligna English Others/ specify	
CG05	What scripts (alphabets) are taught in class?	Latin ……..1 Geez ……..2 Both Latin & Geez……..3	
CG06	What is the main language used (the language used most) for instruction?	Afarigna……..1 Argobigna ……..2 Afan Oromo……..3 Amharic……4	

		Tigrigna……..5 Somaligna……..6 English……..7 Others/ specify	

CQ - CHILD INTERVIEW (repeat for each child sampled for interview)

CQ01	Sex (of the child)	Male……..1 Female……..2	
CQ02	How old are you?	Age in completed years [___|___]	
CQ03	Grade	Grade 1…….1 Grade 2…….2 Grade 3…….3 Grade 4…….4 Grade 5…….5 Grade 6…….6 Grade 7…….7 Grade 8…….8	
CQ04	What language do you speak at home?	Afarigna……1 Argobigna……..2 Afan Oromo……..3 Amharic……4 Tigrigna……5 Somaligna……..6 Other/specify/……7	
CQ05	How many people in your household? *Please do not include those who have left home; include parents, grandparents etc if living in the household.*	Total [___|___] Male [___|___] Female [___|___]	
CQ06	How many of those are in school with you here?	Total [___|___] Male [___|___] Female [___|___]	
CQ07	How many days a week do you come to school?	Never……1 1-2 days……..2 3-4 days……..3 Every day……4	
CQ08	Do you eat at home in the morning before coming to school?	Never……1 1-2 days……..2 3-4 days……..3 Every day……4	
CQ09	How often in a week do you eat in the school?	Never……1 1-2 days……..2 3-4 days……..3 Every day……4	
CQ10	Do you eat in the evening, after going home?	Never……1 1-2 days……..2 3-4 days……..3 Every day……4	
CQ11	Do you feel sleepy or tired when you come to school?	Not at all……1 A little……..2 Quite tired……..3 Very tired……4	

CQ12	Do you like eating the school food?	Yes……1 Not much…….2 No……3	
CQ13	Is the food enough?	Too much……1 Enough……2 Not quite enough……3 Too little……4	
CQ14	Do you feel satisfied after eating?	Yes……1 Not quite……..2 No……3	
CQ15	Do you bring water to school?	Never……1 1-2 days……2 3-4 days……3 Every day……4 Sometimes but not every week……5	
CQ16	Do you bring firewood to school?	Never……1 1-2 days……2 3-4 days……3 Every day……4 Sometimes but not every week……5	
CQ17	During this school year did you get some rice to take home?	Yes……1 No……3	→ ***If no, skip to CQ20***
CQ18	How often did you get the rice?	Every month……1 Every three months……2 Less often……3	
CQ19	Do you know what your family does with the rice?	Don't know……1 Cooks with it……2 Sells or trades it……3	
CQ20	Thinking about the foods & drinks your household ate or drank at home during the day & at night [breakfast, lunch, dinner, snacks], how many days in the last week have you had the following: *Please question carefully what they eat & how often in the last 7 days, and translate the answers as best as possible into number of days for each food group.*		

Type of food	How many days over the last 7 days, did members of your household eat	
Cereals/grains, roots and tubers: such as maize, porridge, rice, pasta, bread, injera, other cereals & their products, root crops and tubers such as potato, yam, cassava, white sweet potato		
Pulses and nuts such as beans, peas, chickpeas, lentils, groundnuts or other pulses or nuts		
Fresh milk, sour milk, yogurt, cheese or other dairy products? [Excluding margarine/butter or small amounts of milk for tea/ coffee]		
Meat such as beef, lamb, goat, chicken, other birds, liver, kidney, heart and / or other organ meats, eggs or fish (including shellfish and		

		canned fish) eaten in large quantities, not as condiment)			
		Vegetables or leaves such as spinach, cabbage, lettuce, onions, tomatoes, carrots, peppers, green beans, carrot, red pepper, pumpkin, orange sweet potatoes, and/or other leaves/vegetables			
		Fruits such as banana, apple, lemon, mango, papaya, guava, apricot, peach and/or other fruits			
		Oil/fat/butter such as vegetable oil, palm oil, sunflower oil, groundnut oil, margarine, other fats / oil			
		Sugar, or sweets such as honey, jam, cakes, candy, cookies, pastries, cakes and other sweets and sugary drinks			

CT – QUESTIONS FOR TEACHER ABOUT THE CHILD (repeat for each child sampled for interview)

No.	Questions and filters	Coding categories	Skip to
CT01	How was the child's academic performance over the last year?	Poor……..1 Satisfactory……2 Good……..3 Very good……..4	
CT02	How would you rate her/his concentration or attentiveness?	Inattentive, poor……..1 Adequate, not very good……2 Good, generally attentive…..3 Excellent, highly attentive…..4	
CT03	How would you rate her/his performance compared with the rest of the class?	Well below average……1 A little below average……..2 Average……..3 A little above average……..4 Well above average……..5	
CT04	Record time interview ended and stop interviewing	|___|___|___|___|	

Additional KAPS questionnaires

Table 34 KAPS questions for Administrators

SI – SCHOOL IDENTIFICATION

SI01	Master form school ID	|___|___|___|___|
SI02	Date of interview	|___|___|___|___|___|___|___|___|
SI03	Time interview started	|___|___|___|___|
SI04	Team Supervisor	|___|___|
SI05	Region	_____ Code |___|___|
SI06	Zone	_____ Code |___|___|___|
SI07	Woreda	_____ Code |___|___|___|___|
SI08	School name	_____

SD – SOCIO-DEMOGRAPHIC QUESTIONS

Qno.	Questions and filters	Response/ coding categories	Skip to
SD01	Sex?	Male……..1 Female……..2	
SD02	How old are you? ***INTERVIEWER:*** *RECORD THE AGE IN YEARS – ROUND UP TO NEAREST WHOLE NUMBER. IF THE RESPONDENT GIVES BIRTH YEAR, REPEAT THE QUESTION. ENTER "00" FOR DON'T KNOW. IF AGE OF RESPONDENT IS LESS THAN 18 YEARS OF AGE, ASK TO SPEAK WITH ANOTHER MEMBER OF AGE ABOVE 18.*	|___|___| Don't Know……..00	
SD03	How long have you been in this role?	Less than a year……..1 1-5 years……2 More than 5 years……..3	

FS –CONTINUING ON FOOD SAFETY: Please tell me if you strongly agree, agree, neither agree nor disagree, disagree or strongly disagree with the statements).

FS01-07	Please tick one box for each of the following statements to say to what extent do you agree or disagree with the following statements.		**Strongly agree**	**Agree**	**Disagree**	**Neither Agree nor**	**Strongly disagree**	
		Safe food handling is an important part of my job.	1	2	3	4		5
		Raw vegetables and meat can be cut with the same knife	1	2	3	4		5
		Raw vegetables and meat can be cut on the same cutting board.	1	2	3	4		5
		Raw food should be kept separately from cooked foods.	1	2	3	4		5
		Insects like cockroaches and flies might transmit food borne pathogens	1	2	3	4		5
		Food handlers can be a source of food borne disease	1	2	3	4		5
		Wiping vegetables or fruits make them safe to be eaten	1	2	3	4		5
		Cooked food can stay out for more than 2 hours before being served	1	2	3	4		5

HN– HEALTH AND NUTRITION QUESTIONS: Now I would like to ask you some questions about health & nutrition.

HN01	Some children do not have breakfast before going to school and are hungry in class. What problems can children have if they don't eat before going to school? *MULTIPLE RESPONSE ALLOWED*		**Yes**	**Not mentioned**	
		Children have short attention	1		2
		Children have low concentration	1		2
		Children cannot study well	1		2
		Other /specify	1		2
		Don't know	1		2
HN02	How can you recognize that someone is not having enough food? *MULTIPLE RESPONSE ALLOWED*		**Yes**	**Not mentioned**	
		Lack of energy/weakness (cannot work/study or play as normal)	1		2
		Weakness of the immune system (becomes ill easily or becomes seriously ill)	1		2
		Loss of weight/ thinness	1		2
		Children do not grow as they should (growth faltering)	1		2
		Other /specify/	1		2
		Don't know	1		2
HN03	What are the reasons why children are under nourished? *MULTIPLE RESPONSE ALLOWED*		**Yes**	**Not mentioned**	
		Not getting enough food	1		2
		Food is watery	1		2
		Food does not contain enough nutrients	1		2
		Disease/ill and not eating food	1		2
		Other /specify	1		2
		Don't know	1		2

HN04	What are some of the different types of food students should have at meal?		**Yes**	**Not mentioned**	
		Starches (Cereals and tubers)	1		2
		Pulses (beans, cowpeas, peanuts, lentils, nuts, soy, pigeon pea, and/or other nuts)	1		2
		Milk and dairy	1		2
		Meat, fish and eggs	1		2
		vegetables	1		2
		Fruits	1		2
		Oil and fats	1		2
		Condiments	1		2
		Fortified foods (such as CBS+)			
HN05	Do you know what micronutrients deficiency is?	No……1 Yes……2 Don't Know……3 Refused……4			***→If 1 or 3 or 4, Skip to HN07***
HN06	If yes to HN05, can you name some types? *MULTIPLE RESPONSE ALLOWED*		**Yes**	**Not mentioned**	
		Iron	1		2
		Iodine	1		2
		Vitamin A	1		2
		Vitamin B12	1		2
		Vitamin C	1		2
		Vitamin D	1		2
		Calcium	1		2
		Magnesium	1		2
		Don't know	1		2
HN07	What food safety and hygiene facilities are available in the school? *MULTIPLE RESPONSE ALLOWED*		**Yes**	**Not mentioned**	
		None	1	2	
		Food storage facilities	1	2	
		Separate latrines	1	2	
		Waste disposal facilities/area	1	2	
		Hand washing stations with soap and water	1	2	
		Other/specify	1	2	
HN08	Are you able to store perishable foods, oil, CSB+ at the school?	No……1 Yes……2 Don't Know……3 Refused……4			
HN09	Without proper storage, do you consider the following high, medium, or low risk of spoiling		**High Risk**	**Medium Risk**	**Low Risk**
		Salt	1	2	3
		Oil	1	2	3
		Fortified food CBT+	1	2	3
HN10	Is water at school treated in any way to make it safe to drink?	No……1 Yes……2 Don't Know……3 Refused……4			***→If 1 or 3 or 4, Skip***

			to HN12

HN11	If yes to HN10, what do you do? *MULTIPLE RESPONSE ALLOWED*		**Yes**	**Not mentioned**	
		Treat with chlorine	1		2
		Strain with cloth	1		2
		Boil	1		2
		Other/ specify	1		2
		Don't know	1		2
HN12	Is it important to wash your hands?	No……1 Yes……2 Don't Know……3 Refused……4			
HN13	When should you wash your hands? *MULTIPLE RESPONSE ALLOWED*		**Yes**	**Not mentioned**	
		After you use the toilet/ latrine	1		2
		Before you prepare food	1		2
		Before you eat	1		2
		After you eat	1		2
		If you have taken care of someone who is sick	1		2
		After you touch animals	1		2
		Other/ specify	1		2
		Don't know	1		2
HN14	Are students and staff regularly able to wash their hands at the school?	Always……1 Sometimes……2 Never……3			
HN15	Has the staff received training in food preparation and safety skills?	No……1 Yes……2 Don't Know……3 Refused……4			
HN16	What health and nutrition interventions/activities are taking place at the school? *MULTIPLE RESPONSE ALLOWED*		**Yes**	**Not mentioned**	
		None	1		2
		Vita A supplementation	1		2
		Deworming	1		2
		Direct food assistance (CSB)	1		2
		Nutrition and health club	1		2
		COVID prevention	1		2
		Other / specify	1		2
		Don't know	1		2
HN17	What are the gaps?				
HN18	What COVID prevention practices are in place? *MULTIPLE RESPONSE ALLOWED*		**Yes**	**Not mentioned**	
		None	1	2	
		Teachers and staff wear face mask	1	2	
		Students wear face mask	1	2	
		Social distancing	1	2	
		Temperatures are taken	1	2	
		Hand sanitizers are available	1	2	
		Frequent hand washing with soap	1	2	

		Staff are sent home if they have a fever	1	2	
		Students are sent home if they have a fever	1	2	
		Other/ specify	1	2	
HN19	Is there a school feeding management committee?	No……1 Yes……2 Don't Know……3 Refused……4			
HN20	What are the sources of nutrition information in your community?		**Yes**	**Not mentioned**	
		Textbooks (curriculum)	1	2	
		Radio or television	1	2	
		Nutrition and health clubs	1	2	
		Health extension workers	1	2	
		Nutrition activities in the community	1	2	
		Nutrition activities in the school	1	2	
		Other/ specify	1	2	
		Don't know	1	2	
HN21	What type (topics) of nutrition messaging are needed for the community?				
HN22	What type (topics) of nutrition messaging are needed for the students?				
	Time interview ended				

THANK YOU!!

Table 35 KAPS questions for Cooks

SI – SCHOOL IDENTIFICATION

SI01 Master form school ID |___|___|___|___|

SI02 Date of interview |___|___|___|___|___|___|___|___|

SI03 Time interview started |___|___|___|___|

SI04 Team Supervisor |___|___|

SI05 Region _____ Code |___|___|

SI06 Zone _____ Code |___|___|___|

SI07 Woreda _____ Code |___|___|___|___|

SI08 School name _____

SI09 EMIS Admin code |___|___|___|___|___|

SD – SOCIO-DEMOGRAPHIC QUESTIONS

No.	Questions and filters	Response/ coding categories	Skip to
SD01	Sex?	Male……1 Female……2	
SD02	How old are you? *INTERVIEWER: RECORD THE AGE IN YEARS – ROUND UP TO NEAREST WHOLE NUMBER. IF THE RESPONDENT GIVES BIRTH YEAR, REPEAT THE QUESTION. ENTER "00" FOR DON'T KNOW. IF AGE OF RESPONDENT IS LESS THAN 18 YEARS OF AGE, ASK TO SPEAK WITH ANOTHER MEMBER OF AGE ABOVE 18.*	|___|___| Don't Know…….00	
SD03	How long have you been in a cook at the school?	Less than a year……1 1-5 years……2 More than 5 years……3	

FS– CONTINUING ON FOOD SAFETY (I will read the following statements with regard to food safety. Please tell me if you strongly agree, agree, neither agree nor disagree, disagree or strongly disagree with the statements).

FSa01-07	Please tick one box for each of the following statements to say to what extent do you agree or disagree with the following statements.		**Strongly agree**	**Agree**	**Disagree**	**Neither Agree**	**Strongly disagree**	
		Safe food handling is an important part of my job.	1	2	3	4	5	
		Raw vegetables and meat can be cut with the same knife	1	2	3	4	5	
		Raw vegetables and meat can be cut on the same cutting board.	1	2	3	4	5	
		Raw food should be kept separately from cooked foods	1	2	3	4	5	
		Insects like cockroaches and flies might transmit food borne pathogens	1	2	3	4	5	
		Food handlers can be a source of food borne disease	1	2	3	4	5	
		Wiping vegetables or fruits make them safe to be eaten	1	2	3	4	5	
		Cooked food can stay out for more than 2 hours before being served	1	2	3	4	5	

FSb –CONTINUING ON FOOD SAFETY

FSb 01-07	How frequent do you do the following?		**Always**	**Sometimes**	**Nev**
		I wash my hand with water and soap before preparing food	1	2	3
		I wash my hand with water and soap after preparing food	1	2	3
		I wash my hand before I served students	1	2	3
		I still work when I have symptoms of illness (cough, sore throat, fever, diarrhoea	1	2	3
		I wash vegetables before slicing	1	2	3
		I keep cooked meat at room temperature for more than 4 hours	1	2	3
		I allow my finger nails to grow	1	2	3
		I wear PPE such as mask when preparing and serving food	1	2	3

HN –HEALTH AND NUTRITION QUESTIONS: Now I would like to ask you some questions about health & nutrition.

HN01	Is water at school treated in any way to make it safe to drink?	No……1 Yes……2 Don't Know……3 Refused……4	→*If 1 or 3 or 4, Skip to HN03*
HN02	If yes to HN01, what do you do? *MULTIPLE RESPONSE ALLOWED*		

	Yes	**Not mentioned**	
Treat with chlorine	1		2
Strain with cloth	1		2
Boil	1		2
Other/ specify/	1		2
Don't know	1		2

HN03	Do you have adequate utensils storage facilities like, availability of cabinet?	No……1 Yes……2 Don't Know……3 Refused……4	
HN04	Do you have adequate food storage facilities?	No……1 Yes……2 Don't Know……3 Refused……4	
HN05	Are you able to store perishable foods, milk, CSB+ at the school?	No……1 Yes……2 Don't Know……3 Refused……4	
HN06	Have you received training in food preparation and safety skills?	No……1 Yes……2 Don't Know……3 Refused……4	
HN07	How good is it for students to have different types of food at meal	Good……1 Not Sure……2 Not Good….3	

<table>
<tr><td>HN08</td><td>Can you name some of the food groups important for a diversified diet?

MULTIPLE RESPONSE ALLOWED

Please do not read list. Check all that the respondent lists.</td><td>
<table>
<tr><th></th><th>Yes</th><th>Not mentioned</th></tr>
<tr><td>Starches (Cereals and tubers)</td><td>1</td><td></td><td>2</td></tr>
<tr><td>Pulses (beans, cowpeas, peanuts, lentils, nuts, soy, pigeon pea, and/or other nuts)</td><td>1</td><td></td><td>2</td></tr>
<tr><td>Milk and dairy</td><td>1</td><td></td><td>2</td></tr>
<tr><td>Meat, fish and eggs</td><td>1</td><td></td><td>2</td></tr>
<tr><td>vegetables</td><td>1</td><td></td><td>2</td></tr>
<tr><td>Fruits</td><td>1</td><td></td><td>2</td></tr>
<tr><td>Oil and fats</td><td>1</td><td></td><td>2</td></tr>
<tr><td>Condiments</td><td>1</td><td></td><td>2</td></tr>
<tr><td>Fortified foods (such as CBS+)</td><td></td><td></td><td></td></tr>
</table>
</td></tr>
<tr><td>HN09</td><td>Are there some foods girls and boys should not eat?</td><td>No…….1
Yes…….2
Don’t Know……3
Refused……..4</td><td>→If 1 or 3 or 4, Skip to HN11</td></tr>
<tr><td>HN10</td><td>Please explain</td><td></td><td></td></tr>
<tr><td>HN11</td><td>What are the sources of nutrition information in your community?</td><td>
<table>
<tr><th></th><th>Yes</th><th>Not mentioned</th></tr>
<tr><td>Text books (Curriculum)</td><td>1</td><td></td><td>2</td></tr>
<tr><td>Radio or television</td><td>1</td><td></td><td>2</td></tr>
<tr><td>Nutrition and health clubs</td><td>1</td><td></td><td>2</td></tr>
<tr><td>Health extension workers</td><td>1</td><td></td><td>2</td></tr>
<tr><td>Nutrition activities in the community</td><td>1</td><td></td><td>2</td></tr>
<tr><td>Nutrition activities in the school</td><td>1</td><td></td><td>2</td></tr>
<tr><td>Other/ specify/</td><td>1</td><td></td><td>2</td></tr>
<tr><td>Don’t know</td><td>1</td><td></td><td>2</td></tr>
</table>
</td><td></td></tr>
<tr><td>HN12</td><td>What healthy and nutrition activities happened at your school?</td><td></td><td></td></tr>
<tr><td></td><td>Time interview ended</td><td></td><td></td></tr>
</table>

THANK YOU!!

Table 36 KAPS questions for Students

CI – CHILD IDENTIFICATION (completed once for all child questionnaires)

SI01	Master form school ID	|___|___|___|___|	
SI02a	Date of interview	|___|___|___|___|___|___|___|___|	
SI02b	Time interview started	|___|___|___|___|	
SI03	Data Collector ID	|___|___|	
SI04	Region	_____	Code |___|___|
SI05	Zone	_____	Code |___|___|___|
SI06	Woreda	_____	Code |___|___|___|___|
SI07	School name	_____	
SI08	Sample Child ID (to be obtained from child level questionnaire)	|___|___|	

KAPS SUPPLEMENTRY QUESTIONS (to be posed to each child sampled in the 13 KAPS schools after they have answered the baseline survey questions; the 13 KAPS schools – i.e. 1 per woreda – will be selected among the five in-programme schools considered for the baseline survey in each woreda are McGovern-Dole)

Name	Questions and filters	Response/ Coding categories	Skip to
MC11	1.11 During the day and night yesterday, did you eat anything between the meals?	No……0 Yes……1 Don't know……98 Refused ……99	
AT1	2.1 How good do you think it is to have breakfast before going to school?	Good……1 Not sure……2 Not good……3	Skip to AT3 if "1 or "2"
AT2	2.2 Can you tell me the reasons why it is not good?		
AT3	2.3 How difficult is it for you to have breakfast before going to school?	Not difficult……1 Somewhat difficult……2 Difficult……3	Skip to K1 if "1 or "2"
AT4	2.4 Can you tell me the reasons why it is difficult?		
K1	2.5 Some children do not have breakfast before going to school and are hungry in class. What problems can children have if they don't eat before going to school? MULTIPLE RESPONSE ALLOWED	Children have short attention……1 Children have low concentration……2 Children cannot study well……3 Children do not do as well at school as they should…4 Other/ specify……5 Don't know……98	
K2	2.6 How can you recognize that someone is not having enough food? MULTIPLE RESPONSE ALLOWED	Lack of energy/weakness (cannot work, study or play as normal) ……1 Weakness of the immune system (becomes ill easily or becomes seriously ill) ……2 Loss of weight/thinness……3 Children do not grow as they should (growth faltering)…4 Other/ specify……5	

		Don't know……98	
FC9	3.9 How good do you think it is to have different types of foods at meals?	Good……1 Not sure……2 Not good……3	Skip to FC11 if "1 or "2"
FC10	3.10 Can you tell me why it is not good?		
FC11	3.11 Do boys and girls eat different types of food in your community?	No……0 Yes……1 Don't know……98 Refused……99	Skip to FC12 if "0" or "98" or "99"
FC11.1	3.11.1 If yes, explain why it is different?		
FC12	3.12 How difficult is it for you to have different types of foods at meals?	Not difficult……1 Somewhat difficult……2 Difficult……3	Skip to HN1 if "1
FC13	3.13 Can you tell me the reasons why it is difficult?		
HN1	3.14 Is it important to wash your hands?	No……0 Yes……1 Don't know……98 Refused……99	
HN2	3.15 When should you wash your hands? MULTIPLE RESPONSE ALLOWED	After you uses the toilet/latrine……1 Before you prepare food……2 Before you eat……3 After you eat……4 If you have taken care of someone who is sick……5 After you touch animals……6 Other/ specify……7 Don't know……98	
HN3	3.16 What health and nutrition activities happen at your school? MULTIPLE RESPONSE ALLOWED	None……0 Vitamin A supplementation……1 Deworming……2 Direct food assistance (CSB) ……3 Nutrition and health club……4 Covid prevention……5 Other/ specify……6 Don't know……98	
info	What are sources of nutrition information in your community? MULTIPLE RESPONSE ALLOWED	Textbooks (curriculum) ……1 Radio or television……2 Nutrition and health clubs……3 Health extension workers……4 Nutrition activities in the community……5 Nutrition activities in the school……6 Other/ specify……7 Don't know……98	
	Time interview ended		

THANK YOU!!

Annex K Implementation of the Baseline Fieldwork

Introduction

1. This annex describes the implementation of the survey and the qualitative fieldwork. Both exercises were constrained by the need to observe appropriate Covid-19 precautions, as summarised in Box 10 below. Fortunately, no members of the survey teams had to be sidelined on account of Covid-19 symptoms or a positive test.

Box 10 Covid-19 precautions for fieldwork

In conjunction with the measures of the Government of Ethiopia based on national guidance, general Covid-19 secure practices followed by the team will include:

- Each evaluation team member will be clearly advised that they should not undertake any activities face to face if they feel unwell or have Covid-19 symptoms or have been designated to self-isolate (in accordance with national guidance), until such time as an appropriate test provides a negative result.
- Access to face coverings and hand-sanitiser will be ensured for each evaluation team member.
- For face-to-face meetings or group meetings (for instance focus group discussions with beneficiaries), the evaluation team will provide disposable face coverings for all participants, and ensure access to hand washing facilities and/or hand sanitiser, if that is required by national guidelines for any meeting and/or collective gatherings or it is judged that doing so will ensure individuals feel most comfortable in agreeing to participate.
- Selection of venues for meetings will take account of the need for additional space and adequate ventilation to ensure social distancing requirements can be met for the number of individuals expected for the meeting. Meetings and workshops will be facilitated in a way that reduces risk of transmission through shared resources (for instance pens, managing refreshments) and maintains social distance.
- Selecting modes of transport, and distance to travel to meetings, will take account of the need to reduce risk of transmission.

Qualitative fieldwork

2. The gender specialist/qualitative lead undertook the qualitative lead with visits to the three project areas between 29 March and 15 April 2021. WFP provided transport to the schools and the evaluation team hired independent interpreters competent in Afan Oromo or Afar.

3. The intention was to conduct rapid gender assessments in the schools visited by the qualitative lead/gender specialist. With one school per day being visited, it was planned to use the afternoons for special focus group discussions using participatory gender analysis tools and approaches. However, it was found that this was impractical, particularly because of the disruptions to school rhythms resulting from the pandemic. Thus in most cases: (a) schools were found to be operating only in the mornings (and only a short morning on Fridays); (b) communities observed religious rituals in the afternoon and couldn't stay behind after classes finished to participate in the gender analysis FGDs; (c) students, especially girls, had housework obligations in the afternoon, including walking far distances to fetch water and collect firewood; (d) it was not possible to wait for the students and community members to return after their afternoon responsibilities, as we had to adhere to WFP travel regulations and return to base by 6:00 pm.

4. Accordingly, the methodology was changed from using participatory gender analysis tools to integrating additional gender questions during the morning interview and FGD sessions to have a better understanding of the gendered constraints that are at play in the communities and could impact the McGovern-Dole programme.

5. In several cases also, key informants were unavailable (e.g. a disability specialist away on training, or officials diverted to election duties). Nevertheless, it was possible to gather useful insights from the discussions with students, school staff and community members, as well as with WFP staff and education administrators based at regional, zonal and woreda levels, as apparent from the findings reported in Annex M.

The Baseline Survey

Survey planning and logistics

6. For details of the timetable followed in preparing, conducting and analysing the baseline survey, see Table 16 in Annex B. The data to be collected, and the sampling processes, both for selecting schools and for selecting student interviewees within schools, are discussed in Annex I.

7. In spite of the exigencies of the Covid 19 pandemic and spill-over effects of the civil disturbances in Tigray, the proposals drawn up during the inception phase were implemented on the ground during April-May 2021 as planned with very few, if any, practical modifications. The survey teams were recruited, trained and managed by Mokoro's local partner, B&M, which also organised all the logistics for deploying the survey teams.

8. Five survey teams (ST) each comprising a supervisor, four enumerators and an entry facilitator were mobilized to undertake the data collection for the baseline surveys. The supervisors were recruited at the centre in Addis Ababa while the enumerators and entry facilitators were recruited from the respective regions. The recruitment of the ST members was based on B&M's well established networks, and also took educational background, experience and past performance as well as knowledge of local languages (mainly for enumerators and facilitators) into consideration.

9. Three of the STs were fielded in Afar and the remaining two STs[127] were fielded in Oromia to conduct school level as well as child level interviews and collation of recorded statistics. Altogether the STs covered 91 schools (63 in Afar and 28 in Oromia); field work coverage and deployment of the STs was as follows:

ST1 (Afar):	• 14 schools spread across 2 woredas (Amibara & Bure Mudaitu) of zone 3, and • 7 schools in Dalifage woreda of zone 5
ST2 (Afar)	• 14 schools in 2 woredas (Awra & Teru) of zone 4, and • 7 schools in Dewe woreda of zone 5
ST3 (Afar)	• 14 schools in 2 woredas (Chifra & Dubti) of zone 1, and • 7 schools in Afdera woreda zone 2
ST4 (Oromia)	• 14 schools in 2 woredas (Baabbilee & Cinaaqsan) of East Hararghe zone
ST 5 (Oromia)	• 14 schools in 2 woredas (Yaaballoo & Taltallee) of Borana zone

10. Prior to commencing the surveys (i.e. the actual data collection), the supervisors were trained by the survey statistician and the coordinator in Addis Ababa. The supervisors had managed the whole undertakings including training of the enumerators as well as orientation to the entry facilitators in addition to conducting school level interviews. The enumerators were responsible mainly for conducting the child-level interviews but also assisted the supervisors in collating statistics from sources such as school records, and the EMIS.

11. The statistician undertook the day-to-day follow up of the technical aspects of the data collection while the coordinator was responsible for all administrative and logistics aspects of the field operation; particularly worth mentioning is that the coordinator along with the entrée facilitators had facilitated the STs in fixing appointments/schedules (in most instances down to school level) and logistical arrangements ahead of the STs arrival for the ensuing interviews and data collection. In the bid to enhancing quality of data/ information and to allow consistency between and within the STs, the statistician (mainly for technical aspects) and the coordinator (for administrative matters) both maintained daily communication with all the STs.

[127] The initial plan was to deploy four STs for the quantitative and KAP surveys in Afar and Oromia; accordingly, the plan anticipated that the E/Hararghe (Oromia) team, after completing the survey in E/Hararghe, to support the two STs in Afar. But, subsequently in the process, taking account of Covid-19 restrictions and the restricted operation of schools, deploying an additional ST was found to be necessary in order to complete the survey within the time available and minimise Covid-19 risks.

12. In the execution of the baseline & KAP surveys, the Ethiopia team had worked closely with Mokoro UK team, REB (regional education bureaus) mainly represented by Deputy Bureau Heads, school feeding focal persons designated to support the STs, zonal and woreda education offices of the respective zones and woredas covered by the surveys, WFP Ethiopia CO (WFP CO) as well as SOs (where these existed); and also liaison with the Head Physician, Ethiopia Medical Assistance Team (WFP CO) for any COVID pandemic associated incidences.

13. Five vehicles were assigned for the field work in the respective destinations. Moreover, the STs were equipped with the necessary materials – viz. tablets (with the electronic version of the surveys questionnaire uploaded), and versions of the questionnaire translated into Amharic and the local languages (Afar and Afan Oromo) to serve the team as a reference manual. Also the STs were supplied with personal protective equipment and supplies against Covid and advised to adhere, all times, to the Covid- secure requirements and procedures presented to them (Box 10 above). In Afar, the field work took just under four weeks (22 March – 18 April, 2021) and, in Oromia, close to three weeks (25 March – 14/15 April, 2021) – including travel times to the respective destinations, as well as within destinations.

14. These all have contributed, one way or otherwise, to the successful completion of the surveys even though the whole operation may not be claimed free of challenges, as discussed below.

15. While the field work was in progress, the STs, as directed, had commenced uploading data collected online on the server offered by the WFP CO[128] in the last week of March 2021 as soon as data collection from one or two schools was completed; later on an offline data collection mechanism had to be devised since the server happen to act up with the former mechanism; ultimately, however, both mechanisms could hardly work as planned mainly owing to technical issues with the WFP server. That made consolidation and retrieval of the already uploaded data difficult and led to an extended delay in obtaining the full dataset for analysis. As a result, in line with the consensus reached following a series of discussions (among Mokoro UK team, B&M team and WFP CO relevant staffs), the B&M team took the responsibility to sort out, clean and verify both the online and offline collected data; that was managed successfully and the dataset were then availed for the intended analysis.

16. Soon after completion of the data verification process, with the guidance from Mokoro UK team, the B&M team undertook compilation of the dataset using the Statistical Package for Social Science (SPSS), developed data tabulation plan and populated the tables that were agreed on for further analysis; the team has also took part in write up of the baseline report.

Main challenges and solutions sought

17. The main implementation challenges faced by the STs (during the field work) along with measures taken to overcome the challenges are presented in Table 37.

Table 37 Major implementation challenges along with solutions sought

Challenges	Measures taken
Unavailability of sufficient number (or none) of students, particularly female students, in the class at some schools.	In most instances, schools were substituted from the reserve sample in line with the envisaged sampling procedure; in a few schools where the situation allowed & female students were learned to have been enrolled but were absent on the day of visit, call back was arranged for the STs.

[128] WFP CO provided valuable support to the team in the course of implementation of the surveys, ranging from lending 15 tablets for the purpose of data collection and access to its server as data repository to letting its staffs (notably the evaluation manager and the SO at Semera) work closely with the team on survey logistics and technical aspects.

Challenges	Measures taken
Some schools particularly in Amibara (zone 3) and Awra (zone 4) were destroyed by flood, no documents found & students were not in class at the time of the surveys; as a result the STs could not conduct the surveys in some schools.	Schools were substituted from the reserve sample in line with the envisaged sampling procedure. In some cases a selected reserve school itself had to be substituted.
Inaccessibility of schools sampled (5 hours drive on sand & long distance that also involved 2-3 hours walk on foot); particularly, 2 schools each in Afdera woreda (zone 2), Awra (zone 4) & Bure Mudaitu (zone 3); and 1 school each in Amibara (zone 3) & Teru (zone 4) could not be reached.	
Considerable number of schools in Dubti woreda were not functional due to drought & shortage of water; this was so even for tome schools taken as substitutes.	
Imprecise information furnished to the STs in some woredas – e.g. Dubti & Chifra (zone 1) and Dewe (zone 5) in Afar as well as Yaaballoo woreda (Oromia).	Corrective measures were taken after discussion with the relevant officers from the respective regional/ zonal/ woreda education bureaus/ offices – e.g. in one case, the SF focal person was suspended for furnishing the STs with imprecise information about the schools sampled &/or schools taken as substitutes; then another focal person was delegated to work with the team. In the case of Dewe (Afar) & Yaaballoo (Oromia), call back was arranged to conduct the surveys in the same schools that were in the sample already.
Security challenges in some localities had forced residents to migrate to some other localities; as a result schools sampled were not operating. Hadeleela woreda (zone 5) had security challenges due to ethnic conflict at the time the survey. Two schools in Awra woreda (zone 4) had security problems. Three schools in Cinaaqsan could not be accessed for security reasons.	Schools were substituted from the reserve sample in line with the envisaged sampling procedure. Hadeleela was substituted by Dalifage woreda (zone 5) even though it was learned afterward that the woreda had no schools out-of-McGovern-Dole. The two schools were substituted by other two schools of the same woreda. Schools were substituted from the reserve sample in line with the envisaged sampling procedure.
Instances where some schools sampled were observed to have no school feeding (SF) activity at all (even though designated as in-McGovern-Dole in the information provided by WFP..	Regardless of the status (in terms of SF) at the time of the survey & if accessibility is not an issue, the same schools were considered for the surveys. (For methodological implications, see the discussion linked to Table 40 in Annex L.)
In some woredas, schools sampled as control were found to have SF – e.g. in Dalifage woreda all schools had SF, but, according to the sample, two schools were sampled as control in the woreda.	

Challenges	Measures taken
Internet access challenges both in Afar and Oromia regions. In some localities, mobile phones could not be connected. On top of these, the access link furnished to the team could hardly allow syncing the data precisely onto the WFP server. These difficulties obliged the team to devise an offline mechanism. At the end, both the online & offline submitted data were learned to be uploaded but there were difficulties in retrieving from the server as desired.	STs were required to travel to places where internet could be accessed to upload data collected & also to provide updates to the statistician & coordinator. Following a series of discussions with relevant staffs of WFP CO as well as Mokoro UK team, B&M team was prompted to manage the difficulties and, accordingly, both the online and offline submitted data were sorted out, cleaned and verified; the dataset were then availed for the intended analysis.
Unavailability of hotels, restaurants and accommodation.	STs were obliged to buy uncooked food and water from shops for consumption; stayed some nights in schools or residence of staffs of the schools.

Annex L Baseline Survey Analysis

DATA MANAGEMENT

1. Data collection has been described in Annex K. This annex explains the data analysis, and presents a range of tables and charts that demonstrate the scope of the data and highlight findings of particular interest.

2. Throughout the fieldwork, continuous and close communications were maintained between the survey statistician, the coordinator and fieldwork teams. The completed data were revised at the field level twice by the supervisor and again by the survey statistician, while giving their feedback directly to the interviewer(s) during the data collection. In addition, regular field team debriefing meetings led by supervisors were also carried out at field level.

3. Continuous monitoring of data quality was also carried out remotely by the survey statistician and survey coordinator, with feedback and corrections targeted to specific interviewers were communicated through supervisors. As much as possible, field edited data were compiled, sent and stored in Addis Ababa on a daily or every other day basis (save the logjam with the WFP server the team had faced). Careful data cleaning with attention paid to outliers was then conducted using SPSS algorithm. Before commencing the analysis, quantitative data were explored using frequency tables and graphs (bar graphs, line graphs, box plots and scatter plots) to inspect nature of variables and checking errors like missing values, outliers and inconsistent values.

4. Full source data and related materials have been retained so as to be available to inform the endline survey and subsequent analysis – see Box 11 below. The data includes some confidential information such as geographic coordinates and names of schools, names of respondents (except children, which are anonymous at source and not recorded) and of survey team members. As such, the access to these data sets is restricted. No confidential material is included in any of the results presented here.

Box 11 Survey documentation and data archived

A secure archive has been created which contains:

- All baseline survey forms.
- Training materials and manual for supervisors/enumerators
  these include materials translated into Afan Oromo, Afar and Amharic.
- Captured data (including KAPS data as well as data from the main baseline survey – *this was uploaded to WFP servers, then subsequently verified and consolidated into zip archives.*
- Diaries of quantitative and qualitative fieldwork.
- Data analysis diaries and outputs – *including logs of the code steps used to generate data tables (R was used for the school-level data; SPSS for child-level data).*
- Excel source files for the charts and tables included in the Baseline Report.
- School-level EMIS data received.
- School-level inspection data received.
- WFP's lists of McGovern-Dole programme schools
- Working table analysing and reconciling these various data sets.

DATA ANALYSIS

5. School level data was analysed using R. The various steps and procedures used were recorded in an R Notebook file which includes about 800 lines of bespoke R code. Outputs from the various analyses were written to an Excel file and formatting of the tables was done in Excel. All relevant files have been archived, as noted in Box 11 above. The principal packages used in R were the *tidyverse* suite,[129] for

[129] Wickham, H; Grolemund, G (2017) R for Data Science. O'Reilly, ISBN 978-1-491-91039-9, 494 pp

general analysis and data wrangling, and the *survey* package,[130] for analysis of complex survey designs. The *ODKTools* package[131] was used to read the XLS Forms files into R.

6. The child-level analyses presented have been done using the Statistical Package for Social Sciences (SPSS) version 24 software. Specifically, custom tables procedure was used to produce all the outputs. The SPSS syntaxes used to generate all the output tables are indicated have been archived, as noted in Box 11 above.

Results from School-Level Survey[132]

Overall sample

7. Table 38 below shows the number of schools sampled, children interviewed, and KAPs interviews undertaken. As planned, 91 schools (13 clusters of 7 schools) were sampled. A total of 1,085 children were interviewed. The KAPs interviews were conducted as part of the fieldwork, but are analysed separately (see Annex N).

Table 38 Survey tiers and sample sizes

Tier	Sample
Schools sampled	91
Children interviewed	1,085
Administrator KAPs	28
Cooks KAPs	18
Student KAPs	152

Total school populations and woredas selected for sampling

8. Table 39 below lists the numbers of primary schools per woreda and highlights the randomly selected woredas. In total 13 woredas were sampled. Enrolment numbers are for grades 1-6 as this was the information originally requested from and supplied by EMIS. Since the project covers primary grades up to Grade 8, some adjustments were necessary to facilitate weighting, as noted below (see ¶17).

9. The list of schools sampled in each woreda, together with geographic coordinates is available but is not included here in order to avoid bias in the treatment of schools, as a longitudinal sampling method may be used at the endline (see the discussion in Annex I).

Table 39 Total schools population in the McGovern-Dole programme Regions and Zones

Based on EMIS data provided Feb 2021 for Primary Grades 1-6, 2019 enrolments. sampled woredas highlighted

Region	Zone	Woreda	No. Schools	Enrolments 2019, Grades 1-6			Sample schools
				Girls	Boys	Total	
Afar	Zone 01	Adear	12	883	1189	2072	
Afar	Zone 01	Afambo	18	838	1010	1848	
Afar	Zone 01	Ayesaita kentiba	10	1905	2779	4684	
Afar	Zone 01	Aysaita	26	1433	1886	3319	
Afar	Zone 01	Chifra	39	3868	4108	7976	7
Afar	Zone 01	Dubti	15	637	1040	1677	7
Afar	Zone 01	Dubti kentiba	6	1085	1377	2462	
Afar	Zone 01	Elidar	17	780	1081	1861	
Afar	Zone 01	Gereni	8	356	593	949	
Afar	Zone 01	Kori	11	598	837	1435	
Afar	Zone 01	Mille	14	1829	2110	3939	
Afar	Zone 01	semera Logiya	5	1057	1386	2443	
Afar	Zone 02	Abala	25	1394	1548	2942	

[130] Lumley, T (2010) Complex Surveys. John Wiley & Sons, Inc, New Jersey, ISBN-978-0-470-28430-8, 276 pp

[131] https://github.com/ilri/odktools

[132] Sourced from: *Ethiopia Afar-Oromia WFP-MGD 2021 Baseline Survey Results (Tables 1-18)+SEL.xls*

Region	Zone	Woreda	No. Schools	Enrolments 2019, Grades 1-6			Sample schools
				Girls	Boys	Total	
Afar	Zone 02	Abe'ala kentiba	17	1910	2245	4155	
Afar	Zone 02	Afdera	28	1701	2625	4326	7
Afar	Zone 02	Berhale	39	3759	5721	9480	
Afar	Zone 02	Bidu	8	999	1542	2541	
Afar	Zone 02	Dallol	44	3716	4441	8157	
Afar	Zone 02	Erebti	15	975	1809	2784	
Afar	Zone 02	Koneba	28	2821	3390	6211	
Afar	Zone 02	Megale	25	2337	3056	5393	
Afar	Zone 03	Amibara	33	3066	3684	6750	7
Afar	Zone 03	Argoba	13	965	1101	2066	
Afar	Zone 03	Awash City Administration	4	1097	1135	2232	
Afar	Zone 03	Bure-mudaitu	16	1011	1099	2110	7
Afar	Zone 03	Dulecha	23	1137	1184	2321	
Afar	Zone 03	Fentale	16	834	1127	1961	
Afar	Zone 03	Gewane	20	1428	1574	3002	
Afar	Zone 04	Awra	20	1381	1549	2930	7
Afar	Zone 04	Ewa	26	1844	2041	3885	
Afar	Zone 04	Gulina	22	1133	1312	2445	
Afar	Zone 04	Teru	17	665	1526	2191	7
Afar	Zone 04	Yalo	19	785	1035	1820	
Afar	Zone 05	Dalifage	20	1238	1473	2711	
Afar	Zone 05	Dewe	19	1014	1333	2347	7
Afar	Zone 05	Hadeleela	13	1437	2017	3454	7
Afar	Zone 05	Semurobi	20	1212	1525	2737	
Afar	Zone 05	Telalak	18	1696	1662	3358	
Oromia	Booranaa	Areeroo	49	4041	4812	8853	
Oromia	Booranaa	B/M/ Yaaballoo	6	1719	1547	3266	
Oromia	Booranaa	Dhaas	26	2139	2077	4216	
Oromia	Booranaa	Dilloo	20	1208	1269	2477	
Oromia	Booranaa	Dirree	35	3209	3435	6644	
Oromia	Booranaa	Dubluq	35	2803	2679	5482	
Oromia	Booranaa	Elwayyaa	23	2556	3517	6073	
Oromia	Booranaa	Gomolee	24	4111	5144	9255	
Oromia	Booranaa	Guchii	21	1349	1522	2871	
Oromia	Booranaa	Miyoo	44	4047	4553	8600	
Oromia	Booranaa	Moyyaalee	29	3757	3818	7575	
Oromia	Booranaa	Taltallee	41	5602	6402	12004	7
Oromia	Booranaa	Waacilee	25	1683	1475	3158	
Oromia	Booranaa	Yaaballoo	24	4222	4600	8822	7
Oromia	HarargeeBahaa	B/M/ Awwadaay	4	3618	4348	7966	
Oromia	HarargeeBahaa	B/M/ Baabbilee	4	2406	3047	5453	
Oromia	HarargeeBahaa	B/M/ Dadar	6	1503	1872	3375	
Oromia	HarargeeBahaa	B/M/ Haroo maayaa	4	2526	3492	6018	
Oromia	HarargeeBahaa	Baabbilee	40	6918	11033	17951	7
Oromia	HarargeeBahaa	Baddannoo	118	39081	46375	85456	
Oromia	HarargeeBahaa	Cinaaqsan	47	7058	10850	17908	7
Oromia	HarargeeBahaa	Dadar	107	26671	33427	60098	
Oromia	HarargeeBahaa	Fadiis	74	14125	21320	35445	
Oromia	HarargeeBahaa	Giraawwaa	113	27492	35106	62598	
Oromia	HarargeeBahaa	Gola Odaa	64	9722	13462	23184	
Oromia	HarargeeBahaa	Gooroo Guutuu	87	17031	21353	38384	
Oromia	HarargeeBahaa	Gooroo Muxii	42	10806	12353	23159	
Oromia	HarargeeBahaa	Gursum	76	14715	20493	35208	
Oromia	HarargeeBahaa	Haroo Maayaa	74	20475	30942	51417	
Oromia	HarargeeBahaa	Jaarsoo	48	11728	15355	27083	
Oromia	HarargeeBahaa	Kombolcha	54	16348	22591	38939	

Region	Zone	Woreda	No. Schools	Enrolments 2019, Grades 1-6			Sample schools
				Girls	Boys	Total	
Oromia	HarargeeBahaa	Kurfaa Callee	44	8543	10826	19369	
Oromia	HarargeeBahaa	Malkaa Bal'oo	85	17355	21990	39345	
Oromia	HarargeeBahaa	Mayyuu	31	5020	6860	11880	
Oromia	HarargeeBahaa	Meettaa	84	16422	21438	37860	
Oromia	HarargeeBahaa	Miidhagaa Tolaa	37	7232	10194	17426	
Oromia	HarargeeBahaa	Qarsaa	94	19580	28987	48567	
Oromia	HarargeeBahaa	Qumbii	15	1603	2770	4373	

10. The zones sampled in Oromia were the two targeted by the McGovern-Dole 2020-24 programme. In Afar all zones are included. The woreda were selected at random from within lists. For Oromia, this was a fully randomised selection. For Afar, the randomisation was within zones, to ensure 2 samples in at least 4 zones. Only one woreda was included in Afar Zone 2 as it was thought the security situation there might be difficult, due to the conflict in adjacent Tigray.

11. Weighting of sample schools is based on the assumption that the EMIS data provides a complete census of school numbers. The sampling weight for each school was taken as [EMIS schools per zone]/[sample schools per zone]. Since our EMIS data at school level covered only Grades 1–6 some adjustments were necessary for weighting purposes, as described at ¶17 below. Sampling weights are only used for statistical parameters and comparisons, and for totals and means for the whole population (stratum totals and means). Within-sample means and totals, as are shown in many of the tables, are unweighted.

In/out of programme schools

Table 40 Sampled schools, in /out of programme`

Region	Zone	Woreda	Sample Schools		
			In	Out	Total
Afar	Zone 01	Chifra	5	2	7
		Dubti	5	2	7
	Zone 02	Afdera	5	2	7
	Zone 03	Amibara	5	2	7
		Buremudaitu	5	2	7
	Zone 04	Awra	5	2	7
		Teru	7	0	7
	Zone 05	Dewe	7	0	7
		Dalifage	7	0	7
Oromiya	Booranaa	Taltallee	7	0	7
		Yaaballoo	6	1	7
	Harargee	Baabbilee	7	0	7
		Cinaaqsan	7	0	7
Total			78	13	91

12. Table 40 above shows the in or out of programme status of the schools that were actually sampled. As noted in Annex I, the original intention was to include 5 in-programme and 2 out-of-programme schools in each selected woreda, but out-of-programme schools proved to be much scarcer than implied by the project design, and WFP's information about the programme status of schools was unreliable. Despite special efforts to identify out-of-programme schools (including the late substitution of a woreda in Borana zone[133]) only 13 out-of-programme schools were captured altogether, just half of the planned total. Three woredas in Afar Region included no out-of-programme schools in the sample, although the other 6 sampled woredas in Afar had the planned 5:2 balance. In Oromia, however, only one of the 28 schools sampled was out-of-programme.

13. Implications: It is not considered that this lack of symmetry will negatively affect the endline analysis unduly. The programme status of schools is inherently uncertain. Some schools may enter the programme after initially being left out, while the project is designed progressively to transfer schools out

[133] Substitution always retained the principle of randomisation – alternates being drawn from a previously randomised list.

of the McGovern-Dole programme (see Annex D, Table 20), and it is therefore expected that some schools will receive McGovern-Dole rations for only part of the period to be reviewed at endline.

14. At the endline, comparisons and evaluations of a given statistic, Y, such as for example, GPI, completion rates, enrolment rates, relative to the McGovern-Dole programme will be made using general linear models of the form:

$$Y = F + X_i + \varepsilon$$

15. Here Y is indicator to be evaluated, F is the measure of school feeding via the McGovern-Dole programme. This will be the number of semesters over the evaluation period when the school received rations. The Xi will be other indicators that may also influence the performance indicator Y, such as school student/staff ratio, availability of books, availability of water, etc., while ε is a term to allow for random errors in the sample As such, provided each stratum has an adequate variation across the range of F (McGovern-Dole school meals received), significant impact can be tested. The prior categorisation according to programme status helps to establish that range of variation, but is not the sole or necessary determinant of it. Analysis will take account of whether school feeding was available from a different source or not at all during the periods when McGovern-Dole rations were not being supplied.

Total enrolment: EMIS and sample compared

16. Table 41 below shows the total number of schools in each stratum, together with the number of sample schools. It will be appreciated that the sample is small, just 91 schools out of 2,493, or 3.7%.

17. As already noted, the EMIS data provided figures on Grades 1-6 (Table 39 above), whereas the sample included Grades 1-8. To adjust for this a multiplier was estimated separately for boys and girls for each zone, as follows:

Stratum	Girls	Boys
Afar (Zones 1-5)	1.071818	1.112088
Oromia (Haarargee)	1.050968	1.092695
Oromia (Booranaa)	1.061028	1.069268

18. These factors were estimated from the enrolments in the sample schools [(Grades 1-8)]/[(Grades 1-6)] and then applied to the EMIS totals to give the adjusted figures shown in Table 41 below under the Heading ‘Estimated Grades 1-8’.

19. Total estimates for the same statistics are shown from the sample. In each case the sample estimates for the totals are within the confidence limits for the EMIS adjusted totals. This gives confidence that the weighting and sampling design, together with the actual sampling data, can be considered robust and representative.

20. The lower adjustment multipliers for girls than for boys indicate that fewer girls than boys remain in education beyond Grade 6.

Completion Rates and Gender Parity Index

21. Table 42 below shows mean grade completion rates for all Grades 1-8 for girls and boys. It also shows Gender Parity Index (GPI). The upper and lower confidence limits for each estimate are shown.

22. It can be seen E Hararghe (girls 84.6%, boys 86.4%) has significantly lower mean grade completion rates than Afar (girls 92.2%, boys 91.5%) or Borana (girls 94.1%, boys 95.2%), but that the differences between girls and boys in all strata is not significant. The GPI also differs significantly between the strata, with Borana being the highest (0.86), and E Hararghe the lowest (0.58).

Table 41 Total enrolments of schools in the target zones vs. estimates from survey sample

	Schools	EMIS Enrolments (grades 1-6)			Estimated Grades 1-8			Sample schools	Estimated total enrolments in stratum, based on the sample, with 95% confidence limits								
Survey Stratum	*Govt. 1y*	Girls	Boys	Total	Girls	Boys	Total		Girls	*Conf. limits*		Boys	*Conf. limits*		Total	*Conf. limits*	
Afar (Zones 1-5)	729	56824	72150	128974	60905	80237	141142	63	74470	*33033*	*115907*	101653	*48317*	*154989*	176123	*82624*	*269622*
Oromia (Haarargee)	1352	307978	410484	718462	323675	448534	772209	14	273587	*162860*	*384314*	442780	*332810*	*552750*	716367	*495670*	*937063*
Oromia (Booranaa)	402	42446	46850	89296	45036	50095	95132	14	62224	*31327*	*93121*	72216	*47623*	*96810*	134440	*78949*	*189931*

Table 42 Completion rates and Gender Parity Index from sample data, with confidence limits

	Completion Rates %, mean for all grades 1-8						Gender Parity Index		
Survey Stratum	Girls	*Lower CL*	*Upper CL*	Boys	*Lower CL*	*Upper CL*	GPI	*Lower CL*	*Upper CL*
Afar (Zones 1-5)	92.2	*89.5*	*95.0*	91.5	*89.0*	*93.9*	0.73	*0.61*	*0.85*
Oromia (Haarargee)	84.6	*73.3*	*96.0*	86.4	*82.3*	*90.4*	0.58	*0.47*	*0.69*
Oromia (Booranaa)	94.1	*92.5*	*95.8*	95.2	*93.4*	*97.0*	0.86	*0.76*	*0.95*

Staff numbers and training

23. Table 43 below shows the mean numbers of staff per school in total, and those with specified training certificates. Table 44 below further summarises this in terms of student:teacher ratios, or number of children per teacher.

Table 43 Staff numbers and training

Category	Stratum	Mean staff numbers per school			Coefficient of Variation %*		
		Total	*Female*	*Male*	*Total*	*Female*	*Male*
Teachers	Afar (Zones 1-5)	11.6	3.5	8.0	21.7	33.0	17.0
	Oromia (Haarargee)	15.2	3.7	11.5	3.3	0.0	4.3
	Oromia (Booranaa)	8.7	1.9	6.9	9.8	23.1	6.3
Teachers with training certificates	Afar (Zones 1-5)	3.7	1.0	2.6	43.2	43.8	43.8
	Oromia (Haarargee)	14.7	3.4	11.3	3.9	4.2	3.8
	Oromia (Booranaa)	7.4	1.2	6.1	8.7	5.9	9.3
Cooks	Afar (Zones 1-5)	0.9	0.8	0.0	41.4	41.9	72.1
	Oromia (Haarargee)	7.4	7.4		25.0	25.0	
	Oromia (Booranaa)	1.5	1.4	0.1	14.3	26.3	100.0
Cooks with training certificates	Afar (Zones 1-5)	0.1	0.1		76.4	76.4	
	Oromia (Haarargee)	0.6	0.6		100.0	100.0	
	Oromia (Booranaa)						
Store Keepers	Afar (Zones 1-5)	1.2	0.2	1.0	33.9	53.8	32.2
	Oromia (Haarargee)	3.6	1.0	2.6	36.0	85.7	16.7
	Oromia (Booranaa)	1.9	0.5	1.4	3.7	42.9	20.0
Staff with WASH training	Afar (Zones 1-5)	0.2	0.1	0.1	49.0	55.9	50.5
	Oromia (Haarargee)	0.4		0.4	20.0		20.0
	Oromia (Booranaa)						

** CV is standard error/mean. A value of 100% occurs when only one school in sample is non-zero. A CV of zero occurs when all sample schools are zero.*

Table 44 School size and pupil/teacher ratio

Stratum	Children per School			Children per Teacher		
	Total	*Girls*	*Boys*	*Total*	*Female*	*Male*
Afar (Zones 1-5)	256	111	145	22.1	31.4	18.0
Oromia (Haarargee)	334	155	180	22.0	41.7	15.6
Oromia (Booranaa)	530	202	328	60.8	109.0	47.8

24. Table 44 above shows the mean school sizes and student:staff ratios for the three strata, also disaggregated by gender. It will be seen that schools in Borana are substantially larger whilst at the same time having lower average staff numbers. In Borana also, there are no cooks with training certificates, nor staff with WASH training. Hararghe and Afar have similar mean student:staff ratios of 22 children (versus 61 in Borana). In all cases the ratio of female staff to girls is worse than for male staff to boys.

25. Figure 27 below illustrates both tables, highlighting the much higher average class sizes in Borana. Referring to Table 42 above, we may note there is not an obvious correspondence between class size and completion rates as an indicator of performance. Although in Borana classes are much larger, completion rates are actually among the best, indicating that the educational contexts are quite different across the different project areas.

26. As shown in Figure 28 below, average numbers of staff per school are lowest in Afar, in line with findings about overall school sizes. For teaching staff, there is a preponderance of male teachers in all cases. Borana has the smallest proportion of female teachers (22%), their share in East Hararghe is 24%, and in Afar 30% of teachers are female. As seen in Table 43 above, ratios are similar for trained teachers,

with no great bias in this respect; cooks are almost exclusively female, and conversely, storekeepers nearly all male. WASH-trained staff are a small proportion of the total (1.6%), predominantly male (83%).
j

Figure 27 School sizes and pupil/teacher ratio

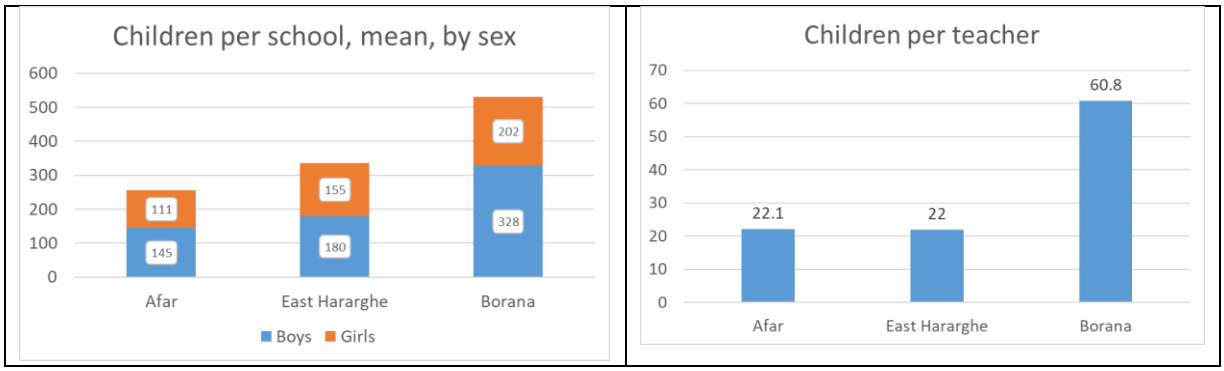
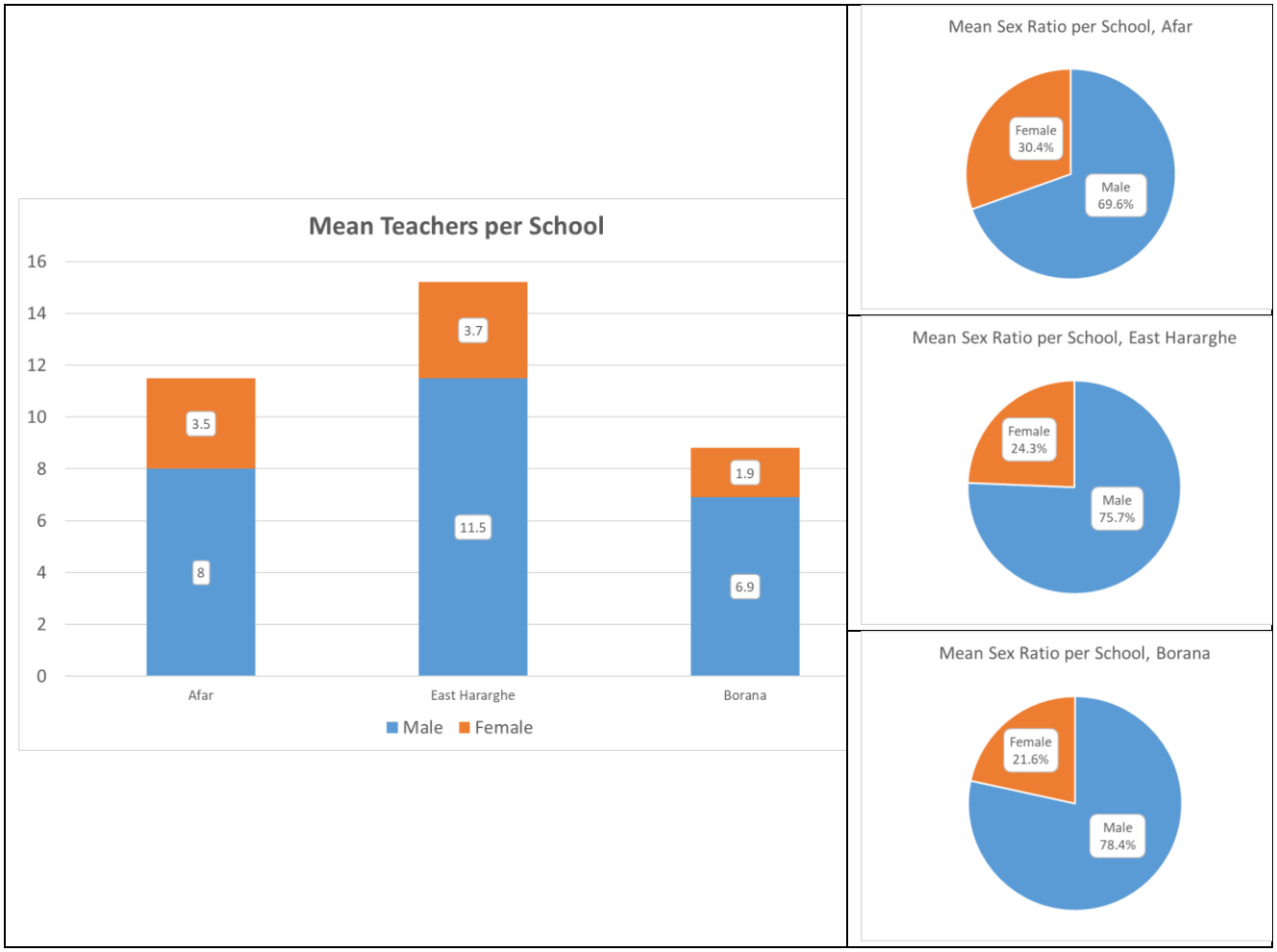


Figure 28 Mean teachers per school and sex ratios



School facilities

27. The survey instrument included a question group regarding school facilities. The results from these questions for the survey sample are shown in Table 45 below,.

28. Classroom numbers in Afar and Borana are of a similar order, of 6-7 per school, whereas in Hararghe, the schools have more classrooms, typically around 11. This corresponds to the class and school size variations noted in Table 44 above.

29. About 22% of schools in Afar, and 36% in Hararghe had a library, whereas only 1 sample school (8%) had one in Borana. Overall around 2 children shared each textbook, but with a slightly better situation in Afar (1.7 sharing per child), and worse in Hararghe (2.5 children per textbook).

30. Most schools in Borana had a designated storeroom (85%), and over half in Hararghe (64%), but only 30% were so equipped in Afar.

31. All the schools in Hararghe had a designated kitchen or food preparation area, with only 54% in Borana and 37% in Afar so equipped. Most of the schools in all zones did not have a designated dining or eating area, ranging from 8% (1 school in sample) in Borana to 14% (2 sample schools) in Hararghe.

Table 45 School facilities – classrooms, textbooks, stores, kitchen and dining areas

	Stratum		
Facility type	**Afar (Zones 1-5)**	**Oromia (Haarargee)**	**Oromia (Booranaa)**
Classrooms (number per school)	6.2	10.9	7.6
CV %	*19%*	*3%*	*3%*
Library (% schools)	22%	36%	8%
CV %	*22%*	*20%*	*108%*
Textbooks (number of children sharing)	1.7	2.5	1.9
CV %	*14%*	*31%*	*4%*
Storeroom (% schools)	30%	64%	85%
CV %	*37%*	*11%*	*17%*
Kitchen (% schools)	37%	100%	54%
CV %	*37%*	*0%*	*35%*
Dining Area/Room (% schools)	12%	14%	8%
CV %	*22%*	*100%*	*92%*

32. Table 46 below shows the water storage and supply, sanitation and electricity supply situation of the sample schools.

33. Latrines are of the concrete slab type in the majority of cases: about 70% in Afar and Borana, 93% in Hararghe. Less improved earth pit types make up the remaining 21% in Borana, and 2% in Afar. None of the schools record flush toilets. In Afar, 29% of schools say they have no toilets, and in both Hararghe and Borana 7% report no toilets. There are separate latrines for boys and girls in about 60-70% of schools; after allowing for schools that have no latrines at all, there are still a substantial number which have latrines but not separate male/female ones. Moreover, qualitative field visits (see Annex M) found that latrines were often unserviceable, so the lack of suitable toilet facilities for girls remains a major issue.

34. The water supply and storage situation is variable. In Afar, 30% of schools have no water storage, and 20% have no water supply. This correlates with the data that 29% of Afar schools have no toilets. In Hararghe, 71% of schools have piped water and 7% boreholes, and correspondingly 79% report that they have Rottos (large plastic tanks) for water storage. Of the remainder (21%), all report that water is hand-carried, with 14% having in-school container storage. In Borana, there appears to be a consistent collection of rainwater, with 77% reporting this as the water source. Of the remainder, 14% use well water, and 7% report no water supply. In this zone, 14% report no water storage, whilst the remainder use wells (21%), rottos (50%) or tanks (14%). This school-level information may be compared with the child-level information about bringing water to school (see Table 64 and Figure 49 below).

35. The majority of the schools do not have electricity. In Afar, 29% have mains electricity, and 71% have none. In Hararghe the situation is similar, with 21% having mains supply, and 79% having none. Interestingly, in Borana, no schools have mains electricity, but 21% use solar panels, whilst the remaining 79% have no electricity supply.

Table 46 School facilities – water, sanitation and electricity

Stratum	Afar (Zones 1-5)	Oromia (Haarargee)	Oromia (Booranaa)
No. Schools	63	14	14
Type of Latrine			
None	28.6 %	7.1 %	7.1 %
Earth Pit	1.6 %	0.0 %	21.4 %
Concrete Slab	69.8 %	92.9 %	71.4 %
Flush Toilet	0.0 %	0.0 %	0.0 %
Separate latrines for girls and boys			
Yes	57.1 %	71.4 %	64.3 %
No	42.9 %	28.6 %	35.7 %
Water storage system			
Piped Water	1.6 %	0.0 %	0.0 %
Well	6.3 %	0.0 %	21.4 %
Rotto	49.2 %	78.6 %	50.0 %
Tank	7.9 %	7.1 %	14.3 %
Drum	1.6 %	0.0 %	0.0 %
Containers	3.2 %	14.3 %	0.0 %
None	30.2 %	0.0 %	14.3 %
Source of water			
Pipe Water	41.3 %	71.4 %	0.0 %
Rain Water	1.6 %	0.0 %	78.6 %
Borehole	6.3 %	7.1 %	0.0 %
Well	1.6 %	0.0 %	14.3 %
River	14.3 %	0.0 %	0.0 %
Tanker	4.8 %	0.0 %	0.0 %
Hand-Carry	9.5 %	21.4 %	0.0 %
None	19.0 %	0.0 %	7.1 %
Other	1.6 %	0.0 %	0.0 %
Electricity supply			
None	71.4 %	78.6 %	78.6 %
Generator	0.0 %	0.0 %	0.0 %
Solar	0.0 %	0.0 %	21.4 %
Mains	28.6 %	21.4 %	0.0 %

Recent School Improvements

36. The survey requested information over the types and source for school improvements over the last 3 years. The results in are shown in Table 47 and Figure 29 below. The questions were of the multi-select type and may therefore add up to more than 100% across rows. The percentages are relative to the number of schools having the designated type or source of improvement. The number of schools is shown in the left-hand column.

37. In Afar, relative to the other strata, there appears to be less overall active improvement, though 35% report additional classrooms, and a number of schools, generally less than 10%, have improvements across the other areas. In Borana and Hararghe on the other hand, there appear to be fairly active improvement programmes, with the majority of schools having new classrooms. In Hararghe 86% had new kitchen facilities, and 36% improved latrines, whilst in Borana 29% had improved kitchens and latrines.

38. The main sources for these improvements were from the government or the community (reported in part (b) of Table 47 and illustrated in Figure 30 below}. WFP is reported as involved only in 1 or 2 instances. Other sources, being various NGOs or faith organizations are reported in from 13-21% of cases.

Table 47 School improvements in the last 3 years

(a) Type of Improvement

Stratum	Schools	Classroom	Library	Store room	Kitchen	Eating area	Latrines	Water storage	Water Supply	Electricity	Other
Afar (Zones 1-5)	63	35%	5%	3%	10%		5%	8%	6%	2%	5%
Oromia (Haarargee)	14	71%	7%	14%	86%	7%	36%		14%		
Oromia (Booranaa)	14	93%		7%	29%	7%	29%	7%			

(b) Source of support

Stratum	Schools	Government	Community	Private	WFP	UNICEF	SCF	Other
Afar (Zones 1-5)	63	35%	10%		3%	3%		13%
Oromia (Haarargee)	14	14%	93%					14%
Oromia (Booranaa)	14	14%	93%		7%			21%

Figure 29 School improvements in the past 3 years

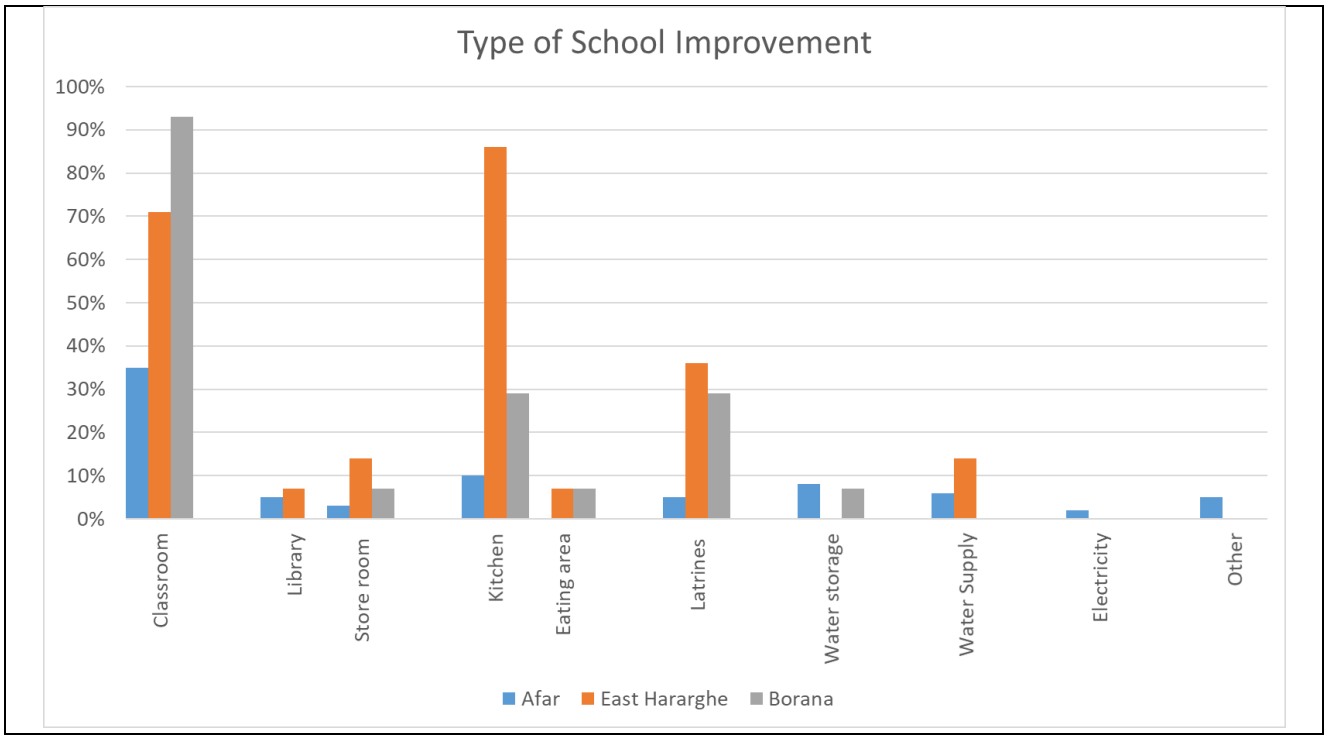
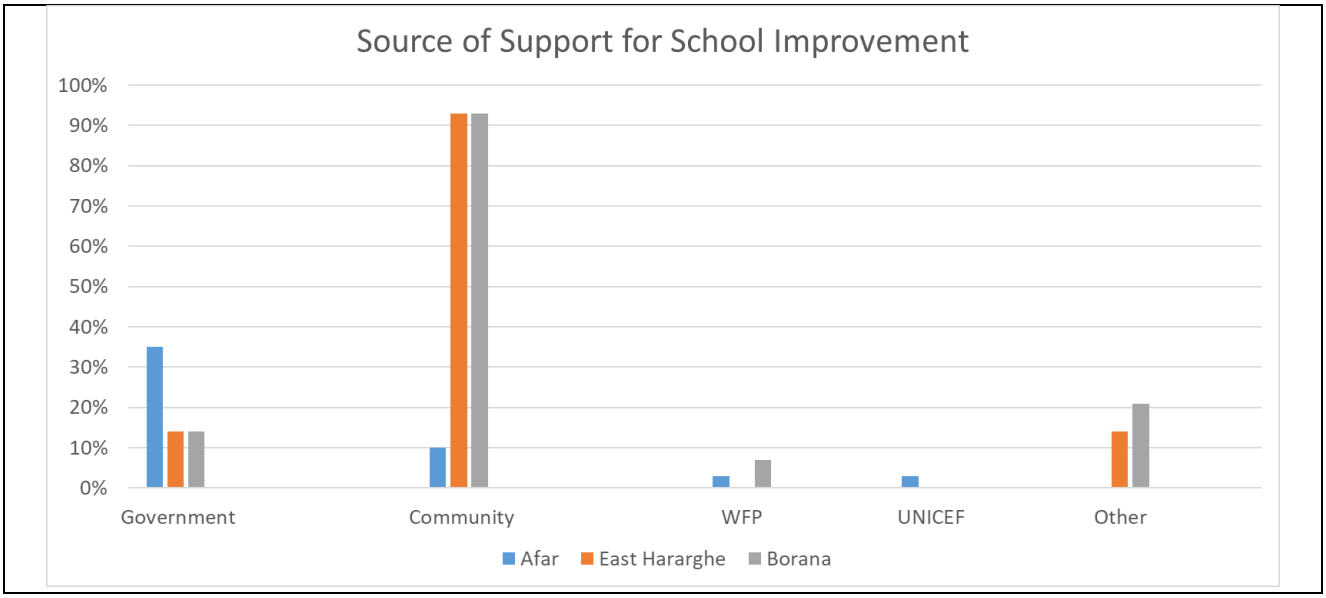


Figure 30 Sources of support for school improvements



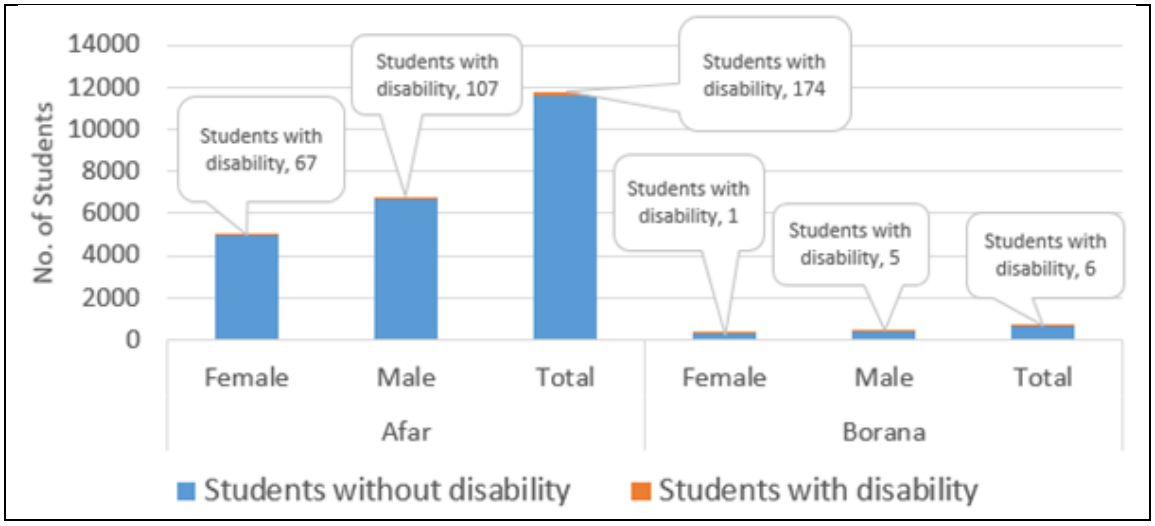
Teaching of children with disability

39. Some questions were asked to explore the teaching of children with disability, regarding how many children were present in the sample schools with recognised disabilities of various categories, and the extent of support through trained teachers. The results are shown in Table 48 and illustrated in Figure 31 and Figure 32 below.

Table 48 Teaching of children with disability

	Afar (Zones 1-5)			Oromia (Booranaa)			Oromia (Haarargee)		
Number of Schools									
Total in Sample	63			14			14		
Having children with disability	41			4			0		
% of schools	65%			29%			0%		
	In schools having children with disability								
Number of children	*Female*	*Male*	*Total*	*Female*	*Male*	*Total*	*Female*	*Male*	*Total*
All children	5019	6745	11764	295	382	677			
With disability	67	107	174	1	5	6			
Number of children by type of disability									
Visually impaired/blind	6	14	20	0	3	3			
Hearing impaired/deaf	24	43	67	0	0	0			
Impaired movement	10	23	33	0	1	1			
Cognitive impairment	22	22	44	1	1	2			
Chronic health conditions	5	5	10	0	0	0			
Number of Specialist teachers	1	3	4	0	0	0			

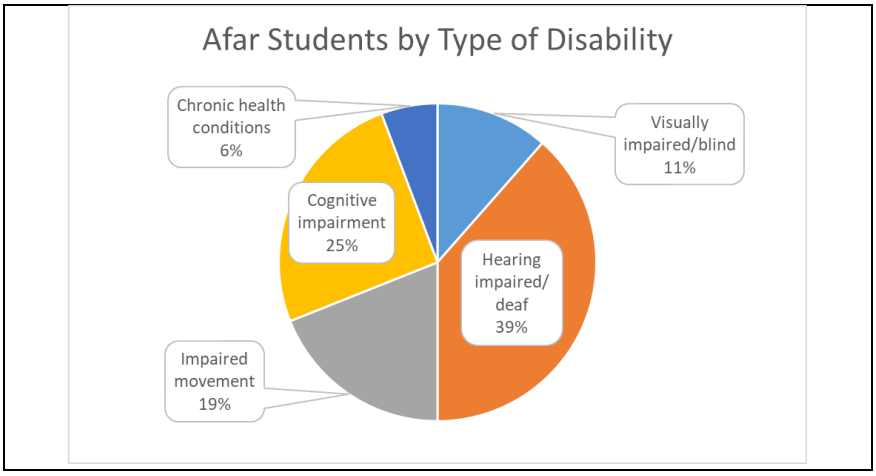
Figure 31 Number of students with disability vs. total enrolled



40. In Afar the survey found a small but significant number of children in mainstream primary schools with recognised disabilities. Some 65% of schools report having a number of children with disability. All the disability categories included in the questionnaire are recognised (Figure 32 below), with impaired hearing, cognitive impairment, and impaired movement being ranked the first, second and third most common categories. In Borana, a small number of children were reported, whilst in Hararghe, none were reported. This latter response is puzzling, especially since one or two disabled students were found in the two E Hararghe schools visited for the qualitative fieldwork

41. Questions were also asked about teaching aids and facilities, and any special learning support provided. In almost all cases, none were reported, but interestingly, many schools ticked the 'other' box, and more or less unanimously stated that they supported children with disability by bring them to the front of the class, so the teacher could give them more assistance. This seems a compassionate and practical approach in the absence of any other support.

Figure 32 Afar students by type of disability



School meals support

42. Table 49 below shows the results from a number of questions related to school meals support. In the left hand three columns are shown the raw number of schools. The right-hand columns show percentages relative to those schools which had school meal support, as the remainder of the questions were only put to schools which received some support.

43. In Afar, 35 out of the 63 sampled reported receiving some support in the past three years, or about 56%. This is a surprisingly low figure, given that only 12 of the 63 schools surveyed in Afar were not

part of the McGovern-Dole programme (see Table 40 above), and presumably reflects delays in the roll-out of McGovern-Dole school feeding at the time the survey was conducted.

44. In Hararghe, 11 out of the 14 sampled had received support (79%), whilst in Borana, all the sample schools had received school meals from some source in the past three years.

45. The predominant source for school meal support was either the government or WFP, with WFP being the major source (between 89-100%). Two schools reported either community or NGO support, but only as a supplementary source. The main source was always either the government (HGSF), being 14% in Afar, 18% in Hararghe, or none in Borana; or WFP, which was 86% in Afar, 82% in Hararghe, or 100% in Borana.

Table 49 School meals support

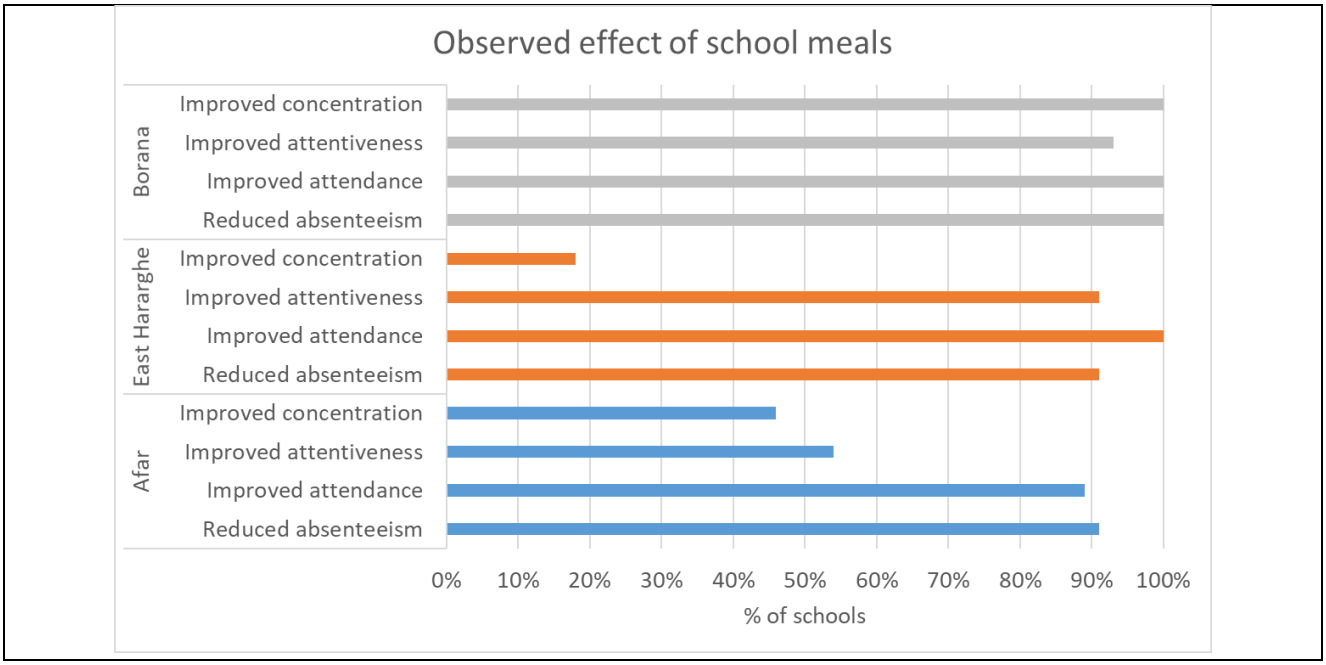
		Number of Sample Schools			Percentage of schools		
		Afar (Zones 1-5)	Oromia (Haarargee)	Oromia (Booranaa)	Afar (Zones 1-5)	Oromia (Haarargee)	Oromia (Booranaa)
School meal support in last 3 years		35	11	14	100 %	100 %	100 %
Still receiving support at COVID closure				3			21 %
Sources of school meals support	*Government*	5	2	1	14 %	18 %	7 %
	WFP	31	9	14	89 %	82 %	100 %
	UNICEF						
	SCF						
	Other NGO	1			3 %		
	Private sector						
	Community			1			7 %
Main source of school meal support	*Government*	5	2		14 %	18 %	
	WFP	30	9	14	86 %	82 %	100 %
	UNICEF						
	SCF						
	Other						
	Private sector						
	Community						
Observed effect of school meals	*Reduced absenteeism*	32	10	14	91 %	91 %	100 %
	Improved attendance	31	11	14	89 %	100 %	100 %
	Improved attentiveness	19	10	13	54 %	91 %	93 %
	Improved concentration	16	2	14	46 %	18 %	100 %
Facilities to manage school meals inadequate	*Storage*	15	2	12	43 %	18 %	86 %
	Food preparation	24	4	6	69 %	36 %	43 %
	Water supply	19	11	3	54 %	100 %	21 %
	Dining area	17	1	1	49 %	9 %	7 %

46. Perceptions about the effects of school meals were all markedly positive – see Figure 33 below – indicating a very strong belief in the effectiveness of school meals in reducing absenteeism and increasing attendance. Perceptions improving attentiveness and concentration were more varied across strata, but still positive overall.[134]

47. Questions about the perceived effect of school meals were also part of the child-level questionnaire – see results reported in Table 60 and Table 59 below, and the associated discussion.

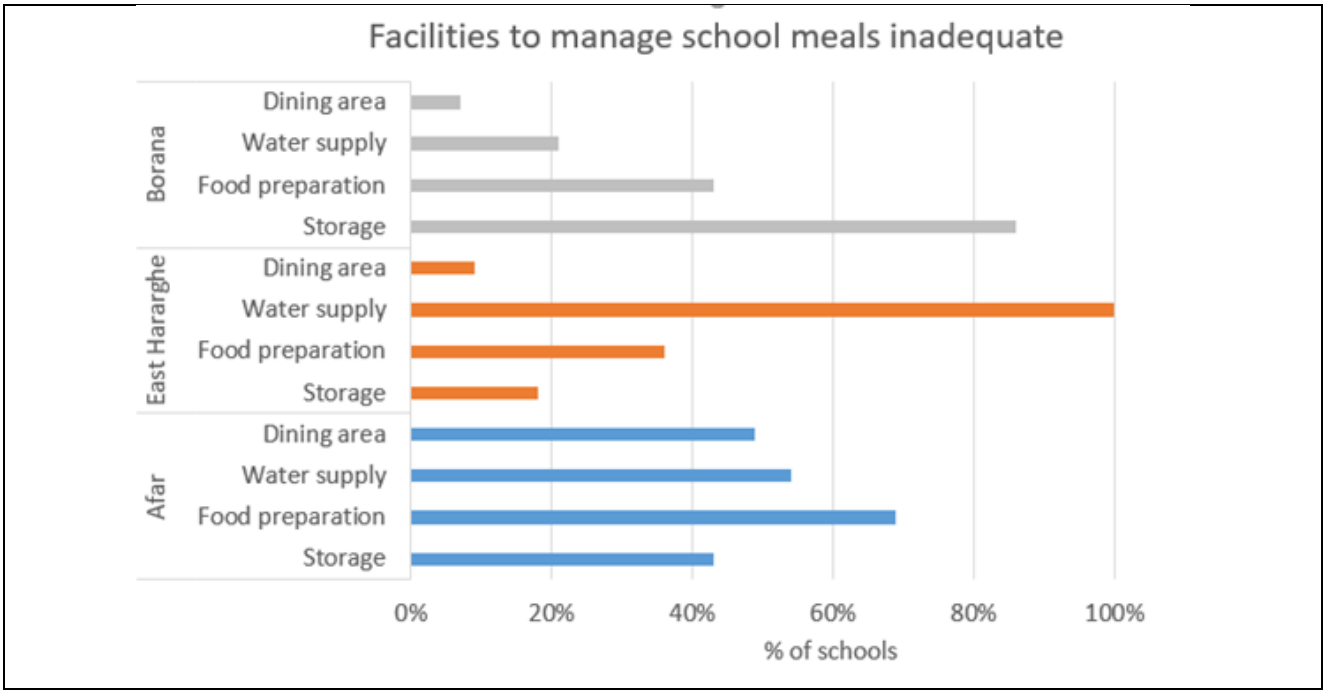
[134] The large differences between strata in assessments of effects on concentration ae puzzling (45.7% in Afar, 18.2% in East Hararghe, and 100.0% in Borena). We double-checked how enumerators had interpreted the concentration question, and concluded that differences in the ways different STs construed the question may explain most of the difference between strata. When we explained in detail what "concentration" means, enumerators unanimously replied that there is really an improvement among all the respondents.

Figure 33 Perceived effects of school meals



48. The survey asked about each school's facilities to manage school feeding, in relation to dining areas, water supply, food preparation facilities and storage. Responses are illustrated in Figure 34 below – note that the percentages are for facilities considered not adequate. The overall picture is of major deficiencies in facilities for preparing and serving school meals; the situation is worst in Afar, although Borana reports more problems with storage (86% of schools) and E Hararghe more problems with water supply (100% of schools).

Figure 34 Which facilities to manage school meals are inadequate



Staff receiving specialist training

49. Table 50 below gives details of staff who have received specialist training in the last 3 years. The figures shown are absolute staff numbers within the survey, they are not factored or weighted in any way.

50. Relative to the number of schools and staff, Hararghe sample schools appear to have received a relatively high level of support, whilst in Afar and Borana it has been more fragmentary. Gender issue training has been better supported than WASH or literacy kits. Interestingly, Hararghe, which reported no children with disability in mainstream primaries, had several staff trained in disability support in these same schools.

Table 50 Capacity building – staff receiving specialist training in the last 3 years

	Afar (Zones 1-5)			Oromia (Haarargee)			Oromia (Booranaa)		
	Female	*Male*	*Total*	*Female*	*Male*	*Total*	*Female*	*Male*	*Total*
Number of schools in sample	63			14			14		
Total staff (Teachers, Cooks, Storekeepers)	311	584	895	170	197	367	52	118	170
Staff receiving specialist training in:									
WASH (water, sanitation, hygiene)	2		2	3	18	21			
Nutrition, food preparation, recipes		2	2	12	12	24		1	1
Gender issues, support for girls	4	5	9	11	7	14	1	1	2
Use of literacy kits and materials				3	13	14		1	1
Support for students with disabilities		2	2	1	1	2			

Results from Child-Level Survey

Child interviews, sample characteristics

51. A total of 1,085 children were interviewed across the 91 sample schools. However, due to some missing indexing data, only 1,061 were included in the analysis. As noted, all sampling was fully randomised, with random selection of classes within first cycle (Grades 2-4) and second cycle (Grades 5-8) strata. However, not all schools in the sample included all second cycle grades. Children were selected at random within classes. Class teachers responded to questions about child performance and class characteristics (e.g. language of instruction), but all other questions were answered by the children themselves. Interviewers were of the same gender as the children. The main sample characteristics are shown in Table 51 below according to survey strata.

52. Table 52,Table 53, Table 54 and Table 58 below provide woreda-level breakdowns of the characteristics covered by Table 51 below, and our detailed commentary draws also on those tables.

Table 51 Child interview sample characteristics

Stratum	Afar (Zones 1-5)	Oromia (Haarargee)	Oromia (Booranaa)
Sample Characteristics			
Schools sampled	63	14	14
Children sampled	725	168	168
Mean class size	32.6	46.2	48.7
CV%	85%	38%	48%
Interviewees by sex			
Boys	53%	50%	50%
Girls	47%	50%	50%
Age distribution of interviewees			
Girls, mean age	11.9	12.1	12.2
CV%	23%	22%	19%
Boys, mean age	12.7	12.6	14.0
CV%	27%	23%	22%
Language of instruction			
Afarigna	36%		
Afan Oromo		90%	100%

Stratum	Afar (Zones 1-5)	Oromia (Haarargee)	Oromia (Booranaa)
Amharic	51%		
Somaligna		7%	
English	13%	3%	1%
Scripts taught in class			
Latin	46%	99%	100%
Geez	34%	1%	
Both Latin & Geez	20%		
Languages spoken home			
Afarigna	85%		
Argobigna			
Afan Oromo	0%	76%	96%
Amharic	13%	1%	
Tigrigna			
Somaligna		24%	
Other	1%		4%
Children's family size			
Female members	3.4	4.0	4.2
Male members	3.7	4.0	4.2
Total	7.1	8.0	8.4
CV%	32%	27%	28%
Other family members in school			
Girls	1.1	1.3	0.7
Boys	1.2	1.6	0.9
Total	2.0	2.9	1.0
CV%	68%	54%	93%

Table 52 Respondent children (woreda level)

Variable	Response	Stratum															
		Afar (Zones 1-5)										Oromia (Haarargee)			Oromia (Booranaa)		
		Chifra	Dubti	Afdera	Amibara	Bure-mudaitu	Awra	Teru	Dalifage	Dawe	Total	Baabb-ilee	Cinaaq-san	Total	Yaaballoo	Talta-llee	Total
Number of respondent children		84	84	84	85	85	84	74	84	85	749	84	84	168	84	84	168
Respondent children by sex	Female	48	47	48	44	43	42	34	48	46	400	42	42	84	42	42	84
	Male	36	37	36	41	42	42	40	36	39	349	42	42	84	42	42	84
Respondent children by sex (%)	Female	57.1%	56.0%	57.1%	51.8%	50.6%	50.0%	45.9%	57.1%	54.1%	53.4%	50.0%	50.0%	50.0%	50.0%	50.0%	50.0%
	Male	42.9%	44.0%	42.9%	48.2%	49.4%	50.0%	54.1%	42.9%	45.9%	46.6%	50.0%	50.0%	50.0%	50.0%	50.0%	50.0%
Average age of interviewed children	Female (Mean)	12	12	12	11	12	13	12	12	11	12	11	12	12	13	12	12
	Female (CV %)	21%	20%	40%	21%	22%	19%	16%	24%	23%	23%	22%	22%	22%	19%	20%	19%
	Male (Mean)	14	13	12	12	12	13	13	12	13	13	12	13	13	15	13	14
	Male (CV %)	29%	28%	28%	19%	27%	20%	23%	28%	24%	27%	26%	21%	23%	22%	20%	22%
	Both (Mean)	13	12	11	12	13	13	12	12	12	12	12	12	12	14	13	13
	Both (CV %)	28%	26%	33%	20%	25%	20%	20%	26%	24%	25%	25%	21%	23%	22%	21%	22%
Interviewed children by grade (	Grade2	24	12	24	16	16	24	20	24	20	180	24	20	44	16	16	32
	Grade 3	22	16	16	24	20	32	19	28	14	191	8	12	20	23	24	47
	Grade 4	14	16	24	17	16	15	16	20	23	161	24	16	40	12	20	32
	Grade 5	12	16	4	12	13	8	6	8	12	91	8	16	24	17	8	25
	Grade 6	0	0	0	8	4	1	2	4	0	19	1	4	5	4	4	8
	Grade 7	8	16	8	8	8	4	7	0	14	73	15	8	23	8	4	12
	Grade 8	4	8	8	0	8	0	4	0	2	34	4	8	12	4	8	12
Interviewed children by grade (%)	Grade2	28.6%	14.3%	28.6%	18.8%	18.8%	28.6%	27.0%	28.6%	23.5%	24.0%	28.6%	23.8%	26.2%	19.0%	19.0%	19.0%
	Grade 3	26.2%	19.0%	19.0%	28.2%	23.5%	38.1%	25.7%	33.3%	16.5%	25.5%	9.5%	14.3%	11.9%	27.4%	28.6%	28.0%
	Grade 4	16.7%	19.0%	28.6%	20.0%	18.8%	17.9%	21.6%	23.8%	27.1%	21.5%	28.6%	19.0%	23.8%	14.3%	23.8%	19.0%
	Grade 5	14.3%	19.0%	4.8%	14.1%	15.3%	9.5%	8.1%	9.5%	14.1%	12.1%	9.5%	19.0%	14.3%	20.2%	9.5%	14.9%
	Grade 6	0.0%	0.0%	0.0%	9.4%	4.7%	1.2%	2.7%	4.8%	0.0%	2.5%	1.2%	4.8%	3.0%	4.8%	4.8%	4.8%
	Grade 7	9.5%	19.0%	9.5%	9.4%	9.4%	4.8%	9.5%	0.0%	16.5%	9.7%	17.9%	9.5%	13.7%	9.5%	4.8%	7.1%
	Grade 8	4.8%	9.5%	9.5%	0.0%	9.4%	0.0%	5.4%	0.0%	2.4%	4.5%	4.8%	9.5%	7.1%	4.8%	9.5%	7.1%

Table 53 Family/household size (woreda level)

Variable	Response	Stratum															
		Afar (Zones 1-5)										Oromia (Haarargee)			Oromia (Booranaa)		
		Chifra	Dubti	Afdera	Amibara	Bure-mudaitu	Awra	Teru	Dalifage	Dawe	Total	Baabb-ilee	Cinaaq-san	Total	Yaaballoo	Talta-llee	Total
Average family size of children's family*	Female (Mean)	3.5	3.2	3.6	3.1	3.4	3.7	3.2	3.5	3.8	3.4	4.2	3.8	4.0	4.3	4.1	4.2
	Female (CV %)	48%	41%	41%	44%	37%	39%	40%	33%	44%	41%	36%	43%	40%	33%	40%	36%
	Male (Mean)	3.8	3.8	4.2	3.2	3.3	4.0	3.8	3.7	3.5	3.7	4.2	3.8	4.0	4.5	3.8	4.2
	Male (CV %)	41%	43%	49%	45%	37%	37%	46%	43%	45%	44%	41%	42%	42%	42%	43%	43%
	Total (Mean)	7.4	7.0	7.8	6.3	6.7	7.7	6.9	7.2	7.2	7.1	8.4	7.6	8.0	8.8	7.9	8.4
	Total (CV %)	31%	32%	36%	33%	27%	32%	36%	26%	31%	32%	26%	28%	27%	28%	27%	28%
Average no. of household members that are in school with the respondent child**	Female (Mean)	1.3	1.3	0.9	0.9	1.0	1.4	0.9	1.2	1.3	1.1	1.5	1.1	1.3	0.7	0.7	0.7
	Female (CV %)	65%	85%	101%	78%	81%	70%	81%	80%	79%	81%	73%	84%	79%	69%	88%	79%
	Male (Mean)	1.1	1.2	1.2	1.3	1.1	1.4	1.1	1.4	1.2	1.2	1.8	1.5	1.6	1.0	0.8	0.9
	Male (CV %)	86%	77%	77%	92%	74%	77%	67%	79%	78%	80%	61%	85%	72%	57%	91%	72%
	Total (Mean)	2.0	1.5	1.5	2.0	2.0	2.3	1.8	2.6	2.4	2.0	3.2	2.5	2.9	1.2	0.9	1.0
	Total (CV %)	73%	92%	88%	64%	52%	75%	61%	54%	48%	68%	50%	56%	54%	88%	98%	93%

* Survey question::
CQ05_T CQ05. How many TOTAL people in your household?
CQ05_M CQ05. How many MALE people in your household?
CQ05_F CQ05. How many FEMALE people in your household?

** Survey question:
CQ06_T CQ06. How many TOTAL of those are in school with you here?
CQ06_M CQ06. How many MALE of those are in school with you here?
CQ06_F CQ06. How many FEMALE of those are in school with you here?

Table 54 Languages and scripts (woreda level)

Variable	Response	Stratum															
		Afar (Zones 1-5)										Oromia (Haarargee)			Oromia (Booranaa)		
		Chifra	Dubti	Afdera	Amibara	Bure-mudaitu	Awra	Teru	Dalifage	Dawe	Total	Baabb-ilee	Cinaaq-san	Total	Yaaballoo	Talta-llee	Total
Teaching languages used in class (%)	Afarigna	45.2%	46.4%	69.0%	29.4%	27.1%	75.0%	81.1%	15.5%	50.6%	48.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Argobigna	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Afan Oromo	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	97.6%	96.4%	97.0%	98.8%	100.0%	99.4%
	Amharic	54.8%	66.7%	33.3%	68.2%	83.5%	60.7%	62.2%	94.0%	83.5%	67.6%	0.0%	1.2%	0.6%	1.2%	2.4%	1.8%
	Tigrigna	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Somaligna	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	34.5%	17.3%	0.0%	0.0%	0.0%
	English	11.9%	23.8%	38.1%	23.5%	29.4%	14.3%	16.2%	15.5%	18.8%	21.4%	3.6%	10.7%	7.1%	13.1%	2.4%	7.7%
	Others	3.6%	0.0%	8.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.3%	0.0%	0.0%	0.0%	0.0%	3.6%	1.8%
Scripts/alphabets taught in class (%)	Latin	46.4%	38.1%	13.1%	73.8%	74.1%	23.8%	16.4%	88.1%	37.6%	46.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	Geez	41.7%	32.1%	59.5%	23.8%	14.1%	48.8%	61.6%	4.8%	24.7%	34.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Both Latin & Geez	11.9%	29.8%	27.4%	2.5%	11.8%	27.4%	21.9%	7.1%	37.6%	19.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Main language used for instruction (%)	Afarigna	41.7%	33.3%	56.0%	23.8%	24.7%	53.6%	71.6%	6.0%	16.5%	35.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Argobigna	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Afan Oromo	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	98.8%	82.1%	90.5%	100.0%	98.8%	99.4%
	Amharic	48.8%	58.3%	27.4%	51.3%	54.1%	44.0%	17.6%	86.9%	69.4%	51.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Tigrigna	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Somaligna	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	6.5%	0.0%	0.0%	0.0%
	English	9.5%	8.3%	16.7%	25.0%	21.2%	2.4%	10.8%	7.1%	14.1%	12.8%	1.2%	4.8%	3.0%	0.0%	1.2%	0.6%
	Others	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Language spoken at children's home (%)	Afarigna	90.5%	82.1%	90.5%	57.6%	77.6%	94.0%	89.2%	88.1%	97.6%	85.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Argobigna	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Afan Oromo	0.0%	1.2%	0.0%	1.2%	0.0%	0.0%	0.0%	1.2%	0.0%	0.4%	100.0%	51.2%	75.6%	100.0%	92.9%	96.4%
	Amharic	9.5%	16.7%	9.5%	32.9%	22.4%	6.0%	10.8%	10.7%	2.4%	13.5%	0.0%	1.2%	0.6%	0.0%	0.0%	0.0%
	Tigrigna	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Somaligna	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	47.6%	23.8%	0.0%	0.0%	0.0%
	Other	0.0%	0.0%	0.0%	8.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.9%	0.0%	0.0%	0.0%	0.0%	7.1%	3.6%

Child survey – characteristics of respondent teachers

53. The child survey included some questions addressed to the teacher of each randomly sampled class. Table 55 below shows, at woreda level, the characteristics of the respondent teachers.

Table 55 Respondent teachers (woreda level)

Variable	Response	Stratum															
		Afar (Zones 1-5)										Oromia (Haarargee)			Oromia (Booranaa)		
		Chifra	Dubti	Afdera	Amibara	Bure-mudaitu	Awra	Teru	Dalifage	Dawe	Total	Baabb-ilee	Cinaaq–san	Total	Yaaballoo	Talta-llee	Total
Number of respondent teachers		22	21	21	21	26	22	21	15	24	193	22	24	46	21	26	47
Respondent teachers by grade	Grade2	6	3	6	4	4	6	5	4	5	43	7	6	13	4	5	9
	Grade 3	6	4	4	6	6	7	5	5	3	46	2	3	5	6	8	14
	Grade 4	4	4	6	4	5	4	4	4	6	41	6	5	11	3	7	23
	Grade 5	3	4	1	3	4	2	2	1	2	22	2	4	6	4	2	6
	Grade 6	0	0	0	2	1	1	1	1	3	9	0	1	1	1	1	2
	Grade 7	2	4	2	2	2	2	2	0	3	19	4	3	7	2	1	8
	Grade 8	1	2	2	0	4	0	2	0	2	13	1	2	3	1	2	3
Respondent teachers by grade (%)	Grade2	28.6%	14.3%	28.6%	18.8%	18.8%	28.6%	27.0%	28.6%	18.8%	23.5%	31.0%	23.8%	27.4%	19.0%	19.0%	19.0%
	Grade 3	23.8%	20.2%	19.0%	28.2%	23.5%	38.1%	25.7%	33.3%	14.1%	25.1%	9.5%	14.3%	11.9%	27.4%	28.6%	28.0%
	Grade 4	19.0%	19.0%	28.6%	20.0%	18.8%	17.9%	21.6%	23.8%	24.7%	21.5%	26.2%	19.0%	22.6%	14.3%	25.0%	19.6%
	Grade 5	14.3%	17.9%	4.8%	14.1%	15.3%	9.5%	8.1%	9.5%	8.2%	11.3%	9.5%	19.0%	14.3%	20.2%	8.3%	14.3%
	Grade 6	0.0%	0.0%	0.0%	9.4%	4.7%	1.2%	2.7%	4.8%	12.9%	4.0%	0.0%	4.8%	2.4%	4.8%	4.8%	4.8%
	Grade 7	9.5%	19.0%	9.5%	9.4%	9.4%	4.8%	9.5%	0.0%	11.8%	9.2%	19.0%	9.5%	14.3%	9.5%	4.8%	7.1%
	Grade 8	4.8%	9.5%	9.5%	0.0%	9.4%	0.0%	5.4%	0.0%	9.4%	5.3%	4.8%	9.5%	7.1%	4.8%	9.5%	7.1%
Respondent teachers by sex	Male	71.4%	72.6%	85.7%	70.4%	95.3%	88.1%	97.3%	70.2%	81.2%	81.2%	79.8%	78.6%	79.2%	69.0%	81.0%	75.0%
	Female	28.6%	27.4%	14.3%	29.6%	4.7%	11.9%	2.7%	29.8%	18.8%	18.8%	20.2%	21.4%	20.8%	31.0%	19.0%	25.0%
Respondent teachers by sex (%)	Male	16	15	18	15	25	19	20	11	19	157	18	19	36	15	21	35
	Female	6	6	3	6	1	3	1	4	5	36	4	5	10	7	5	12

Class sizes, woreda level

54. Table 56 below shows average class sizes at woreda level (this may be compared with the slightly different metric of student:staff ratios from Table 44 above and Figure 27 above). Average class sizes are larger in Borana (49) and E Hararghe (46) than Afar (33), but in all cases there is substantial variation around the mean. This is most striking in Afar where mean class sizes at woreda level ranged from 71 to 22.

Table 56 Average class size (woreda level)

Variable	Response	Stratum															
		Afar (Zones 1-5)										Oromia (Haarargee)			Oromia (Booranaa)		
		Chifra	Dubti	Afdera	Amibara	Bure-mudaitu	Awra	Teru	Dalifage	Dawe	Total	Baabb-ilee	Cinaaqsan	Total	Yaaballoo	Talta-llee	Total
Average class size (Mean no. of students per class)	Grades 1-8 (Mean)	71	29	24	53	25	27	22	23	25	**33**	55	37	**46**	59	38	**49**
	Grades 1-8 (CV %)	38%	55%	56%	98%	64%	65%	102%	59%	52%	85%	31%	37%	38%	42%	46%	48%

Pre-primary enrolments

55. Table 57 below shows pre-primary ("0-Grade") enrolments at woreda level across the sample. Government is moving towards universal pre-primary enrolment. Pre-primary classes are most frequently attached to existing primary schools, and they are eligible for McGovern-Dole school meals in such cases. The roll-out of pre-primary appears to be slower in Borana than the other areas. Thus, of the sampled schools:

- In Afar, 54 of the 62 schools with data had a pre-primary class, the average pre-primary class size was 38, and 47% of the children were female.
- In E Hararghe, 13 out of 14 schools had a pre-primary class, the average pre-primary class size was 77, and 43% of the children were female.
- In Borana, however, only 6 out of 14 schools had a pre-primary class, the average pre-primary class size was 28, and 44% of the children were female.

56. Overall, pre-primary children constitute a significant additional demand for school meals, and are likely to grow in numbers. In all strata there were fewer girls than boys enrolled at pre-primary level.

Table 57 Pre-primary ("0-Grade") enrolments by woreda

Variable	Response	Stratum															
		Afar (Zones 1-5)										Oromia (Haarargee)			Oromia (Booranaa)		
		Chifra	Dubti	Afdera	Amibara	Bure-mudaitu	Awra	Teru	Dalifage	Dawe*	Total	Baabb-ilee	Cinaaqsan	Total	Yaaballoo	Talta-llee	Total
School has 0-Grade	yes	3	7	6	6	7	5	7	7	6	**54**	7	6	**13**	1	5	**6**
	no	4	0	1	1	0	2	0	0	0	**8**	0	1	**1**	6	2	**8**
0-Grade enrolment	total male	135	198	89	96	160	52	108	156	82	**1,076**	351	222	**573**	45	53	**98**
	total female	154	174	96	85	154	48	72	119	69	**971**	290	138	**428**	37	34	**71**
	total (all)	289	372	185	181	314	100	180	275	151	**2,047**	641	360	**1,001**	82	87	**169**
Average 0-grade enrolment (schools with 0-Grade)		*96.3*	*53.1*	*30.8*	*30.2*	*44.9*	*20.0*	*25.7*	*39.3*	*25.2*	***37.9***	*91.6*	*60.0*	***77.0***	*60.0*	*82.0*	***28.2***

* Data missing for one school.

Child sample distribution by grade, age and sex

57. Boys and girls were equally distributed in the sample by design, with 2 boys and 2 girls being sampled from each randomly selected class. Table 58 below gives complete age-grade distributions, while Figure 35 and Figure 36 illustrate the age and grade distribution respectively, sex-disaggregated in both cases. The mean age of interviewees was around 12, on average slightly older for the boys than the girls. This may reflect the top of the sample distribution for girls being curtailed as a result of marriage etc. – Figure 36 shows a clear majority of boys from age 14 onwards.

Table 58 Age and grade distribution of children sampled

		Age of child															
	Grade	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20+	Total
Girls	2	2	8	31	17	28	13	13	6	1	1	1		1			122
	3			6	17	20	26	23	11	11	3		1		1		119
	4		1	2	4	25	17	15	14	15	9	4	2				108
	5					8	9	12	22	4	7	2	2			1	67
	6						1	4	2	2	3	2					14
	7						3	6	7	15	12	7	1	1			52
	8								2	5	8	3		4		2	24
	Total	2	9	39	38	81	69	73	64	53	43	19	6	6	1	3	**506**
Boys	2	2	7	17	30	19	13	12	11	10	4	1	3			1	130
	3		1	2	18	27	21	22	14	8	5	6	2	5			131
	4				5	17	19	22	12	11	13	7	4	4	1	6	121
	5					4	2	13	12	9	10	7	6	2	2	2	69
	6						2	4	1	4	2		2	2	1		18
	7							5	6	13	13	6	1	6	2	4	56
	8								2	4	3	6	5	4	4	2	30
	Total	2	8	19	53	67	57	78	58	59	50	33	23	23	10	15	**555**
Total	2	4	15	48	47	47	26	25	17	11	5	2	3	1		1	252
	3		1	8	35	47	47	45	25	19	8	6	3	5	1		250
	4		1	2	9	42	36	37	26	26	22	11	6	4	1	6	229
	5					12	11	25	34	13	17	9	8	2	2	3	136
	6						3	8	3	6	5	2	2	2	1		32
	7						3	11	13	28	25	13	2	7	2	4	108
	8								4	9	11	9	5	8	4	4	54
	Total	4	17	58	91	148	126	151	122	112	93	52	29	29	11	18	**1061**

58. A small number of 'children' were over 20 years, the oldest interviewee being 30 years. Sampling was not restricted by age except that Grades 0 (pre-school) and 1 were not included. The dotted line between Grades 4 and 5 distinguishes first cycle basic education (Grades 1-4), and second cycle general education (Grades 5-8). Not all schools included in the sample had the higher grades, which is why fewer second cycle children were included.

59. The statistics relate to the sample, which was biased by gender (equal number of boys and girls being selected) and by age (children below 7 and Grades 0-1 were excluded, though some younger children were interviewed in practice). Hence, the tables do not completely reflect age-grade distribution in the general school population.

Figure 35 Number of students surveyed, by grade

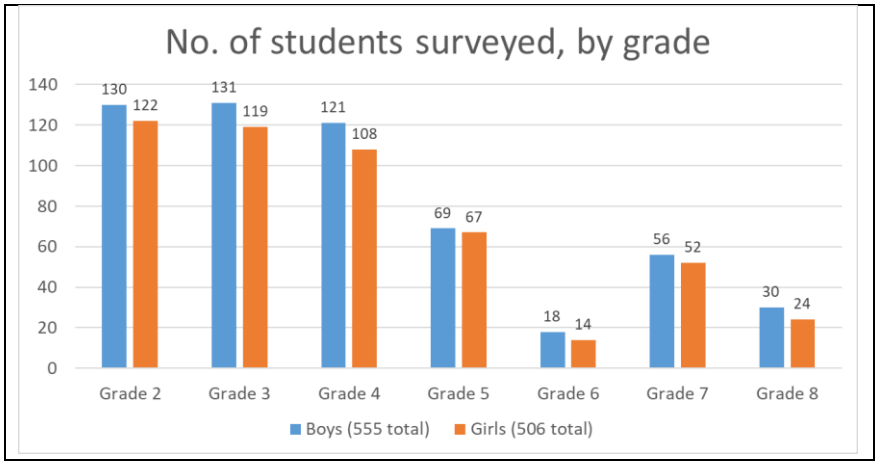
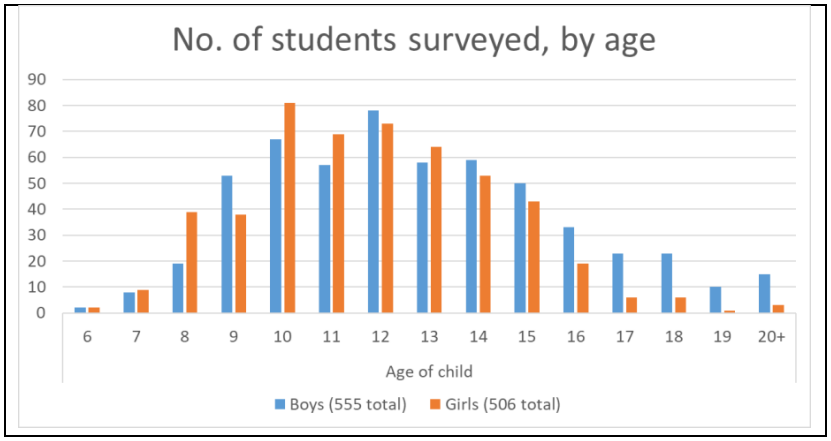


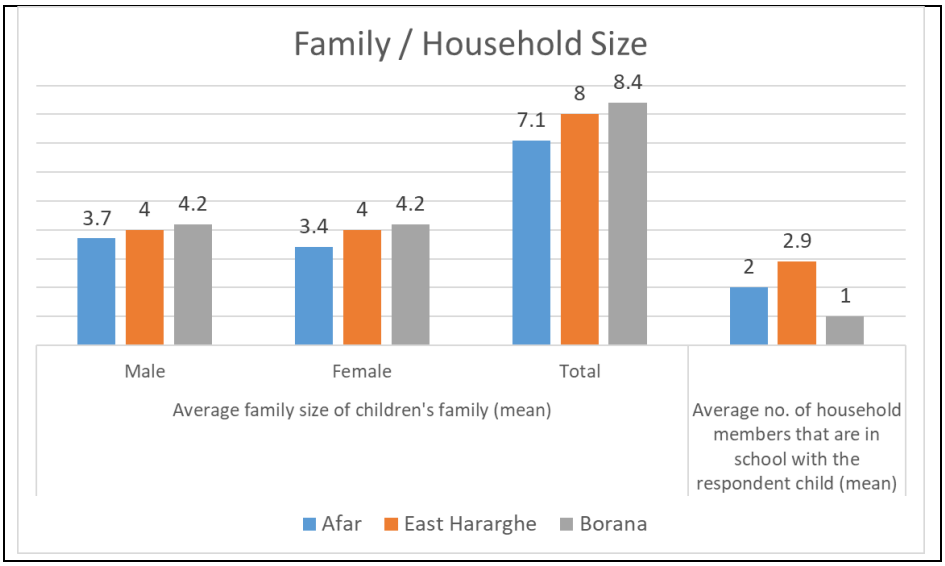
Figure 36 Number of students surveyed, by age



Household size

60. As illustrated in Figure 37 below, the size of students' households was typically around eight, evenly split between male and female members. Children typically reported having one to two other family members (siblings etc.) in school with them, evenly split between girls and boys. This has relevance in consideration of strategies for take-home rations (see discussion of McGovern-Dole Indicator #31 in Annex O).

Figure 37 Family/household size



Languages

61. Differences in home languages (Figure 38 below) and the languages and scripts used in school (Figure 39 below) highlight the differences in ethnic composition and educational context between the Afar Region and the two Oromia Zones. Although the survey encountered a significant Somali-speaking minority in E Hararghe (23.8%), Afan Oromo is the dominant language in Oromia (Borana 96.4%; East Hararghe 75.6%), and correspondingly predominates as the language of instruction. But in Afar, although Afarigna is the home language for 85% of students, it was reported as the main instruction language for only 36% of classes, with Amharic used for half of the classes, and also significant use of English (13%). Ethiopia has a policy of mother-tongue instruction, and this situation appears to reflect the shortage of Afar-speaking teachers.

Figure 38 Home languages

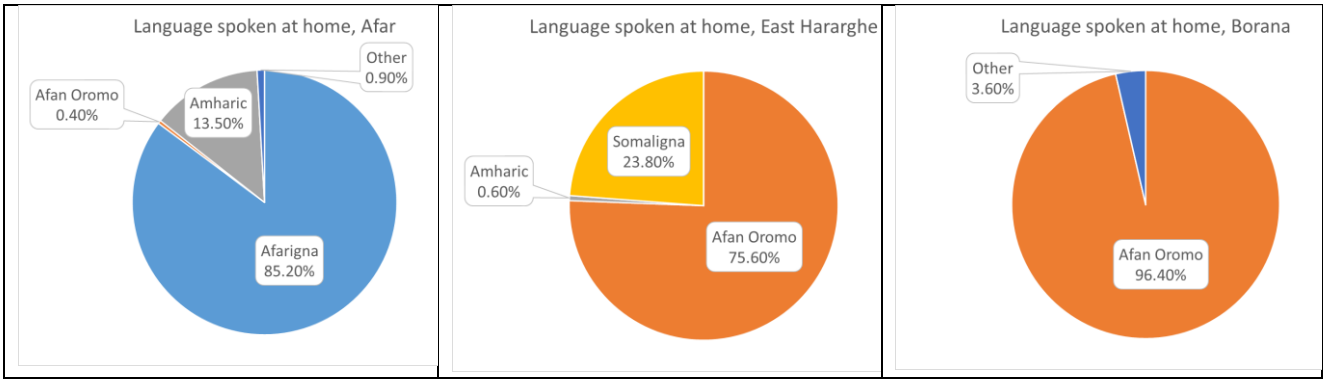
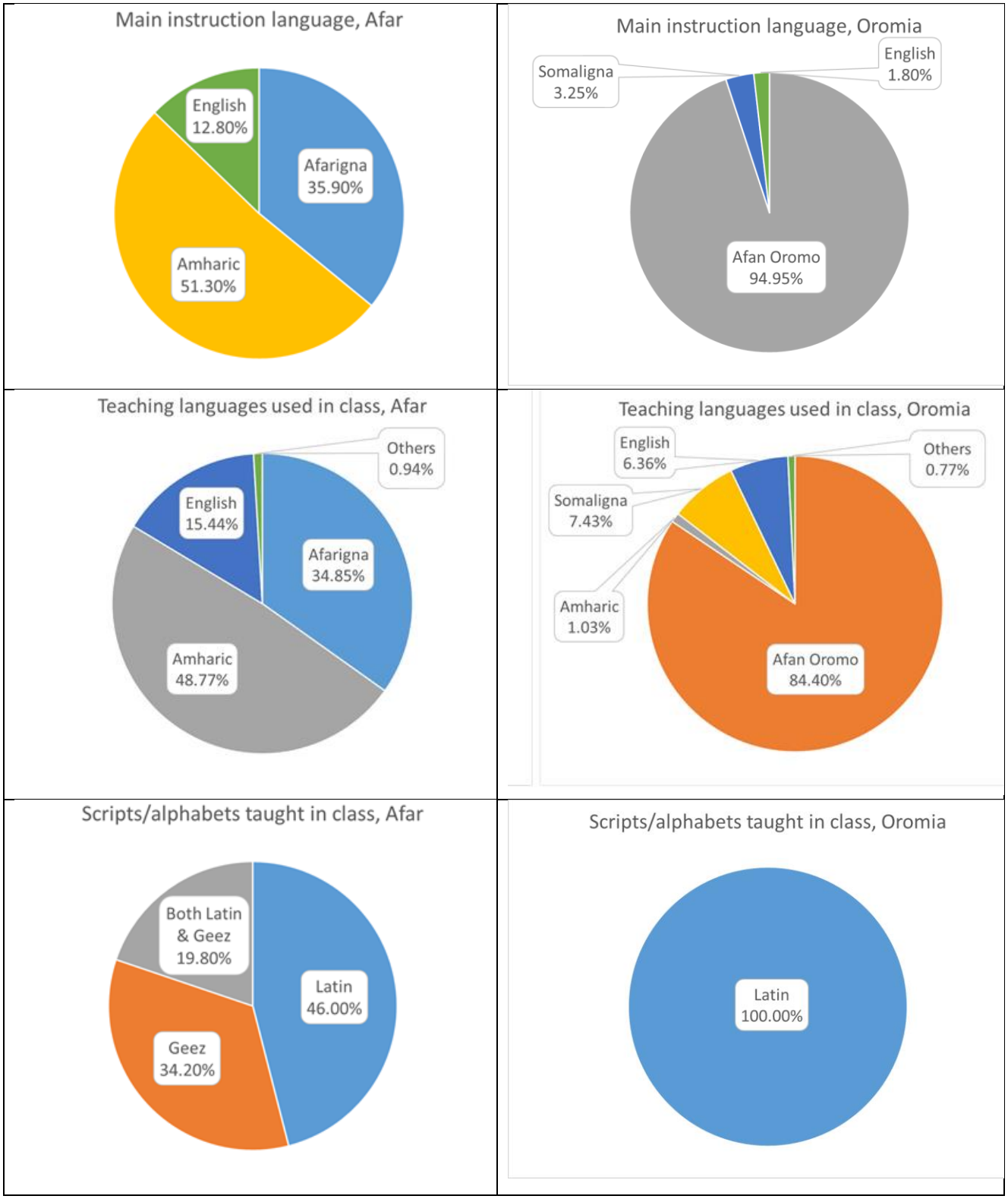


Figure 39 Teaching languages and scripts



Child performance indicators

62. Table 59 below shows performance indicators by stratum and gender. These are relatively subjective, being the child's own assessment of their sleepiness, and the teachers' assessment of their attentiveness. Academic performance, though not checked against records, is likely to be a somewhat more objective estimate. The indicator for number of days coming to school reflects various factors that collectively impede access to education, including family or farm duties, distance, ill health, and financial

constraints. This information provides a baseline against which changes arising during the implementation period can be checked and correlated with the provision of school meals.

63. In Table 59, each column for each question totals 100%, and is relative to the number of girls or boys sampled in that stratum. Sampling between girls and boys was close to 50% by design, but the actual ratio varies (see Table 42 above), so figures should be adjusted accordingly to get the effective population percentages.

Table 59 Indicators of child performance (stratum level))

Question	Response	Afar (Zones 1-5)		Oromia (Haarargee)		Oromia (Booranaa)	
		Girls	Boys	Girls	Boys	Girls	Boys
Number of days in a week the student came to school (%)	*1-2 days*	5%	4%	6%			
	3-4 days	17%	25%	29%	15%	11%	12%
	Every day	77%	71%	65%	85%	89%	88%
Percentage of children feeling sleepy or tiered when coming to school (%)	*Not at all*	88%	90%	96%	96%	70%	44%
	A little	11%	10%	4%	4%	29%	40%
	Quite tired	1%				1%	15%
	Very tired						
Teacher's opinion regarding child's academic performance over last year (%)	*Poor*	20%	11%	20%	19%	5%	1%
	Satisfactory	20%	33%	46%	49%	30%	15%
	Good	54%	45%	27%	20%	55%	45%
	Very good	6%	11%	6%	12%	11%	38%
Teacher's opinion regarding child's concentration or attentiveness (%)	*Inattentive, poor*	18%	9%	19%	15%	5%	1%
	Adequate, not very good	24%	31%	43%	25%	24%	13%
	Good, generally attentive	53%	50%	35%	48%	62%	50%
	Excellent, highly attentive	5%	11%	4%	12%	10%	36%
Teacher's opinion regarding child's performance compared with the rest of the class (%)	*Well below average*	10%	6%	11%	14%	5%	1%
	A little below average	16%	15%	23%	8%	22%	14%
	Average	55%	52%	45%	48%	52%	37%
	A little above average	15%	15%	18%	14%	12%	15%
	Well above average	4%	12%	4%	15%	10%	32%

64. Table 60 below reports the same indicators at woreda level.

Table 60 Indicators of child performance (woreda level)

Variable	Response	Stratum															
		Afar (Zones 1-5)										Oromia (Haarargee)			Oromia (Booranaa)		
		Chifra	Dubti	Afdera	Amibara	Bure-mudaitu	Awra	Teru	Dalifage	Dawe	Total	Baabb-ilee	Cinaaq-san	Total	Yaaballoo	Talta-lee	Total
frequency of attendance																	
Number of days in a week the student came to school (%) **all**	1-2 days	10.7%	2.4%	6.0%	0.0%	0.0%	19.0%	2.7%	0.0%	1.2%	4.7%	3.6%	2.4%	3.0%	0.0%	0.0%	0.0%
	3-4 days	34.5%	33.3%	33.3%	3.5%	7.1%	15.5%	17.6%	17.9%	28.2%	21.2%	29.8%	14.3%	22.0%	4.8%	17.9%	11.3%
	Every day	54.8%	64.3%	60.7%	96.5%	92.9%	65.5%	79.7%	82.1%	70.6%	74.1%	66.7%	83.3%	75.0%	95.2%	82.1%	88.7%
Number of days in a week the student came to school (%) **male**	1-2 days	10.4%	2.1%	6.3%	0.0%	0.0%	14.3%	2.9%	0.0%	0.0%	4.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	3-4 days	45.8%	46.8%	41.7%	6.8%	14.0%	7.1%	5.9%	27.1%	17.4%	24.8%	16.7%	14.3%	15.5%	7.1%	16.7%	11.9%
	Every day	43.8%	51.1%	52.1%	93.2%	86.0%	78.6%	91.2%	72.9%	82.6%	71.3%	83.3%	85.7%	84.5%	92.9%	83.3%	88.1%
Number of days in a week the student came to school (%) **female**	1-2 days	11.1%	2.7%	5.6%	0.0%	0.0%	23.8%	2.5%	0.0%	2.6%	5.4%	7.1%	4.8%	6.0%	0.0%	0.0%	0.0%
	3-4 days	19.4%	16.2%	22.2%	0.0%	0.0%	23.8%	27.5%	5.6%	41.0%	17.2%	42.9%	14.3%	28.6%	2.4%	19.0%	10.7%
	Every day	69.4%	81.1%	72.2%	100.0%	100.0%	52.4%	70.0%	94.4%	56.4%	77.4%	50.0%	81.0%	65.5%	97.6%	81.0%	89.3%
tiredness on arrival																	
Percentage of children feeling sleepy or tired when coming to school (%) **all**	Not at all	82.1%	92.9%	90.5%	87.1%	90.6%	91.7%	97.3%	85.7%	84.7%	89.1%	98.8%	94.0%	96.4%	56.0%	58.3%	57.1%
	A little	16.7%	6.0%	9.5%	11.8%	9.4%	8.3%	2.7%	14.3%	15.3%	10.5%	1.2%	6.0%	3.6%	35.7%	33.3%	34.5%
	Quite tired	1.2%	0.0%	0.0%	1.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%	0.0%	0.0%	0.0%	8.3%	8.3%	8.3%
	Very tired	0.0%	1.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Percentage of children feeling sleepy or tired when coming to school (%) **male**	Not at all	89.6%	95.7%	89.6%	81.8%	86.0%	95.2%	97.1%	83.3%	93.5%	90.0%	97.6%	95.2%	96.4%	33.3%	54.8%	44.0%
	A little	10.4%	2.1%	10.4%	18.2%	14.0%	4.8%	2.9%	16.7%	6.5%	9.8%	2.4%	4.8%	3.6%	50.0%	31.0%	40.5%
	Quite tired	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	16.7%	14.3%	15.5%
	Very tired	0.0%	2.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Percentage of children feeling sleepy or tired when coming to school (%) **female**	Not at all	72.2%	89.2%	91.7%	92.7%	95.2%	88.1%	97.5%	88.9%	74.4%	88.0%	100.0%	92.9%	96.4%	78.6%	61.9%	70.2%
	A little	25.0%	10.8%	8.3%	4.9%	4.8%	11.9%	2.5%	11.1%	25.6%	11.5%	0.0%	7.1%	3.6%	21.4%	35.7%	28.6%
	Quite tired	2.8%	0.0%	0.0%	2.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.6%	0.0%	0.0%	0.0%	0.0%	2.4%	1.2%
	Very tired	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
academic performance																	
Teacher's opinion regarding child's academic performance over last year (%) all	Poor	21.7%	17.9%	13.1%	17.5%	15.3%	10.7%	10.8%	14.3%	12.9%	14.9%	26.2%	13.1%	19.6%	3.6%	2.4%	3.0%
	Satisfactory	32.5%	19.0%	21.4%	33.8%	30.6%	21.4%	17.6%	32.1%	32.9%	26.9%	41.7%	53.6%	47.6%	22.6%	22.6%	22.6%
	Good	43.4%	57.1%	57.1%	42.5%	42.4%	59.5%	62.2%	42.9%	37.6%	49.3%	20.2%	27.4%	23.8%	57.1%	42.9%	50.0%
	Very good	2.4%	6.0%	8.3%	6.3%	11.8%	8.3%	9.5%	10.7%	16.5%	8.9%	11.9%	6.0%	8.9%	16.7%	32.1%	24.4%
Teacher's opinion regarding child's academic performance over last year (%) **male**	Poor	12.5%	10.6%	10.4%	20.0%	20.9%	4.8%	2.9%	10.4%	2.2%	10.6%	33.3%	4.8%	19.0%	0.0%	2.4%	1.2%
	Satisfactory	39.6%	25.5%	27.1%	27.5%	30.2%	31.0%	23.5%	33.3%	56.5%	33.1%	38.1%	59.5%	48.8%	14.3%	16.7%	15.5%
	Good	43.8%	57.4%	58.3%	40.0%	27.9%	54.8%	55.9%	43.8%	23.9%	44.9%	16.7%	23.8%	20.2%	59.5%	31.0%	45.2%
	Very good	4.2%	6.4%	4.2%	12.5%	20.9%	9.5%	17.6%	12.5%	17.4%	11.4%	11.9%	11.9%	11.9%	26.2%	50.0%	38.1%
Teacher's opinion regarding child's academic performance over last year (%) **female**	Poor	34.3%	27.0%	16.7%	15.0%	9.5%	16.7%	17.5%	19.4%	25.6%	19.9%	19.0%	21.4%	20.2%	7.1%	2.4%	4.8%
	Satisfactory	22.9%	10.8%	13.9%	40.0%	31.0%	11.9%	12.5%	30.6%	5.1%	19.9%	45.2%	47.6%	46.4%	31.0%	28.6%	29.8%
	Good	42.9%	56.8%	55.6%	45.0%	57.1%	64.3%	67.5%	41.7%	53.8%	54.2%	23.8%	31.0%	27.4%	54.8%	54.8%	54.8%
	Very good	0.0%	5.4%	13.9%	0.0%	2.4%	7.1%	2.5%	8.3%	15.4%	6.1%	11.9%	0.0%	6.0%	7.1%	14.3%	10.7%

Variable	Response	Stratum															
		Afar (Zones 1-5)										Oromia (Haarargee)			Oromia (Booranaa)		
		Chifra	Dubti	Afdera	Amibara	Bure-mudaitu	Awra	Teru	Dalifage	Dawe	Total	Baabb-ilee	Cinaaq-san	Total	Yaaballoo	Talta-lee	Total
concentration/attentiveness																	
Teacher's opinion regarding child's concentration or attentiveness (%) **all**	Inattentive, poor	19.0%	15.5%	11.9%	12.5%	10.6%	9.5%	16.2%	9.5%	14.1%	13.2%	21.4%	13.1%	17.3%	3.6%	2.4%	3.0%
	Adequate, not very good	26.2%	20.2%	23.8%	32.5%	29.4%	29.8%	17.6%	40.5%	27.1%	27.6%	28.6%	39.3%	33.9%	15.5%	21.4%	18.5%
	Good, generally attentive	52.4%	59.5%	56.0%	50.0%	49.4%	53.6%	58.1%	40.5%	43.5%	51.3%	39.3%	42.9%	41.1%	65.5%	46.4%	56.0%
	Excellent, highly attentive	2.4%	4.8%	8.3%	5.0%	10.6%	7.1%	8.1%	9.5%	15.3%	7.9%	10.7%	4.8%	7.7%	15.5%	29.8%	22.6%
Teacher's opinion regarding child's concentration or attentiveness (%) **male**	Inattentive, poor	10.4%	6.4%	8.3%	17.5%	18.6%	2.4%	2.9%	10.4%	2.2%	8.8%	26.2%	4.8%	15.5%	0.0%	2.4%	1.2%
	Adequate, not very good	29.2%	27.7%	31.3%	22.5%	18.6%	35.7%	26.5%	35.4%	45.7%	30.6%	21.4%	28.6%	25.0%	11.9%	14.3%	13.1%
	Good, generally attentive	56.3%	61.7%	56.3%	50.0%	44.2%	50.0%	52.9%	41.7%	37.0%	50.0%	38.1%	57.1%	47.6%	64.3%	35.7%	50.0%
	Excellent, highly attentive	4.2%	4.3%	4.2%	10.0%	18.6%	11.9%	17.6%	12.5%	15.2%	10.6%	14.3%	9.5%	11.9%	23.8%	47.6%	35.7%
Teacher's opinion regarding child's concentration or attentiveness (%) **female**	Inattentive, poor	30.6%	27.0%	16.7%	7.5%	2.4%	16.7%	27.5%	8.3%	28.2%	18.1%	16.7%	21.4%	19.0%	7.1%	2.4%	4.8%
	Adequate, not very good	22.2%	10.8%	13.9%	42.5%	40.5%	23.8%	10.0%	47.2%	5.1%	24.1%	35.7%	50.0%	42.9%	19.0%	28.6%	23.8%
	Good, generally attentive	47.2%	56.8%	55.6%	50.0%	54.8%	57.1%	62.5%	38.9%	51.3%	52.9%	40.5%	28.6%	34.5%	66.7%	57.1%	61.9%
	Excellent, highly attentive	0.0%	5.4%	13.9%	0.0%	2.4%	2.4%	0.0%	5.6%	15.4%	4.9%	7.1%	0.0%	3.6%	7.1%	11.9%	9.5%
performance vs. peers																	
Teacher's opinion regarding child's performance compared with the rest of the class (%) **all**	Well below average	13.1%	11.9%	8.3%	12.5%	8.2%	2.4%	4.1%	0.0%	9.4%	7.8%	20.2%	4.8%	12.5%	3.6%	2.4%	3.0%
	A little below average	19.0%	10.7%	9.5%	12.5%	14.1%	20.2%	14.9%	20.2%	20.0%	15.7%	11.9%	19.0%	15.5%	15.5%	20.5%	18.0%
	Average	56.0%	67.9%	59.5%	38.8%	47.1%	54.8%	59.5%	46.4%	48.2%	53.1%	39.3%	53.6%	46.4%	50.0%	38.6%	44.3%
	A little above average	8.3%	4.8%	19.0%	26.3%	20.0%	13.1%	14.9%	23.8%	7.1%	15.2%	17.9%	14.3%	16.1%	16.7%	10.8%	13.8%
	Well above average	3.6%	4.8%	3.6%	10.0%	10.6%	9.5%	6.8%	9.5%	15.3%	8.2%	10.7%	8.3%	9.5%	14.3%	27.7%	21.0%
Teacher's opinion regarding child's	Well below average	2.1%	4.3%	4.2%	15.0%	14.0%	4.8%	2.9%	0.0%	6.5%	5.8%	26.2%	2.4%	14.3%	0.0%	2.4%	1.2%

Variable	Response	Stratum															
		Afar (Zones 1-5)										Oromia (Haarargee)			Oromia (Booranaa)		
		Chifra	Dubti	Afdera	Amibara	Bure-mudaitu	Awra	Teru	Dalifage	Dawe	Total	Baabb-ilee	Cinaaq-san	Total	Yaaballoo	Talta-lee	Total
performance compared with the rest of the class (%) **male**	A little below average	20.8%	10.6%	10.4%	15.0%	16.3%	9.5%	11.8%	27.1%	15.2%	15.4%	4.8%	11.9%	8.3%	14.3%	14.3%	14.3%
	Average	62.5%	80.9%	68.8%	27.5%	34.9%	45.2%	52.9%	35.4%	50.0%	51.5%	38.1%	57.1%	47.6%	42.9%	31.0%	36.9%
	A little above average	8.3%	0.0%	14.6%	25.0%	18.6%	21.4%	20.6%	25.0%	8.7%	15.4%	16.7%	11.9%	14.3%	21.4%	9.5%	15.5%
	Well above average	6.3%	4.3%	2.1%	17.5%	16.3%	19.0%	11.8%	12.5%	19.6%	11.9%	14.3%	16.7%	15.5%	21.4%	42.9%	32.1%
Teacher's opinion regarding child's performance compared with the rest of the class (%)	Well below average	27.8%	21.6%	13.9%	10.0%	2.4%	0.0%	5.0%	0.0%	12.8%	10.1%	14.3%	7.1%	10.7%	7.1%	2.4%	4.8%
	A little below average	16.7%	10.8%	8.3%	10.0%	11.9%	31.0%	17.5%	11.1%	25.6%	16.1%	19.0%	26.2%	22.6%	16.7%	26.8%	21.7%
	Average	47.2%	51.4%	47.2%	50.0%	59.5%	64.3%	65.0%	61.1%	46.2%	54.9%	40.5%	50.0%	45.2%	57.1%	46.3%	51.8%
	A little above average	8.3%	10.8%	25.0%	27.5%	21.4%	4.8%	10.0%	22.2%	5.1%	14.9%	19.0%	16.7%	17.9%	11.9%	12.2%	12.0%
	Well above average	0.0%	5.4%	5.6%	2.5%	4.8%	0.0%	2.5%	5.6%	10.3%	4.0%	7.1%	0.0%	3.6%	7.1%	12.2%	9.6%

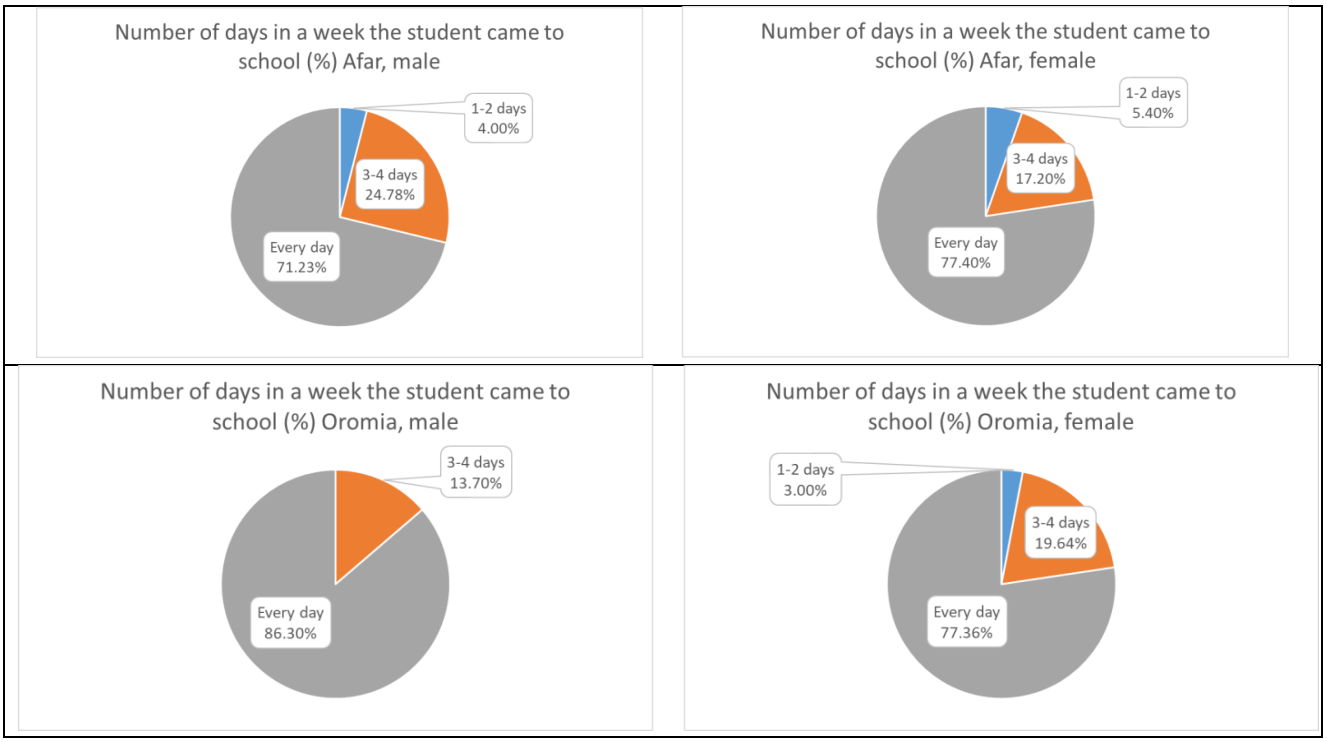
School attendance

65. Figure 40 below compares school attendance between Afar Region and the two Oromia Zones. As noted in Annex M, female students in both Afar and Oromia regions have immense responsibilities at home and their heavy workloads mean they have to prioritize their gendered housework duties over their education, which leads to them skipping school. An earlier phase of McGovern-Dole support to Afar explicitly prioritised encouraging female enrolment and attendance, with a THR component focused on giving girls an incentive to stay in school to higher Grades. The impact evaluation found significant positive effects of this strategy (Visser et al, 2018b). However there was a gap of several years in school feeding provision prior to the commencement of the McGovern-Dole project now under evaluation. It is therefore intriguing to see that the proportion of girls attending school every day in Afar (77%) is actually higher than the proportion of boys attending every day (71%).

66. The pattern of male vs. female attendance in Oromia is less counter-intuitive: 86% of boys attend every day, compared with only 77% of girls. A higher every-day attendance rate in Oromia is entirely accounted for by the difference between male attendance rates (only 71% in Afar, compared with 86% in Oromia.

67. Regular attendance during the school year should be distinguished from drop-out rates at higher grades (THR were particularly aimed to discourage girls' early drop-out). Figure 36 above indicates that higher drop-out rates for girls are a continuing issue.

Figure 40 School attendance

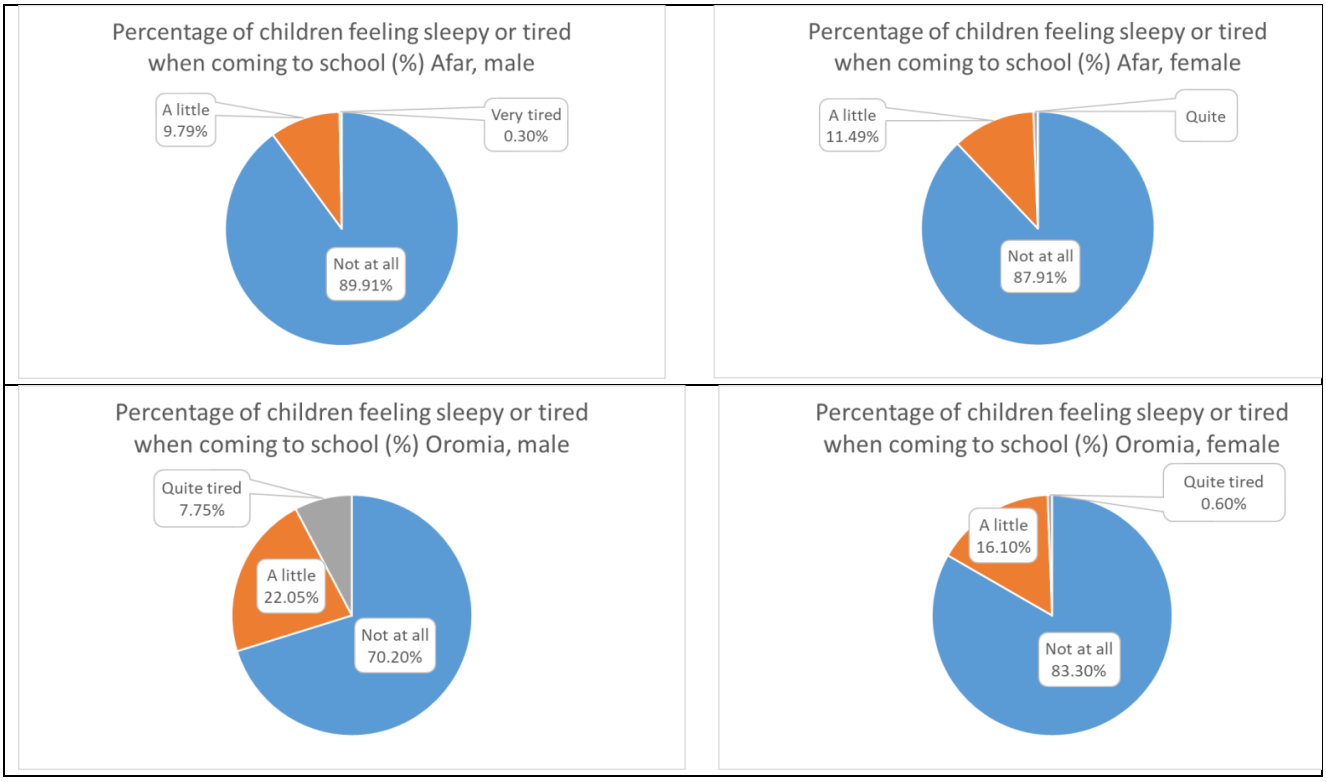


Tiredness on arrival

68. Contrary to what one would expect to find in terms of differences between female and male students' tiredness on arrival, given the unbalanced gendered housework females have to perform before coming to school, significant percentages of females in both regions say they are not at all tired when they arrive at school, with higher percentage of females in Oromia (83.3%) than males (70.2%) stating they are not at all tired. More males than females (7.75% and 0.6% respectively and 22.05% and 16.1% respectively) report being very tired and a little tired when they arrive at school (Figure 41 below).

69. In Afar, the survey doesn't show substantial difference between the sexes, with 89.91% of males and 87.91% of females reporting not at all being tired when they get to school and 11.49% of females and 9.79% of males saying they are a little tired. Overall, the differences between Afar and Oromia tend to be greater, with males in Oromia reporting much higher percentages of tiredness on arrival at school in all the three categories.

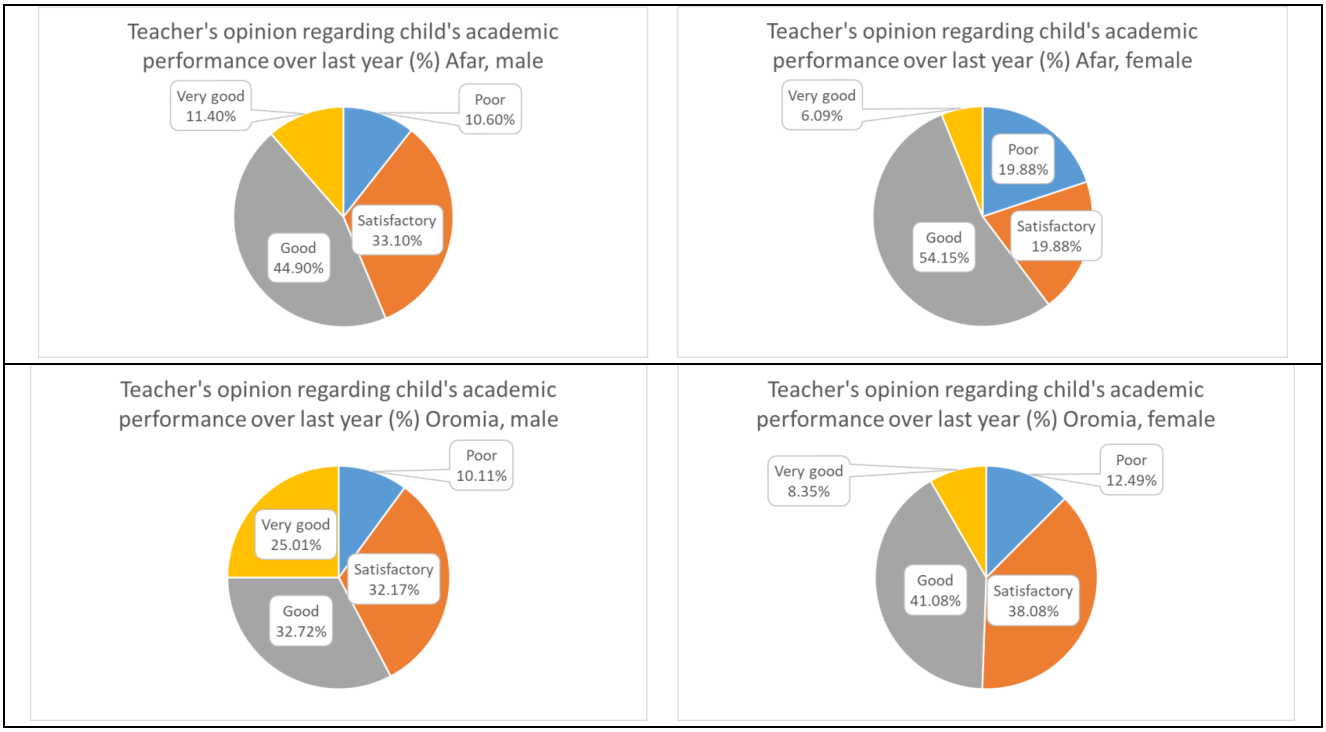
Figure 41 Tiredness on arrival



Teacher assessments of performance

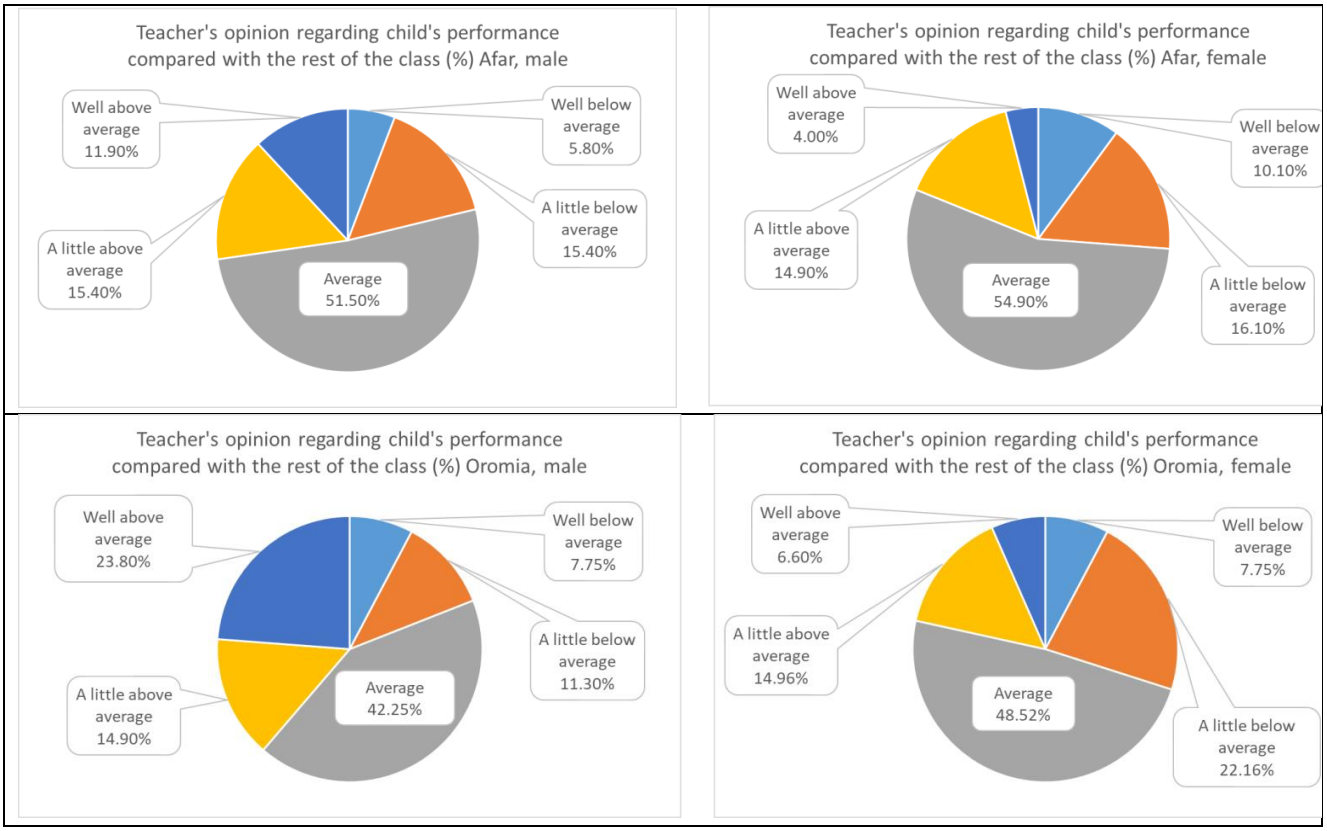
70. Teacher opinion regarding students' academic performance (Figure 42) follows a similar pattern in both Afar and Oromia regions. More male than female students are rated as having very good academic performance (Oromia: 25% of males vs. only 8% of females; Afar: 11% of males vs. 6% of females). The contrasts are less sharp when considering combined figures for good and very good academic performance (Oromia reports 58% for males and just under 50% for females: equivalent figures for Afar are 56% for males and 61% for females). In both regions, the proportion of males rated poor (10-11% in both regions) is less than the proportion of females (1.5% in Oromia, 20% in Afar).

Figure 42 Teacher opinion of academic performance



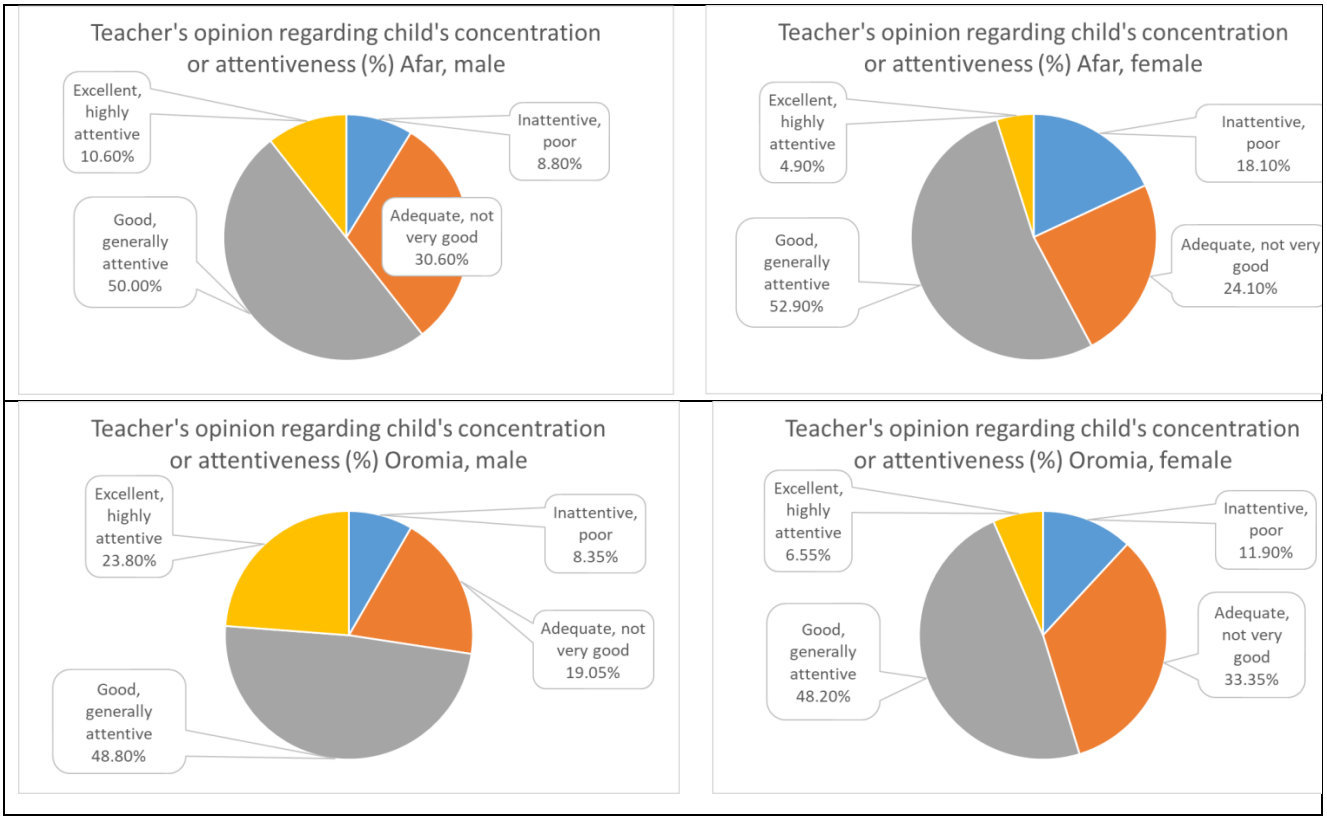
71. Teacher ranking of children's performance compared with the rest of the class (Figure 43) shows marked difference between male and female students. In both regions more male than female students are assessed to perform well above average (23.8% of males and only 6.6% of females in Oromia; and 11.9% of males and 4% of females in Afar. At the other end of the scale, combined figures for "a little below average" and "well below average" also show that male performance is rated better (in Oromia 19% of males but 30% of females fall into these categories; equivalent figures for Afar are 21% for males and 26% for females). There is thus a consistent pattern of males being assessed as outperforming females.

Figure 43 Teacher ranking of child's performance



72. As regards teacher assessment of concentration/attentiveness (Figure 44): in both regions, there is little difference between male and female allocations to the intermediate category of "good, generally attentive" – close to 50% in all cases. However, male students are more likely to be identified by their teachers as being highly attentive and having excellent concentration, with the difference between males and females significantly higher in Oromia (23.8% male, 6.55% female) than in Afar (10.6% male, 4.9% female). Correspondingly, in both regions, teachers identify females as being inattentive and having poor concentration compared to male students (18.1% female, 8.8% male Afar and 11.9% female, 8.35% male in Oromia).

Figure 44 Teacher assessment of concentration/attentiveness



Nutrition and ancillary indicators

73. Table 61 below summarises the results of questions relating to school and home meals. Each group adds to 100% and is relative to the number of girls and boys in the sample. For each question group there are clear differences between the strata that, given the large sample sizes, are likely to be statistically significant.

74. At the foot of the table, the WFP standard Food Consumption Score is calculated and the percentage of girls and boys in each stratum within the standard ranges of Poor (FCS 0-28), Borderline (FCS 28.5-42) and Acceptable (FCS 42+) food consumption are shown. Afar has generally a lower proportion of children with acceptable FCS (girls 33.5%, boys 38.5%) than the other two strata (Borana: girls 48.8%, boys 57.1%; Hararghe: girls 53.6%, boys 39.3%), but all three indicate that a substantial proportion of children are under-nourished.

75. The survey included questions about the receipt and use of rice as a THR. However, the McGovern-Dole programme had not commenced its THR incentive scheme at the time of our survey, and WFP had not issued any rice.

76. The indicators from Table 61 are reported at woreda level in Table 62 (timing and frequency of meals), 0 (children's appreciation of school food), Table 64 (bringing water to school), Table 65 (bringing firewood to school), and Table 66 (Food Consumption Score).

Table 61 Nutrition and ancillary indicators (stratum level)

		Afar (Zones 1-5)		Oromia (Haarargee)		Oromia (Booranaa)	
Question	**Responses**	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**
Number of days in a week children ate at home in the morning before coming to school (%)	*Never*	6%	4%	6%	18%	5%	
	1-2 days	3%	3%	6%	28%	35%	18%
	3-4 days	12%	21%	12%	36%	38%	51%
	Every day	79%	72%	76%	18%	23%	31%
Number of days in a week children ate at school (%)	*Never*	54%	53%	4%			
	1-2 days	3%	3%	6%		2%	1%
	3-4 days	10%	10%	11%	11%	7%	15%
	Every day	34%	34%	80%	89%	90%	83%
Number of days in a week children ate in the evening, after going home (%)	*Never*	5%	1%	4%	79%	2%	5%
	1-2 days	3%	3%		10%	44%	13%
	3-4 days	11%	20%	2%	8%	26%	15%
	Every day	82%	76%	94%	4%[135]	27%	67%
Children's opinion if they like eating the school food (%)	*Yes*	94%	96%	93%	100%	90%	98%
	Not much	3%	1%	5%		8%	2%
	No	3%	3%	2%		1%	
Children's opinion if the food in the school is enough (%)	*Too much*	50%	26%	48%	39%	38%	8%
	Enough	48%	68%	48%	60%	54%	82%
	Not quite enough	1%	5%	4%	1%	8%	10%
	Too little	1%	1%				
Children's opinion if they feel satisfied with the school food (%)	*Yes*	94%	95%	91%	96%	79%	90%
	Not quite	2%	3%	6%	4%	18%	10%
	No	3%	3%	2%		4%	
Number of days in a week children bring water to school (%)	*Never*	67%	58%	55%	54%	32%	30%
	1-2 days	8%	10%	11%	4%	2%	10%
	3-4 days	6%	10%	11%	13%	10%	6%
	Every day	14%	15%	11%	20%	49%	38%
	Sometimes but not every week	5%	8%	13%	10%	7%	17%
Number of days in a week children bring firewood to school (%)	*Never*	69%	67%	45%	51%	10%	2%
	1-2 days	12%	11%	13%		31%	51%
	3-4 days	4%	7%	13%	18%	12%	13%
	Every day	6%	11%	14%	4%	42%	29%
	Sometimes but not every week	9%	4%	14%	27%	6%	5%
Children who got rice to take home during the school year (%)[136]	*%*	1%					1%
Frequency of getting rice during the school year (%)[136]	*Every month*	99%	100%	100%	100%	100%	99%
	Every three months						100%
	Less often	100%					
What family members do with the rice received from school (%)[136]	*Don't know*						
	Cooks with it	100%					100%
	Sells or trades it						
Food Consumption Score (FSC)	*Poor Food Consumption (FCS:0-28)*	32.1%	23.8%	28.6%	22.6%	34.5%	23.8%
	Borderline Food Consumption (FCS:28.5-42)	34.4%	37.8%	17.9%	38.1%	16.7%	19.0%
	Acceptable Food Consumption FCS: >42)	33.5%	38.5%	53.6%	39.3%	48.8%	57.1%

[135] The highlighted figures seemed anomalous compared with other strata, so we double-checked with the survey teams. It appears that male and female enumerators may have posed the question differently. A number of the concerned woredas had morning shifts only; children were thus unlikely to eat at home straight after returning from school, but the male enumerators did not extend the enquiry to cover meals eaten at home later in the day. The East Hararghe figures are therefore unreliable.

[136] Note: WFP had not begun issuing THR at the time of the survey, so we would have expected zero responses in all cases. Nevertheless one school in Yaballo and two schools in Dawe reported receiving rice. This is being double-checked.

Table 62 Timing and frequency of meals (woreda level)

Variable	Response	Stratum															
		Afar (Zones 1-5)										Oromia (Haarargee)			Oromia (Booranaa)		
		Chifra	Dubti	Afdera	Amibara	Bure-mudaitu	Awra	Teru	Dalifage	Dawe	Total	Baabb-ilee	Cinaaq-san	Total	Yaaballoo	Talta-llee	Total
eating before coming to school																	
Number of days in a week children ate at home in the morning before coming to school (%) **all**	Never	7.1%	2.4%	0.0%	24.7%	5.9%	1.2%	0.0%	1.2%	1.2%	5.0%	11.9%	12.0%	12.0%	3.6%	1.2%	2.4%
	1-2 days	10.7%	4.8%	6.0%	2.4%	1.2%	0.0%	0.0%	0.0%	1.2%	2.9%	22.6%	10.8%	16.8%	14.3%	38.1%	26.2%
	3-4 days	29.8%	34.9%	32.5%	5.9%	5.9%	14.5%	6.8%	9.5%	11.8%	16.9%	15.5%	32.5%	24.0%	44.0%	45.2%	44.6%
	Every day	52.4%	57.8%	61.4%	67.1%	87.1%	84.3%	93.2%	89.3%	85.9%	75.2%	50.0%	44.6%	47.3%	38.1%	15.5%	26.8%
Number of days in a week children ate at home in the morning before coming to school (%) **male**	Never	10.4%	2.2%	0.0%	22.7%	2.3%	0.0%	0.0%	0.0%	0.0%	4.3%	21.4%	14.6%	18.1%	0.0%	0.0%	0.0%
	1-2 days	8.3%	2.2%	6.3%	2.3%	2.3%	0.0%	0.0%	0.0%	0.0%	2.5%	38.1%	17.1%	27.7%	11.9%	23.8%	17.9%
	3-4 days	29.2%	47.8%	41.7%	6.8%	11.6%	16.7%	2.9%	16.7%	8.7%	21.1%	23.8%	48.8%	36.1%	52.4%	50.0%	51.2%
	Every day	52.1%	47.8%	52.1%	68.2%	83.7%	83.3%	97.1%	83.3%	91.3%	72.2%	16.7%	19.5%	18.1%	35.7%	26.2%	31.0%
Number of days in a week children ate at home in the morning before coming to school (%) **female**	Never	2.8%	2.7%	0.0%	26.8%	9.5%	2.4%	0.0%	2.8%	2.6%	5.8%	2.4%	9.5%	6.0%	7.1%	2.4%	4.8%
	1-2 days	13.9%	8.1%	5.7%	2.4%	0.0%	0.0%	0.0%	0.0%	2.6%	3.5%	7.1%	4.8%	6.0%	16.7%	52.4%	34.5%
	3-4 days	30.6%	18.9%	20.0%	4.9%	0.0%	12.2%	10.0%	0.0%	15.4%	12.1%	7.1%	16.7%	11.9%	35.7%	40.5%	38.1%
	Every day	52.8%	70.3%	74.3%	65.9%	90.5%	85.4%	90.0%	97.2%	79.5%	78.7%	83.3%	69.0%	76.2%	40.5%	4.8%	22.6%
eating at school																	
Number of days in a week children ate at school (%) **all**	Never	44.0%	40.5%	97.6%	25.9%	43.5%	71.4%	27.0%	73.8%	54.1%	53.4%	1.2%	2.4%	1.8%	0.0%	0.0%	0.0%
	1-2 days	7.1%	2.4%	1.2%	0.0%	0.0%	9.5%	2.7%	0.0%	2.4%	2.8%	0.0%	6.0%	3.0%	2.4%	1.2%	1.8%
	3-4 days	19.0%	28.6%	1.2%	3.5%	0.0%	3.6%	10.8%	1.2%	20.0%	9.7%	11.9%	9.5%	10.7%	13.1%	9.5%	11.3%
	Every day	29.8%	28.6%	0.0%	70.6%	56.5%	15.5%	59.5%	25.0%	23.5%	34.0%	86.9%	82.1%	84.5%	84.5%	89.3%	86.9%
Number of days in a week children ate at school (%) **male**	Never	50.0%	34.0%	97.9%	25.0%	44.2%	71.4%	26.5%	66.7%	54.3%	53.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	1-2 days	8.3%	2.1%	0.0%	0.0%	0.0%	7.1%	0.0%	0.0%	2.2%	2.8%	0.0%	0.0%	0.0%	2.4%	0.0%	1.2%
	3-4 days	16.7%	29.8%	2.1%	4.5%	0.0%	2.4%	3.5%	0.0%	23.9%	9.8%	7.1%	14.3%	10.7%	19.0%	11.9%	15.5%
	Every day	25.0%	34.0%	0.0%	70.5%	55.8%	19.0%	70.6%	56.5%	19.6%	34.3%	92.9%	85.7%	89.3%	78.6%	88.1%	83.3%
Number of days in a week children ate at school (%) **female**	Never	36.1%	48.6%	97.2%	26.8%	42.9%	71.4%	25.0%	44.2%	53.8%	53.6%	2.4%	4.8%	3.6%	0.0%	0.0%	0.0%
	1-2 days	5.6%	2.7%	2.8%	0.0%	0.0%	11.9%	0.0%	0.0%	2.6%	2.9%	0.0%	11.9%	6.0%	2.4%	2.4%	2.4%
	3-4 days	22.2%	27.0%	0.0%	2.4%	0.0%	4.8%	17.5%	0.0%	15.4%	9.7%	16.7%	4.8%	10.7%	7.1%	7.1%	7.1%
	Every day	36.1%	21.6%	0.0%	70.7%	57.1%	11.9%	55.0%	16.7%	28.2%	33.8%	81.0%	78.6%	79.8%	90.5%	90.5%	90.5%

Variable	Response	Stratum															
		Afar (Zones 1-5)										Oromia (Haarargee)			Oromia (Booranaa)		
		Chifra	Dubti	Afdera	Amibara	Bure-mudaitu	Awra	Teru	Dalifage	Dawe	Total	Baabb-ilee	Cinaaq-san	Total	Yaaballoo	Talta-llee	Total
eating after school																	
Number of days in a week children ate in the evening, after going home (%) **all**	Never	3.6%	2.4%	0.0%	7.1%	4.7%	0.0%	0.0%	7.1%	2.4%	3.1%	39.3%	42.9%	41.1%	7.1%	0.0%	3.6%
	1-2 days	9.5%	3.6%	6.0%	1.2%	0.0%	0.0%	2.7%	0.0%	0.0%	2.5%	6.0%	3.6%	4.8%	19.0%	38.1%	28.6%
	3-4 days	29.8%	31.0%	32.5%	5.9%	7.1%	14.3%	4.1%	7.1%	9.4%	15.8%	8.3%	2.4%	5.4%	16.7%	25.0%	20.8%
	Every day	57.1%	63.1%	61.4%	85.9%	88.2%	85.7%	93.2%	85.7%	88.2%	78.6%	46.4%	51.2%	48.8%	57.1%	36.9%	47.0%
Number of days in a week children ate in the evening, after going home (%) **male**	Never	6.3%	2.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.2%	1.3%	71.4%	85.7%	78.6%	9.5%	0.0%	4.8%
	1-2 days	8.3%	2.1%	6.3%	0.0%	0.0%	0.0%	5.9%	0.0%	0.0%	2.5%	11.9%	7.1%	9.5%	16.7%	9.5%	13.1%
	3-4 days	31.3%	46.8%	41.7%	4.5%	7.0%	16.7%	5.9%	8.3%	13.0%	20.3%	11.9%	4.8%	8.3%	9.5%	21.4%	15.5%
	Every day	54.2%	48.9%	52.1%	95.5%	93.0%	83.3%	88.2%	91.7%	84.8%	76.0%	4.8%	2.4%	3.6%	64.3%	69.0%	66.7%
Number of days in a week children ate in the evening, after going home (%) **female**	Never	0.0%	2.7%	0.0%	14.6%	9.5%	0.0%	0.0%	16.7%	2.6%	5.2%	7.1%	0.0%	3.6%	4.8%	0.0%	2.4%
	1-2 days	11.1%	5.4%	5.7%	2.4%	0.0%	0.0%	0.0%	0.0%	0.0%	2.6%	0.0%	0.0%	0.0%	21.4%	66.7%	44.0%
	3-4 days	27.8%	10.8%	20.0%	7.3%	7.1%	11.9%	2.5%	5.6%	5.1%	10.6%	4.8%	0.0%	2.4%	23.8%	28.6%	26.2%
	Every day	61.1%	81.1%	74.3%	75.6%	83.3%	88.1%	97.5%	77.8%	92.3%	81.6%	88.1%	100.0%	94.0%	50.0%	4.8%	27.4%

Timing and frequency of meals

77. The timing and frequency of meals students consume shows considerable differences across the three programme zones as well as between male and female students. Compared across the three programme zones, the largest percentage of students that eat at home every day in the morning before coming to school are males (72.2%) and females (78.7%) in Afar and females in East Hararghe (76.2%), while only 18.1% of males in East Hararghe and 31% of males and 22.6% of females in Borana do the same. Similarly, males in East Hararghe represent the largest percentage (18.1%) of students in all the three zones that never eat at home before coming to school. When significant numbers of children arrive for school without having eaten, it is considered good practice to serve the school meal earlier, as hunger is an obstacle to concentration and attentiveness.

78. As regards male/female differences in **eating before and after school** (Figure 45 and Figure 47), there is significant geographical variation. East Hararghe shows the largest contrast between the sexes in the consumption of meals before and after school, with males at a disadvantage in both categories. However, as per the footnote to Table 61, there seem to have been inconsistencies in the ways different enumerators interpreted the question, and therefore no weight should be placed on these data.

79. The main determining factors **for whether children eat at school during the day** (Figure 46 below) are the availability of a school meal and children's attendance at school. During school visits and qualitative interviews, we found no evidence of children shunning available school meals (and as we see below, Table 63 and Figure 11), children are highly appreciative of the school meals. The roll-out of the McGovern-Dole programme was slowest in Afar, and Figure 46 reflects this: Afar represents the smallest percentage of male and female students who eat at school every day (34,3% and 33.8% respectively) as compared to significantly higher figures in East Hararghe (89.3% male, 79.8% female) and Borana (83.3% male, 90.5% female).

80. It is interesting that as well as having the lowest percentage of children receiving a school meal, Afar reported the highest percentage of children always eating at home after school. The figures for the number of days children eat at school (Figure 46) show that the majority of students in Afar (53.3% male, 53.6% female) never eat at school, which is the highest percentage across all three programme zones. Students in Afar also represent the second and third highest percentage of students (81.6% female, 76% male) across the three zones that eat every day in the evening after going home from school. We checked the data for a correlation, and found strong support for our hypothesis that children who report not eating at school are mainly the same group who report regularly eating at home in the evening. This strongly suggests that households treat school meals as part of an overall household food security strategy, so that the school meal is a benefit to the entire household.

Figure 45 Eating before coming to school

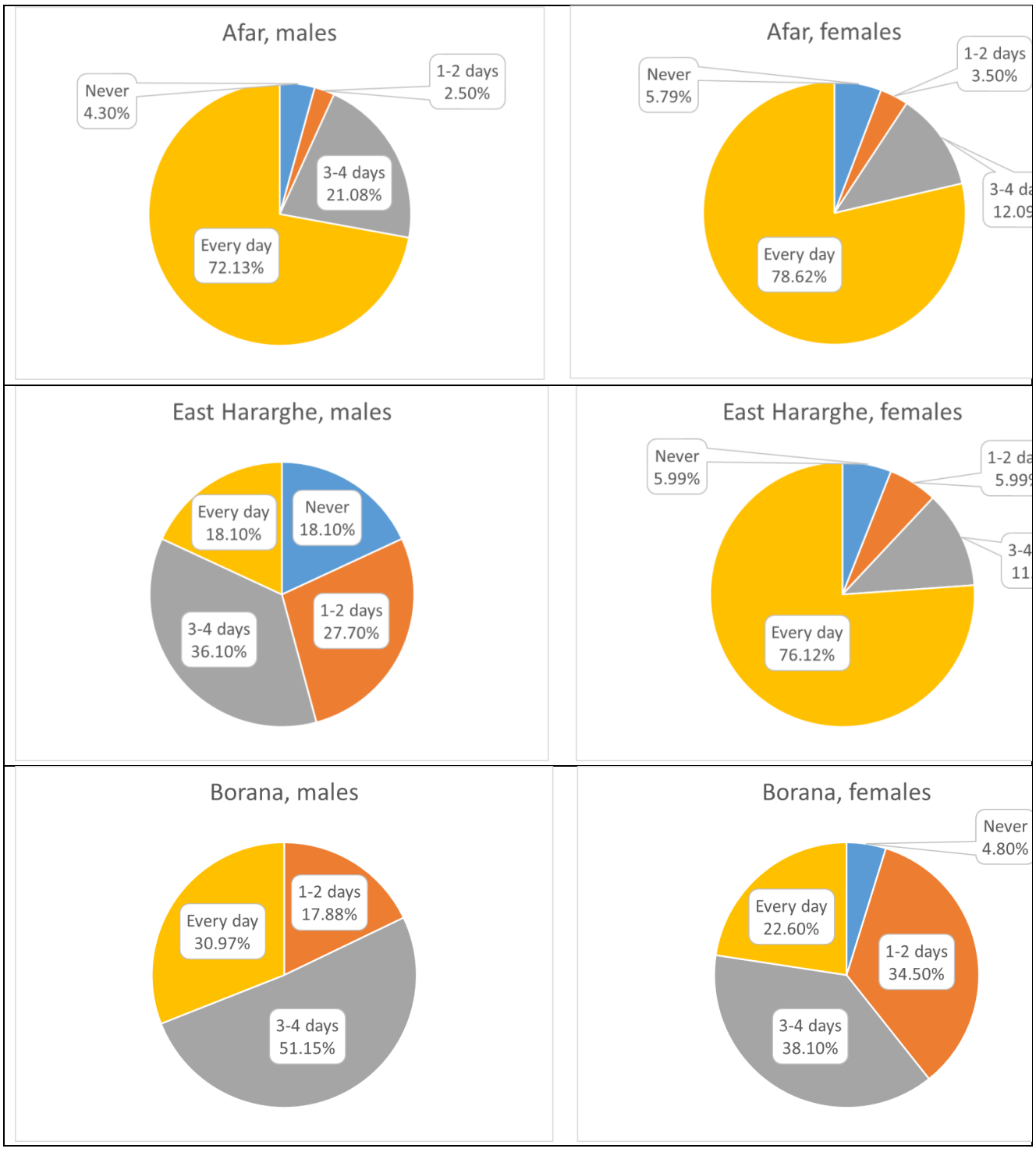


Figure 46 Eating at school

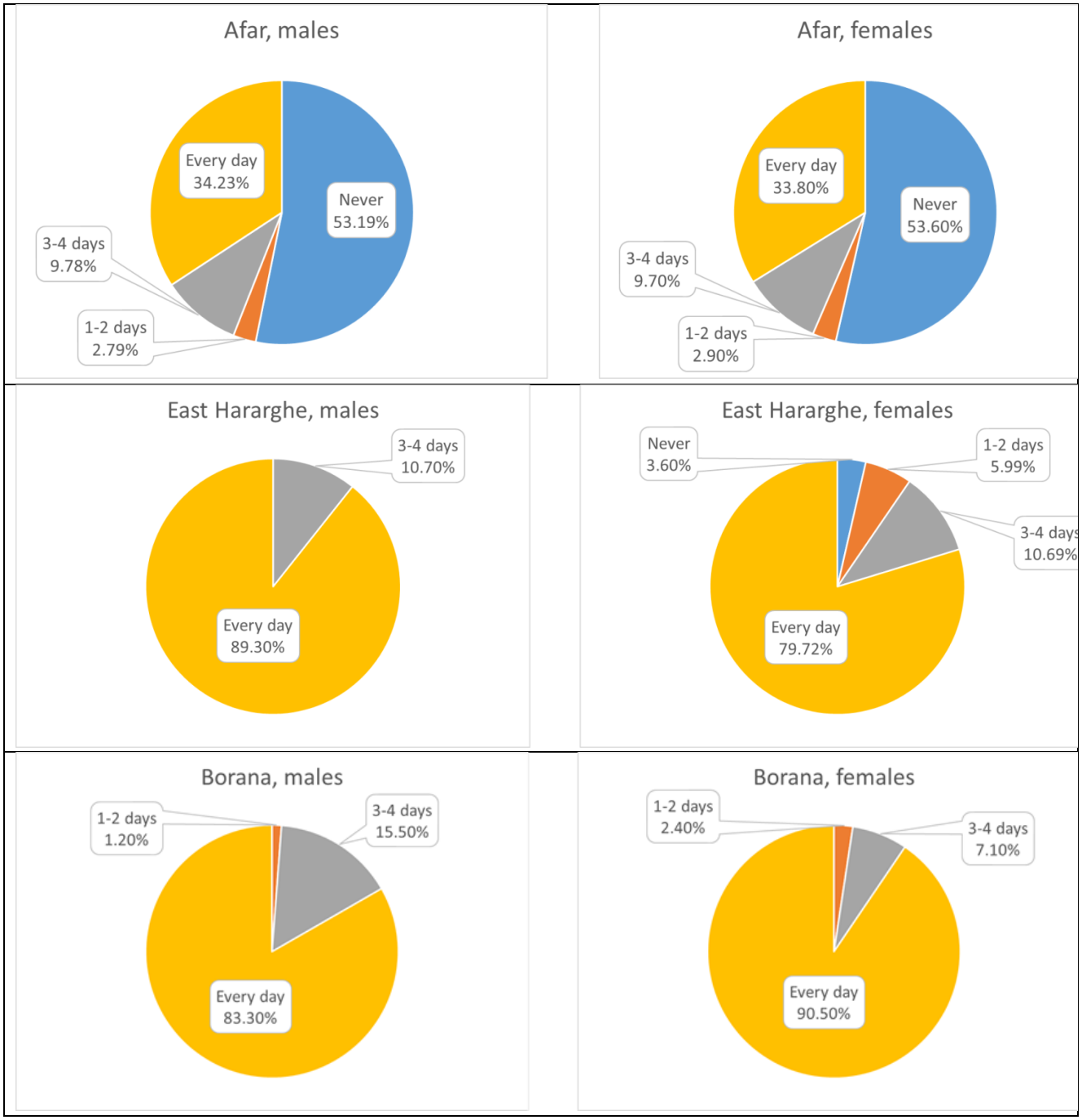
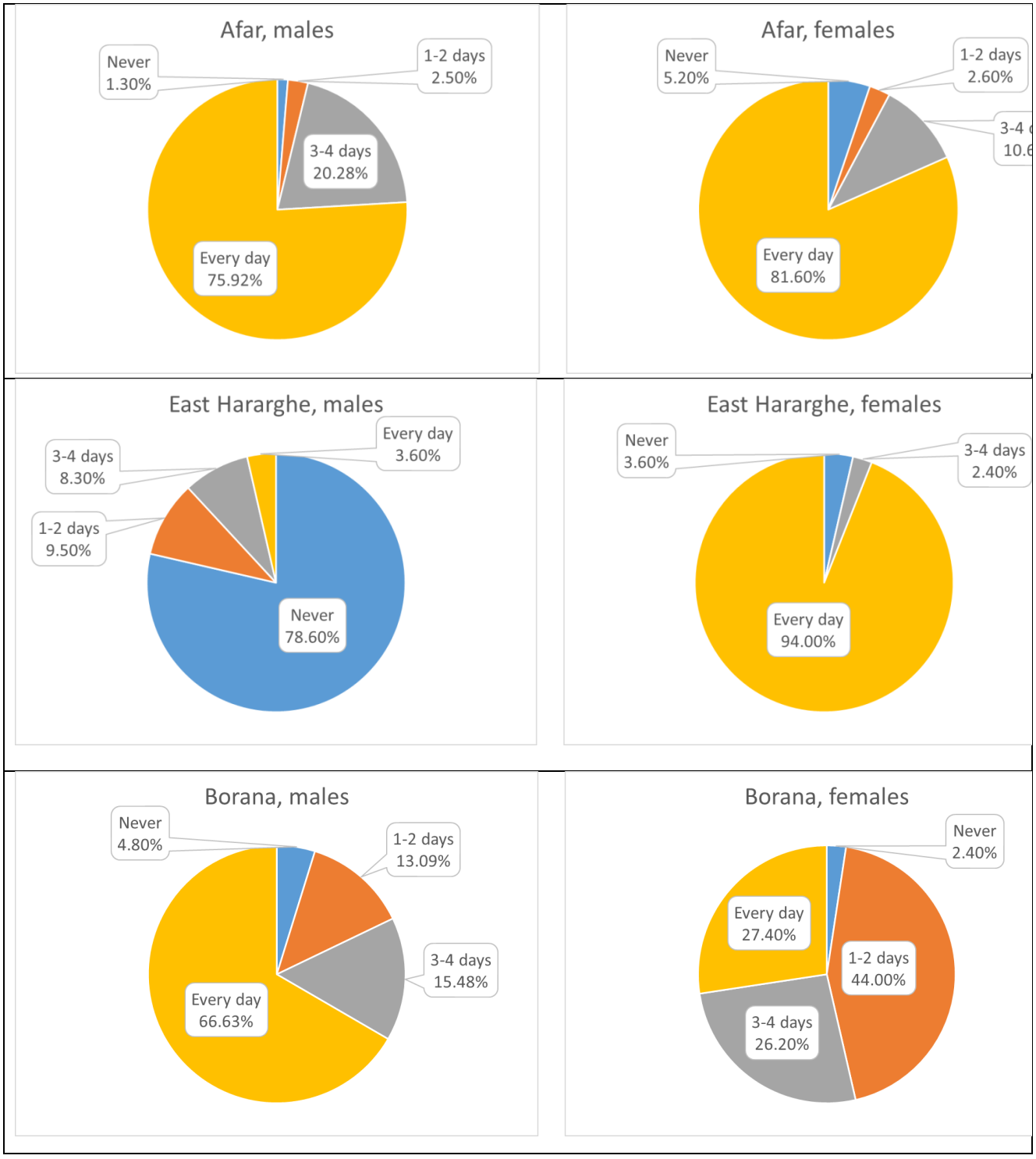


Figure 47 Eating after school



Children's appreciation of school food

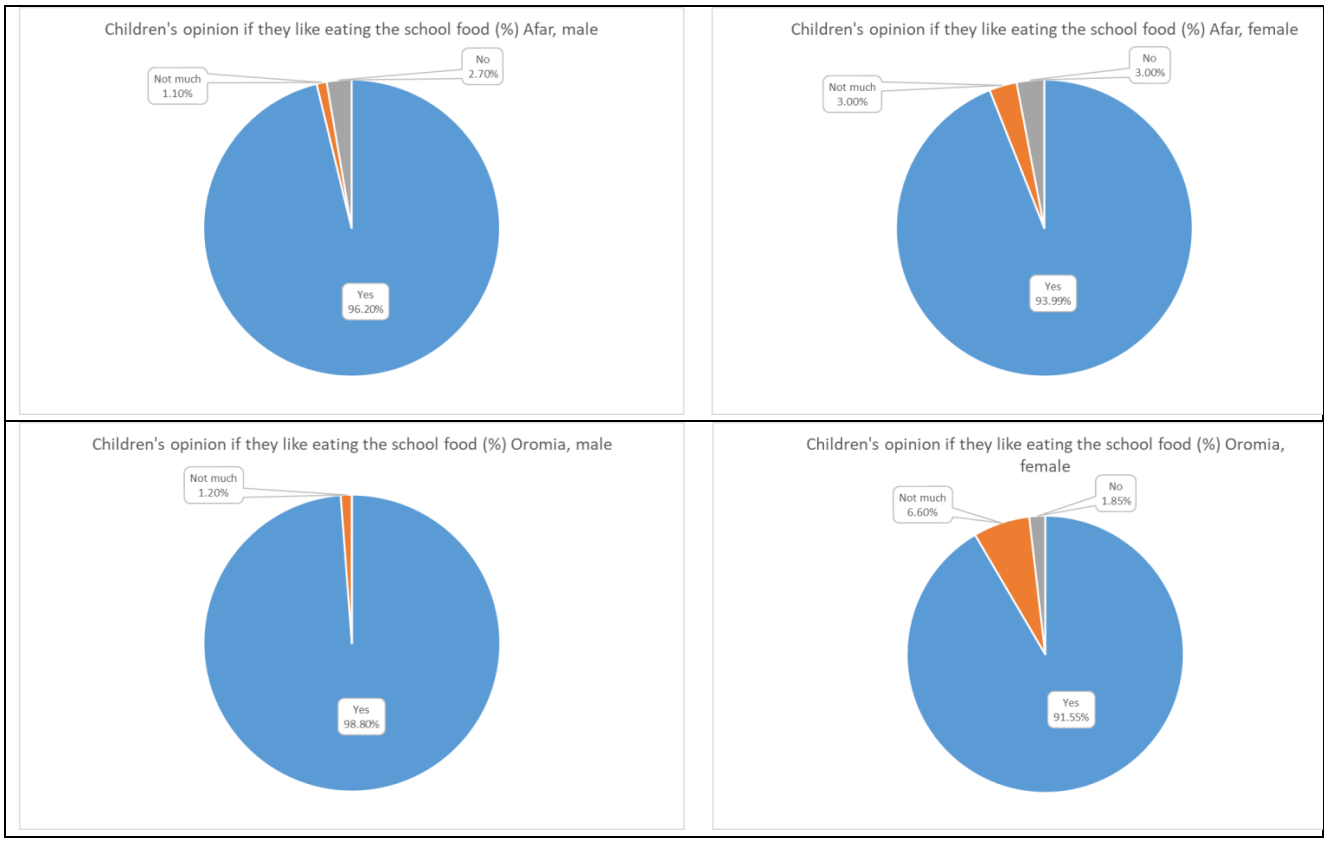
Table 63 Children's appreciation of school food (woreda level)

Variable	Response	Stratum															
		Afar (Zones 1-5)										Oromia (Haarargee)			Oromia (Booranaa)		
		Chifra	Dubti	Afdera	Amibara	Bure-mudaitu	Awra	Teru	Dalifage	Dawe	Total	Baabb-ilee	Cinaaq-san	Total	Yaaballoo	Talta-llee	Total
like the school food?																	
Children's opinion if they like eating the school food (%) **all**	Yes	90.0%	100.0%	0.0%	96.7%	98.0%	88.0%	100.0%	95.8%	88.1%	95.2%	100.0%	92.7%	96.4%	95.2%	92.9%	94.0%
	Not much	2.0%	0.0%	0.0%	3.3%	0.0%	8.0%	0.0%	4.2%	2.4%	2.0%	0.0%	4.9%	2.4%	4.8%	6.0%	5.4%
	No	8.0%	0.0%	0.0%	0.0%	2.0%	4.0%	0.0%	0.0%	9.5%	2.8%	0.0%	2.4%	1.2%	0.0%	1.2%	0.6%
Children's opinion if they like eating the school food (%) **male**	Yes	92.3%	100.0%	0.0%	96.9%	96.0%	91.7%	100.0%	100.0%	91.3%	96.3%	100.0%	100.0%	100.0%	97.6%	97.6%	97.6%
	Not much	3.8%	0.0%	0.0%	3.1%	0.0%	0.0%	0.0%	0.0%	0.0%	1.1%	0.0%	0.0%	0.0%	2.4%	2.4%	2.4%
	No	3.8%	0.0%	0.0%	0.0%	4.0%	8.3%	0.0%	0.0%	8.7%	2.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Children's opinion if they like eating the school food (%) **female**	Yes	87.5%	100.0%	0.0%	96.6%	100.0%	84.6%	100.0%	87.5%	84.2%	93.9%	100.0%	85.0%	92.6%	92.9%	88.1%	90.5%
	Not much	0.0%	0.0%	0.0%	3.4%	0.0%	15.4%	0.0%	12.5%	5.3%	3.0%	0.0%	10.0%	4.9%	7.1%	9.5%	8.3%
	No	12.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	10.5%	3.0%	0.0%	5.0%	2.5%	0.0%	2.4%	1.2%
is the school food enough?																	
Children's opinion if the food in the school is enough (%) **all**	Too much	36.7%	50.0%	0.0%	57.4%	44.9%	0.0%	9.4%	62.5%	26.2%	37.1%	39.8%	47.6%	43.6%	31.0%	15.5%	23.2%
	Enough	49.0%	50.0%	0.0%	42.6%	53.1%	100.0 %	88.7%	37.5%	59.5%	58.6%	57.8%	50.0%	53.9%	63.1%	72.6%	67.9%
	Not quite enough	12.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	14.3%	3.4%	2.4%	2.4%	2.4%	6.0%	11.9%	8.9%
	Too little	2.0%	0.0%	0.0%	0.0%	2.0%	0.0%	1.9%	0.0%	0.0%	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Children's opinion if the food in the school is enough (%) **male**	Too much	20.0%	48.3%	0.0%	37.5%	36.0%	0.0%	0.0%	50.0%	0.0%	25.7%	35.7%	42.9%	39.3%	9.5%	7.1%	8.3%
	Enough	60.0%	51.7%	0.0%	62.5%	60.0%	100.0 %	100.0%	50.0%	73.9%	67.9%	64.3%	54.8%	59.5%	78.6%	85.7%	82.1%
	Not quite enough	16.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	26.1%	5.3%	0.0%	2.4%	1.2%	11.9%	7.1%	9.5%
	Too little	4.0%	0.0%	0.0%	0.0%	4.0%	0.0%	0.0%	0.0%	0.0%	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Children's opinion if the food in the school is enough (%) **female**	Too much	54.2%	52.6%	0.0%	79.3%	54.2%	0.0%	17.9%	87.5%	57.9%	50.3%	43.9%	52.5%	48.1%	52.4%	23.8%	38.1%
	Enough	37.5%	47.4%	0.0%	20.7%	45.8%	100.0 %	78.6%	12.5%	42.1%	47.9%	51.2%	45.0%	48.1%	47.6%	59.5%	53.6%
	Not quite enough	8.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.2%	4.9%	2.5%	3.7%	0.0%	16.7%	8.3%
	Too little	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.6%	0.0%	0.0%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
satisfied with the school food?																	
Children's opinion if they feel satisfied with the school food (%) **all**	Yes	89.8%	100.0%	0.0%	95.1%	98.0%	83.3%	100.0%	95.8%	88.1%	94.6%	92.8%	95.1%	93.9%	88.1%	81.0%	84.5%
	Not quite	2.0%	0.0%	0.0%	4.9%	0.0%	12.5%	0.0%	4.2%	2.4%	2.6%	7.2%	2.4%	4.8%	11.9%	15.5%	13.7%
	No	8.2%	0.0%	0.0%	0.0%	2.0%	4.2%	0.0%	0.0%	9.5%	2.9%	0.0%	2.4%	1.2%	0.0%	3.6%	1.8%
Children's opinion if they feel satisfied with the school food (%) **male**	Yes	92.0%	100.0%	0.0%	93.8%	96.0%	75.0%	100.0%	100.0%	91.3%	94.7%	92.9%	100.0%	96.4%	90.5%	90.5%	90.5%
	Not quite	4.0%	0.0%	0.0%	6.3%	0.0%	16.7%	0.0%	0.0%	0.0%	2.7%	7.1%	0.0%	3.6%	9.5%	9.5%	9.5%
	No	4.0%	0.0%	0.0%	0.0%	4.0%	8.3%	0.0%	0.0%	8.7%	2.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Children's opinion if they feel satisfied with the school food (%) **female**	Yes	87.5%	100.0%	0.0%	96.6%	100.0%	91.7%	100.0%	87.5%	84.2%	94.5%	92.7%	90.0%	91.4%	85.7%	71.4%	78.6%
	Not quite	0.0%	0.0%	0.0%	3.4%	0.0%	8.3%	0.0%	12.5%	5.3%	2.5%	7.3%	5.0%	6.2%	14.3%	21.4%	17.9%
	No	12.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	10.5%	3.1%	0.0%	5.0%	2.5%	0.0%	7.1%	3.6%

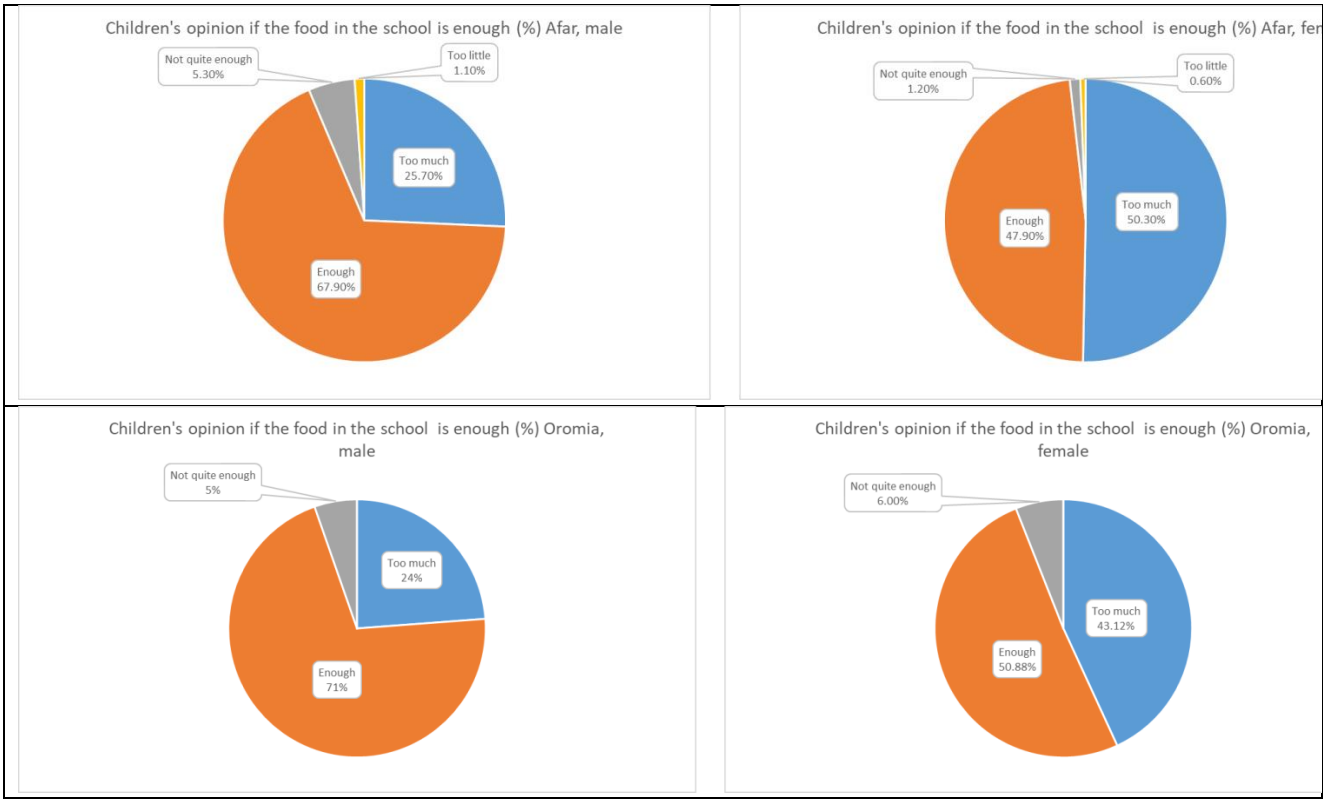
81. Children's appreciation of food (Figure 11, and Figure 48 below): School meals are highly appreciated, with about 95% of students in each of the programme regions saying they like eating the school food. Although the difference between male and female responses is not that significant, more males than females in both Afar (96.2 and 93.99% respectively) and Oromia (98.8% and 91.55%) enjoy eating the food served at school. When it comes to the amount of food served, in both Afar and Oromia regions, more females (50.3% and 43.12% respectively) than males (25.7% and 24% respectively) say the portion served is too much while more males (67.9% and 71% respectively) than females (47.9% and 50.88% respectively) say the serving size is enough. Furthermore, the majority of students in both regions find the meals satisfying, with almost equal percentage of males and females in Afar (94.61% and 94.41% respectively) finding the school meals satisfying compared to more males (93.45%) than females (84.92%) in Oromia.

Figure 48 Children's appreciation of food (Afar vs. Oromia)

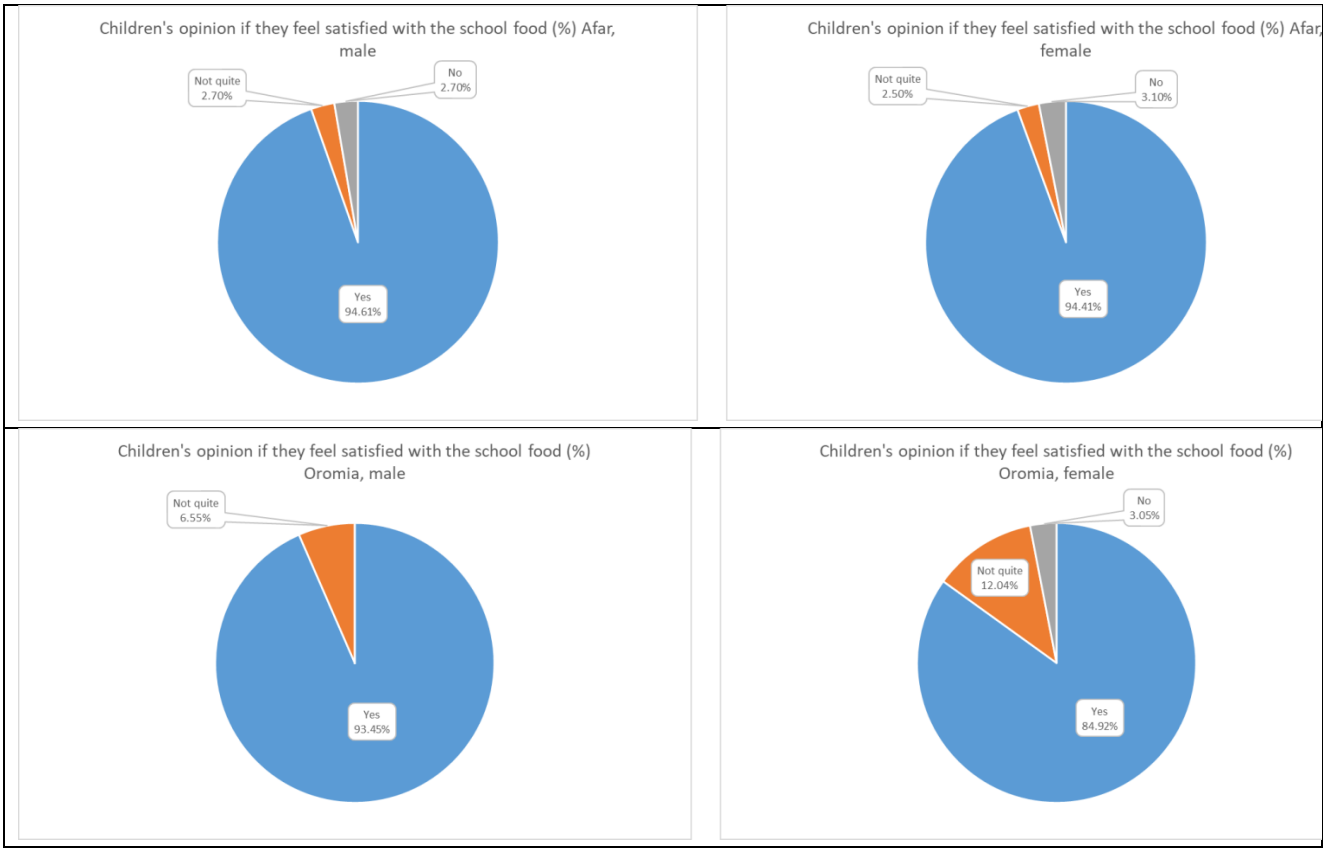
Do you like eating it?



Is it enough?



Is it satisfying



Bringing water and firewood to school

82. Bringing water and firewood to school (Figure 49 and Figure 50): While students in both regions provide contributions of water and firewood for preparing the school meals, more do so in Oromia than in Afar. Whereas male and female students make similar levels of contributions of water and firewood in Oromia, in Afar, more males than females bring water (43% and 33% respectively) and firewood (34% and

30% respectively). Moreover, in Afar, the majority of students (57% male, 67% female) never bring water and firewood (66% male, 69% female) to school. However, in Oromia, the majority of the student population brings both water (58% males, 57% females) and firewood (73% of each group) to school with varying frequencies.

83. However, it is possible that the lower proportion of children bringing water and firewood to school in Afar is another reflection of the slower roll-out of the McGovern-Dole programme in Afar region.

Table 64 Bringing water to school (woreda level)

Variable	Response	Stratum															
		Afar (Zones 1-5)										Oromia (Haarargee)			Oromia (Booranaa)		
		Chifra	Dubti	Afdera	Amibara	Bure-mudaitu	Awra	Teru	Dalifage	Dawe	Total	Baabb-ilee	Cinaaq-san	Total	Yaaballo	Talta-llee	Total
Number of days in a week children bring water to school (%) **all**	Never	63.1%	56.0%	57.1%	49.4%	83.5%	76.2%	40.5%	79.8%	49.4%	61.9%	45.2%	63.1%	54.2%	52.4%	9.5%	31.0%
	1-2 days	2.4%	3.6%	3.6%	5.9%	7.1%	8.3%	25.7%	7.1%	18.8%	8.9%	9.5%	4.8%	7.1%	3.6%	8.3%	6.0%
	3-4 days	6.0%	11.9%	11.9%	5.9%	0.0%	7.1%	17.6%	0.0%	12.9%	8.0%	15.5%	8.3%	11.9%	6.0%	9.5%	7.7%
	Every day	19.0%	21.4%	11.9%	25.9%	4.7%	7.1%	16.2%	8.3%	17.6%	14.7%	20.2%	10.7%	15.5%	28.6%	58.3%	43.5%
	Sometimes but not every week	9.5%	7.1%	15.5%	12.9%	4.7%	1.2%	0.0%	4.8%	1.2%	6.4%	9.5%	13.1%	11.3%	9.5%	14.3%	11.9%
Number of days in a week children bring water to school (%) **male**	Never	64.6%	51.1%	52.1%	47.7%	79.1%	71.4%	38.2%	70.8%	39.1%	57.5%	38.1%	69.0%	53.6%	54.8%	4.8%	29.8%
	1-2 days	2.1%	2.1%	6.3%	6.8%	9.3%	9.5%	20.6%	10.4%	23.9%	9.8%	7.1%	0.0%	3.6%	4.8%	14.3%	9.5%
	3-4 days	6.3%	12.8%	14.6%	6.8%	0.0%	11.9%	23.5%	0.0%	13.0%	9.5%	19.0%	7.1%	13.1%	2.4%	9.5%	6.0%
	Every day	12.5%	25.5%	12.5%	29.5%	2.3%	4.8%	17.6%	10.4%	21.7%	15.3%	28.6%	11.9%	20.2%	26.2%	50.0%	38.1%
	Sometimes but not every week	14.6%	8.5%	14.6%	9.1%	9.3%	2.4%	0.0%	8.3%	2.2%	8.0%	7.1%	11.9%	9.5%	11.9%	21.4%	16.7%
Number of days in a week children bring water to school (%) **female**	Never	61.1%	62.2%	63.9%	51.2%	88.1%	81.0%	42.5%	91.7%	61.5%	67.0%	52.4%	57.1%	54.8%	50.0%	14.3%	32.1%
	1-2 days	2.8%	5.4%	0.0%	4.9%	4.8%	7.1%	30.0%	2.8%	12.8%	8.0%	11.9%	9.5%	10.7%	2.4%	2.4%	2.4%
	3-4 days	5.6%	10.8%	8.3%	4.9%	0.0%	2.4%	12.5%	0.0%	12.8%	6.3%	11.9%	9.5%	10.7%	9.5%	9.5%	9.5%
	Every day	27.8%	16.2%	11.1%	22.0%	7.1%	9.5%	15.0%	5.6%	12.8%	14.0%	11.9%	9.5%	10.7%	31.0%	66.7%	48.8%
	Sometimes but not every week	2.8%	5.4%	16.7%	17.1%	0.0%	0.0%	0.0%	0.0%	0.0%	4.6%	11.9%	14.3%	13.1%	7.1%	7.1%	7.1%

Table 65 Bringing firewood to school (woreda level)

Variable	Response	Stratum															
		Afar (Zones 1-5)										Oromia (Haarargee)			Oromia (Booranaa)		
		Chifra	Dubti	Afdera	Amibara	Bure-mudaitu	Awra	Teru	Dalifage	Dawe	Total	Baabb-ilee	Cinaaq-san	Total	Yaaballo	Talta-llee	Total
Number of days in a week children bring firewood to school (%) **all**	Never	77.4%	51.2%	98.8%	57.6%	76.5%	72.6%	29.7%	84.5%	56.5%	67.7%	59.5%	36.9%	48.2%	2.4%	9.5%	6.0%
	1-2 days	8.3%	15.5%	0.0%	9.4%	8.2%	14.3%	28.4%	0.0%	22.4%	11.6%	6.0%	7.1%	6.5%	51.2%	31.0%	41.1%
	3-4 days	1.2%	8.3%	1.2%	7.1%	8.2%	2.4%	9.5%	2.4%	11.8%	5.7%	9.5%	21.4%	15.5%	9.5%	15.5%	12.5%
	Every day	4.8%	14.3%	0.0%	7.1%	0.0%	8.3%	31.1%	9.5%	7.1%	8.8%	7.1%	10.7%	8.9%	31.0%	39.3%	35.1%
	Sometimes but not every week	8.3%	10.7%	0.0%	18.8%	7.1%	2.4%	1.4%	3.6%	2.4%	6.1%	17.9%	23.8%	20.8%	6.0%	4.8%	5.4%
Number of days in a week children bring firewood to school (%) male	Never	79.2%	51.1%	97.9%	63.6%	67.4%	73.8%	29.4%	77.1%	47.8%	66.5%	61.9%	40.5%	51.2%	0.0%	4.8%	2.4%
	1-2 days	6.3%	10.6%	0.0%	13.6%	16.3%	9.5%	23.5%	0.0%	26.1%	11.3%	0.0%	0.0%	0.0%	66.7%	35.7%	51.2%
	3-4 days	2.1%	14.9%	2.1%	4.5%	11.6%	2.4%	8.8%	2.1%	15.2%	7.0%	11.9%	23.8%	17.9%	7.1%	19.0%	13.1%
	Every day	8.3%	21.3%	0.0%	11.4%	0.0%	9.5%	35.3%	14.6%	6.5%	11.3%	2.4%	4.8%	3.6%	26.2%	31.0%	28.6%
	Sometimes but not every week	4.2%	2.1%	0.0%	6.8%	4.7%	4.8%	2.9%	6.3%	4.3%	4.0%	23.8%	31.0%	27.4%	0.0%	9.5%	4.8%
Number of days in a week children bring firewood to school (%) **female**	Never	75.0%	51.4%	100.0%	51.2%	85.7%	71.4%	30.0%	94.4%	66.7%	69.1%	57.1%	33.3%	45.2%	4.8%	14.3%	9.5%
	1-2 days	11.1%	21.6%	0.0%	4.9%	0.0%	19.0%	32.5%	0.0%	17.9%	12.0%	11.9%	14.3%	13.1%	35.7%	26.2%	31.0%
	3-4 days	0.0%	0.0%	0.0%	9.8%	4.8%	2.4%	10.0%	2.8%	7.7%	4.3%	7.1%	19.0%	13.1%	11.9%	11.9%	11.9%
	Every day	0.0%	5.4%	0.0%	2.4%	0.0%	7.1%	27.5%	2.8%	7.7%	6.0%	11.9%	16.7%	14.3%	35.7%	47.6%	41.7%
	Sometimes but not every week	13.9%	21.6%	0.0%	31.7%	9.5%	0.0%	0.0%	0.0%	0.0%	8.6%	11.9%	16.7%	14.3%	11.9%	0.0%	6.0%

Figure 49 Bringing water to school (Afar and Oromia)

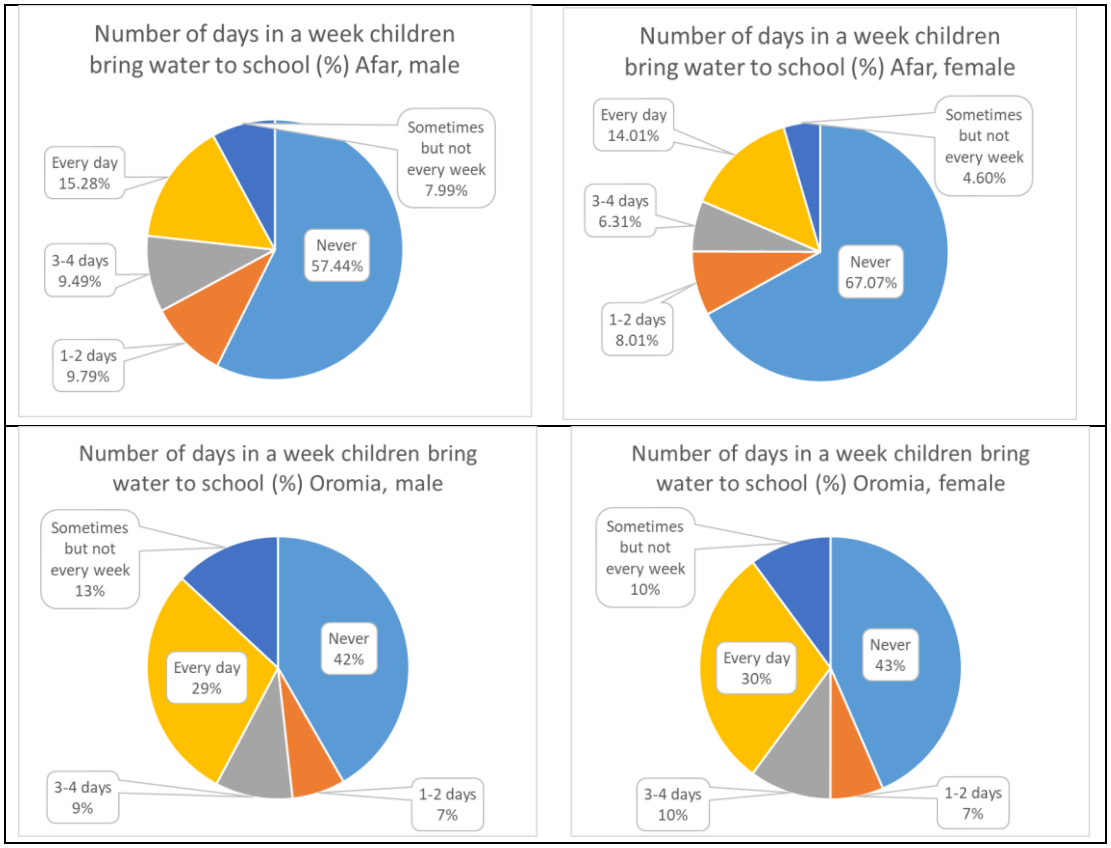
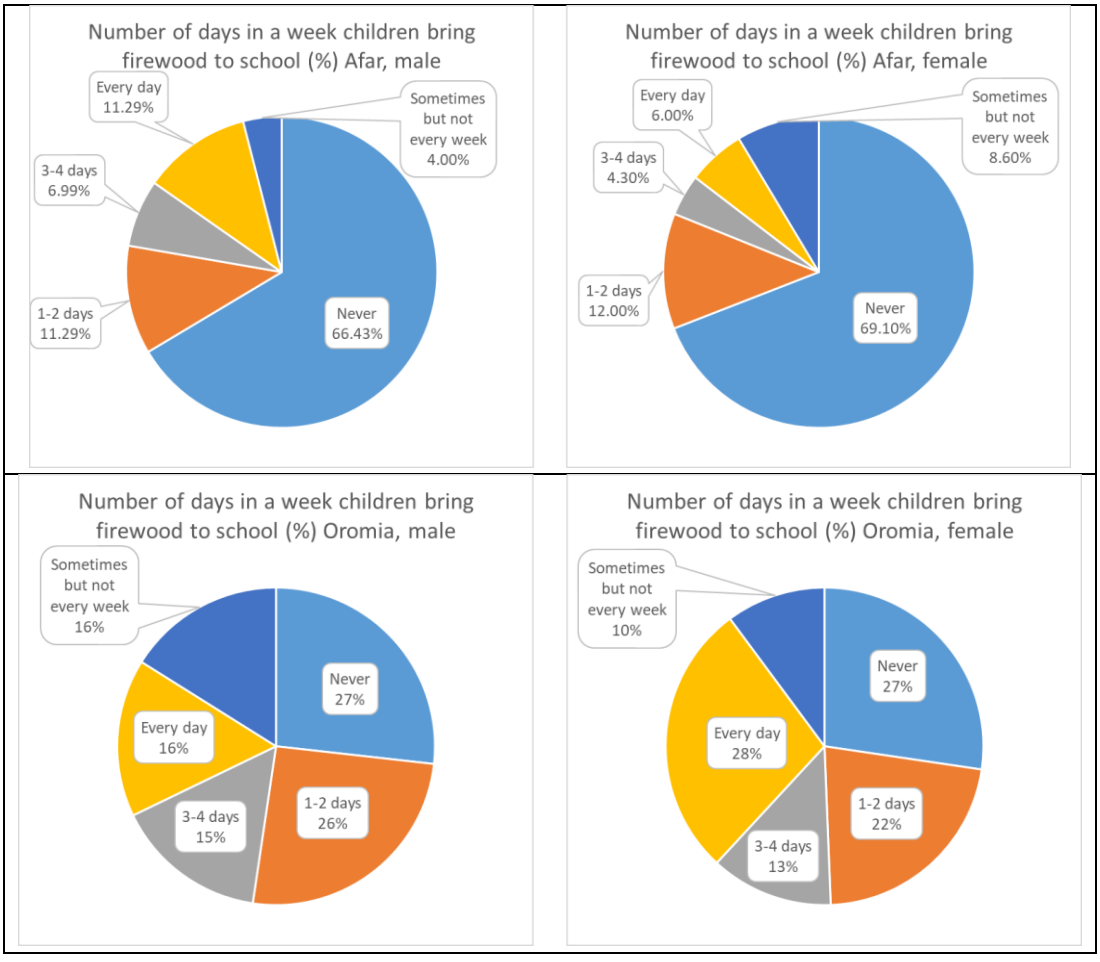


Figure 50 Bringing firewood to school (Afar and Oromia)



Food Consumption Score

84. Food Consumption Score is a standard indicator of food security at the household level, based on reporting about the frequency of household consumption of different food groups. Woreda-level Food Consumption Scores are illustrated in Figure 51, based on the details in Table 66 below, with woredas ordered from best to worst, in terms of percentages of poor food consumption, keyed red.

85. Only four or five of the woredas sampled had a poor-FCS incidence of close to or below 15%. Five of the remaining eight had poor-FCS incidence of over 35%, and this group included woredas from E Hararghe and Borana as well as Afar. In a sense, this is not surprising, because poor food security was a criterion for McGovern-Dole's geographical targeting, but it strongly confirms the relevance of school feeding as a food security intervention.

86. Patterns of food consumption, as revealed by survey data on the FCS component food groups are further illustrated in Figure 53 below, but we first consider the gender implications of the survey data – see Figure 52 below.

Figure 51 Food Consumption Score (woreda level)

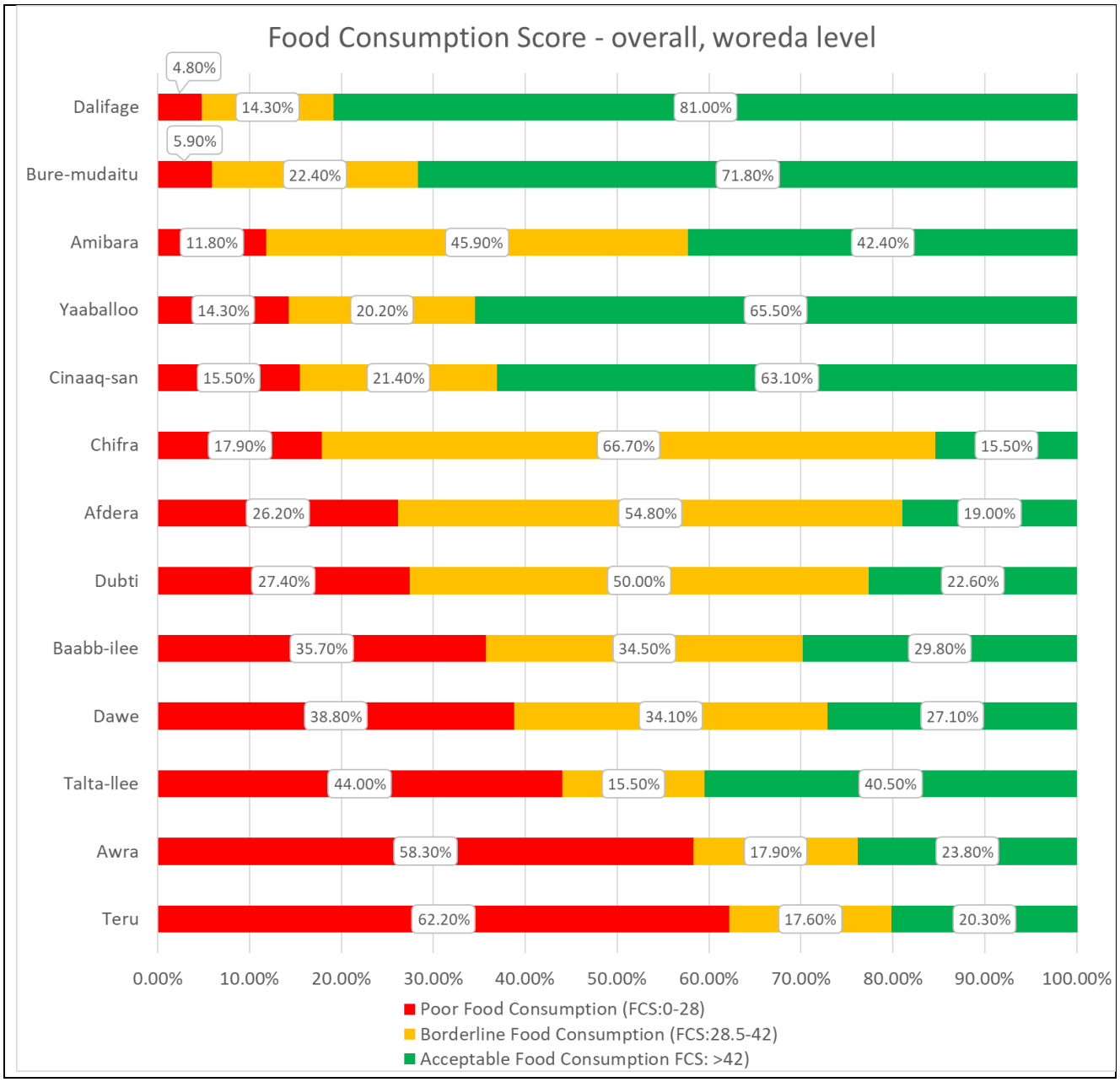


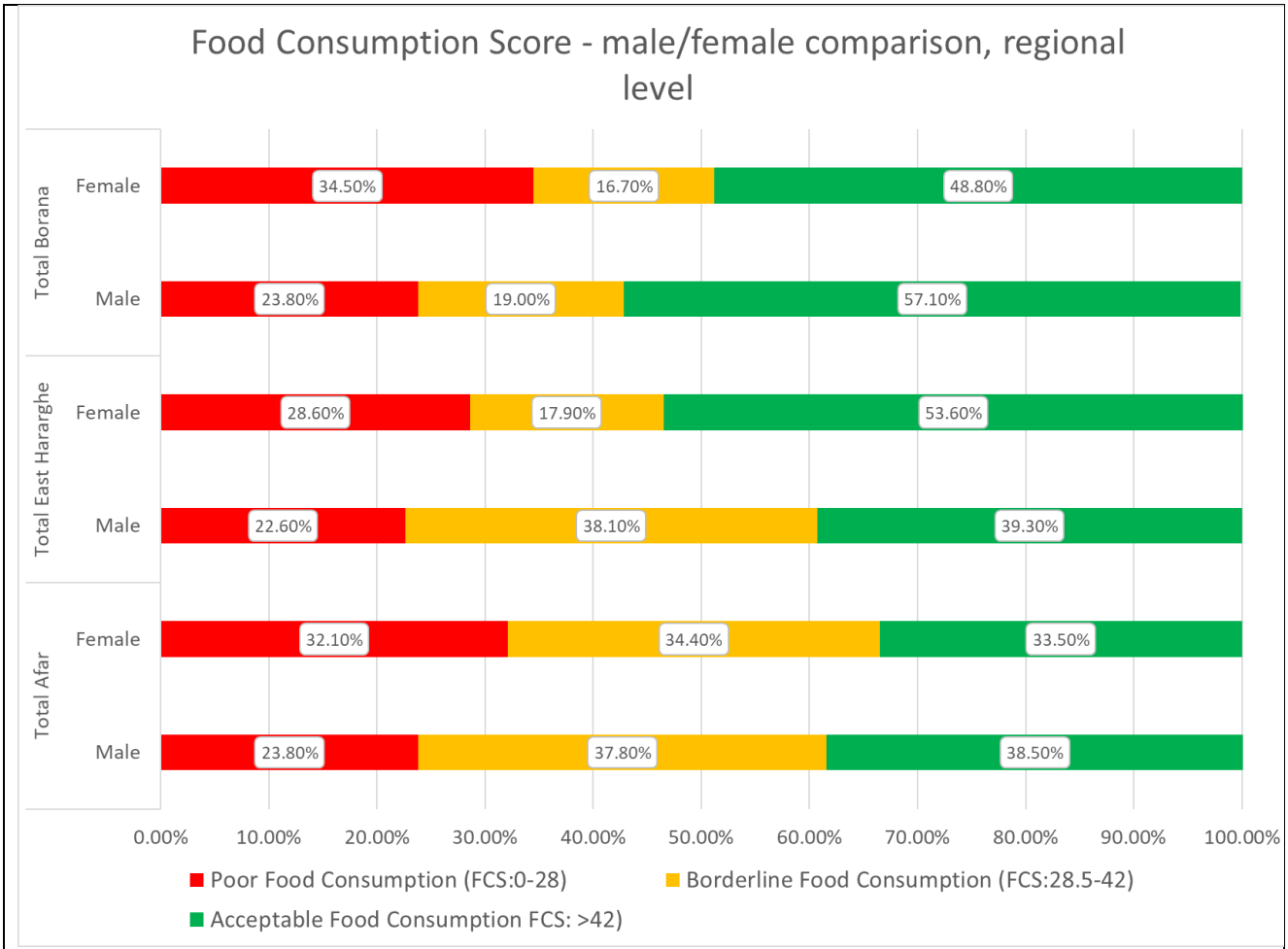
Table 66 Food Consumption Score (woreda level)

Variable	Response	Stratum															
		Afar (Zones 1-5)										Oromia (Haarargee)			Oromia (Booranaa)		
		Chifra	Dubti	Afdera	Amibara	Bure-mudaitu	Awra	Teru	Dalifage	Dawe	Total	Baabb-ilee	Cinaaq-san	Total	Yaaballoo	Talta-llee	Total
FCS component food groups																	
Average no. of days per week each food group was consumed. **all**	Cereals/grains, roots and tubers	6.74	6.89	6.96	6.74	6.56	5.40	5.28	6.98	3.81	6.16	6.58	6.76	6.67	5.67	5.44	5.55
	Pulses and nuts	0.51	2.17	1.21	2.39	3.55	0.62	0.53	4.65	0.94	1.86	2.04	2.96	2.50	0.79	0.67	0.73
	Fresh milk	4.85	2.73	3.93	2.08	4.11	2.79	2.59	4.62	3.87	3.52	1.87	3.07	2.47	5.44	3.71	4.58
	Meat	0.39	0.45	0.25	0.59	0.53	0.45	0.50	0.29	0.69	0.46	0.25	1.04	0.64	0.74	0.39	0.57
	Vegetables or leaves	0.58	1.12	0.33	6.39	5.60	0.12	0.18	5.00	0.16	2.20	1.23	1.98	1.60	1.29	0.92	1.10
	Fruits	0.17	0.00	0.00	0.71	0.40	0.23	0.07	0.13	0.40	0.24	0.70	1.10	0.90	0.74	0.57	0.65
	Oil/fat/butter	1.06	1.14	0.93	6.93	6.06	4.67	4.51	5.40	4.82	3.95	6.07	6.57	6.32	5.44	4.49	4.96
	Sugar, or sweets	1.08	1.43	1.08	3.55	4.36	2.35	2.66	4.52	2.47	2.62	3.65	4.40	4.03	5.30	4.54	4.92
Average no. of days per week each food group was consumed. **male**	Cereals/grains, roots and tubers	6.54	7.00	7.00	6.75	6.81	7.00	6.88	6.96	5.41	6.70	6.38	6.52	6.45	5.05	3.93	4.49
	Pulses and nuts	0.60	3.32	2.04	2.14	1.74	0.00	0.00	3.90	0.09	1.61	2.60	3.95	3.27	0.57	0.57	0.57
	Fresh milk	4.81	2.70	3.88	2.41	3.58	2.90	2.24	4.06	4.13	3.47	0.76	2.21	1.49	5.45	4.98	5.21
	Meat	0.25	0.28	0.13	0.73	0.53	0.81	0.71	0.29	0.98	0.51	0.19	0.74	0.46	0.76	0.55	0.65
	Vegetables or leaves	0.08	0.00	0.00	6.80	5.93	0.19	0.24	4.77	0.28	2.04	2.14	3.14	2.64	1.43	1.02	1.23
	Fruits	0.06	0.00	0.00	0.41	0.30	0.12	0.09	0.06	0.46	0.17	0.79	0.71	0.75	0.52	0.93	0.73
	Oil/fat/butter	0.15	0.09	0.33	6.86	5.53	6.36	6.82	4.65	6.46	3.97	6.29	6.64	6.46	4.74	3.36	4.05
	Sugar, or sweets	0.21	0.02	0.27	3.39	4.05	3.24	4.62	4.08	4.28	2.58	3.02	3.43	3.23	4.48	4.17	4.32
Average no. of days per week each food group was consumed. **female**	Cereals/grains, roots and tubers	7.00	6.76	6.92	6.73	6.31	3.81	3.93	7.00	1.92	5.55	6.79	7.00	6.89	6.29	6.95	6.62
	Pulses and nuts	0.39	0.70	0.11	2.66	5.40	1.24	0.98	5.67	1.95	2.15	1.48	1.98	1.73	1.00	0.76	0.88
	Fresh milk	4.89	2.76	4.00	1.73	4.64	2.67	2.90	5.36	3.56	3.58	2.98	3.93	3.45	5.43	2.45	3.94
	Meat	0.58	0.68	0.42	0.44	0.52	0.10	0.33	0.28	0.36	0.41	0.31	1.33	0.82	0.71	0.24	0.48
	Vegetables or leaves	1.25	2.54	0.78	5.95	5.26	0.05	0.13	5.31	0.03	2.38	0.31	0.81	0.56	1.14	0.81	0.98
	Fruits	0.31	0.00	0.00	1.02	0.50	0.33	0.05	0.22	0.33	0.32	0.62	1.48	1.05	0.95	0.21	0.58
	Oil/fat/butter	2.28	2.49	1.72	7.00	6.60	2.98	2.55	6.42	2.90	3.93	5.86	6.5	6.18	6.14	5.62	5.88
	Sugar, or sweets	2.25	3.22	2.17	3.73	4.69	1.45	1.00	5.11	0.33	2.65	4.29	5.38	4.83	6.12	4.90	5.51

Variable	Response	Stratum															
		Afar (Zones 1-5)										Oromia (Haarargee)			Oromia (Booranaa)		
		Chifra	Dubti	Afdera	Amibara	Bure-mudaitu	Awra	Teru	Dalifage	Dawe	Total	Baabb-ilee	Cinaaq-san	Total	Yaaballoo	Talta-llee	Total
Food Consumption Score																	
Food Consumption Score (FCS) **all**	Poor Food Consumption (FCS:0-28)	17.9%	27.4%	26.2%	11.8%	5.9%	58.3%	62.2%	4.8%	38.8%	27.6%	35.7%	15.5%	25.6%	14.3%	44.0%	29.2%
	Borderline Food Consumption (FCS:28.5-42)	66.7%	50.0%	54.8%	45.9%	22.4%	17.9%	17.6%	14.3%	34.1%	36.2%	34.5%	21.4%	28.0%	20.2%	15.5%	17.9%
	Acceptable Food Consumption FCS: >42)	15.5%	22.6%	19.0%	42.4%	71.8%	23.8%	20.3%	81.0%	27.1%	36.2%	29.8%	63.1%	46.4%	65.5%	40.5%	53.0%
Food Consumption Score (FSC) **male**	Poor Food Consumption (FCS:0-28)	20.8%	19.1%	22.9%	11.4%	11.6%	47.6%	58.8%	4.2%	28.3%	23.8%	31.0%	14.3%	22.6%	14.3%	33.3%	23.8%
	Borderline Food Consumption (FCS:28.5-42)	72.9%	57.4%	52.1%	38.6%	30.2%	14.3%	8.8%	20.8%	32.6%	37.8%	50.0%	26.2%	38.1%	21.4%	16.7%	19.0%
	Acceptable Food Consumption FCS: >42)	6.3%	23.4%	25.0%	50.0%	58.1%	38.1%	32.4%	75.0%	39.1%	38.5%	19.0%	59.5%	39.3%	64.3%	50.0%	57.1%
Food Consumption Score (FSC) **female**	Poor Food Consumption (FCS:0-28)	13.9%	37.8%	30.6%	12.2%	0.0%	69.0%	65.0%	5.6%	51.3%	32.1%	40.5%	16.7%	28.6%	14.3%	54.8%	34.5%
	Borderline Food Consumption (FCS:28.5-42)	58.3%	40.5%	58.3%	53.7%	14.3%	21.4%	25.0%	5.6%	35.9%	34.4%	19.0%	16.7%	17.9%	19.0%	14.3%	16.7%
	Acceptable Food Consumption FCS: >42)	27.8%	21.6%	11.1%	34.1%	85.7%	9.5%	10.0%	88.9%	12.8%	33.5%	40.5%	66.7%	53.6%	66.7%	31.0%	48.8%

87. As shown in Figure 52 below, there is an intriguing difference in reporting of Food Consumption Score (FCS), with females in Afar (32.1%), East Hararghe (28.6%) and Borana (34.5%) all reporting a higher prevalence of poor FCS than males (23.8%, 22.6% and 23.8% respectively). In principle, since the question is about household, not personal, food consumption, male and female respondents should give the same responses, One possibility is that responses might be biased by the respondent's own experience, and that females, who across all the three programme zones reported a higher prevalence of poor FCS, experience a poorer diet than males. However, the differences reported are not statistically significant.

Figure 52 Food Consumption Score – male/female comparison, regional level



Note: the question is about household, not personal, food consumption. In principle, male and female respondents should give the same responses. One possiblity might be that responses are biased by the respondent's own consumption. However, the differences reported in our data were found not to be statistically significant.

88. The FCS calculation is based on reported frequency of consumption of different food groups (with a standard weighting attached to each group). Table 67 below is a reminder of the full description of each food group that was used in the survey.

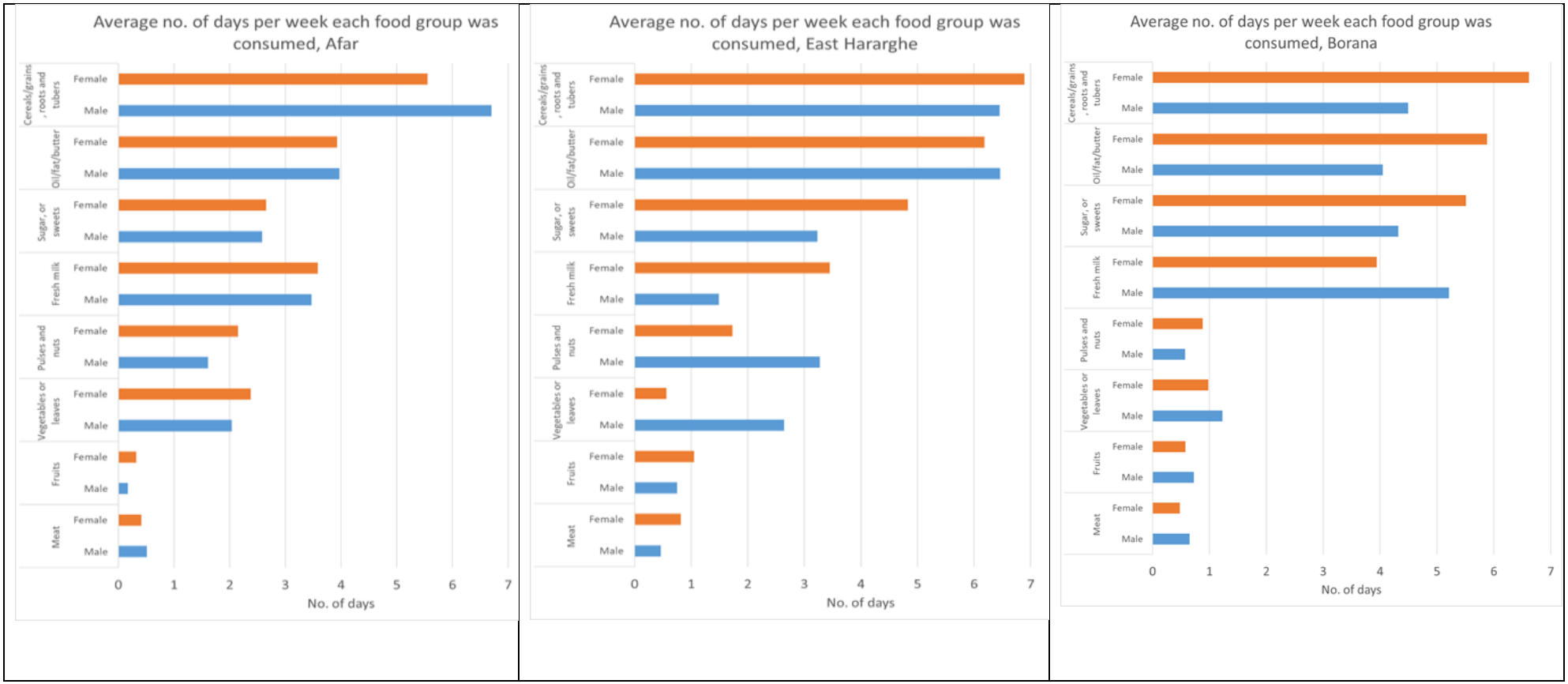
Table 67 FCS food group classifications

How many days over the last 7 days, did members of your household eat:	
Cereals/grains, roots and tubers	Cereals/grains, roots and tubers: such as maize, porridge, rice, pasta, bread, injera, other cereals & their products, root crops and tubers such as potato, yam, cassava, white sweet potato
Pulses and nuts	Pulses and nuts such as beans, peas, chickpeas, lentils, groundnuts or other pulses or nuts
Fresh milk	Fresh milk, sour milk, yogurt, cheese or other dairy products? [Excluding margarine/butter or small amounts of milk for tea/ coffee]
Meat	Meat such as beef, lamb, goat, chicken, other birds, liver, kidney, heart and / or other organ meats, eggs or fish (including shellfish and canned fish) eaten in large quantities, not as condiment)
Vegetables or leaves	Vegetables or leaves such as spinach, cabbage, lettuce, onions, tomatoes, carrots, peppers, green beans, carrot, red pepper, pumpkin, orange sweet potatoes, and/or other leaves/vegetables
Fruits	Fruits such as banana, apple, lemon, mango, papaya, guava, apricot, peach and/or other fruits
Oil/fat/butter	Oil/fat/butter such as vegetable oil, palm oil, sunflower oil, groundnut oil, margarine, other fats / oil
Sugar, or sweets	Sugar, or sweets such as honey, jam, cakes, candy, cookies, pastries, cakes and other sweets and sugary drinks

Source: taken directly from the survey instrument (Annex J).

89. Figure 53 below compares patterns of food group consumption across the three strata. There are some striking patterns, including the infrequent consumption of meat, fruit and vegetables. The FCS responses are also an integral part of the KAP survey and can be further explored in that context.

Figure 53 Consumption of FCS food groups



Correlations between FCS and child performance

90. Table 68 below shows the significance of the correlations, or covariance, between FCS and various indicators of children's performance. FCS depended significantly on the number of days children came to school. For girls, concentration or attentiveness and academic performance were correlated with FCS; for boys, concentration also depended on diet, although academic performance was less definitely correlated, with a significance level of around 90% (P<=0.1).

91. Bearing in mind that the performance questions were answered by the class teacher about the child, and the children themselves provided the FCS component responses, these are independent and important indicators of the linkage between adequate nutrition and school performance.

Table 68 Significance of covariance between performance indicators and Food Consumption Score

Indicator	Significance of Covariance	
	Girls	Boys
Number of days a week the student came to school	0.000 ***	0.010 **
Percentage of children feeling sleepy or tired when coming to school	0.275	0.010 **
Teacher's opinion regarding child's academic performance over last year	0.004 **	0.098
Teacher's opinion regarding child's concentration or attentiveness	0.001 ***	0.025 *
Teacher's opinion regarding child's performance compared with the rest of the class	0.018 *	0.100

** significant, ** highly significant, *** very highly significant*

92. Table 69 and Table 70 below provide further details of correlation analysis by gender and by stratum, showing association test results based on the chi-square test of independence.

93. The chi-square test indicates whether there is any association between the different student performance-related indicators and food consumption scores. While the Pearson chi-square column in Table 69 shows the calculated value of the chi-square, Phi and Cramer's V columns indicate the test statistics for measuring if there is association between nominal variables. The column labelled as "Significance" tells us if the null hypothesis that there is no association between the two performance variables and FCS can be rejected or not. For example, the null hypothesis for the first variable is the following; there is no association between number of days a week the student came to school and FCS; a significance value less than or equal to 5% indicates that the null hypothesis can be rejected with a P-Value of 5%, while a significance value greater than 5% but less than 10% shows that the null hypothesis can be rejected with a P-value of 10%.

94. Accordingly, all calculated P-values (significance values) for both sexes and males only are observed to be less than 5% or 10% (Table 69) except the association between male students' comparative performance with FCS (P-value = 0.1). Thus, all the null hypotheses can be rejected and we can conclude that there is significant association between FCS and each performance-related indicator, except males' comparative performance with FCS.

95. The test within female students only also showed similar results, except for the association between students' feeling of being sleepy or tired when coming to school and FCS. The calculated P-value (significance level) for this particular test is 0.28. That is, there is no evidence to reject the null hypothesis that there is no association among female students' feeling of being sleepy or tired when coming to school and FCS.

96. When we look at association test results by stratum (Table 70), all test results in Afar indicated that there is significant association between each performance or performance related indicator considered and FCS (all P-values <5%). On the other hand, P-values of all the tests in Hararghe and all tests but one in Borana are found to be greater than 10%. This means that we have insufficient evidence to reject the null hypothesis that there is no association between all the performance-related indicators considered and FCS in Hararghe and all indicators considered except students' feeling of being sleepy or tired when coming to school and FCS in Borana.

Table 69 Correlations between performance indicators and FCS (all strata)

all respondents

Variable	Food Consumption Score			
	Pearson Chi-Square	Phi	Cramer's V	Significance
Number of days a week the student came to school	38.6	0.2	0.1	0.00
Percentage of children feeling sleepy or tired when coming to school	18.3	0.1	0.1	0.01
Teacher's opinion regarding child's academic performance over last year	19.7	0.1	0.1	0.00
Teacher's opinion regarding child's concentration or attentiveness	18.8	0.1	0.1	0.01
Teacher's opinion regarding child's performance compared with the rest of the class	19.5	0.1	0.1	0.01
Note: The test showed that all results are significant at 5% level of significance				

males

Variable	Food Consumption Score			
	Pearson Chi-Square	Phi	Cramer's V	Significance
Number of days a week the student came to school	12.8	0.2	0.1	0.01
Percentage of children feeling sleepy or tired when coming to school	16.6	0.2	0.1	0.01
Teacher's opinion regarding child's academic performance over last year	10.7	0.1	0.1	0.098
Teacher's opinion regarding child's concentration or attentiveness	14.4	0.2	0.1	0.03
Teacher's opinion regarding child's performance compared with the rest of the class	13.4	0.2	0.1	0.10

females

Variable	Food Consumption Score			
	Pearson Chi-Square	Phi	Cramer's V	Significance
Number of days a week the student came to school	32.1	0.2	0.2	0.00
Percentage of children feeling sleepy or tired when coming to school	5.1	0.1	0.1	0.28
Teacher's opinion regarding child's academic performance over last year	18.9	0.2	0.1	0.00
Teacher's opinion regarding child's concentration or attentiveness	22.0	0.2	0.1	0.00
Teacher's opinion regarding child's performance compared with the rest of the class	18.4	0.2	0.1	0.02

Table 70 Correlations between performance indicators and FCS (by stratum)

Variable	Food Consumption Score								
	Pearson Chi-Square			Phi			Significance		
	Afar Zones 1-5	Oromia E Hararghe	Oromia Borana	Afar Zones 1-5	Oromia E Hararghe	Oromia Borana	Afar Zones 1-5	Oromia E Hararghe	Oromia Borana
Number of days a week the student came to school	30.7	6.0	1.0	0.2	0.2	0.1	0.00	0.2	0.60
Percentage of children feeling sleepy or tired when coming to school	16.7	2.4	10.8	0.2	0.1	0.3	0.01	0.3	0.03
Teacher's opinion regarding child's academic performance over last year	13.2	9.0	6.0	0.1	0.2	0.2	0.04	0.17	0.46
Teacher's opinion regarding child's concentration or attentiveness	16.0	5.4	7.2	0.15	0.2	0.2	0.01	0.49	0.30
Teacher's opinion regarding child's performance compared with the rest of the class	18.1	6.8	6.2	0.156	0.2	0.2	0.02	0.56	0..63

Annex M Gender Analysis

Introduction

Approach to gender analysis

1. The Terms of Reference for this evaluation noted that the programme design had not benefited from a full gender analysis and sought special attention to gender analysis during the baseline. The Inception Report (in its Annex H) included a background gender analysis, for Ethiopia as a whole and for the project areas, based mainly on secondary sources. The Inception Report's planned approach to gender analysis is summarised in Box 12 below.

Box 12 Inception Report approach to gender analysis

All aspects of the evaluation will be viewed through a gender lens, with the data collection methods and tools tailored to gather gender-responsive information while also taking account of the diversity that exists in the various groups that participate in the evaluation process, including age and disability. The baseline study will also be used to strengthen the programme's gender analysis

All aspects of the evaluation will be viewed through a gender lens, which goes beyond simply collecting sex-disaggregated data, while EQ 1, EQ 3, EQ5 and EQ 10 will pay particular attention to the subject in assessing the relevance, effectiveness and sustainability of the McGovern-Dole school feeding programme. In the course of fieldwork, the ET will also explore the quality of women's involvement in local school feeding management and support committees; the continuing challenge of early marriage of girls, typically terminating their education; the effect of girls' burden of household labour on their regular attendance at school; the problems older girls face in reaching often remote secondary schools; and the status of women teachers. In addition, the ET will review in depth the THR programme in Afar for its effects on the girls and the boys who will be eligible. Since the THR programme is just commencing, the baseline will interview parents, teachers and students concerning their views on the relevance and expected effects of THR.

The evaluator/qualitative lead will endeavour to conduct a rapid gender assessment, in conjunction with the planned field visits to selected woredas in Afar and Oromia regions during the survey period. Participatory gender analysis tools and approaches will be employed to understand gender dynamics in the household and schools as well as in the community. Primary qualitative data collection will be through focus group discussions (FGDs) and key informant interviews (KIIs) and direct observation of specific situations, including attitudes and practices on gender-based stereotypes relevant to the study and overall representation of women and girls in the community. The findings of the gender analysis could be used to make necessary implementation adjustments, as appropriate, during the programme lifetime. The gender analysis will:

- identify if there are any key gender issues that are highlighted by the community but not included in the programme design and recommend ways for amending the programme implementation to ensure that men and women, girls and boys participate and benefit equally;
- identify what types of data should be collected to monitor and report on the gender-related programme impacts;
- see if any potential unintended consequences of the school feeding intervention have been identified, and if so, suggest how the programme or activity could counteract the unintended consequences;
- identify any entry points/opportunities for empowering vulnerable and/or marginalized groups that are part of the intervention and/or the larger school community.

However, it is important to point out that the ET will need to balance its effort on gender analysis with other dimensions of qualitative work; we expect that our rapid gender analysis will add value, but it will not be able to achieve the same depth as a full-scale gender study.

2. Disability issues are also understood as an important dimension and are factored into the evaluation team's analysis.

Fieldwork and limitations

3. The baseline survey, as reported in Annex L, was designed to explore issues related to gender roles, and the gender objectives of school feeding. Data collected are sex-disaggregated, and the school level survey included a set of questions on children with disabilities and the support available to them.

4. Qualitative fieldwork also included a special focus on gender and disability dimensions. The intention was to conduct rapid gender assessments in the schools visited by the qualitative lead/gender specialist. With one school per day being visited, the intention was to use the afternoons for special focus group discussions using participatory gender analysis tools and approaches. However, it was found that this was impractical, particularly because of the disruptions to school rhythms resulting from the pandemic. Thus in most cases: (a) schools were found to be operating only in the mornings (and only a

short morning on Fridays); (b) communities observed religious rituals in the afternoon and couldn't stay behind after classes finished to participate in the gender analysis FGDs; (c) students, especially girls, had housework obligations in the afternoon, including walking far distances to fetch water and collect firewood; (d) it was not possible to wait for the students and community members to return after their afternoon responsibilities, as we had to adhere to WFP travel regulations and return to base by 6:00 pm.

5. Accordingly, the methodology was changed from using participatory gender analysis tools to integrating additional gender questions during the morning interview and FGD sessions to have a better understanding of the gendered constraints that are at play in the communities and could impact the McGovern-Dole programme. Nevertheless, there were interesting issues and insights from the discussions with students, school staff and community members, as well as with WFP staff and education administrators based at regional, zonal and woreda levels. (See Annex C for information on people consulted.)

Annex outline

6. This Annex therefore comprises:

- a light update of the Inception Report's description of the gender context, nationally and for the project areas;
- a section on disability and inclusion that draws on both the qualitative fieldwork and the baseline survey;
- a section on gender insights drawn from qualitative fieldwork;
- a section focusing on the sex-disaggregated baseline data gathered; and
- reflections on implications for ongoing monitoring and evaluation.

Country Gender Context

7. Ethiopia has progressive gender laws and policies and is experiencing renewed political commitment to ensure gender equality. It has ratified a host of international and regional commitments on gender equality and women's empowerment, including the Convention on Elimination of All Forms of Discrimination against Women and the Beijing Platform for Action, and has signed up to the Sustainable Development Goals (SDGs), which include ending violence against women and girls by 2030 (SDG goal 5), and the Africa Renaissance Agenda 2063, committing to a specific goal on full gender equality in all spheres of life. The Constitution as well as the National Policy on Women provide guarantees on gender equality and the protection of women's rights, and the Ethiopian Women, Development and Change Strategy, developed in 2017/18, aims to increase women's economic empowerment by addressing high rates of unemployment and informality and ensuring urban job creation and food security for women. Gender discriminatory legal provisions in the Family Law and Penal Codes were revised in 2000 and 2005 respectively, aimed at tackling gender-based violence, including child marriage and harmful traditional practices. Successive national development plans (GTP I, 2010/11 – 2014/15 [GoE, 2010] and GTP II,2015/16 – 2019/20 [GoE, 2016b]) have also aimed to achieve equity in the distribution of economic and social gains across all sectors and included a pillar on women's empowerment and mainstreaming across its other pillars. Ethiopia has also embedded gender units within the structure of many of its ministries. However, despite having progressive laws and policies that affirm women's rights and gender equality, much remains to be done in implementing the laws and policies to meaningfully address deep-rooted gender norms and close the persisting gender gaps in the spheres of health, education and economic attainment (IMF, 2018), (Mersha & Van Laerhoven, 2016), (UN Women, 2014).

8. As a result of measures put in place to close the gender gap, there have been significant improvements in access to education, healthcare and other basic social services, which have contributed to increasing net primary enrolment and reducing maternal and child mortality. The expansion of primary and adult education has played a significant role in increasing the literacy rates among women and men and boys and girls. However, gendered social norms and significant economic challenges continue to impede women's educational attainment, with almost 20 percent of girls and 12 percent of boys not receiving formal primary education and gender differences in education remaining particularly large beyond elementary school and gender gaps in tertiary enrolment standing at 50 percent. Only 5.2 percent of women and 10.9 percent of men graduating from high school attend university (WEF, 2019). Some of

the major impediments for women's educational attainment include abduction and early marriage, violence against girls, division of labour that has girls focused on house-based work, parents' lack of awareness about the benefits of education, absence of gender-sensitive facilities in schools, and gender-blind teaching (IMF, 2018), (GoE, 2019b). Despite improved literacy and education enrolment rates, men are still more likely to be educated and there are gaps in literacy rates, with only 44 percent of women and 59 percent of men literate (WEF, 2019). Particularly in rural areas, women are still much more likely to be illiterate than men and the majority of women do not pursue secondary and tertiary education due to socio-economic challenges (IMF, 2018). While the achievements in increased net primary enrolment are to be applauded, much remains to be done in terms of achieving gender parity in education, which currently stands at 85 percent and places Ethiopia 141st out of 156 countries globally (WEF, 2021).

9. Cognizant of the fact that access to school does not in and of itself guarantee access to an academic environment that promotes gender equality and quality education but rather must be supported by a gender responsive teaching and learning environment, the Government of Ethiopia, through the Ministry of Education (MoE), has developed a strategy for gender equity in the education and training sector (2013) to tackle issues of heightened gender inequity that has been fostered as a result of weak gender-responsive pedagogy (GoE, 2013e). And starting in 2014, MoE has been promoting gender responsive pedagogy with the aim of training teachers in gender responsive teaching as well as addressing issues related to the various facets of education, including enrolment, attendance, curriculum, classroom interaction, students' achievement patterns, that perpetuate gender inequalities in various spheres of the society (GoE, 2014). While these are all encouraging steps, there still remains work to be done in avoiding gender stereotyping in curricula and the pedagogy.

10. In the last couple of years, the government has made significant strides in addressing gender inequality in the government structure by appointing a gender-balanced cabinet for the first time in the history of the country. Also, a first was the appointment of women as the country's president and president of the Federal Supreme Court in 2018 . Despite the significant gains made in representation in senior government and access to basic social services, women in Ethiopia continue to face significant challenges, with Ethiopia ranking 152nd out of 167 countries in the 2020 Gender Development Index (GDI)[137] and 97th out of 156 countries in the 2020 World Economic Forum Global Gender Gap Index (GGGI)[138] (UNDP, 2020, WEF, 2021). While Ethiopia was still in a category of countries that have low gender equality ranking, the 2020 GGGI showed that it had improved the most as compared to other Sub-Saharan Africa countries, managing to achieve full parity on its health and survival sub-index and reducing almost 5 percentage points of its gap in one year and closing 70.5 percent of its gender gap. The impressive improvement in closing the gender gap was mainly due to the substantial increase in women's presence in political institutions (and less so the result of marked improvements in the other dimensions (economic participation, educational attainment, and health and survival) that comprise the index.

11. However, the latest rankings show that Ethiopia's gender gap has widened slightly (from having closed 70.5% of its gender gap in 2020 to 69.1% in 2021). At the same time Ethiopia has made significant progress on the Health and Survival sub-index (97.1% of the gap closed). While the 2020 GGGI rankings had Ethiopia at 16th place globally in terms of political empowerment, mainly due to the substantial increase in women's presence in political institutions, the 2021 GGGI registers a 4.5% drop in Ethiopia's closure of this gap, and the country now sits at 28th place globally in women's political empowerment, with progress hampered by a reduction of women in ministerial positions. (WEF, 2021)

12. According to UN Women Ethiopia, 80 percent of the country's female population experience some type of gender-based violence or discrimination, including early childhood marriage, female genital

[137] "The GDI measures gender gaps in human development achievements by accounting for disparities between men and women in three basic dimensions of human development - health, knowledge and living standards using the same component indicators as in the HDI. The GDI is the ratio of the HDIs calculated separately for females and males using the same methodology as in the HDI. It is a direct measure of gender gap showing the female HDI as a percentage of the male HDI." http://hdr.undp.org/en/content/gender-development-index-gdi

[138] The four dimensions that comprise the Global Gender Gap Index are economic participation, educational attainment, health and survival, and political empowerment. As the overall gender gap performance is a synthesis of performances across the four dimensions that comprise the index, it masks significant differences in gender gaps across dimensions.

mutilation, domestic and sexual violence, and significant disparities when compared with males (UN Women, 2019).

13. The country has seen strong economic growth in the past two decades (prior to the pandemic) and an economic growth rate of 11 percent on average, which is well above the Sub-Saharan average. However, despite the country's constitutional guarantees for gender equality and progressive policies on gender, women, who account for 50 percent of the population and play a pivotal role as productive members of the society, do not equally participate in and benefit from this growth and development. The historical legacy of gender inequality and discrimination are deep-rooted and cultural beliefs and social attitudes continue to limit women's ability to participate equally in society and the economy and many household and community decisions, even those that pertain to women, are usually made by men (IMF, 2018). Investments in human capital are generally insufficient, translating to a talent pool with low employment performance, but trends show that women are even more disadvantaged and have less economic opportunities than men (IMF, 2018), (WEF, 2019). Wages and income are low in general, but gender gaps are still significant, with women earning 51 percent less in wages and 42 percent less income than men and making up only 32.6 percent of the skilled labour force and 26.5 percent of managers and senior officials (WEF, 2019), with even high ability women facing significant barriers to entry into the labour force compared to high ability men (IMF, 2018).

14. In Ethiopia, where 80 percent of the population resides in rural areas and earn a living from settled agriculture or pastoralist livestock rearing, women provide 55 percent of the agricultural labour but face significant challenges in accessing agricultural services and inputs, which results in women farmers being less productive than their male counterparts. As the ones responsible for food selection and preparation as well as the care and feeding of children, women have a key role to play in the food and nutritional security of their households However, women's access to resources and community participation are usually mediated through men, either their fathers or husbands, and their agricultural contributions often go largely unrecognized. The division of labour in farming activities, which is defined by customary laws and cultural practices, and the higher burden of unpaid household activities that women bear typically result in women spending less time on farm work, making women the secondary earners of the household (IMF, 2018). The individual, community and institutional barriers rural women face in exercising their full rights are further exacerbated by their limited decision-making power within households and low levels of formal education. The fact that women in rural Ethiopia have diminished control over resources, where decision-making remains in the control of men, implies that economic shocks may have a greater impact on women than men (UNDP et al., n.d.).

15. The economic losses Ethiopia bears due to gender gaps should not be underestimated. A study conducted by IMF and UNWomen on the macroeconomic returns of closing gender gaps in labour force participation and education levels between men and women suggest that eliminating gender gaps in in both educational attainment and formal sector employment could increase the country's output by 24.1 percent over time (IMF, 2018).

Gender Context in McGovern-Dole Project Areas

16. Pastoralist communities in Ethiopia reside in the lowlands of the country, including Eastern and Western Hararghe and Borana zones of Oromia Region and Afar Region, where the McGovern-Dole school feeding programme is operating. As is the case the world over, pastoralist communities in Ethiopia remain at the margins of national, economic and political life, with pastoral women experiencing double marginalization as they face the same discrimination and marginalization other women in Ethiopia face while at the same time also living in remote and under-served areas with very limited or no access to basic social services.

17. While pastoralist women perform laborious household tasks as well as contribute significant time and labour tending to their families' livestock, the final decision on whether to slaughter, sell or give away the livestock rests with the male heads of households. Overall, pastoral women's workload is higher than men's, although the disparity varies between pastoral groups and with season. Cultural norms, the gendered division of labour and their status and social capital in their particular society dictate pastoral women's control over their own labour (UNDP et al., n.d.).

18. Seasons of drought mean men and most boys migrate with their livestock in search of water and pasture, which leaves women with reduced access to livestock products that they would have otherwise had to feed their families and earn an income from. Migration of male family members, which causes a temporary albeit extended separation of the pastoral household, also causes women to lose some of the social power that is otherwise mediated by their men and also increases their vulnerability to coming under attack by livestock raiders from other pastoral communities (UNDP et al., n.d.).

19. Poverty combined with the dire situations brought by seasonal droughts force households to, at times, resort to negative coping mechanisms. Households undertake abnormal migrations, which negatively impacts the lives and livelihoods of affected communities. Households de-stock their livestock or drop out of pastoralism to find themselves with no viable alternative livelihoods. Families also share relief assistance to survive through lean times. It is during such times that rates of student drop out and early marriage for girls increase (WFP, 2018b).

20. Inaccessibility of basic services is a key challenge in pastoralist areas of Ethiopia and Afar and Oromia regions are no exception. In Afar, poverty rates are high, with 1.1 million out of 1.5 million people in the region depending on relief assistance and social indicators significantly lower than the national average. Although Oromia region is mostly fertile and considered the breadbasket of Ethiopia, the arid pastoralist and agro-pastoralist parts of the region, including Borana and East Hararghe zones, suffer from high prevalence of food insecurity and malnutrition. According to the 2016 Demographic and Health Survey (DHS) carried out in Ethiopia, Afar has the highest under-five mortality rate with 125 deaths per 1,000 live births while Oromia's is 79 deaths per 1,000 live births. Afar also has the lowest percentage of newborns delivered at a health facility (15 percent), with Oromia at 19 percent (CSA & DHS Program, 2016).

21. While there have been significant improvements in access to early childhood education, ensuring continued and increased access to early childhood education in pastoralist areas remains a challenge, as is shown in Afar's staggeringly low Gross Enrolment Ratio (GER) of 8 percent (8.3 percent for females and 7.8 percent for males) and Net Enrolment Ration (NER) of 7.1 percent (6.8 percent for females and 7.3 percent for males) (WFP, 2018b, Figure 3). As described in WFP's USDA proposal for the current McGovern-Dole project, only 11 percent of primary schools nationwide have safe water facilities, with only 2 percent of schools in Afar and 4 percent of schools in Oromia having improved sanitation or latrine provisions and many of these schools lacking separate facilities for boys and girls, thus unable to make provisions for menstrual hygiene.

22. HTPs such as child marriage and FGM, driven by harmful gender norms, are declining but remain prevalent and impact on girls' access to education. At the national level, child marriage by age 18 accounts for 58% of total marriages, with 16 and 17 years being the median age at first marriage in Afar and Oromia respectively. Afar registers the second highest (after Somali) FGM prevalence rate among women aged 15-49,at 91 percent, while Oromia records the fourth highest prevalence rate in the country at 76 percent (CSA & DHS Program, 2016).

23. The significant role education plays in addressing child marriage and FGM cannot be overstated, with data showing median age at first marriage going up with increasing education from 16.3 years among women with no education to 24 years among women with more than secondary education. Opinion of men and women on whether FGM is required by religion also shows drastic change with level of education - 31 percent of women and 24 percent of men with no education state that FGM is required by religion, compared with 8 percent of women and 12.7 percent of men with secondary education who believe the same (CSA & DHS Program, 2016).

24. Findings from the final evaluation of the McGovern Dole school feeding support in Afar and Somali regions from 2013 to 2017 show significant and important results that demonstrate school feeding, supplemented by specific interventions targeted at girl students such as take-home rations (THRs), improves inclusiveness, participation and achievements in education. Enhanced school enrolment is associated with school feeding, and schools with school feeding have a significantly more favourable Gender Parity Index (GPI) compared to those without. In the case of Afar, the GPI, which was at 0.71:1 at baseline in 2013 had reached 0.90:1 at the end of the past Mc Govern-Dole project in 2017, which was almost equivalent to the national GPI of 0.91:1 (Visser et al, 2018b).

Disability and inclusion

Background and approach

25. National policy, echoed at regional, zonal and woredas levels, is to make primary education available to all children including children with disabilities, and to do so by including them within regular schools. This has implications for schools' physical facilities, as well as for training and supporting teachers to meet the special needs of children with disabilities. The baseline survey included a set of questions about disability (see the school-level questionnaire in Annex J), and the qualitative fieldwork, in addition to inquiring about issues of equity and inclusion of students with disability, also made sure to visit a school in Afar designated as disability-friendly.

Baseline survey findings on disability

26. Questions were asked to explore the teaching of children with disability, regarding how many children were present in the sample schools with recognised disabilities of various categories, and the extent of support through trained teachers. The results are shown in Table 71 below and illustrated in Figure 54 and Figure 55 below.

Table 71 Teaching of children with disability

	Afar (Zones 1-5)			Oromia (Booranaa)			Oromia (Haarargee)		
Number of Schools									
Total in Sample	63			14			14		
Having children with disability	41			4			0		
% of schools	65%			29%			0%		
	In schools having children with disability								
Number of children	*Female*	*Male*	*Total*	*Female*	*Male*	*Total*	*Female*	*Male*	*Total*
All children	5019	6745	11764	295	382	677			
With disability	67	107	174	1	5	6			
Number of children by type of disability[139]									
Visually impaired/blind	6	14	20	0	3	3			
Hearing impaired/deaf	24	43	67	0	0	0			
Impaired movement	10	23	33	0	1	1			
Cognitive impairment	22	22	44	1	1	2			
Chronic health conditions	5	5	10	0	0	0			
Number of Specialist teachers	1	3	4	0	0	0			

[139] Disability categories were based on NYLN & KASA, 2006.

Figure 54 Number of students with disability vs. total enrolled

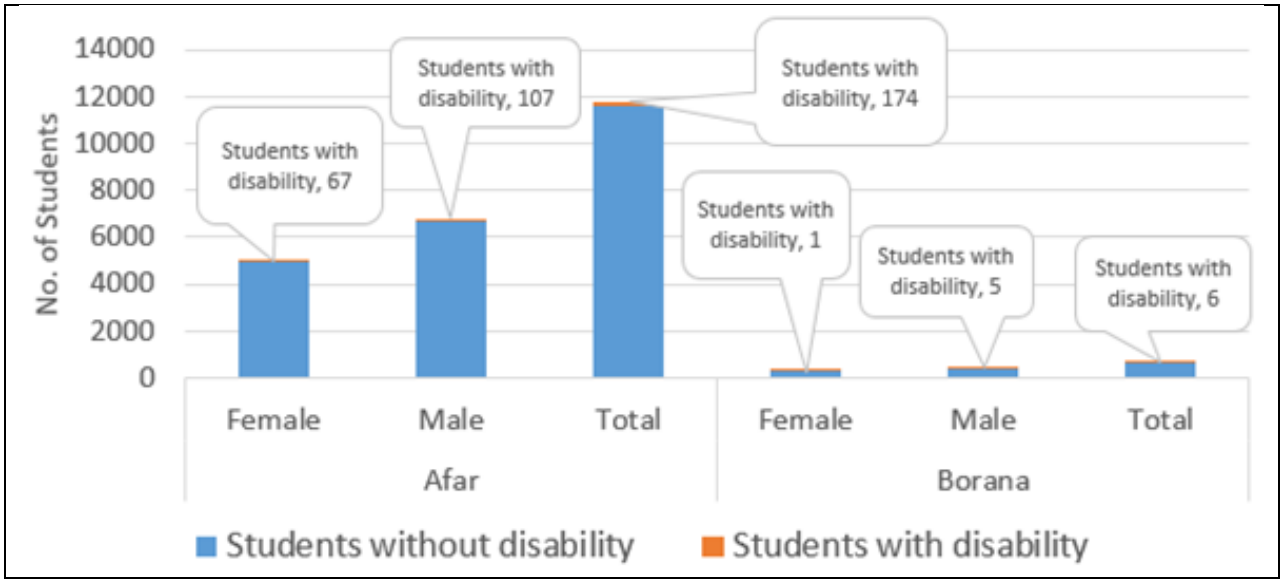
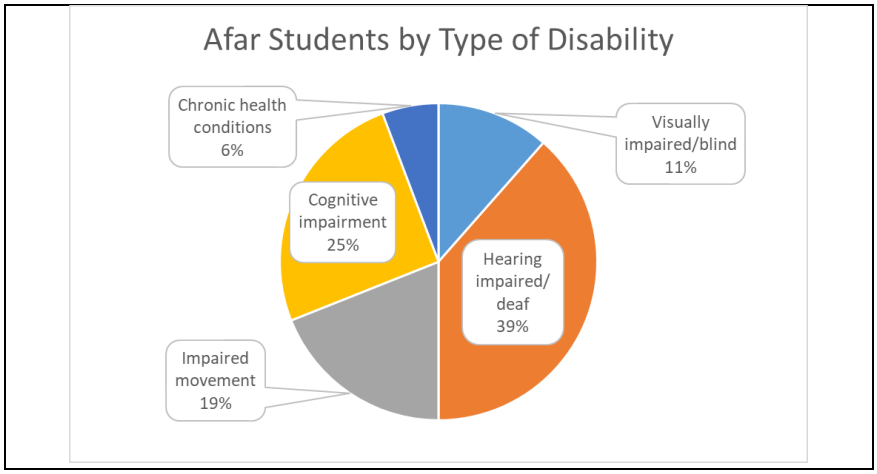


Figure 55 Afar students by type of disability



27. In Afar the survey found a small but significant number of children in mainstream primary schools with recognised disabilities. Some 65% of schools report having a number of children with disability. All the disability categories included in the questionnaire are recognised (Figure 55), with impaired hearing, cognitive impairment, and impaired movement being ranked the first, second and third most common categories. In Borana, a small number of such children were reported, whilst in East Hararghe, none were reported. This latter response is puzzling, especially since (as discussed below) one or two students with disability were found in the two East Hararghe schools visited for the qualitative fieldwork. Interestingly, the East Hararghe schools in the survey sample, although reporting no children with disability in mainstream primaries, had several staff trained in disability support in these same schools (Table 50).

28. Questions were also asked about teaching aids and facilities, and any special learning support provided. In almost all cases, none were reported, but interestingly, many schools ticked the 'other' box, and more or less unanimously stated that they supported children with disability by bring them to the front of the class, so the teacher could give them more assistance. This seems a compassionate and practical approach in the absence of any other support.

Qualitative findings on disability

29. Survey findings about very limited support, in practice, were confirmed by qualitative observations. Against a background of very limited and poor quality school buildings, the only visible disability support were concrete ramps (without railings) into some of the classroom buildings.

30. Most schools visited were attended by a very small number of children with disability. In one case – a school with particularly poor facilities – the director and teachers actually found the question amusing, pointing out the dilapidated conditions of the school and the lack of resources to even run a regular school. By contrast, another school, although not properly equipped to provide education to students with disabilities, had nonetheless requested support from the woreda to identify and enrol such students at the school as well as help in equipping the school. The woreda collected data on the number of children with special needs but this was not taken further. In another case, woreda staff highlighted that they had collected data on children with disability in the woreda (not necessarily in school), but had no resources to follow up.

31. Teachers' ability to support children with disabilities was constrained by lack of special aids and resources and, in most cases, lack of special training. However, even in cases where teachers had a relevant skill it was usually impractical to use it in a context where there were only one or two children with disability in a very large class. One teacher had tried to use sign language for two deaf children, but found it impossible to do so while also teaching a very crowded class (50+) of hearing children.

32. Education officials confirmed ambitions for better disability support. In Afar, for example, starting two years ago (2011 E.C), the Finnish Embassy has been supporting disability friendly schools in the region and have a set of criteria a cluster of schools need to have in order to receive this support. These include, (a) having a teacher with background in special needs education, (b) a cluster centre school that has 3-5 satellite schools under it, and (c) a total minimum of 35 students with special needs in the school cluster. The programme provides the necessary disability friendly materials for the cluster centre. A roving special needs teacher is assigned by the woreda to support the teachers in all the cluster schools on how best to teach students with disability in an inclusive setting. This person is also responsible to collect data on special needs. There are 22 such centres in the region, with 12 already set up when the programme launched, and 12 new ones being added this year. However, the designated disability friendly school visited during fieldwork was newly-enrolled in the programme and had not received any materials at the time of the visit. In Borana, education officials referred to the national guideline for inclusive education, under which each school should have at least one teacher trained in special needs education, but said this was very rarely the case. Similar to Afar, a resource centre approach is being followed, but with very limited resources.

33. Some comments from teachers indicated a preference for assigning children with disabilities to a separate class – at least to the point where the children were able to read and write. They found the inclusive education approach could be disruptive (especially where children have behavioural issues), and felt ill-equipped to handle inclusive teaching.

Gender and inclusion insights from the baseline survey[140]

Patterns of male and female participation

34. The survey confirms many of the issues identified concerning girls' participation. The study sought to interview equal numbers of boys and girls, randomly selected. However, there were cases where not enough girls were present in randomly selected classes,[141] so that the actual numbers interviewed were 555 boys and only 506 girls. The age profile of children interviewed is shown in Figure 56, and illustrates an increasing majority of boys after age 13. Interestingly however, mean one-year completion rates (averaged across all grades) are quite similar for boys and girls in all strata (Table 72), although the Gender Parity Index (GPI) varies substantially – best in Borana and worst in East Hararghe, but biased towards males in all areas.

[140] We acknowledge some repetition of material from Annex L, in the interest of making this gender analysis reasonably self-contained,

[141] This was frequently said to be partly a consequence of the pandemic.

Figure 56 Number of students surveyed, by age

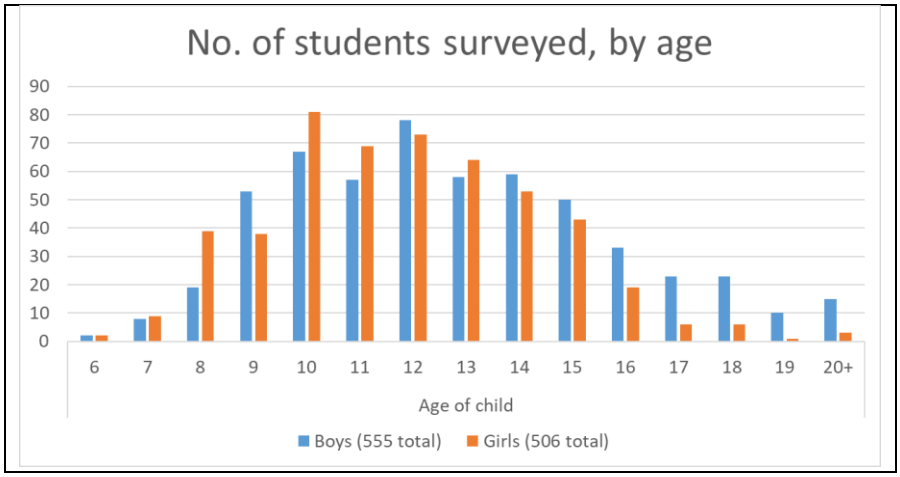
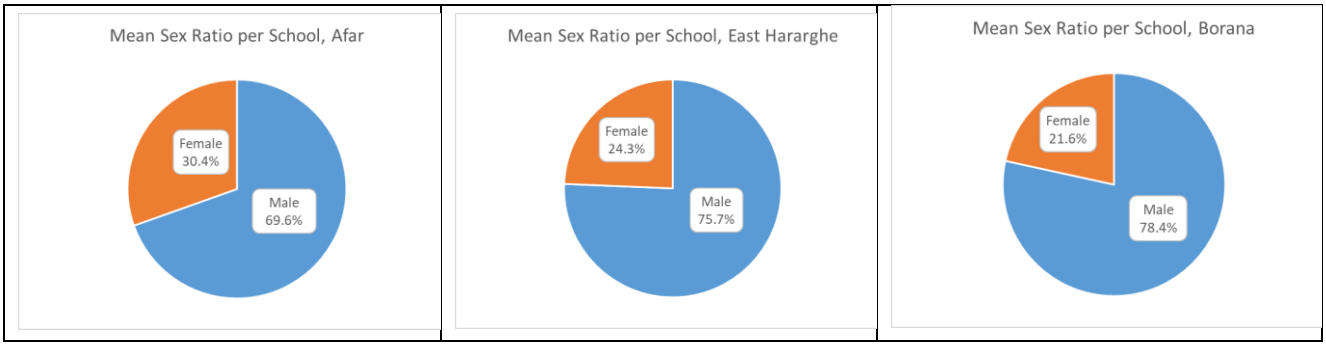


Table 72 Completion rates and Gender Parity Index from sample data, with confidence limits

Survey Stratum	Completion Rates %, mean for all grades 1-8						Gender Parity Index		
	Girls	*Lower CL*	*Upper CL*	Boys	*Lower CL*	*Upper CL*	GPI	*Lower CL*	*Upper CL*
Afar (Zones 1-5)	92.2	*89.5*	*95.0*	91.5	*89.0*	*93.9*	0.73	*0.61*	*0.85*
Oromia (Haarargee)	84.6	*73.3*	*96.0*	86.4	*82.3*	*90.4*	0.58	*0.47*	*0.69*
Oromia (Booranaa)	94.1	*92.5*	*95.8*	95.2	*93.4*	*97.0*	0.86	*0.76*	*0.95*

Figure 57 Gender parity among teachers



35. Female teachers are a minority in all areas (Figure 57) – 70% of teachers in Afar were male, 76% in East Hararghe and 78% in Borana. On the other hand, although storekeepers are likely to be male, the overwhelming majority of cooks are female (see Table 43 in Annex L).). Figures on school staff who have received specialist trainings over the past 3 years (Table 50) indicate gender issue trainings have been better supported than WASH or literacy kits.

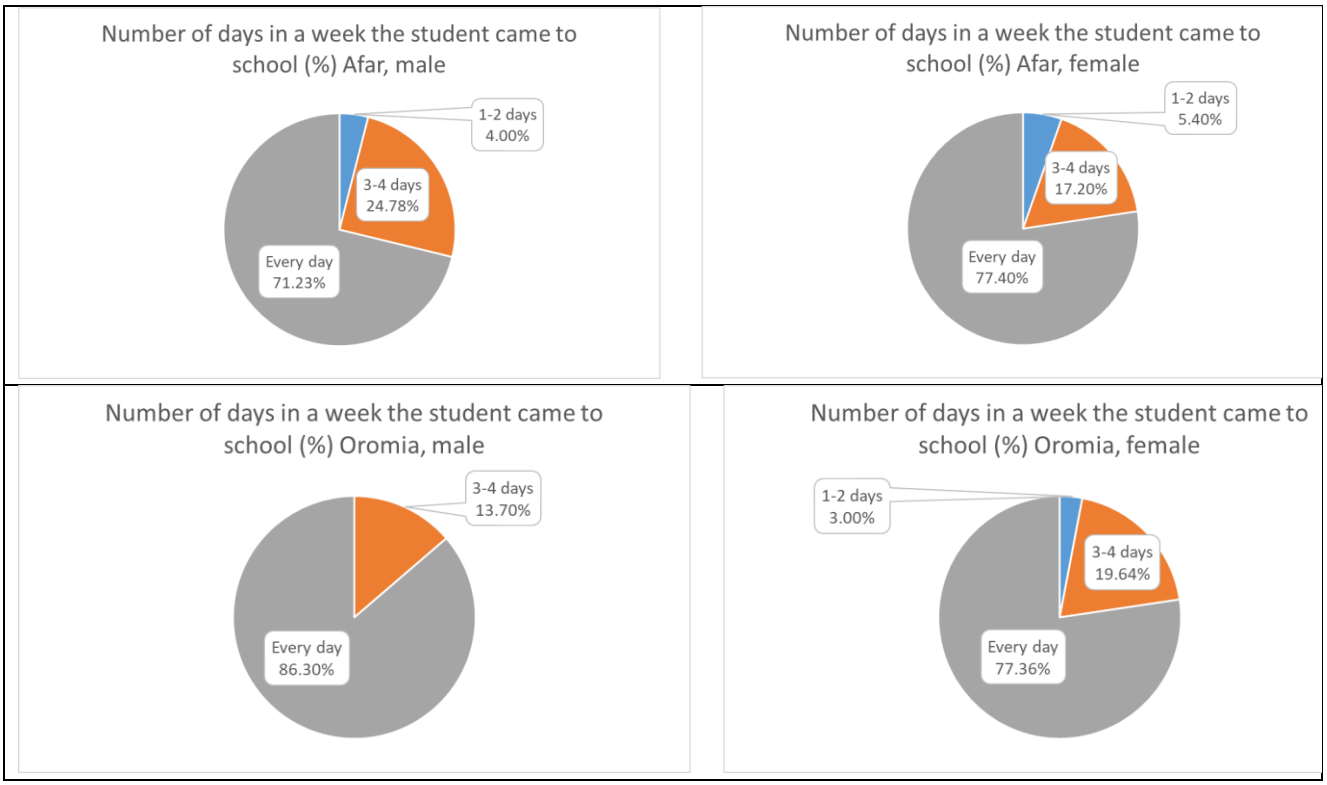
36. Figure 58 below compares school attendance between Afar Region and the two Oromia Zones. As already noted, female students in both Afar and Oromia regions have immense responsibilities at home and their heavy workloads mean they have to prioritize their gendered housework duties over their education, which leads to them skipping school. An earlier phase of McGovern-Dole support to Afar explicitly prioritised encouraging female enrolment and attendance, with a THR component focused on giving girls an incentive to stay in school to higher grades. The impact evaluation found significant positive effects of this strategy (Visser et al, 2018b). However, there was a gap of several years in school feeding provision prior to the commencement of the McGovern-Dole project now under evaluation. It is therefore intriguing to see that the proportion of girls attending school every day in Afar (77%) is actually higher than the proportion of boys attending every day (71%).

37. The pattern of male vs. female attendance in Oromia is less counterintuitive: 86% of boys attend every day, compared with only 77% of girls. A higher every-day attendance rate in Oromia is entirely

accounted for by the difference between male attendance rates (only 71% in Afar, compared with 86% in Oromia).

38. Regular attendance during the school year should be distinguished from drop-out rates at higher grades (THR were particularly aimed to discourage girls' early drop-out). Figure 56 above indicates that higher drop-out rates for girls are a continuing issue.

Figure 58 School attendance

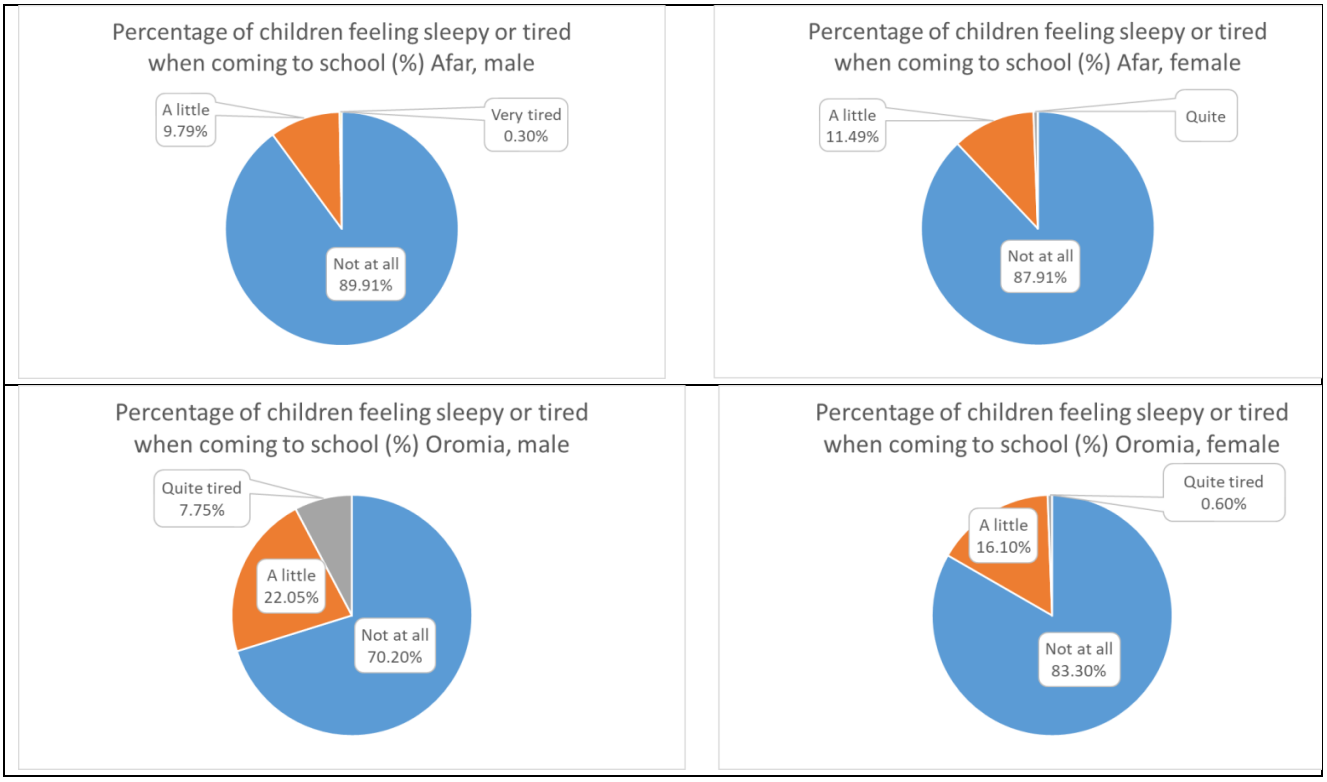


Tiredness on arrival

39. Contrary to what one would expect to find in terms of differences between female and male students' tiredness on arrival, given the unbalanced gendered housework females have to perform before coming to school, significant percentages of females in both regions say they are not at all tired when they arrive at school, with higher percentage of females in Oromia (83%) than males (70%) stating they are not at all tired. More males than females report being very tired and a little tired when they arrive at school (Figure 59 below).

40. In Afar, the survey doesn't show substantial difference between the sexes, with 90% of males and 88% of females reporting not at all being tired when they get to school and 11.5% of females and 10% of males saying they are a little tired. Overall, the differences between Afar and Oromia tend to be greater, with males in Oromia reporting much higher percentages of tiredness on arrival at school in all the three categories.

Figure 59 Tiredness on arrival



Toilet facilities and hygiene

41. In Afar, 29% of schools say they have no toilets, and in both Hararghe and Borana 7% report no toilets (Table 73 below). There are separate latrines for boys and girls in about 60-70% of schools; after allowing for schools that have no latrines at all, there are still a substantial number which have latrines but not separate male/female ones. Moreover, qualitative field visits found that latrines were often unserviceable, so the lack of suitable toilet facilities for girls remains a major issue.

Table 73 School facilities – water, sanitation and electricity

Stratum	Afar (Zones 1-5)	Oromia (Haarargee)	Oromia (Booranaa)
No. Schools	63	14	14
Type of Latrine			
None	28.6 %	7.1 %	7.1 %
Earth Pit	1.6 %	0.0 %	21.4 %
Concrete Slab	69.8 %	92.9 %	71.4 %
Flush Toilet	0.0 %	0.0 %	0.0 %
Separate latrines for girls and boys			
Yes	57.1 %	71.4 %	64.3 %
No	42.9 %	28.6 %	35.7 %

Bringing water and firewood to school

42. While students in both regions provide contributions of water and firewood for preparing the school meals, more do so in Oromia than in Afar (Figure 60 and Figure 61 below). Whereas male and female students make similar levels of contributions of water and firewood in Oromia, in Afar, more males than females bring water (43% and 33% respectively) and firewood (34% and 30% respectively). Moreover, in Afar, the majority of students (57% male, 67% female) never bring water and firewood (66% male, 69% female) to school. In Oromia, the majority of the student population brings both water (58% males, 57% females) and firewood (73% of each group) to school with varying frequencies.

43. However, it is possible that the lower proportion of children bringing water and firewood to school in Afar reflects the slower roll-out of the McGovern-Dole programme in Afar region. (At the time of the survey, fewer than half the children interviewed in Afar were receiving a school meal, whereas the figures for East Hararghe and Borana were between 80% and 90%.)

Figure 60 Bringing firewood to school (Afar and Oromia)

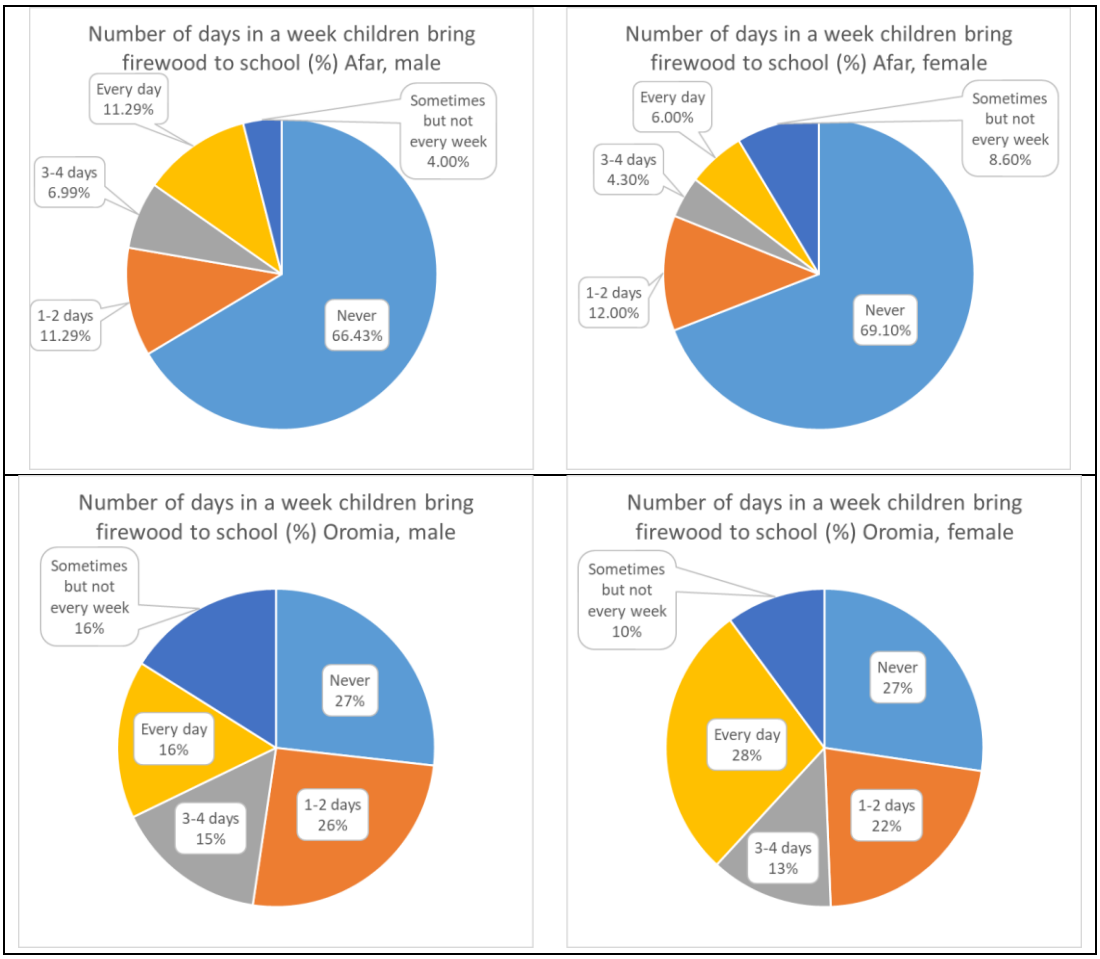
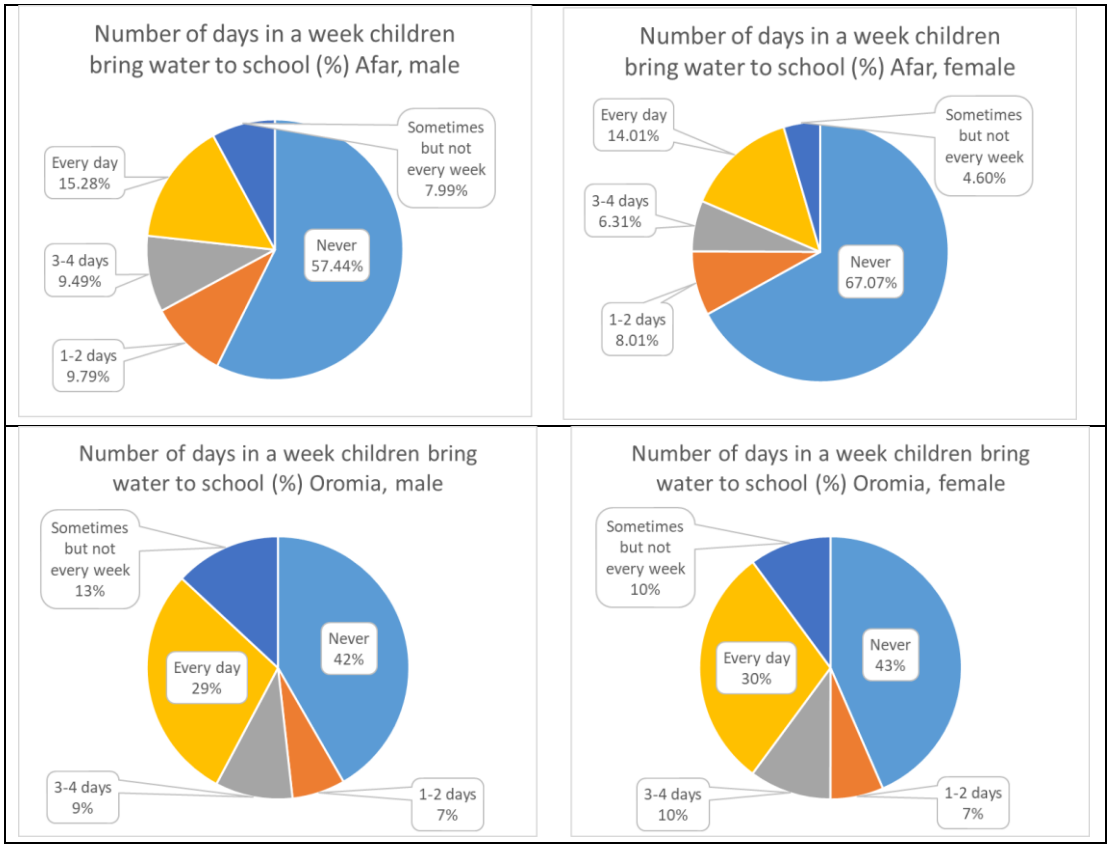


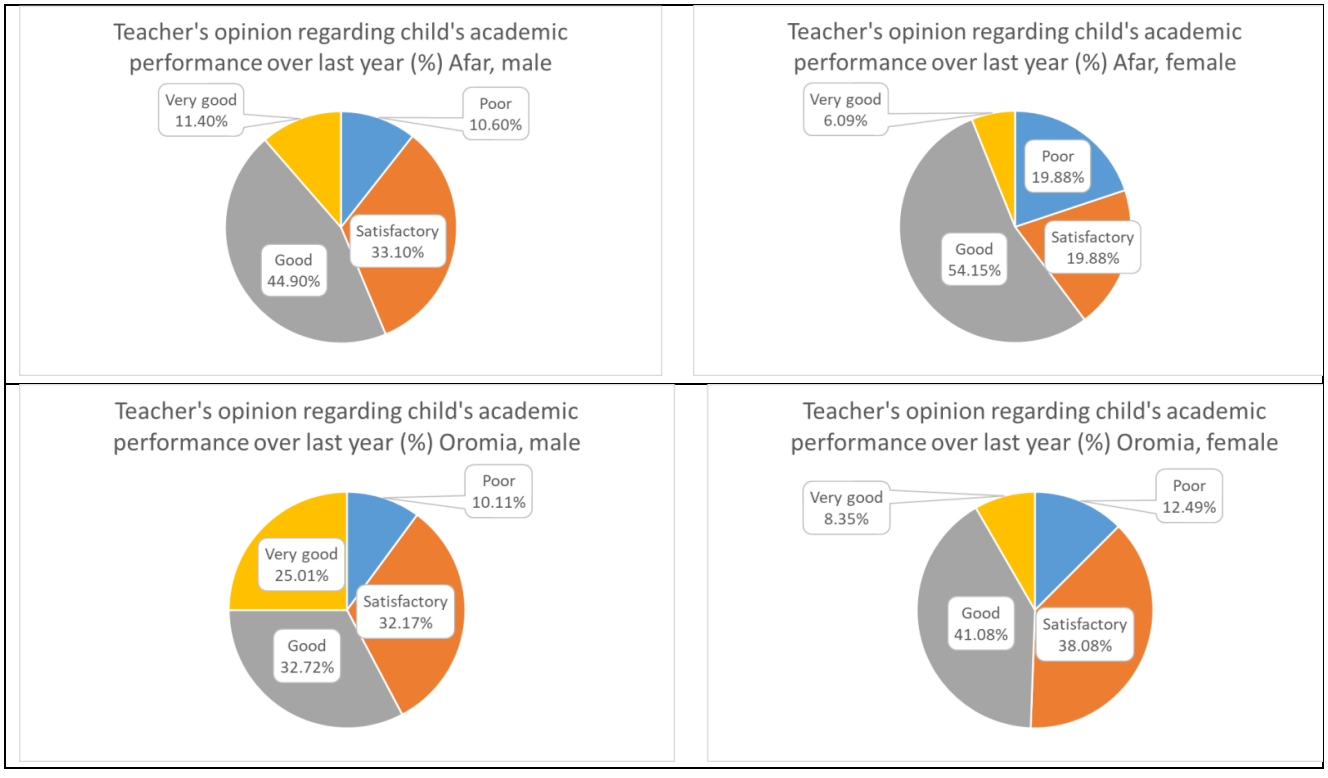
Figure 61 Bringing water to school (Afar and Oromia)



Child performance indicators

44. Details of responses on child performance indicators are given in Table 59 and Table 60 of Annex L; the illustrations which follow are drawn from these tables, and focus on gender dimensions of performance.

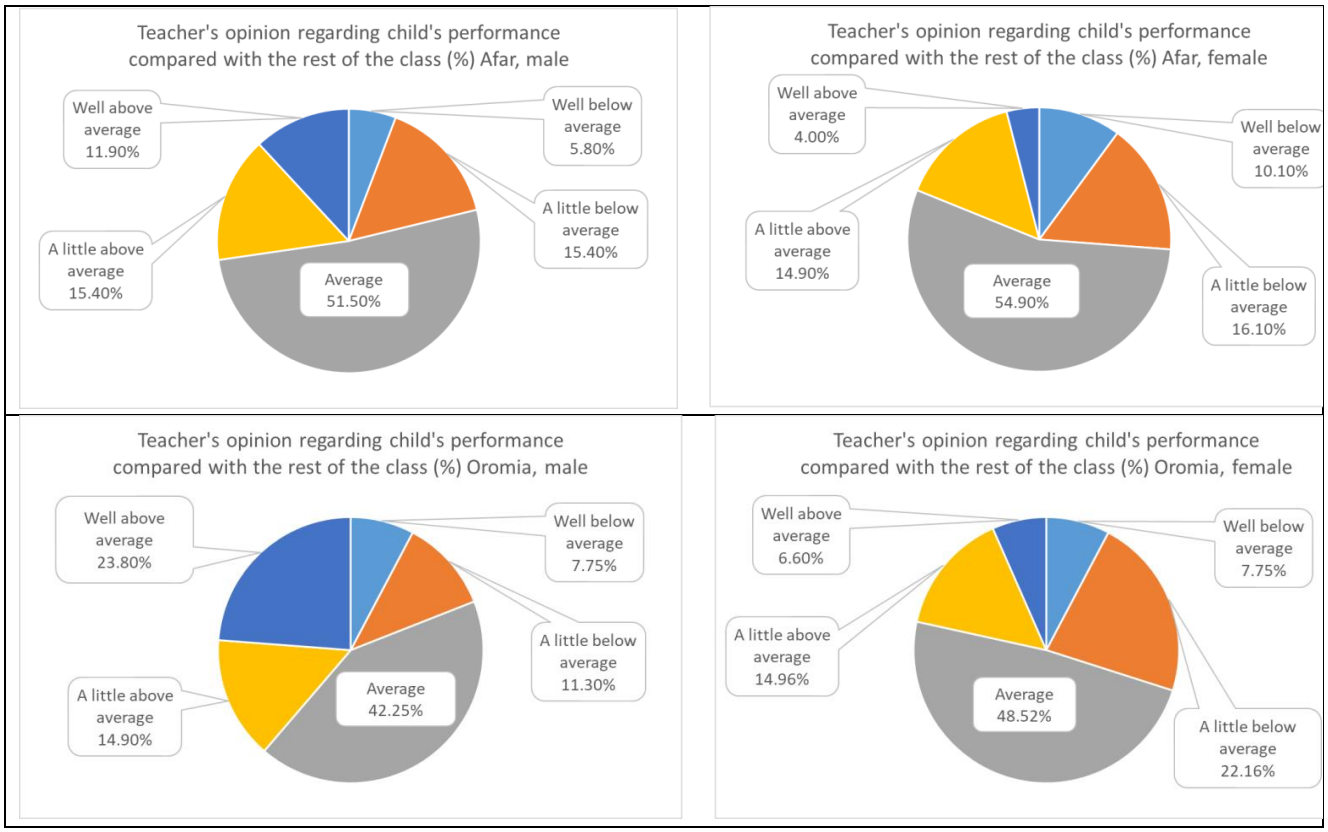
Figure 62 Teacher opinion of academic performance



45. Teacher opinion regarding students' academic performance (Figure 62 above) follows a similar pattern in both Afar and Oromia regions. More male than female students are rated as having very good academic performance (Oromia: 25% of males vs. only 8% of females; Afar: 11% of males vs. 6% of females). The contrasts are less sharp when considering combined figures for good and very good academic performance (Oromia reports 58% for males and just under 50% for females: equivalent figures for Afar are 56% for males and 61% for females). In both regions, the proportion of males rated poor (10-11% in both regions) is less than the proportion of females (1.5% in Oromia, 20% in Afar).

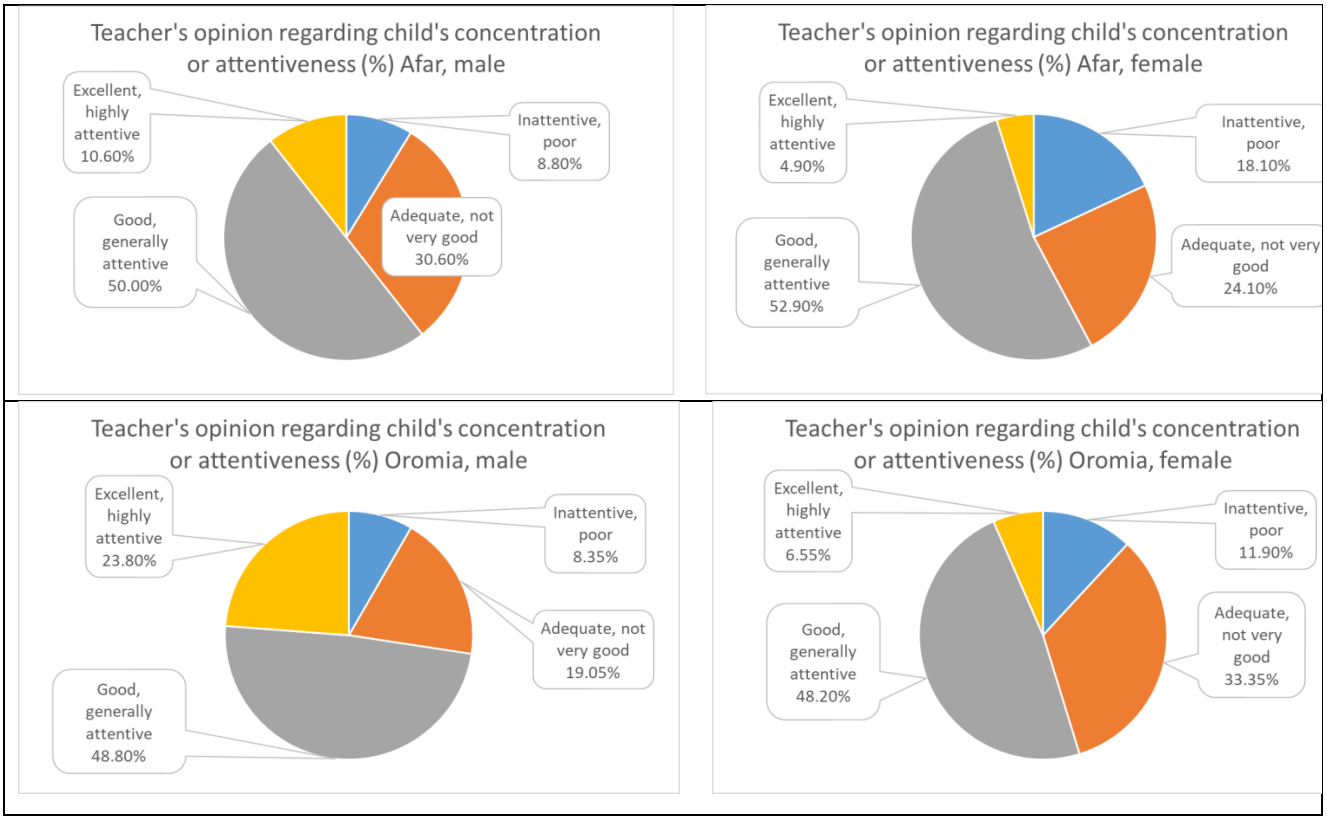
46. Teacher ranking of children's performance compared with the rest of the class (Figure 63 below) shows marked difference between male and female students. In both regions more male than female students are assessed to perform well above average (23.8% of males and only 6.6% of females in Oromia; and 11.9% of males and 4% of females in Afar. At the other end of the scale, combined figures for "a little below average" and "well below average" also show that male performance is rated better (in Oromia 19% of males but 30% of females fall into these categories; equivalent figures for Afar are 21% for males and 26% for females). There is thus a consistent pattern of males being assessed as outperforming females.

Figure 63 Teacher ranking of child's performance



47. As for teacher assessment of concentration/attentiveness (Figure 64 below): in both regions, there is little difference between male and female allocations to the intermediate category of "good, generally attentive" – close to 50% in all cases. However, male students are more likely to be identified by their teachers as being highly attentive and having excellent concentration, with the difference between males and females significantly higher in Oromia (24% male, 7% female) than in Afar (11% male, 5% female). Correspondingly, in both regions, teachers identify females as being inattentive and having poor concentration compared to male students (18% female, 9% male in Afar and 12% female, 8% male in Oromia).

Figure 64 Teacher assessment of concentration/attentiveness



Gender differences in meal patterns

48. All children were very appreciative of school meals, with about 95% of students in each of the programme regions saying they like eating the school food (details in Table 63 and Figure 11 of Annex L); a slight gender difference was that boys were more likely to say portions are inadequate.

49. As regards male/female differences in eating before and after school (Figure 45 and Figure 47 of Annex L), there is significant geographical variation. East Hararghe shows the largest contrast between the sexes in the consumption of meals before and after school, with males at a disadvantage in both categories. While 76% of females eat every day at home in the morning before coming to school, only 18% of males do the same. Similarly, 94% of females compared to 3.6% of males eat in the evening after going home from school. Furthermore, a staggering 78.6% of male students in East Hararghe never eat in the evening after going home from school while the figures are quite low (at or below 5.2%) for male and female students across all three programme zones.

50. Compared to females in Afar and East Hararghe that eat every day in the morning before coming to school (79% in Afar, 76% in East Hararghe) and eat every day in the evening after going home (81.6% in Afar, 94% in East Hararghe), females in Borana that do the same are significantly fewer at 22.6% and 27.4% respectively. On the other hand, the largest percentage of females that eat at school every day are those in Borana (90%) compared to 34% in Afar and 80% in East Hararghe.

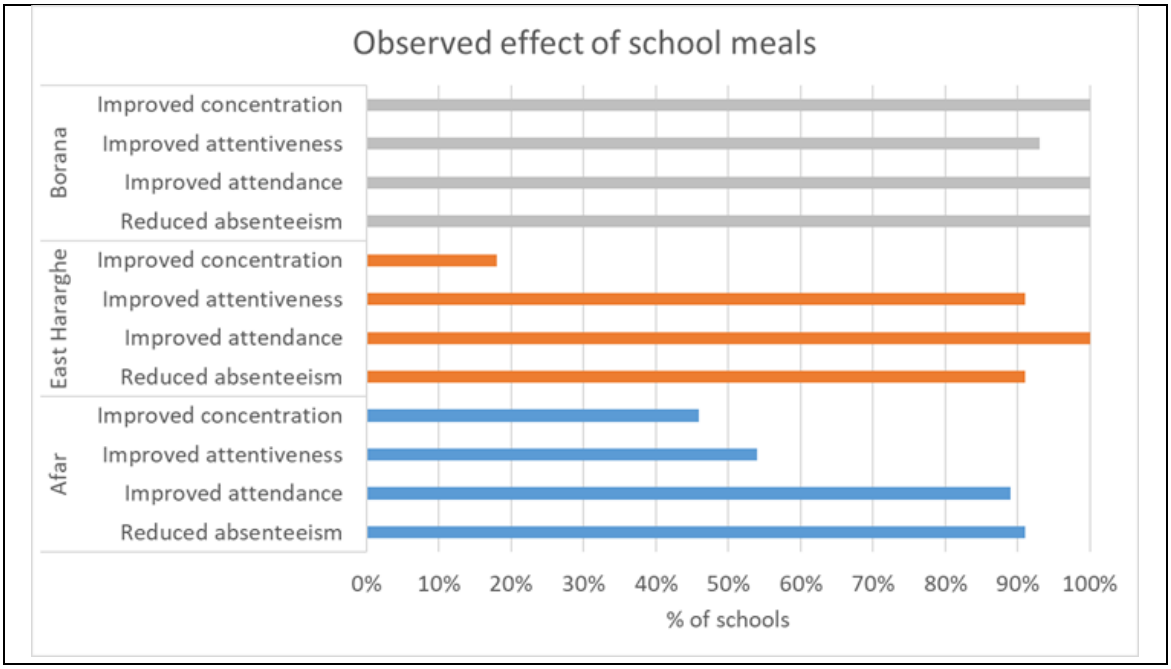
51. These differences in eating patterns between the sexes are not straightforward to explain in terms of gender roles, and would merit further exploration to understand eating patterns in different contexts.

School meals

52. The McGovern-Dole project includes a scheme, for Afar Region only, to use take home rations (THR) as an incentive to encourage attendance and continuation. The scheme applies to girls in Grades 5 and 6, and to boys in Grade 6. The scheme had not started at the time of fieldwork and the baseline survey, so it was not possible to explore children's or parents' perceptions of it, or its possible effects. Some education staff and other respondents in Afar and in Oromia recalled previous schemes and considered that, although no longer in operation, they had had a lasting positive effect on parents' attitudes to girls' schooling.

53. The baseline survey school-level questionnaire sought perceptions about the effect of school meals. It did not ask about possible differential effects for girls and boys, but, as shown in Figure 65, there was very strong support for positive effects of school feeding in all areas, particularly in terms of promoting attendance and reducing absenteeism.

Figure 65 Perceived effects of school meals



Gender Insights from qualitative fieldwork

Gender roles

54. Conversations with staff, students and others confirmed the gender imbalance in housework duties. Although both boys and girls have responsibilities in the household, boys' roles are linked to animal care and are less arduous than girls' responsibilities for housework, often including fetching water and firewood. As a result, girls reported struggling to find time to study at home, and often have to get up early for household chores before coming to school, and may arrive late. Some girls said they could not keep up with their home responsibilities unless they stayed away from school one or two days a week (see the quotes in Box 13 below

Box 13 Girls' household chores – voices

"When the workload at home becomes unmanageable, we come to school on alternate days." Girls FGD, Afar

"We struggle to focus on our education, as we have lots of responsibilities at home. The only time we can study is after dinner is served and the day's work is done." Girls FGD, Afar

"Girls have more household responsibilities and their workload is arduous. This is reflected in their school performance, with boys doing better than girls in class participation and exams." School staff KII, Afar

"Housework takes up the entire morning and we get to school in the afternoon hungry and exhausted, and it's very difficult to stay alert in class." Girls FGD, E. Hararghe zone, Oromia

"Girls have a lot more family responsibilities than boys and that is reflected in how they perform at school. Girls don't have time to study once they get home and their school performance is much lower than that of boys." School staff KII, E. Hararghe

"Boys don't do chores in the morning, so we come to school at 7:30 am to read or play until classes start at 8:00 am. Girls get to school only after they've completed the house chores and they're the ones getting to school late." Boys FGD, E. Hararghe

"Girls have a lot of responsibilities to support the family. If girls had lesser workloads, there is no reason why they will not perform better in school." Community members FGD, E. Hararghe

"Boys have better opportunity to focus on their schoolwork, but girls have a lot of household responsibilities that they don't have time to study and do well in school." Community members FGD, Borana

"Girls have more family obligations and they are expected to give priority to those before their education. Because of the work load they have at home, girls mostly arrive late to classes and also struggle to find time to study when they get home after school, as there is more housework waiting for them." School staff KII, Borana

"Girls go to school only after they're done with their morning house chores, which means they usually are the ones coming to school late." Boys FGD, Borana

Source: Quotations from interviews and focus groups with the qualitative evaluator.

Attitudes to girls' education

55. As illustrated by the voices in Box 14 below, It was commonly reported that communities give less value to girls' education and they are less likely to continue on to high school. The absence of nearby high schools is also a particular challenge. Boys may move to town to attend high school, renting accommodation or staying with relatives, but families, particularly in Afar region and East Hararghe zone, are much less willing to make similar arrangements for girls.

56. A common view among school staff and woreda BoE was that, since the worth of a female in the society is measured by her marriage and family responsibilities, most girls are less invested in their education. However, many of the girl students interviewed, although recognising community expectations, were keen to prioritise education. As one group of girl students in Borana reported, "the only thing that is keeping us behind in our education is the workload we have at home and the pressure from our families to give priority to housework before schoolwork."

57. It was also reported by school staff, male and female students and community members that families are less resistant to sending girls to school than they used to be, but girls' continuation to higher grades is jeopardised by the attitudes to early marriage discussed below.

Box 14 Attitudes to education – voices

There are multiple drivers of gender inequality in the community. Families don't prioritize girls' education but rather use their labour for household work and supporting the family. The girls seem to have internalized this and are extremely timid." Woreda BoE KII, E. Hararghe

"Families give priority for boys to get educated. Girls have so many responsibilities at home and less support from families to go to school. We have fewer chores and more flexibility as to when we do those chores." Boys FGD, Afar

"The number of female students in the school is much lower than that of boys mostly because girls' education is not valued by the community. There is the sense that you can educate your girl all you want, but once she is married and leaves her parents' house, someone else - her husband and his family - will be the ones benefiting from her being educated." School staff KII, Borana

"Some parents refuse to buy school supplies for their daughters because they think it's a waste of resources to educate girls." Girls FGD, E. Hararghe

"Most families do not appreciate the value of education and think it's a waste to educate girls, as they have low expectations for them. Girls drop out because of the workload at home and from being demoralized by their parents' low expectations for them." Boys FGD, E. Hararghe

"When families insist on their children staying home from school to help out with work, boys can push back against their families' wishes and go to school, but girls can't do that. The community has to be convinced of the benefits of educating girls in order to address this cultural burden placed on girls" School staff KII, Borana

Source: Quotations from interviews and focus groups with the qualitative evaluator.

Other obstacles to girls' attendance

58. According to female students, school staff and WFP, lack of water and functioning latrines make it difficult for girls to come to school during their monthly period – see Box 15 below. In some schools visited, this was being addressed by the provision of dignity kits (but these were dependent on donors). One school in East Hararghe was providing a" safe space" for girls to use during their monthly period.

59. There were some examples of girls'/boys' clubs set up in Afar, inter alia to discuss such issues as violence against women and girls, and harmful traditional practices, and the male students interviewed

often showed significant awareness of the challenges girls face. In Borana, one school provides an hour-long weekly tutorial session for girls.

Box 15 Other obstacles to girls – voices

"Since there is no water and the latrines are not functioning, we are sometimes forced to stay home during our monthly period." Girls FGD, Afar

"We have to bring water from home when we're on our monthly period because there is no water at school." Girls FGD, E. Hararghe

"Girls that can't afford to buy sanitary pads stay home from school during their monthly period." Girls FGD, Borana

"Unless they have access to sanitary pads, adolescent girls stay home when they are on their monthly period." WFP Dire Dawa Sub Office KII

"Lack of water and functioning latrines mean girl students usually stay home during their monthly periods, A programme at Mekelle University had made a one-time donation of dignity kits to girl students two years ago." School staff KII, Afar

"Lack of water and functioning latrines mean girl students usually stay home during their monthly periods. A programme at Mekelle University had made a one-time donation of dignity kits to girl students two years ago." School staff KII, Afar

Source: Quotations from interviews and focus groups with the qualitative evaluator.

Continued pressures for early marriage

60. In Afar, continued pressures for early marriage are the biggest obstacle to girls' completing their education, reflecting a strong tradition of *absuma*, whereby young girls are married to much older relatives by the time they start menstruating. Girls interviewed often regretted the prospect of early marriage and would resist if they could. However, they did not expect authorities to take action against this tradition, as *absuma* is considered such an integral part of the culture and religion that even the PTA endorses the practice. As some PTA groups reported, "we respect our culture so we, as parents and PTA members, support and enforce *absuma*". "*Absuma* is part of our culture and religion and there is no compromising on that". Parents say girls who have been married off in *absuma* may continue in school; however, according to the several under-age brides interviewed, even if pregnancy is avoided, it is difficult to juggle schoolwork with home responsibilities, so they drop out. One group in Afar reported "Some of the husbands allow their young brides to go to school so they can get that 2 litres of oil every month". In one FGD with girl students in Afar, 50 per cent of the participants were married off in *absuma* and said they are struggling to juggle married life and schoolwork and have to repeatedly request their teachers' permission to be excused from classes for a day or two so they can tend to their family responsibilities.

61. According to school staff in Afar, married girls are the ones that almost always come late to class and leave early to go home to prepare food before the husband comes home.

62. In Afar, some adults interviewed regretted early marriage traditions and doubted their religious and cultural legitimacy, but there was general agreement that pressures for early marriage were stronger than the incentives provided by school feeding. They expected school meals and THR to help keep girls in school only to the point where they were considered of marriageable age.

63. In the Oromia zones (more so in East Hararghe than Borana) significant numbers of underage children elope to marry each other, which parents see as a major problem, especially since the married children end up moving in with the parents, creating additional financial burden on the family. As one community members group in Borana said, "the Borana culture does not allow marriage before the age of 20, but children these days are going what they want. Girls almost always drop out of school when they get married, and when the reality of married life hits them, they even end up divorced and back at their parents' house."

64. Furthermore, there were reports from woreda education officials that the pandemic has led to increased incidence of early marriages in East Hararghe, where we were told that 30 percent of students (both male and female) in the nine schools that are in a particular school cluster got married during the time schools were closed. Of these, 16 were girls that got married either to their teachers or to some other government employee.

School meals management

65. In several schools it was observed that there were not enough plates for everyone to eat at the same time. Girls tended to stay behind and let the boys eat first, especially in Afar, where It was said to be taboo for adolescent girls and boys to eat together.

66. All schools visited for the qualitative study have women cooks who have their own household responsibilities. According to school directors and school feeding committees, school meals may be served later in the day than ideal because the cooks cannot arrive early, as they have to first take care of housework, and there may need to be several successive sessions because of insufficient cooking pots and facilities to prepare all the food at once.

67. While student/community/kebele contributions pay the salaries of cooks in schools visited in Afar and Borana, cooks in the East Hararghe schools, who were supposed to be paid by the kebeles, had yet to receive any salary payment.

Implications for continuing monitoring and evaluation

68. We expect that further insights will emerge from analysis of the Knowledge, Attitudes and Practices Survey (KAPS) – see Annex N.

69. In view of the various issues concerning girls' attendance in particular, collaboration with other stakeholders to address identified gaps and strengthened monitoring of girls' and boys' school attendance would be valuable.

70. The Mid Term Review will be an opportunity to explore the working of the THR scheme.

71. The school feeding service could be improved by ensuring adequate non-food items, so that children do not have to take turns to eat (to the possible disadvantage of girls).

Annex N Preliminary Analysis of KAP Survey

1. A Knowledge, Attitudes and Practices Survey (KAPS) was a WFP commitment in the project agreement with USDA, though not included in the ET's expected work programme. The KAPS is an element of the methodology of special relevance to Activity 3 (Promote Improved Nutrition).

2. It was agreed during inception that the ET would administer the KAP survey, but that its analysis would be done by WFP. Annex J includes the final KAPS questionnaire. The agreed questionnaire ins included in Annex J, and this Annex reproduces a preliminary summary of findings prepared by the WFP Country Office in August 2021. The ET understands that a full analysis of the KAPS is still in preparation.

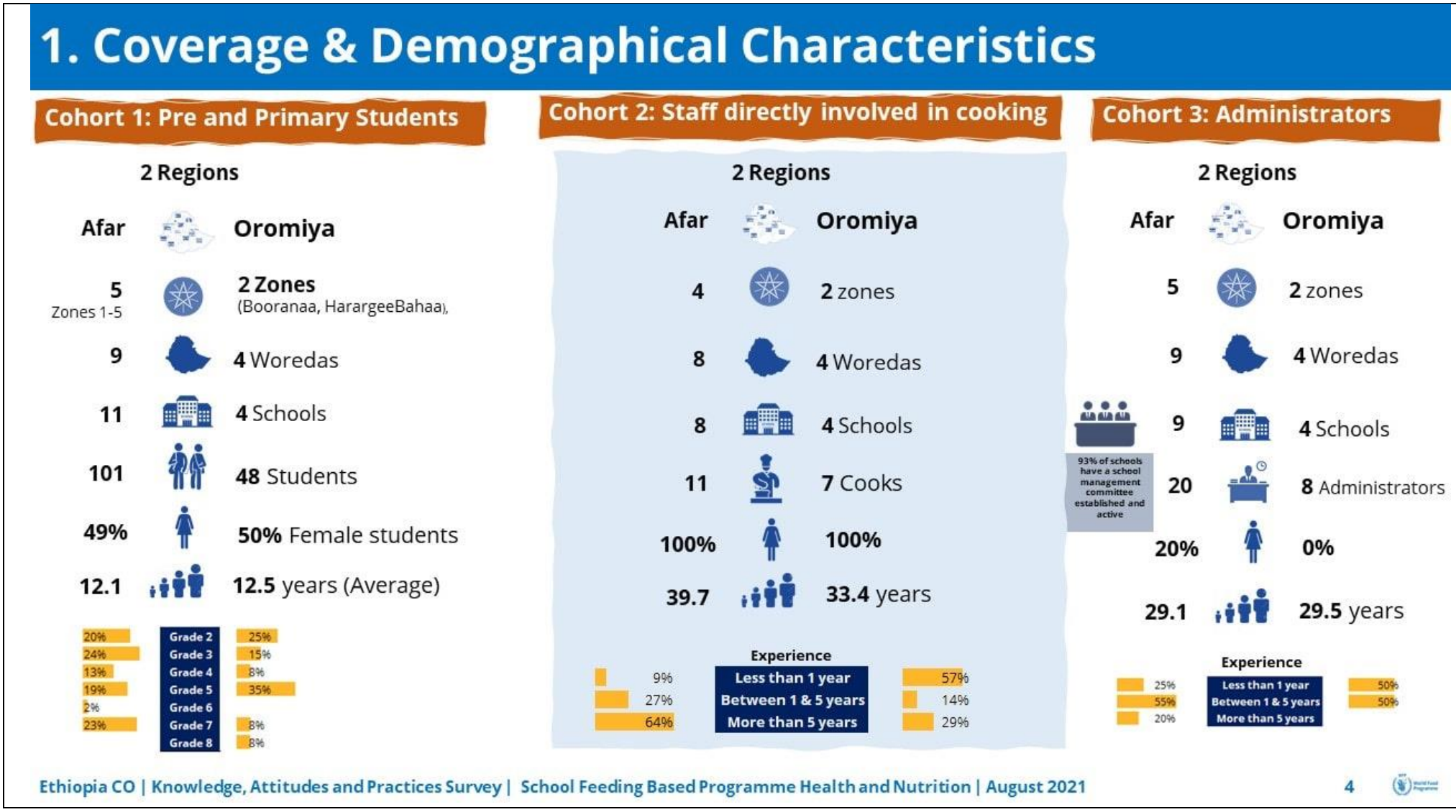
Presentation layout: Rationale and thematic areas

Rationale: the knowledge, attitude and practices (KAPs) survey was conducted with support from Mokoro Foundation to provide evidence against which WFP's Ethiopia Country office could sequence its social behaviour change communication initiatives within the school-based programmes which are mostly implemented in Afar and Oromiya region.

Approach of work: the survey targeted students, school administrators and staff directly involved in the preparation of hot-meals and not households. Fifteen schools have been assessed in the two regions (Afar and Oromiya) where the Ethiopia CO coordinates school-based programmes - 148 students, 28 administrators and 18 cooks were assessed. The analyses is based on quantitative data collected through individual interview with minimal triangulation with qualitative analyses except for other food security assessment. The survey excluded focus group discussions or key informant interviews which require group gatherings to comply with the national COVID-19 infection and prevention control measures.

Way forward: findings and recommendations with be internally discussion and a SBCC strategy can be developed. Key findings complement results from the McGovern Dole Baseline survey and shall form a strong basis for design and launch of key messages which could broadcasted to student, administrators and communities to influence household and community's responses to nutrition and health as they prioritize feeding for students to attain learning outcomes.

1. **Coverage – Geographical and Demographical features**
2. **Snack eaten in between major meals**
3. **Perceptions on eating breakfast before children come to school**
4. **Hygiene Practices, Nutrition activities and Health Education**
5. **Food Safety facilities and COVID-19 Prevention Measures**


1. Coverage & Demographical Characteristics
Cohort 1: Pre and Primary Students
2 Regions
Afar
Oromiya
5
Zones 1-5
2 Zones
(Booranaa, HarargeeBahaa),
9
4 Woredas
11
4 Schools
101
48 Students
49%
50% Female students
12.1
12.5 years (Average)
20%
24%
13%
19%
2%
23%
Grade 2
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
25%
15%
8%
35%
8%
8%
Cohort 2: Staff directly involved in cooking
2 Regions
Afar
Oromiya
4
2 zones
8
4 Woredas
8
4 Schools
11
7 Cooks
100%
100%
39.7
33.4 years
Experience
9%
27%
64%
Less than 1 year
Between 1 & 5 years
More than 5 years
57%
14%
29%
Cohort 3: Administrators
2 Regions
Afar
Oromiya
5
2 zones
9
4 Woredas
9
4 Schools
93% of schools have a school management committee established and active
20
8 Administrators
20%
0%
29.1
29.5 years
Experience
25%
55%
20%
Less than 1 year
Between 1 & 5 years
More than 5 years
50%
50%
Ethiopia CO | Knowledge, Attitudes and Practices Survey | School Feeding Based Programme Health and Nutrition | August 2021
4

2.1 School students who reported to have eaten a snack between meals at night or day before the assessment.

Figure 2.1.1: 40 percent of the students assessed will make an effort to supplement "mandatory" meals eaten at home and or at their respective schools by eating a snack in between meals at night or in the course of the day. Consumption behaviours could be triggered by hunger or sufficiency in the calory attained from previous meals. Intake of additional snacks or meals could also be associated student acting on lessons learnt (knowledge), households norms and or availability of a snack etc.

Figure 2.1.2, 2.1.3: Students who are slightly younger, specifically those aged between 6 and 10 year, and those who are female are observed to have supplemented their meals with a snack compared to their counterparts.

Figure 2.4, 2.5: Since students spend most of their time at school for the time the academic semester is running, school meals act as the main source for the provision of the child's required kilocalories and daily micronutrient intake. The survey observes that there is relatively high dependence on school meals or meals eaten at home in Oromiya as only 6 percent compared to the 56 percent in Afar who reported to have consumed a snack between meals.

Note: no significant variation are observed across grades.

Figure 2.1.1: Ate a snack between meals

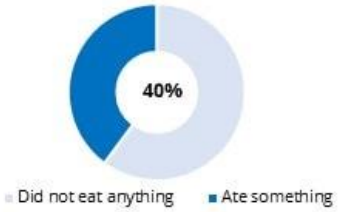


Figure 2.1.2: Ate a snack, gender

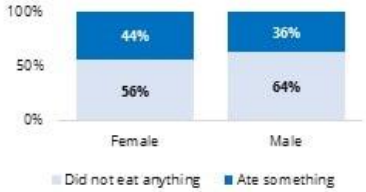


Figure 2.1.3: Ate a snack, Age group

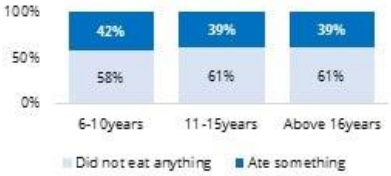


Figure 2.1.4: Students reporting to have taken a meal – **Afar**

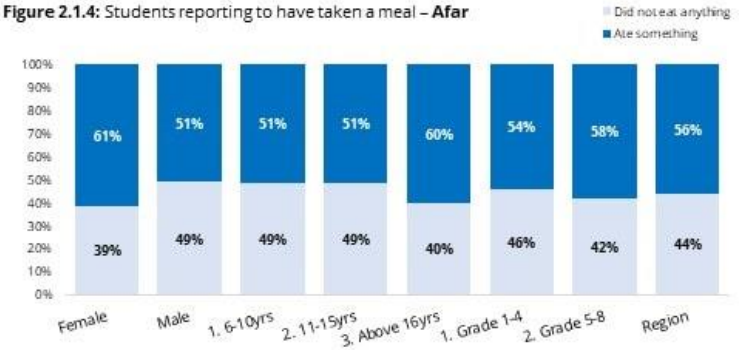
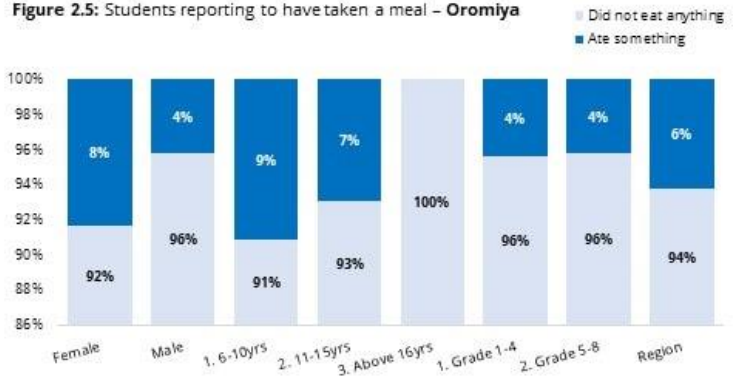


Figure 2.5: Students reporting to have taken a meal – **Oromiya**



2.2 General perceptions from cooks and administrator basic on food safety, preparation and food-borne disease.

Whereas 43 percent of staff reported that they have been trained in food preparation and safety skills in the past, adherence to basic meals preparation was observed to somewhat minimal – some administrators and cooks (staff in charge of meal preparation) reported that vegetables and meats can be cut with the same knife and on the same board.

Figure 2.2.1: Have staff received training in food preparation and safety skills in the past? - **Administrators**

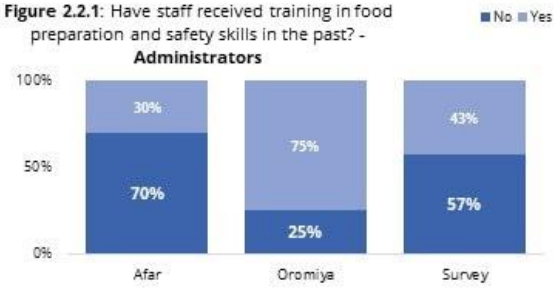


Figure 2.2.2: Have staff received training in food preparation and safety skills in the past? – **Staff who prepare meals**

Figure 2.2.3: Perceptions on food handling, preparation and management – **Administrators**

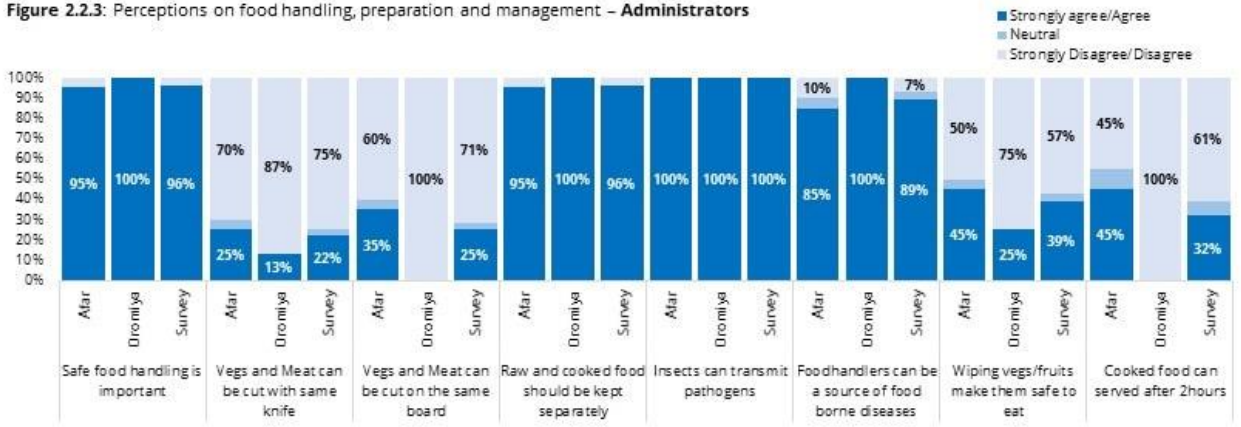
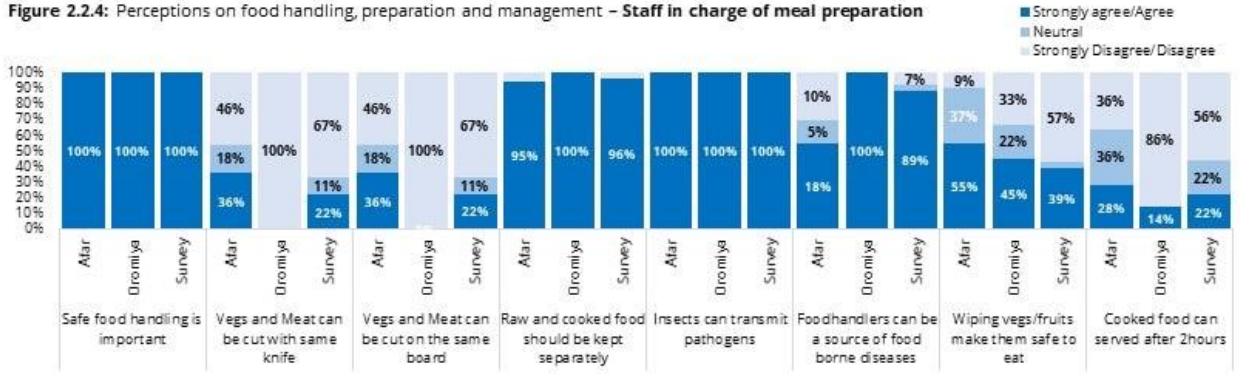


Figure 2.2.4: Perceptions on food handling, preparation and management – **Staff in charge of meal preparation**



3.1 Students who think it is good to eat breakfast before going to school

91 percent of students think (perceive) that its good to eat breakfast before going to school. No significant differences are observed in perceptions regarding eating breakfast among male (93 percent) and female students (92 percent)

Note: Parents or caregivers at home hold an essential role in their children's feeding journeys moreso the intake of morning meals, since the survey was administered at schools, there was minimal or no participation of household members to gauge household behaviours in availing breakfast for children.

Figure 3.1.1-3.1.2: More older children (those who are above 16 years) and those in higher grades (Grade 5-8) think that it is not good (or are not sure) to eat breakfast before going to school. 12 percent of the students who did not eat a snack between main meals thought the same.

Figure 3.1.4, 3.1.5: In Oromiya, a student's inability to eat a snack between main meals is not proportionate to their perception that eating breakfast was good as almost all the students who did not eat a snack think its good to prioritize the first meal of the day. In Afar region, no variations are observed across the age, gender, and grades.

Note: Students who think its not good or those who are not sure report limited time to prepare meals in the morning, and inability to access food or cooking energy as contributing factors.

Figure 3.1.1: Think its good to, Grade

Figure 3.1.2: Think its good to, Age

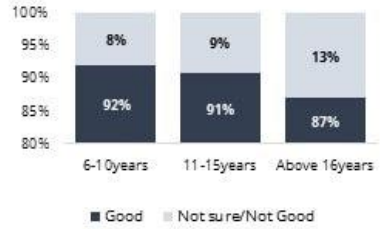


Figure 3.1.3: Think its good to, snack

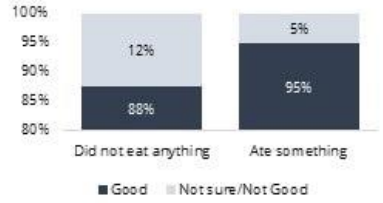


Figure 3.1.4: Students who think its good to have breakfast– **Afar**

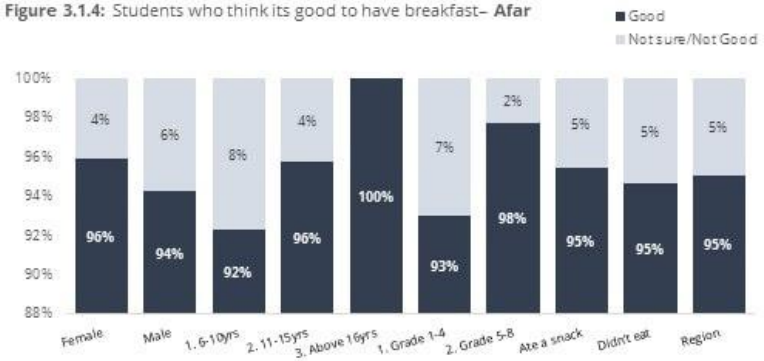
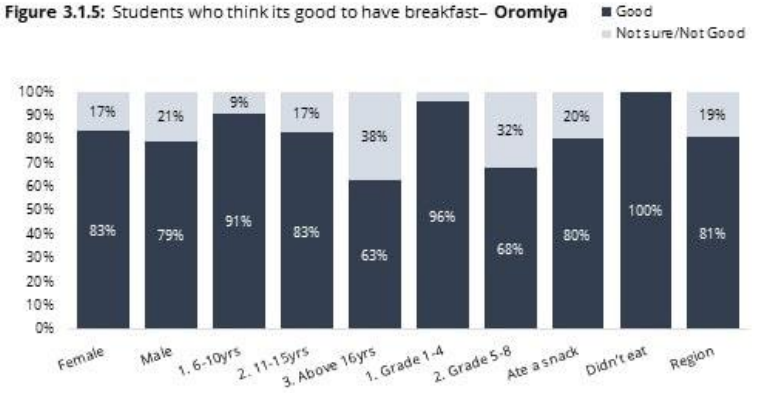


Figure 3.1.5: Students who think its good to have breakfast– **Oromiya**



3.2 Extent to which students find it difficult to eat breakfast before going to school?

Figure 3.2.1-2: 27.5 percent of the assessed students reported that they find it difficult to eat before going to school - more male students found it difficult to eat breakfast than female students. Middle-aged children (those aged between 11 and 15 years) reported to find it less difficult to eat breakfast. No significant variations are observed among children in lower grades and those in slightly upper grades.

Figure 3.2.4-5: 29 percent of the students who think it is not good (or are not sure) to have breakfast find it difficult to eat breakfast. More students who did not eat a snack between their meals reported to find it difficult to eat breakfast.

Figure 3.2.7: 60 percent of students reported to find it difficult to eat breakfast before going in Oromiya region – the chronic deteriorating food security in the region often perpetuated by annual below average rainfall year-in-year-out continues to exacerbate inadequate access to food.

Figure 3.2.1: Difficult to eat breakfast, gender

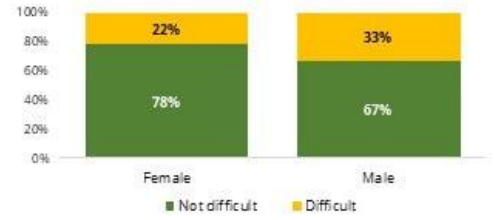


Figure 3.2.2: Difficult to eat breakfast, age

Figure 3.2.3: Difficult to eat breakfast, Grade

Figure 3.2.4: Difficult to eat breakfast, breakfast

Figure 3.2.5: Difficult to eat breakfast, snack

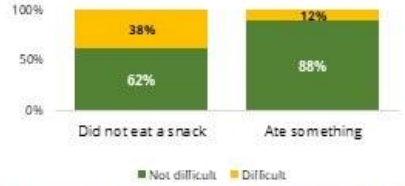


Figure 3.2.6: Students who report to find difficulties to have breakfast– **Afar**

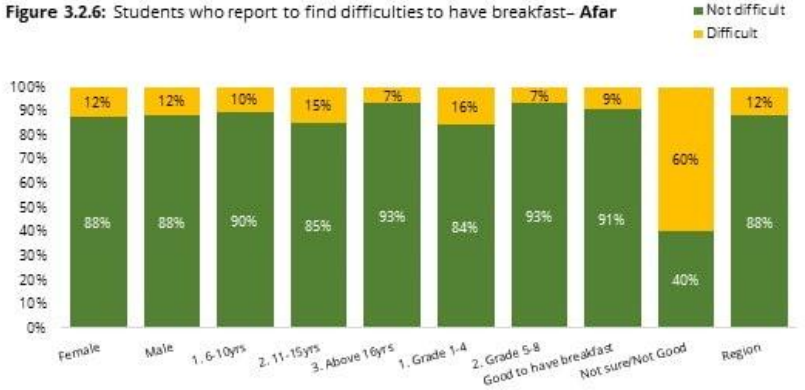
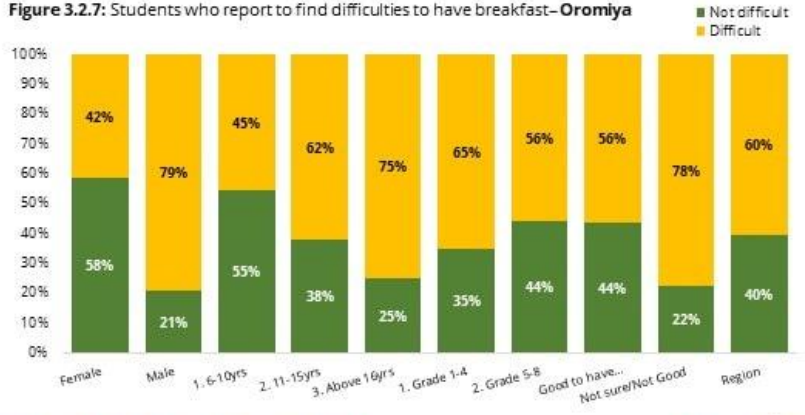


Figure 3.2.7: Students who report to find difficulties to have breakfast– **Oromiya**



3.3 Problems and Challenges students are likely to encounter if they don't eat breakfast and stay hungry in class?

Students feedback: 86 percent of the students exhibited awareness or some level of knowledge on challenges any student could encounter they stay hungry with most citing inattentive or low concentration. No significant variations are reported across regions, gender of students, and grades except for those slightly younger students (6-10 years) who reported to have less knowledge of problems and challenges that students may encounter when they don't have eat breakfast and stay hungry in class.

Only 5 percent of the students reported to be unawareness of the impacts of the staying hungry or not eating breakfast, again, younger students (those aged between 6 and 11 years) reported to more unaware. Other than inattentive or low concentration and the ultimate long-term effect of compromised academic performance, students were not aware of consequences of not having sufficient meals and their contribution to attaining learning outcomes.

Administrators feedback: 82 percent of the administrators reported that students will be inattentive or demonstrate low concentration during learning sessions if they stayed hungry. Low scores are observed among teachers who spent more time in their current role (more than 5 years) on two potential problems that a hungry student can exhibit.

Figure 3.3.1: Problems and Challenges students may encounter if they don't eat breakfast - **Students**

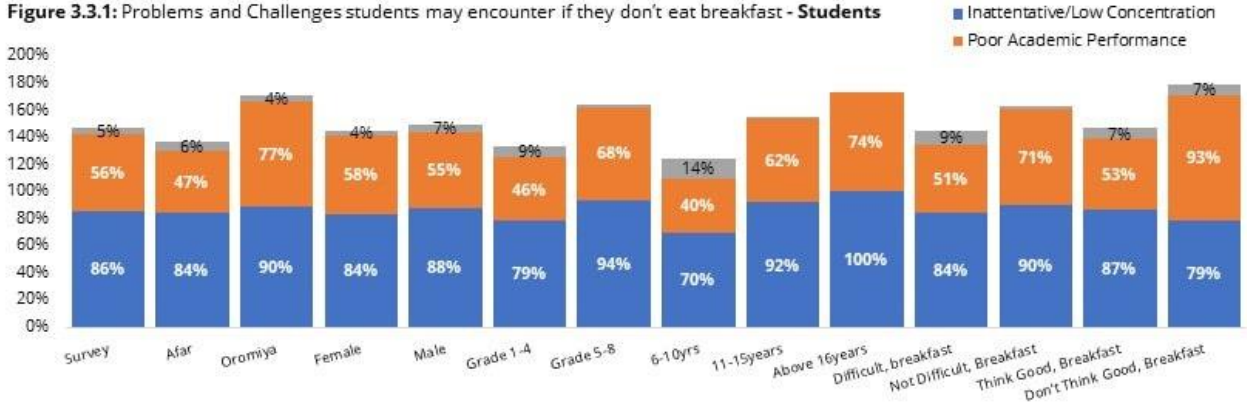
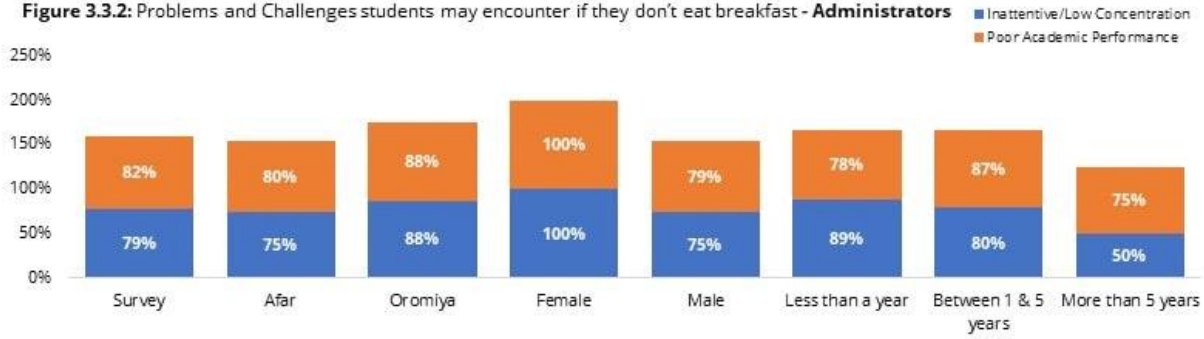


Figure 3.3.2: Problems and Challenges students may encounter if they don't eat breakfast - **Administrators**



3.4.1 Ability of students to recognize colleagues (fellow students) who are not having enough or adequate meals (food)?

Figure 3.4.1.1: the commonly known "physical" signs that students can use to recognize students who are not having sufficient meals are dullness among their fellow students and frequent illness (deteriorating immunity) – a student's participation and activeness can also be linked to self-confidence, esteem and presence of abuse or exploitation – it is important that such clear demarcations can are defined.

More male students and those in upper classes or grades reported to have the ability to recognize student who are not having enough or adequate meals (food) – **Figure 3.4.1.2, Figure 3.4.1.3.**

Compared to Afar region, more students in Oromiya schools reported to have ability to recognize student with inadequate micronutrients.

Figure 3.4.1.1: Recognizing students having insufficient meals

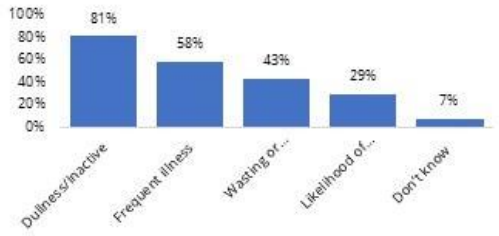


Figure 3.4.1.2: Recognizing students having insufficient meals, gender

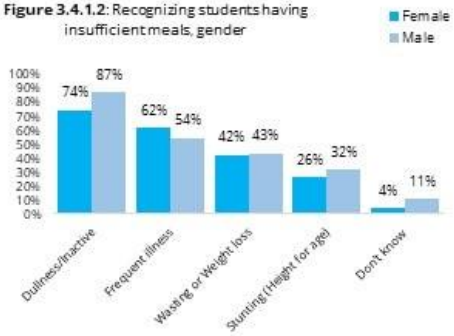


Figure 3.4.1.3: Recognizing students having insufficient meals, Grades

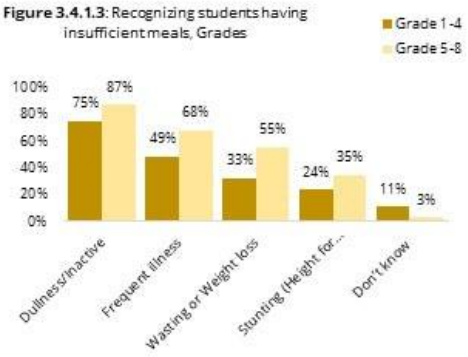


Figure 3.4.1.4: Recognizing students having insufficient meals – **Afar**

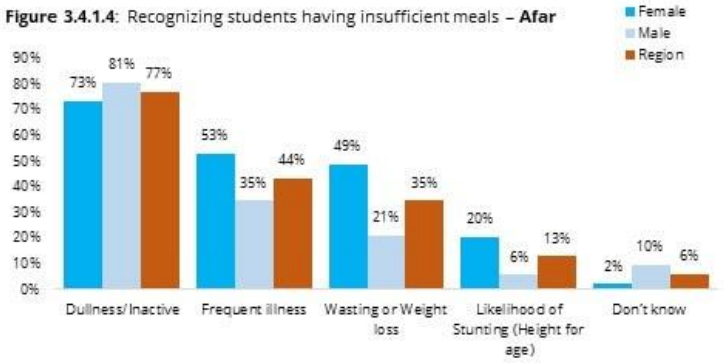
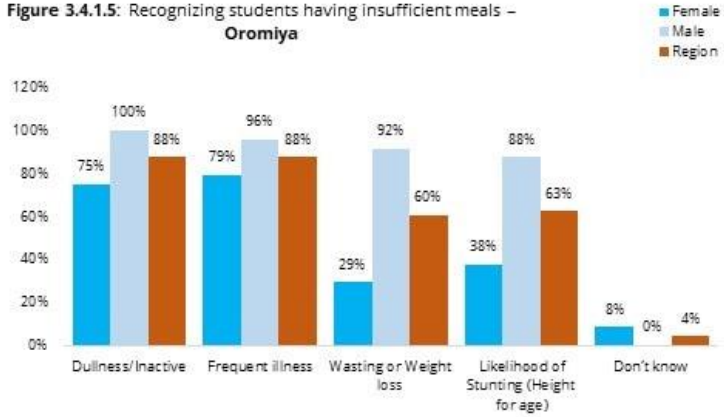


Figure 3.4.1.5: Recognizing students having insufficient meals – **Oromiya**



3.4.2 Administrator's ability to recognize student who is not having enough or adequate meals (food)?

With the exception of wasting (weight loss) and likelihood of stunting (children not growing in height to match up with their age), most of the administrators reported that children who are not having enough meals or foods are likely to be inactive or dull in the class and may frequently become ill.

More female administrators reported to be aware or knowledgeable of signs and symptoms displayed by a student who is not eating adequate meals or food. No conclusive deductions could be made based on responses provided by years of services spent in each the current role by the administrators. Overall, administrators in Oromiya region reported to be more knowledgeable than their Afar region counterparts.

Figure 3.4.2.1: Recognizing students having insufficient meals

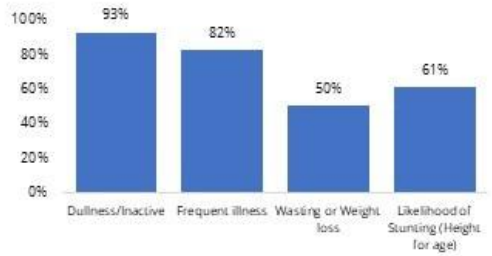


Figure 3.4.2.2: Recognizing students having insufficient meals, gender

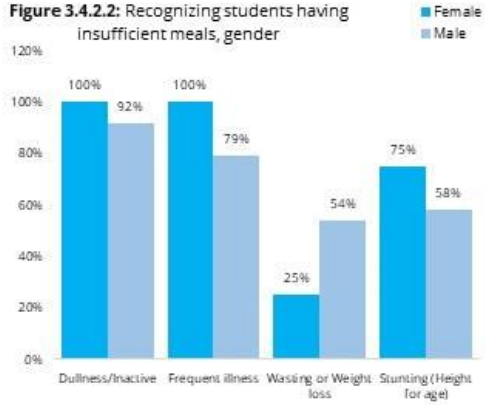


Figure 3.4.2.3: Recognizing students having insufficient meals, years in services

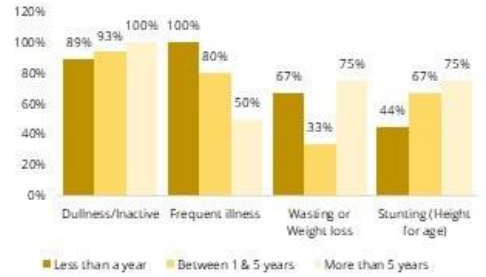


Figure 3.4.2.4: Recognizing students having insufficient meals – **Afar**

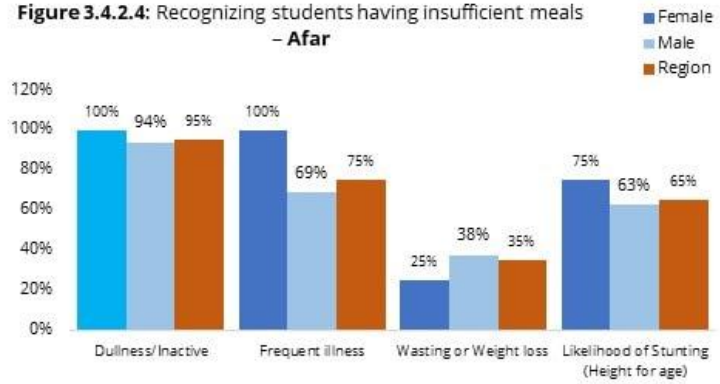
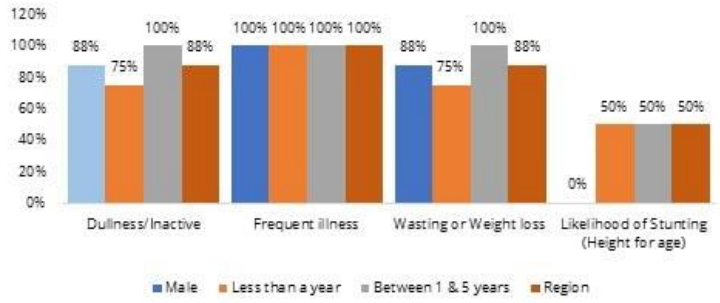


Figure 3.4.2.5: Recognizing students having insufficient meals – **Oromiya**



3.5 Perceptions on eating a range of different types of food during meals: dietary diversity

Whereas all staff directly involved in the preparation meals for students believe its good to diversify food portions with a range of different types during meals, 9 in 10 students believe the same. More female students reported to appreciate the advantages of dietary diversity. No significant variations are noted across grades and age-groups on dietary perceptions, **figure 3.5.1-4.**

More students in schools within Afar region reported that its good to eat a range of foods compared to the Oromiya region.

Figure 3.5.1: Think its good to eat different types of food

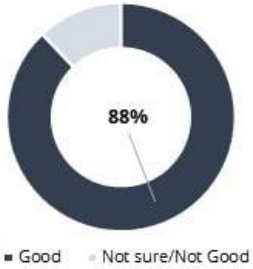


Figure 3.5.2: Think its good to, Gender

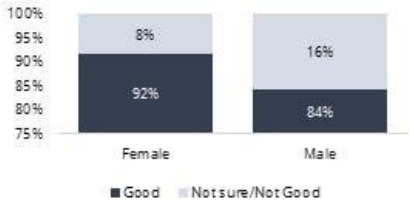


Figure 3.5.3: Think its good to, Grades

Figure 3.5.4: Think its good to, Age

Figure 3.5.5: Students who think its good to eat different food types– **Afar**

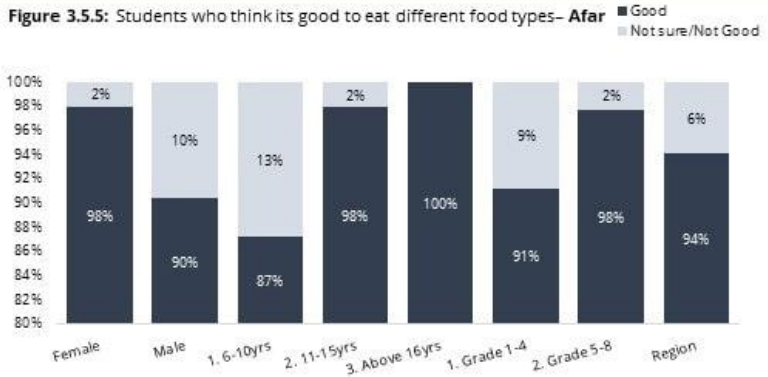
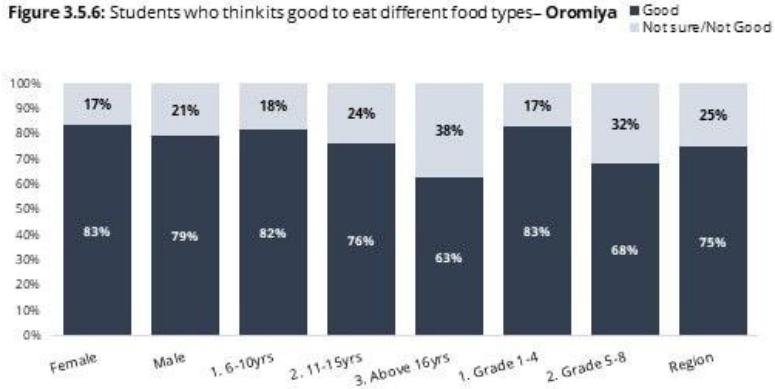


Figure 3.5.6: Students who think its good to eat different food types– **Oromiya**



3.6 Extent to which girls and boys actually eat different types of food at community level.

No major variations are observed in the intake of different types of food at community among boys and girls, overall both students and staff who prepare meals reported that children don't eat different types of foods.

Figure 3.6.1: Do boys and girls eat different types of food in your community? - **Students**

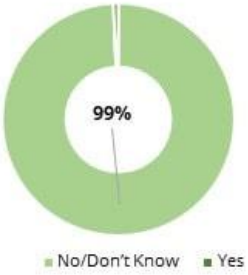


Figure 3.6.2: Do boys and girls eat different types of food in your community? – **Staff who prepare meals**

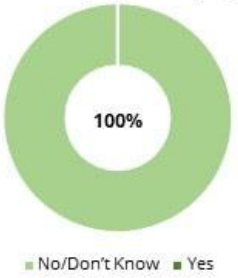
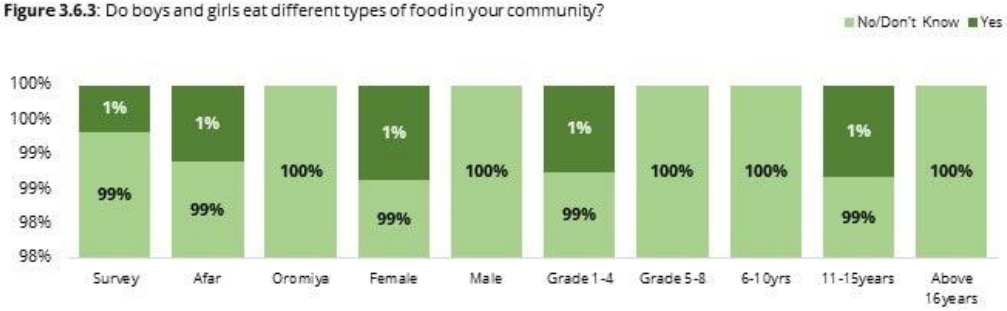


Figure 3.6.3: Do boys and girls eat different types of food in your community?



3.7 Extent to which students find it difficult to eat different types of food during meals?

Slightly more than half of the students assessed reported to encounter challenges/difficulties in eating a variety of food during meals. Children in upper grades (Grade 5-8) who are essentially more exposed to nutrition education and male students find it difficult to diversify their meals with different types of food. No significant variations are observed across the age-groups, however older students are observed to struggle to eat varieties of field.

Oromiya region reports high vulnerabilities among students in the feeding journey with 77 percent of the respondents highlighting they find it difficult to eat different types of food. Afar region reported to be slightly welloff.

Figure 3.7.1: Difficult to eat variety of food

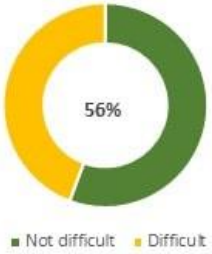


Figure 3.7.2: Difficult to eat variety of food, Gender

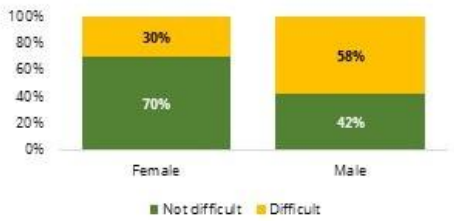


Figure 3.7.3: Difficult to eat variety of food, Grade

Figure 3.7.4: Difficult to eat variety of food, Age

Figure 3.7.5: How difficult is it for you to have different types of foods at meals? – **Afar**

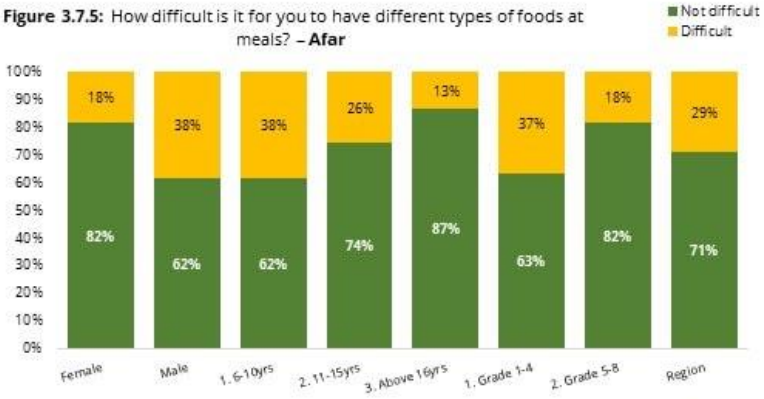
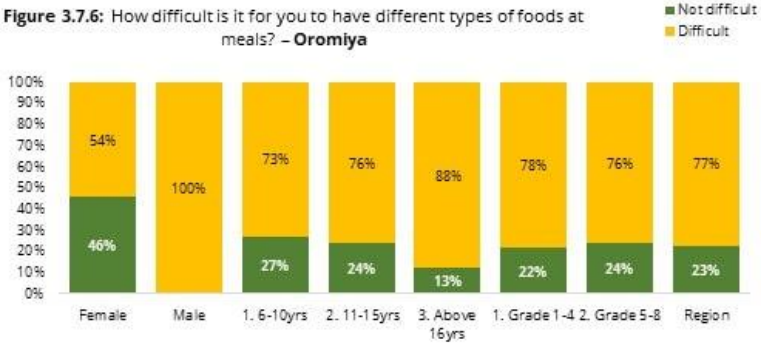


Figure 3.7.6: How difficult is it for you to have different types of foods at meals? – **Oromiya**



3.8 Different types of food students should be eating: administrators' and staff who prepare meals

Both administrators and staff who prepare meals reported to be knowledgeable of types of food student should eat to have a diversified dietary.

Figure 3.8.1: What are some of the different types of food should students have at a meal? - **Administrators**

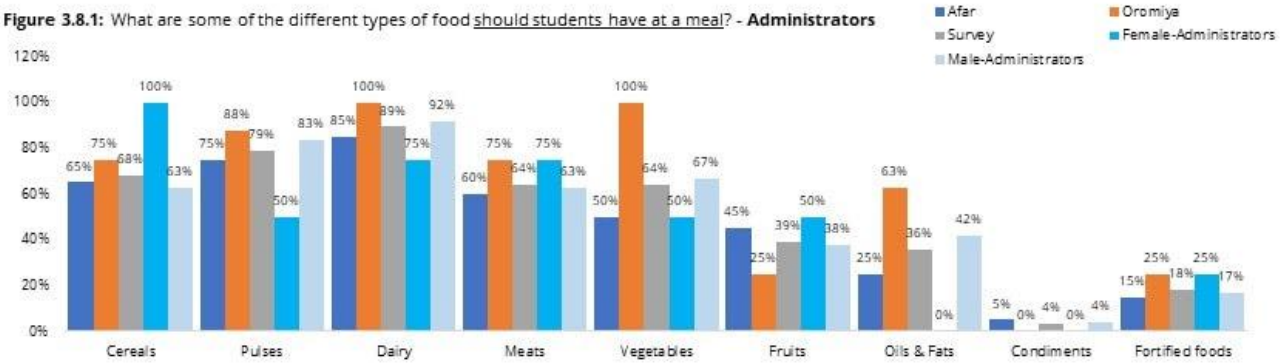
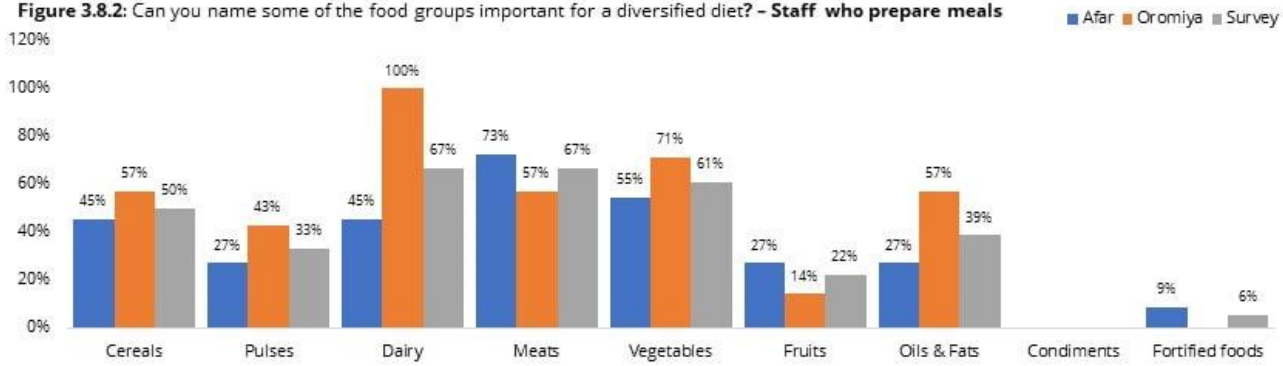


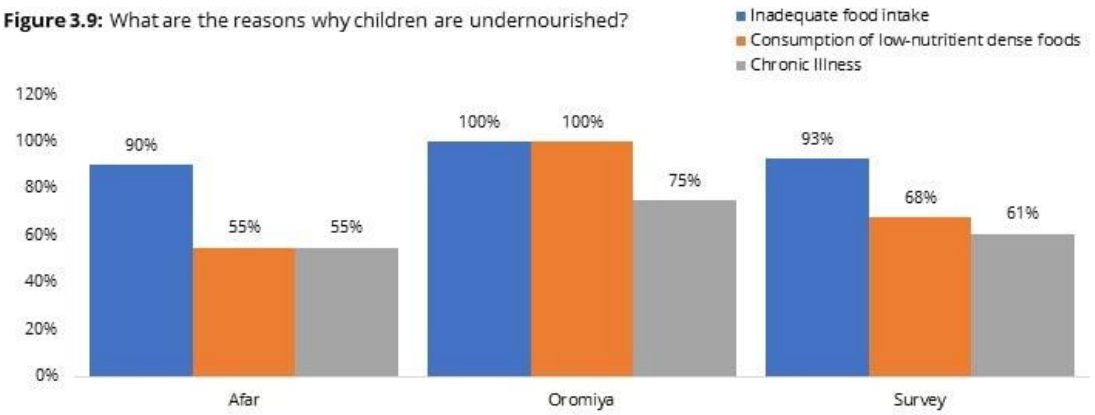
Figure 3.8.2: Can you name some of the food groups important for a diversified diet? – **Staff who prepare meals**



3.9 Reasons or perceived drivers of undernourishment among students, based on administrators' opinions

Though it varies from one region to another, the three main drivers of undernourishment have been reported – inadequate food intake, consumption of low-nutrient dense food (below required micronutrients) and chronic illness among students

Figure 3.9: What are the reasons why children are undernourished?



3.10 Understanding of micronutrient deficiencies among administrators?

Micronutrient deficiencies have been associated with serious health challenges among key populations (moreso children), the inadequate supply or consumption of iron, folate, vitamins and others can lead to anaemia, a condition reduced immunity, causes fatigue and weaknesses.

21 percent of the administrators reported that they know what micronutrient deficiency

Figure 3.10.1: Do you know what micronutrient deficiency is? - **Administrators**

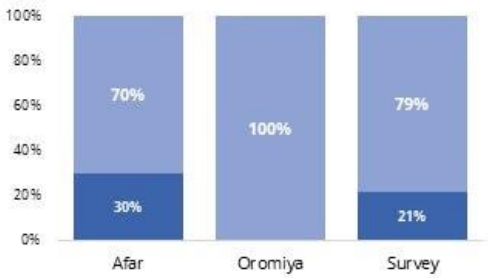
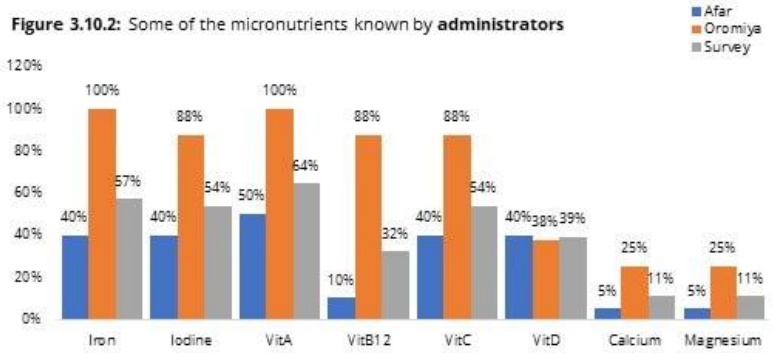


Figure 3.10.2: Some of the micronutrients known by **administrators**



4.1.1 Level of importance attached to handwashing practices by students, administrators and staff who prepare & serve meals.

Almost all the students and administrators alike attached high value and importance to handwashing, no variations are reported across age, region, grades and gender. According to feedback from the administrators, 32 percent of the schools have observed staff and students regularly wash their hands at school.

For students, handwashing is reported to be more associated with feeding times based on the reports than other hygiene and food preparation activities. Staff directly incharge of meals preparation (cooks) reported absolute knowledge of handwashing practices.

Figure 4.1.1.1: Are students and staff able to regularly wash their hands at school? - **Administrators**

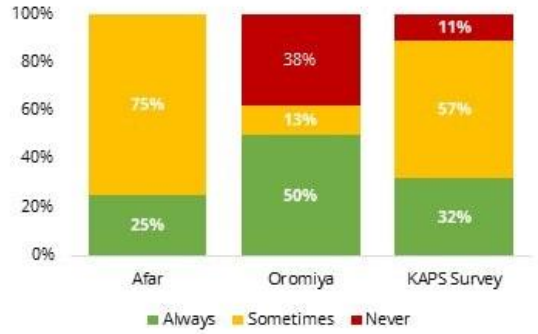


Figure 4.1.1.2: When should one wash their hands? - **Students**

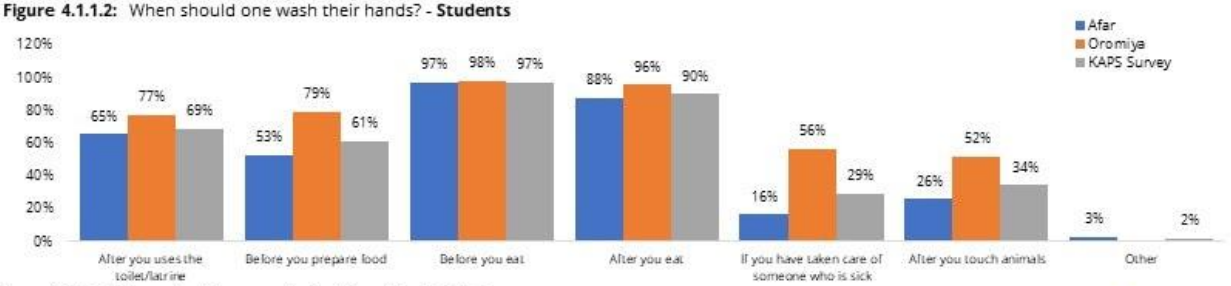


Figure 4.1.1.3: When should one wash their hands? – **Administrators**

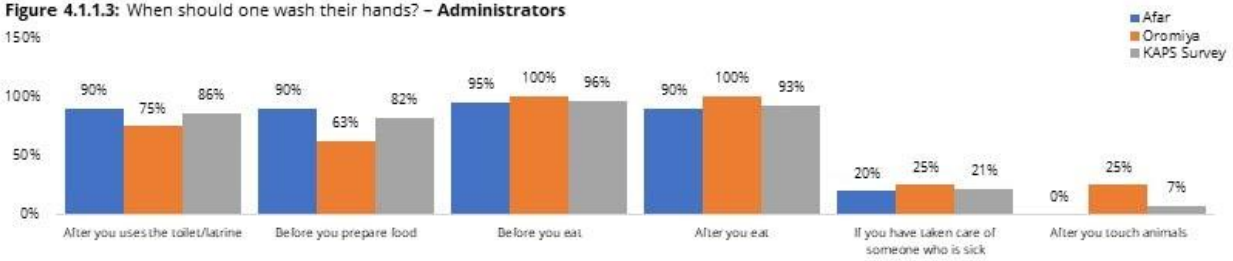
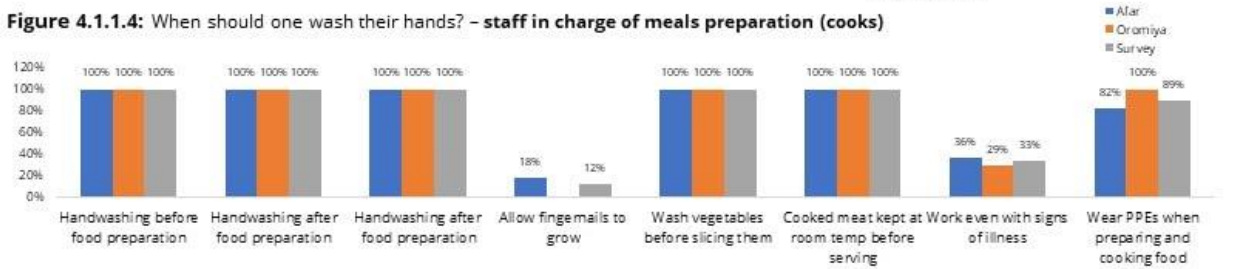


Figure 4.1.1.4: When should one wash their hands? – **staff in charge of meals preparation (cooks)**



4.1.2 Treatment of drinking water: making it safe to drink for all at school premises

Triangulation between feedback from both administrators and cooks shows that atleast 71 percent of the schools treat their water to make it safe for drinking. Slightly less schools in Oromiya make an effort to make water safe – the survey was unable to establish the challenges school encounter in making drinking safe for all. Health and Demographic records within the region on the prevalence of water-borne diseases may not casually be associated with safety of drinking water.

The commonly used method of making water safe is use of chlorine; treatment of drinking water by use of chlorine is present in almost 29 percent of schools assessed.

Figure 4.1.2.1: Is water at school treated in anyway to make it safe to drink? - **Administrators**

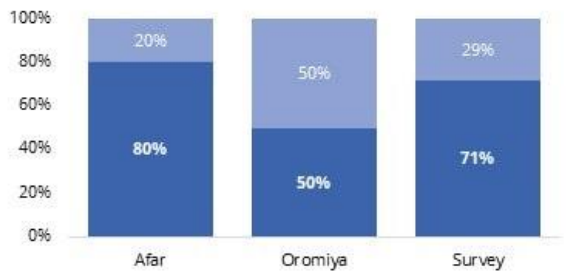


Figure 4.1.2.2: How is water at school treated to make it safe to drink? - **Administrators**

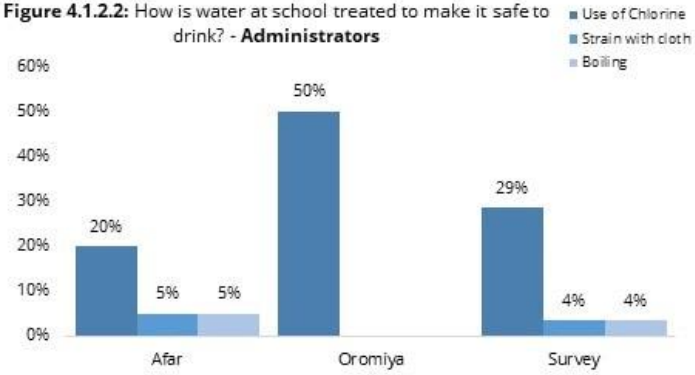


Figure 4.1.2.3: Is water at school treated in anyway to make it safe to drink? – **Staff who prepare meals**

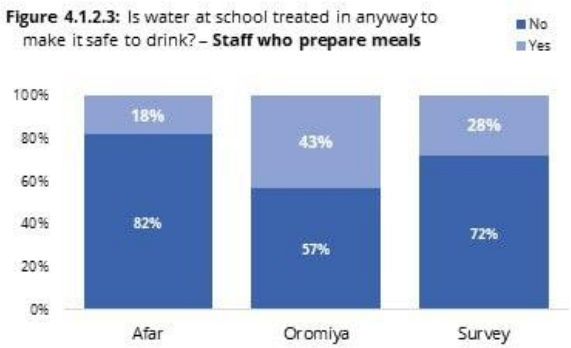
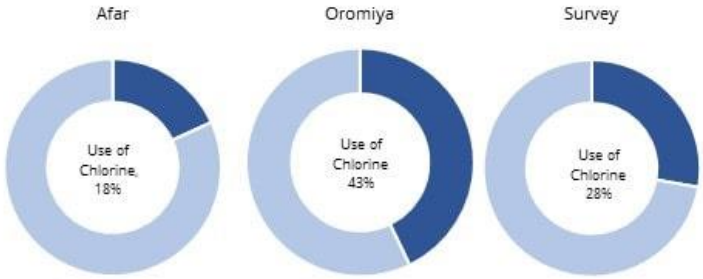


Figure 4.1.2.4: How is water at school treated to make it safe to drink? – **Staff who prepare meals**



4.2 Implementation of Health and Nutrition activities and its potential to contribute to student's hygiene practices

92 percent of the schools have school feeding programme committees in place with Oromiya having more schools.

The implementation of health and nutrition activities at school, and the active participation of students in such activities could contribute to the self-awareness, adherence to hygiene practices. 34 percent of the students reported that there are no health and nutrition activities at their schools.

Others: management of child medical cases (HIV/AIDS management), Sanitation and Hygiene.

Health & nutrition areas that could be included in the delivery mechanisms

Nutrition-Knowledge,
Food-utilization,
Kitchens,
Dining-Areas,
hygiene-facilities,
Cafeteria,
Uniforms,
Kitchenware,
Food-preparation
Safe-water,

Figure 4.2.1: What health and nutrition activities are coordinated at this school? - **students**

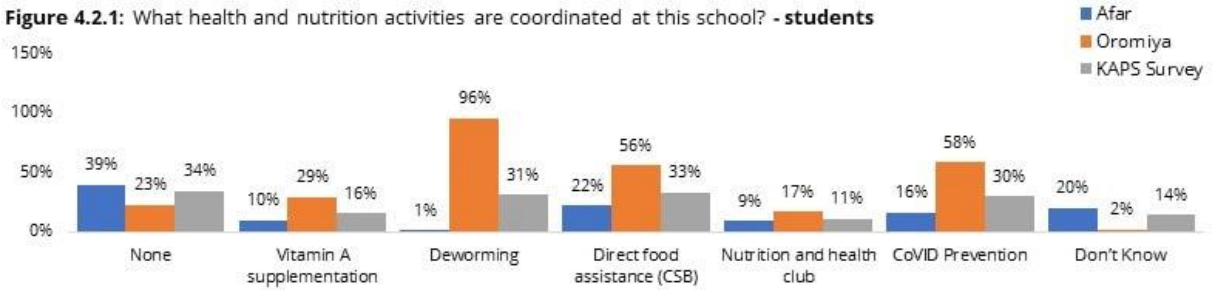
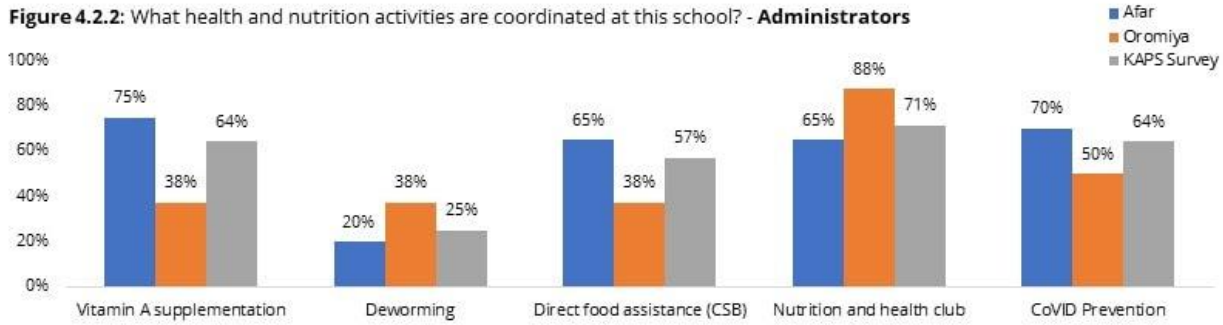


Figure 4.2.2: What health and nutrition activities are coordinated at this school? - **Administrators**



4.3 Common Sources of Health and Nutrition information in School

Students: Community based platforms are the most reported sources of health and nutrition information for schools compared to school-based platforms. In Oromiya region, media platforms (radio and or televisions) are most common and reliable platforms compared to school-based platforms.

Administrators: according to administrators, the most suitable channels that can be optimized to broadcast health and nutrition messages which target school going children are nutrition and health clubs, and other extra-curricular activities that are designed to improve feeding and health.

Others: friends and neighbours

Figure 4.3.1: What are some of the source of nutrition information in your community? - **Students**

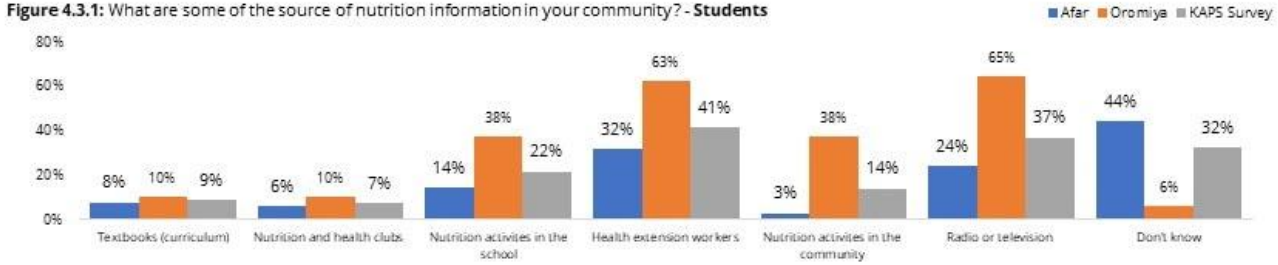


Figure 4.3.2: What are some of the source of nutrition information in your community? - **Administrators**

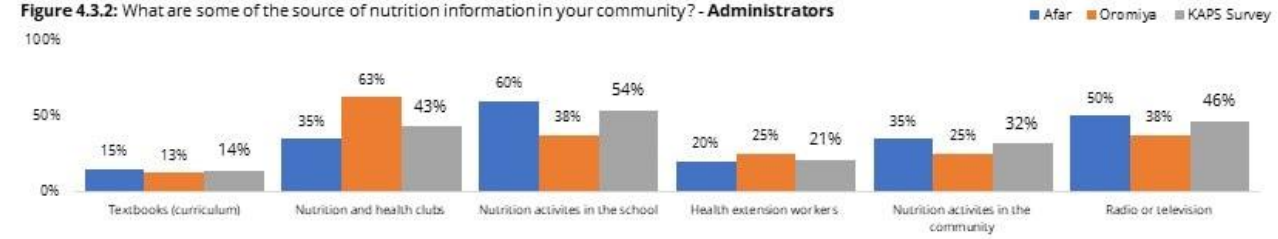
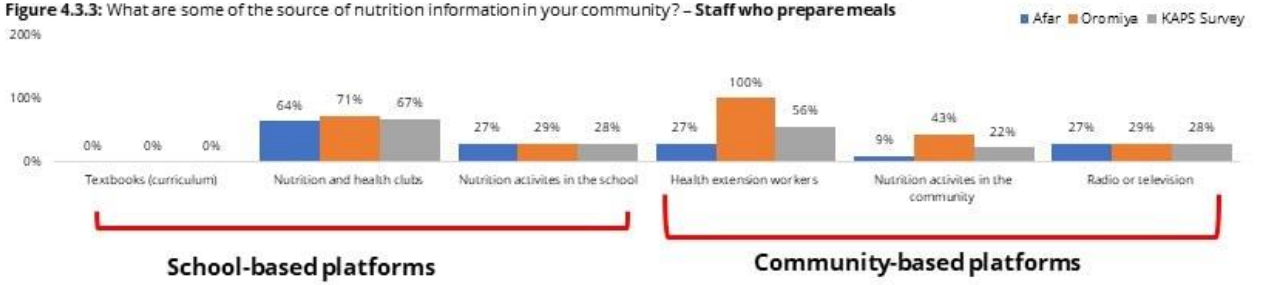
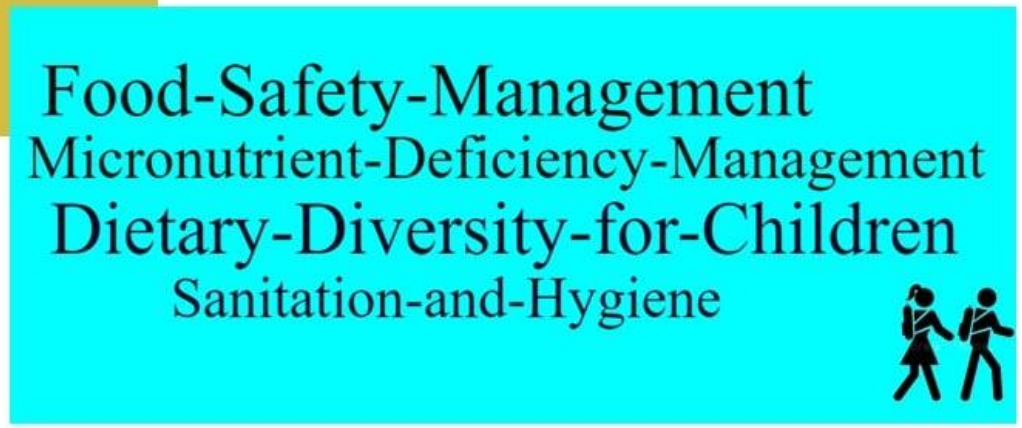


Figure 4.3.3: What are some of the source of nutrition information in your community? – **Staff who prepare meals**



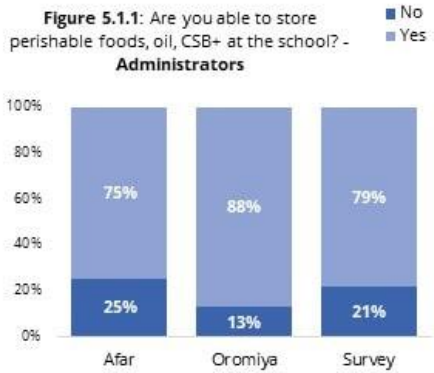
4.4 Recommended Health and nutrition messages that could shared within communities and at school (students)

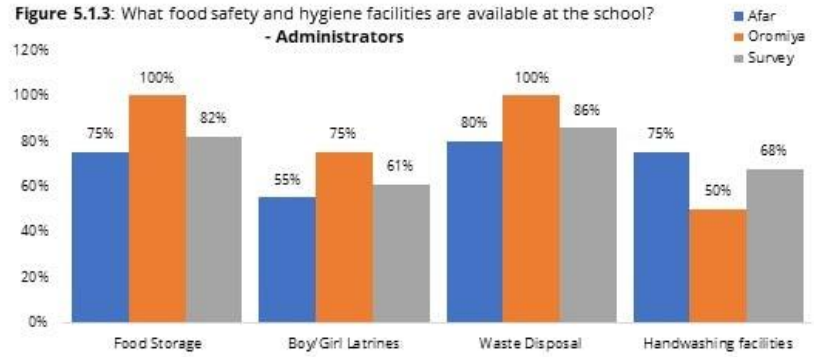


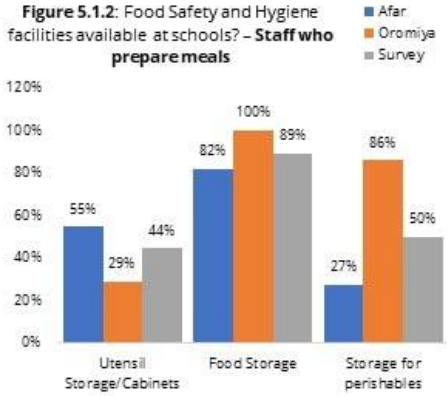
Ethiopia CO | Knowledge, Attitudes and Practices Survey | School Feeding Based Programme Health and Nutrition | August 2021 25

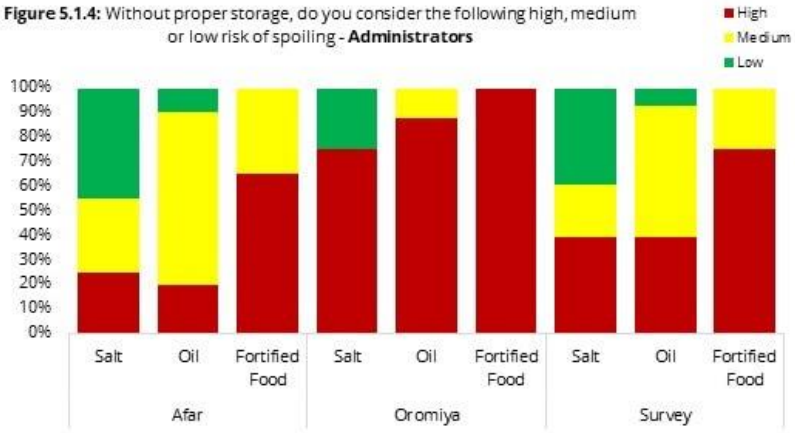
5.1 Food Safety and Hygiene facilities available at schools?

Most schools reported to have adequate food safety and hygiene facilities; schools in Afar region reported high capacity to store perishable foods, oils and fortified foods at the schools compared to schools in Oromiya region.





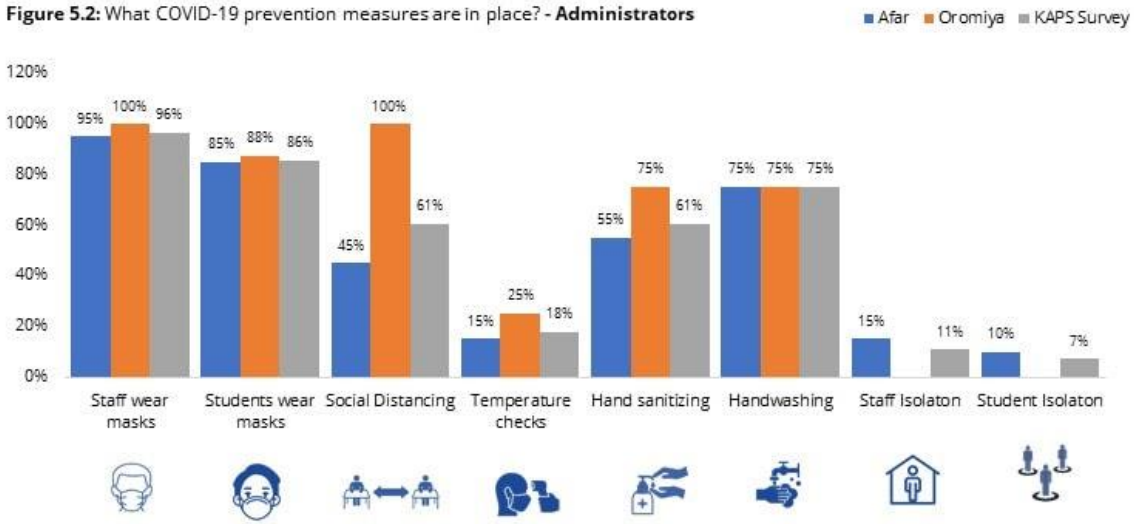




5.2 COVID-19 Prevention Measures in place at school: based on the Administrators' observations and opinions

Feedback shows that the most adhered to COVID-19 prevention measures in schools are wearing of masks, handwashing and sanitizing – the least reports are temperature checks and isolation of students or staff who display signs of Coronavirus.

Figure 5.2: What COVID-19 prevention measures are in place? - **Administrators**



Annex O Review of Key Indicators

1. This annex reviews each of the McGovern-Dole indicators and Custom Indicators that are included in the M&E framework for this programme. The Inception Report (Annex L) provided comprehensive documentation of the chosen indicators, based on information from the Performance Monitoring Plan (WFP, 2019b) as well as the grant proposal (WFP, 2018b), and includes the full definition of each McGovern-Dole indicator from USDA, 2019b.

2. The selected indicators were factored into the preparation of the evaluation matrix (Annex H) and the design of the survey instrument. The present annex comments on each of the indicators in the light of experience from the baseline data gathering and analysis.

3. Table 74 below reviews WFP expectations (from the performance monitoring plan) and data collection so far, and gives the ET assessment of the quality of data and the credibility of baselines and targets. Specific suggestions are made for improving data and reformulating targets where necessary.

Table 74 Commentary on data collection against McGovern-Dole Indicators[142]

Note: standard McGovern-Dole indicators not adopted for this programme are shaded.

MGD #	MGD Result #	Title in MGD Results Framework	Indicator Type	Indicator	Unit of Measure	Reporting Frequency
1	MGD SO1	Improved Literacy of School Age Children	outcome	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	Percent	*Baseline, Midterm, Endline*
	WFP expectation (performance monitoring plan): Data for this indicator is collected every 4 years by the MoE through a national assessment; Baseline as 32% is based on the national average reading assessment that was conducted in 2018. The annual target for the project period is taken to be 5% annual increment. *ET comment:* The national baseline is of little value for assessing project effects. At most it may indicate aggregate performance for a Region as a whole; it will not support comparison of performance between schools with and without McGovern-Dole school feeding. The grant proposal suggested that: "to track impact and measure progress made from literacy interventions in Ethiopia since 2010, WFP will, at baseline, midline and endline, commission a third-party evaluator to conduct an Early Grade Reading Assessment." However, based on discussions with literacy experts during the inception phase, this is clearly impractical. The national inspection data, which are reviewed in detail in the Inception Report's Annex O, do not have a separate specific literacy indicator, but offer some possibility of comparing indices of school performance over the intervals between inspections. The evaluation team has obtained inspection data to date for primary schools in the project districts; if data from subsequent inspections are provided, it may be possible at endline to test for the influence of school feeding on some of the inspection scores for sampled schools.					
2	MGD 1.3	Improved Student Attendance	outcome	Average student attendance rate in USDA supported classrooms/schools	Percent	Biannual
	WFP expectation (performance monitoring plan): Indicator assumes that at baseline, 70% of children will attend class at least 78% of the time. That average increases slightly over time. The disaggregation by gender is reflective of the targeted gender ratio under the program. *Data collection so far:* The WFP spreadsheet to September 2021 reports :"According to the report from BOE in both regions an average attendance rate of 92% has been achieved The variant with the last bi annual report is that, in the first bi annual report the result is based on the field monitors head count during monitoring which is based on single day head count while the result for this biannual review is an average of the semester". *ET comment:* The McGovern-Dole definition specifies that :"The indicator goes beyond a one-time measure of attendance collected at a single point in time during the school year and attempts to measure consistent school attendance during a given school year." It is therefore important to continue to obtain semester averages rather than single-day counts. It will be important to regard the first available semester average (and not WFP's current guesstimate) as the baseline. It must also be noted that the data being reported appears to be Region-wide rather than specific to the USDA assisted schools in each region. The ability of the endline survey to analyse the possible effects of USDA assistance on attendance rates will depend on the availability of school-level data on attendance, disaggregated by grade, sex and year, for the schools included in the endline sample.					
3	MGD 1.1.2	Better Access to School Supplies and Materials	output	Number of teaching and learning materials provided as a result of USDA assistance	Number	Biannual
	Data collection so far: The WFP spreadsheet to September 2021 notes procurement of various text-books under way, but not yet delivered to schools. *ET comment*: This is administrative data to be collected by the project management. The USDA guidelines specify that materials should only be counted once, on final delivery. As a global indicator, this inevitably aggregates different types of supplies and materials into a single number. However, for project management and monitoring purposes, it is important to maintain disaggregated records of progress in procuring and delivering items against the specific targets for different types of supplies and materials.					

[142] Source: USDA, 2019b, McGovern-Dole standard indicators summary, p67.

MGD #	MGD Result #	Title in MGD Results Framework	Indicator Type	Indicator	Unit of Measure	Reporting Frequency
4	MGD 1.1.4	Increased Skills and Knowledge of Teachers	outcome	Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance	Number	Annual
5	MGD 1.1.4	Increased Skills and Knowledge of Teachers	output	Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	Number	Biannual
6	MGD 1.1.5	Increased Skills and Knowledge of School Administrators	outcome	Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	Number	Annual
7	MGD 1.1.5	Increased Skills and Knowledge of School Administrators	output	Number of school administrators and officials trained or certified as a result of USDA assistance	Number	Biannual
8	MGD 1.3.3/ 2.4	Improved School Infrastructure/ Increased Access to Clean Water and Sanitation Services	output	Number of educational facilities (i.e. school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance	Number	Biannual
	Data collection so far: The WFP spreadsheet to September 2021 has a row for improved infrastructure which reports on progress towards improving kitchens and feeding shelters. There is a separate row for handwashing stations, which may also be regarded as contributing to McGovern-Dole Indicator #8. *ET comment*: This is administrative data to be collected by the project management. (The baseline survey has obtained an assessment of the current state of various types of school infrastructure in the program woredas, but this indicator refers specifically to outputs of the McGovern-Dole project itself.) As a global indicator, this inevitably aggregates different types of infrastructure into a single number. However, for project management and monitoring purposes, it is important to maintain more granular records that are disaggregated both by geographical area and by the different types of infrastructure and infrastructure improvements, that the McGovern-Dole programme has planned to deliver.					
9	MGD 1.3.4	Increased Student Enrollment	outcome	Number of students enrolled in schools receiving USDA assistance	Number	Annual
	WFP expectation (performance monitoring plan): Indicator expected to be based on school records and sourced from school attendance register or government EMIS. *Data collection so far:* The WFP spreadsheet to September 2021 reports some aggregate numbers for the period April–September 2021 but does not say how they were calculated. *ET comment:* The ET's experience up to the time of implementing the baseline survey (March/April 2021) showed that WFP records as to which schools were or were not part of the McGovern-Dole programme were very unreliable. WFP reports to USDA indicate a continual increase in the number of schools, though not necessarily in. the number of students, engaged in the programme. There can be little confidence in the numbers supplied so far, and it is very important: (a) to ensure that WFP has definitive lists of programme schools, with school IDs that can be correlated with EMIS and Inspection records; (b) to ensure that numbers of schools as well as students are disaggregated by woreda as well as by sex in the summary reports (c) ideally, to include a record of the number of Grade 0 children in the programme schools.					
10	MGD 1.4.2/ 2.7.2	Improved Policy and Regulatory Framework	output (stages 1 & 2) outcome (stages 3, 4 & 5)	Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance	Number	Annual
	*WFP expectation (performance monitoring plan):*The data source is given as project records and implementation reports It considers that the National School Feeding Strategy is the intended subject. *ET comment*: The extent to which the Strategy (now launched) can be credited to USDA and/or WFP is a matter of judgement, but it is of course important to continue qualitative monitoring and reporting on whether the strategy is being made effective and followed up.					
11	MGD 1.4.3/ 1.4.4	Increased Government Support/ Increased Engagement of Local Organizations and Community Groups	output	Value of new USG commitments, and new public and private sector investments leveraged by USDA to support food security and nutrition	U.S. Dollar	Annual
12	MGD 1.4.4	Increased Engagement of Local Organizations and Community Groups	output	Number of public-private partnerships formed as a result of USDA assistance	Number	Biannual
13	MGD 1.4.4	Increased Engagement of Local Organizations and Community Groups	output	Number of Parent-Teacher Associations (PTAs) or similar “school” governance structures supported as a result of USDA assistance	Number	Biannual

MGD #	MGD Result #	Title in MGD Results Framework	Indicator Type	Indicator	Unit of Measure	Reporting Frequency
	*WFP expectation (performance monitoring plan):*The data are expected to be collected from "project, school, community and/or administrative records" and disaggregation is considered not applicable. *Data collection so far:* The WFP spreadsheet to September 2021 has an undisaggregated figure of 658, but comments "Although 658 schools have PTA ,actual assistance through McGovern-Dole project has not been provided in the reporting period due to restriction of movement delaying interaction with the community". *ET comment*: Figures about the existence of such community organisations should be disaggregated geographically (the baseline survey suggests there may be major differences in the level of community input/organisation in the different Regions and Zones served by the project). From the point of view of the USDA Learning Objective concerning community involvement, qualitative investigation by the MTR and endline will be an essential adjunct to numerical records.					
14	MGD 2.1/ 1.3.1/ 1.2.1.1/ 1.3.1.1	Reduced Short-Term Hunger/ Increased Economic and Cultural Incentives/ Increased Access to Food (School Feeding)	output	Quantity of take-home rations provided (in metric tons) as a result of USDA assistance	Metric Tons	Biannual
	*WFP expectation (performance monitoring plan):*The data are expected to be collected from the monthly and quarterly distribution report and school administrative records. *Data collection so far:* The WFP spreadsheet to September 2021 reports a six-month total of 11.103 metric tons (Afar:312.231 metric tons, Oromia: 598.872). As discussed in Section 2.1,¶73ff, the THR incentive planned by the programme has not yet been made operational, but a number of ad hoc THR distributions have been made to pre-empt commodity expiry etc. *ET comment*: With the THR component not active at the time of the baseline survey, its questions about THR were void. Further assessment may be undertaken during the MTR.					
15	MGD 1.2.1/ 3.1/ 1.2.1.1/ 1.3.1.1	Reduced Short-Term Hunger/ Increased Economic and Cultural Incentives/ Increased Access to Food (School Feeding)	output	Number of individuals receiving take-home rations as a result of USDA assistance	Number	Biannual
	WFP expectation (performance monitoring plan): The data are expected to be collected from the monthly and quarterly distribution report and school attendance records *Data collection so far:* The WFP spreadsheet to September 2021 reports 132,926 students (96,792 in Afar Region and 36,134 in Oromia Region), but comments: "The number of individuals who received THR is higher than the planned number due to significant amount of food that was carried over with a short BUB date The THR distribution has been done to avoid food damage with the approval of the donor." *ET comment:* Records over time will need to distinguish between ad hoc distributions and those tailored as a targeted incentive.					
16	MGD 1.2.1/ 3.1/ 1.2.1.1/ 1.3.1.1	Reduced Short-Term Hunger/ Increased Economic and Cultural Incentives/ Increased Access to Food (School Feeding)	output	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	Number	Biannual
	WFP expectation (performance monitoring plan): Data collected from the monthly food distribution report/implementation report and school attendance record; to be disaggregated by male/female and new/continuing. *Data collection so far:* The WFP spreadsheet to September 2021 records 5,699,651for the period to March 2021 (not disaggregated) and for the six months through September: Afar: 6,291,480,Oromia: 4,733,023, Total: 11,024,503; of which male 6,270,692, female 4,753,811,new 11,024,503, continuing: 0. It notes that "the output result considered number of feeding days (Afar: 65; Oromia: 56). During the reporting period the number of the feeding days are less than planned due to COVID19 and delayed distribution of food . As a result the meals distributed at school are less while the food commodities have been distributed as THR" *ET comment:* During implementation actual number of feeding days will be a key issue to investigate. Variations to the menu have occurred (for shelf-life reasons) and will need to be tracked.					
17	MGD 1.2.1/ 3.1/ 1.2.1.1/ 1.3.1.1	Reduced Short-Term Hunger/ Increased Economic and Cultural Incentives/ Increased Access to Food (School Feeding)	output	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	Number	Biannual
	WFP expectation (performance monitoring plan): Data collected from the monthly food distribution report/implementation report and school attendance record; to be disaggregated by male/female and new/continuing. *Data collection so far:* The original project target is given *as* 187,425 recipients. Totals for the periods to March and to September 2021 are both below that (171,751 and 181,310). It is noted that all students are new as the programme started in the reporting period. Continuing students will be known in the next academic year. *ET comment:* As well as m/f and new/continuing breakdowns, it would be useful to show students by grade, or at least by pre-primary (Grade 0), lower primary (G1-G4) and upper primary (G5-G8).					

<table>
<tr><th>MGD #</th><th>MGD Result #</th><th>Title in MGD Results Framework</th><th>Indicator Type</th><th>Indicator</th><th>Unit of Measure</th><th>Reporting Frequency</th></tr>
<tr><td rowspan="2">18</td><td>MGD 1.2.1/ 3.1/ 1.2.1.1/ 1.3.1.1/ 2.5</td><td>Reduced Short-Term Hunger/ Increased Economic and Cultural Incentives (Or Decreased Disincentives)/ Increased Access to Food (School Feeding)/Increased Access to Preventative Health Interventions</td><td>output</td><td>Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance
[This indicator is reflective of all social assistance beneficiaries, which will be equal to the children receiving school meals as well as those receiving take home rations.]</td><td>Number</td><td>Annual</td></tr>
<tr><td colspan="6">WFP expectation (performance monitoring plan): Data collected from the monthly food distribution report/implementation report and school attendance record.
Data collection so far: The WFP spreadsheet to September 2021 gives the same totals as for Indicator #17, on the grounds that THR were not distributed in the reporting period.
ET comment: The detailed MDG guidance for this indicator specifies that recipients should keep detailed lists of all participants. It further specifies that students who receive both school meals and THR, should only be counted as one recipient in any given year. However "If the take-home ration size is calculated taking household requirement into account (i.e. with the objective of providing support to the family rather than the individual) then all family members should be counted as direct beneficiaries under this indicator".
The narrative account of THR distributions (see Section 2.1¶, 73ff) does show distributions in the reporting period. In any case this indicator is designed to be reported annually.
Baseline survey findings indicate that school meals are treated as part of a household safety net, and the same will apply at least as strongly to THR.
Accordingly WFP should have made an annual report of student recipients plus household members of students receiving THR against this indicator. (The baseline survey confirms that the usual estimate of 4 household members per student beneficiary is reasonable for Afar and Oromia.)</td></tr>
<tr><td rowspan="2">19</td><td>MGD SO2</td><td>Increased Use of Health, Nutrition and Dietary Practices</td><td>outcome</td><td>Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance</td><td>Number</td><td>Annual</td></tr>
<tr><td colspan="6">WFP expectation (performance monitoring plan): "Data collected through survey and data from health posts".
Data collection so far: The WFP spreadsheet to September 2021 states that "Data for the results will be collected from October - December 2021" although the narrative report implies that the relevant McGovern-Dole programme activity has not yet begun (see Section 2.1,¶83),
ET comment: It is rather problematic to demonstrate that people are doing something that they weren't doing before. The activity content and targets should be refined in the light of KAPS findings.</td></tr>
<tr><td rowspan="2">20</td><td>MGD SO2</td><td>Increased Use of Health, Nutrition and Dietary Practices</td><td>outcome</td><td>Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance</td><td>Number</td><td>Annual</td></tr>
<tr><td colspan="6">WFP expectation (performance monitoring plan): "Data collected through annual survey".
Data collection so far: The WFP spreadsheet to September 2021 does not differentiate clearly between two separate activities: training of cooks in food preparation, and training of school directors etc in general school feeding management (see Section 2.1,¶79,)
ET comment: We have not been made aware of the nature of the survey referred to, or who is/will be responsible for it. It is important that data are aligned with the different activities set out in the project design and budget. The activity content and targets should be refined in the light of KAPS findings.</td></tr>
<tr><td>21</td><td>MGD SO2</td><td>Increased Use of Health, Nutrition and Dietary Practices</td><td>outcome</td><td>Percent of participants of community-level nutrition interventions who practice promoted infant and young child feeding behaviors</td><td>Percent</td><td>Annual</td></tr>
<tr><td rowspan="2">22</td><td>MGD 2.2</td><td>Increased Knowledge of Safe Food Prep and Storage Practices</td><td>output</td><td>Number of individuals trained in safe food preparation and storage as a result of USDA assistance</td><td>Number</td><td>Biannual</td></tr>
<tr><td colspan="6">WFP expectation (performance monitoring plan): Data collected from implementation reports and participants training records/
Data collection so far: The WFP spreadsheet to September 2021 reports against this indicator, as follows:
<table>
<tr><th>Activity Outputs (01 October 1 2020- 31 March 2021)</th><th>Comments</th><th>Activity Outputs (01 April - 30, September 2021)</th><th>Comments</th></tr>
<tr><td>640 (Male:177, Female 463)</td><td>More training have been organized during May 2021</td><td>584</td><td>201 (Male:171, Female 30) and 383 cooks overall out of the 1500 individuals planned to be trained , 1224 school management and cooks have been trained in safe food preparation and handling. Additional trainings are planed for the next academic year as there are still un met demand due to increased coverage of schools than originally planned.</td></tr>
</table>
ET comment: The activity content should be refined in the light of KAPS findings. As noted plans for number of trainees ned to be adjusted because of the ;larger number of schools now included in the programme.</td></tr>
<tr><td>23</td><td>MGD 2.3</td><td>Increased Knowledge of Nutrition</td><td>output</td><td>Number of individuals trained in child health and nutrition as a result of USDA assistance</td><td>Number</td><td>Biannual</td></tr>
</table>

MGD #	MGD Result #	Title in MGD Results Framework	Indicator Type	Indicator	Unit of Measure	Reporting Frequency
	WFP expectation (performance monitoring plan): Data collected from implementation reports and participants training records *Data collection so far:* The WFP spreadsheet to September 2021 notes that training is still under development, and that the KAPS survey will influence its design. *ET comment:* The activity content and targets should be refined in the light of KAPS findings.					
24	MGD 2.3	Increased Knowledge of Nutrition	output	Number of children under five (0-59 months) reached with nutrition-specific interventions through USDA-supported programs	Number	Annual
25	MGD 2.3	Increased Knowledge of Nutrition	output	Number of children under two (0-23 months) reached with community-level nutrition interventions through USDA-supported programs	Number	Annual
26	MGD 2.3	Increased Knowledge of Nutrition	output	Number of pregnant women reached with nutrition specific interventions through USDA-supported programs	Number	Annual
27	MGD 2.4	Increased Access to Clean Water and Sanitation Services	output	Number of schools using an improved water source	Number	Biannual
	WFP expectation (performance monitoring plan): Data to be collected from regional education bureau EMIS data / implementation report and records. *Data collection so far:* The WFP spreadsheet to September 2021 records this indicator as N/A, without explaining why, but it also notes :"Data from process monitoring *showed* 29% of targeted schools have access to clean water. This are existing water facilities that is not done through the programme." [This estimate is broadly consistent with baseline survey findings.] *ET comment:* The detailed McGovern-Dole guidance indicates that the indicator measures the number of project/targeted schools using an improved water source. This includes schools that already had an improved water source prior to the start of this programme. It is therefore not a narrow measure of project outputs. The baseline sample survey includes data on water sources available to schools in 2021, and the endline survey will be able to assess overall progress. For project monitoring and management, however, it is useful to collect annual data.					
28	MGD 2.4	Increased Access to Clean Water and Sanitation Services	output	Number of schools with improved sanitation facilities	Number	Biannual
29	MGD 2.5	Increased Access to Preventative Health Services	output	Number of students receiving deworming medication(s)	Number	Biannual
30	MGD SO1 and SO2	Improved Literacy of School Age Children/ Increased Use of Health, Nutrition and Dietary Practices	output	Number of individuals participating in USDA food security programs *[Defined as direct beneficiaries, i.e., for this program, recipients of school meals and beneficiaries from trainings.]*	Number	Annual
	WFP expectation (performance monitoring plan): Data collected from partners distribution reports, training records and school administrative records. *Data collection so far:* The WFP spreadsheet to September 2021 reports: "The result includes individuals receiving school meals and training. So this is the sum of 181,310 students benefited from the school meal and 584 individuals benefited from the training. For the government official out of the total received training 201 individuals are government officials such as school directors and woreda education officers. The smallholder activity is planned in year two , so no beneficiaries during the reporting period" *ET comment:* Some other indicators above will contribute to the total figure. It has been agreed not to include family members of THR recipients. The numbers of other beneficiaries are very small against the numbers of school meal recipients.					

MGD #	MGD Result #	Title in MGD Results Framework	Indicator Type	Indicator	Unit of Measure	Reporting Frequency
31	MGD SO1 and SO2	Improved Literacy of School Age Children/ Increased Use of Health, Nutrition and Dietary Practices	output	Number of individuals benefiting indirectly from USDA-funded interventions [This output indicator will help WFP and its partners track all indirect beneficiaries that have been affected by a family member that received an intervention as a result of USDA assistance. **Specific to the project indirect beneficiaries are counted as the family members of school children.]**	Number	Annual
	WFP expectation (performance monitoring plan): Data collected from partners distribution reports , training records and school administrative records. This assumes members of the household also benefit from THRs. This takes into consideration that 4 family members will benefit per child. *Data collection so far:* The WFP spreadsheet to September 2021 gives a total of 455,004 and notes: "The result assumes family members of individuals receiving take-home ration. (Assuming 151,668 individuals receiving take-home rations and on the average 3 family members benefit from THR)". *ET comment:* The detailed McGovern-Dole guidance specifies that the same individual should not be counted as both a direct and an indirect beneficiary, so the student who receives the THR is not counted here. The baseline survey confirms that the usual estimate of 4 household members per student beneficiary is reasonable for Afar and Oromia. WFP should check with USDA whether 3 or 4 is considered the correct multiplier in this case. The target figures for this indicator decline gradually from 15,904 in the first year of the project to 12,528 in year 5; the much larger figure reported for year 1 reflects the much broader provision of THR in the extraordinary circumstances of the programme start-up.					
32	MGD SO1 and SO2	Improved Literacy of School Age Children/ Increased Use of Health, Nutrition and Dietary Practices	output	Number of schools reached as a result of USDA assistance	Number	Biannual
	WFP expectation (performance monitoring plan): Regional BOE data / data collected from implementation report and records. *Data collection so far:* The WFP spreadsheet to September 2021 reports the number of participating schools as 815, (far above the planned baseline figure of 450. It explains "The actual number of schools targeted and reached by this programme is higher than the original plan. This is because most schools in the pastoralist area contained few number of children, as such to meet the target number the programme has to go beyond number of schools that are originally planed while the number of students remained as planned." *ET comment:* For programme management purposes, the figure should be broken down geographically. The ET experience from conducting the baseline survey is that the small size of schools in Afar is not the whole story. Both in Afar and Oromia, contrary to expectations at design stage, almost all schools in each participating woreda have been included in the school feeding programme. Targets need to be reformulated, linked to an agreed procedure for selecting the schools to be transferred out of the McGovern-Dole programme.					

4. The remainder of this annex provides additional detail on each of the McGovern-Dole indicators. Available details on the Custom Indicators are also incorporated. Comments take account of the results spreadsheet circulated alongside the six-monthly narrative by WFP to USDA for the period to September 2021 (WFP, 2021b). As available, the yearly targets from that spreadsheet are inserted as an orange row. A yellow-shaded box provides ET comments on each indicator.

5. The assessments of strength of evidence in the final column of the evaluation matrix at Annex H have been updated to take account of this review,

#1 – Early grade reading

Indicator Number	Standard/Custom	Result	Performance Indicator	Definition	Unit of Measure	Indicator Level
#1	Standard #1	MDG SO1	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text			

Data Collection		Data Analysis, Use and Reporting		Baseline	Targets					Life of project
When	Who	Why	Who		Year 1	Year 2	Year 3	Year 4	Year 5	
					2020	2021	2022	2023	2024	
				32%	37%	42%	47%	52%	57%	57%

Data Source	Method. Approach to Data Collection	Disaggregation	WFP Notes on Indicator and Target	ET comments
		Afar/Oromia m/f	Data for this indicator is collected every 4 years by the MoE through a national assessment; Baseline as 32% is based on the national average reading assessment that was conducted in 2018. The annual target for the project period is taken to be 5% annual increment.	The WFP spreadsheet report to September 2021 says: "Data for this indicator is collected every 4 years by the MoE through a national assessment; Baseline data will be collected in 2020 and end line in 2024.* However, the national baseline is of little value for assessing project effects. At most it may indicate aggregate performance for a Region as a whole; it will not support comparison of performance between schools with and without McGovern-Dole school feeding. The grant proposal suggested that:. "to track impact and measure progress made from literacy interventions in Ethiopia since 2010, WFP will, at baseline, midline and endline, commission a third-party evaluator to conduct an Early Grade Reading Assessment." However, based on discussions with literacy experts during the inception phase, this is clearly impractical. The national inspection data, which are reviewed in detail in the Inception Report's Annex O, do not have a separate specific literacy indicator, but offer some possibility of comparing indices of school performance over the intervals between inspections. The evaluation team has obtained inspection data to date for primary schools in the project districts; if data from subsequent inspections are provided, it may be possible at endline to test for the influence of school feeding on some of the inspection scores for sampled schools.

#2 – Student attendance rate

Indicator Number	Standard/Custom	Result	Performance Indicator	Definition	Unit of Measure	Indicator Level
#2	Standard #2	MGD 1.3	Average student attendance rate in USDA supported classrooms/schools	This indicator measures the number of males and females attending school regularly. The indicator goes beyond a one-time measure of attendance collected at a single point in time during the school year and attempts to measure consistent school attendance during a given school year.	Percent	Outcome

Data Collection		Data Analysis, Use and Reporting		Baseline	Targets					Life of project
When	Who	Why	Who		Year 1	Year 2	Year 3	Year 4	Year 5	
					2020	2021	2022	2023	2024	
				32%	37%	42%	47%	52%	57%	57%
From WFP spreadsheet report to September 2021:					75%	76%	77%	78%		

Data Source	Method. Approach to Data Collection	Disaggregation	WFP Notes on Indicator and Target	ET comments
School attendance records	Individual student data from school/teacher attendance records will be collected and analyzed	Male, Female	Indicator assumes that at baseline, 70% of children will attend class at least 78% of the time. That average increases slightly over time. The disaggregation by gender is reflective of the targeted gender ratio under the program. Year 5 target is based on 6 month attendance.	The WFP spreadsheet for the period to September 2021 reports:: "According to the report from BOE in both regions an average attendance rate of 92% has been achieved. The variant with the last bi annual report is that, in the first bi annual report the result is based on the field monitors head count during monitoring which is based on single day head count while the result for this biannual review is an average of the semester." The McGovern-Dole definition specifies that :"The indicator goes beyond a one-time measure of attendance collected at a single point in time during the school year and attempts to measure consistent school attendance during a given school year." It is therefore important to continue to obtain semester averages rather than single-day counts. It will be important to regard the first available semester average (and not the current guesstimate) as the baseline. It must be noted that the data being reported appears to be Region-wide rather than specific to the USDA assisted schools in each region. The ability of the endline survey to analyse the possible effect of USDA assistance on attendance rates will depend on the availability of school-level data on attendance, disaggregated by grade, sex and year, for the schools included in the endline sample.

#3 – Teaching and learning materials provided

Indicator Number	Standard/Custom	Result	Performance Indicator	Definition	Unit of Measure	Indicator Level
#3	Standard #3	MGD 1.1.2	Number of teaching and learning materials provided as a result of USDA assistance	This indicator measures the number of teaching and learning materials provided as a result of USDA assistance. This may represent a range of final 'products', including materials that are designed and then printed and published, or documents that are purchased and distributed. For the purposes of this indicator, however, the same material should only be counted once: in its final stage of USG support.	Number: teaching/ learning materials	Output

Data Collection		Data Analysis, Use and Reporting		Baseline	Targets					Life of project
					Year 1	Year 2	Year 3	Year 4	Year 5	
When	Who	Why	Who		2020	2021	2022	2023	2024	
Semi-Annual	WFP	To assess improvement in quality of education	WFP CO USDA WFP HQ	0	140,000	140,000	0	0	0	**280,000**
From WFP spreadsheet report to September 2021:					140,000	140,000	0	0	0	

Data Source	Method. Approach to Data Collection	Disaggregation	WFP Notes on Indicator and Target	ET comments
Distribution records/project records	Data collected from programme participant records and reports, school administrator/teacher records	n/a	Indicator assumes that the sum of all different educational materials provided from grade 1-8 in the targeted schools	The WFP spreadsheet to September 2021 notes procurement of various text-books under way, but not yet delivered to schools. This is administrative data to be collected by the project management. The USDA guidelines specify that materials should only be counted once, on final delivery. As a global indicator, this inevitably aggregates different types of supplies and materials into a single number. However, for project management and monitoring purposes, it is important to maintain disaggregated records of progress in procuring and delivering items against the specific targets for different types of supplies and materials.

#8 – Educational facilities rehabilitated / constructed

Indicator Number	Standard/Custom	Result	Performance Indicator	Definition	Unit of Measure	Indicator Level
#8	Standard #8	MGD 1.3.3	Number of educational facilities (i.e. school buildings, classrooms, and latrines) rehabilitated/constructed as a result of USDA assistance	This indicator measures the number of classrooms/schools/latrines rehabilitated or constructed during the project.	Number: facilities	Output

Data Collection		Data Analysis, Use and Reporting		Baseline	Targets					Life of project
When	Who	Why	Who		Year 1	Year 2	Year 3	Year 4	Year 5	
					2020	2021	2022	2023	2024	
Semi-Annual	WFP	To assess improvement in quality of educational facilities	WFP CO USDA WFP HQ	0	50	173	50	0	0	**273**
From WFP spreadsheet report to September 2021 (infrastructure):					50	173	50			
From WFP spreadsheet report to Sept 2021(handwashing stations):					530	0	0			

Data Source	Method. Approach to Data Collection	Disaggregation	Notes on Indicator and Target	ET comments
Project records and implementation report	Data collected from programme participant records and reports.	Type: storerooms, latrines	Cumulative aggregation of annual targets.	The WFP spreadsheet to September 2021 has a row for improved infrastructure which reports on progress towards improving kitchens and feeding shelters. There is a separate row for handwashing stations, which may also be regarded as contributing to McGovern-Dole Indicator #8. Reporting at this aggregate level may fulfil the McGovern-Dole requirement, but it is not useful for project management. WFP should break the target down (a) between Afar, E Hararghe, Borana. (b) second level disaggregation by type of facility constructed/rehabilitated such as the number of latrines for female/male students. This is administrative data to be collected by the project management. The baseline survey has obtained an assessment of the current state of various types of school infrastructure in the programme woredas, but McGovern-Dole indicator #8 refers specifically to outputs of the McGovern-Dole project itself.

#9 – Students enrolled in USDA assisted schools

Indicator Number	Standard/Custom	Result	Performance Indicator	Definition	Unit of Measure	Indicator Level
#9	Standard #9	MGD 1.3.4	Number of students enrolled in school receiving USDA assistance	This is an outcome indicator measuring the number of school-age students or learners formally enrolled in the USDA supported schools in the two regions, Afar and Oromia.	Number: students	Outcome

Data Collection		Data Analysis, Use and Reporting		Baseline	Targets					Life of project
					Year 1	Year 2	Year 3	Year 4	Year 5	
When	Who	Why	Who		2020	2021	2022	2023	2024	
Annual	WFP	To track progress towards increasing student enrolment	WFP CO USDA WFP HQ	94,000	187,425	174,420	163,640	151,762	139,000	**218,866**
From WFP spreadsheet report to September 2021 (total):					187,425	174,420	163,640	151,762	139,000	
(female)					80,233	76,093	71,328	66,373		
(male)					94,187	87,547	80,434	72,628		

Data Source	Method. Approach to Data Collection	Disaggregation	Notes on Indicator and Target	ET comments
School records	Data collected from attendance register/ government EMIS	Gender: Male, Female	Targets take into account an increase in enrolment figures in assisted schools that increases each year. The life of project assumes 5% new entries each year; It is a cumulative of new entries plus the first year beneficiaries. The targets are reflective of the targeted gender ratio throughout the course of the project.	The WFP spreadsheet to September 2021 reports some aggregate numbers for the period April–September 2021 but does not say how they were calculated. The ET's experience up to the time of implementing the baseline survey (March/April 2021) showed that WFP records as to which schools were or were not part of the McGovern-Dole programme were very unreliable. WFP reports to USDA indicate a continual increase in the number of schools, though not necessarily in. the number of students, engaged in the programme. There can be little confidence in the numbers supplied so far, and it is very important: (a) to ensure that WFP has definitive lists of programme schools, with school IDs that can be correlated with EMIS and Inspection records; (b) to ensure that numbers of schools as well as students are disaggregated by woreda as well as by sex in the summary reports (c) ideally, to include a record of the number of Grade 0 children in the programme schools. Moreover, according to the project's original design, the number of schools receiving USDA assistance will taper downwards each year of project implementation. This means that the aggregate enrolment of the schools still in the programme will not directly "track progress towards increasing student enrolment" (the "why" for reporting this indicator).. The endline survey however will be able to correlate enrolment trends with school feeding, provided detailed school–level enrolment records year--by-year can be collected at endline for the schools included in the endline sample.

#10 – Development of policies, regulations. administrative procedures

Indicator Number	Standard/Custom	Result	Performance Indicator	Definition	Unit of Measure	Indicator Level
#10	Standard #10	MGD 2.7.2	Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance	This indicator measures the number of policies/ strategies, guidelines and tools developed by the Government of Ethiopia as a result of USDA assistance	Number: policies	Stages 1 & 2: Output

Data Collection		Data Analysis, Use and Reporting		Baseline	Targets					Life of project
					Year 1	Year 2	Year 3	Year 4	Year 5	
When	Who	Why	Who		2020	2021	2022	2023	2024	
Annual	WFP/ MoE	To monitor the policy reform process and accordingly undertake follow up actions. Contribute to donor and corporate report	WFP CO USDA WFP HQ	0	1	1	0	0	0	**2**
From WFP spreadsheet report to September 2021:					1	1	-	-	-	

Data Source	Method. Approach to Data Collection	Disaggregation	Notes on Indicator and Target	ET comments
Project records and implementation report	Data collected at the project level, through records of activities and capacity building carried out by the project, observation and analysis of the host government legal status of the various policies being addressed. Policies, legislation, regulations should be submitted to USDA and attached in project reports.	Type of policy: educational, child health nutrition	The SF strategy is at stage two , this project will support the consultation workshops with key stakeholders and the approval process of the strategy. Do not suggest disaggregating this, because this refers to the national school feeding strategy, which incorporates elements of education, child health, and nutrition policies.	The data source is given as project records and implementation reports WFP considers that the National School Feeding Strategy is the intended subject. The extent to which the Strategy (now launched) can be credited to USDA and/or WFP is a matter of judgement, but it is of course important to continue qualitative monitoring and reporting on whether the strategy is being made effective and followed up.

#13 – PTAs etc (school governance

Indicator Number	Standard/Custom	Result	Performance Indicator	Definition	Unit of Measure	Indicator Level
#13	Standard #13	MGD 1.4.4	Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance	This indicator will keep track of how many PTAs have formed and been supported as a result of USDA assistance. PTAs include teachers, school administrators, parents, and are integral to all school decisions.	Number: PTAs or similar	Output

Data Collection		Data Analysis, Use and Reporting		Baseline	Targets					Life of project
When	Who	Why	Who		Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023	Year 5 2024	
Semi-annual	WFP	Data will be used to assess the change in engagement of community groups/organizations at schools in the intervention areas.	WFP CO USDA WFP HQ	0	450	0	395	0	0	**450**
From WFP spreadsheet report to September 2021:					450	-	395	-		

Data Source	Method. Approach to Data Collection	Disaggregation	Notes on Indicator and Target	ET comments
School records	Data from project, school, community and/or administrative records.	n/a	This refers to strengthening the PTA structure to manage and supervise the school feeding programme	WFP September 2021 spreadsheet reports: "Although 658 schools have PTA actual assistance through McGovern-Dole project has not been provided in the reporting period due to restriction of movement delaying interaction with the community" Figures about the existence of such community organisations should be disaggregated geographically (the baseline survey suggests there may be major differences in the level of community input/organisation in the different Regions and Zones served by the project). From the point of view of the USDA Learning Objective concerning community involvement, qualitative investigation by the MTR and endline will be an essential adjunct to numerical records. Target needs to be revised to take account of the increased number of schools in the McGovern-Dole programme.

#14 – Quantity of THR

Indicator Number	Standard/Custom	Result	Performance Indicator	Definition	Unit of Measure	Indicator Level
#14	Standard #14	MGD 1.2.1.1	Quantity of take-home rations provided as a result of USDA assistance	This indicator will track the quantity of food provided as a take home ration as a result of USDA assistance	Number: quantity of rations	Output

Data Collection		Data Analysis, Use and Reporting		Baseline	Targets					Life of project
When	Who	Why	Who		Year 1	Year 2	Year 3	Year 4	Year 5	
					2020	2021	2022	2023	2024	
Semi-Annual	WFP	Data will be used to analyse the extent of attendance of the target group	WFP CO USDA WFP HQ	0	100	140	140	130	120	**630**
From WFP spreadsheet report to September 2021:					140	140	130	120		

Data Source	Method. Approach to Data Collection	Disaggregation	Notes on Indicator and Target	ET comments
Project records and implementation report	Data collected from the monthly and quarterly distribution report and school administrative records	Gender: Male/ Female	Take Home Rations and beneficiaries are a targeted intervention that is aimed at girls in grade 5 and 6, and boy in grade 6 in Afar. These two specific categories see increased dropout rates and low enrollment figures in the targeted grades. The take home ration is meant to provide an incentive for the children, and the parents.	The WFP spreadsheet to September 2021 reports a six-month total of 11.103 metric tons (Afar:312.231 metric tons, Oromia: 598.872). As discussed in the main report, the THR incentive planned by the programme has not yet been made operational, but a number of ad hoc THR distributions have been made to pre-empt commodity expiry etc. The baseline survey attempted to check scale of THR and participants' expectations, but questions were void as targeted THR had not commenced at the time of the survey.

#15 – Recipients of THR

Indicator Number	Standard/Custom	Result	Performance Indicator	Definition	Unit of Measure	Indicator Level
#15	Standard #15	MGD 1.2.1.1	Number of individuals receiving take-home rations as a result of USDA assistance	This indicator will track the number of students that receive take home rations as a result of USDA assistance in the 450 schools in Afar and Oromia.	Number: individuals	Output

Data Collection		Data Analysis, Use and Reporting		Baseline	Targets					Life of project
When	Who	Why	Who		Year 1	Year 2	Year 3	Year 4	Year 5	
					2020	2021	2022	2023	2024	
Semi-Annual	WFP	To measure the percentage of students reached with a daily school meal [??]	WFP CO USDA WFP HQ	0	3,976	3,837	3,651	3,405	3,132	**4,337**
From WFP spreadsheet report to September 2021:					3,976	3,837	3,651	3,405	3,132	

Data Source	Method. Approach to Data Collection	Disaggregation	Notes on Indicator and Target	ET comments
Project records and implementation report	Data collected from the monthly food distribution report/implementation report and school attendance record	Gender: Male, Female and New/ Continuing	This indicator assumes considering the proportion of girls and boys in Afar; and proportion of grade 6 boys and grade 5 boys.	The WFP spreadsheet to September 2021 reports 132,926 students (96,792 in Afar Region and 36,134 in Oromia Region), but comments: "The number of individuals who received THR is higher than the planned number due to significant amount of food that was carried over with a short BUB date The THR distribution has been done to avoid food damage with the approval of the donor." As with indicator #14, distributions to date are not oriented towards the original target groups for THR. Records over time will need to distinguish between ad hoc distributions and those tailored as a targeted incentive.

#16 – Number of school meals provided

Indicator Number	Standard/Custom	Result	Performance Indicator	Definition	Unit of Measure	Indicator Level
#16	Standard #16	MGD 1.2.1.1	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	A school meal may include a breakfast or lunch meal or a snack provided in the mornings or afternoon during the school period. In this case, meals will be provided in the form of a midmorning porridge for three days alternated with two days a week with rice and oil for the 176 school days in the school year.	Number: meals	Output

Data Collection		Data Analysis, Use and Reporting		Baseline	Targets					Life of project
When	Who	Why	Who		Year 1	Year 2	Year 3	Year 4	Year 5	
					2020	2021	2022	2023	2024	
Semi-annual	WFP	To monitor and report on the distribution progress. The information will contribute to periodical project review and reporting to donor and HQ	WFP CO USDA WFP HQ	0	32,986,800	30,697,920	28,800,640	26,710,112	24,464,000	**143,659,472**
From WFP spreadsheet report to September 2021:					32,986,800	30,697,920	28,800,640	26,710,112	24,464,000	

Data Source	Method. Approach to Data Collection	Disaggregation	Notes on Indicator and Target	ET comments
Project records and implementation report	Data collected from the monthly food distribution report/implementation report and school attendance record	Gender: Male, Female and New/ Continuing	This target counts the number of meals served in the school in a given academic year and the project life time	The WFP spreadsheet to September 2021 records 5,699,651for the period to March 2021 (not disaggregated) and for the six months through September: Afar: 6,291,480,Oromia: 4,733,023;Total: 11,024,503; of which male 6,270,692, female 4,753,811,new 11,024,503, continuing: 0. It notes that "the output result considered number of feeding days (Afar: 65; Oromia: 56). During the reporting period the number of the feeding days are less than planned due to COVID19 and delayed distribution of food . As a result the meals distributed at school are less while the food commodities have been distributed as THR." During implementation actual number of feeding days will be a key issue to investigate. Variations to the menu have occurred (for shelf-life reasons) and will need to be tracked.

#17 – Number of children receiving school meals

Indicator Number	Standard/Custom	Result	Performance Indicator	Definition	Unit of Measure	Indicator Level
#17	Standard #17	MGD 1.2.1.1	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	A school meal may include a breakfast or lunch meal or a snack provided in the mornings or afternoon during the school period. In this case, meals will be provided in the form of a midmorning porridge for three days alternated with two days a week with rice and oil for the 176 school days in the school year.	Number: children	Output

Data Collection		Data Analysis, Use and Reporting		Baseline	Targets					Life of project
					Year 1	Year 2	Year 3	Year 4	Year 5	
When	Who	Why	Who		2020	2021	2022	2023	2024	
Semi-annual	WFP	To monitor and report on the distribution progress. The information will contribute to periodical project review and reporting to donor and HQ	WFP CO USDA WFP HQ	0	187,425	174,420	163,640	151,762	139,000	**218,866**
From WFP spreadsheet report to September 2021:					187,425	174,420	163,640	151,762	139,000	

Data Source	Method. Approach to Data Collection	Disaggregation	Notes on Indicator and Target	ET comments
Project records and implementation report	Data collected from the monthly food distribution report/implementation report and school attendance record	Gender: Male, Female and New/ Continuing	The targets are reflective of the targeted gender ratio throughout the course of the project. The LOP target assumes 5% of total beneficiaries are new each year	*Data collection so far:* The original project target is given *as* 187,425 recipients. Totals for the periods to March and to September 2021 are both below that (171,751 and 181,310). It is noted that all students are new as the programme started in the reporting period. Continuing students will be known in the next academic year. As well as m/f and new/continuing breakdowns, it would be useful to show students by grade, or at least by pre-primary (Grade 0) , lower primary (G1-G4) and upper primary (G5-G8).

#18 – Number of social assistance beneficiaries

Indicator Number	Standard/Custom	Result	Performance Indicator	Definition	Unit of Measure	Indicator Level
#18	Standard #18	MGD 1.2.1.1/1.3.1.1/2.5	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	This indicator is reflective of all social assistance beneficiaries, which will be equal to the children receiving school meals as well as those receiving take home rations.	Number: individuals	Output

Data Collection		Data Analysis, Use and Reporting		Baseline	Targets					Life of project
When	Who	Why	Who		Year 1	Year 2	Year 3	Year 4	Year 5	
					2020	2021	2022	2023	2024	
Semi-Annual	WFP	To measure the number of students participating in productive safety nets	WFP CO USDA WFP HQ	0	191,401	178,257	167,291	155,167	142,132	**223,203**
From WFP spreadsheet report to September 2021:					191,401	178,257	167,291	155,167	142,132	

Data Source	Method. Approach to Data Collection	Disaggregation	Notes on Indicator and Target	ET comments
Project records and implementation report	Data collected from the monthly food distribution report/ implementation report and school attendance record	Gender: Male, Female and New/ Continuing	The targets are reflective of the targeted gender ratio throughout the course of the project. The targets incorporate school meals and THR beneficiaries.	The WFP spreadsheet to September 2021 gives the same totals as for Indicator #17, on the grounds that THR were not distributed in the reporting period. The detailed MDG guidance for this indicator specifies that recipients should keep detailed lists of all participants. It further specifies that students who receive both school meals and THR, should only be counted as one recipient in any given year. However "If the take-home ration size is calculated taking household requirement into account (i.e. with the objective of providing support to the family rather than the individual) then all family members should be counted as direct beneficiaries under this indicator". The narrative account of THR distributions (see Section 2.1¶, 73ff) does show distributions in the reporting period. In any case this indicator is designed to be reported annually. Baseline survey findings indicate that school meals are treated as part of a household safety net, and the same will apply at least as strongly to THR. Accordingly WFP should have made an annual report of student recipients plus household members of students receiving THR against this indicator. (The baseline survey confirms that the usual estimate of 4 household members per student beneficiary is reasonable for Afar and Oromia.)

#19 – Individuals using new CHN practices

Indicator Number	Standard/Custom	Result	Performance Indicator	Definition	Unit of Measure	Indicator Level
#19	Standard #19	MGD SO 2	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	This is an outcome indicator measuring the number of health professionals or others trained in child health and nutrition directly as a result of USDA funding in whole or in part and demonstrate the knowledge gained as a result of the assistance.	Number: individuals	Outcome

Data Collection		Data Analysis, Use and Reporting		Baseline	Targets					Life of project
When	Who	Why	Who		Year 1	Year 2	Year 3	Year 4	Year 5	
					2020	2021	2022	2023	2024	
Annual	WFP	Data will be used to assess the change in child heath and nutrition practices	WFP CO USDA WFP HQ	0	0	255	255	255	0	**510**
From WFP spreadsheet report to September 2021:					-	255	255	255		

Data Source	Method. Approach to Data Collection	Disaggregation	Notes on Indicator and Target	ET comments
Project records and implementation report	Data collected through survey and data from health post	n/a	This indicator reflects an accumulation of annual targets. It assumes a retention rate of 85% of all those trained.	The WFP spreadsheet to September 2021 states that "Data for the results will be collected from October - December 2021" although the narrative report implies that the relevant McGovern-Dole programme activity has not yet begun (see Section 2.1,¶83), It is not clear which survey is referred to as a source for annual data, or how WFP will gather data from health posts. It is rather problematic to demonstrate that people are doing something *that they weren't doing before.* The activity content and targets should be refined in the light of KAPS findings, and only then will it be clear which new practices are to be regarded as an outcome of the project.

#20 – Individuals using new food preparation practices

Indicator Number	Standard/Custom	Result	Performance Indicator	Definition	Unit of Measure	Indicator Level
#20	Standard #20	MGD SO2	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	This indicator will track the extent to which the safe food prep and storage practices that were taught are being retained by trainees.	Number: individuals	Outcome

Data Collection		Data Analysis, Use and Reporting		Baseline	Targets					Life of project
When	Who	Why	Who		Year 1	Year 2	Year 3	Year 4	Year 5	
					2020	2021	2022	2023	2024	
Annual	WFP	Data will be used to assess the change in safe food preparation and storage practices in schools	WFP CO USDA WFP HQ	0	0	1,125	263	0	0	**1,388**
From WFP spreadsheet report to September 2021:					-	1,125	263	-	-	

Data Source	Method. Approach to Data Collection	Disaggregation	Notes on Indicator and Target	ET comments
Project records and implementation report	Data collected through annual survey	n/a	This assumes at least 75% of all trained people will be able to use the new knowledge by year three	The WFP spreadsheet to September 2021 does not differentiate clearly between two separate activities: training of cooks in food preparation, and training of school directors etc in general school feeding management (see Section 2.1,¶79,) The evaluation team has not been made aware of the nature of the survey referred to, or who is/will be responsible for it. It is important that data are aligned with the different activities set out in the project design and budget. The activity content and targets should be refined in the light of KAPS findings.

#22 – Individuals trained in food preparation practices

Indicator Number	Standard/Custom	Result	Performance Indicator	Definition	Unit of Measure	Indicator Level
#22	Standard #22	MGD 2.2	Number of individuals trained in safe food preparation and storage as a result of USDA assistance	This is an output indicator measuring the number of individuals (cooks, school administrators, teachers) trained in safe food preparation and storage directly as a result of USDA funding in whole or in part.	Number: individuals	Output

Data Collection		Data Analysis, Use and Reporting		Baseline	Targets					Life of project
When	Who	Why	Who		Year 1	Year 2	Year 3	Year 4	Year 5	
					2020	2021	2022	2023	2024	
Semi-Annual	WFP	Data will be used to assess the change in safe food preparation and storage practices in schools	WFP CO USDA WFP HQ	0	1,500	350	0	0	0	**1,850**
From WFP spreadsheet report to September 2021:					1,500	350	-	-	-	

Data Source	Method. Approach to Data Collection	Disaggregation	Notes on Indicator and Target	ET comments
Project records and implementation report	Data collected from implementation reports and participants training records	Gender: male, female	This assumes retention rate of 65% cooks trained in Yr 1	The September 2021 spreadsheet notes: "201 (Male:171, Female 30) and 383 cooks overall out of the 1500 individuals planed to be trained , 1224 school management and cooks have been trained in safe food preparation and handling. Additional trainings are planed for the next academic year as there are still unmet demand due to increased coverage of schools than originally planned" Again the activity content should be refined in the light of KAPS findings, and the target should be adjusted to take account of changes in the number of participating schools.

#23 – Individuals trained in CHN

Indicator Number	Standard/Custom	Result	Performance Indicator	Definition	Unit of Measure	Indicator Level
#23	Standard #23	MGD 2.3	Number of individuals trained in child health and nutrition as a result of USDA assistance	This is an output indicator measuring the number of individuals (cooks, school administrators, teachers) trained in child health and nutrition directly as a result of USDA funding in whole or in part.	Number: individuals	Output

Data Collection		Data Analysis, Use and Reporting		Baseline	Targets					Life of project
					Year 1	Year 2	Year 3	Year 4	Year 5	
When	Who	Why	Who		2020	2021	2022	2023	2024	
Semi-Annual	WFP	Data will be used to assess the change in child heath and nutrition practices	WFP CO USDA WFP HQ	0	300	300	300	0	0	**900**
From WFP spreadsheet report to September 2021:					300	300	300	0	0	

Data Source	Method. Approach to Data Collection	Disaggregation	Notes on Indicator and Target	ET comments
Project records and implementation report	Data collected from implementation reports and participants training records	Gender: male, female		WFP spreadsheet notes: "This training will be developed based on the KAP survey outcome to address the knowledge gap. The KAP survey preliminary analysis is done, using this training will be provided in the next reporting period." Again the activity content should be refined in the light of KAPS findings, and the target should be adjusted to take account of changes in the number of participating schools.

#27 – School water sources improved

Indicator Number	Standard/Custom	Result	Performance Indicator	Definition	Unit of Measure	Indicator Level
#27	Standard #27	MGD 2.4	Number of schools using an improved water source	This indicator measures the number of project/targeted schools using an improved water source. This includes schools that already had an improved water source prior to the start of this program.	Number: schools	Output

Data Collection		Data Analysis, Use and Reporting		Baseline	Targets					Life of project
When	Who	Why	Who		Year 1	Year 2	Year 3	Year 4	Year 5	
					2020	2021	2022	2023	2024	
Semi-Annual	WFP/ MoE	Data will be used to assess the improvement in water sources used at schools	WFP CO USDA WFP HQ	161	0	48	0	0	0	**209**
From WFP spreadsheet report to September 2021:					-	48	-	-	-	

Data Source	Method. Approach to Data Collection	Disaggregation	Notes on Indicator and Target	ET comments
Project records and implementation report	Regional education bureau EMIS data / implementation report and records	n/a	This indicator reflects an accumulation of annual targets. This assumes a baseline of 161 schools in the two regions already have access to improved water sources (based on data from the government, 35% of schools in Afar and 38% of schools in Oromia already have access to improved water sources).	WFP spreadsheet notes: "Data from process monitoring showed 29% of targeted schools have access to clean water. This are existing water facilities that is not done through the programme." The WFP spreadsheet to September 2021 records this indicator as N/A, without explaining why, but it also notes :"Data from process monitoring showed 29% of targeted schools have access to clean water. This are existing water facilities that is not done through the programme." [This estimate is broadly consistent with baseline survey findings.] The detailed McGovern-Dole guidance indicates that indicator measures the number of project/targeted schools using an improved water source. This includes schools that already had an improved water source prior to the start of this programme. It is therefore not a narrow measure of project outputs. The baseline sample survey includes data on water sources available to schools in 2021, and the endline survey will be able to assess overall progress. For project monitoring and management, however, it is useful to collect annual data. .However, there is no obvious logic to the "target" figure given.

#30 – Direct beneficiaries of USDA

Indicator Number	Standard/Custom	Result	Performance Indicator	Definition	Unit of Measure	Indicator Level
#30	Standard #30	MGD SO1/ MGD SO2	Number of individuals participating in USDA food security programs (direct beneficiaries)	This output indicator will help WFP and partners track all beneficiaries that have received an intervention as a result of USDA assistance. Specific to the project, beneficiaries are recipients of trainings and school meals.	Number: individuals	Output

Data Collection		Data Analysis, Use and Reporting		Baseline	Targets					Life of project
When	Who	Why	Who		Year 1	Year 2	Year 3	Year 4	Year 5	
					2020	2021	2022	2023	2024	
Annual	WFP	To measure the number of direct individuals benefiting of USDA funded intervention; Indicates the breadth and scale of the project's impact in the target departments	WFP CO USDA WFP HQ	0	193,201	178,907	167,591	155,167	142,132	**225,953**
From WFP spreadsheet report to September 2021 (total):					193,201	178,907	167,591	155,167	142,132	
			(male)		103,885	95,087	90,930	82,810		
			(female)		88,916	84,038	80,828	75,978		

Data Source	Method. Approach to Data Collection	Disaggregation	Notes on Indicator and Target	ET comments
Project records and implementation report	Data collected from partners distribution reports , training records and school administrative records	Gender: male/female, Type: government official, smallholder farmer, civil society, Age: 3-15, 15-59	This refers to the number of direct beneficiaries under the McGovern-Dole program.	WP spreadsheet reports: "The result includes individuals receiving school meals and training. So this is the sum of 181,310 students benefited from the school meal and 584 individuals benefited from the training. For the government official out of the total received training 201 individuals are government officials such as school directors and woreda education officers. The smallholder activity is planned in year two, so no beneficiaries during the reporting period" Some other indicators above will contribute to the total figure. It has been agreed not to include family members of THR recipients. The numbers of other beneficiaries are very small against the numbers of school meal recipients.

#31 – Indirect beneficiaries of USDA

Indicator Number	Standard/Custom	Result	Performance Indicator	Definition	Unit of Measure	Indicator Level
#31	Standard #31	MGD SO1 / MGD SO2	Number of individuals benefiting indirectly from USDA-funded interventions	This output indicator will help WFP and its partners track all indirect beneficiaries that have been affected by a family member that received an intervention as a result of USDA assistance. **Specific to the project indirect beneficiaries are counted as the family members of school children.**	Number: individuals	Output

Data Collection		Data Analysis, Use and Reporting		Baseline	Targets					Life of project
When	Who	Why	Who		Year 1	Year 2	Year 3	Year 4	Year 5	
					2020	2021	2022	2023	2024	
Annual	WFP	To measure the number of direct individuals benefiting of USDA funded intervention; Indicates the breadth and scale of the project's impact in the target departments	WFP CO USDA WFP HQ	0	15,904	15,348	14,604	13,620	12,528	**17,348**
From WFP spreadsheet report to September 2021:					15,904	15,348	14,604	13,620	12,528	

Data Source	Method. Approach to Data Collection	Disaggregation	Notes on Indicator and Target	ET comments
Project records and implementation report	Data collected from partners distribution reports , training records and school administrative records	Gender: male/female, New/Continuing	This assumes members of the HH also benefit from THRs. This takes into consideration that 4 family members will benefit per Child.	WFP spreadsheet notes: "The result assumes family members of individuals receiving take-home ration. (Assuming 151,668 individuals receiving take-home rations and on the average 3 family members benefit from THR)" The detailed McGovern-Dole guidance specifies that the same individual should not be counted as both a direct and an indirect beneficiary, so the student who receives the THR is not counted here. The baseline survey confirms that the usual estimate of 4 household members per student beneficiary is reasonable for Afar and Oromia. WFP should check with USDA whether 3 or 4 is considered the correct multiplier in this case.

#32 – Schools reached by USDA assistance

Indicator Number	Standard/Custom	Result	Performance Indicator	Definition	Unit of Measure	Indicator Level
#32	Standard #32	MGD SO1 / MGD SO2	Number of schools reached as a result of USDA assistance	This output indicator refers to the number of schools targeted throughout the life of this project.	Number: schools	Output

Data Collection		Data Analysis, Use and Reporting		Baseline	Targets					Life of project
					Year 1	Year 2	Year 3	Year 4	Year 5	
When	Who	Why	Who		2020	2021	2022	2023	2024	
Annual	WFP/ MoE	To measure the number of schools benefiting from USDA assistance.	WFP CO USDA WFP HQ	0	450	432	411	377	348	**450**
From WFP spreadsheet report to September 2021:					450	432	411	377	348	

Data Source	Method. Approach to Data Collection	Disaggregation	Notes on Indicator and Target	ET comments
Project records and implementation report	Regional BOE data / data collected from implementation report and records	n/a	For Afar Region, existing schools will continue to be targeted. For Oromia, joint assessment will be conducted to agree on the list of targeted schools once proposed by BOE to ensure alignment with literacy programme.	The WFP spreadsheet to September 2021 reports the number of participating schools as 815, (far above the planned baseline figure of 450). It explains: "The actual number of schools targeted and reached by this programme is higher than the original plan. This is because most schools in the pastoralist area contained few number of children, as such to meet the target number the programme has to go beyond number of schools that are originally planed while the number of students remained as planned." For programme management purposes, the figure should be broken down geographically. The ET experience from conducting the baseline survey is that the small size of schools in Afar is not the whole story. Both in Afar and Oromia, contrary to expectations at design stage, almost all schools in each participating woreda have been included in the school feeding programme. Targets need to be reformulated, linked to an agreed procedure for selecting the schools to be transferred out of the McGovern-Dole programme.

#CI1 – Gender Parity Index[143]

Indicator Number	Standard/Custom	Result	Performance Indicator	Definition	Unit of Measure	Indicator Level
CI1	Custom #1	MGD SO 2	Gender Parity Index			

Data Collection		Data Analysis, Use and Reporting		Baseline	Targets					Life of project
When	Who	Why	Who		Year 1	Year 2	Year 3	Year 4	Year 5	
					2020	2021	2022	2023	2024	
From WFP spreadsheet report to September 2021:				0.85:1	0.87:1	0.89:1	0.91:1	0.93:1	0.93: 1	**0.93: 1**

Data Source	Method. Approach to Data Collection	Disaggregation	Notes on Indicator and Target	ET comments
				The WFP September 2021 spreadsheet gives the targets shown, but does not explain how they were derived. It states that data for this indicator (and others) will be collected during the period October – December 2021. The baseline survey has data on GPI. for the sampled schools.

[143] Listed in Performance Monitoring Plan, but no details provided.

#CI2 – Screenings of ECD children

Indicator Number	Standard/Custom	Result	Performance Indicator	Definition	Unit of Measure	Indicator Level
CI2	Custom #2	MGD SO 2	Number of screenings of ECD children conducted	This indicator will track the number of screenings of ECD children as a result of USDA assistance	Number: children	Output

Data Collection		Data Analysis, Use and Reporting		Baseline	Targets					Life of project
When	Who	Why	Who		Year 1	Year 2	Year 3	Year 4	Year 5	
					2020	2021	2022	2023	2024	
Annual	MoH		WFP CO USDA WFP HQ	0	10	10	10	10	0	**40**
From WFP spreadsheet report to September 2021:					10	10	10	10	0	

Data Source	Method. Approach to Data Collection	Disaggregation	Notes on Indicator and Target	ET comments
MoH data	Data will be collected by Mobile Health Units	n/a		The September 2021 .repeats the targets from the Performance Monitoring Plan, and says "screening already conducted for three months (April–June)". Neither source gives any explanation of the unit of measure ("a screening") or what it involves.

#CI3 – Schools with clean utensils etc

Indicator Number	Standard/Custom	Result	Performance Indicator	Definition	Unit of Measure	Indicator Level
CI3	Custom #3	MGD SO 2	Number of schools with clean utensils and appropriate serving modalities	This output indicator will track the number of schools that receive clean utensils and serving modalities as a result of USDA assistance	Number: schools	Output

Data Collection		Data Analysis, Use and Reporting		Baseline	Targets					Life of project
When	Who	Why	Who		Year 1	Year 2	Year 3	Year 4	Year 5	
					2020	2021	2022	2023	2024	
Annual	WFP		WFP CO USDA WFP HQ	0	315	324	329	320	313	**405**
From WFP spreadsheet report to September 2021:					354	357	360	355	345	

Data Source	Method. Approach to Data Collection	Disaggregation	Notes on Indicator and Target	ET comments
Project records and implementation report	Data collected from partners distribution reports , training records and school administrative records	n/a	Starting with 70% of schools, ending up with 90%. Cumulative aggregation of annual targets.	The WFP spreadsheet notes: "475 schools received different non - food items: Cooking pot (571), Plates(47117), Spoon (43,043), Cups (33,040) Bucket (299), Ladle (360) and basin (331). This achievement is 134% based on the original project plan that intend to reach only 345 schools through provision of NFI , However the actual number of schools targeted are 815 schools creating additional demand than originally planned." Targets do not appear to have been adjusted to match the increased number of schools, and an additional budget allocation to this item would be necessary to allow the target to be increased. Pupil- determined amounts (e.g. for spoons and cups) may not have changed, but more schools will mean more cooking pots etc.

#CI4 – Handwashing stations constructed

Indicator Number	Standard/Custom	Result	Performance Indicator	Definition	Unit of Measure	Indicator Level
CI4	Custom #4	MDG SO 2	Number of handwashing stations constructed as a result of USDA assistance	This output indicator will track the number of schools that have handwashing stations as a result of USDA assistance	Number: schools	Output

Data Collection		Data Analysis, Use and Reporting		Baseline	Targets				Life of project
When	Who	Why	Who		Year 1	Year 2	Year 3	Year 4	Year 5	
					2020	2021	2022	2023	2024	
Annual	WFP		WFP CO USDA WFP HQ	5	530	0	0	0	0	**530**
From WFP spreadsheet report to September 2021:					530	0	0			

Data Source	Method. Approach to Data Collection	Disaggregation	Notes on Indicator and Target	ET comments
Project records and implementation report	Data collected from partners distribution reports , training records and school administrative records	n/a		The WFP spreadsheet notes: "614 handwashing stations procured and distributed to targeted schools. (83 in Oromia, and 531 in Afar)" As noted re McGovern-Dole Indicator #8, construction of handwashing stations could count against that indicator It is useful to disaggregate different types of infrastructure, but there is no merit in under-reporting against McGovern-Dole #8.. It is not clear why the baseline is given as 5 in the performance monitoring plan. In line with USDA's methodology for McGovern-Dole indicator #8, the baseline value should be zero.

#CI5 – Student attentiveness

Indicator Number	Standard/Custom	Result	Performance Indicator	Definition	Unit of Measure	Indicator Level
CI5	Custom #5	MDG SO 1	Percent of students identified as attentive in classrooms during the class or instruction	This is an outcome indicators that will measures teachers' perception of children to concentrate	Number: teachers	Outcome

Data Collection		Data Analysis, Use and Reporting		Baseline	Targets					Life of project
When	Who	Why	Who		Year 1	Year 2	Year 3	Year 4	Year 5	
					2020	2021	2022	2023	2024	
Annual	WFP		WFP CO USDA WFP HQ	50%	55%	65%	75%	85%	95%	**95%**
From WFP spreadsheet report to September 2021:					55%	65%	75%	85%	95%	

Data Source	Method. Approach to Data Collection	Disaggregation	Notes on Indicator and Target	ET comments
Teachers	Data collected from focus groups	n/a	Baseline will decided during baseline survey	The baseline survey has included teacher assessments of concentration and attentiveness. However trends in attentiveness would be problematic to measure. Approach will be mainly to see if there are differential assessments between programme and non-programme schools, or correlations with other relevant indicators, including FCS.

Annex P Issues for Mid-Term Review

Introduction

1. This annex offers proposals for the Mid-Term Review based on the findings from the baseline analysis and the experience of conducting it. As background, Box 16 is the reminder of the description of the MTR from the Evaluation Plan.

Box 16 Specification of the Mid-Term Review

> The objective of the midterm review is to assess if the intervention is on track through a systematic review of monitoring data so that WFP and its project partners can adjust course as necessary for the remainder of the project term. The review will be focused on the implementation of the program with the review findings targeted at adjustments or program management decisions that will help improve implementation. The review will assess progress from the beginning of the project period (referencing baseline results) and will provide an early signal of the effectiveness of interventions; document lessons learned; assess sustainability efforts to date; and discuss and recommend mid-course corrections. As such, the mid-term review is focused on interim or anticipated results, partnerships, implementation arrangements and systems, and any factors affecting the results achieved at the mid-point. The midterm review will rely not only on monitoring data but also use information available to WFP from a variety of other sources.
>
> Specifically, the midterm review will (1) assess whether the project is likely to demonstrate relevance, effectiveness and efficiency, impact and sustainability on completion (these will be fully assessed only at final evaluation stage), (2) collect performance indicator data for strategic objectives and higher-level results, (3) assess whether the project is on track to meet the results and targets, (4) review the results frameworks and theory of change, and (5) identify any necessary mid-course corrections. The midterm review will rely on the Baseline Study for baseline data and critical context necessary to review the project at interim. WFP envisions that the midterm review will be conducted approximately halfway through project implementation. This review will address the questions included in [the table of Preliminary Evaluation Questions].
>
> Further the midterm review aims to capture progress and remaining challenges against key foundational results as associated with government ownership, strategic frameworks, institutional and systems capacities, and community engagement. The latter will rely on qualitative research by the review team, including key informant interviews and review of documented evidence of steps undertaken by WFP, cooperating partners and government counterparts to establish conditions for a successful transition to government ownership.
>
> The methodology will be further detailed in the TOR for the midterm review and the review team is expected to elaborate if necessary, the framework for the midterm review.
>
> Source: WFP, 2020a, p5–6.

2. It should be noted that the MTR is not a full evaluation, and will not be expected to apply the same standards as the baseline and endline evaluation reports. As noted in our glossary (Annex D of the Inception Report), WFP defines a review as follows:

> Periodic or ad hoc assessment of the performance of a programmatic intervention, or a specific aspect of a programme intervention, intended to inform decision-making and/or learning. A review tends to focus on operational issues and is typically managed internally, to enable timely decision-making and potential adjustments to an ongoing programme. Some reviews may be conducted by external reviewers, or by a mix of internal and external. Reviews do not have to conform to international norms or standards, or to publication requirements.

Evaluation questions for the MTR

3. A preliminary set of evaluation questions (EQs) for the MTR was included in the Evaluation Plan ()WFP, 2020a). We anticipate some modifications to those questions, in line with the refinements to the EQs for the final evaluation, as now represented in the Evaluation Matrix (Annex H). A set of draft questions that follows the same pattern as the EQs for the final evaluation is presented in Table 75 below. Table 76 shows how these draft questions would cover the issues raise in the evaluation plan.

Table 75 Draft EQs for the Mid-Term Review

Questions for mid term review	Evaluation criteria
Key Question A : How appropriate was the programme?	
EQ1. What is the quality of the project design, mainly in terms of beneficiary targeting and ability to reach the right people with the right type of assistance?	continuing relevance
EQ2. How well is the project aligned with the education and school feeding policies of the government and of donors?	continuing relevance internal coherence external coherence
EQ3. How well is the project adapted to context in terms of gender, equity, and other cross-cutting issues?	continuing relevance
Key Question B: What are the results of the programme?	
EQ4. How well is project implementation progressing? Is the project on track to carry out all planned activities and achieve planned outputs?	effectiveness
EQ5. What are the intermediate effects of the project (including any unexpected effects. positive or negative)?	effectiveness
EQ6. Is the project monitoring on track to measure planned outputs and outcomes, including gender and equity dimensions, at endline?	effectiveness
EQ7. How well did the project adjust to the Covid-19 pandemic and any other unforeseen factors?	relevance, effectiveness, efficiency
Key Question C: What factors affected the results?	
EQ8. What has been the efficiency of the programme, in terms of transfer cost, cost/beneficiary, logistics, and timeliness of delivery??	efficiency
EQ9. How well is food safety being managed taking into consideration the different system of national, regional, local and community governance?	efficiency
EQ10. Are local communities (PTAs, farmers groups, etc.) fully involved in and contributing toward school feeding and education activities?	relevance, coherence
EQ11. How have other factors affected implementation and results so far?	all
Key Question D: To what extent are the project results sustainable?	
EQ12. What progress has the government made towards developing and implementing a nationally owned school feeding programme?	effectiveness, sustainability
EQ13. Are local communities (PTAs, farmers groups, etc.) fully involved in and contributing toward school feeding and education activities?	relevance, sustainability
Key Question E: What lessons can be learned from this project so far?	
EQ14. How can a combination of local procurement during harvest time be supplemented with international food aid to promote locally and/or nationally sustainable school meals programme?	relevance, effectiveness, efficiency
EQ15. Are there other interim lessons to note?	all
EQ16. Are there any recommendations for mid-course corrections to improve the project's relevance, efficiency, effectiveness, impact, and/or sustainability?	all

Table 76 Mapping draft MTR questions onto revised EQs for MTR

Focus Area	Key Questions – Mid-term Review	now covered by:
Relevance	What is the quality of the project design, mainly in terms of beneficiary targeting and ability to reach the right people with the right type of assistance? Is the project aligned with national government and donor's education and school feeding policies and strategies?	EQ1 EQ2
Effectiveness and Efficiency	What are the outputs and the progress of project implementation – is the project on track to carry out all activities as planned?	EQ4
Impact	What are the intermediate effects of the project? Have there been any unintended outcomes, either positive or negative?	EQ5 EQ5

Focus Area	Key Questions – Mid-term Review	now covered by:
	What internal and external factors are likely to affect the project's achievement of intended results?	EQ11
Sustainability	What progress has the government made toward developing and implementing a nationally owned school feeding programme?	EQ12
	Are local communities (PTAs, farmers groups, etc.) fully involved in and contributing toward school feeding and education activities?	EQ10
	How can a combination of local procurement during harvest time be supplemented with international food aid to promote locally and/or nationally sustainable school meals programme?	EQ14
General	What are lessons learned from the project up to this point?	EQ15
	Are there any recommendations for mid-course corrections to improve the project's relevance, efficiency, effectiveness, impact, and/or sustainability?	EQ16

4. Note that we propose to add a specific question about gender and equity (EQ3), and we also suggest that the MTR would be a good opportunity to take stock of how the project has been affected by, and has adapted to, the Covid-19 pandemic (EQ7).

Areas of emphasis

5. The following proposed EQs merit special attention in the light of baseline experience:

- EQ6 (project monitoring) – gender and equity effects are of special interest, and, as we have noted against the equivalent question in Annex H,

  At the time of the baseline study, and for understandable reasons, the monitoring and reporting system was still emergent. It will be important to revisit it during the MTR, both from the perspective of endline evaluability and as an essential contribution to project management and accountability.

- EQ7 (review of lessons from adaptation to Covid-19 and other unforeseen emergencies)
- EQ9 (food safety) – it was not practical to address this issue at baseline, and, if it is still a priority for WFP/USDA could be given attention in the MTR.
- EQ10, EQ13 and EQ14 all relate to the USDA learning agenda items the project has agreed to prioritise (see Box 17 below)

6. It is not a separate EQ, but it would also make sense to review experience to date with implementation of the THR component, since this had not rolled out at the time of the baseline work.

Box 17 Addressing the USDA Learning Agenda

The Evaluation Plan emphasizes USDA's interest in furthering the knowledge base within the school meals literature through the application of USDA's McGovern-Dole Learning Agenda. The evaluations carried out over the next 5 years will contribute to multiple USDA Learning Agenda questions. WFP Country Office Ethiopia will place specific emphasis on the following two Learning Agenda questions as part of this Evaluation Plan:

School meal program implementation:

1. What community-level systems of governance and management are required for the successful implementation and sustainability of school meal programs?

Agriculture evidence gaps

2. How can a combination of local procurement during harvest time be supplemented with international food aid to promote locally and/or nationally sustainable school meals program?

The Learning Agenda Research questions have been integrated into the evaluation Terms of Reference (ToR). The precise nature of how WFP contributes to and answers these questions will be detailed in the inception report of the evaluations.

Source: WFP, 2020a, p34.

Timing

7. Especially if the Covid-19 situation and other factors permit, the MTR can be an opportunity to compensate for some of the constraints on inception and baseline work (with more scope for travel, interviews and field-work).

8. We suggest that the ideal timing would be mid-2022, but this would require expeditious preparation of TOR and contracting.

Annex Q SABER Analysis 2021

1. A workshop was held at Bishoftu in February 2021to develop a SABER (Systems Approach for Better Education Results) school feeding assessment for Ethiopia (SABER, 2021). It's headline findings are reproduced in Box 18, and the policy options it identified are listed in Box 19 below.

Box 18 Headline Findings of the SABER country report for Ethiopia 2021

Policy Goals	Status
1. Policy Frameworks School feeding (SF) was not specifically mentioned in the National Development Strategy. However, it was well addressed in the sixth Education sector development plan and the draft national health and nutrition strategy, with clear objectives, targets, milestones. SF was included in the National Social Protection Policy as means to address the lack of access to social services and gender inequalities. SF policy and strategy are under development.	Emerging
2. Financial Capacity SF is included in the national planning process. In 2020, seven regional states have allocated funds for SF. However, the country is able to reach only 7% of the targets. There is no budget line at woreda and school levels; SF funds are disbursed intermittently.	Emerging
3. Institutional Capacity and Coordination Multisectoral coordination committee not yet stablished. The MoE has assigned a directorate level structure for SFP with in the Ministry and delegate a director. However, except Addis Ababa, a school feeding unit does not exist at regional and lower levels.	Latent
4. Design and Implementation Few indicators on school feeding are integrated into the national EMIS. Targeting criteria and methodology exist. However, national guidelines on food modalities and food baskets as well as procurement guidelines for the school feeding program are lacking.	Emerging
5. Community Roles-Reaching Beyond Schools There is a SF management committee with accountability mechanisms to hold school feeding programs at the school level. However, low awareness on SF and lack of community capacity might affect sustainable engagement of the community in SF implementation.	Established

Box 19 Policy options identified in the Ethiopia SABER report 2021,

Based on the above findings, school feeding in Ethiopia is at an "Emerging" stage. Still, there are areas that could be strengthened moving forward. The following policy options represent possible areas where school feeding could be strengthened in Ethiopia, based on the analysis of this report.

- Finalize the national school feeding policy and strategy.
- Develop a national school feeding guideline and promote its utilization.
- Ensure a dedicated budget at the national central, regional, zonal, and Woreda levels based on the needs for the MOE and all the relevant sectors for school feeding.
- Develop a resource mobilization strategy and mobilize funding from diversified donors to ensure the budget corresponds to the need of the program expansion.
- Establish a National school feeding management unit with responsible staffs at national, regional and woreda level with a clear mandate.
- There is a need to establish a multisectoral steering committee coordinates implementation at national, regional and woreda level.
- Home Grown School Feeding (HGSF) needs to be further strengthened. Linkages should be made between small holder farmers.
- There is a need to strengthen the M&E for SF. Develop a comprehensive M&E plan for school feeding, ensure the availability of data collection tool, a reporting mechanism and strengthen the monitoring, reporting and evaluation system. Ensure the utilization of data for evidence-based decision making.
- Develop a National standards on food modalities and the food basket that considers the culture, tastes, availability of local food, nutrition value and food safety.
- Develop a national procurement and logistics standard and
- There is a need to provide Capacity building training periodically and increase the community awareness on the importance of SF and promote ownership by community in the long-term to achieve sustainability.

Annex R EMIS and survey data on enrolment

Introduction

1. Data collected at school level by the Education Management Information System (EMIS) is the basis for Ethiopia's education statistics annual abstracts. Data on enrolment are reported through EMIS, but data on frequency of attendance by those enrolled are not. The last school year for which data were available at the time of the baseline survey was 2019, and the Ministry of Education kindly shared spreadsheets containing the EMIS data for Grades 1–6 for all schools in the McGovern-Dole project zones and woredas. This annex presents and compares the enrolment figures from the 2019 EMIS dataset with the figures collected by the survey teams in 2021.

2. The two-year gap between the most recent available EMIS data and the baseline survey data collection requires caution in making comparisons, but it should be noted that 2019 was the last "normal" year before the disruptions to schooling caused by the Covid-19 pandemic, and differences between the two sets of data may reveal some effects of that disruption.

3. For the 91 schools sampled, the survey teams collected enrolment data for Grades 0-8, whereas the EMIS data received by the Evaluation Team only provide figures for Grades 1-6. As described in Annex L, a multiplier was estimated to adjust for this discrepancy during data collection. For the purposes of comparison, this annex will use only figures for Grades 1-6 from the survey data.

EMIS 2019 figures for total G1–G6 enrolments

4. Table 77 below summarises the EMIS 2019 enrolment data for the project area, while Table 78 below provides the woreda breakdown of the figures.

Table 77 EMIS 2019 Grade 1-6 Enrolment Figures in McGovern-Dole Region / Zones

	Afar	East Hararghe	Borana	Oromia (total)	Total Students
Grade 1 Girls	16,106	96,229	11,764	107,993	124,099
Grade 1 Boys	20,746	117,090	12,605	129,695	150,441
Grade 2 Girls	11,319	68,233	8,627	76,860	88,179
Grade 2 Boys	13,665	86,667	9,687	96,354	110,019
Grade 3 Girls	9,602	50,540	7,844	58,384	67,986
Grade 3 Boys	11,550	67,057	8,407	75,464	87,014
Grade 4 Girls	8,478	42,061	6,019	48,080	56,558
Grade 4 Boys	10,660	57,485	6,827	64,312	74,972
Grade 5 Girls	6,399	29,927	4,633	34,560	40,959
Grade 5 Boys	8,435	46,173	5,400	51,573	60,008
Grade 6 Girls	4,920	20,988	3,559	24,547	29,467
Grade 6 Boys	7,094	36,012	3,924	39,936	47,030
Total Girls	56,824	307,978	42,446	350,424	407,248
Total Boys	72,150	410,484	46,850	457,334	529,484
Total Students	**128,974**	**718,462**	**89,296**	**807,758**	**936,732**

Table 78 EMIS Enrolment Figures by Woreda

Woreda	Grade 1 Boys	Grade 1 Girls	Grade 2 Boys	Grade 2 Girls	Grade 3 Boys	Grade 3 Girls	Grade 4 Boys	Grade 4 Girls	Grade 5 Boys	Grade 5 Girls	Grade 6 Boys	Grade 6 Girls	Total Boys	Total Girls	Total Students
Abala	457	411	354	279	287	240	273	245	82	133	95	86	1,548	1,394	2,942
Abe'ala kentiba	594	594	409	400	396	352	284	325	301	314	310	260	2,294	2,245	4,539
Adear	401	351	235	177	188	128	179	99	107	72	79	56	1,189	883	2,072
Afambo	242	178	189	159	171	153	154	143	155	136	99	69	1,010	838	1,848
Afdera	564	409	660	452	530	298	444	298	204	119	223	125	2,625	1,701	4,326
Amibara	853	657	571	518	540	508	579	484	636	518	505	381	3,684	3,066	6,750
Argoba	220	144	169	143	162	167	195	184	183	176	172	151	1,101	965	2,066
Awash City Administration	181	180	170	169	171	198	187	158	231	197	195	195	1,135	1,097	2,232
Awra	655	552	320	303	200	229	188	163	124	89	62	45	1,549	1,381	2,930
Ayesaita kentiba	618	420	436	309	288	263	457	268	471	325	509	320	2,779	1,905	4,684
Aysaita	609	453	368	269	311	213	236	192	212	198	150	108	1,886	1,433	3,319
Berhale	1,718	1,054	1,083	792	925	704	880	563	627	376	488	270	5,721	3,759	9,480
Bidu	462	248	350	222	229	156	175	142	169	129	157	102	1,542	999	2,541
Bure-mudaitu	338	310	215	212	187	174	175	157	97	106	87	52	1,099	1,011	2,110
Chifra	1,058	1,007	861	806	777	720	668	681	395	395	349	259	4,108	3,868	7,976
Dalifage	479	400	325	292	247	219	210	187	118	82	94	58	1,473	1,238	2,711
Dallol	1,215	1,093	814	653	740	641	663	586	503	370	506	373	4,441	3,716	8,157
Dewe	442	319	245	199	218	173	207	181	128	91	93	51	1,333	1,014	2,347
Dubti	436	300	182	100	175	88	132	81	52	43	63	25	1,040	637	1,677
Dubti kentiba	306	227	206	161	247	213	153	115	246	191	219	178	1,377	1,085	2,462
Dulecha	388	357	253	217	201	188	171	187	103	98	68	90	1,184	1,137	2,321
Elidar	277	213	199	135	150	133	183	117	164	96	108	86	1,081	780	1,861
Erebti	621	414	374	217	231	116	194	88	219	79	170	61	1,809	975	2,784
Ewa	862	773	490	427	308	306	191	210	107	63	83	65	2,041	1,844	3,885
Fentale	347	236	199	200	211	143	138	125	133	84	99	46	1,127	834	1,961
Gereni	199	102	91	65	85	79	85	50	85	41	48	19	593	356	949
Gewane	479	385	286	298	262	198	213	222	175	149	159	176	1,574	1,428	3,002

Woreda	Grade 1 Boys	Grade 1 Girls	Grade 2 Boys	Grade 2 Girls	Grade 3 Boys	Grade 3 Girls	Grade 4 Boys	Grade 4 Girls	Grade 5 Boys	Grade 5 Girls	Grade 6 Boys	Grade 6 Girls	Total Boys	Total Girls	Total Students
Gulina	393	310	226	226	224	209	188	173	152	114	129	101	1,312	1,133	2,445
Hadeleela	525	392	326	282	340	303	321	229	274	120	231	111	2,017	1,437	3,454
Koneba	807	739	582	555	497	451	580	499	493	309	431	268	3,390	2,821	6,211
Kori	220	167	155	118	127	89	153	97	109	77	73	50	837	598	1,435
Megale	858	670	649	524	550	421	481	360	284	219	234	143	3,056	2,337	5,393
Mille	592	468	391	384	384	344	321	262	242	209	180	162	2,110	1,829	3,939
semera Logiya	355	241	188	144	193	160	188	123	261	278	201	111	1,386	1,057	2,443
Semurobi	582	439	325	271	274	207	182	165	84	73	78	57	1,525	1,212	2,737
Telalak	712	694	360	396	193	223	159	145	142	143	96	95	1,662	1,696	3,358
Teru	396	207	247	118	244	108	269	85	211	95	159	52	1,526	665	2,191
Yalo	285	177	171	131	131	155	163	113	143	96	142	113	1,035	785	1,820
Afar Total	**20,746**	**16,291**	**13,674**	**11,323**	**11,594**	**9,670**	**10,619**	**8,502**	**8,422**	**6,403**	**7,144**	**4,970**	**72,199**	**57,159**	**129,358**
B/M/ Awwadaay	1,167	1,019	965	931	709	493	539	437	505	381	463	357	4,348	3,618	7,966
B/M/ Baabbilee	817	762	590	463	482	305	390	348	418	276	350	252	3,047	2,406	5,453
B/M/ Dadar	473	387	388	307	299	220	252	201	234	207	226	181	1,872	1,503	3,375
B/M/ Haroo maayaa	949	779	700	533	512	369	453	300	425	275	453	270	3,492	2,526	6,018
Baabbilee	3,828	2,809	2,452	1,568	1,939	1,095	1,371	775	908	439	535	232	11,033	6,918	17,951
Baddannoo	11,680	10,093	9,946	8,906	8,366	7,246	7,291	6,110	5,201	3,935	3,891	2,791	46,375	39,081	85,456
Cinaaqsan	3,663	2,607	2,300	1,571	1,705	1,023	1,525	952	941	507	716	398	10,850	7,058	17,908
Dadar	9,093	7,989	7,021	5,785	5,628	4,622	4,686	3,776	3,840	2,639	3,159	1,860	33,427	26,671	60,098
Fadiis	6,076	4,629	4,680	3,305	3,661	2,446	3,100	1,915	2,131	1,112	1,672	718	21,320	14,125	35,445
Giraawwaa	11,231	9,674	7,114	6,104	5,339	4,166	4,508	3,380	3,803	2,453	3,111	1,715	35,106	27,492	62,598
Gola Odaa	3,490	3,007	3,189	2,516	2,486	1,696	1,976	1,302	1,294	718	1,027	483	13,462	9,722	23,184
Gooroo Guutuu	5,365	4,514	4,494	3,722	3,384	2,805	3,200	2,553	2,680	1,868	2,230	1,569	21,353	17,031	38,384
Gooroo Muxii	3,028	2,583	2,585	2,274	2,170	2,052	1,990	1,835	1,443	1,229	1,137	833	12,353	10,806	23,159
Gursum	4,725	3,772	3,932	2,751	3,192	2,202	3,256	2,316	3,024	2,197	2,364	1,477	20,493	14,715	35,208
Haroo Maayaa	9,421	7,454	7,259	5,195	5,033	3,202	3,796	2,159	3,161	1,490	2,272	975	30,942	20,475	51,417
Jaarsoo	4,254	3,604	2,751	2,115	2,093	1,641	2,153	1,814	2,276	1,524	1,828	1,030	15,355	11,728	27,083
Kombolcha	6,554	5,128	4,671	3,697	3,544	2,709	3,098	2,113	2,659	1,581	2,065	1,120	22,591	16,348	38,939

Woreda	Grade 1 Boys	Grade 1 Girls	Grade 2 Boys	Grade 2 Girls	Grade 3 Boys	Grade 3 Girls	Grade 4 Boys	Grade 4 Girls	Grade 5 Boys	Grade 5 Girls	Grade 6 Boys	Grade 6 Girls	Total Boys	Total Girls	Total Students
Kurfaa Callee	3,027	2,609	2,052	1,803	1,720	1,475	1,523	1,157	1,367	872	1,137	627	10,826	8,543	19,369
Malkaa Bal'oo	7,739	6,645	3,954	3,279	3,042	2,447	2,882	2,124	2,457	1,672	1,916	1,188	21,990	17,355	39,345
Mayyuu	2,375	1,890	1,360	996	992	716	822	589	759	508	552	321	6,860	5,020	11,880
Meettaa	5,283	4,439	4,378	3,389	3,603	2,887	3,288	2,499	2,768	1,888	2,118	1,320	21,438	16,422	37,860
Miidhagaa Tolaa	2,688	2,120	2,300	1,582	1,636	1,163	1,467	1,140	1,152	738	951	489	10,194	7,232	17,426
Qarsaa	9,139	6,929	6,836	5,011	5,127	3,389	3,650	2,153	2,518	1,354	1,717	744	28,987	19,580	48,567
Qumbii	1,025	787	750	430	395	171	269	113	209	64	122	38	2,770	1,603	4,373
East Hararghe Total	**117,090**	**96,229**	**86,667**	**68,233**	**67,057**	**50,540**	**57,485**	**42,061**	**46,173**	**29,927**	**36,012**	**20,988**	**410,484**	**307,978**	**718,462**
Areeroo	1,315	1,068	994	851	874	786	706	594	520	417	403	325	4,812	4,041	8,853
B/M/ Yaaballoo	350	387	274	292	301	325	204	229	229	241	189	245	1,547	1,719	3,266
Dhaas	528	589	384	374	371	363	318	334	286	265	190	214	2,077	2,139	4,216
Dilloo	291	280	206	192	191	202	194	207	239	189	148	138	1,269	1,208	2,477
Dirree	908	851	664	593	614	510	542	564	379	391	328	300	3,435	3,209	6,644
Dubluq	591	559	523	576	542	610	464	479	300	348	259	231	2,679	2,803	5,482
Elwayyaa	917	775	795	548	732	494	493	374	340	215	240	150	3,517	2,556	6,073
Gomolee	1,237	1,117	1,161	1,019	941	817	754	545	659	388	392	225	5,144	4,111	9,255
Guchii	401	397	374	311	275	284	228	160	153	117	91	80	1,522	1,349	2,871
Miyoo	1,332	1,222	985	877	764	652	626	546	459	437	387	313	4,553	4,047	8,600
Moyyaalee	1,175	1,195	720	645	565	649	508	473	505	447	345	348	3,818	3,757	7,575
Taltallee	1,893	1,510	1,332	1,063	1,030	948	920	801	702	620	525	660	6,402	5,602	12,004
Waacilee	472	570	303	301	250	299	195	220	132	180	123	113	1,475	1,683	3,158
Yaaballoo	1,195	1,244	972	985	957	905	675	493	497	378	304	217	4,600	4,222	8,822
Borana Total	12,605	11,764	9,687	8,627	8,407	7,844	6,827	6,019	5,400	4,633	3,924	3,559	46,850	42,446	89,296

Comparison between EMIS 2019 data and baseline survey data for sampled schools

5. The remaining tables in this annex focus on the 91 schools included in the baseline survey sample.

6. Table 79 below shows the percentage change in total enrolment between EMIS data collection and the survey at the levels of Afar Region and Borana and East Hararghe Zones. Afar and East Hararghe have both registered marked decreases in total enrolment (though we note that the survey dataset lacks enrolment figures for one school in Afar), while Borana has seen an increase. On the other hand, Borana and East Hararghe have seen a slight decrease in proportion of students who are female, while Afar has seen a slight increase.

Table 79 2019 EMIS vs 2021 Survey Enrolment Figures (Grades 1-6) – Zone/Region Level

Region/Zone	Data Source	Total Students G1-G6	Total F G1-G6	Total M G1-G6	% Female G1-G6	Change in total enrolment, G1-G6, 2019-21
Afar	EMIS (2019)	15,268	6,657	8,611	43.60%	-13.56%
	Survey (2021)	13,197	5,893	7,304	44.65%	
Borana	EMIS (2019)	4,088	1,932	2,156	47.26%	5.14%
	Survey (2021)	4,298	2,013	2,285	46.84%	
East Hararghe	EMIS (2019)	7,356	3,025	4,331	41.12%	-9.54%
	Survey (2021)	6,654	2,579	4,075	38.76%	

7. There is significant variation between individual schools,[144] as described in Table 80 below. In Afar the biggest decrease in Grade 1-6 enrolment was 77.92%, while one school saw this grow by 164.44%. However, we also note that in Afar, the majority of sampled schools saw a decrease in enrolment between the two rounds of data collection (40 out of 63 sampled schools). Overall, the picture is one of considerable volatility in school enrolments in the period leading up to the baseline survey, more so at school level than in aggregate. If the endline survey is able to access school-level EMIS data for the years from 2020 onwards, this will facilitate a more thorough analysis of enrolment trends during the course of the McGovern-Dole project.

[144] Individual schools ere not named in this report, for reasons explained in ¶119 of the main text.

Table 80 2019 EMIS vs 2021 Survey Enrolment Figures (Grades 1-6) – School Level

Region	Zone	Woreda	School	Data Source	Total Students G1-G6	Total F G1-G6	Total M G1-G6	% Female G1-G6	Change in total enrolment, G1-G6, 2019-21
Afar	Zone 01	Chifra	School 1	EMIS (2019)	487	218	269	44.76%	-1.85%
				Survey (2021)	478	213	265	44.56%	
Afar	Zone 01	Chifra	School 2	EMIS (2019)	112	38	74	33.93%	16.07%
				Survey (2021)	130	48	82	36.92%	
Afar	Zone 01	Chifra	School 3	EMIS (2019)	1,657	757	900	45.68%	-3.32%
				Survey (2021)	1,602	783	819	48.88%	
Afar	Zone 01	Chifra	School 4	EMIS (2019)	518	234	284	45.17%	-48.65%
				Survey (2021)	266	133	133	50.00%	
Afar	Zone 01	Chifra	School 5	EMIS (2019)	273	117	156	42.86%	8.42%
				Survey (2021)	296	127	169	42.91%	
Afar	Zone 01	Chifra	School 6	EMIS (2019)	111	60	51	54.05%	-2.70%
				Survey (2021)	108	53	55	49.07%	
Afar	Zone 01	Chifra	School 7	EMIS (2019)	141	66	75	46.81%	0.00%
				Survey (2021)	141	66	75	46.81%	
Afar	Zone 01	Dubti	School 8	EMIS (2019)	221	85	136	38.46%	0.00%
				Survey (2021)	221	85	136	38.46%	
Afar	Zone 01	Dubti	School 9	EMIS (2019)	121	53	68	43.80%	-4.13%
				Survey (2021)	116	50	66	43.10%	
Afar	Zone 01	Dubti	School 10	EMIS (2019)	139	47	92	33.81%	0.72%
				Survey (2021)	140	48	92	34.29%	
Afar	Zone 01	Dubti	School 11	EMIS (2019)	991	443	548	44.70%	-3.83%
				Survey (2021)	953	406	547	42.60%	
Afar	Zone 01	Dubti	School 12	EMIS (2019)	1,210	526	684	43.47%	-3.31%
				Survey (2021)	1,170	513	657	43.85%	
Afar	Zone 01	Dubti	School 13	EMIS (2019)	162	84	78	51.85%	-38.27%
				Survey (2021)	100	38	62	38.00%	
Afar	Zone 01	Dubti	School 14	EMIS (2019)	85	25	60	29.41%	-23.53%
				Survey (2021)	65	15	50	23.08%	
Afar	Zone 02	Afdera	School 15	EMIS (2019)	225	77	148	34.22%	10.67%
				Survey (2021)	249	94	155	37.75%	
Afar	Zone 02	Afdera	School 16	EMIS (2019)	147	59	88	40.14%	-70.75%
				Survey (2021)	43	11	32	25.58%	
Afar	Zone 02	Afdera	School 17	EMIS (2019)	154	61	93	39.61%	-77.92%
				Survey (2021)	34	14	20	41.18%	
Afar	Zone 02	Afdera	School 18	EMIS (2019)	136	42	94	30.88%	-46.32%
				Survey (2021)	73	18	55	24.66%	
Afar	Zone 02	Afdera	School 19	EMIS (2019)	123	51	72	41.46%	-60.16%

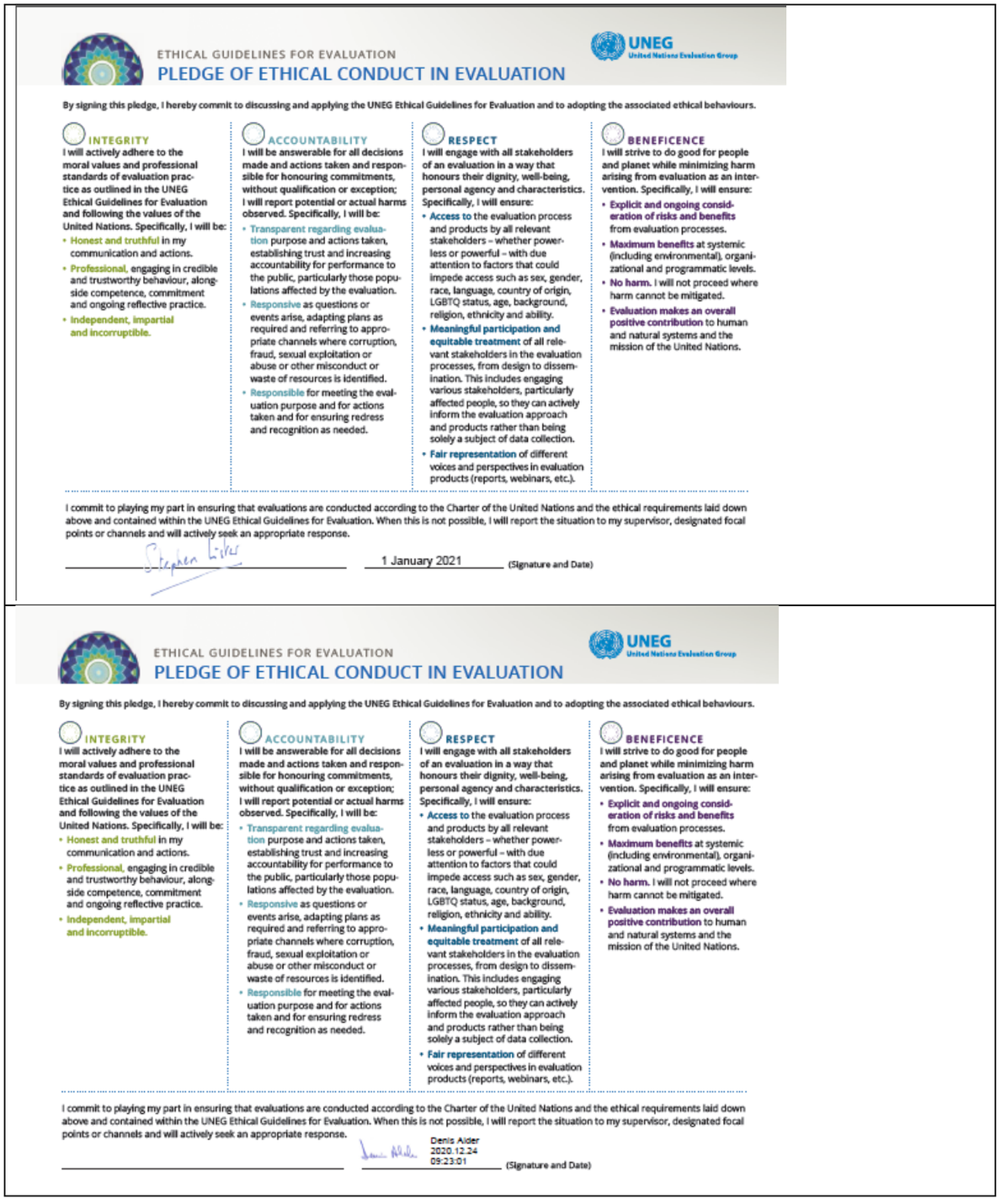
Region	Zone	Woreda	School	Data Source	Total Students G1-G6	Total F G1-G6	Total M G1-G6	% Female G1-G6	Change in total enrolment, G1-G6, 2019-21
				Survey (2021)	49	27	22	55.10%	
Afar	Zone 02	Afdera	School 20	EMIS (2019)	151	45	106	29.80%	-54.97%
				Survey (2021)	68	35	33	51.47%	
Afar	Zone 02	Afdera	School 21	EMIS (2019)	171	65	106	38.01%	-54.39%
				Survey (2021)	78	9	69	11.54%	
Afar	Zone 03	Amibara	School 22	EMIS (2019)	384	172	212	44.79%	0.00%
				Survey (2021)	384	171	213	44.53%	
Afar	Zone 03	Amibara	School 23	EMIS (2019)	86	36	50	41.86%	-8.14%
				Survey (2021)	79	35	44	44.30%	
Afar	Zone 03	Amibara	School 24	EMIS (2019)	581	267	314	45.96%	0.17%
				Survey (2021)	582	267	315	45.88%	
Afar	Zone 03	Amibara	School 25	EMIS (2019)	161	80	81	49.69%	-14.91%
				Survey (2021)	137	71	66	51.82%	
Afar	Zone 03	Amibara	School 26	EMIS (2019)	112	57	55	50.89%	10.71%
				Survey (2021)	124	68	56	54.84%	
Afar	Zone 03	Amibara	School 27	EMIS (2019)	89	38	51	42.70%	-2.25%
				Survey (2021)	87	37	50	42.53%	
Afar	Zone 03	Amibara	School 28	EMIS (2019)	904	433	471	47.90%	0.00%
				Survey (2021)	904	433	471	47.90%	
Afar	Zone 03	Bure-mudaitu	School 29	EMIS (2019)	105	50	55	47.62%	-23.81%
				Survey (2021)	80	38	42	47.50%	
Afar	Zone 03	Bure-mudaitu	School 30	EMIS (2019)	448	219	229	48.88%	-4.46%
				Survey (2021)	428	199	229	46.50%	
Afar	Zone 03	Bure-mudaitu	School 31	EMIS (2019)	117	58	59	49.57%	-41.88%
				Survey (2021)	68	41	27	60.29%	
Afar	Zone 03	Bure-mudaitu	School 32	EMIS (2019)	173	76	97	43.93%	-2.89%
				Survey (2021)	168	74	94	44.05%	
Afar	Zone 03	Bure-mudaitu	School 33	EMIS (2019)	152	71	81	46.71%	-9.87%
				Survey (2021)	137	67	70	48.91%	
Afar	Zone 03	Bure-mudaitu	School 34	EMIS (2019)	110	53	57	48.18%	-40.91%
				Survey (2021)	65	34	31	52.31%	
Afar	Zone 03	Bure-mudaitu	School 35	EMIS (2019)	76	29	47	38.16%	-19.74%
				Survey (2021)	61	19	42	31.15%	
Afar	Zone 04	Awra	School 36	EMIS (2019)	113	46	67	40.71%	1.77%
				Survey (2021)	115	56	59	48.70%	
Afar	Zone 04	Awra	School 37	EMIS (2019)	32	13	19	40.63%	-6.25%
				Survey (2021)	30	11	19	36.67%	
Afar	Zone 04	Awra	School 38	EMIS (2019)	82	52	30	63.41%	-2.44%
				Survey (2021)	80	51	29	63.75%	

Region	Zone	Woreda	School	Data Source	Total Students G1-G6	Total F G1-G6	Total M G1-G6	% Female G1-G6	Change in total enrolment, G1-G6, 2019-21
Afar	Zone 04	Awra	School 39	EMIS (2019)	190	81	109	42.63%	-73.16%
				Survey (2021)	51	25	26	49.02%	
Afar	Zone 04	Awra	School 40	EMIS (2019)	45	23	22	51.11%	164.44%
				Survey (2021)	119	61	58	51.26%	
Afar	Zone 04	Awra	School 41	EMIS (2019)	225	119	106	52.89%	-2.67%
				Survey (2021)	219	126	93	57.53%	
Afar	Zone 04	Awra	School 42	EMIS (2019)	130	71	59	54.62%	-20.77%
				Survey (2021)	103	60	43	58.25%	
Afar	Zone 04	Teru	School 43	EMIS (2019)	74	35	39	47.30%	1.35%
				Survey (2021)	75	37	38	49.33%	
Afar	Zone 04	Teru	School 44	EMIS (2019)	553	175	378	31.65%	-1.63%
				Survey (2021)	544	175	369	32.17%	
Afar	Zone 04	Teru	School 45	EMIS (2019)	43	9	34	20.93%	6.98%
				Survey (2021)	46	9	37	19.57%	
Afar	Zone 04	Teru	School 46	EMIS (2019)	110	19	91	17.27%	13.64%
				Survey (2021)	125	21	104	16.80%	
Afar	Zone 04	Teru	School 47	EMIS (2019)	130	48	82	36.92%	-40.00%
				Survey (2021)	78	34	44	43.59%	
Afar	Zone 04	Teru	School 48	EMIS (2019)	146	31	115	21.23%	-68.49%
				Survey (2021)	46	20	26	43.48%	
Afar	Zone 04	Teru	School 49	EMIS (2019)	52	20	32	38.46%	-32.69%
				Survey (2021)	35	12	23	34.29%	
Afar	Zone 05	Dalifagi	School 50	EMIS (2019)	124	58	66	46.77%	-0.81%
				Survey (2021)	123	57	66	46.34%	
Afar	Zone 05	Dalifagi	School 51	EMIS (2019)	230	105	125	45.65%	-30.43%
				Survey (2021)	160	74	86	46.25%	
Afar	Zone 05	Dalifagi	School 52	EMIS (2019)	504	228	276	45.24%	0.60%
				Survey (2021)	507	228	279	44.97%	
Afar	Zone 05	Dalifagi	School 53	EMIS (2019)	166	74	92	44.58%	-72.89%
				Survey (2021)	45	17	28	37.78%	
Afar	Zone 05	Dalifagi	School 54	EMIS (2019)	38	14	24	36.84%	15.79%
				Survey (2021)	44	18	26	40.91%	
Afar	Zone 05	Dalifagi	School 55	EMIS (2019)	92	45	47	48.91%	0.00%
				Survey (2021)	92	45	47	48.91%	
Afar	Zone 05	Dalifagi	School 56	EMIS (2019)	42	23	19	54.76%	0.00%
				Survey (2021)	42	23	19	54.76%	
Afar	Zone 05	Dewe	School 57	EMIS (2019)	278	134	144	48.20%	1.44%
				Survey (2021)	282	148	134	52.48%	
Afar	Zone 05	Dewe	School 58	EMIS (2019)	116	44	72	37.93%	0.00%

Region	Zone	Woreda	School	Data Source	Total Students G1-G6	Total F G1-G6	Total M G1-G6	% Female G1-G6	Change in total enrolment, G1-G6, 2019-21
				Survey (2021)	116	45	71	38.79%	
Afar	Zone 05	Dewe	School 59	EMIS (2019)	62	24	38	38.71%	-6.45%
				Survey (2021)	58	26	32	44.83%	
Afar	Zone 05	Dewe	School 60	EMIS (2019)	81	30	51	37.04%	3.70%
				Survey (2021)	84	35	49	41.67%	
Afar	Zone 05	Dewe	School 61	EMIS (2019)	126	55	71	43.65%	-3.17%
				Survey (2021)	122	54	68	44.26%	
Afar	Zone 05	Dewe	School 62	EMIS (2019)	176	85	91	48.30%	-2.27%
				Survey (2021)	172	85	87	49.42%	
Afar	Zone 05	Dewe	School 63	EMIS (2019)	475	204	271	42.95%	n/a
				Survey (2021)	No data	No data	No data	n/a	
Oromia	Borana	Taltallee	School 64	EMIS (2019)	435	193	242	44.37%	-3.68%
				Survey (2021)	419	177	242	42.24%	
Oromia	Borana	Taltallee	School 65	EMIS (2019)	135	49	86	36.30%	0.74%
				Survey (2021)	136	50	86	36.76%	
Oromia	Borana	Taltallee	School 66	EMIS (2019)	335	165	170	49.25%	-0.60%
				Survey (2021)	333	162	171	48.65%	
Oromia	Borana	Taltallee	School 67	EMIS (2019)	176	75	101	42.61%	-7.95%
				Survey (2021)	162	60	102	37.04%	
Oromia	Borana	Taltallee	School 68	EMIS (2019)	144	75	69	52.08%	25.00%
				Survey (2021)	180	84	96	46.67%	
Oromia	Borana	Taltallee	School 69	EMIS (2019)	277	122	155	44.04%	0.00%
				Survey (2021)	277	122	155	44.04%	
Oromia	Borana	Taltallee	School 70	EMIS (2019)	153	83	70	54.25%	0.65%
				Survey (2021)	154	83	71	53.90%	
Oromia	Borana	Yaaballoo	School 71	EMIS (2019)	317	127	190	40.06%	9.78%
				Survey (2021)	348	155	193	44.54%	
Oromia	Borana	Yaaballoo	School 72	EMIS (2019)	139	59	80	42.45%	0.00%
				Survey (2021)	139	59	80	42.45%	
Oromia	Borana	Yaaballoo	School 73	EMIS (2019)	559	249	310	44.54%	-3.22%
				Survey (2021)	541	249	292	46.03%	
Oromia	Borana	Yaaballoo	School 74	EMIS (2019)	399	222	177	55.64%	9.52%
				Survey (2021)	437	237	200	54.23%	
Oromia	Borana	Yaaballoo	School 75	EMIS (2019)	445	222	223	49.89%	5.17%
				Survey (2021)	468	232	236	49.57%	
Oromia	Borana	Yaaballoo	School 76	EMIS (2019)	424	226	198	53.30%	-0.94%
				Survey (2021)	420	221	199	52.62%	
Oromia	Borana	Yaaballoo	School 77	EMIS (2019)	150	65	85	43.33%	89.33%
				Survey (2021)	284	122	162	42.96%	

Region	Zone	Woreda	School	Data Source	Total Students G1-G6	Total F G1-G6	Total M G1-G6	% Female G1-G6	Change in total enrolment, G1-G6, 2019-21
Oromia	East Hararghe	Baabbilee	School 78	EMIS (2019)	394	156	238	39.59%	1.02%
				Survey (2021)	398	160	238	40.20%	
Oromia	East Hararghe	Baabbilee	School 79	EMIS (2019)	225	102	123	45.33%	-22.67%
				Survey (2021)	174	53	121	30.46%	
Oromia	East Hararghe	Baabbilee	School 80	EMIS (2019)	1,275	543	732	42.59%	-0.08%
				Survey (2021)	1,274	543	731	42.62%	
Oromia	East Hararghe	Baabbilee	School 81	EMIS (2019)	492	201	291	40.85%	13.82%
				Survey (2021)	560	217	343	38.75%	
Oromia	East Hararghe	Baabbilee	School 82	EMIS (2019)	401	142	259	35.41%	0.00%
				Survey (2021)	401	142	259	35.41%	
Oromia	East Hararghe	Baabbilee	School 83	EMIS (2019)	339	168	171	49.56%	2.95%
				Survey (2021)	349	178	171	51.00%	
Oromia	East Hararghe	Baabbilee	School 84	EMIS (2019)	710	257	453	36.20%	0.00%
				Survey (2021)	710	257	453	36.20%	
Oromia	East Hararghe	Cinaaqsan	School 85	EMIS (2019)	451	198	253	43.90%	-41.02%
				Survey (2021)	266	79	187	29.70%	
Oromia	East Hararghe	Cinaaqsan	School 86	EMIS (2019)	1,156	504	652	43.60%	-14.53%
				Survey (2021)	988	406	582	41.09%	
Oromia	East Hararghe	Cinaaqsan	School 87	EMIS (2019)	313	101	212	32.27%	-14.38%
				Survey (2021)	268	84	184	31.34%	
Oromia	East Hararghe	Cinaaqsan	School 88	EMIS (2019)	333	123	210	36.94%	-4.80%
				Survey (2021)	317	101	216	31.86%	
Oromia	East Hararghe	Cinaaqsan	School 89	EMIS (2019)	301	133	168	44.19%	-4.65%
				Survey (2021)	287	113	174	39.37%	
Oromia	East Hararghe	Cinaaqsan	School 90	EMIS (2019)	240	115	125	47.92%	-53.75%
				Survey (2021)	111	42	69	37.84%	
Oromia	East Hararghe	Cinaaqsan	School 91	EMIS (2019)	726	282	444	38.84%	-24.10%
				Survey (2021)	551	204	347	37.02%	

Annex S Evaluation Team Ethical Declarations



ETHICAL GUIDELINES FOR EVALUATION

PLEDGE OF ETHICAL CONDUCT IN EVALUATION

UNEG United Nations Evaluation Group

By signing this pledge, I hereby commit to discussing and applying the UNEG Ethical Guidelines for Evaluation and to adopting the associated ethical behaviours.

INTEGRITY

I will actively adhere to the moral values and professional standards of evaluation practice as outlined in the UNEG Ethical Guidelines for Evaluation and following the values of the United Nations. Specifically, I will be:

- **Honest and truthful** in my communication and actions.
- **Professional**, engaging in credible and trustworthy behaviour, alongside competence, commitment and ongoing reflective practice.
- **Independent, impartial and incorruptible.**

ACCOUNTABILITY

I will be answerable for all decisions made and actions taken and responsible for honouring commitments, without qualification or exception; I will report potential or actual harms observed. Specifically, I will be:

- **Transparent regarding evaluation** purpose and actions taken, establishing trust and increasing accountability for performance to the public, particularly those populations affected by the evaluation.
- **Responsive** as questions or events arise, adapting plans as required and referring to appropriate channels where corruption, fraud, sexual exploitation or abuse or other misconduct or waste of resources is identified.
- **Responsible** for meeting the evaluation purpose and for actions taken and for ensuring redress and recognition as needed.

RESPECT

I will engage with all stakeholders of an evaluation in a way that honours their dignity, well-being, personal agency and characteristics. Specifically, I will ensure:

- **Access to** the evaluation process and products by all relevant stakeholders – whether powerless or powerful – with due attention to factors that could impede access such as sex, gender, race, language, country of origin, LGBTQ status, age, background, religion, ethnicity and ability.
- **Meaningful participation and equitable treatment** of all relevant stakeholders in the evaluation processes, from design to dissemination. This includes engaging various stakeholders, particularly affected people, so they can actively inform the evaluation approach and products rather than being solely a subject of data collection.
- **Fair representation** of different voices and perspectives in evaluation products (reports, webinars, etc.).

BENEFICENCE

I will strive to do good for people and planet while minimizing harm arising from evaluation as an intervention. Specifically, I will ensure:

- **Explicit and ongoing consideration of risks and benefits** from evaluation processes.
- **Maximum benefits** at systemic (including environmental), organizational and programmatic levels.
- **No harm.** I will not proceed where harm cannot be mitigated.
- **Evaluation makes an overall positive contribution** to human and natural systems and the mission of the United Nations.

I commit to playing my part in ensuring that evaluations are conducted according to the Charter of the United Nations and the ethical requirements laid down above and contained within the UNEG Ethical Guidelines for Evaluation. When this is not possible, I will report the situation to my supervisor, designated focal points or channels and will actively seek an appropriate response.

Stephen Lister — 1 January 2021 (Signature and Date)

ETHICAL GUIDELINES FOR EVALUATION

PLEDGE OF ETHICAL CONDUCT IN EVALUATION

UNEG United Nations Evaluation Group

By signing this pledge, I hereby commit to discussing and applying the UNEG Ethical Guidelines for Evaluation and to adopting the associated ethical behaviours.

INTEGRITY

I will actively adhere to the moral values and professional standards of evaluation practice as outlined in the UNEG Ethical Guidelines for Evaluation and following the values of the United Nations. Specifically, I will be:

- Honest and truthful in my communication and actions.
- Professional, engaging in credible and trustworthy behaviour, alongside competence, commitment and ongoing reflective practice.
- Independent, impartial and incorruptible.

ACCOUNTABILITY

I will be answerable for all decisions made and actions taken and responsible for honouring commitments, without qualification or exception; I will report potential or actual harms observed. Specifically, I will be:

- Transparent regarding evaluation purpose and actions taken, establishing trust and increasing accountability for performance to the public, particularly those populations affected by the evaluation.
- Responsive as questions or events arise, adapting plans as required and referring to appropriate channels where corruption, fraud, sexual exploitation or abuse or other misconduct or waste of resources is identified.
- Responsible for meeting the evaluation purpose and for actions taken and for ensuring redress and recognition as needed.

RESPECT

I will engage with all stakeholders of an evaluation in a way that honours their dignity, well-being, personal agency and characteristics. Specifically, I will ensure:

- Access to the evaluation process and products by all relevant stakeholders – whether powerless or powerful – with due attention to factors that could impede access such as sex, gender, race, language, country of origin, LGBTQ status, age, background, religion, ethnicity and ability.
- Meaningful participation and equitable treatment of all relevant stakeholders in the evaluation processes, from design to dissemination. This includes engaging various stakeholders, particularly affected people, so they can actively inform the evaluation approach and products rather than being solely a subject of data collection.
- Fair representation of different voices and perspectives in evaluation products (reports, webinars, etc.).

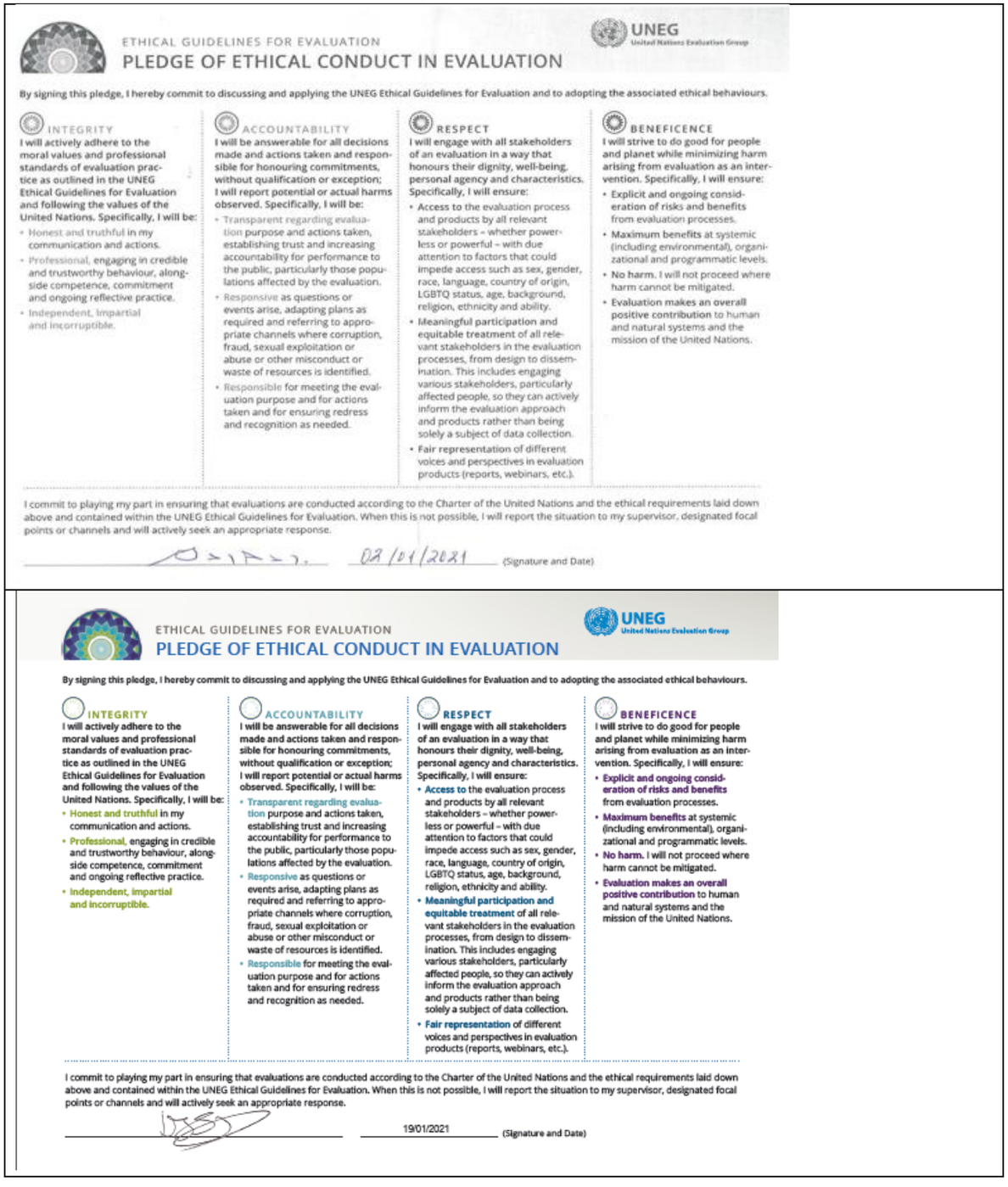
BENEFICENCE

I will strive to do good for people and planet while minimizing harm arising from evaluation as an intervention. Specifically, I will ensure:

- Explicit and ongoing consideration of risks and benefits from evaluation processes.
- Maximum benefits at systemic (including environmental), organizational and programmatic levels.
- No harm. I will not proceed where harm cannot be mitigated.
- Evaluation makes an overall positive contribution to human and natural systems and the mission of the United Nations.

I commit to playing my part in ensuring that evaluations are conducted according to the Charter of the United Nations and the ethical requirements laid down above and contained within the UNEG Ethical Guidelines for Evaluation. When this is not possible, I will report the situation to my supervisor, designated focal points or channels and will actively seek an appropriate response.

Denis Alder 2020.12.24 09:23:01 (Signature and Date)



ETHICAL GUIDELINES FOR EVALUATION

PLEDGE OF ETHICAL CONDUCT IN EVALUATION

UNEG
United Nations Evaluation Group

By signing this pledge, I hereby commit to discussing and applying the UNEG Ethical Guidelines for Evaluation and to adopting the associated ethical behaviours.

INTEGRITY

I will actively adhere to the moral values and professional standards of evaluation practice as outlined in the UNEG Ethical Guidelines for Evaluation and following the values of the United Nations. Specifically, I will be:

- Honest and truthful in my communication and actions.
- Professional, engaging in credible and trustworthy behaviour, alongside competence, commitment and ongoing reflective practice.
- Independent, impartial and incorruptible.

ACCOUNTABILITY

I will be answerable for all decisions made and actions taken and responsible for honouring commitments, without qualification or exception; I will report potential or actual harms observed. Specifically, I will be:

- Transparent regarding evaluation purpose and actions taken, establishing trust and increasing accountability for performance to the public, particularly those populations affected by the evaluation.
- Responsive as questions or events arise, adapting plans as required and referring to appropriate channels where corruption, fraud, sexual exploitation or abuse or other misconduct or waste of resources is identified.
- Responsible for meeting the evaluation purpose and for actions taken and for ensuring redress and recognition as needed.

RESPECT

I will engage with all stakeholders of an evaluation in a way that honours their dignity, well-being, personal agency and characteristics. Specifically, I will ensure:

- Access to the evaluation process and products by all relevant stakeholders – whether powerless or powerful – with due attention to factors that could impede access such as sex, gender, race, language, country of origin, LGBTQ status, age, background, religion, ethnicity and ability.
- Meaningful participation and equitable treatment of all relevant stakeholders in the evaluation processes, from design to dissemination. This includes engaging various stakeholders, particularly affected people, so they can actively inform the evaluation approach and products rather than being solely a subject of data collection.
- Fair representation of different voices and perspectives in evaluation products (reports, webinars, etc.).

BENEFICENCE

I will strive to do good for people and planet while minimizing harm arising from evaluation as an intervention. Specifically, I will ensure:

- Explicit and ongoing consideration of risks and benefits from evaluation processes.
- Maximum benefits at systemic (including environmental), organizational and programmatic levels.
- No harm. I will not proceed where harm cannot be mitigated.
- Evaluation makes an overall positive contribution to human and natural systems and the mission of the United Nations.

I commit to playing my part in ensuring that evaluations are conducted according to the Charter of the United Nations and the ethical requirements laid down above and contained within the UNEG Ethical Guidelines for Evaluation. When this is not possible, I will report the situation to my supervisor, designated focal points or channels and will actively seek an appropriate response.

[signature] 19/01/2021 (Signature and Date)

ETHICAL GUIDELINES FOR EVALUATION

PLEDGE OF ETHICAL CONDUCT IN EVALUATION

UNEG
United Nations Evaluation Group

By signing this pledge, I hereby commit to discussing and applying the UNEG Ethical Guidelines for Evaluation and to adopting the associated ethical behaviours.

INTEGRITY

I will actively adhere to the moral values and professional standards of evaluation practice as outlined in the UNEG Ethical Guidelines for Evaluation and following the values of the United Nations. Specifically, I will be:

- Honest and truthful in my communication and actions.
- Professional, engaging in credible and trustworthy behaviour, alongside competence, commitment and ongoing reflective practice.
- Independent, impartial and incorruptible.

ACCOUNTABILITY

I will be answerable for all decisions made and actions taken and responsible for honouring commitments, without qualification or exception; I will report potential or actual harms observed. Specifically, I will be:

- Transparent regarding evaluation purpose and actions taken, establishing trust and increasing accountability for performance to the public, particularly those populations affected by the evaluation.
- Responsive as questions or events arise, adapting plans as required and referring to appropriate channels where corruption, fraud, sexual exploitation or abuse or other misconduct or waste of resources is identified.
- Responsible for meeting the evaluation purpose and for actions taken and for ensuring redress and recognition as needed.

RESPECT

I will engage with all stakeholders of an evaluation in a way that honours their dignity, well-being, personal agency and characteristics. Specifically, I will ensure:

- Access to the evaluation process and products by all relevant stakeholders – whether powerless or powerful – with due attention to factors that could impede access such as sex, gender, race, language, country of origin, LGBTQ status, age, background, religion, ethnicity and ability.
- Meaningful participation and equitable treatment of all relevant stakeholders in the evaluation processes, from design to dissemination. This includes engaging various stakeholders, particularly affected people, so they can actively inform the evaluation approach and products rather than being solely a subject of data collection.
- Fair representation of different voices and perspectives in evaluation products (reports, webinars, etc.).

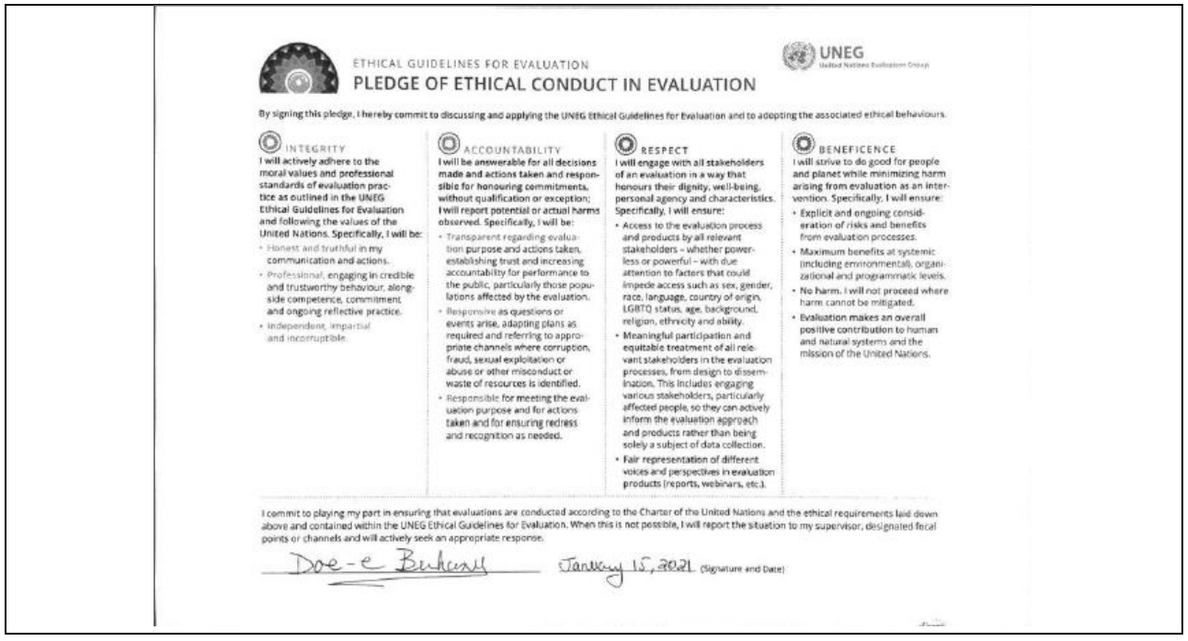
BENEFICENCE

I will strive to do good for people and planet while minimizing harm arising from evaluation as an intervention. Specifically, I will ensure:

- Explicit and ongoing consideration of risks and benefits from evaluation processes.
- Maximum benefits at systemic (including environmental), organizational and programmatic levels.
- No harm. I will not proceed where harm cannot be mitigated.
- Evaluation makes an overall positive contribution to human and natural systems and the mission of the United Nations.

I commit to playing my part in ensuring that evaluations are conducted according to the Charter of the United Nations and the ethical requirements laid down above and contained within the UNEG Ethical Guidelines for Evaluation. When this is not possible, I will report the situation to my supervisor, designated focal points or channels and will actively seek an appropriate response.

[signature] 19/01/2021 (Signature and Date)



ETHICAL GUIDELINES FOR EVALUATION

UNEG
United Nations Evaluation Group

PLEDGE OF ETHICAL CONDUCT IN EVALUATION

By signing this pledge, I hereby commit to discussing and applying the UNEG Ethical Guidelines for Evaluation and to adopting the associated ethical behaviours.

INTEGRITY

I will actively adhere to the moral values and professional standards of evaluation practice as outlined in the UNEG Ethical Guidelines for Evaluation and following the values of the United Nations. Specifically, I will be:

- Honest and truthful in my communication and actions.
- Professional, engaging in credible and trustworthy behaviour, alongside competence, commitment and ongoing reflective practice.
- Independent, impartial and incorruptible.

ACCOUNTABILITY

I will be answerable for all decisions made and actions taken and responsible for honouring commitments, without qualification or exception; I will report potential or actual harms observed. Specifically, I will be:

- Transparent regarding evaluation purpose and actions taken, establishing trust and increasing accountability for performance to the public, particularly those populations affected by the evaluation.
- Responsive as questions or events arise, adapting plans as required and referring to appropriate channels where corruption, fraud, sexual exploitation or abuse or other misconduct or waste of resources is identified.
- Responsible for meeting the evaluation purpose and for actions taken and for ensuring redress and recognition as needed.

RESPECT

I will engage with all stakeholders of an evaluation in a way that honours their dignity, well-being, personal agency and characteristics. Specifically, I will ensure:

- Access to the evaluation process and products by all relevant stakeholders – whether powerless or powerful – with due attention to factors that could impede access such as sex, gender, race, language, country of origin, LGBTQ status, age, background, religion, ethnicity and ability.
- Meaningful participation and equitable treatment of all relevant stakeholders in the evaluation processes, from design to dissemination. This includes engaging various stakeholders, particularly affected people, so they can actively inform the evaluation approach and products rather than being solely a subject of data collection.
- Fair representation of different voices and perspectives in evaluation products (reports, webinars, etc.).

BENEFICENCE

I will strive to do good for people and planet while minimizing harm arising from evaluation as an intervention. Specifically, I will ensure:

- Explicit and ongoing consideration of risks and benefits from evaluation processes.
- Maximum benefits at systemic (including environmental), organizational and programmatic levels.
- No harm. I will not proceed where harm cannot be mitigated.
- Evaluation makes an overall positive contribution to human and natural systems and the mission of the United Nations.

I commit to playing my part in ensuring that evaluations are conducted according to the Charter of the United Nations and the ethical requirements laid down above and contained within the UNEG Ethical Guidelines for Evaluation. When this is not possible, I will report the situation to my supervisor, designated focal points or channels and will actively seek an appropriate response.

Doe-e Burkuil January 15, 2021 (Signature and Date)

Annex T Bibliography

1. In this Annex we provide bibliographical references for documents cited in the Inception Report, plus entries for other key documents from the evaluation team's electronic library.

2. "Location" in the listing below refers to folder and document numbers in the evaluation team's electronic library of documents.

3. The bibliography will be continually updated as the evaluation proceeds.

Short ref	Full ref	Location
Afar & WFP, 2020	*Agreement Between the Afar Regional Bureau of Education and the Afar Bureau of Finance and Economic Cooperation and The World Food Programme (WFP) on the Implementation of School Feeding in Afar Region, Ethiopia in the Framework of the WFP Country Strategic Plan (CSP ET02) 2020-2025.* Agreement No: ET02_Act 04_ABOE/BOFEC.01	A2-7
ALNAP, 2016	*Evaluation of Humanitarian Action Guide,* ALNAP 2016	C3-1
Assefa, 2015	*The impact of school feeding programme on students' academic performance: the case of selected elementary schools in Debre Libanos Wereda, Oromia Region.* A thesis submitted to the School of Psychology Addis Ababa University. Ermias Assefa: Addis Ababa, June 2015.	B0.3-2
ATA,2013	*HGSF – Home-Grown School Feeding in Ethiopia,* Final report 2113/07/25, Ethiopian ATA _ Agricultural Transformation Agency.	A3.3.3-12
AU et al, 2014a	*The Cost of Hunger in Africa: Social and Economic Impact of Child Undernutrition in Egypt, Ethiopia, Swaziland and Uganda*. African Union Commission, NEPAD Planning and Coordinating Agency, UN Economic Commission for Africa, and UN World Food Programme. Addis Ababa: UNECA, 2014.	B0.2.3
AU et al, 2014b	*The Cost of Hunger in Ethiopia: Implications for the Growth and Transformation of Ethiopia.* African Union Commission, NEPAD Planning and Coordinating Agency, UN Economic Commission for Africa, and UN World Food Programme. Addis Ababa: UNECA, 2014.	B0.2.4
Bundy et al, 2009	*Rethinking School Feeding: Social Safety Nets, Child Development and the Education Sector.* Bundy, D., Burbano, C., Grosh, M., Geli, A., Jukes, M., Drake, L. (2009), The World Bank.	D1-2
CSA & DHS Program, 2016	*Ethiopia – Demographic and Health Survey 2016*. Central Statistical Agency & The DHS Program, ICF: Addis Ababa, Ethiopia & Rockville, Maryland, USA: July 2017.	B2.2-2
EPHI, 2016	*Ethiopian National Micronutrient Survey Report,* Ethiopian Public Health Institute, September 2016	B0.2-8
EPHI, 2020	*A Directive issued for the Prevention and Control of the COVID-19 Pandemic No. 30/2020,* Ethiopian Public Health Institute, 5 October 2020.	B1.7-4
FAO, 2014a	*KAP manual: Guidelines for assessing nutrition-related Knowledge, Attitudes and Practices,* by Yvette Fautsch Macías R.D., M.Sc., FAO Nutrition Consultant, with Peter Glasauer Ph.D., FAO Nutrition Division, Food and Agriculture Organization of the United Nations, Rome, 2014.	C3-5

Short ref	Full ref	Location
FAO, 2014b	*KAP manual: Guidelines for assessing nutrition-related Knowledge, Attitudes and Practices,* by Yvette Fautsch Macías R.D., M.Sc., FAO Nutrition Consultant, with Peter Glasauer Ph.D., FAO Nutrition Division, Food and Agriculture Organization of the United Nations, Rome, 2014. **[model questionnaires, Word version]**	C3-6
FAO, 2017	*Chronology of hotspot classification in Ethiopia – February 2015 – June 2017.* Food and Agriculture Organization of the United Nations: 2017.	B6.3-3
Gardiner et al, 2016	*Home Grown School Feeding (HGSF) Pilot Programme in Southern Nations Nationalities and Peoples Region, Ethiopia – Programme Evaluation,* Iain Gardiner, Elodie Yard, Ginjo Giya and Nigussie Geletu Dejene, December 2016.	[SEL]
GoE & UNICEF, 2012	*Study on Situation of Out of School Children (OOSC) in Ethiopia.* Ministry of Education and UNICEF Ethiopia Country Office: Addis Ababa: July 1012.	B1.5-1
GoE, 2012	*National School Health and Nutrition Strategy*. Ministry of Education. Federal Democratic Republic of Ethiopia: Addis Ababa: October 2012.	B2.1-0
GoE, 2010	Growth *and Transformation Plan (GTP) 2010/11-2014/15.* Ministry of Finance and Economic Development, Federal Democratic Republic of Ethiopia: Addis Ababa: September 2010.	B2.1-8
GoE, 2013a	*National General Education Inspection Framework,* Ministry of Education, September 2013	B1.8-1
GoE, 2013b	*National school inspection guidelines,* Ministry of Education, September 2013.	B1.8-2
GoE, 2013c	*Social Protection Policy*. Federal Democratic Republic of Ethiopia: Addis Ababa, October 2013.	B2.1-5
GoE, 2013d	*Education Statistics Annual Abstract 2005 EC (2012/13 GC*. Ministry of Education. EMIS, Planning and Resource Mobilization. Government of the Federal Democratic Republic of Ethiopia: Addis Ababa, November 2013.	B1.2-2
GoE, 2013e	*Strategy for Gender Equity in the Education and Training Sector.* Ministry of Education, Federal Democratic Republic of Ethiopia, 1 June 2013.	B1.6-1
GoE, 2013f	*Social Assessment of the General Education Quality Improvement Program Phase 2,* Ministry of Education, Ethiopia, July 2013	B1.4-2
GoE, 2014	*Gender Responsive Pedagogy Manual For Pre-service and In-service Teacher Training.* Ministry of Education, Federal Democratic Republic of Ethiopia, Addis Ababa: September 2014.	B1.6-2
GoE, 2015a	*Education Sector Development Programme V (ESDP V). 2008 – 2012 E.C. 2015/16 – 2019//20 G.C. Programme Action Plan*. Federal Ministry of Education. Federal Democratic Republic of Ethiopia: Addis Ababa, 2015.	B1.1-3
GoE, 2015b	*Education Statistics Annual Abstract. 2006 E.C (2013/2014).* Ministry of Education. EMIS and ICT Directorate. Government of the Federal Democratic Republic of Ethiopia: Addis Ababa, June 2015.	B1.2-3

Short ref	Full ref	Location
GoE, 2015c	*Plan to address the effects of El Niño caused drought on students' school attendance (Amharic).* Ministry of Education, Government of the Federal Democratic Republic of Ethiopia: Addis Ababa, September 2015.	B1.0.1-3
GoE, 2016a	*National Social Protection Strategy of Ethiopia*. Federal Democratic Republic of Ethiopia: Addis Ababa, January 2016.	B2.1-1
GoE, 2016b	*Growth and Transformation Plan II (GTP II) 2015/16-2019/20). Volume I: Main Text.* National Planning Commission, Federal Democratic Republic of Ethiopia: Addis Ababa: May 2016.	B2.1-6
GoE, 2016c	*National Nutrition Program. 2016 – 2020*. Government of the Federal Democratic Republic of Ethiopia: Addis Ababa, 2016.	B2.1-2
GoE, 2016d	*Education Statistics Annual Abstract. 2007 E.C (2014/2015).* Ministry of Education. EMIS and ICT Directorate. Government of the Federal Democratic Republic of Ethiopia: Addis Ababa, June/July 2016.	B1.2-4
GoE, 2016e	*Ethiopian National Micronutrient Survey Report*. Ethiopian Public Health Institute, Ministry of Health, Government of the Federal Democratic Republic of Ethiopia: Addis Ababa, September 2016.	B.2-8
GoE, 2016f	*General Education Statistical Abstract. 2008 E.C (2015/16).* Ministry of Education. EMIS and ICT Directorate. Government of the Federal Democratic Republic of Ethiopia: Addis Ababa, December 2016.	B1.2-5
GoE, 2017a	*Ethiopia 2017 Voluntary National Review on SDGs - Government Commitments, National Ownership and Performance Trends,* Federal Democratic Republic of Ethiopia, National Planning Commission, June 2017, Addis Ababa.	B2.1-10
GoE, 2017b	*National School Feeding Strategy. 3rd/final draft.* Ministry of Education. Federal Democratic Republic of Ethiopia: Addis Ababa: 30 September 2017.	B1.-4
GoE, 2018a	*Ethiopian Education Development Roadmap (2018–2030), An integrated Executive Summary,* Ministry of Education, Education Strategy Centre, Addis Ababa July 2018	B1.1-4
GoE, 2019a	*School Feeding Program Helps to Cut Dropouts.* Government of Ethiopia press release. 25 October 2019. https://reliefweb.int/report/ethiopia/school-feeding-program-helps-cut-dropouts	
GoE, 2019b	*Guidelines for Gender Clubs Organization, Leadership and functions for Primary and Secondary Schools.* Ministry of Education, Federal Democratic Republic of Ethiopia, January 2019.	B1.6-4
GoE, 2019c	*National Schools Re-Inspection Analysis Report,* General Education Inspection Directorate, Ministry of Education, June 2019	B1.8-4
GoE, 2019d	*A Homegrown Economic Reform Agenda: A Pathway to Prosperity,* Federal Democratic Republic of Ethiopia, Office of the Prime Minister, September 2019	B2.1-10

Short ref	Full ref	Location
GoE, 2020a	*Ten Years Development Plan – A Pathway to Prosperity 2021–2030,* Federal Democratic Republic of Ethiopia, Planning and Development Commission [2020]	B2.1-9
GoE 2021a	*School Meals Policy and Implementation Strategy,* Ethiopian Federal Democratic Republic, Ministry of Education, June 2021	B1.0-7
GoE, n.d.-a	*Primary School Age population 2005EC*. Government of the Federal Democratic Republic of Ethiopia: Addis Ababa, no date.	B1.2-0
GoE, n.d.-b	*Emergency School Feeding Performance Assessment – Part 1 (Amharic).* Ministry of Education, Government of the Federal Democratic Republic of Ethiopia: Addis Ababa, no date.	B1.0.1-4
Hirvonen et al., 2018	*Impact of Ethiopia's 2015 drought on child undernutrition*, Kalle Hirvonen, Thomas Pave Sohnesen, and Tom Bundervoet, IFPRI and Ethiopian Development Research institute (EDRI), Strategy Support Program, Working Paper 114, February 2018.	[SEL]
IMF, 2018	*Women and the Economy in Ethiopia.* Prepared by the African Department and UN Women. International Monetary Fund, November 2018.	B0.1-4
Lister et al, 2019	*Ethiopia: An evaluation of WFP's Portfolio (2012-2017). Evaluation Report.* Stephen Lister, Doe-e Berhanu, Liv Bjørnestad, Alison Donnelly, Zoe Driscoll, George Fenton, Adam Leach and Judith Sandford. WFP, January 2019.	A3.0.2-4
Lister et al, 2021a	*Baseline and Endline Evaluation of WFP's USDA McGovern - Dole International Food for Education and Child Nutrition Programme's Support in Afar and Oromia regions in Ethiopia 2019 to 2024 – Baseline Inception Report.* Stephen Lister (Team Leader), Denis Alder, Doe-e Berhanu, Gadissa Bultosa, Liam Bluer, Mokoro Limited, for WFP Ethiopia Country Office, 28 February 2021.	A1.3-1
Majewski et al, 2019	*Update of WFP's Safety Nets Policy: Policy Evaluation*, Prepared by Avenir Analytics: Brian Majewski, Team Leader; Jeff Duncalf; Carol Ward; Sarah Bailey; Sara Pavanello; Hetty van Doorn; Paule Herodote; Mario Patiño; Samer Shtayyeh; Maayan Frankel. Commissioned by the WFP Office of Evaluation. May 2019	A4.5-1
Mokoro, 2015	*WFP 2012* Nutrition *Policy: A Policy Evaluation – Inception Report.* Stephen Lister, Stephanie Allan, Jane Keylock, Kate Sadler, Tamsin Walters, Mokoro Ltd. WDP Office of Evaluation, 20 February 2015.	A4.5-2
Mersha & Van Laerhoven, 2016	*A gender approach to understanding the differentiated impact of barriers to adaptation: responses to climate change in rural Ethiopia*, Mersha, A.A. & Van Laerhoven, F. Reg Environ Change (2016) 16:1701. https://doi.org/10.1007/s10113-015-0921-z	B0.1-3
New Business Ethiopia, 2020	*Addis to Double School Feeding to 600,000 Students.* New Business Ethiopia, May 22, 2020. https://newbusinessethiopia.com/education/addis-to-double-school-feeding-to-600000-students/	
NYLN & KASA, 2006	*Respectful Disability Language: Here's What's Up!* National Youth Leadership Network and Kids as Self-Advocates, 2006	C3-7

Short ref	Full ref	Location
OECD DAC, 2002	*Glossary of Key Terms in Evaluation and Results Based Management,* OECD Development Assistance Committee, 2002.	C3-2
OECD DAC, 2019	*Better Criteria for Better Evaluation: Revised Evaluation Criteria Definitions and Principles for Use,* OECD/DAC Network on Development Evaluation, Adopted by the DAC on 10 December 2019.	C3-3
Oromia & WFP, 2020	*Agreement Between the Oromia Bureau of Education and the Oromia Bureau of Finance and Economic Cooperation and World Food Programme on the Implementation of School Feeding in Oromia Region in the Framework of WFP Country Strategic Plan (CSP) 2020-2025.* Agreement No: ET02_Act 04_OBOE/BOFEC.01	A2-8
Poppe et al, 2017	*School Meals and Educational Outcomes in Rural Ethiopia*. Poppe, Robert, Frölich, Markus & Getinet Haile. The Journal of Development Studies, DOI: 10.1080/00220388.2017.1311405: 12 May 2017.	B0.3-3
RTI International, 2016	*Early Grade Reading Assessment (EGRA) Toolkit, Second Edition.* Washington, DC: RTI International for United States Agency for International Development, February 2016	B1.3-4
SABER, 2015	*SABER Country Report: Ethiopia School Feeding*. Systems Approach for Better Education Results (SABER): 2015.	B1.0-2
SABER, 2021	*SABER Country Report: Ethiopia School Feeding*. Systems Approach for Better Education Results (SABER): 2021.	A2.5-2
SCI Ethiopia, 2021	*Tender Reference # - SCI-ET-2021-005,* Save the Children International, Ethiopia, February 2021.	B7.1-1
Singal et al, 2014	*A Primer on Effectiveness and Efficacy Trials,* Amit G Singal, Peter D R Higgins, and Akbar K Waljee, published online, January 2014: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3912314/	online
Stern et al, 2012	*Broadening the Range of Designs and Methods for Impact Evaluation*, DFID Working Paper 38, Elliot Stern (Team Leader), Nicoletta Stame, John Mayne, Kim Forss, Rick Davies, Barbara Befani, April 2012.	C3-4
The Lancet, 2013	*Maternal and Child Nutrition series. [Executive Summary.] The Lancet, 2013*	D3-3
UN Women, 2014	*Preliminary Gender Profile of Ethiopia*. UN Women: Addis Ababa: November 2014.	B0.1-1
UN Women, 2019	*Annual Report on Key Achievements.* UN Women Ethiopia, 2019.	B0.1-5
UNCT Ethiopia, 2020	*Ethiopia: United Nations Sustainable Development Cooperation Framework 2020 – 2025,* United Nations Country Team in Ethiopia 2020	B7-3
UNDAF, 2016-2020	*Ethiopia United Nations Development Assistance Framework 2016-2020 (Draft).* United Nations Country Team: Addis Ababa, November 2015.	B7-2

Short ref	Full ref	Location
UNDP et al., n.d.	*Joint Programme on Gender Equality and Women Empowerment – Rural Women Economic Empowerment Component. Programme Document.* UNDP, IFAD, WFP, FAO, UN Women	B0.1-6
UNDP, 2019	*Human Development Report 2019.* United Nations Development Programme, New York: 2019.	D3-1
UNDP, 2020	*Human Development Report 2020. The next frontier: Human development and the Anthropocene.* United Nations Development Programme, New York. 2020	D3-4
UNEG, 2008	*UNEG Code of Conduct for Evaluation in the UN System*. United Nations Evaluation Group, March 2008.	C1.4-2
UNEG, 2011	*Integrating Human Rights and Gender 2 Equality in Evaluation – Towards UNEG Guidance* ,UNEG Human Rights and Gender Equality Task Force, March 2011.	C1.4-3
UNEG, 2014	*Integrating Human Rights and Gender Equality in Evaluations.* United Nations Evaluation Group, August 2014	C1.4-7
UNEG, 2016	*Norms and Standards for Evaluation*. United Nations Evaluation Group, June 2016	C1-4.1
UNEG, 2018	*UN-SWAP* Evaluation *Performance Indicator Technical Note,* United Nations Evaluation Group April 2018, Guidance Document	C1.3.0-4
UNEG, 2020	*Ethical Guidelines for Evaluation.* United Nations Evaluation Group, 2020	C1.4-5
UNICEF, n.d. (a)	*Situation Analysis of Children and Women: Afar Region*	B4.2-1
UNICEF, n.d. (b)	*Situation Analysis of Children and Women: Oromia Region*	B5.1-1
UNICEF, n.d. (c)	*Situation Analysis of Children and Women: Harari*	B5.1-2
UNICEF, n.d. (d)	*ECO Section Health Programme Strategy Note- 2018 to 2020*	B0.4-7
UNICEF, n.d. (e)	*Programme Strategy Note, Ethiopia Country Programme 2016-2020 Learning and Development Component*	B0.4-8
UNICEF, n.d. (f)	*UNICEF Ethiopia Country Programme Mid-Term Review, Programme Strategy Note – Nutrition*	B0.4-9
UNICEF, n.d. (g)	*UNICEF Ethiopia Country Programme Mid-Term Review, Programme Strategy Note – WASH*	B0.4-10
UNOCHA, 2020	*Global Humanitarian Overview 2020*. United Nations Office for the Coordination of Humanitarian Affairs, 2020.	B6-5
USDA & WFP, 2019	*Agreement between the Government of the United States of America and the World Food Programme for the provision of agricultural commodities through the McGovern-Dole International Food for Education and Child Nutrition Program Act, Amendment 1 to Agreement No. OGSM:FFE-663-2018/2013-00 dated September27, 2019.* (signed December 2019)	A2-6

Short ref	Full ref	Location
USDA, 2014	*Food for Progress and McGovern-Dole Indicators and Definitions*. Food Assistance Division, Office of Capacity Building and Development. United States Department of Agriculture, Foreign Agricultural Service, 15 July 2014. (*superseded by 2019 version*)	C2-2
USDA, 2016a	*USDA's School Feeding Program in Ethiopia is Making a Difference. Global Agricultural Information Network (GAIN),* United States Department of Agriculture: Washington, DC, 5 February 2016.	A2.1-3
USDA, 2019a	*Monitoring and Evaluation Policy*. Food Assistance Division, Office of Capacity Building and Development. United States Department of Agriculture, February 2019.	C2-1
USDA, 2019b	*Food Assistance Indicators and Definitions,* Foreign Agricultural Service – Food Assistance Division, United States Department of Agriculture, February 2019	C2-2a
USDA, n.d.-a	*MGD RF 1: Literacy Results Framework and MGD RF 2: Health and Dietary Practices Results Framework.* USDA: n.d.	C2-3
USG, 2016	*U.S. Government Global Food Security Strategy, FY 2017–2021,* September 2016	c2-4
Visser et al, 2018a	*Final Evaluation of WFP'S USDA McGovern-Dole International Food for Education and Child Nutrition Programme's Support in Afar and Somali Regions in Ethiopia 2013–201, Inception Report – Final Version,* Muriel Visser, Denis Alder, Rita Bhatia, Gadissa Bultosa, Doe-e Berhanu, Christine Fenning. WFP Ethiopia, 24 January 2018.	A2.1-6
Visser et al, 2018b	*Final Evaluation of WFP'S USDA McGovern-Dole International Food for Education and Child Nutrition Programme's Support in Afar and Somali Regions in Ethiopia 2013–2017. Evaluation Report – Final.* Muriel Visser, Denis Alder, Rita Bhatia, Gadissa Bultosa, Doe-e Berhanu, Christine Fenning. WFP Ethiopia, 03 August 2018.	A2.1-4a
WFP & CSA, 2019	*Comprehensive Food Security and Vulnerability Analysis (CFSVA) Ethiopia 2019,* WFP Ethiopia Office and Central Statistical Agency,	B6.5-1
WFP, 2011a	*Girls Initiative Impact Assessment*. World Food Programme Ethiopia: Addis Ababa: January 2011.	A3.4-3
WFP, 2012a	*WFP Humanitarian Protection Policy*, WFP/EB.1/2012/5-B/Rev.1, 15 February 2012	A4.6-1
WFP, 2013a	*Baseline Survey for MGD supported School Feeding program in Afar and Somali.* WFP Ethiopia January 2013.	A2.0-1
WFP, 2013b	*Technical Note on Efficiency Analysis.* Robrecht Renard and Stephen Lister, WFP – OEV, 14 June 2013.	C1.3-5
WFP, 2013c	*Revised School Feeding Policy*. Rome: WFP, 4-7 November 2013.	A4.1-1
WFP, 2014a	*Evaluation of WFP's 2009 Gender Policy*. WFP, January 2014.	A4.3-3
WFP, 2014a	*Innovations from the field: Gender mainstreaming from the ground up.* WFP, 11 July 2014.	A4.3-4

Short ref	Full ref	Location
WFP, 2015a	*Training Manual for food preparation, food safety and hygiene.* WFP Ethiopia: Addis Ababa, January 2015.	A3.3.6-3
WFP, 2015b	*Gender Policy (2015-2020).* Rome: WFP, 25-28 May 2015.	A4.3-1
WFP, 2016a	*Technical Note: Glossary of Terms,* WFP OEV, August 2016	C1.3-10
WFP, 2016b	*Technical Note, Evaluation Reference Group*, WFP Office of Evaluation, Decentralized Evaluation Quality Assurance System (DEQAS), March 2016	C1-3-6
WFP, 2016c	*Technical Note, Evaluation Committee,* WFP Office of Evaluation, Decentralized Evaluation Quality Assurance System (DEQAS), April 2016	C1-3-7
WFP, 2016d	*Technical Note: Integrating Gender in Decentralized Evaluations.* WFP Decentralized Evaluation Quality Assurance System (DEQAS), August 2016	C1-3-8
WFP, 2016e	*Technical Note, Independence and Impartiality,* WFP Office of Evaluation, Decentralized Evaluation Quality Assurance System (DEQAS), March 2016	C1-3-9
WFP, 2016f	*Technical Note – Impact Evaluation*, WFP Office of Evaluation, August 2016.	1.1.12–21
WFP, 2016g	*McGovern-Dole Capacity Development – Status and Gaps. Presentation for Bureau of Education Management*. WFP Area Office: October 2016.	A2.0-20
WFP, 2016h	*Country Gender Action Plan (CGAP) 2017-2020.* WFP Ethiopia: 2016.	A3.4-1
WFP, 2016i	*Integrated Road Map: Positioning WFP for a changing world.* World Food Programme, 8 January 2016.	
WFP, 2017a	*Ethiopia School Feeding. Ethiopia Investment Case. Cost-Benefit Analysis Report*. World Food Programme: Addis Ababa, June 2017.	A3.3.5-1
WFP, 2017b	*Technical Note: Evaluation Questions and Criteria,* WFP [OEV], August 2017	C1.3-11
WFP, 2018a	*Decentralized Evaluation Quality Assurance System (DEQAS) Process Guide*, WFP Office of Evaluation, updated March 2018	C1.2-2
WFP, 2018b	*McGovern-Dole Program Ethiopia FY 2018 Proposal.* WFP, 2018	A2-1
WFP, 2018c	*WFP Management Plan (2019–2021),* WFP/EB.2/2018/6-A/1/Rev.1, WFP 22 November 2018	A4.2-4
WFP, 2019a	*Gender Concepts,* WFP *Gender* Office, available at https://gender.manuals.wfp.org/en/gender-toolkit/gender-concepts-and-frameworks/gender-concepts/, published 05 October 2016, updated 05 March 2019.	A4.3.1.1-2
WFP, 2019b	*McGovern-Dole WFP Ethiopia Performance Monitoring P:lan* (spreadsheet: Performance Monitoring Plan 10.15.19.xlsx)	A2-3
WFP, 2020a	*Evaluation Plan [for MGD project in Afar and Oromia regions],* WFP Ethiopia, February 2020.	A2-2
WFP, 2020b	*Ethiopia country strategic plan (2020-2025),* WFP/EB.A/2020/8-A/1, WFP 25 June 2020	A3.1-5

Short ref	Full ref	Location
WFP, 2020c	*Ethiopia Semi-annual Report Narrative, 1st April [2020] – 30st September 2020* [McGovern-Dole six-monthly report to USDA by Ethiopia Country Office, WFP]	A2.6-2
WFP, 2020d	*Meeting on McGovern Dole International Food for Education and Child Nutrition Programme-literacy Improvement, 30 December 2020.* [WFP note for the record]	A2.7-1
WFP, 2021a	*Semi-annual Report Narrative 1 October 2020 – 31 March 2021* [McGovern-Dole six-monthly report to USDA by Ethiopia Country Office, WFP]	A2.6-3
WFP, 2021b	*Semi-annual Narrative Report 1 April – 30 September 2021* [McGovern-Dole six-monthly report to USDA by Ethiopia Country Office, WFP]	A2.6-4a, 4b
WFP, 2021c	*The Nutrition-Sensitive Home-Grown School Meals linked with school farm initiative in SNNPR Regional State, Ethiopia, Grant Application to France,* WFP January 2021	A3.3.3-1
WFP, 2021d	*Summary Notes of School Feeding Policy Strategy Launching Event 8 July 2021, WFP*	B1.9-8
WFP, n.d.-a	*School Meals Program in Ethiopia - Presentation*. World Food Programme Ethiopia: n.d.	A2.21
WFP, n.d.-b	*Strategic Analysis of School Feeding Programmes*. World Food Programme: n.d.	A2.9-22
WFP, n.d.-c	*WFP Contribution in Emergency School Feeding Program Operation*. WFP Ethiopia: Addis Ababa, n.d.	B1.0.1-5
WFP, n.d.-d	*Baseline Study Report on Gender Mainstreaming and Women's Empowerment in Ethiopia*. WFP Ethiopia: n.d. [internal evidence indicates this was probably prepared in the second half of 2017]	A3.4-2
WFP, n.d.-e	*School Meals Program food preparation, food safety and hygiene guideline for cooks*. WFP Ethiopia: Addis Ababa, n.d.	A3.3.6-1
WFP, n.d.-f	*School Health and Nutrition: A course for personnel involved in program designing and implementation. Facilitator Guide. First Draft.* WFP Ethiopia: Addis Ababa, n.d.	A3.3.6-2
WEF, 2019	*The Global Gender Gap Report 2020,* World Economic Forum: Geneva, Switzerland: 2019.	B0.1-2
WEF, 2021	*Global Gender Gap Report 2021 INSIGHT REPORT MARCH 2021.* World Economic Forum. Cologny/Geneva, Switzerland. March 2021.	D3-5

Acronyms and abbreviations

ABE	Alternative Basic Education
AIDS	Acquired Immune Deficiency Syndrome
AIR	American Institutes for Research
ALNAP	Active Learning Network for Accountability and Performance
ATA	Agricultural Transformation Agency
AWP	Annual Work Plan
BoE	Bureau of Education
BOFEC	Bureau of Finance and Economic Cooperation
CHILD	Children in Local Development
CO	Country Office
Covid-19	Coronavirus Disease 2019
CP	Country Programme
CPD	Continuous Professional Development
CRRF	Comprehensive Refugee Response Framework
CSA	Central Statistical Agency
CSB	Corn Soya Blend
CSP	Country Strategic Plan
CSPro	Census and Survey Processing System
CQ	Child questionnaire
DEQAS	Decentralized Evaluation Quality Assurance System
DHS	Demographic and Health Survey
DP	Development Partner
EB	Executive Board
EC	Evaluation Committee / European Commission
ECE	Early Childhood Education
ECCD	Early Childhood Care and Development
ECD	Early Childhood Development
EDC	Education Development Centre
EFA	Education for All
EGRA	Early Grade Reading Assessment
EM	Evaluation Manager
EMIS	Educational Management Information System
EP	Evaluation Plan
EQ	Evaluation Question
EQAS	Evaluation Quality Assurance System
ERG	Evaluation Reference Group
ESDP	Education Sector Development Programme
ESFP	Emergency School Feeding Programme
ET	Evaluation team
ETB	Ethiopian Birr (currency)
EthCO	Ethiopia Country Office
FAO	Food and Agriculture Organization
FAS	Foreign Agricultural Service
FCS	Food Consumption Score
FDRE	Federal Democratic Republic of Ethiopia

FFE	Food For Education
FGD	Focus Group Discussion
FGM/C	Female Genital Mutilation/ Cutting
FLA	Field-Level Agreement
FSQ	Food Safety and Quality
GDI	Gender Development Index
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GEEW	Gender Equality and Women's Empowerment
GEQIP	General Education Quality Improvement Programme
GGGI	Global Gender Gap Index
GIP	Girls Initiative Programme
GIZ	Deutsche Gesellschaft fur Internationale Zusammenarbeit
GLM	General Linear Modelling
GoE	Government of Ethiopia
GPI	Gender Parity Index
GPS	Global Positioning System
GTP	Growth and Transformation Plan
HDI	Human Development Index
HGER	Home Grown Economic Reform
HGSF	Home Grown School Feeding
HH	Household
HIV	Human Immunodeficiency Virus
HRP	Humanitarian Response Plan
HTP	Harmful Traditional Practices
ICSP	Interim Country Strategic Plan
IDP	Internally Displaced Person
IP	In programme
HQ	Headquarters
IEC	Internal Evaluation Committee / Information Education Communication
IMF	International Monetary Fund
IOM	International Organization for Migration
IRC	International Rescue Committee
KAPS	Knowledge, Attitudes and Practices Survey
KII	Key Informant Interviews
LTA	Long-Term Agreement
M&E	Monitoring and Evaluation
MAM	Moderate Acute Malnutrition
MGD	McGovern–Dole
MoA	Ministry of Agriculture
MoE	Ministry of Education
MoFEC	Ministry of Finance and Economic Cooperation
MOFED	Ministry of Finance and Economic Development
MoH	Ministry of Health
MoLSA	Ministry of Labour and Social Affairs
MT	Metric Tons

MTR	Mid-Term Review
NDRMC	National Disaster Risk Management Commission
NER	Net Enrolment Rate
NGO	Non-Governmental Organization
NSFP	National School Feeding Programme
ODK	Open Data Kit
OECD	Organisation for Economic Co-operation and Development
OECD-DAC	Organisation for Economic Co-operation and Development - Development Assistance Committee
OEV	Office of Evaluation
OP	Out programme
OTP	Outpatient Therapeutic Programme
P4P	Purchase for Progress
PCI	Project Concern International
PDM	Post-Distribution Monitoring
PMP	Performance Monitoring Plan
PRF	Project Results Framework
PSI	Population Services International
PSNP	Productive Safety Net Programme
PTA	Parent Teacher Association
Qno	Question Code
QS	Quality Support
RB	Regional Bureau
RBN	Regional Bureau Nairobi (WFP)
REACH	Renewed Efforts Against Child Hunger
REB	Regional Education Bureau
REO	Regional Evaluation Officer
RNG	Random Number Generator
SABER	Systems Approach for Better Education Results
SAM	Severe Acute Malnutrition
SBCC	Social and Behaviour Change Communication
SCF	Save the Children Fund
SCID	School Identifier
SDG	Sustainable Development Goal
SF	School Feeding
SFP	School Feeding Programme
SHN	School Health and Nutrition
SI	Survey Instrument
SIP	School Improvement Programme
SMP	School Meals Programme
SNNP	Southern Nations Nationalities and People
SO	Strategic Objective
SOP	Standard Operating Procedures
SPR	Standard Project Report
SPSS	Statistical Package for Social Sciences
SQ	School questionnaires
ST	Survey Team

TALULAR	Teaching and Learning Using Locally Available Resources
THR	Take Home Ration
TL	Team Leader
TOC	Theory of Change
TOR	Terms of Reference
TOT	Training of Trainers
TSFP	Targeted Supplementary Feeding Programme
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNCT	United Nations Country Team
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme
UNDSS	United Nations Department of Safety & Security
UNECA	United Nations Economic Commission for Africa
UNEG	United Nations Evaluation Group
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
UN-OCHA	United Nations Office for the Coordination of Humanitarian Affairs
UNSDCF	United Nations Sustainable Development Cooperation Framework
USAID	United States Agency for International Development
USD	United States dollar
USDA	United States Department of Agriculture
WASH	Water, Sanitation and Hygiene
WEF	World Economic Forum
WFP	World Food Programme

[Ethiopia, March 2022]

WFP Ethiopia

http://www1.wfp.org/countries/ethiopia

WFP
World Food Programme
wfp.org