WFP EVALUATION

Evaluation of School Feeding Programme in South Sudan, 2018 to 2023

Decentralized Evaluation Final Report
WFP South Sudan Country Office

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WFP

World Food Programme

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Executive Summary

▶ **Introduction**

1. Since 2011, the WFP South Sudan Country Office has been implementing the School Feeding Programme (SFP) mainly at the primary level to attract and keep children in school and improve their learning outcomes. The main objective of the SFP is to ensure that school-age children have access to safe and nutritious food for attending school. As of May 2022, the SFP had supported 928 primary schools, nine secondary schools, and four teachers' learning institutes across the nation in 47 counties. The SFP budget from 2018 to 2023 was USD 226 million. While the SFP is one of the oldest WFP programmes in South Sudan, it had not been comprehensively reviewed or evaluated, though there was an ICSP evaluation that had broadly appraised the SFP.

2. Oversee Advising Group was commissioned to conduct the Evaluation of the School Feeding Programme in South Sudan from 2018 to 2023. The evaluation covered the period of programme implementation from January 2018 to February 2023 across all the SFP locations.

▶ **Evaluation purpose and objectives**

3. The Decentralized Evaluation serves the mutually reinforcing objectives of accountability and learning. For accountability purposes, the evaluation assessed the performance and results of the SFP, and long-term effects of the programme including intended, and unintended outcomes, and negative or positive outcomes for targeted (girls, boys, men, and women), communities and institutions. Strengthening learning was a priority for the evaluation and the assessment aimed to provide evidence for operational and strategic decision-making for adaptive programming purposes. The Organization for Economic Cooperation and Development - Development Assistance Committee criteria of relevance, coherence, efficiency, effectiveness, impact/effects, and sustainability; and Gender Equality and Women's Empowerment, Human Rights, Equity and wider inclusion criteria were used in the assessment.

▶ **Context**

4. South Sudan gained independence from Sudan in 2011, after decades of fighting a liberation war; and continues to face a multifaceted crisis, including violent conflict, insecurity and a protracted humanitarian crisis. With an estimated population of 11,581,878 million people[1] South Sudan is a young, resource-rich, largely agricultural country with 63% of the population living below the nationally defined poverty line[2]; and around 85% engaged in subsistence agriculture.[3] In much of South Sudan, conflict has halted agricultural production and other economic activities. Due to high poverty levels, coupled with instability, parents prefer not to send their children to school, rather, they are kept at home to help with economic activities. This breeds an inter-generational cycle of not only poverty but also illiteracy.[4] Enrolment rates are some of the lowest in the world, with girls, children with disabilities, those displaced by conflict, and refugees marginalized. The net enrolment is very low at 3.3%, 37.6% and 5.2% for pre-primary, primary and secondary schooling respectively. The literacy rate was estimated in 2021, to be around 34%, with significant gender disparities (only 29 percent of women were literate, compared to 40 percent of men).[5] WFP' support of the SFP aligns with Agenda 2030 and the Sustainable Development Goals (SDGs), specifically SDG 2 – supporting countries to achieve Zero Hunger and SDG 17 – partnering to support implementation of the SDGs.

▶ **Main features of the subject of the evaluation**

5. The SFP was focused on two strategic outcomes: Strategic outcome 1 which consisted of Activities 1 and 2. Activity 1 sought to provide food and nutrition assistance to vulnerable populations affected by crises; including providing school meals to vulnerable school children (especially girls) in rural and urban settings. Activity 2 ensured the provision of food and nutrition assistance to refugees in eight refugee camps across the country; including school meal assistance to school age girls and boys in refugee camps. Strategic outcome 3 aimed via Activity 4 to ensure that food-insecure smallholders and communities in non-conflict zones had enhanced livelihoods and resilience to seasonal climate shocks.

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[1] https://www.worldometers.info/world-population/south-sudan-population/

[2] South Sudan Poverty Profile, World Bank, 2015

[3] UNICEF Country Programme Document (2019-2021)

[4] UNICEF. 2020. Strengthening community resilience in South Sudan's urban settings. Pg. 8

[5] World Bank. Literacy rate, adult total (percent of people ages 15 and above) – South Sudan

6.   The expected users of this evaluation are the WFP Country Office and its decision-making partners, Office of Evaluation (OEV), WFP Headquarters in Rome, WFP Executive Board, Ministries of Education, Agriculture, Health and Population; and Social Affairs; Directorate of School Feeding; key partners such as UNICEF, UNESCO, and other stakeholders.

▸ **Methodology**

7.   The evaluation team conducted a **summative evaluation with mixed methods** using a **cross-sectional comparative study design.** A **with/without analysis** was used to evaluate the effects of the SFP by comparing the outcomes for students / schools who received SFP assistance with the outcomes of those who did not. Data was collected across 10 states. Quantitative data was collected from 801 pupils across intervention schools and 758 pupils across non-intervention schools (total of 1559 pupils); 58 headteachers and schools; and 568 household beneficiaries. Qualitative data was collected via desk review, 38 Key Informant Interviews (KIIs) with government, WFP, donors, various UN agencies and other stakeholders; and 29 Focus Group Discussions (FGDs) with schoolgirls and boys; parents-teachers associations (PTA); farmers, traders, school management committee (SMC) members; and community men and women. The chosen multi-stage, stratified cluster sampling method of the surveys may not have captured the intricate nuances of the entire population fully and this may limit universal applicability of findings.

▸ **Evaluation Findings**
Relevance

8.   **There was evidence that the SFP (2018-2022) was highly relevant and had responded appropriately to protracted and frequent shocks (climate-related, conflicts, economic instability etc.) including the COVID-2019 pandemic,** adjusting to the evolving needs in a gender-responsive manner and using an integrated approach.

9.   The SFP targeted the most vulnerable high-risk communities facing food insecurity, low access to education, high drop-out and absenteeism, including prioritizing schools in rural, remote and hard to reach areas, thereby reaching many vulnerable children.

10.   The SFP was well aligned with the policies, strategies, and priorities at the global, regional and national levels relating to school feeding and related issues, especially for girls. The evidence-based criteria used in the theory of change (ToC) proved relevant and appropriate. The logic of the ToC was proven to be structurally sound and plausible with linkages showing the pathway of achievement of outcomes.

11.   **Though the programme had a gender and inclusive approach, an important gap is that it did not specifically target persons living with disabilities**.

Coherence

12.   **The SFP 2018-2023 was highly coherent with internal and external interventions**. It was implemented alongside blanket deworming, hygiene education and WASH improvements in WFP supported schools. UNICEF and WFP fostered UN Coherence through committed participation in the UN Country Team (UNCT) – their programme of cooperation contributed to all four agreed outcome areas of the United Nations Cooperation Framework (2019–2021).

13.   The SFP planning was embedded into the South Sudan education system and implemented within the parameters of the school calendar. The programme was also complementary to other interventions such as SAMS and nutrition. For instance, the home-grown school feeding (HGSF) programme benefited the smallholder farmers, communities, and local economies through local food purchases.

Effectiveness

14.   **The SFP displayed effectiveness in the achievement of its objectives from 2018 and 2022 though there were limitations due to the COVID-19 pandemic (in 2020) and severe funding cuts (in 2022).** Several factors contributed to the achievement of the programme objectives including the commitment of the South Sudanese government to the SFP; a supportive policy environment with school feeding integrated into the broader education and nutrition strategies; evidence of community engagement and ownership; and capacity building of various stakeholders including government, communities and smallholders by WFP.

15.   At output level, 2019 and 2021 were the best performing years. However, in 2022, severe funding gaps forced WFP to reprioritize and reduce the number of targeted beneficiaries, thereby affecting 178,000 school-going children in 21 counties where the SFP was suspended. **Proportionately more pupils and**

more girls were enrolled in the intervention schools compared to the comparison schools. There was an average of 752 pupils per intervention school compared to 536 pupils per non-intervention school. 1303 more girls than boys were enrolled in the intervention schools while in the comparison schools there were 226 more boys than girls overall.

16. **The results for basic literacy measured by correct responses on all the sub-tasks of Early Grade Reading Assessment (EGRA) (P2 and P3), indicated that the intervention schools' performance was significantly higher (40.5%) than that of the comparison schools (33.8%) p < .05**. Though boys in intervention schools out-performed the girls, the girls in intervention schools significantly out-performed girls (37.5% vs 34.9%; p < .05) and boys (37.5% vs 32.7%) in comparison schools.

17. **The significant difference in basic literacy performance between intervention and comparison schools persisted across rural and urban schools, highlighting the equity focus of the programme.** Rural intervention schools also performed better in basic numeracy (48.5%) than rural comparison schools (41.2%), p < .0001.

18. **It was evident that the SFP was not complemented with sufficient infrastructural development** to meet the demands of the expected results of the programme in terms of increased enrolment and retention of pupils in schools. The intervention schools had an average of 82 pupils per class compared to 75 pupils per class in the comparison schools.

19. In terms of outcomes related to SO3, the **household beneficiary survey revealed perceptions of severe food deprivation**, as almost 91% of households reported periods where there was no food of any kind available due to an inability to purchase food. **The findings at household level highlighted the critical gap being filled for the schoolgirls and boys by the on-site school meals and the THRs.**

Efficiency

20. Overall, during the programme years, **WFP faced exceptional challenges with expanding humanitarian needs, the COVID-19 pandemic and deteriorating funding, all of which limited the efficiency of the SFP.** Not all the activities of the SFP could be implemented as planned**.** Nevertheless, there was evidence of maximizing the use of limited resources, implementing activities at a reduced level under a resource-based prioritisation plan based on expected funding availability - which enabled the coverage of a large proportion of beneficiaries during most of the programme years. **Measures to improve cost-effectiveness included** local procurement using the decentralized approach under the HGSF strategy, utilisation of cheaper alternatives and the communities' contribution of time, labour, and firewood.

Effects/Impact

21. **The SFP displayed promising effects and contributions to impact on learning outcomes of its beneficiaries.** There was a pronounced effect on girls' education, with observed surge in girls' enrolment which suggested a positive shift in community attitudes towards the importance of girls' education. This was accompanied by a reported shifting of views by community members regarding preconceived traditional harmful practices, such as early marriage. This positive effect was enhanced by awareness-raising efforts on girls' education during training sessions with PTA and SMC, as well as through collaborative actions with UNICEF and government-led initiatives, particularly cash transfers.

Sustainability

22. **The SFP 2018-2022 showed potential for sustainability limited by fiscal gaps.** The programme demonstrated strong alignment with governmental policies and strategies, particularly evident in the selection of schools and the integration of the SFP with broader educational objectives. **There was political commitment to the programme** with evidence of buy-in and national ownership. **However, an important threat to the sustainability of the programme was the poor financial commitment by the government**.

23. Government coordination and capacity to manage the SFP at national and state levels was inadequate and a weakness for sustainability. However, there was evidence of community ownership of the programme - the high involvement of PTA and the strengthening of SMC created a robust support system with an extensive network built around the SFP.

24. **The HGSF strategy, and multi-sectoral approach to service delivery held potential for sustainability**. Additionally, initiatives such as school gardens and decentralized local procurement of produce have the positive influence of fostering self-reliance and meaningful community engagement.

▸ **Conclusions**

25. The overall conclusions on the SFP (2018-2022) in South Sudan is that the programme was highly relevant and coherent; was effective in achieving its objectives with many positive features relating to its outputs and outcomes; as well as positive effects and contribution to impact on pupil's learning outcomes with evidence of transformational shift in the mindset of intervention communities. However, the programme was limited in both efficiency and effectiveness by severe funding cuts in the face of escalating humanitarian and programme needs. These fiscal gaps which were compounded by poor financial commitment by the government to the programme are major hindrances to sustainability of the positive outcomes and effects seen in this evaluation. Nevertheless, an important potential for the sustainability of the programme is the move to strengthen the domestication of the programme through the home-grown school feeding initiative.

26. EGRA and **Early Grade Mathematics Assessment** (EGMA) made it possible to detect the aptitudes of pupils in literacy and numeracy at this level for the tasks to which they were subjected. These findings were confirmed by the actors interviewed and communities including girls and boys in the focus group discussions. However, it is important to point out the contributory role of the SFP on literacy outcomes. There are many factors relating to the school environment, teachers and pupils; and factors outside the school, in particular the overall governance of the education system and the national budget for education - that are outside the control of WFP but are needed to support sustainable learning outcomes.

▸ **Learning**

27. On-site school feeding and THRs enhance girls' enrolment and retention in schools, leading to a positive shift in prioritizing education over early marriage as highlighted in the FGDs with community women and men. Schools that exclusively provide THR to girls (and no on-site school feeding is available) should consider extending this provision to boys as well. This approach can help prevent negative unintended impacts such as boys dropping out.

▸ **Recommendations**

28. Several recommendations are made by the Evaluation Team based on the findings of this evaluation. They include the following:

   1. Prioritize fundraising for school feeding given the evidence in this evaluation of severe food deprivation in beneficiary households and the better learning outcomes in the intervention schools.

   2. Generate evidence from the HGSF programme (in view of the evolving funding climate) through research/evaluation in 2025-2026 to gain insight into its effectiveness in strengthening local food systems within the context.

   3. Strengthen the programme monitoring system. Address data gaps relating to routine enrolment, attendance and drop-out data. Include tracking of school kitchen functionality in the indicators and clearly outline gender equality perspectives in the project's outputs or indicators.

   4. Include a more inclusive approach to target persons living with disabilities (PLWD). As a start, data should be collected on PLWD among the programme's target beneficiaries to prevent their exclusion from the interventions.

   5. Improve community participation in the design and implementation of the programme by collection of community feedback, involvement in decision making, and empowering them more for programme ownership. Develop a Community Engagement Strategy to ensure continued community-led support and advocacy.

   6. Intensify investment in government technical capacity for the logistical management of school feeding at national and state levels in all future SF support by WFP in SS.

1. Introduction

29. Oversee Advising Group was commissioned to conduct the Evaluation of the School Feeding Programme in South Sudan from 2018 to 2022. The Decentralized Evaluation (DE) serves the triple and mutually reinforcing objectives of accountability, learning, and evidence for adaptive programming. The evaluation covered the period of programme implementation from January 2018 to February 2023 across all the SFP locations. Annex 2 details the evaluation timeline.

1.1. Evaluation features

30. The evaluation purposed to critically and objectively review and take lessons of this programme implementation within the environment of South Sudan in order to assess whether the targeted beneficiaries are receiving services as expected, assess whether the project achieved its stated goals and objectives. The evaluation aimed to assess the programme's alignment with GEWE and human rights principles, examining how the rights and needs of all beneficiaries, particularly marginalized groups, were addressed. The evaluation will strengthen learning and evidence for adaptative programming purposes as SFP has not been comprehensively reviewed or evaluated during the ICSP period though the ICSP (2018-2022) evaluation broadly appraised the SFP. This evaluation will provide the programme stakeholders with evidence on the extent to which the SFP in South Sudan, fulfilled its expected results (primarily outputs and outcomes) based on its design and results frameworks that were agreed upon with the evaluation stakeholders including WFP, the government of South Sudan and others. The evaluation will also contribute to the broader knowledge base and literature on school feeding programmes, on the link between the feeding programme and learning outcomes. Additionally, it will provide evidence-based findings to inform operational and strategic decision-making; and support collective learning and improvement.

31. The evaluation commenced with a kick off meeting on the 1st of June 2023, involving the Evaluation Team (ET), Evaluation Managers (EM) and other World Food Programme (WFP) stakeholders. In the progression from the contextually feasible evaluation plan reflected in the approved inception report to field data collection and the development of this evaluation report, we have maintained flexibility and received comments from WFP that has enabled us improve our methodology, approach and the interpretation of the findings. At the inception phase, the ET also reviewed programme and other documents (detailed in Annex 14) shared by WFP in the virtual library. Additionally, preliminary discussions were held with several Ministry of General Education and Instruction (MoGEI) stakeholders including General Primary & Secondary Education; and School Feeding actors; and WFP Country Office staff including Programme Units and Research, Assessment and Monitoring (RAM) stakeholders.

32. Data collection took place from November to December 2023. Primary quantitative and qualitative data were collected, analysed and triangulated with data from other sources.

33. The SFP is recognized as an important strategy in the General Education Strategic Plan (GESP) and implemented within the formal government structure whilst WFP manages the operational aspect of school feeding. The main objective of the SFP is to ensure that school-age children have access to safe and nutritious food for attending school. The Country Office's specific objectives for the SFP are to: (i) enhance education outcomes (enrolment, attendance, retention, and progression especially for girls); (ii) reduce food and nutrition gaps of school-age children; (iii) increase the use of locally used produce; and (iv) strengthen the institutional framework for school-based health and nutrition programs. As of May 2022, the SFP had supported 928 primary schools, 9 secondary schools, and 4 teachers' learning institutes across the nation in 47 counties.[6] The SFP budget from 2018 to 2022 was USD 226 million.

34. The WFP Interim Country Strategic Plan (ICSP) for South Sudan (2018-2020 and extended to December 2022) was developed to provide WFP with a medium-term strategy for responding to a multi-year acute crisis building on existing humanitarian-development synergies to address immediate needs and

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[6] South Sudan has a total of 79 counties, about 8,000 primary schools, 120 secondary schools, and seven teacher learning institutes (three of which are fully operational). UNESCO / Windle Trust International. Global Monitoring Report team [1134]. Document code ED/GEMR/MRT/2022/SL/P7. Year. 2022

underlying constraints for effective crisis response. During the ICSP period of 2018-2022, the SFP started involving enabling activities toward sustainability and an agri-food systems approach, including technical support to formulate the 2019 National Home-Grown School Feeding (HGSF) Implementation Strategy and development of the 2021 and 2022 Letter of Understanding with the Ministry of Education to strengthen government participation in the SFP implementation.

35. While the SFP is one of the oldest WFP programmes in South Sudan, it had not been comprehensively reviewed or evaluated, though there was an Interim Country Strategic Plan (ICSP) evaluation that had broadly appraised the SFP. There were a number of opportunities and challenges for the SFP which had not been investigated to inform strategic programming. During the ICSP period, WFP expanded geographical coverage and beneficiary caseloads and introduced new initiatives under the SFP. As the Country Office transitioned into a new Country Strategic Plan (CSP) for 2023 to 2025, it was imperative that an external evaluation be conducted to assess in-depth, the SFP's alignment to WFP and national policy instruments, efficiency in the delivery of assistance, adaptability to the South Sudan's dynamic context, innovation and partnership for efficiency, quality, and impact, as well as effectiveness in achieving desired results.

36. The evaluation purposed to review and take lessons of the SFP implementation within the environment of South Sudan to assess whether the targeted beneficiaries received services as expected and whether the programme achieved its stated goals and objectives, critically and objectively. For accountability purposes, the evaluation also assessed the performance and results of the SFP, and long-term effects of the programme including what worked and not, intended, and unintended outcomes, and negative or positive outcomes for targeted (girls, boys, men, and women), communities and institutions. The evaluation determined the reasons why certain results occurred or did not occur to draw lessons, derive good practices, and provide pointers for learning. Strengthening learning is a priority for this evaluation and the assessment has also provided evidence for operational and strategic decision-making for adaptive programming purposes.

37. In terms of scope, the evaluation covered the period of programme implementation from January 2018 to February 2023 across all the SFP locations in 10 states, ensuring coverage of diverse areas including those with different Integrated Food Security Phase Classification (IPC) levels and different school feeding modalities. All target groups (including women and girls, rural and urban, refugee and crisis affected) of the SFP were included in the evaluation. The evaluation focused on assessing WFP's SFP contributions to the ICSP strategic outcomes, establishing plausible causal relations between the outputs of WFP activities, the implementation process, the operational environment, and the changes observed at outcome level, including unintended consequences, positive or negative. In addition, the evaluation focused on WFP's technical assistance/support to the education sector in terms of policy and strategy development; and assessed how relevant and effective the SFP was in responding to the COVID-19 and other shocks in South Sudan. The evaluation will provide more insight into ICSP evaluation findings – the limited impact on SFP's education outcomes due to the structural barriers to the provision of quality education; and strategies on how school feeding should be placed at the core of integrated school-based health and nutrition programmes. There was no change made to the scope of the evaluation detailed in the Terms of Reference (ToR), however, data scarcity stemming from irregular monitoring and resource limitations within the context, presented challenges in evaluating crucial metrics like enrolment, attendance and retention rates.

38. The evaluation was conducted in line with the Organization for Economic Cooperation and Development - Development Assistance Committee (OECD-DAC) criteria of relevance, coherence, efficiency, effectiveness, impacts/effects, and sustainability. Gender Equality and Women's Empowerment (GEWE), Human Rights, Equity and wider inclusion criteria were also used. The analysis of results investigated whether there were gender and equity differences in perceptions of the adequacy of the intervention to the needs of girls, boys and, if in any way, there were negative, unanticipated impacts for women and men in the school community (PTAs, School Management Committees etc.).

39. The expected users of this evaluation are the WFP Country Office and its decision-making partners, Office of Evaluation (OEV), WFP Headquarters in Rome, WFP Executive Board, Regional Bureau for Eastern Africa (RBN), Ministries of Education, Agriculture, Health and Population; and Social Affairs; Directorate of School Feeding; key partners such as UNICEF, UNESCO, and other stakeholders.

1.2. Context

40. South Sudan gained independence from Sudan in 2011, after decades of fighting a liberation war. The landlocked nation of 644,329 sq. km is in East-Central Africa, and shares borders with Ethiopia, Sudan, the Central African Republic, the Democratic Republic of the Congo, Uganda, and Kenya to the east, north, west, southwest, south and southeast, respectively.[7] South Sudan continues to face a multifaceted crisis, including violent conflict and insecurity associated with a political and economic crisis and a protracted humanitarian crisis. Conflicts flared up in December 2013 and July 2016 which finally died down after the formulation of the Revitalised Transitional Government of National Unity (R-TGoNU) in February 2020, following the Revitalized Peace Agreement signed in September 2018. The civil conflict has abated in some parts of the country; however, there are some areas where fighting of armed groups continues, and sub-national violence persists.

41. With an estimated population of 11,581,878 million people[8] South Sudan is a young, resource-rich, largely agricultural country with a low-income status: 63% of the population live below the nationally defined poverty line[9]; 70% is under 30 years old[10]; and around 85% engage in subsistence agriculture[11].Since 2015, rapid currency devaluation and basic commodity shortages have caused hyperinflation, compounding the economic hardship faced by the population. In much of South Sudan, conflict has halted agricultural production and other economic activities. Poverty manifests itself in all dimensions, including lack of access to basic services such as, clean water, health, and education; and a non-existent safety net to cushion the most vulnerable.[12] Due to high poverty levels, coupled with instability, parents prefer not to send their children to school, rather, they are kept at home to help with economic activities. This breeds an inter-generational cycle of not only poverty but also illiteracy.[13] Most of the child protection, health, nutrition, education, and WASH services are provided through or by NGOs.[14]

42. Food production levels have consistently declined since the start of the conflicts. In many parts of South Sudan, households have the potential to produce surplus agricultural commodities but have challenges due to weakened physical access to inputs and markets, high prices for agriculture inputs, inadequate structures to mitigate climatic shocks, and poor payment terms.[15] The conflict has further constrained the private sector market, and, with fewer traders in the market, farmers' terms of trade have further eroded.

43. The already severe humanitarian crisis in South Sudan has been exacerbated by ongoing subnational war and localized violence, climate-related shocks and stressors including the fourth year in a row of abnormal floods, and a macro-economic disaster. In 2019, the humanitarian crisis was exacerbated by unpredictable climate patterns that included severe flooding affecting close to one million people in various regions of South Sudan. The flooding submerged entire communities and rendered basic services and markets inaccessible. An estimated 72,600 metric tons of cereals was lost due to flooding.[16] Humanitarian Response Plan (HRP) by OCHA and Humanitarian Country Team (HCT)[17] estimates that as of February 2022, approximately 70% of the population (8.9 million people) was in need, an increase of 600,000 persons since 2021. Most recent data indicates that about 9.4 million people require humanitarian assistance in 2023, representing 76% of South Sudan's population, and an increase of 500,000 people from 2022. Further, 1.4 million children will be moderately or severely malnourished in 2023, surpassing the numbers seen during the conflict in 2013 and 2016.[18]

44. Child malnutrition remains a major public health emergency in South Sudan. The high rates of malnutrition are attributed to several factors including high levels of food insecurity, poor infant and young child feeding practices in the country. Micronutrient deficiencies, notably vitamin A, iron and iodine, are common among children, young people and women. The different forms of malnutrition are

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[7] UNFCC. Republic of South Sudan. https://unfccc.int/sites/default/files/resource/South%20Sudan%20INC.pdf. 2018
[8] https://www.worldometers.info/world-population/south-sudan-population/
[9] South Sudan Poverty Profile, World Bank, 2015
[10] South Sudan Population Census, 2008
[11] UNICEF Country Programme Document (2019-2021)
[12] United Nations, 1995- final declaration of the World Summit for Social Development (on Multidimensional poverty). Available from: https://www.shareweb.ch/site/Poverty-Wellbeing/Documents/SDC%20Poverty%20Brief%2020160413%20Web.pdf
[13] UNICEF. 2020. Strengthening community resilience in South Sudan's urban settings. Pg. 8
[14] UNICEF South Sudan Country Office Humanitarian Situation Report No. 164, January-December 2021.
[15] IPC Integrated Food Security Phase Classification. SUDAN. IPC Acute Food Insecurity Analysis. https://www.ipcinfo.org/fileadmin/user_upload/ipcinfo/docs/IPC_Sudan_Acute_Food_Insecurity_Oct2023_Feb2024_Report.pdf
[16] UNICEF. 2020. Strengthening community resilience in South Sudan's urban settings
[17] OCHA and humanitarian Country Team (2022) Humanitarian Response Plan
[18] FAO/WFP (2022). 2022 FAO/WFP Crop and Food Security Assessment Mission (CFSAM) to the Republic of South Sudan

a contributing factor in nearly 1 in 2 child deaths (45%) (UNICEF, 2017). However, complementary feeding practices in South Sudan remain below standard. Only 48% of children six - eight months are introduced to solid and semi solid food timeously. Only 15% of children six -23 months attained minimum dietary diversity and 5% received a minimum acceptable diet. This is particularly problematic as a malnourished child is nine times more likely to die in South Sudan and will not develop at his/her physical and mental capacity.[19]

45. The IPC analysis conducted in South Sudan in October 2022 (see figure 1), showed that overall, an estimated 61,000 people were expected to be in IPC Phase 5 (Catastrophe) with 2.2 million others in IPC Phase 4 (Emergency) acute food insecurity between October and November 2022.

Figure 1: South Sudan, IPC acute food insecurity situation (Oct - Nov 2022)
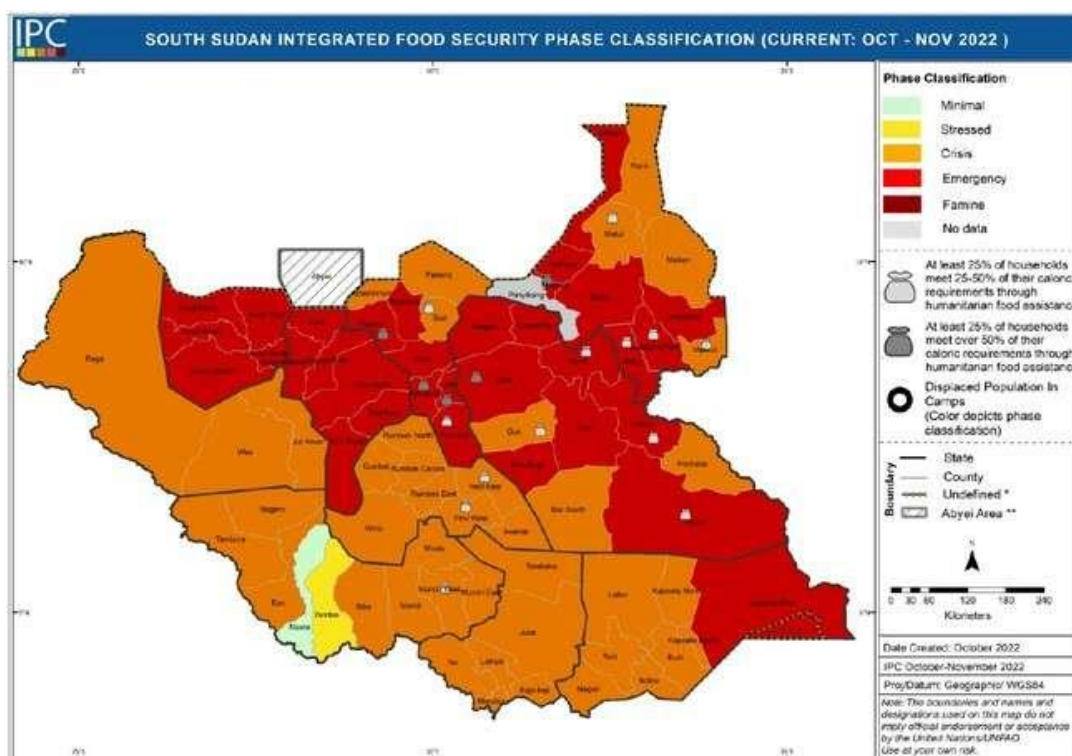
46. UNICEF (2020)[20] noted that at national level, only 22% of health facilities were fully operational; under-five mortality was estimated at 91 deaths per 1,000 live births in 2016; 41% of under-five deaths were among new-born children. The situation has since deteriorated. Routine immunization coverage declined from 80% in 2011 to 75% for measles and 58% for both polio and pentavalent 3 in 2017 building a cohort of unvaccinated children rendering this group highly susceptible towards acquiring vaccine preventable diseases. This situation, coupled with the fragmented health care system, further exposes the unvaccinated cohorts to serious consequences thereby increasing childhood morbidity and mortality. The number of deaths from vaccine-preventable diseases are increasing.[21] The COVID-19 pandemic also affected the immunization system seriously.[22]

47. Education in South Sudan is in a crisis of its own, largely because of the multi-level crises it exists within. Only 21% of the population reside in urban areas,[23] and access to schools in rural areas is notably limited, primarily due to the extended travel distances, which are exacerbated by inadequate infrastructure.[24] In recent years, rural to urban migration is driven by armed conflict, the search for education, poverty, food insecurity, crop failure (sometimes due to flooding), land shortage, lack of cattle and poor facilities.[25]

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[19] UNICEF. 2020. Strengthening community resilience in South Sudan's urban settings

[20] Ibid

[21] UNICEF. 2020. Strengthening community resilience in South Sudan's urban settings

[22] UNICEF. 2020. Strengthening community resilience in South Sudan's urban settings

[23] *World Bank data 2022. Available from URL:* Urban population (% of total population) - South Sudan | Data (worldbank.org)

[24] Haider, H. (2021). Education, Conflict and Stability in South Sudan. K4D Emerging Issues Report 46. Brighton, UK: Institute of Development Studies, DOI: 10.19088/K4D.2021.129. Available at: https://www.ids.ac.uk/opinions/education-conflict-and-stability-in-south-sudan/

[25] Lomoro, Moses & Guogping, Xiong & Ladu, John. (2017). Causes and consequences of rural-urban migration: The case of Juba Metropolitan, Republic of South Sudan. IOP Conference Series: Earth and Environmental Science. 81. 012130. 10.1088/1755-1315/81/1/012130.

Enrolment rates are some of the lowest in the world, with a range of groups desperately marginalized. These include: girls, children with disabilities, children in rural areas, those displaced by conflict, those who are over-age for their grade, IDPs, refugees, child labourer's, street children, and pastoralist children. The Net enrolment is very low at 3.3% for pre-primary, 37.6% for primary and 5.2% for secondary schooling. There are only 606 secondary schools compared with 5,819 primary schools.[26] The literacy rate in South Sudan, as of 2021, was estimated to be around 34%, with significant gender disparities (only 29 percent of women were literate, compared with 40 percent of men).[27]

48. Budget allocation to education is low. Government's 2021-22 allocation was just 14% to education, falling short of the global benchmark of 20%; costs of education delivery are high and allocating funding at state and administrative areas are challenging.[28] Moreover, recruiting qualified teachers is challenging, exacerbated by ethnic tensions. Communities often hesitate to accept teachers from different ethnic backgrounds, hindering recruitment and affecting social cohesion.[29] Additionally, many South Sudanese remain in UNMISS Protection of Civilian (PoC) sites (now IDP camps) with mainly mono-ethnic communities, challenging the vision of national cohesion. These PoC sites attract international attention and aid, sometimes surpassing assistance to neighbouring communities, possibly causing grievances.[30] Analyses indicate varied treatment, with some educational tests showing better performance by PoC students, except for Primary 3 (P3) male students in neighbouring areas who scored slightly higher in math.[31] Recently, South Sudan's President decreed free education and called on relevant government ministries in 2023 to ensure that primary and secondary education is free throughout the country.

49. COVID-19 with the resultant lockdown and communication challenges in addition to anticipated potential large-scale returns and/or relocations as the security situation in the country stabilized, led to an increased focus by WFP and partners on resilience-oriented programming.[32] In 2022, the country also experienced major floods and received 4,600 new asylum-seekers from the Democratic Republic of Congo (DRC), bringing the total number of refugees and asylum-seekers to 59,930.[33] These shocks exacerbated the already serious level of hunger in the country. In 2022, WFP's operations were further challenged by the disruption of global freight transport due to the war in Ukraine, as well as poor road conditions, regular fuel shortages and the limited capacity and number of external transporters.[34] WFP conducted a budget revision in July 2022 to extend its emergency operations, increase the number of schools supported by Home Grown School Feeding (HGSF) initiatives and expand capacity-building activities for smallholders.[35]

50. Even before COVID-19, 2.2 million children, most of whom are girls, were out of school in South Sudan. Protracted conflict has devastated the country's education system, and the recent pandemic left an additional 2.1 million children out of school.[36] For girls, COVID-19-related school closures have triggered a heightened risk of gender-based violence and exploitation. Correspondingly, child marriage, affecting 51.5 per cent of girls in the country, is also on the rise along with early pregnancy, which dramatically increases the risk of dropout.[37] All of these occur against the backdrop of learning outcomes that favour boys; in primary schools, 83 per cent of boys passed examinations in 2019 compared to 75 per cent of girls, and girls accounted for only 34 per cent of candidates sitting in those exams.[38] The country has the world's lowest rate of primary education completion, with only 35% of boys and 19% of girls finishing

[26] UNICEF (2023). Country Programme South Sudan 2023-2025. Avalable at: https://www.unicef.org/southsudan/media/10331/file/South-Sudan-Country-Programme-2023-2025.pdf

[27] World Bank. Literacy rate, adult total (percent of people ages 15 and above) – South Sudan

[28] https://www.unicef.org/southsudan/media/10331/file/South-Sudan-Country-Programme-2023-2025.pdf

[29] Moro, Leben Nelson; Tolani, Nitika. Education in South Sudan: Focusing on Inequality of Provision and Implications for National Cohesion. In. LSE LONDON School of Economics and Political Science. Available at: https://eprints.lse.ac.uk/111063/1/CRP_education_in_south_sudan_published.pdf

[30] Haider, H. (2021). Education, Conflict and Stability in South Sudan. K4D Emerging Issues Report 46. Brighton, UK: Institute of Development Studies, DOI: 10.19088/K4D.2021.129. Available at: https://www.ids.ac.uk/opinions/education-conflict-and-stability-in-south-sudan/

[31] Ibid

[32] UNICEF & WFP Strengthening community resilience in South Sudan's urban settings

[33] WFP. Annual Country Report 2022. South Sudan

[34] Ibid

[35] Ibid

[36] UNICEF Education – Education case study 2021. https://www.unicef.org/media/94931/file/Getting%20girls%20back%20to%20the%20classroom%20after%20COVID-19%20school%20closures%20(South%20Sudan).pdf

[37] UNICEF Education – Education case study 2021. https://www.unicef.org/media/94931/file/Getting%20girls%20back%20to%20the%20classroom%20after%20COVID-19%20school%20closures%20(South%20Sudan).pdf

[38] Ibid

primary school.[39] Data from 2011 shows a significant gender gap in lower secondary school completion, with 12.7% of boys and 23.2% of girls finishing, indicating a 10.5% gap, larger than the Sub-Saharan Africa average.[40]

51. In South Sudan, gender-based violence (GBV) significantly affects education levels. An Oxfam study found that 82% of respondents believed child marriage was the main reason for girls not attending school, followed by increased care work, often linked to early marriage. The relationship between nutrition, gender inequality, and GBV is complex. Limited access to nutritious food, healthcare, and water and sanitation services contributes to malnutrition among women and girls.[41] This gender-inequitable access can be viewed as a form of GBV, worsening other forms of violence. In South Sudan, acute malnutrition rates among children under five exceed the emergency threshold,[42] with approximately 292,000 children and 470,000 pregnant and lactating women suffering from severe acute malnutrition, and over 1 million children affected by moderate acute malnutrition. [43]

52. South Sudan has a few policies to ensure women and girls' rights including the National Gender Policy (2013) that is in process of being revised; and Ministry of Gender, Child and Social Welfare (MGCSW)[44], and its Strategic Plan (2013-2018). The Government's policies and strategies promoting women and girls' right to education are aligned with South Sudan's Transitional Constitution, which formally addresses gender equality in political, educational, employment, and justice spheres.[45] The National Girls' Education Strategy (2018-2022) also plays a pivotal role. It focuses on enhancing the legal framework to protect girls in school, establishing child-friendly schools, and fostering behaviour change to support girls' access and learning. [46] The Strategy also includes a provision for a monthly stipend to girls to prevent dropout.[47] South Sudan ranks last in human development among 191 countries, as per the Human Development Index (HDI).[48] The Gender Development Index (GDI - 2021) for South Sudan is 0.843 (see figure 2), indicating low equality in HDI achievements between women and men regarding life expectancy at birth, education, and command over economic resources. The country ranks 150th out of 170 countries in the Gender Inequality Index (GII - 2021) (figure 3), primarily due to high rates of maternal mortality and adolescent birth, as well as persistent inequality in secondary education.

Figure 2: Gender Development Index -South Sudan

South Sudan			
2021 GDI value			0,843
GDI change from 2020			+0,002
	Female	Male	Gender gap
HDI Value	0,348	0,413	-0,065
Life Expectancy at Birth	56,5 years	53,4 years	3,0 years
Expected Years of Schooling	4,5 years	6,6 years	-2,2 years
Mean Years of Schooling	4,8 years	6,2 years	-1,4 years
Gross National Income Per Capita (2017 PPP$)	664	873	-209

Source :https://hdr.undp.org/gender-development-index#/indicies/GDI

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[39] World Bank. Primary completion rate, female (% of relevant age group) - South Sudan. The most recent data available from the WB that is disaggregated is from 2011, whereas the total primary completion rate was 27%. However, the latest data available (2015) indicates that the rate decreased to 21% (it is not desegregated).

[40] World Bank. Gender Data Portal. *South Sudan.* n/d. Accessed in May, 2023

[41] South Sudan Nutrition Cluster. 2021 Gender-Based Violence (GBV) ACTION PLANS. 2021. Accessed in May, 2023

[42] WHO global acute malnutrition emergency thresholds is > 15%.

[43] South Sudan Nutrition Cluster. 2021 Gender-Based Violence (GBV) ACTION PLANS. 2021. Accessed in May, 2023

[44] Oxfam, South Sudan Gender Analysis, OXFAM: 2017.

[45] UN Women. Global Gender Equality Constitutional Database: South Sudan. UN Women: 2020.

[46] UNICEF *The Situation of Children and Women in South Sudan 2018 to 2020,* UNICEF: 2021.

[47] UNICEF, Safe to Learn, South Sudan Diagnostic Exercise - Provisional Report, May 2020

[48] UNDP. Human Development Report 2021/2022. UNDP: 2022.

Figure 3 : Gender Inequality Index – South Sudan

South Sudan			
2021 GII value			**0,587**
GII change from 2020			-0,010
Maternal Mortality Ratio	**1.150,0** death/100,000 live births		
Adolescent Birth Rate	**99,2** births/1,000 women age 15-19		
	Female	Male	Gender gap
Share of seats in parliament	**32,3%**	**67,7%**	-35,3%
Population with at least some secondary education (age 25 and older)	**26,5%**	**36,4%**	-9,8%
Labour force participation rate (age 15 and older)	**70,4%**	**73,6%**	-3,1%

Source : https://hdr.undp.org/data center/thematic-composite-indices/gender-inequality-index#/indicies/GII

53. WFP aligns its objectives and results with Agenda 2030 and the Sustainable Development Goals (SDGs), specifically SDG 2 – supporting countries to achieve Zero Hunger and SDG 17 – partnering to support implementation of the SDGs. The proportion of the adult population suffering from moderate or severe food insecurity increased from 85.1% in 2017 to 86.4% in 2020. In absolute figures, the total population suffering from moderate or severe food insecurity increased from 9,282.4 thousand people in 2017 to 9,689.6 thousand people in 2020.[49] The Voluntary National Reviews (VNR) in South Sudan was carried out in 2024 and reflected the progress on selected SGDs in South Sudan including SGD 2.[50] The reviews noted that there was an increase in net cereal production in the past five years due to expansion of cultivated areas and because of relative peace and government prioritization of agricultural production, however gains made were affected by sub-national violence and climate shocks which led to severe food insecurity.[51] In fulfilment of SDG 17, the WFP has signed a Memorandum of Understanding with the MOGEI and established meaningful collaborations with UNICEF, FAO, IFAD, UNESCO and other partners.[52] In March 2022, WFP signed a cooperation agreement with the National School Feeding Directorate to institutionalise the partnership between both entities, strengthen the effectiveness and accountability of this national institution and identify clear milestones to advance national ownership.[53] Beyond support from the Government, the school feeding programme has been supported by traditional donors (USA and Japan), the private sector (Mastercard and Sodexo Stop Hunger Foundation) and multilateral partnership Global Partnership for Education.[54] Other kinds of support provided by WFP in South Sudan include1) Life-saving food and nutrition assistance to crisis affected populations; 2) Engaging vulnerable urban/rural youth in skills training; 3) Improved and sustainable livelihoods through engaging targeted communities in resilience activities, engaging food-insecure people in livelihood development and market support activities and developing, rehabilitating, and maintaining essential infrastructure; 4) Provision of air transport services and technical assistance to the humanitarian community/other partners.[55]

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[49] https://southsudan.un.org/en/sdgs/2/progress#sdg-tab-content

[50] https://hlpf.un.org/countries/south-sudan/voluntary-national-reviews-2024.

[51] Ibid

[52] Letter of Understanding between Ministry of General Education and Instruction (MOGEI) the Republic of South Sudan and the United Nations World Food Programme (WFP) South Sudan for the School Feeding Programme South Sudan. May 2021 -December 2022

[53] WFP Annual Country Report 2022 South Sudan

[54] Ibid

[55] https://docs.wfp.org/api/documents/WFP-0000152997/download/ (accessed on 11th October 2023).

1.3. Subject of the evaluation

Subject evaluated

This report highlights the evaluation findings of the SFP activities in South Sudan, covering the ICSP period from January 2018 to February 2023 across the nation. Table 1 below presents an overview of the evaluation subject.

Table 1: Overview of the evaluation subject

Title of the Programme	School Feeding Programme in South Sudan from 2018 to 2023
Country	The Republic of South Sudan
Sources of funding / donors	Canada, European Union (EU), Education in Emergency (EIE), USAID[56] Japan, Germany (BMZ through KfW]
Total budget	226 million USD
Duration	January 2018 to March 2023
Overall objective	SO 1: Food-insecure women, men and children in crisis-affected areas and refugees have access to safe and nutritious food. SO 3: Food-insecure smallholders and communities in non-conflict zones have enhanced livelihoods and resilience to seasonal climate shocks throughout the year.
Components (axes, effects, outputs, etc.)	Activity 1: Provide nutrition-sensitive food assistance to crisis-affected populations. Activity 2: Provide food, nutrition, and school meals assistance to refugees. Activity 4: Provide livelihood support and build resilience of targeted households.
Expected beneficiaries *(planned beneficiaries from January 2018 to December 2022)*	532,000 learners (276,800 boys; 255,200 girls) attending preschools, primary school and all students enrolled in 12 functioning secondary schools nationwide. 1.150 teacher trainees in 6 National Teacher Training Institutions 1,111 schools to be reached nationally.
Partners (institutional)	- Ministry of General Education and Instruction - The Ministry of Gender, Child, and Social Welfare - Ministry of Agriculture - United Nations Country Team - UNICEF - FAO - National Bureau of Standards. *A number of national and international NGOs cooperate with WFP annually to implement the programme.*

54. Since 2011, the WFP South Sudan Country Office has been implementing the School Feeding Programme (SFP) mainly at the primary level to attract and keep children in school and improve their learning outcomes. In 2021, SFP reached 526,511 beneficiaries representing 105 percent of the planned numbers. The total number of planned and actual beneficiaries under the SFP from 2018 to 2021 are presented in Table 2. Beneficiaries reached in 2022 are not factored in.

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[56] USAID support is focused on refugee schools

Table 2 Planned and actual number of schools and primary school children assisted with school feeding

Output Indicator	2018		2019		2020		2021		2022	
	Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual
Primary schools										
Number of schools assisted (on site)	929	937	904	902	960	948	960	996	1124	1109
Number of students reached (onsite) – *crisis affected populations*	369,231	356,739	440,000	433,385	400,000	321,219	400,000	490,304	515,800	484,764
Number of students reached (onsite) – *refugees*	85,000	0	85,000	0	85,000	736	15,000	2,640	52,514	20,516
Number of schools assisted by WFP (take home rations)	0	0	146	123	146	0	146	96	22	22
Number of students reached (take-home rations)	No data	No data	60,000	27,028	60,000	10,747	25,000	33,567	37,908	35,627
Secondary schools										
Number of secondary schools assisted	2	2	12	12	12	12	12	12	12	12

55. An assessment of the budget shows high disparity between planned and actual cost of the SFP activities for the years 2018 and 2022. The actual cost was half or less compared to the planned cost. Figure 4 shows the planned budget and actual costs of SFP activities for 2018, 2019, 2020, 2021, and 2022 (final figures for 2022 are to be updated). The main donors of the SFP are the EU, Canada, BMZ through KFW, and USAID.
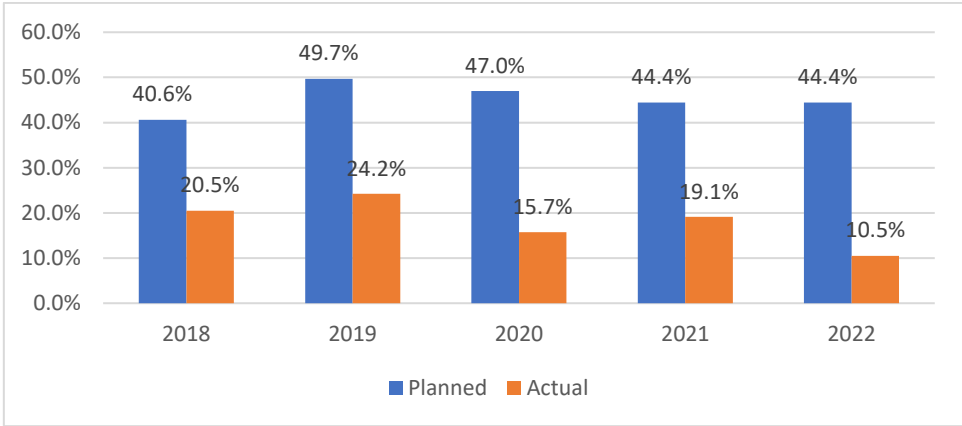
Figure 4 Planned vs Actual Cost (USD millions) 2018 to 2022

56. WFP's South Sudan ICSP 2018-2020 which was extended to December 2022 provides the Framework for WFP's work in the country. Through the ICSP, WFP provides nutrition-sensitive food assistance to crisis affected populations including school meals to fill critical food gaps for school-going children in food insecure areas as a way of promoting access to quality learning. WFP's global School Feeding Strategy 2020-2030 outlines the importance of school health and nutrition in transitioning the feeding programmes to sustainable nationally owned HGSF programmes. The programme contributes and is aligned to the 2016 National Social Protection Policy Framework of South Sudan. The Country Gender Action Plan (2016-2020) lays out WFP's strategy in advancing gender equality and following a gender-transformative approach in all activities, including in SFP. During the implementation of the SFP, a GEWE situational analysis was conducted for WFP's Food for Asset (FFA) programmes. Among its recommendations, the analysis emphasized the importance of integrating a gender-responsive approach into Safety Net and Resilience (SNR) programmes.

57. Since 2018, WFP started to implement a new HGSF initiative to promote local procurement of food for schools with a long-term vision of handing over the programme to the government.

58. The Country Office's specific objectives for the SFP are to:
    a. Enhance education outcomes (enrolment, attendance, retention, and progression especially for girls).
    b. Reduce food and nutrition gaps of school-age children.
    c. Increase the use of locally used produce; and
    d. Strengthen the institutional framework for school-based health and nutrition programmes.

    The expected outcomes of the SFP are to:

    - Improved Health and Nutrition status of school going children through a deliberate multi-sectoral approach and joint partnerships.
    - Improved education sector performance for primary schools, enhancing enrolment, attendance, retention, and learning performance of children, particularly girls.
    - Support the expansion of the HGSF from the SFP – by addition of new schools to the HGSF; ensuring that school provide a ready and predictable market for agricultural produce, thereby stimulating production among smallholder farmers to address inherent household food insecurity.

59. Outputs and outcomes for SFP indicators are aligned to the Corporate Result Framework (CRF), Line of Sight (LOS) and included in the ICSP logframe. Under activities 1 and 2, vulnerable school children in refugee camps and those in primary schools receive hot meals or take-rations to meet their food needs. These children come from food insecure households and the programme supports them. The community agreed targeting criteria is applied in household selection to target households ranked very poor and poor.[57] The programme does not focus on only alleviating the plight of these households by giving food-handouts, but goes on to build their capacity in agriculture to support their livelihoods. Under activity 4, feeding into Outcome 3, the programme cushions the households by supporting smallholders building the capacity of communities around the SFP schools[58] to withstand the shocks of climate change. The programme is forward-looking with in-built sustainability mechanisms and economic empowerment. The outputs are tracked on a monthly basis and outcomes are tracked bi-annually. These indicators are also reported through the Annual Country Report (ACR).

60. **The two main sources of food supplies for the SFP were through international and local procurement.** International procurement entailed sourcing of cereals, pulses, vegetable oil and salt from outside the country such as neighbouring Kenya, Uganda and other countries in or outside the region. The local procurement encompassed the purchase and distribution of food locally by WFP from within the country. The schools running the feeding programme were linked to local agricultural producers.

61. A re-constructed ToC for the SFP has been included in Annex 10. The ToC was reconstructed in collaboration with and validated by the CO. During the ToC development, two direct assumptions for ICSP related to SFP were considered; 1) Value of school meals entitlement is attractive enough to send children, especially girls, to school quality of available education is sufficient to deliver expected benefits; and 2) Providing take-home rations to girls will not induce gender-based violence. The political, economic, programmatic, and environmental assumptions made were also highlighted and the risks envisaged. The re-construction of the ToC was necessary for the SFP to understand the magnitude of the problem they are addressing; helped to guide identification of activities and outputs that led to achieving the intended outcomes.

62. A gap now in the ToC is that it is appears linear though colour coding shows the links between outputs, outcomes and impact. The ET expects that the ToC will be further fine-tuned based on the findings of the evaluation.

63. The 2021 Letter of Understanding (LoU) between MoGEI and WFP, along with the UNICEF and WFP joint initiative "Education in Emergency Programme," (EiE) highlights SFP's gender-transformative strategy and inclusion efforts. The LoU establishes criteria for selecting beneficiary schools, favouring those with low girls' enrolment. Additionally, the program includes providing Take Home Rations to enhance the retention of vulnerable girls.[59] An integral part of the EiE, was teachers' training in psychological support.

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[57] WFP South Sudan Targeting SOP

[58] Not all communities where SFP is implemented benefit from livelihood activities or smallholder farmer activities.

[59] The vulnerability criteria were defined based on a few sociodemographic components. The government determined the schools eligible for this intervention, and consequently, all girls within those schools were considered vulnerable.

The initiative also provided menstrual hygiene management (MHM) kits, to positively impact girls' school attendance. Both activities within the EiE program were overseen by UNICEF.

64. In line with the agreement between the MoGEI and WFP, the main activities of the project include food distribution, promoting better health at school and near communities, promoting improved nutrition and feeding practices, supporting improved literacy, strengthening national school feeding capacities and building farmers' capacities. The SFP supports close to 1,000 primary schools, 12 secondary schools, and 6 teachers' learning institutes across the nation as displayed in figure 4. It covers all 10 states and three administrative areas. In the Magwi and Yambio counties, in the greater Equatoria, the Country Office contributed to the national HGSF strategy by purchasing maize grain from local producers.

Figure 5: The density of School Feeding Programme Coverage in South Sudan

SCHOOL FEEDING PROGRAMME COVERAGE

	CSP Activity			
	Activity(1)	Activity(2)	Activity(4)	Grand Total
On-Site	986	36	48	1,070
Take-home ration	105		1	106
Boarding	11			11
Grand Total	1,102	36	49	1,187

Data source: 2022 DFDAR school masterlist.

Produced by: Wani Sesnan
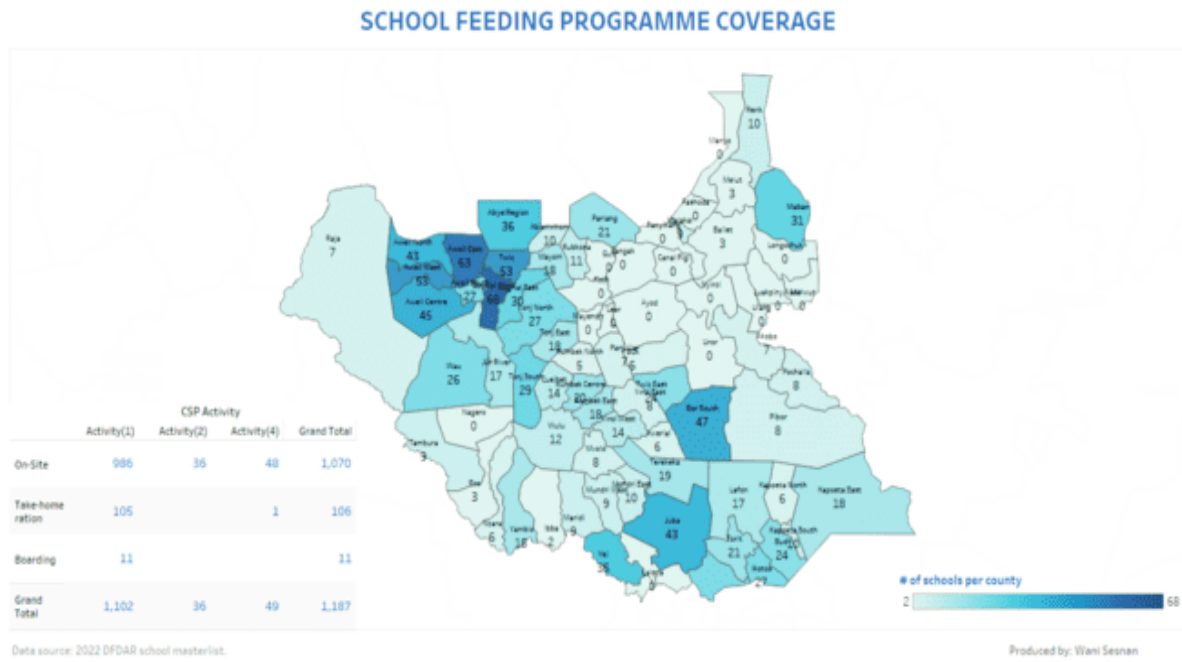
1.4. Evaluation approach, methodology and ethical considerations

Methodological approach

Evaluation approach

65. The goal of the evaluation was not only to appreciate if the strategies of the SFP in South Sudan from 2018 to 2023 worked, but also how they worked, where why and for whom. This perspective of evaluating is especially important to effectively inform learning, accountability and future interventions. The best way to respond to this is to use a **mixed methods approach**: combining qualitative and quantitative methods. A mixed methods approach was used in this evaluation to ensure that the limitations of one type of data was balanced by the strengths of another. This ensured that understanding was improved by integrating different ways of knowing. Triangulation of methods further enabled the validation of data through cross verification from various sources. Additionally, the data gaps seen in the evaluability assessment were more comprehensively addressed using this approach.

66. The ET followed a **participatory and consultative evaluation approach,** ensuring meaningful participation of all relevant stakeholders, especially women and girls, rural dwellers, and refugees. The evaluation ensured using mixed methods, that women, girls, men and boys from different stakeholder's groups participated and that their different voices were heard and used. It was crucial that the evaluation explored gender equality with a multilevel approach, reviewing how the school feeding interventions have made practical and strategic considerations for girls' needs.[60] The ET fully included national/ local experts especially women in the fieldwork. Feedback was actively sought on the evaluation methodology and tools from the Evaluation Managers (EMs) and the Evaluation Reference Group (ERG) for fine-tuning of the evaluation protocol.

67. Gender and age sensitive approaches were integrated into the design of data gathering and analysis tools, sampling methods for primary qualitative data collection, and the development of ethical and safety measures. This included outlining research questions to emphasize gender and inclusion concerns, ensuring gender-balanced participation in focus group discussions (FGDs) and key informant interviews (KIIs), conducting FGDs with facilitators of the same gender as beneficiaries, focusing desk reviews on gendered and inclusive aspects of the context and program, and disaggregating survey data by sex. The ET aimed to include disability inclusion as much as possible as a cross-cutting theme to gain insight into the contextual realities regarding this element, however there was no monitoring data on children with disabilities and visibility of this group was limited.

68. Learnings from the evaluation will be incorporated into WFP lesson-sharing systems to contribute to the culture of on-going learning and innovation within the organization and promote continuous improvement of programmatic design and implementation. The lessons have been structured to highlight what worked well and how; areas for improvement; and innovative approaches to adopt as best practices.

Evaluation criteria and questions

69. This section details the evaluation criteria and evaluation questions – "what" was evaluated. The evaluation used the OECD/DAC criteria of relevance, coherence, effectiveness, efficiency, impact/effects, and sustainability to guide and develop the evaluation. The OAG team conducted analysis that highlights gender and broader equity issues within the context of the SFP. There was no change from the TOR in relation to the evaluation criteria and questions. The assessment of efficiency in terms of cost-effectiveness was not the emphasis in this evaluation, especially in view of the South Sudan context where access constraints and security impose considerable extra costs. The assessment of effectiveness and impact of the programme's literacy and nutrition interventions were prioritised in this evaluation. The evaluation also examined gender issues including the relevance and sustainability of the programme for school girls and boys as well as service providers (including school management committees and agriculture producers).

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[60] https://www.unicef.org/child-rights-convention/convention-text

Evaluation questions

70. The evaluation answered the following key questions:
  1. **Relevance**: How well was the SFP aligned with needs of beneficiaries and the national priorities, strategies, policies?
    1.1. To what extent did the SFP respond to the changing operating context, and programmatic needs over time in a gender-responsive manner using an integrated approach?
    1.2. To what extent was the SFP aligned with the policies, strategies, and priorities of the government, especially for girls?
    1.3. How did the SFP target the right intervention areas/schools, populations, and feeding programme, and modality?
    1.4. To what extent was the SFP designed/adapted and implemented based on sound gender analysis and protection considerations?

  2. **Coherence**: How coherent was the SFP with internal and external interventions?
    2.1. To what extent did the SFP consider WFP's strategy and programme for long term resilience and social protection, especially for girls and women?
    2.2. How well was the SFP implementation embedded/integrated into the national and sub-national service and programme delivery systems?
    2.3. To what extent was the SFP complementary to other interventions such as SAMS and nutrition, and was it integrated into community and other actors' interventions?
    2.4. To what extent was the SFP designed and delivered in line with humanitarian principles?

  3. **Effectiveness**: To what extent did SFP achieve its objectives and results?
    3.1. To what extent were the outputs and outcomes of the SFP achieved?
    3.2. What were the major factors influencing the achievement or non-achievement of the outcomes/objectives of the SFP?
    3.3. To what extent and how did the SFP contribute to achieving gender equality and protection outcomes, especially for girls? Were there any differential effects experienced between girls and boys? What are the gaps that still need to be addressed?
    3.4. How did the SFP adapt to achieve its objectives, outputs, and outcomes in response to shocks and stressors including COVID-19 and conflict affected environment?
    3.5. To what extent did WFP's partnerships with other actors contribute to achievement of SFP outputs and outcomes?

  4. **Efficiency**: How did the SFP achieve quality and efficiency in the delivery of assistance with available resources?
    4.1. To what extent were all activities of SFP implemented and provision of food and other inputs delivered on time?
    4.2. To what extent have all activities of SFP been cost effective? What measures were put in place to improve cost-effectiveness of SFP?
    4.3. How did the SFP strengthen systems, procedures, and staff capacity, including within WFP and CPs, to strive towards improved (timeliness, quality, and efficiency) programme implementation?

  5. **Effects/Impacts:** What wider effects did the SFP contribute to for students, households, communities, and institutions?
    5.1. To what extent did the different modalities (on-site, THR) and approaches (traditional and home-grown) activities impact food security, nutrition, and learning of beneficiaries (boys and girls), and community?
    5.2. What intended and unintended, positive, and negative effects did the SFP have on targeted students, institutions, and communities, including on key gender issues? Were there any differential effects across various target groups or settings? (e.g., rural vs. urban, type of school, boys vs. girls, conflict vs. stable locations, different ethnicity, disability)?

  6. **Sustainability:** To what extent did the SFP contribute to sustainable food security, nutrition, and social protection in households, schools, communities, and government?

6.1. To what extent did the SFP contribute to building sustainable food security, nutrition, learning, social protection system and boys' and girls' retention in target schools, communities, and government?

6.2. To what extent did the target schools/institutions, communities and government participate/contribute to the implementation of the SFP and assume ownership of the SFP?

6.3. To what extent will the SFP results, likely be sustainable in contributing to food security, nutrition, learning, and social protection system in targeted schools, communities, and government?

Evaluation design

71. In view of the limited baseline and other data, and considering the fact that 'learning' was emphasized in this assignment, The ET conducted a **summative evaluation with mixed methods**. A **cross-sectional comparative study design** was used. A **with/without analysis** was used to evaluate the effects of the SFP by comparing the outcomes for students / schools who received SFP assistance with the outcomes of those who did not, by collecting data on several key outcomes, such as learning outcomes etc. These outcomes were then compared between students who received SFP assistance and those who did not.

72. Since it was impractical to design an 'experiment' to test cause and effect of the programme, **contribution analysis** was used to assess the performance of the programme towards outcomes and effects/impact. Contribution analysis was originally designed to deal with the attribution problem when working with existing routine monitoring data, but the approach has been broadened over time.[61] For this evaluation, the ET focused on questions of 'contribution', specifically to what extent observed results (whether positive or negative) are the consequence of the SFP. Using contribution analysis provided an alternative way to think about the problem of attribution since the traditional positivist approach of proving causality via a pre-post intervention approach could not be used. The ET did not attempt to prove that one factor 'caused' the desired outcome, but rather explored the contribution the programme activities made towards the observed results. The programme logic in the ToC which shows the activities, outcomes, and impact was leveraged; and the evidence collected from various sources was used to build a credible 'performance story'. This has demonstrated whether the SFP is indeed an important influencing factor in **driving change,** along with other factors. The ET explicitly explored the most likely alternative explanations, presenting evidence to discuss them, and where appropriate, accepted or discounted them. This helped reduce the uncertainty about the contribution made and strengthened the argument in favour of the programme's outcomes and effects.

73. A **convergent (concurrent) design** was employed for the systematic use of **mixed methods**. The **quantitative** (school-based and household surveys) and **qualitative** focus group discussions (FGDs) and key informant interviews (KIIs) data were collected in parallel, within the same time frame. Integration was carried out during data analysis and interpretation of results. The quantitative outcome evidence was complemented by narrative causal statements collected directly from community men and women, including girls and boys, community leaders, and relevant government stakeholders, via FGDs and KIIs.

Contribution analysis implementation

74. The ET used contribution analysis to assess causal questions and infer causality in the evaluation using the **six-step approach**.[62] The ToC with its assumptions and risks was developed collaboratively with programme stakeholders during the inception phase. The ET in consultation with programme stakeholders examined how the SFP interventions were contributing to the envisaged proximal impact detailed in the re-constructed ToC. Contribution analysis was conducted at two levels: that of the 'internal' (programme) stakeholders (supply side) and 'external' (beneficiaries) stakeholders (demand side). The internal stakeholders applied delivery of benefits though capacity building, tools, technologies, knowledge exchange, advocacy for beneficiaries to access education, reduce short-term hunger and improve learning outcomes. The external stakeholders as part of the demand side responded to interventions and were expected to produce the evidence that the intended results were

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[61] Mayne J (2001) Addressing attribution through contribution analysis: using performance measures sensibly. Canadian Journal of Programme Evaluation 16; 1-24
https://www.betterevaluation.org/en/plan/approach/contribution_analysis

achieved. Contribution analysis infers causality from that evidence.[63] The ET worked through a set of contribution stories that assisted in answering the relevant evaluation questions as was constructed for contribution assessment and applied as a checklist with the KIIs and FGDs. We obtained relevant information from multiple sources (both primary and secondary) and validated findings through triangulation to inform evaluation results. Active participation of the programme stakeholders in the analysis during the validation workshop will ensure that all critical aspects of the programme are covered and that the usefulness of the findings is not compromised. This approach will allow the programme stakeholders to learn from the process and own the findings and facilitates effective improvement of programming.

Evaluation methods

Quantitative methods

75. **School Based Surveys** – consisted of **headteacher survey** and **pupils' learning outcomes assessments** for literacy and numeracy. Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) targeted beneficiary pupils (boys and girls) from sampled intervention schools as well as pupils from comparison schools; disaggregated data, categorized by gender was also analysed. EGRA/EGMA tools reviewed by the government (MOGEI) during the inception phase, was used for this assessment.

76. **Household Survey** – this targeted parents/caregiver in beneficiary households from sampled communities in the intervention areas.

Qualitative methods

77. **Desk review** was carried out – on programme documents including national and international literature; existing studies at national and district level and documents from government ministries: (organizational, country levels, etc.). Overall, the documents reviewed displayed a clear presentation of the objectives of the programme and the underlying programme logic. The logframe indicators provided information on how progress towards the achievement of results could be measured at output level. However, the desk review did not provide information on any baseline outcome indicators. This evaluation will serve as a credible baseline for future evaluations. The documents reviewed are detailed in Annex 14.

78. **Key Informant Interviews (KIIs)** was used to collect in-depth information regarding the programme from a wide variety of key stakeholders including WFP, the UNCT (FAO, UNICEF, UNESCO, WHO), Non-Governmental Organisations (NGOs) and governmental stakeholders at national, state and county levels including headteachers / principals of schools, and community leaders.

79. **Participatory Focus Group Discussions (FGDs)** with community women and men, parents/caregivers, school girls and PTAs, SMCs, School Board of Governors (SBGs), retailers (traders, suppliers), were used to explore the uptake of the programme's interventions, to explore emerging trends or tensions; as well as the facilitators and barriers to programmes' effectiveness, processes and successes.

Sampling

Quantitative Sampling

80. The main goal of the sample design in this evaluation was to obtain reliable statistical estimates for various indicators at the national level, considering both intervention and non-intervention groups across 10 specific states: CES, EES, Jonglei, Lakes, NBeG, UNS, Unity, WBEG, WES, and Warrap. However, to fulfil the requirement of representing selection across states, counties, school types (primary schools, secondary schools, and teachers' learning institutes), and food ration types (On-Site, Take-home ration, and Boarding), the sampling approach incorporated multiple levels of interest through stratification. Specifically, a multi-stage, stratified cluster sampling method was employed to select the survey sample to account for the various levels of interest, such as state, county, school, and food ration type. A gender-balanced individual sample selection was thereafter planned to ensure a gendered balance in the final selection of pupils. Details are in Annex 4.

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[63] The Canadian Journal of Program Evaluation Vol. 16 No. 1 Pages 1–24
https://pdfs.semanticscholar.org/7501/501b7fb4ee9f31985540f3e1ca661f262ec6.pdf

81. For the **school survey** sampling, the information provided for the evaluation was limited, lacking crucial factors like school size and structure. Therefore, a stratification and county selection process were used to compare intervention and non-intervention schools. A total of 1119 intervention and non-intervention schools were in the sampling frame and the first stage of sampling involved the selection of strata, followed by cluster formation and then student selection. Two counties were randomly sampled from each state to form a total of 38 strata, consisting of 21 intervention and 17 non-intervention strata. Approximately 62 schools were selected, a total of 801 pupils were selected from intervention schools and 758 pupils from non-intervention schools, resulting in a final sample size of 1559 pupils. Annex 4 provides details of the strata selection, cluster formation and student selection including the specific number of schools selected across intervention and non-intervention strata and pupils assessed per school.

82. **Headteachers' Survey** aimed to gather cluster-level information about the students in the participating schools. The survey was conducted in **58 schools in South Sudan**. Among these, 33 (57%) were schools involved in the school feeding programme while 25 (43%) were comparison. The planned and achieved school-based surveys are displayed in tables 3 and 4.

Table 3 Intervention Group – planned and achieved school-based surveys

State	Planned school visits	Actual head-teacher interviews	Actual school observation	Expected pupil interviews	Actual pupil interviews	*Actual pupil interviews: male*	*Actual pupil interviews: female*	Complete-ness of pupil interviews
Central Equatoria	4	4	3	96	103	*64*	*39*	107%
Eastern Equatoria	1	2	2	24	22	*7*	*15*	92%
Jonglei	1	1	1	24	34	*0*	*34*	142%
Lakes	5	3	3	120	122	*67*	*55*	102%
NBeG	4	5	5	96	64	*26*	*38*	67%
Unity	1	1	1	24	18	*12*	*6*	75%
Upper Nile	4	4	4	96	101	*59*	*42*	105%
Warrap	6	4	4	144	111	*57*	*54*	77%
WBEG	5	5	5	120	133	*50*	*83*	111%
WES	5	5	5	120	93	*40*	*53*	78%
Total	**36**	**34**	**33**	**864**	**801**	***382***	***419***	**93%**

Table 4 Non-Intervention Group – planned and achieved school-based surveys

State	Planned school visits	Actual head-teacher interviews	Actual school observation	Expected pupil interviews	Actual pupil interviews	*Actual pupil interviews: male*	*Actual pupil interviews: female*	Complete-ness of pupil interviews
Central Equatoria	2	1	1	65	27	*0*	*27*	42%
Eastern Equatoria	6	5	5	195	188	*96*	*92*	96%
Jonglei	4	4	3	130	139	*80*	*59*	107%
Lakes	1	3	3	33	84	*50*	*34*	255%
NBeG	3	4	4	98	102	*41*	*61*	104%
Unity	4	4	4	130	94	*44*	*50*	72%
Upper Nile	1	-	-	33	-	*0*	*0*	-
Warrap	2	2	2	65	59	*23*	*36*	91%
WBEG	2	1	1	65	44	*22*	*22*	68%
WES	1	1	1	33	21	*12*	*9*	64%
Total	**26**	**25**	**24**	**847**	**758**	***368***	***390***	**89%**

83. **The Household-Beneficiary Survey** aimed to gather data on households benefiting from the SFP. Since there is no existing database of beneficiary households, we planned to establish connections between each pupil in the selected intervention schools and their respective parents/guardians in the community, i.e. households of 845 pupils in the intervention schools. However, due to logistical challenges like difficulty accessing the parents and guardians of the pupils, **568 households were interviewed across the 10 States** (see table 5).

Table 5 Household surveyed across the states

State	No of households surveyed
Central Equatoria	21
Eastern Equatoria	33
Jonglei	32
Lakes	16
NBeG	88
Unity	39
Upper Nile	61
Warrap	63
WBEG	105
WES	110
Total	**568**

Qualitative sampling

84. This was purposive and convenient and was employed for the selection of KII respondents and FGD participants. KII respondents were selected in collaboration with WFP Country Office using the criteria of function, organization, and interaction with the programme. These included donors, relevant Ministries, Departments, and Agencies (at national, state and county levels), WFP's cooperating partners, WFP's relevant units/offices (HQ, regional bureau, Country Office, and field offices), international and national NGOs, UN Agencies, etc. **We carried out a total of 38 KII**. Annex 12 provides specific details of key stakeholders that were interviewed.

85. Purposive sampling for the FGDs was carried out using the criteria of occupation, gender, age, marital status, location, vulnerability including disability, and interaction with the programme interventions. These included community men and women, schoolboys and girls, PTAs, SMCs, SBGs, retailers (traders, suppliers) etc. **We carried out a total of 26 FGDs** – with 69 women, 94 men, 23 girls and 28 boys. Annex 13 provides an overview of the FGDs conducted and the participants.

Data collection methods

86. The evaluation design used a mix of quantitative and qualitative methods, secondary and primary data collection, interpreted and analysed to answer the evaluation questions. Triangulation of data from the different methods and sources enabled the ET to address the evaluability challenges and tackle the evaluation's triple objectives. This section delves into the key themes that were explored through a range of data collection methods and tools. Its purpose was to comprehensively analyse the program's outcomes, extract valuable insights, and facilitate recommendations for adaptive programming. Central to this assessment is an examination of the program's impact on girls, boys, women, and men, all within the context of their distinct social and gender challenges within the country.

Recruitment of local research partner, training of research assistants and pre-testing of tools

87. The ET enlisted the services of field researchers in South Sudan in collaboration with our local partner, Ultimate Prime Consulting. 34 enumerators and their supervisors were trained for five days from 30th October to 3rd November 2023. Pre-testing of tools was carried out on the fifth day of training. Annex 4 provides more details. The data collection plan is detailed in the evaluation mission schedule in Annex 11.

Quantitative data collection methods and tools

88. **Student Survey -** This consisted of primary data collection to measure learning outcomes of pupils/students via EGRA/EGMA tests. EGRA is an individually administered oral assessment of the most basic foundation skills for literacy acquisition in early grades. EGMA is a one-on-one oral assessment

designed to measure a student's foundation skills in numeracy and mathematics in the early grades. The instrument was first developed by the Research Triangle Institute (RTI) International[64] More details on the EGRA and EGMA are in Annex 4.

89. **Headteacher survey –** was carried out using structured questionnaires to collect data on enrolment, attendance and retention; school infrastructure including storage spaces, kitchens WASH facilities etc.

90. **Household Beneficiary Survey -** This was conducted using questionnaires to provide information on uptake of school feeding interventions, satisfaction levels, challenges including beneficiary feedback mechanisms and experiences with gender discriminatory norms.

91. **Direct Observation-** This was carried out via observation guides and checklists to collect data at classroom and school levels. The quantitative data collection tools are displayed in Annex 5.

Qualitative data collection methods and tools

92. **Key Informant Interviews -** was carried out using topic guides. The questions were framed to elicit informed opinions from the internal and external stakeholders on how the interventions integrated equity and gender in its design, implementation, and monitoring, barriers and facilitators of implementation, and views of differential impacts on girls and boys.

93. **Focused Group Discussions –** were also carried out using topic guides by trained qualitative data collectors. Each FGD had between 8-10 participants and though they were not held separately for the different sexes, the community women were able to discuss their views in front of the community men given the non-sensitivity of the topic. The FGDs were audio-recorded. Groups of people involved are summarised in Annex 13. The qualitative data collection tools are displayed in Annexes 6-9.

Data Cleaning

94. The data cleaning process encompassed several essential steps to ensure that the subsequent data analysis is robust and reliable. The initial step involved meticulously verifying the accuracy of data entries through cross-referencing with their original sources to identify and rectify any errors or inconsistencies in the data. In cases where data points were missing, appropriate strategies, such as imputation or removal, were employed based on their impact on the analysis. More details are in Annex 4.

Data analysis

Quantitative analysis

95. Quantitative data was analysed using Statistical Package for the Social Sciences (SPSS) exported as Comma Separated Values (CSV) in Excel from the mobile phones. The most critical analysis techniques included frequency distributions with percentages; Online analytical processing (OLAP) cubes reports for measures of central tendency, cross-tabulations with Chi Square (χ2) for nominal and ordinal-scaled variables, regressions, as well as one-way Analysis of Variance (ANOVA) for interval-scaled variables and bivariate.

Measurement of Students Proficiency in Literacy and Numeracy

96. We calculated the percentage of pupils who are proficient in Numeracy and Literacy (separately and both) disaggregated by sex of student. Learning outcomes data collected from the sampled schools and pupils were analysed using SPSS. First, we completed a descriptive analysis using univariate and bivariate statistical tools. This enabled us to provide a snapshot of the learning outcomes and pupil composition across intervention and comparison groups. For this level of analysis, we reported literacy and numeracy assessment scores, and average pupil background characteristics, stratified by grade level and intervention. We then completed a multivariate regression analysis to estimate the relative mean differences between the intervention and comparison groups while accounting for differences in the composition of the pupil populations served. However, though multivariate regression provided estimates that control for pupil- and school-level differences in observed characteristics, it does not account for the non-random nature of the intervention assignment mechanism. It is to be noted that the analysis for the grade 1 text focused on the sample of 1040 (P2, P3) pupils sampled in both Intervention and comparison schools. Of 1040, 547 were from intervention and 493 from comparison schools.

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[64] RTI International, 2014

97. To examine the reliability of the of the EGRA and EGMA, Cronbach's alpha was calculated, the results of which are presented in Section 4. The calculation of Cronbach's alphas reveals that the EGRA and EGMA tests performed well overall, and that reliability is guaranteed with coefficients well above 0.70. As a rule of thumb, the minimum acceptable coefficient is 0.70 (Aron, Aron, & Coups, 2013).

Qualitative Analysis

98. The qualitative research component provided a rich understanding of relationships, trends, and patterns emerging from the quantitative component and helped the ET triangulate survey results to confirm, dispute, or provide answers to contradictory and unexpected results from the quantitative evaluation. Where areas of divergence emerged, the cause of the discrepancy was ascertained before drawing conclusions. For instance, the ET checked if the difference was caused by answers given by stakeholders due to hierarchy or social desirability; or due to researcher error such as the framing of questions.

99. FGD and SSIs (including KII) were audio-recorded and transcribed. Data was analysed using an inductive approach and open thematic coding was used. Transcripts were read and coded by qualitative assistants, using common themes and sub-themes according to the evaluation matrix (Annex 3). Analysis was conducted iteratively using a three-pronged approach: "noticing, collecting, and thinking". We also identified emerging themes while coding and labelling of qualitative data. Analysis of the findings were guided by the evaluation matrix.

Gender, Equality and Equity Analysis

100. The evaluation systematically integrated gender equality and equity analysis. This assessment primarily concentrated on assessing the inclusion of an equity and a gender approach in the design, implementation and monitoring of the WFP SFP. Furthermore, the evaluation gauged the adequacy of the intervention with regard to the intricate social and gender dynamics in South Sudan. Lastly, the evaluation sought input from various stakeholders to identify equity gaps and explore how gender-transformative approaches, which address norms as the root causes, can enhance the program's effectiveness and long-term sustainability in this context. Moreover, aiming at assessing SFP's impact for girls, boys, women and men, most data was sex-disaggregated. Throughout the process, other drivers were considered, such as disability and displacement to inform a comprehensive equity analysis. The Gender Equality and Equity Analysis for this evaluation aimed at understanding the differences between women, men, boys, and girls related to their social roles, division of labour, distribution of resources, decision-making abilities, opportunities, barriers and power relations. The analysis relied both on available secondary data (UNESCO Institute for Statistics (UIS), World Development Indicators (WDI), WFP reports, UNICEF reports etc.) and on primary data (FGDs and KIIs). As for the primary data collection, in FGDs and KIIs were included questions on gender perceived aspects of the intervention and on gender awareness. Specifically in the case of KIIs, interviews also assessed their abilities to mainstream gender and equity in interventions.

101. The analysis:

- Identified gender and equity -related issues that emerged that were overlooked in the programme design and implementation.

- Detected which data allowed monitoring of gender-related impacts of the programme.

- Assessed if the programme had no potential unintentional negative gender impact.

- Detected opportunities to enhance future SFP in promoting GEWE through a gender-transformative approach.

- Identified the Programme's strategies that promoted gender equality and equity.

The findings of the analysis were incorporated into the conclusions and lessons learned of this evaluation.

Limitations

102. Our approach to data analysis was subject to several potential limitations that warranted careful consideration. One major constraint was the lack of baseline data, which prevented a direct comparison of outcomes before and after the intervention. This limitation inhibited a comprehensive assessment of the program's impact on the target population. Additionally, data scarcity stemming from irregular monitoring and resource limitations presented challenges in evaluating crucial metrics like enrolment, attendance and retention rates. Challenges arising from insecurity and inadequate infrastructure further complicated data collection, introducing uncertainties in administrative data. Concerns regarding data quality, including inaccuracies, inflated figures, and the absence of reliable population-based data were noted challenges during the inception phase. We collected quantitative data on specific nutrition questions relying on the perceptions of the household respondents, the possibility of response bias cannot be eliminated completely,

103. The non-random assignment of interventions poses challenges for traditional causal analysis, necessitating the utilization of alternative methods like contribution analysis. The mixed-methods approach helped the ET to address some of the noted issues but may have yielded divergent results that require a thorough exploration of their underlying causes. The chosen multi-stage, stratified cluster sampling method may not have captured the intricate nuances of the entire population fully and this may limit universal applicability of findings. It is also of note that in view of the targeting criteria of the intervention schools (e.g. access to water, co-location with UNICEF education programme), the comparison schools may have other disadvantages than just being non-SFP. Despite these acknowledged limitations, the evaluation is designed to provide valuable insights into the effects of the programme; and contributes to learning and informed decision-making for future programming. Table 6 displays the mitigation measures for some of the limitations.

Ethical considerations

104. Evaluations must conform to the 2020 United Nations Evaluation Group (UNEG) Ethical Guidelines. Accordingly, OAG was responsible for safeguarding and ensuring ethics at all stages of the evaluation cycle. This included, but was not limited to, ensuring informed consent, protecting privacy, confidentiality, and anonymity of participants, ensuring cultural sensitivity, respecting the autonomy of participants, ensuring fair recruitment of participants (including women and socially excluded groups) and ensuring that the evaluation results caused no harm to participants or their communities.

105. The evaluation adhered to UNEG's directive on Ethical Standards and was guided by standard good practice and professional interagency. Ethical considerations were a very important aspect of the training for the field staff. Based on discussions with the WFP stakeholders, ethics approval was not required for this evaluation. The relevant government approval and permission for the evaluation was obtained with WFP support. We respected applicable child protection laws while conducting interviews/discussions with children and obtained consent from parents/guardians. More details on child protection considerations and practical ethics considerations for adolescents and children are detailed in Annex 4.

106. We sought and obtained prior permission for taking and using visual still or moving images for the research report and presentations. We assured the participants' anonymity and confidentiality and ensured that visual data is protected and used only for the agreed purposes, and names of individual get deleted from the data and replaced by codes in the evaluation notes. Furthermore, data is accessible to only the team members and will not be shared with third parties. Informed consent was obtained from all the respondents before interviews are conducted. Informed consent forms are displayed in Annexes 6 and 8.

Risks and assumptions

The identified risks to the evaluation, and how the team mitigated them are displayed in table 6.

Table 6: Risks and Mitigation measures

Risks	Mitigation measures
Lack of routine programme data including baseline data and gender disaggregation	Ensured that as much data as possible was obtained on issues/variables of interest before fieldwork began.

	Requested data from WFP and government stakeholders and ensured follow-up. Revised evaluation design to accommodate data availability gap. Ensured that the evaluation fills the data gaps and serves as a credible baseline for future evaluations.
Poor mobile network for real time data collection	Daily data uploads Ensured supervisors were knowledgeable about data collected daily
Logistical issues during field work due to poor communication network, and roads.	Where necessary a Thuraya phone was made available for the field work. UN flights (UNHASS) were booked in advance for the transport of the field data collectors. Sturdy vehicles (four-wheel drive) that could navigate rough roads were used for data collection. The necessary authorisation for the evaluation was obtained to ensure smooth community and school entries.
Non-availability of key informants especially at the field level due to other commitments	Developed a list of people for interviews and requested for a Letter of Introduction in advance from WFP. OAG ensured that stakeholders were informed in a timely manner about the purpose, timeframe and expected role of the mission. Before arriving at the interview site, the team contacted the respondents and confirmed their arrival. Ensured that the time of interviews was adjusted to the convenience of the stakeholders.
Difficulties in accessing affected populations due to conflicts or climatic shocks-floodings	Alternative options were discussed with WFP CO at inception and during data collection based on the prevailing situation in South Sudan following international and national guidelines; and UN security protocols in case of armed conflict.
Risks specifically related to the security situation	OAG was aware of the prevailing security concerns in South Sudan and used appropriate UN Department of Safety & Security (UNDSS) protocols. The EM and WFP Country Office security officer briefed OAG team members on arrival in country to ensure an understanding of the security situation on the ground. OAG ensured that an effective action plan was developed to prevent and resolve any risks in a rational manner. OAG requested security assessment in work areas before field teams were deployed. Digital collection was favoured to limit the risk of data loss in case of insecurity.
Data security	Procedures were put in place to protect participants' privacy and keep their data confidential during the collection, processing, analysis, reporting and dissemination of results. No information identifying participants will be disclosed. All copies of the data are securely stored via a dedicated server.
Time cost due to translation of tools	Ensured that time for translation (and back translation) was planned during data collection and that local experts were used.

Quality assurance

107. WFP has developed a Decentralized Evaluation Quality Assurance System (DEQAS) based on the UNEG norms and standards and good practice of the international evaluation community (the Active Learning Network for Accountability and Performance (ALNAP) and the Development Assistance Commission (DAC)). It sets out process maps with in-built steps for quality assurance and templates for evaluation products. It also includes checklists for feedback on quality for each of the evaluation products. DEQAS will be systematically applied during this evaluation and relevant documents have been provided to the evaluation team. OAG has followed the requirement of the DEQAS Quality Checklist for Evaluation to make sure the evaluation respects the UNEG Standard.

108. The evaluation team ensured that we maintained the principles of **independence** and **impartiality** in respect to the programme under review, and that <u>none of us have been or will be involved in its</u>

<u>implementation or any other phase.</u> Additionally, we ensured validity, reliability, and usability of the evaluation findings by the following principles during the evaluation:

▸ Regular consultations with WFP and government stakeholders including in relation to data availability and completeness, the results framework, the methodology and the sampling procedures, as set out in the ToR;
▸ Conducting the study with high professional and rigorous standards, with open and enquiring minds, and well-written reports.
▸ The views of all stakeholders (communities, PTAs, School Management Committees, School Board of Governors (for secondary schools), government focal points etc.) were sought and considered through qualitative methods.
▸ A balanced combination of a data-driven and a research-driven approach.

109. **Data triangulation** was carried out using a variety of data sources to corroborate findings. Any weakness in one type of data was compensated for by the strengths of other data, thereby increasing the validity and reliability of the results. Primary quantitative and qualitative data were triangulated with secondary quantitative data.

110. **Methods triangulation** was also conducted using multiple methods to study the situation. Different methods worked better for some of the evaluation questions than others. For instance, in the assessment of quality of learning pupils' EGRA and EGMA provided a comparative advantage; the school survey tool with head teachers provided an advantage in assessing the environment for learning and child development; and FGDs were better used to assess community perceptions of the program while the KIIs provided more insight into programmatic design and issues.

111. Other quality assurance mechanisms used include effective coordination and communication during field work; regular bi-weekly calls with WFP to discuss the status of the field work and evaluation. Training of the field team and pre-testing of tools by a small sample of potential respondents as well as the translation and back-translation of tools; audio-recording of qualitative interviews; and report writing consistent with the ToR requirements, DEQAS checklist and UNEG guidelines. The final version of the evaluation report will be compiled based on ERG feedback, and the quality of the report will be assured.

2. Evaluation findings

2.1. EQ1. Relevance

How well was the SFP aligned with needs of beneficiaries and the national priorities, strategies, policies? The evaluation questions used for assessing the relevance of the School Feeding Programme are reiterated below:

QR1. To what extent did the SFP respond to the changing operating context, and programmatic needs over time in a gender-responsive manner using an integrated approach?
QR2. To what extent was the SFP aligned with the policies, strategies, and priorities of the government, especially for girls?
QR3. How did the SFP target the right intervention areas/schools, populations, and feeding programme, and modality?
QR4. To what extent was the SFP designed/adapted and implemented based on sound gender analysis and protection considerations?

The questions related to relevance were answered by triangulating the findings from the extensive document review (which includes convincing and rigorous sources outside of the present study) and the qualitative interviews (KIIs and FGDs).

QR.1 To what extent did the SFP respond to the changing operating context, and programmatic needs over time in a gender-responsive manner using an integrated approach?

The manner and extent to which the SFP responded to the changing operating context and programmatic needs over time.

112. The SFP (2018 to 2023) was implemented in years of serious humanitarian crisis. The operating context was characterized by persistent insecurity and violence, regional and national economic instability heightened by global downturns, and the severe effects of climate change which continued to result in hardships for millions of families, especially in terms of their food and nutritional security.[65] Furthermore, South Sudan, like many sub-Saharan African countries is facing a learning crisis, with learning poverty[66] in the region estimated as up to 89%.[67] Children need to be in school to learn though schooling does not necessarily imply learning. According to the 2023 World Bank Capital Index data,[68] a child in South Sudan, who starts school at the age of 4 can only be expected to complete 4.7 years of schooling by the age of 18. Wwomen and girls are even more disadvantaged in South Sudan, with lower levels of education relative to men and greater barriers to benefitting from economic activities. Prior to late-2013, approximately 52 percent of girls were married or in union before the age of 18 and nine percent were married when they were under 15 years of age.[69] In 2019, Oxfam estimated that in Nyal, a town bordering some of the most intense fighting in South Sudan's conflict, 71% of girls were married before turning 18.[70] There was evidence in this evaluation that the SFP responded to this operating context in a gender-responsive manner and using an integrated approach.

113. **Documentary evidence, KIIs and FGDs highlighted that the SFP was inclusive in its approach to reaching both girls and boys with the aim of leaving no-one behind.** The SFP food basket was

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[65] WFP. South Sudan Situation Reports 2019-2023

[66] Learning poverty is defined as the share of children unable to read and understand an age-appropriate text by age 10

[67] UNESCO. South Sudan – Education Country Brief. January 2024. Available from URL: https://www.iicba.unesco.org/en/node/110

[68] World Bank. South Sudan. Human Capital Index. October 2023. Available from URL: https://thedocs.worldbank.org/en/doc/64e578cbeaa522631f08f0cafba8960e-0140062023/related/HCI-AM23-SSD.pdf

[69] Impact Evaluation Strengthening Community Resilience in South Sudan's Urban Settings South Sudan Inception Report February 2021 Climate and Resilience Window.

[70] OXFAM. Born to be married: addressing early and forced marriage in Nyal, South Sudan. OXFAM, 2019.

composed of two ration types, i) a hot meal prepared with cereals, pulses, vitamin A fortified vegetable oil and salt once a day for primary school students; and ii) **a conditional take-home ration of cereals and fortified vegetable oil in schools that lacked cooking and WASH infrastructure and *for schools where girls' enrolment and attendance was low, known as the girls' incentive was provided to promote girls' education and girls attending school consistently*. According to KII respondents and FDG participants, school attendance contributed to the protection of children, as it reduced the children's exposure to forced recruitment, gender-based violence, child labour and early marriage.

> *"If I had a magic wand, I would put all the money into school meals to be quite honest with you, because education is the one thing that changes countries especially a country like South Sudan with such fragility and development deficit.* **WFP Country Stakeholder**
>
> *"I think the power is in education. If children go to school more, then that also means girls will also go to school more and that will also lead to the protection of girls for sure from early marriage and early pregnancies, for example. So, So overall we have a very positive opinion of this program. It's really helping not just the food insecurity, but it's also increasing access to education...leading to human capital development.'* **Donor stakeholder**
>
> *R1: We are favoured by the feeding programme, because every family both poor and rich sends their children with intention of getting food after the classes..*
> *R2: We have on-site feeding and I studied without hunger.*
> *R3: For boys, Yes; It has encouraged us, because we are seeing improvement in both boys and girls.*
> *R4: For girls; yes, they brought some ratios to take home , which supports our learning.*
> **FGD Girls and Boys in primary school (Jonglei and Lake states)**
>
> *'The school feeding has really influenced a lot in the community -hunger at the moment is not the reason why learners are not coming to school because food is already there. So, it also increases the enrolments of learners and it improves their performance in the schools.'* **– Eastern Equatoria State stakeholder**

With this inclusive approach, efforts were also made to address the needs of the most vulnerable in hard-to-reach areas. **The SFP prioritized the targeting of schools in rural, remote and hard to reach areas** and the programme was able to reach vulnerable children who faced additional barriers to education due to geographical isolation or conflict-related challenges.

Nevertheless, constant re-scaling of the reach remained a persistent challenge for WFP during the programme years, due to the escalating scale of need and funding shortfalls.[71]

114. **The interim Country Strategic Plan (ICSP) 2018-2022 provided a tactical approach for responding to a multi-year acute crisis during the programme years and was relevant to national priorities for food security, nutrition and resilience**.[72] The SFP was able to respond to some extent to the protracted and frequent shocks (climate-related, conflicts, economic instability etc.) which characterised the humanitarian crisis – including the COVID-2019 pandemic, adjusting to the evolving needs generated by the changing operating context within the boundaries of resource constraints. For instance, the South Sudan country office was the first WFP country office to develop a conflict sensitivity action plan, it did this in 2020 in collaboration with the Conflict Sensitivity Resource Facility.[73] The 2022 evaluation of the ICSP noted that the strategic outcomes of the plan including those linked to the SFP were relevant

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[71] Summary report on the evaluation of the interim Country Strategic Plan for South Sudan (2018–2022)

[72] Ibid. page

[73] Conflict Sensitivity Resource Facility: South Sudan.

to the needs of the people of South Sudan and remained so during the COVID pandemic because of adaptations made by WFP.[74]

115. **The COVID-19 pandemic presented significant challenges to the SFP**. In March 2020, the school feeding programme was put on hold when schools were closed due to the pandemic. These exacerbated existing issues related to addressing hunger among school-age children and maintaining school retention, particularly affecting girls. The pandemic also increased the risk of gender-based violence (GBV) against girls. **To address these challenges, the SFP implemented strategies to enhance the Take Home Rations (THR) intervention.** This approach aligns with existing literature that highlights the positive impact of THR on girls' education.[75] The programme reported in 2021 that it had mitigated the effect of the pandemic on children's health and nutrition by providing take-home rations for 23,000 children in the most food-insecure counties.[76] This was reported as a COVID-19 response strategy in 2020 despite school closures.[77] The recommendation during this period was to work with governments to support alternative school feeding delivery arrangements that linked with existing Social Protection programmes, including cash-based transfers or take-home rations.[78] In 2020, WFP distributed take home rations, which provided support to 15 schools (12,876 children) who were part of 21,627 children reached by school meals prior to closure of schools. However, WFP continued its general food assistance and urban programmes in these areas, likely to have supported many of the students originally targeted by the project.[79]

QR. 2 To what extent was the SFP aligned with the policies, strategies, and priorities of the government, especially for girls?
 Alignment of the SFP with the policies, strategies, and priorities of the government

116. **The SFP implemented from 2018-2023 was strongly aligned with the policies, strategies, and priorities of the government, especially for girls. At global level, the SFP was aligned with the Sustainable Development Goals (SDGs)[80]** to which the government of South Sudan is signatory. The SFP was especially in line with SDGs: Goal 1: End Poverty in all its forms everywhere; Goal 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture; Goal 3: Good health and wellbeing; Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all; Goal 5: Gender equality; and Goal 6: Clean water and sanitation. **At the regional level, there was also alignment with the African Union Commission Agenda 2063: The Africa We Want[81], and the Continental Education Strategy for Africa 2016-2025[82].** The African Union (AU) identified the need to strengthen school feeding, as an intervention that can improve the nutritional and health status of school children, while increasing school enrolment, attendance, and enhancing learning outcomes. WFP's introduction of HGSF in South Sudan also aligned well with the AU's strategy on HGSF as a food security and education strategy,[83] thereby adding impetus to its adoption within the region.

117. **At the national level, the SFP was aligned to the Transitional Constitution of the Republic of South Sudan 2011[84]** which provided the legal framework for the development of a national school Feeding strategy. Article 29 of the Transitional Constitution guaranteed the right to education for all

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[74] Evaluation of South Sudan WFP Interim Country Strategic Plan 2018–2022. Available from URL: https://docs.wfp.org/api/documents/WFP-0000143516/download/?_ga=2.36247653.413352385.1710279984-358947067.1668759393

[75] Gilli, Aulo (2015). School Feeding and Girls' Enrolments: The Effects of Alternative Implementation Modalities in Low-Income Settings in Sub-Saharan Africa

[76] WFP. How school meals are empowering girls in South Sudan. Available from URL: How school meals are empowering girls in South Sudan | World Food Programme (wfp.org)

[77] WFP ACR South Sudan 2020. https://www.wfp.org/operations/annual-country-report?operation_id=SS01&year=2020#/21531

[78] Reported interviews with WFP staff. Available from URL: https://www.en-net.org/question/4086.aspx

[79] Semi-Annual Progress Report Funded by the German Federal Ministry for Economic Cooperation and Development (BMZ) through the German Development Bank (KfW) UNICEF and WFP 30 September 2020

[80] https://www.un.org/sustainabledevelopment/sustainable-development-goals/
[81] The African Union Commission. 2015. Agenda 2063: The Africa We Want.
[82] The African Union Commission: The Continental Education Strategy for Africa 2016-2025

[83] AUDA-NEPAD Guidelines for the Design and Implementation of Home-Grown School Feeding Programmes in Africa. Available from URL: https://www.nepad.org/sites/default/files/resourcefiles/Guidelines%20for%20HGSF%20Implementation_EN.pdf
[84] The Government of South Sudan: The Transitional Constitution of the Republic of South Sudan 2011

citizens without discrimination based on religion; race and ethnicity; health status, including HIV&AIDS; gender or disability. It further stipulated that education would be promoted at all levels of government and free and compulsory education at primary level would be provided, alongside free illiteracy eradication programmes. **The SFP was also in line and contributed to the National Home-Grown School Feeding Strategy 2019[85]** which articulated the national framework for school feeding and described the South Sudan Home-Grown School Feeding Programme service delivery mechanisms and governance structures. The goal of the South Sudan Home-Grown School Feeding programme is to have a school Feeding programme that promotes learning, enhances nutrition while creating livelihoods opportunities for the communities.

118. Further, **the SFP was aligned to the aspirations of the South Sudan Vision 2040[86], the Revised National Development Strategy (NDS) 2021-2024[87], the objectives of the National General Education Policy 2017-2027[88] and the General Education Strategic Plan (GESP) 2017–2022.** The programme contributes to, two specific sector priorities reflected in the GESP 2017 – 2022; namely to ensure equitable, quality, relevant, appropriate, accessible, and affordable education services for all; and provide quality education that promotes social cohesion and sustainable development.[89] It is in line with the South Sudan Humanitarian Response Plan 2022, key sectoral strategies, the 2021 national food systems dialogue,[90] and the 2021 common country analysis[91] Additionally, the SFP is aligned to the 2016 National Social Protection Policy Framework (NSPPF) contributing to the three of the 6 objectives of the Framework: ensuring basic social services to all; protective environment for children; and improved livelihoods for women. The programme is fully aligned with the legal, policy and institutional frameworks established by the NSPPF.[92]

119. **In terms of gender, the School Feeding Programme (SFP) results framework and intervention aligned with several national policies and strategies.** These include the National Transition Constitution and the 2013 National Gender Strategy which articulated formal gender equality, the National Action Plan 2015-2020 on UNSCR 1325 on Women, Peace, and Security and related resolutions which established strategic goals to enhance girls' enrolment and retention in school, as well as to reduce female illiteracy. The programme was also aligned with the 2008 Child Act which provided protection for girls against sexual abuse, exploitation, and gender-based violence, including rape, incest, early and child marriage, female circumcision, and female genital mutilation. According to this law, no female child should be expelled from school due to pregnancy or motherhood, nor should they be prevented from continuing their education after one year of lactation. Specifically in the education sector, the SFP was in line with the National Girls' Education Strategy (2018-2022) focused on strengthening the legal framework to protect girls in school; child-friendly schools; and behaviour change to support girls' access and learning in school. The national agency, the Ministry of General Education and Instruction (MoGEI) oversees the Girls' Education in South Sudan - GESS programme that articulated the conditioned cash-based intervention to female students to enhance female enrolment and retention. Within school feeding, the National School Feeding Programme established that THR should target girls.

QR. 3 How did the SFP target the right intervention areas/schools, populations, and feeding programme, and modality?

Targeting of the intervention areas/schools, populations, and feeding programme, and modality.

120. **Targeting of intervention areas/schools, populations, feeding programme and modalities was guided by the WFP South Sudan School Feeding Implementation Guidelines**[93]. The SFP targeted the most vulnerable high-risk communities facing food insecurity, low access to education, high drop-out and absenteeism. To identify food insecure households, the Vulnerability Analysis and Mapping (VAM)

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[85] Ministry of Education and General Instruction. Draft Version 16 September 2019. National Home- Grown School Feeding Strategy: "Improved performance of school children through Home Grown School Feeding"

[86] South Sudan's National Development Vision and Plans. 2022.

[87] The Revised National Development Strategy for South Sudan – 2021- 2024.

[88] Republic of South Sudan. 2017. The National General Education Policy 2017-2027.

[89] Annex 1: EU Education in Emergency Programme- Description of the Action T05-EUTF-HOA-SS-48.1

[90] FAO. 2021. South Sudan Food System Assessment ahead of the global UN Food Systems Summit.

[91] South Sudan UN Common Country Analysis 2021.

[92] Annex 1: EU Education in Emergency Programme- Description of the Action T05-EUTF-HOA-SS-48.1

[93] WFP South Sudan School Feeding Implementation Guidelines - Revised 26 May 2020

food security, the Nutrition monitoring reports, and the Crop and Food Supply Assessment Mission (CFSAM) annual Report were utilised. These reports were used for Food Security Phase Classification (IPC) into five food insecurity categories of 1-Minimal, 2-Stress, 3-Crisis,4- Emergency and 5-Catastrophe. As such, the geographical locations under IPC 3, 4 and 5 were targeted. School Feeding primary target were the primary schools.

121. **Post funding constraints in 2022, WFP prioritized assistance to those most in need.** The Targeting and Prioritization Standard Operating Procedures[94] highlighted that priority was to be given to locations most affected by acute shocks, households most likely to have members that are food insecure or malnourished and lifesaving interventions. Process and performance monitoring with spot checks were carried out to track distribution and targeting efficiency.

122. **11 National Secondary schools and functional National Teachers Training Institutes (NTTI) were targeted based on request by government of South Sudan to include them**. Pre-schools that are not attached to primary schools were not supported, however those attached to primary schools benefitted from SFP. **The second level of targeting criteria were the types of school**: 1st Priority: Government owned and funded schools; 2nd Priority: Faith based schools that do not charge school fees; 3rd Priority: Community schools which do not charge fees; and Secondary schools and Teachers training institutes that are designated to be national. **Schools were further streamlined based on poor education indicators (e.g. minimum enrolment of more than 100 learners); availability of basic infrastructure to support feeding;[95] and accessibility.** The indicators were derived from School Baseline Assessment Reports.

123. The programme had a combination of modalities: on-site feeding in schools with infrastructure; THRs for children in schools that lack basic infrastructure; and a specific girl THR to promote girls' access to education in the selected schools. The THR was provided to support vulnerable girls,[96] in particular, girls enrolled and attending classes from grades 3-8 at primary day schools and who attend at least 80% school's days in a calendar month.[97] In some cases, the school feeding programme also supported the national boarding secondary education schools to enhance learning and performance at that level. The food basket/meals provided to the learners was perceived as relevant for their nutritional needs. The on-site ration was for both day and boarding students. Boarding students were provided with breakfast, lunch and supper, while day scholars were provided with mid-morning meals or lunch. The daily ration provided was composed of cereals, pulses, Vitamin A-enriched vegetable oil, and iodized salt. This is equivalent to about one-third of World Health Organization recommended daily allowance for energy and protein for the school-age children. The THR was composed of cereal and vegetable oil. Stakeholders in the KII and FGD participants highlighted frequently that the school feeding programme addressed food insecurity and promoted retention of boys and girls in primary schools assisted by WFP.

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[94] WFP Targeting and Prioritization Standard Operating Procedures 2024

[95] School Selection criteria: For a school to be selected for the SFP, it had to meet the criteria below:
a) **Poor education indicators,** low enrolment, poor attendance, low retention, high drop-out rates, low participation by girls due to poverty, cultural norms, economic hardships, early marriages etc.
b) **Availability of basic infrastructure to support feeding**- At least two permanent classrooms, (Permanent classroom is a structure whose wall is either made of cement block or burnt bricks with cement and roof is made of timbers and iron sheets.) lockable storeroom, kitchen, water point and toilets.
c) **Accessibility.** School must have easy access by trucks carrying food and light vehicles all year round. Access to schools must be secure for staff, food and children not to be attacked on their way to schools.
d) **Minimum enrolment**: schools with less than 100 children enrolled were not selected as this was not cost effective to deliver such small quantities of food.
Note: Schools were to meet all criteria except for "b". at least permanent water source and secure storage had to be present before receiving school feeding.

[96] Vulnerability was determined at the level of schools not individual girls.
[97] 2021 Letter of Understanding (LoU) between MoGEI and WFP, along with the UNICEF and WFP joint initiative "Education in Emergency Programme," (EiE)

> "...provides food to the school feeding by on –site feeding and there are also modalities where pupils take food and eat at home.' **FGD with School Management Committee/PTA, Aber Primary School**
>
> *'Yes, when we eat the food, it helps us really because one becomes strong and sit in class than before. Nutritiously we look nice and good.'* **FGD with pupils Upper Nile State.**

QR. 4 To what extent was the SFP designed/adapted and implemented based on sound gender analysis and protection considerations?

Appropriateness of the programme's Theory of Change

124. Though the SFP did not have an illustrated theory of change (ToC) before the inception phase of the evaluation, the programme was well aligned with the WFP global ToC for school feeding programmes and the ICSP ToC; and the programme logic was articulated in the results framework. **The evidence-based criteria used in the re-construction of the ToC during the inception phase have proved relevant and appropriate** and the findings on the field have provided further insights which can be used to fine-tune the ToC.

125. The re-constructed ToC used evidence-based principles[98] in its design and the critical assumptions of the ToC were clearly outlined. **The logic of the ToC is structurally sound and plausible with linkages showing the pathway of achievement of outcomes**. The plausibility of the elements highlighted in the ToC was largely supported by evidence of the stakeholders' common understanding of the programme objectives during the workshop with programme stakeholders and in the key informant interviews.

126. The SFP interventions highlighted in the ToC considered different beneficiaries' needs and interests including women and girls; as well as long-term results by the livelihood support and resilience building of targeted households articulated in the ToC, which aimed at creating a potential for sustainability and impact.

127. **The ToC has appropriate colour coded linkages across various elements and variables. However, in a few cases, the linkages are too linear and can be enhanced to adequately reflect the complexity presented by the context** and the inter-relationships between some variables. For example, improvement in linkages between schools and local good production and supply is not linked to improved nutrition status of girls, boys and their families but both are inter-related elements. Additionally, improved capacity of communities and families also influences school enrolment, attendance and retention especially for girls' given the household and intra-community decision-making dynamics that exists within the context.

Design, adaptation and implementation of the SFP in relation to gender analysis and protection considerations

128. **The SFP Logframe:** The SFP was integrated into multi-stakeholder projects and partnerships. **The SFP results framework in South Sudan aligned with the Leave No One Behind (LNOB) commitment of the agenda 2030,** focusing on extremely vulnerable populations such as food-insecure women, men, and children in crisis-affected areas, refugees, food-insecure smallholders, and communities. **Despite the fact that the outputs of the programme did not explicitly emphasize targeting girls**, which must be prioritized in education interventions for gender equality, **the programme indicators did disaggregate based on sex and established higher targets for girls**. Moreover, according to the 2022 Annual Country Report[99], the implementation of SO1 and SO3 received a Gender and Age Marker – Monitoring code 4. This indicates that a gender equality approach was fully integrated in the programme, responding to the needs of girls, boys, women and men beneficiaries.

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[98] The ToC components include goals, preconditions, requirements, assumptions, interventions, and indicators. It articulates the sequence of intermediate outcomes that lead to the ultimate long-term goals; and highlights the causal pathways - the cause-and-effect relationships between programme activities and the desired outcomes.

[99] WFP (2022). 2022 Annual Country Report.

129. **The SFP did not specifically target women farmers in its school gardening or local produce procurement efforts within the logframe.** WFP's resilience-building focus through SO3 supported smallholder farmers and promoted locally sourced food items for home-grown school feeding. This approach had significant potential to enhance women's economic empowerment and decision-making autonomy. However, indicators and targets within the logframe did not prioritize working with female farmers or supporting female farmer groups. Nevertheless, monitoring data indicated that 33% of targeted female smallholders sold their products through WFP-supported farmer aggregation system, in contrast to 67% of male smallholders.[100] There was no sex disaggregated information on their production capacity.

130. **Gender Responsiveness of the programme design: WFP partnered with government, non-governmental organizations, and other UN agencies to implement a comprehensive programme**. This approach recognized that providing school feeding alone would not achieve the desired outcomes and would overlook critical issues specific to the country's context, such as closing the gender gap and enhancing child protection. For instance, in partnership with UNICEF underlying issues affecting girls were addressed including via sessions of awareness raising within trainings of PTA members on girl's education, tackling early marriage and early pregnancy.

131. The joint WFP/UNICEF Education in Emergency Programme in Four Former States in South Sudan, funded by the European Union, prioritized child protection and incorporated a gender equality perspective. **While the programme integrated these perspectives into its approach, it did not aim for gender transformation.** Although gender equality perspectives were mainstreamed, they were not clearly outlined in the project's outputs or indicators. Thus, the programme did not explicitly seek to remove structural barriers to gender equality.[101] Nevertheless, in addition to targeting vulnerable children in schools, the project included psychosocial support (PSS) training for the school community (PTA, SMC, social workers, etc.), the establishment of help desks to provide case management services for conflict-affected, GBV-victims, or at-risk children, registration for unaccompanied and separated children, and distribution of child protection supplies such as recreation kits. Capacity building on GBV and the distribution of dignity kits were also part of the intervention.

132. **Inclusivity:** Other vulnerable populations were partially included in the programme. **Refugees were specifically targeted via the Activity 2 of Strategic Outcome 1.** However, though Warrap state, an intervention's focus area, has one of the highest numbers of IDPs in the country, there was no specific intervention planned to target this group in the programme.

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[100] WFP (2022). 2022 Annual Country Report.

[101] For further information on gender transformative approach, please refer to: UNICEF. Gender Transformative Programming. 2022. Available from URL: https://www.unicef.org/lac/en/media/43146/file

133. The 2021 Letter of Understanding (LoU) between the Ministry of General Education and Instruction (MoGEI) and WFP highlights the SFP's efforts in **promoting inclusion and addressing gender inequality.** MoGEI was committed to ensuring gender parity in School Management Committees (SMCs) and maintaining gender-disaggregated data. However, it is important to note that **refugees, internally displaced persons (IDPs), and persons with disabilities were not specifically prioritized in this mutual commitment between WFP and MoGEI. In practice, however, there was evidence of prioritization of refugees in the SFP.**

> **Key Findings– Relevance**
>
> 1. **The SFP targeted the most vulnerable high-risk communities facing food insecurity, low access to education, high drop-out and absenteeism, including prioritizing** schools in rural, remote and hard to reach areas, thereby reaching vulnerable children who faced additional barriers to education due to geographical isolation or conflict-related challenges. **Nevertheless, targeting remained a persistent challenge for WFP during the programme years, due to the escalating scale of need and funding shortfalls.**
> 2. With the strategic approach provided by the ICSP (2018-2022), the SFP was able to respond to protracted and frequent shocks (climate-related, conflicts, economic instability etc.) including the COVID-2019 pandemic, adjusting to the evolving needs generated by the changing operating context.
> 3. **The SFP was well aligned with the policies, strategies, and priorities at the global, regional and national levels relating to school feeding and related issues, especially for girls.**
> 4. **The evidence-based criteria used in the re-construction of the ToC during the inception phase proved relevant and appropriate.** The logic of the ToC is structurally sound and plausible with linkages showing the pathway of achievement of outcomes. The plausibility of the elements highlighted in the ToC was largely supported by evidence of the stakeholders' common understanding of the programme objectives during the workshop with programme stakeholders and in the key informant interviews.
> 5. **Despite the fact that the outputs of the programme did not explicitly emphasize targeting girls, the programme indicators did disaggregate based on sex and established higher targets for girls.** Also, the implementation of SO1 and SO3 later received a Gender and Age Marker – Monitoring code 4, indicating that a gender equality approach was fully integrated in the programme, responding to the needs of girls, boys, women and men beneficiaries.
> 6. **An important gap is that though the programme had an inclusive approach, persons living with disabilities were not specifically targeted.**

2.2. EQ2. Coherence

How coherent was the SFP with internal and external interventions?

The evaluation questions used for assessing the coherence of the School Feeding Programme are recapitulated below:

> QC1. To what extent did the SFP consider WFP's strategy and programme for long term resilience and social protection, especially for girls and women?
>
> QC2. How well was the SFP implementation embedded/integrated into the national and sub-national service and programme delivery systems?
>
> QC3. To what extent was the SFP complementary to other interventions such as SAMS and nutrition, and was it integrated into community and other actors' interventions?

Kitchen in Ayak Akat Primary School

The questions related to coherence were answered by triangulating the findings from the extensive document review (which includes convincing and rigorous sources outside of the present study) and the qualitative interviews (KIIs and FGDs).

QC. 1 To what extent did the SFP consider WFP's strategy and programme for long term resilience and social protection, especially for girls and women?

The SFP consideration of WFP's strategy and programme for long term resilience and social protection

134. **The SFP prioritised WFP's strategy and programme for long term resilience and social protection, especially for girls and women.** The programme sought to enhance community resilience to shocks by increasing access to education, child protection, WASH, health, nutrition, food security and livelihoods services. Through the (ICSP) 2018-2022,[102] the SFP provided nutrition-sensitive food assistance to crisis-affected populations including school meals to fill critical food gaps for school age children in food insecure areas as a way of promoting access to quality learning. In addition to school feeding activities, WFP supported the training of head teachers, Parent Teacher Associations (PTAs) and school Management Committees (SMC) on how to manage the school feeding programme at their school. Additionally, the programme indirectly supported social protection by encouraging school enrolment and keeping children in a safe and supportive environment. However, there are weak linkages with resilience activities at community level, especially those communities without SFP activities. WFP's school-based reach ends in communities implementing SBP.

135. WFP's global School Feeding Strategy 2020-2030[103] outlines the importance of school health and nutrition in transitioning the feeding programmes to sustainable nationally owned home-grown school feeding programmes. Additionally, under the new CSP (2023-2025)[104], integration of the school feeding programme with resilience and peace building activities was further strengthened and extended to marginalized and hard to reach locations to facilitate equitable access to education for greater and sustainable impact.

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[102] WFP. 2017. South Sudan Interim Country Strategic Plan (2018–2022)

[103] WFP. 2020. A Chance for every Schoolchild - WFP School Feeding Strategy 2020 - 2030

[104] WFP. 2022. South Sudan Country Strategic Plan (2023–2025)

QC. 2 How well was the SFP implementation embedded/integrated into the national and sub-national service and programme delivery systems?

Integration of the SFP implementation into the national and sub-national service and programme delivery systems

136. **The school feeding programme was implemented alongside blanket deworming and hygiene education in WFP supported schools**. The blanket deworming exercise was implemented every six months alongside hygiene education and was target at all the children in the intervention schools. Where possible, deworming activities were also extended to schools not supported by WFP. Other complementary activities included the improvement of school latrines and handwashing facilities, the provision of water points, school gardens and the installation of water points undertaken with the support from other partners including UNICEF.

137. UNICEF and WFP fostered UN Coherence through committed participation in the UN Country Team (UNCT), joint programming and interagency teams established to facilitate greater collaboration and synergy among UN agencies. UNICEF and WFP's programme of cooperation contributed to all four agreed outcome areas of the United Nations Cooperation Framework (UNCF, 2019–2021): building peace and good governance; strengthening food security and recovering livelihoods; strengthening social services; and empowering women and young people.[105] The SFP planning was embedded into the South Sudan education system and implemented in line with the school calendar as highlighted in the following quote by a government stakeholder in the KII:

"The school feeding program was implemented within the parameters of the school calendar, which means that by the time the schools open, and by the time that the school close at year end, learners are reached. So, in my view, it very much aligns itself to government service delivery systems." **Ministry of Health Stakeholder**

QC. 3 To what extent was the SFP complementary to other interventions such as SAMS and nutrition, and was it integrated into community and other actors' interventions?

Complementarity of the SFP with other interventions

138. The SFP was complementary to other interventions such as SAMS and nutrition and was integrated into community and other actors' interventions. For instance, the Home-grown school feeding programmes[106] benefited the smallholder farmers, communities, and local economies through local food purchases. By establishing linkages between the local farmers / traders and schools, the programme aimed to provide a structured demand and supply of locally grown foods, to stimulate local markets and facilitate agricultural transformation while enabling communities to invest in productive assets. The goal was to improve the quality of school feeding and enable children eat culturally diverse,

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[105] Impact Evaluation Strengthening Community Resilience in South Sudan's Urban Settings South Sudan Inception Report February 2021 Climate and Resilience Window.
[106] School feeding programmes linked with local agricultural production and benefiting from the structured market that a school feeding programme offers.

acceptable, familiar and locally grown food. Additionally, the HGSF programmes integrated school gardens for the purpose of teaching children about agriculture and nutrition. Nevertheless, there were noted challenges including unpredictable climactic conditions which affect food production, low agricultural technology adoption, and logistical challenges of transportation all of which limit consistency in the supply of food to schools.

> *"...asset creation and livelihoods as different types of traders were linked with schools for the purchase of food items, including fresh vegetables. They get more income and, in the end, become self-sufficient with food and other livelihood items."* **WFP Stakeholder**
>
> *"... if the inputs are not adequate, we must buy the inputs to give this to this farmer. So, we equip them with inputs that they choose to have, including sometimes seeds, improved agronomic practices for them to plant in line with proper spacing, natural resources management, weeding on a timely basis... Loss management is handled to the standard expected."* **WFP Stakeholder**

139. **The WFP implemented the SFP in conjunction or collaboration with other donor projects and complementing government programmes in South Sudan.** For instance, through integration with the Global Partnership for Education (GPE) and the USAID-funded Integrated Essential Education in Emergencies Services Programme (IEEES), UNICEF distributed teaching materials to 1,046, teachers (259 female), textbooks, teacher guides and additional supplementary teaching materials in five national languages to all EU supported schools (between November 2019 to March 2020) at the ratio of three students to one textbook to support teachers to further improve the quality of teaching and learning across the four former states. [107]

140. As of June 2020, 1.5 million children were attending radio lessons provided by the MOGEI with technical support from UNICEF and funding from USAID, The Royal Norwegian Embassy and the EU through the Joint EiE project.[108] The radio lessons were aired on the South Sudan Broadcasting Corporation and Miraya Radio and broadcasting began in April 2020. The 1.5 million children attending lessons included students from early childhood, primary, secondary school students, adult learners and an increasing number of out of school children.

141. In 2020, the partnership with War Child Holland and Save the Children[109] focused on strengthening the capacity of ten national NGOs to include those working in the four states in PSS, case management and institutional development to further sustain the gains made in this programme and in alignment with the localisation strategy.

142. Additionally, the WFP provided seeds of various vegetables and s gardening tools and collaborated with the Food and Agriculture Organization (FAO) and other partners for technical support on crop husbandry practices.

QC. 4 To what extent was the SFP designed and delivered in line with humanitarian principles?

Extent to which the SFP was designed and delivered in line with humanitarian principles

143. The SFP aligned to the WFP Code of Conduct, is https://www.wfp.org/publications/wfp-code-conduct rooted in the humanitarian principles of humanity, neutrality, impartiality and operational independence.[110] WFP has been working in Sudan since 1963 and upgraded its regional office in Juba into a Country Office after South Sudan's independence in 2011. WFP is actively involved in the food security sector which includes the SFP (implemented since 2011), and has presence throughout the country with its 15 field offices located in all of the ten former states – the widest footprint of any

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[107] Education in Emergency Programme in Four Former States of South Sudan 2 nd Progress Report (July 2020)
108 Ibid
[109] Ibid
[110] https://www.wfp.org/ethical-culture#:~:text=The%20WFP%20Code%20of%20Conduct,fundamental%20human%20rights

humanitarian agency in South Sudan.[111] With the goals of saving lives, reducing food insecurity, stabilizing malnutrition rates and helping to restore and enhance the livelihoods of vulnerable and shock-affected populations, WFP has projects throughout the country, with an expert logistics team as well as an early warning and food security monitoring network. WFP's food assistance including SFP activities support the objectives and expected outputs of the Food Security and Livelihood Cluster (FSLC), Nutrition Cluster, Education Cluster and multi-sector refugee response. WFP co-leads the FSLC with FAO and actively supports cluster leads in nutrition and education clusters.[112]

"We work also with the Ministry of Humanitarian Affairs and the Ministry of Public Culture. We do have collaboration in early warning project systems, and systems that cover the different aspects of health and market prices with. When we do household learning assessments, we don't limit ourselves only to the food security factor, but we look at health, nutrition, sanitation, and education." **Key Informant, WFP**

Key Findings– Coherence

1. The SFP was designed and implemented in line with humanitarian principles undergirded by the WFP's Code of Conduct; and prioritised WFP's strategy and programme for long term resilience and social protection, especially for girls and women**.** The SFP provided nutrition-sensitive food assistance to crisis-affected populations including school meals to fill critical food gaps for school age children in food insecure areas as a way of promoting access to quality learning. In addition to school feeding activities, WFP supported the training of head teachers, Parent Teacher Associations (PTAs) and school Management Committees (SMC) on how to manage the school feeding programme at their school.
2. **The school feeding programme was implemented alongside blanket deworming and hygiene education in WFP supported schools.** Other complementary activities included WASH improvements carried out with the support from other partners including UNICEF
3. **UNICEF and WFP fostered UN Coherence through committed participation in the UN Country Team (UNCT) –** their programme of cooperation contributed to all four agreed outcome areas of the United Nations Cooperation Framework (2019–2021)
4. **The SFP planning was embedded into the South Sudan education system and implemented within the parameters of the school calendar**. The programme was also was complementary to other interventions such as SAMS and nutrition. For instance, the Home-grown school feeding programmes benefited the smallholder farmers, communities, and local economies through local food purchases.

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[111] UNICEF_WFP Proposal_SSD Resilience_KfW_FINAL as of 18 Dec 2020 - Strengthening community resilience in South Sudan's urban settings
[112] Ibid

2.3. EQ3. Effectiveness

To what extent did SFP achieve its objectives and results?

The evaluation questions used for assessing the effectiveness of the School Feeding Programme are reiterated below:

> QE1. To what extent were the outputs and outcomes of the SFP achieved?
> QE2. What were the major factors influencing the achievement or non-achievement of the outcomes/objectives of the SFP?
> QE3. To what extent and how did the SFP contribute to achieving gender equality and protection outcomes, especially for girls? Were there any differential effects experienced between girls and boys? What are the gaps that still need to be addressed?
> QE4. How did the SFP adapt to achieve its objectives, outputs, and outcomes in response to shocks and stressors including COVID-19 and conflict affected environment?
> QE5. To what extent did WFP's partnerships with other actors contribute to achievement of SFP outputs and outcomes?

The questions related to effectiveness were answered by triangulating the findings from the pupils learning outcomes assessment, headteachers' survey, school observations and household beneficiaries' survey; document review and qualitative interviews (KIIs and FGDs).

QE. 1 To what extent were the outputs and outcomes of the SFP achieved?

Progress made in the achievement of outputs and outcomes of the SFP

The SFP centred on WFP's Strategic Outcome 1 (Activities 1& 2) and Strategic Outcome 3 (Activity 4). This section is focused on the extent to which the related outputs and outcomes were achieved.

Strategic Outcome 01

Food-insecure women, men and children in crisis-affected areas and refugees have access to safe and nutritious food all year round.

144. SO1, Activity 1 sought to provide food and nutrition assistance to vulnerable populations affected by crises. This activity within the SFP focused on providing school meals to vulnerable school children in rural and urban settings, especially girls, every school day. Activity 2 ensured the provision of food and nutrition assistance to refugees in eight refugee camps across the country. This activity included providing food and nutrition and school meal assistance to school age girls and boys in refugee camps.

The extent to which the outputs related to SO1 were achieved.

145. At the output level, at the level of SO1, the programme displayed varied levels of effectiveness from 2019 -2022 (as showed in table 7). **2019 and 2021 were the best performing years and downward fluctuations in other years were mainly due to the COVID-19 pandemic (in 2020) and severe funding cuts (in 2022).** Overall, the implementation of on-site school feeding was more effective than the implementation of the take-home ration's aspect of the programme. In 2019, the SFP met almost 99% of its target for the provision of on-site school meals for primary school students.[113] However the girl's incentive initiative,[114] take-home rations (THRs) only met 28% of the target for girls though this was reported as resulting in six percent increase in girls' retention and a five percent increase in girls' enrolment in schools[115] providing THRs compared to 2018.[116] Overall 45% of the target for THRs was

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[113] WFP. Annual Country Report (ACR) South Sudan 2019

[114] WFP encouraged girls' education through the girl's incentive initiative which provides THRs to girls' attending 80 percent of classes. Through take-home rations, pupils (girls and boys) received a monthly dry ration (about 10kg) consisting of cereals and vegetable oil upon attending 80 percent of feeding days.

[115] Specific figures on enrolment and retention are not available. For analysis of trends, the ET relied mainly on ACR data since the SFP has no baseline or past evaluations; and this evaluation is a cross-sectional study (within one time frame).

[116] ACR 2019

dispensed between boys (17%) and girls (28%). In 2019, THRs were introduced in schools lacking infrastructure for on-site meals and thus boys were also reached through THRs. However, despite the introduction of THRs to boys in 2019, the targets after the pandemic were revised downwards, resulting in targets appearing to be overachieved in 2021 and 2022 (see table 7). The WFP Gender Guidance for Operational Reporting[117] notes that for take-home rations and other incentives, in some cases, boys are the most vulnerable groups and should be assisted accordingly. Overall, the total school meals distributed in 2019 (460,413 children (boys (183,626) and girls (276,787)) represented an eight percent increase compared to 2018. This was documented as having resulted in an increase in enrolment of 2.5 percent in WFP assisted schools.[118]

146. **School Feeding was significantly affected by the COVID-19 pandemic.** Prior to the closure of schools in March 2020, WFP reached 173, 000 children (83,000 girls and 90,000 boys). When schools closed and as part of the COVID-19 response, to ensure that the most vulnerable food-insecure school-aged children continued to receive a nutritious meal, WFP provided take-home rations for 107,354 children.[119] In October, when schools reopened to students sitting exams WFP continued the provision of school meals. **Only 53.4% of the target for school feeding on-site was met in 2020** due to the COVID-19 restrictions. (see table 7).

147. In 2021, in response to the impact of prolonged school closure on re-enrolment, MOGEI, UNICEF and WFP conducted a Back-to-School campaign, reaching 54 out of 58 counties. This contributed to improved enrolment from the baseline, surpassing the 2021 targets. **School feeding targets were also exceeded in 2021 for the on-site (123%) and take-home (134%) modalities.** The reported increase in enrolment rate was more for boys than for girls. As noted by the ACR 2021, girls' enrolment tended to decline in upper classes (compared to lower classes) because more girls dropped out due to cultural reasons (likely due to early marriage and economic pressure). This view was buttressed by some FGD participants who perceived girls' marriage as important to the family income,

148. **In May 2022, severe funding gaps under Activity 1 forced WFP to reprioritize and reduce the number of targeted beneficiaries** from 3.7 million to 2 million people. The 2022 Integrated Food Security Phase Classification (IPC) informed the reprioritization, with WFP prioritizing counties with people facing catastrophic and emergency levels of food insecurity and malnutrition.[120] **This affected 178,000 school-going children in 21 counties where WFP suspended the programme.** Upon receiving supplementary funding from donors in July, WFP resumed school feeding for 120,000 pupils, leaving 58,000 pupils without school meals. **88.6% of the target for on-site school meals was met in 2022.** However, for THRs 142% of the target was achieved.[121]

149. **Overall, data available for Activity 2 was less comprehensive** as displayed in table 7, but school feeding on-site provided for school age girls and boys in refugee camps was highest in 2019 (85,000) though no target was provided. In 2020, the target was 85,000 though only 1% of this was achieved. However, in 2022, school feeding on-site was achieved for only 20,516 school age girls and boys in refugee camps– displaying the general reprioritization occasioned by resource constraints. Overall, in 2022, WFP operations were funded at 76 percent of the annual requirements.[122]

Table 7 Output Results (Activities 1 and 2) for SFP SO1

Activity 01: Provide nutrition-sensitive food assistance to crisis-affected populations Beneficiary Group: Students (primary schools)					
Programme Year	Sub-activity	Planned *Girls* *Boys* *Total*	Actual *Girls* *Boys* *Total*	Achieved (actual vs Planned)	Enrolment
2019	School feeding (on-site)	264,000 176,000	260,030 173,355	98.5%	2.5% increase in enrolment

[117] WFP Quick Gender Guidance for Operational Reporting. Available from URL: https://executiveboard.wfp.org/document_download/WFP-0000000172
[118] WFP. Annual Country Report South Sudan 2019
[119] WFP. Annual Country Report South Sudan 2020
[120] ACR South Sudan 2022
[121] Ibid
[122] Ibid

		440,000	433,385		from 2018 (data on figures not available)
	School feeding (take-home rations)	60,000 0 60,000	16,757 10,271 27,028	28% for girls 45% of target was achieved for boys and girls	
2020	School feeding (on-site)	240,000 160,000 400,000	128,318 85,547 213,865	53.4%	School closures affected enrolment. Data not available
	School feeding (take-home rations)	60,000 0 60,000	6,448 4,299 10,747	10.7% for girls 17.9% of target was achieved for boys and girls	
	School feeding (*alternative* take-home rations)	0 0 0	64,413 42,941 107,354	COVID response. Not a targeted activity	
2021	School feeding (on-site)	240,000 160,000 400,000	294,183 196,121 490,304	123%	297,279 (142,848 girls)
	School feeding (take-home rations)	25,000 0 25,000	20,140 13,427 33,567	134%	
2022	School feeding (on-site)	328,247 218,831 547,078	290,859 193,905 484,764	88.6%	337,329 (155,472 girls) (13% increase from 2021)
	School feeding (take-home rations)	25,085 0 25,085	21,376 14,251 35,627	142%	
Activity 02: Provide food, nutrition and school meals assistance to refugees **Beneficiary Group: School age girls and boys in refugee camps**					
2019	School feeding (on-site)		51,000 34,000 85,000	No target available	
2020	School feeding (on-site)	51,000 34,000 85,000	441 295 736	1%	
2021				Data not available	
2022	School feeding (on-site)	990 660 1,650	12,309 8,207 20,516	1243%	

Source ACR 2018-2022

150. **The findings in the school-based survey displayed a similar pattern to the ACR data** to on-site feeding. A review of the intervention schools in the school-based survey sample showed that **out of the total 24,645 pupils in the 34 intervention schools, 23,179 (94%) received food ration in the school. Among these, 22,003 (94%) were primary school pupils** who received food ration on-site in the school. Slightly above two thousand primary school pupils received take-home rations. For the secondary school beneficiaries, on-site feeding was implemented for all (see table 8).

Table 8 Pupils who received different modalities of school meals in the sampled intervention schools

Intervention status	Total Population	On-site ration	%	THR	%
Intervention	24,645	23,179	94%	2,663	11%
Primary School	*23,469*	*22,003*	*94%*	*2,663*	*11%*
Secondary School	*1,176*	*1,176*	*100%*	*-*	*0%*

Complementary activities

151. As part of the nutrition sensitive programming, WFP implemented complementary activities such as micronutrient fortification and establishment of school gardens. In 2019, School gardens were established in 171 schools to provide agriculture and nutrition education lessons to school children as well as supplement the school meals with fresh food where possible.[123] In 2021, to ensure nutrition sensitivity, school gardening and deworming of pupils continued with schools reporting increased complementation of meals with fresh produce (e.g. nutritious vegetables such as okra) from their school gardens. Over 100 school gardens were established, however, this was only 36 percent of the target due to insufficient resources and materials, including fencing for protection against livestock, and sustainable water sources.[124] Additionally, 303,969 pupils (160,384 boys and 143,585 girls) were dewormed, 64 percent of the target. In 2022, A micronutrient acceptability study demonstrated that all parents and school administrators accepted the programme.[125]About 347 school gardens were established, representing only 30 percent of the targeted schools, probably also hampered by severe funding constraints. **In the school observation survey, 21 (64%) intervention schools had school gardens compared to 9 (36%) in non-intervention schools.**

The extent to which the outcomes related to SO1 were achieved.

152. The expected outcomes of the SFP under the SO1 were:

- Improved Health and Nutrition status of school going children through a deliberate multi-sectoral approach and joint partnerships.

- Improved education sector performance for primary schools, enhancing enrolment, attendance, retention, and learning performance of children, particularly girls.

Improved Health and Nutrition status of school going children through a deliberate multi-sectoral approach and joint partnerships.

153. A knowledge gap is that no study has been done on the effect of a deliberate multi-sectoral approach and joint partnerships on school feeding on the health and nutrition status of school going children in South Sudan therefore the evaluation could not verify if this outcome was achieved. Though an objective assessment of health and nutrition status of school going children is also outside the scope of this evaluation, **there was evidence that WFP used a deliberate multi-sectoral approach and joint partnerships aimed at achieving this outcome.** Several instances of this are highlighted: In 2019, in partnership with UNICEF, selected schools in four former states of Eastern Equatoria, Northern Bahr Ghazal, Western Bahr Ghazal and Warrap were supported through the construction of infrastructure including kitchens, storerooms and pit latrines and teacher training. **WFP supported the MOGEI in launching the National Home-Grown School Feeding (HGSF) Strategy, providing technical and financial support; equipment for school kitchens; and by facilitating a stronger link between smallholder farmers and local markets**, and providing a platform for the scale up of the HGSF in 2020. The HGSF model was implemented in 16 schools, in former Western Equatoria State, linking local smallholder farmers to supply food to the schools.

154. In 2020, in response to the COVID-19 crisis, WFP, in collaboration with UNICEF, United Nations Educational, Scientific and Cultural Organization (UNESCO) and donors, actively engaged in the taskforce that was constituted in October and chaired by the MOGEI for planning the reopening of schools in 2021.

155. In 2021, **WFP strengthened collaboration with UNICEF on school feeding activities to enhance service delivery. Over 113,800 pupils (57,566 boys and 56,249 girls) supported through school feeding (20 percent) also received education, psychosocial services, health, and nutrition services as a package from both agencies.** UNICEF noted that working with health and WASH sectors through the years reduced risks of malnutrition and improved access to services, highlighting that chronic malnutrition rates reduced from 31 per cent to 15.6 per cent between 2010 and 2021.[126] The same year, WFP piloted the accelerator school digitization project in 30 schools to improve data quality

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[123] ACR South Sudan 2019

[124] ACR South Sudan 2021

[125] ACR South Sudan 2022

[126] UNICEF. https://www.unicef.org/southsudan/what-we-do/nutrition

and support programmatic decision-making. 18 cooperating partners commenced the digitization of daily food distribution and attendance report data (school attendance, enrolment, meals consumption and food delivery) facilitating real-time programmatic awareness and decision-making. This element experienced some hitches during the programme cycle. In 2022, the ACR noted that attendance indicators could not be analysed due to technical glitches with the digitization project which had affected the quality of the attendance data. There was also no data for retention and drop-out rates.

Improved education sector performance for primary schools, enhancing enrolment, attendance, retention, and learning performance of children, particularly girls.

The background information on the schools sampled for the evaluation are detailed in table 9.

Table 9 Background information on the sampled schools

	Intervention	Non-Intervention
State		
Central Equatoria	4 (12%)	1 (4.0%)
Eastern Equatoria	2 (5.9%)	5 (20%)
Jonglei	1 (2.9%)	4 (16%)
Lakes	3 (8.8%)	3 (12%)
NBeG	5 (15%)	4 (16%)
Unity	1 (2.9%)	4 (16%)
Upper Nile	4 (12%)	0 (0%)
Warrap	4 (12%)	2 (8.0%)
WBEG	5 (15%)	1 (4.0%)
WES	5 (15%)	1 (4.0%)
Type of school		
Public School	29 (85%)	24 (96%)
Private school	5 (15%)	1 (4.0%)
Secondary School	0 (0%)	0 (0%)
Tertiary Institution	0 (0%)	0 (0%)
Type of institution		
Primary School	33 (97%)	25 (100%)
Secondary School	1 (2.9%)	0 (0%)
Tertiary Institution	0 (0%)	0 (0%)
Median pupil population	669	488
Median number of teachers	16	15

Enrolment, attendance and teacher information

156. School observation provided contextual information on the intervention and comparison schools. **Proportionately more pupils and more girls were enrolled in the intervention schools compared to the comparison schools.** There was an average of 752 pupils per intervention school compared with 536 pupils per non-intervention schools. 1303 more girls than boys were enrolled in the intervention schools while in the comparison schools there were 226 more boys than girls overall. An almost equal proportion (13%) of students across the intervention and non-intervention schools were absent from school on the day of the survey. The female-to-male ratio of teachers in the intervention schools was 1:3 compared to 1:4 in the comparison schools. An equal proportion of teachers (43%) were absent on the day of the survey. The government had currently posted 118 and 91 additional teachers to the intervention and non-intervention schools respectively. The equal proportion of teachers and students absent on the day of the survey in both intervention and comparison schools highlights the limitation of school feeding in the achievement of education outcomes. Figures 6 and 7 illustrate the differences between the intervention and comparison schools in terms of student and teacher populations.
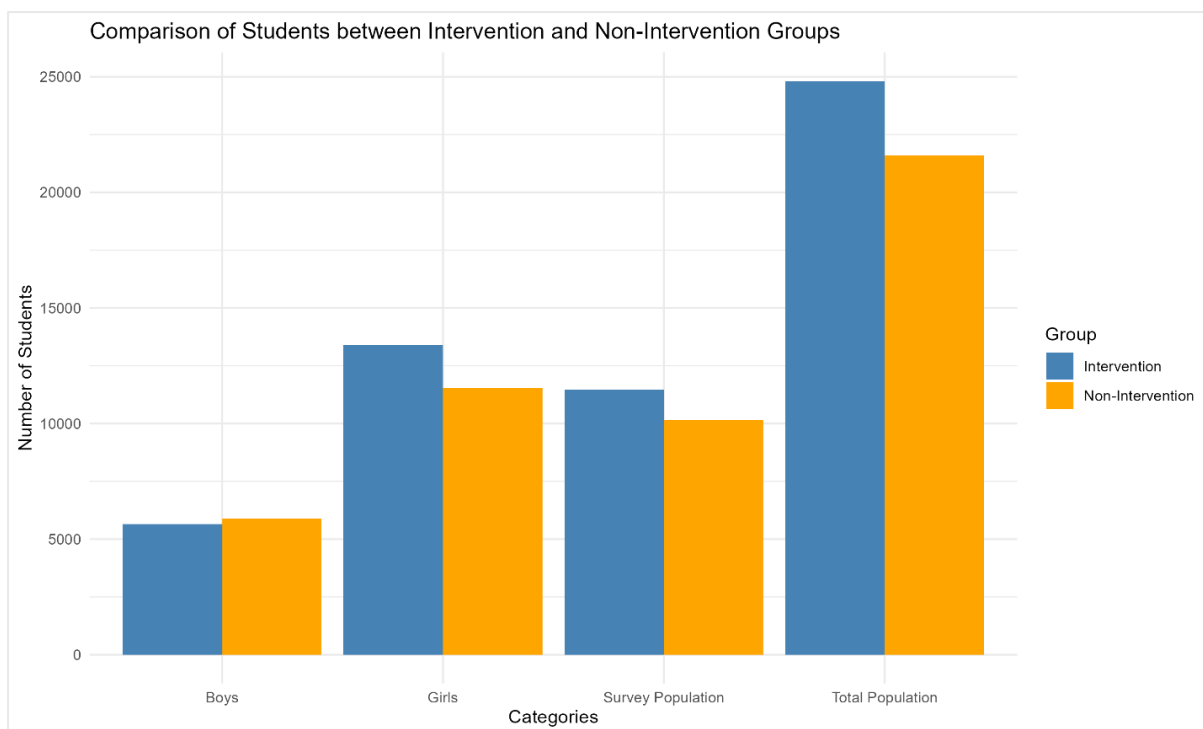
Figure 6 Comparison of students in intervention and non-intervention schools
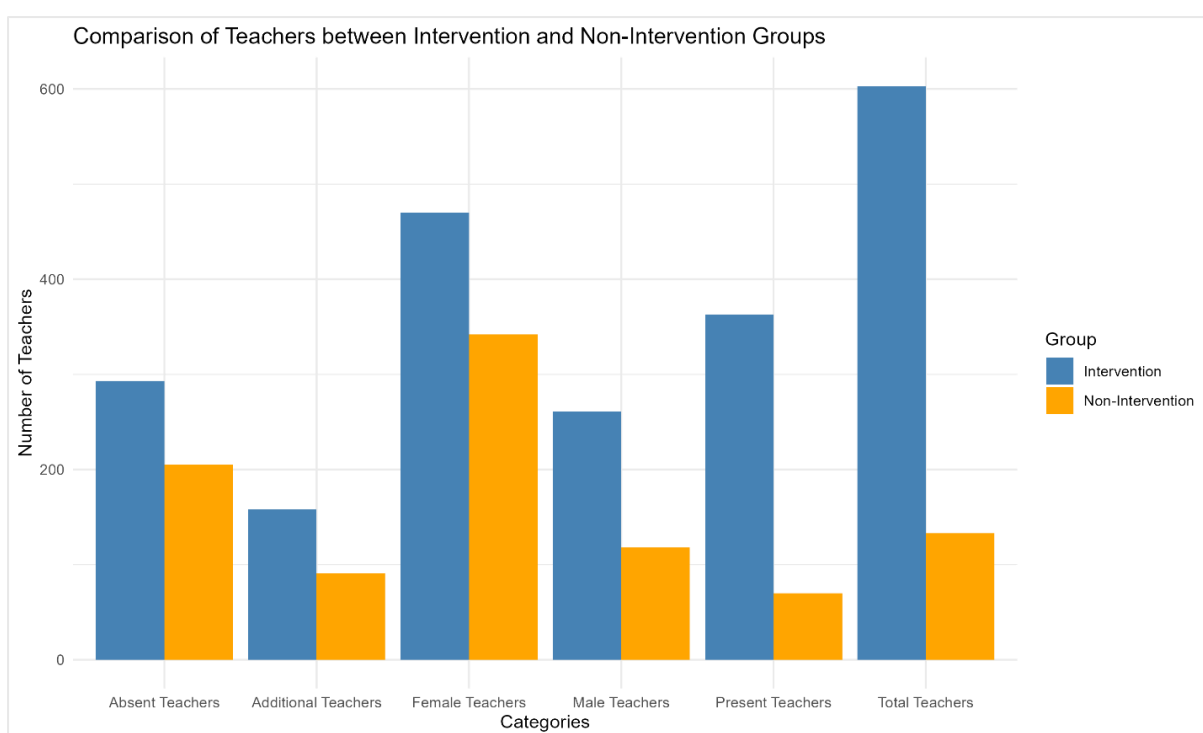
Figure 7 Comparison of teachers in intervention and non-intervention schools

157. **All the teachers interviewed in the intervention schools reported that the SFP had led to increase in the enrolment of pupils and specifically girls into the schools.** 30 out of 33 (91%) of them were of the opinion that the schools had the capacity to meet the teaching demands necessitated by the increased enrolment of pupils. In the 33 intervention schools, all the headteachers stated that they had received management training from WFP during the intervention period. Respondents in the headteachers' survey reported that about 88% of teachers in the primary schools had had training

opportunities as a result of the SFP. **Stakeholders in the FGDs and KIIs frequently highlighted that the SFP had encouraged school enrolment of children** as typified in the quotes below:

The number of pupils has seriously increased, many students come to classes and stay in school and our lessons are regular. It has encouraged us, because we are seeing improvement on both boys and girls.

FGD with pupils from P5 to P8 – Nyankot Primary School, Lake State / South Sudan

The school feeding program has influenced both boys and girls and encouraged them to get educated and get good jobs to help the families and themselves in the future. We notice that more children enroll in the schools and continue going to school.

FGD with community members, Mabui Primary School, Lakes State / South Sudan

By the virtue of introducing school feeding to those locations, you find out the numbers really shoot up. That is one indicator that we would really happily say that school feeding has contributed to improving that evidence.

National Government stakeholder

The Learning Environment

158. **In terms of school infrastructure, both intervention and non-intervention schools were disadvantaged.** There was a total of 479 classrooms in both categories of schools, with 301 classrooms in the 33 intervention schools and 178 classrooms in the non-intervention schools. **Based on the student population, the intervention schools had an average of 82 pupils per class compared to 75 pupils per class in the comparison schools** highlighting the issue of increased enrolment and retention of students without the accompanying infrastructure expansion.   However, only 200 (66%) and 120 (67%) of the classrooms in the intervention and non-intervention schools respectively had good blackboards. More than 1 in 5 classrooms in the intervention schools, and exactly 1 in 4 classrooms in the non-intervention schools had damaged roofs or ceilings.

159. Of the more than 24,000 students in the intervention schools, only 12% and 4% had desks and chairs respectively. In the non-intervention schools, just 9% of students had desks while 3% had chairs. For the teachers in both categories of schools, about 97% of them had chairs however, only half of those with chairs had desks to support their activity.

160. **85% of intervention schools had functional kitchens in comparison to the non-intervention schools (48%).** Only 5 intervention schools did not have a functional kitchen. 84% (49 of the 58) of schools observed had no food canteens. Only 21% of the intervention and 8% of the comparison schools had canteens. **About one-third of the teachers in the intervention schools stated that their schools did not have the infrastructure to sustain the increased enrolment necessitated by the SFP**. On how the school infrastructure has coped with the increased number of pupils, almost half of the teachers (48%) said the school was struggling to cope.

161. This finding was supported by community members in the FGDs who also highlighted inadequate school infrastructure in the intervention schools:

"Some of our needs are lacking for example; not enough classrooms, take home ration, school fence, textbooks, benches and desks, no good kitchen and no playing kits and many others. We request World Food Program and other partners that are responsible for school feeding programmes to provide our school with these things. **FGD with community members, Mabui Primary School, Lakes State / South Sudan**

We need take home ration and on – site ration to be included for both girls and boys. We need our teachers to be included in the programme, textbooks, a properly constructed school kitchen and dignity packs. **FGD with pupils from P5 to P8 – Nyankot Primary School, Lake State / South Sudan**

The monitoring system did not track functional kitchens in schools. The log frame showed an indicator for 'number of school gardens established and operational' but not on number of kitchens established and functional.

162. **Overall, it can be noted from the survey that the SFP was not complemented with sufficient infrastructural development to meet the demands that the results of the programme would require**. Nevertheless, within the programme years, WFP contributed infrastructure to the intervention schools including 16 additional classrooms, 852 and 328 pupils' desks and chairs respectively. Table 10 shows the reported additional infrastructure provided to the SFP.

Table 10 Additional Infrastructure in Intervention Schools due to the SFP (2018-2022)

Additional Infrastructure in Intervention Schools due to the SFP (2018-2022)	
No. of classrooms	16
No. of pupils' desks	852
No. of pupils' chairs	328
No. of teachers' tables	5
No. of water pots/drums for pupils	8
No. of hand wash basins	4

163. **All the teachers in the 33 intervention schools reported having a functional school management committee (SMC); however, only 8 (24%) reported that the SMC had regular meetings** while16 (48%) stated that the committee met only occasionally. The SMC was reported frequently by respondents as carrying out sensitization activities in the communities relating to the programme including nutrition (94%) and also being involved in the maintenance of school infrastructure (73%).

Pupils' learning outcomes

164. Pupils' learning outcomes relating to basic literacy was assessed in intervention and non-intervention schools.
    Reliability of the Early Grade Reading Assessment (EGRA) - To examine the reliability, Cronbach's alpha was calculated, the results of which are presented in figure 8. The calculation of Cronbach's alphas reveals that the EGRA test performs well overall, and that reliability is guaranteed with coefficients well above 0.70. As a rule of thumb, the minimum acceptable coefficient is 0.70 (Aron, Aron, & Coups, 2013).

Figure 8 Quantitative analysis of item responses

165. **Overall, the results for basic reading skills indicated that the intervention schools' performance was significantly higher (40.5%) than that of the comparison schools (33.8%) p < .05**. Table 11 and Figure 9 display the results. 59.5% of the intervention and 66.2% of the comparison groups failed to read a simple sentence fluently and answer the related questions. EGRA tests have been chosen for this evaluation because they are specific and clearly establish what is acquired by the learner and what is not within each task. EGRA tools have been used in the assessment of basic reading skills in Mali[127], the Democratic Republic of Congo[128], Haiti[129],etc. with the USAID support. All of these studies used the ability to read and understand text as the key indicator, as shown in this report.

Table 11 EGRA tests by intervention and comparison groups

		N	Mean	% Correct (CWPM)	% Incorrect
EGRA	Intervention	547	8.50	40.5%	59.5%
	Comparison	493	7.11	33.8%	66.2%

Significance Testing			
Mean Difference	t	df	P-Value
1.39	6.77	1038	.05

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[127] Mali (.2019). Evaluation initiale des compétences fondamentales en lecture-écriture base sur l'utilisation de l'outil "EGRA" adapté au français et en arabe au Mali.

[128] République Démocratique du Congo (RDC, 2015). Services d'évaluation de l'éducation en République Démocratique du Congo.

[129] Haïti (2017). Rapport de l'évaluation de base EGRA. Projet Haïti Gagne, Lire, Ecrire et Réussir.
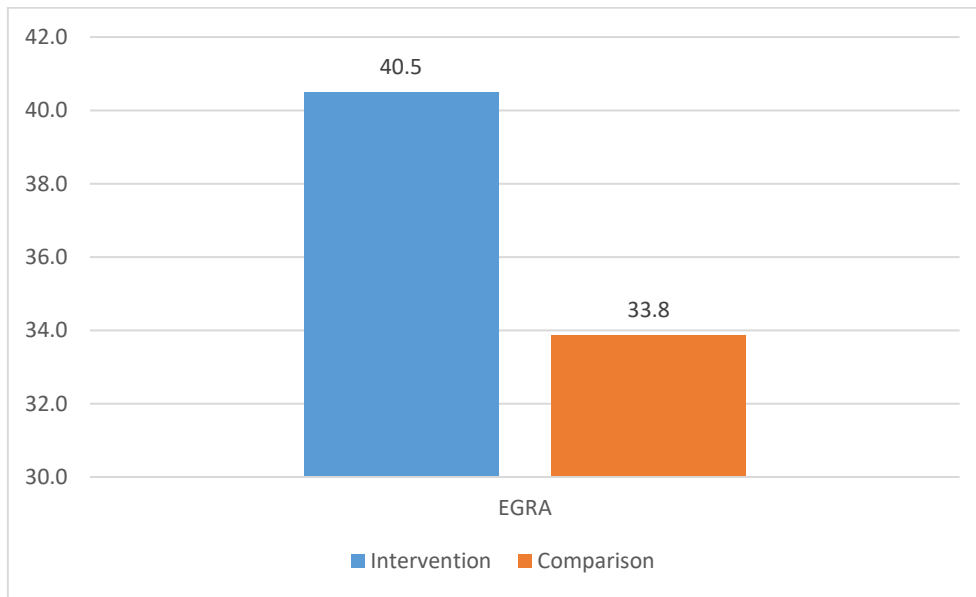
Figure 9 Basic literacy scores (percent) by intervention and comparison schools

166. The support rendered to schools under the SFP, inclusive of school meals, provision of reading materials, and capacity building for the teachers and school management committees was perceived by different stakeholders to have enabled a more conducive environment for pupils' learning and improved performance. Information shared by key informants, learners and community members support the quantitative findings of improved attendance and performance for both boys and girls in the intervention schools.

> *"One big achievement is that the feeding has increased the learning ability of our children. It has also led to the increase in the number of pupils who enrolled in the school, so as a parent, I would wish that this feeding programme continue."* **FGD with community members, Awul Payam, Tonj North County, Warrap State.**

167. Overall, by gender, EGRA scores for boys were significantly higher (38.5%) than for girls (36.3%) *p < .05.* **When assessed by programme, 43.8% of boys in the intervention schools had achieved basic literacy skills as measured by correct responses on all the sub-tasks of EGRA (P2 and P3), compared to 32.7% of boys in the non-intervention schools**. **This difference was significant (*p < .0001).** Though boys in intervention schools out-performed the girls, **the girls in intervention schools out-performed girls in comparison schools significantly (37.5% vs 34.9%; *p < .05.*) and also the boys in the comparison schools.** The boys in the comparison schools had the lowest EGRA performance by programme and gender. Figure 10 displays the results. There is no recent EGRA study in South Sudan but in 2016 a USAID funded EGRA study showed that 92% of the learners could not correctly sound out any of the letters in the English alphabet.[130] The study indicated that the vast majority of the purposive sample of P3 pupils lacked reading automaticity in English. This reflected similar results in other EGRA studies conducted in South Sudan between 2014 and 2016.[131]

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[130] Montrose. South Sudan Early Grade Reading and Mathematics Assessment Report Submitted: 6th September 2016. Reference: RtLNAT006-Montrose. https://pdf.usaid.gov/pdf_docs/PA00MM2C.pdf
[131] Studies conducted by GESS, DfID and the MoGEI in 2014, 2015 and 2016
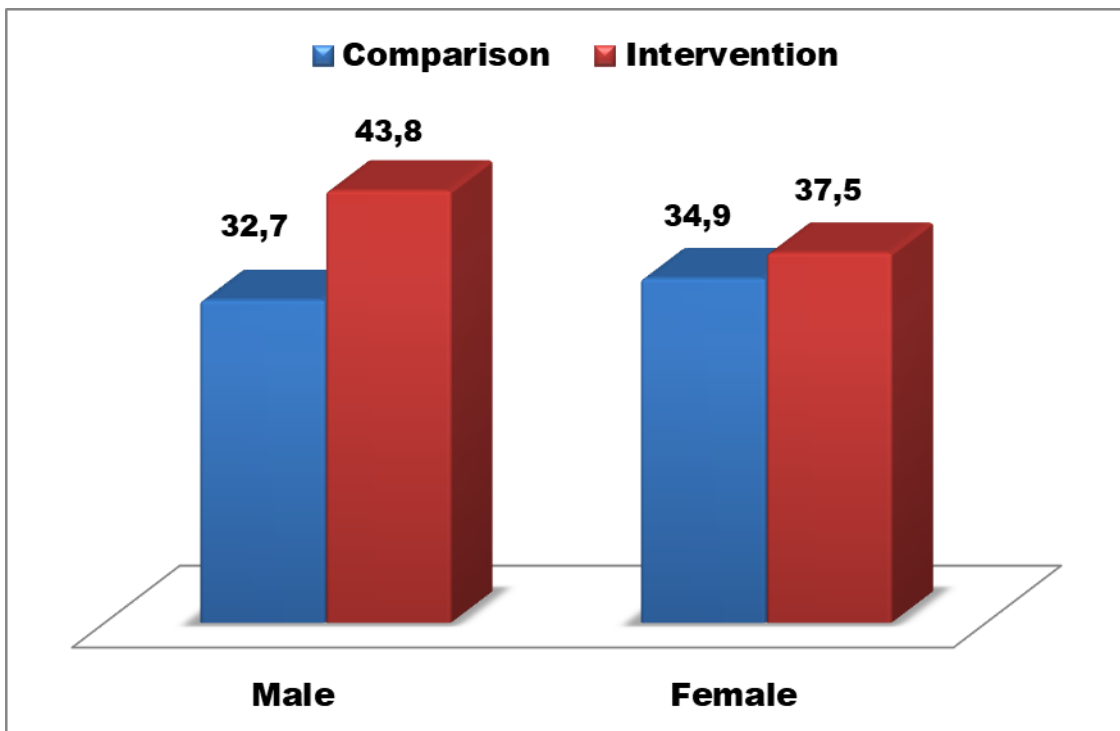
Figure 10 EGRA scores by intervention and gender

168. In view of the SFP's focus on rural and hard to reach areas, learning outcomes in rural and remote ((highlighted in yellow table 34 in Annex 4), and urban schools were reviewed. **The significant difference in basic literacy performance between intervention and comparison schools persisted across rural ((39.04% vs 34.421%) and urban schools (41.62% vs 33.59%) (*p < .01)* displaying equity in the programme.** Figure 11 displays the EGRA scores by location and intervention.
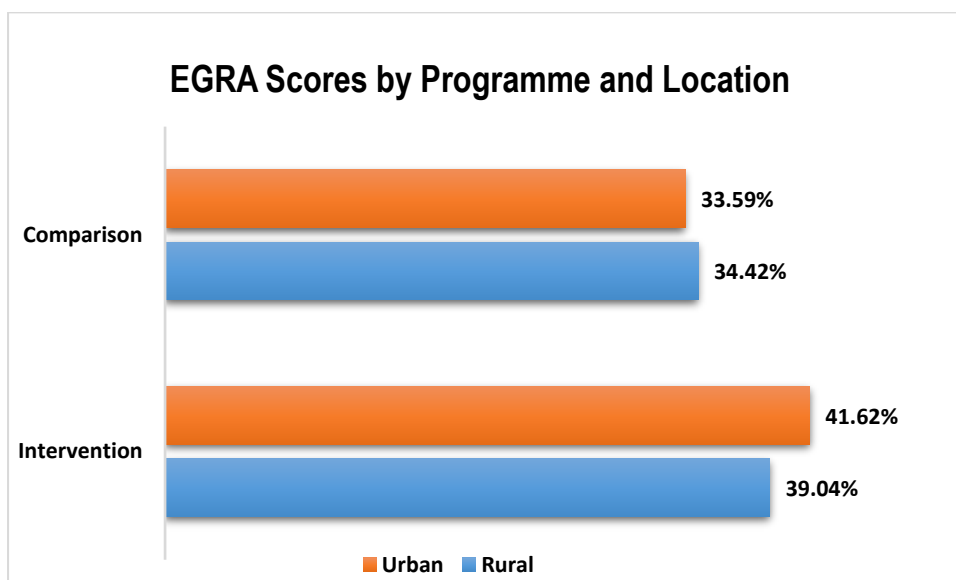
Figure 11 EGRA outcomes in urban and rural intervention and comparison groups

169. **The EGRA performance across states showed that overall Eastern Equatoria and WES had the best performance (43.6% and 41.1% respectively)** and Unity state had the lowest score of 34.3%. EGRA scores by sub-tasks and State are detailed in table 12. More details of the EGRA findings are in Annex 16.

Table 12 EGRA Scores by sub-tasks and State

SN	State	Reading	Letter Recognition	Phonemic Awareness	Letter Sound	Writing	Comprehension	Colour Recognition	Familiar word	Overall
1	Central Equatoria	59.2	5.9	36.4	27.8	39.7	26.4	40.8	28.2	**35.8**
2	Eastern Equatoria	62.1	6.2	42.4	38.4	56.1	33.2	50.7	32.5	**43.6**
3	Jonglei	63.8	4.6	34.4	29.3	40.4	30.8	31.7	35.0	**36.7**
4	Lakes	51.1	5.7	31.6	28.9	43.1	26.6	24.1	35.6	**34.7**
5	NBeG	56.1	4.3	29.5	28.8	37.1	31.0	29.0	38.0	**34.9**
6	Unity	56.0	4.5	29.3	21.7	46.4	32.5	39.2	32.8	**34.3**
7	Upper Nile	70.6	4.2	27.9	34.4	51.5	36.0	31.6	32.4	**38.4**
8	Warrap	59.5	5.9	35.8	32.0	37.1	32.5	34.2	39.6	**38.6**
9	WBEG	58.1	5.7	35.9	25.9	35.3	23.7	34.1	35.3	**35.1**
10	WES	74.2	5.1	42.2	28.8	32.0	41.4	35.2	43.8	**41.1**

170. **Reliability of the Early Grade Mathematics Assessment (EGMA)** - To examine the reliability, Cronbach's alpha was calculated, the results of which are presented in Table 13. The calculation of Cronbach's alphas reveals that the EGMA tests perform well overall, and that reliability is guaranteed with coefficients well above 0.70. As a rule of thumb, the minimum acceptable coefficient is 0.70 (Aron, Aron, & Coups, 2013).
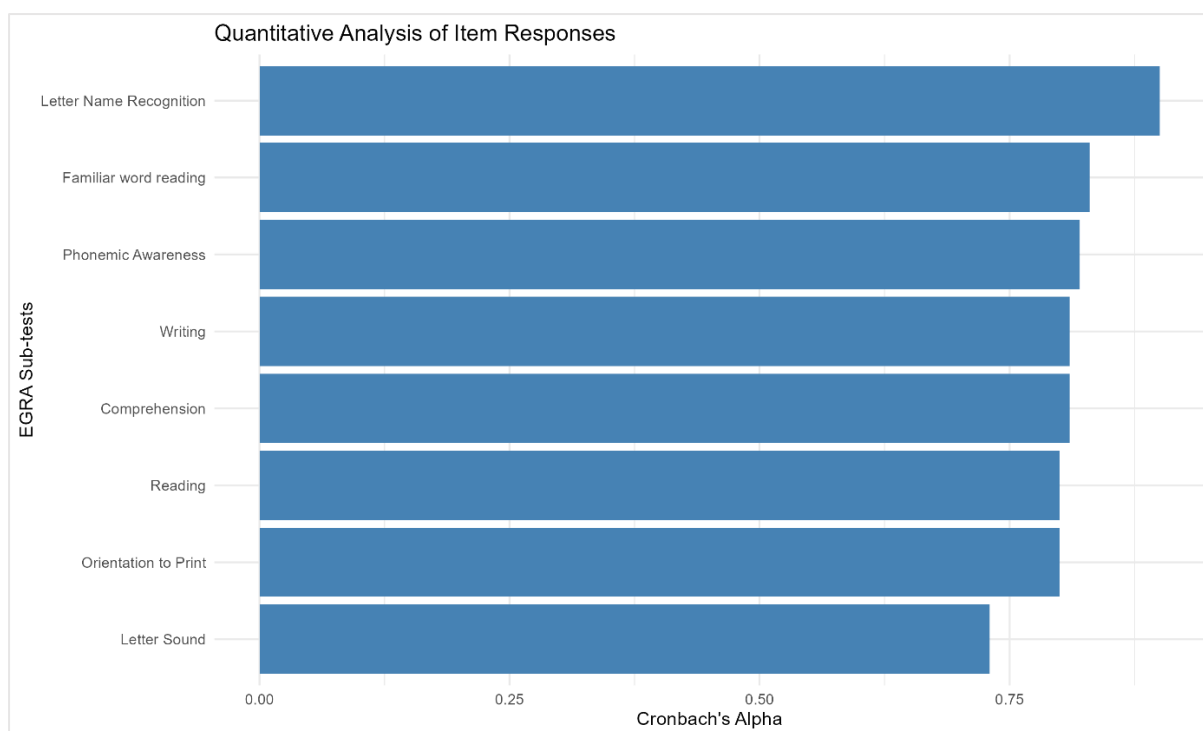
Table 13 Quantitative Analysis of Item Responses -EGMA

EGMA Sub-tests	Cronbach's Alpha
Counting	0.80
Addition	0.78
Subtractions	0.75
Divisions	0.75
Multiplications	0.74
Shapes	0.78
Time	0.79

171. **Overall, for basic numeracy, the EGMA scores for the intervention schools was significantly higher (43.8%) than the comparison schools (40.0%) $p < .05$.** Also, overall, the percentage of EGMA scores for boys was significantly higher (46.6%) than girls (37.8%), **$p < .0001$.** The performance in basic numeracy as measured by EGMA in intervention and comparison schools (P2 and P3) displayed that girl in the intervention schools performed slightly above (38.1%) girls In comparison schools (37.4%) but this difference was not statistically significant. However, **boys in intervention schools performed significantly better (50.1%) than those in comparison schools (42.8%), $p < .0001$. Nevertheless, boys in comparison schools outperformed girls in both intervention and comparison schools in**

basic numeracy (see figure 12). This finding is not unexpected – there is evidence in literature of similar gender differences in numeracy..[132],[133],[134],[135],[136] In Africa and in many OECD countries boys tend to outperform girls in Maths.[137],[138] It is of note that there was hardly any difference in numeracy performance between girls in intervention and comparison schools.
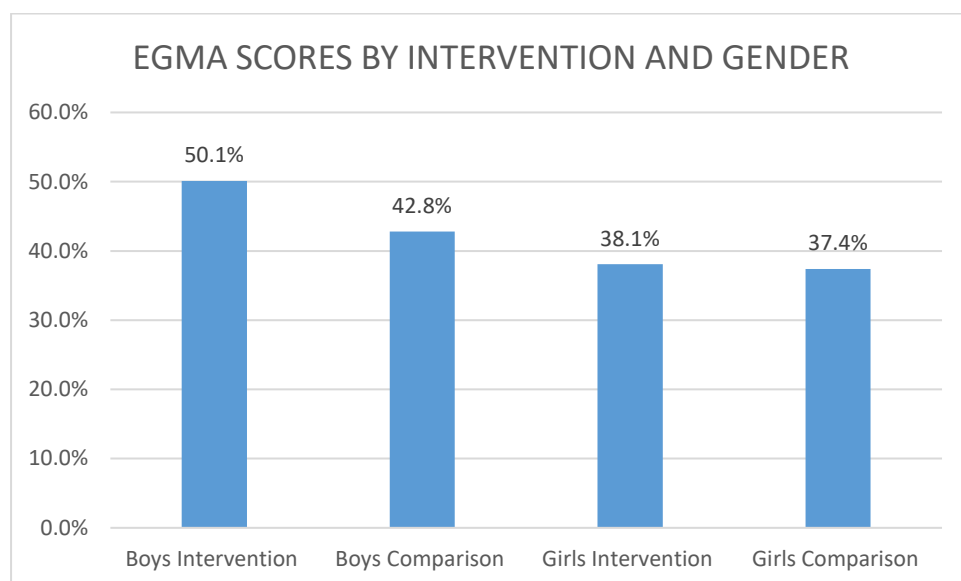
Figure 12 EGMA scores by intervention and gender

172. **Rural intervention schools performed better in EGMA (48.5%) than rural comparison schools (41.2%). This difference of 7.3% was significant at p < .0001.** However urban intervention schools performed only slightly better (40.2%) than urban comparison schools (39.4%), the difference was not statistically significant. The rural intervention schools outperformed all the other three categories of schools (see figure 13).

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[132] OECD (2019). *PISA 2018 Results (Volume I): What Students Know and Can Do*. Paris: PISA, OECD Publishing. doi:10.1787/5f07c754-en

[133] Mullis, I. V. S., Martin, M. O., Foy, P., Kelly, D. L., and Fishbein, B. (2020). *TIMSS 2019 International Results in Mathematics and Science*. Retrieved from Boston College, TIMSS & PIRLS International Study Center. Available at: https://timssandpirls.bc.edu/timss2019/international-results/

[134] Reilly, D., Neumann, D. L., and Andrews, G. (2017). Investigating Gender Differences in Mathematics and Science: Results from the 2011 Trends in Mathematics and Science Survey. *Res. Sci. Educ.* 49 (1), 25–50. doi:10.1007/s11165-017-9630-6

[135] van Tetering, M., van der Donk, M., De Groot, R. H. M., and Jolles, J. (2019). Sex Differences in the Performance of 7–12 Year Olds on aMental Rotation Task and the Relation with Arithmetic Performance. *Front. Psychol.* 10, 107.doi:10.3389/fpsyg.2019.00107

[136] Royer, J. M., Tronsky, L. N., Chan, Y., Jackson, S. J., and Marchant, H. (1999). Math-fact Retrieval as the Cognitive Mechanism Underlying Gender Differences in Math Test Performance. *Contemp. Educ. Psychol.* 24 (3), 181–266. doi:10.1006/ceps.1999.1004

[137] Dickerson, Andy & Mcintosh, Steven & Valente, Christine. (2015). Do the Maths: An Analysis of the Gender Gap in Mathematics in Africa. Economics of Education Review. 46. 10.1016/j.econedurev.2015.02.005.

[138] OECD. How do girls compare to boys in mathematics skills. https://www.oecd-ilibrary.org/docserver/9789264095250-8-en.pdf?expires=1718886603&id=id&accname=guest&checksum=BF2D37913E195BD75381DFE9921E1D9A
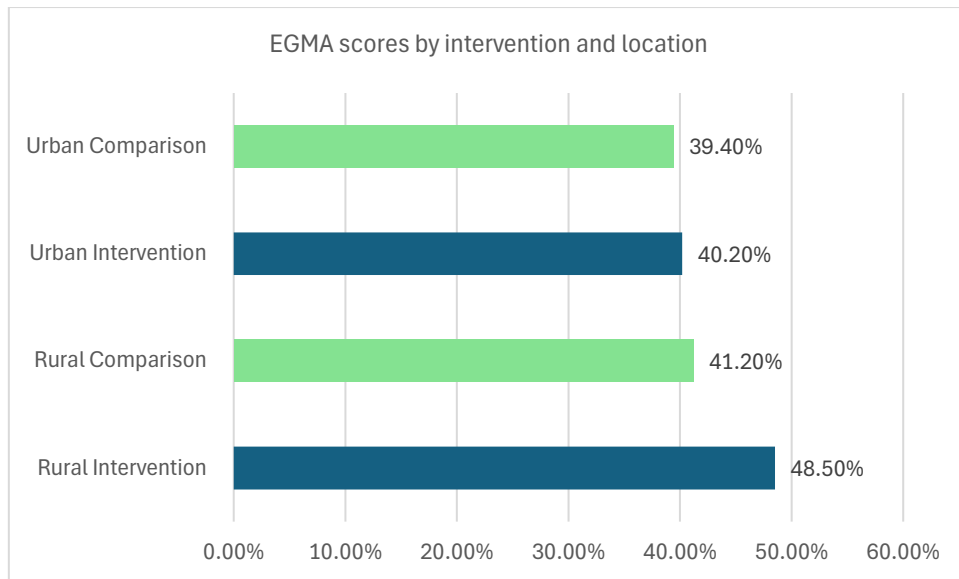
Figure 13 EGMA scores by intervention and location

More details of the EGMA including scores by task and states are highlighted in Annex 16.

Four schools in refugee camps participated in the EGRA/EGMA. Due to the small number, comparisons are not made with the rest of the sample. However, EGRA/EGMA scores were also analysed by gender and intervention in the camp schools. There was no significant difference between intervention and comparison camp schools but significant differences in EGMA existed by gender with boys outperforming girls. Figures 14 and 15 display the results.
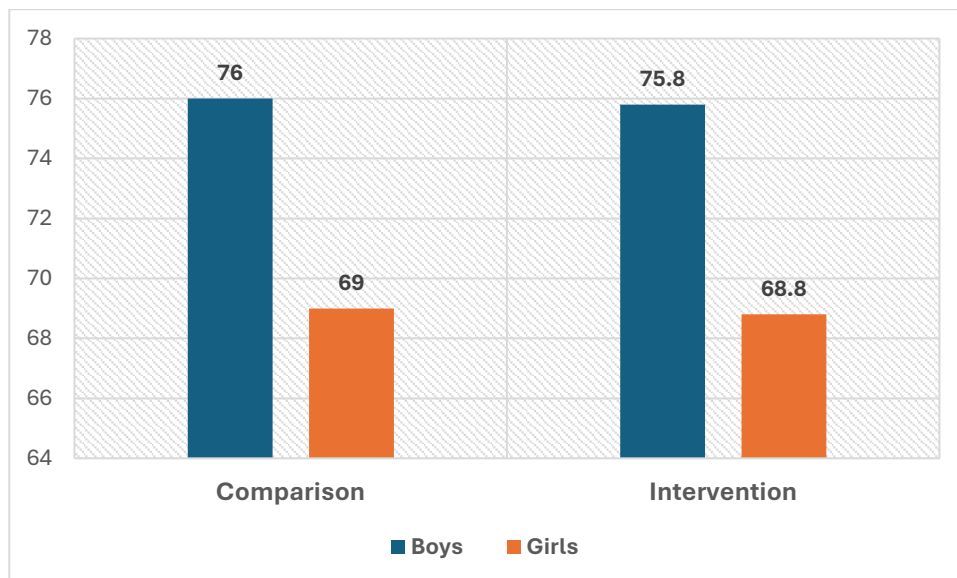
Figure 14 EGRA scores by Intervention and Non-Interventions in Camp Settings
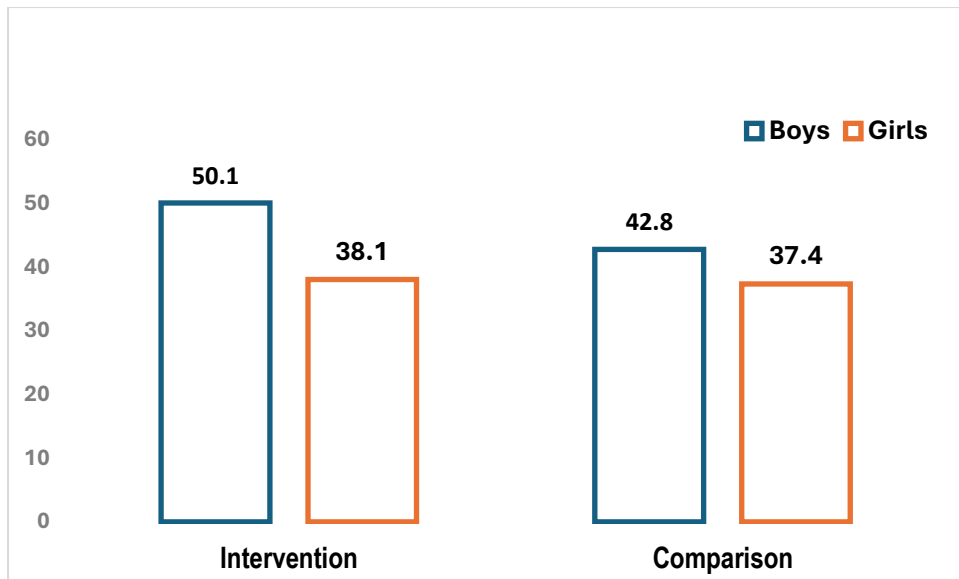
Figure 15 EGMA scores by Intervention and Non-Interventions in Camp Settings

Strategic Outcome 3: Food-insecure smallholders and communities in non-conflict zones have enhanced livelihoods and resilience to seasonal climate shocks throughout the year

173. Strategic outcome 3 aimed to ensure that food-insecure smallholders and communities in non-conflict zones had enhanced livelihoods and resilience to seasonal climate shocks. The focus of the SFP is Activity 4 under which the programme cushions households by supporting smallholders and communities to withstand the shocks of climate change.

Activity 4: Provide livelihood support and build resilience in targeted households

174. This activity was mainly implemented through WFP's Food Assistance for Assets (FFA). Through FFA, WFP focused on addressing immediate food needs through cash transfers or food assistance, and aimed at promoting long-term food security and resilience by supporting the creation of assets that helped improve food availability at the household level – like vegetable gardens and community access roads. Assets created aimed to help targeted communities in reducing their exposure to climate related shocks and stresses by strengthening their livelihoods and resilience.

The extent to which the outputs and outcomes related to SO3, Activity 4 were achieved.

175. During the programme years (2018-2022) WFP scaled up its support for resilience building activities and **performance against targets in terms of outputs displayed effectiveness, however disruptions due to the COVID-19 pandemic in 2020 and funding cuts in 2022 significantly limited achievements.** The ACR 2019[139] noted that on average, about 87 percent of asset creation (FFA) outputs were achieved in 2019. However, in 2020, there was a noted deterioration in the food security situation, with an increase in the proportion of crisis-affected households with poor food consumption levels, which increased by four percent from 2019.[140] However, it was noted in the ACR 2020[141] that compared to the baseline from 2018, there was still a notable reduction in proportion of households with poor food consumption levels (13% decrease from 2018). **Nevertheless, in 2020, there was a noted 11% reduction in acceptable food consumption levels in households from 2019.** [142] Several reasons were given for this the decline in food consumptions scores including:[143]

   o Localized insecurity (reported by 10 percent of the crisis-affected population);

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[139] WFP. ACR South Sudan 2019.

[140] WFP. ACR South Sudan 2020

[141] Ibid

[142] Ibid

[143] WFP. ACR South Sudan 2020

- o Delayed or skipped food assistance (reported by 35 percent of the households) due to challenges in delivering humanitarian assistance posed by conflict and insecurity as well as flooding, increased food prices, low agricultural production, and food shortages;
- o Sixty eight percent of households spent more than 65 percent of household income on food in 2020 compared to 37 percent in 2019, likely due to widespread economic crisis, and increased market prices due to COVID-19, flooding and currency depreciation.

176. WFP and the Government of South Sudan's focus on HGSF - increasingly sourcing food for school feeding locally from smallholder farmers in a bid to boost local agriculture is aimed at strengthening local food systems. The initiative has the goal of augmenting the SFP with increased food production and diversification as well as economic benefits for local communities. The SFP is thus a mechanism to improve market access for the Smallholder Agricultural Markets Support (SAMS) - linking the SFP with local small-scale farmer production by creating a predictable market for smallholders.[144] The HGSF is documented as being used a strategy to contribute to the achievement of SDGs 1, 2, 4, 5, 8, 10 and 17.[145] The initiative is still in the pilot phase and there is not much data available on its effectiveness.

177. The perceptions of household beneficiaries whose children were also SFP beneficiaries were captured in the beneficiary household survey. **Overall, slightly more than half of the household respondents had positive perceptions regarding the usefulness of school feeding programs** in providing adequate food, and essential nutrients, addressing nutritional deficiencies, contributing to improved well-being, and reducing economic pressure for participating households. Table 14 displays the results.

Table 14 Perceptions of household beneficiaries regarding the usefulness of the SFP

Four weeks before the survey:	% Yes	% No
School feeding programs provide enough food to the child(ren)	59.7%	40.3%
SFP's food provides nutrients to your child(ren)	59.3%	40.7%
HH adequately receives food leading to enhanced nutrition, health, & decreased malnutrition	54.8%	45.2%
Younger children receiving THR show improved weight-for-age	37.5%	62.5%
Think SFP eliminated daily protein, calorie & daily iron deficiency among school children	66.9%	33.1%
Think the SFP's meals help to reduce pressure to provide one meal for your HH	64.1%	35.9%

178. Examining various demographic categories and different states revealed varied sentiments of the respondents regarding perceived benefits of the school feeding program on households (delineated into low, moderate, and high levels).[146] Surveyed households in Unity state perceived the highest benefit while those in Upper Nile perceived the lowest benefit (see figure). There were no differences in perceptions between male and female headed households or in relation to household size. The survey was not designed to capture the 'reasons why' but in the FGDs, community members and pupils including in Upper Nile indicated that the SFP had motivated many learners to attend school and kept them in school.

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[144] WFP South Sudan School Feeding Programme (June 2020) https://reliefweb.int/report/south-sudan/wfp-south-sudan-school-feeding-programme-june-202#:~:text=WFP%20is%20working%20with%20the,boosted%20and%20agricultural%20production%20stimulated

[145] WFP, FAO. Home-Grown School Feeding Resource Framework. Available from https://openknowledge.fao.org/server/api/core/bitstreams/b1c248bf-c8e1-4969-acce-8020cbe4b2d1/content

[146] *The grading of perception is calculated by combining responses from multiple questions designed to measure a specific perception. This combined score is then divided into three equal categories (low, medium, high).

> *"Yes, information on the programme has reached everywhere and to everyone and that is why there are many people coming especially those pupils who listen to the advice from their parents and relatives.*" **FGD with pupils for Alsheid Afendi Primary School - Maban County Upper Nile State / South Sudan**
>
> *"Before the school feeding in schools, the number of the learners were fewer like 15 in a class but now you come and see that the classes are full. And they stay until time for the meal, and they eat and it has attracted many learners in schools today."*
>
> *"The program has attracted many learners like twice like that before and for me as a teacher the attendance is very high in all the classes and the entire population of the learners before were like 350 and now the total enrolment is like 470 plus due to the school feeding program. "* **FGD with PTA Agar Primary School, Maban County Upper Nile / South Sudan**

% with relatively high perceived benefits pf school feeding

Region	%
Upper Nile	21.3%
Eastern Equatoria	24.2%
WES	38.2%
Warrap	46.0%
WBEG	49.5%
NBeG	51.1%
Central Equatoria	61.9%
Lakes	62.5%
Jonglei	71.9%
Unity	100.0%
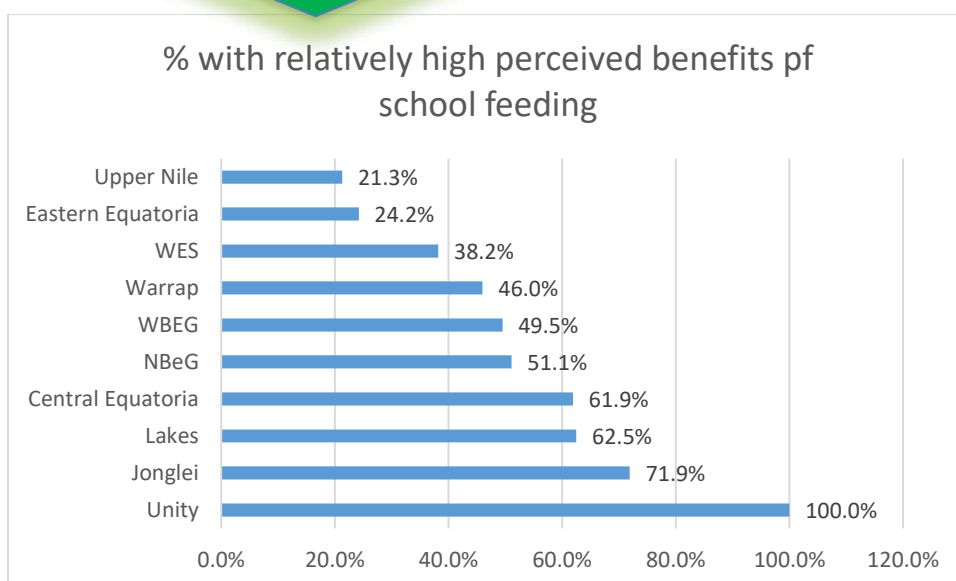
Figure 16 Proportion of household respondents with relatively high perceived benefits of school feeding

179. Figure 17 underscores household's perceptions of severe food insecurity, with reported challenges in accessing adequate, varied, and consistent food supply over the past four weeks (before the date of the survey). 91.4% of households expressed worry about not having enough food during this period, while 94.5% of households reported having to resort to smaller meals due to insufficient food. **The beneficiary survey revealed perceptions of severe food deprivation, as almost 91% of households reported periods where there was no food of any kind available due to an inability to purchase food.** Nighttime hunger was prevalent, with 84.3% of households reporting instances where they or a household member went to sleep hungry due to insufficient food. Additionally, approximately 77.5% of households[147] reported going through a whole day and night without consuming any food. **These findings of the household beneficiary survey highlight the critical gap being filled for the girls and boys in the families by the school meals and the THRs.**

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[147] The household heads reported but the information relates to all household members.
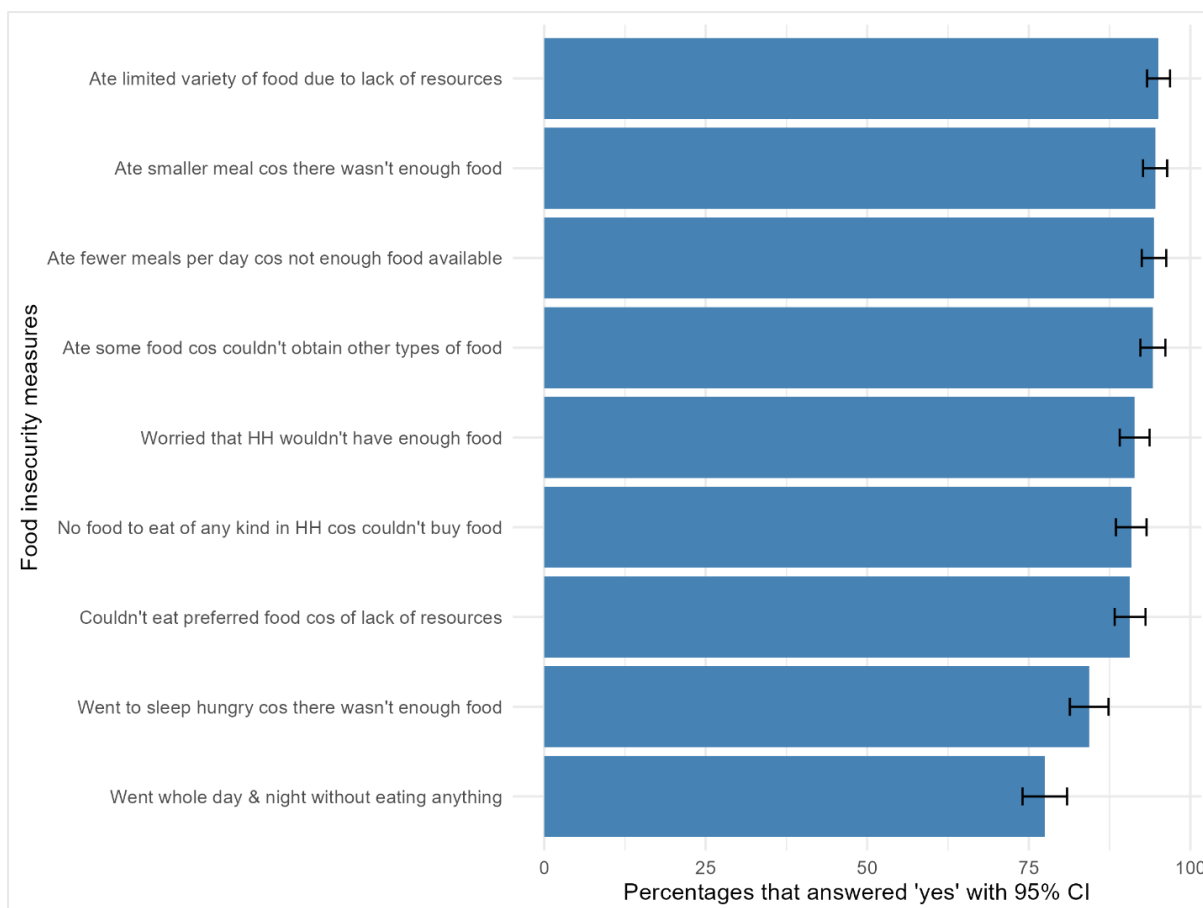
Figure 17 Perceptions of food security relating to four weeks before survey

180. Examining various states, distinct patterns emerged, with Jonglei and Unity States notably reportedly experiencing the highest proportion of households categorized as highly food insecure at 100%. Analyzing food insecurity across gender lines revealed nuanced disparities. Both male and female-headed households faced about the same degrees of food insecurity, with females demonstrating slightly higher percentages in the 'moderate' and 'high' categories. Marital status analysis presented similar results. Single parent households exhibited no representation in the 'low' category, indicating increased vulnerability.[148] Similarly, every other marital group also presented a distribution that is skewed towards high food insecurity. There was no significant difference between households who had received WFP assistance in the past year and those that did not. Table 16 provides a snapshot of food insecurity prevalence across diverse categories, offering insights into the distribution of vulnerability without delving into causation or impact.

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[148] The grading of perception is calculated by combining responses from multiple questions designed to measure a specific perception. This combined score is then divided into three equal categories (low, medium, high).

Table 15 Snapshot of food insecurity ranking in the survey sample across diverse categories

	N	% Low	% Moderate	% High
State				
Central Equatoria	21	4.8%	9.5%	85.7%
Eastern Equatoria	33	3.0%	18.2%	78.8%
Jonglei	32	0.0%	0.0%	100.0%
Lakes	16	6.3%	0.0%	93.8%
NBeG	88	5.7%	5.7%	88.6%
Unity	39	0.0%	0.0%	100.0%
Upper Nile	61	6.6%	6.6%	86.9%
Warrap	63	1.6%	1.6%	96.8%
WBEG	105	1.0%	1.9%	97.1%
WES	110	10.0%	19.1%	70.9%
Sex of HH head				
Male	400	5.3%	6.8%	88.0%
Female	168	2.4%	8.3%	89.3%
Marital Status of HH head				
Single	23	0.0%	8.7%	91.3%
Married	467	4.9%	7.1%	88.0%
Divorced/Separated/Widowed	78	2.6%	7.7%	89.7%
HH size				
< 5	41	2.4%	9.8%	87.8%
5 - 10	244	5.3%	7.8%	86.9%
> 10	283	3.9%	6.4%	89.8%
HH Received WFP Assistance in the past year				
No	292	4.5%	8.2%	87.3%
Yes	276	4.3%	6.2%	89.5%

181. 48.6% (276) of the households in the survey reported receiving assistance from WHO in the past 12 months; of these, 84.8% (234) had received in-kind assistance and 49.6% (137) had received capacity building by WFP. **The household beneficiaries' perceptions on the benefit of the SFP on social protection and safety net indicated a fairly positive outlook** regarding the effect of the programme on various aspects of poverty reduction and community well-being (figure 18).
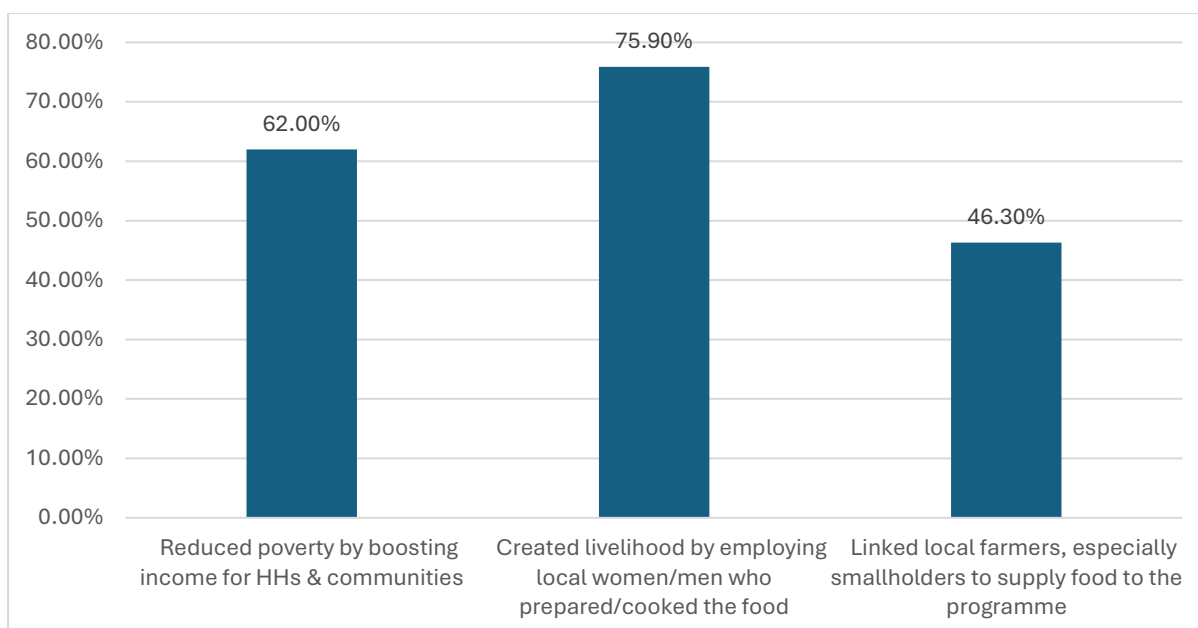
Figure 18 Household beneficiaries' perceptions on the effects of the SFP on social protection and safety

182. **In terms of resilience, the majority of the respondents expressed confidence that their households could rebound from challenges**, with 39.4% agreeing and 24.8% strongly agreeing. Similarly, when considering adaptability during hardship, respondents generally believed that their households could change their livelihood sources if needed, with 44.0% agreeing and 20.4% strongly agreeing. However, opinions on accessing financial support during times of hardship varied, with 37.9% disagreeing and 29.4% agreeing. Annex 16 has more details on perceptions of resilience.

QE. 2 What were the major factors influencing the achievement or non-achievement of the outcomes/objectives of the SFP?

Major factors influencing the achievements or non-achievement of the outcomes/objectives of the SFP

183. Several factors contributed to the achievement or non-achievement of the SFP objectives. The major ones are noted in this section.

1. **Government commitment -** The commitment of the South Sudanese government (especially through the minister of education who was flagged by key stakeholders in the interviews as a champion) to the school feeding programme played an important role in the achievement of its objectives. There was a supportive policy environment and school feeding was integrated into the broader education and nutrition strategies. Additionally, the South Sudanese government is a member of the School Meals Coalition[149] which displays a high-level commitment to the SFP. Some achievements were made in this regard through the establishment of state-level coordination committees, which improved the coordination and consultation with key stakeholders, while ensuring that training and sensitization was provided to school level management structures including PTAs and SMCs. State-level coordination committees were also established in each of the four target states, with representatives from WFP, UNICEF, MoGEI and implementing partners to support with planning, coordination and effective programme delivery.

2. **Community engagement and ownership** - Community and parental involvement at the school level were reported as drivers of success in the programme. The PTA and the SMC supported the

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[149] https://schoolmealscoalition.org/

programme in several ways including sensitization of the communities, provision of infrastructure, cooking utensils and firewood etc. to schools.

3. **COVID-19 pandemic lockdowns** disrupted service delivery and coverage as noted in several sections in this report.

4. **Climate-related challenges** such as droughts and floods, affected local food production and availability as well as logistics related to transportation and delivery of products. In 2022, out of 1.1 million flood-affected individuals, WFP managed to reach 480,558, representing 44 percent of the total affected population.[150] WFP had to use airdrops as flooding hampered river transport. However, while monitoring reports did not specify the extent to which school feeding days were missed in affected areas.

5. **Severe funding cuts** led to gaps in the programme coverage, creating disappointment amongst the school children, teachers and parents expressed frequently in the FGDs. The issue of reputational risk with the government was a concern expressed in the KII by WFP stakeholders – pulling back from a commitment due to resource constraints was seen as an unwelcome development by all the actors.

QE. 3 To what extent and how did the SFP contribute to achieving gender equality and protection outcomes, especially for girls? Were there any differential effects?

Contribution to the achievement of gender equality and protection outcomes, especially for girls

184. Evidences from FDG and KII indicated that the assumptions from ICSP related to SFP to develop the ToC were proven to be right, thus the value of school meals entitlement is attractive enough to send children, especially girls, to school, quality of available education is sufficient to deliver expected benefits and there was no evidence that providing take-home rations to girls induced gender-based violence.

185. Evidence suggests that the SFP successfully provided nutrition-sensitive hot meals or take-home rations to meet the basic food needs of vulnerable primary school children in both rural and urban settings, particularly in targeted schools where the programme was implemented. While the primary goal of the SFP was to address food insecurity, its effect on children's education was an important finding. **Both girls and boys, whether in refugee camp settings or not, benefited from the SFP, as evidenced by increased enrolment and retention as well as reported improvements in academic performance (which was supported by findings in the learning outcomes assessments which showed varied effects for boys and girls).** There was little effect for girls relating to EGMA. However, for literacy, the girls in the programme schools outperformed boys and girls in the control schools though they were outperformed by the boys in the intervention schools who also got school meals along with them. This performance in intervention schools was frequently mentioned by FDG and KII respondents, which highlighted that beneficiary attributed school feeding with the positive outcomes in children's education. **Furthermore, the SFP had a particularly pronounced effect on girls' education, with a notable increase in the number of girls enrolled in primary education, surpassing the enrolment of boys in some schools**. This surge in girls' enrolment not only reflects the programme's success but also a positive shift in community attitudes towards the importance of girls' education as highlighted by FDG responses. The SFP target schools with below-average enrolment rates for girls. Many FDG reported that the enrolment of girls in their schools was higher than for boys. FDG respondents highlighted concerns about a perceived increase in boys' dropout rates, possibly stemming from the belief that boys received fewer benefits from schooling compared to girls. They suggested during the discussions that boys may seek other means to support their families or find income sources that conflict with attending school. However, the increase in enrolment rates for both boys and girls in areas where the SFP was implemented suggests that this backlash though important to note for future interventions, may not have been a significant issue in the 2018-2022 programme.

186. Addressing menstrual hygiene management (MHM) is crucial in interventions aimed at supporting girls' continued attendance in school. While **some schools provide dignity kits**, which are essential for maintaining girls' dignity and comfort during menstruation, the lack of sanitary pads remains a significant barrier in many schools. Participants in the FGDs indicated that this shortage

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[150] ACR South Sudan 2022

disproportionately affects older girls and can hinder their ability to consistently attend school. According to reports of WPF/UNICEF joint initiative, until August 2019, 20,000 adolescent girls received menstrual hygiene management (MHM) kits,[151] however **MHM is not an integral part of SFP in all target schools**.

187. The distance between homes and schools presented significant challenges to girls' education. This distance not only affected girls but also impacted boys, particularly due to issues like insecurity and lack of footwear. While participants in the FGDs did not explicitly mention that distance affected girls differently from boys, **it's crucial to recognize that distance increases the risk of gender-based violence (GBV)**, especially in regions with high GBV prevalence like South Sudan as studies suggest that approximately 65% of women and girls have encountered physical and/or sexual violence during their lives.[152] **Distance also hinders children with disabilities to reach schools.**

188. **Child protection (CP) and gender-based violence (GBV) were addressed by SFP** when considering that SFP was an integral part of the joint WFP/UNICEF Education in Emergency Programme in Four Former States of South Sudan (Northern Bahr el Ghazal, Western Bahr el Ghazal, Eastern Equatoria, and Warrap) funded by the European Union. The programme conducted trainings on psychosocial support (PSS) for conflict-affected children and communities to 892 teachers (271 females)[153], 201 PTA and SMC members (from which 102 women) assisted 2,246 vulnerable children, including 894 girls, who received case management services, registration for unaccompanied and separated children, and distribution of child protection supplies such as recreation kits. The programme also established help desks supported by Parent-Teacher Associations (PTAs), School Management Committees (SMCs), and other community actors trained in child rights and protection. There is evidence that the helpdesks are still in place, as it was mentioned by KII, including the fact that GBV referral mechanisms were in place. Nonetheless, information from FGD and KII was not enough assess the effectiveness of those instruments in child protection and GBV tackling.

"There is a strategy, one when, when we include gender mainstreaming in all our programming, through the helpdesks or the feedback mechanisms, we collect views. We also record incidents and share the information with the relevant authority so that appropriate action can be taken and therefore GBV is taken as an integral part in all our operations and awareness. It continues and it is done both even at school level and at the community level so that people live in harmony, because through this awareness, even education can progress." **NGO Partner– Eastern Equatoria State)**

189. **Most respondents from the FDGs and KIIs perceived the SFP as inclusive, as it did not discriminate based on gender, social status, or disabilities.** Key stakeholders in the interviews reported that the SFP actively encouraged vulnerable and disabled children to attend school. The programme was also available in schools located in refugee camp settings. However, **challenges remained in reaching the poorest or children with disabilities, primarily due to school fees and the distance between their homes and schools**.

190. **Gender parity within the governing bodies of the SFP, such as the PTA and SMC, was a concerted effort by all stakeholders involved, as indicated in KII**. This commitment is also outlined in the SFP Letter of Understanding (LoU) signed between WFP and MoGEI. While women's effective participation within governing bodies was not assessed, it can be inferred that the this emphasis on gender balance supported the effective implementation of the SFP. The approach aimed to engage both men and

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[151] WFP/UNICEF (2019). 2nd Progress Report (September,2019): Education in Emergency Programme in Four Former States of South Sudan, co funded by the European Union

[152] Global Women's Institute of the George Washington University, No Safe Place: A Lifetime of Violence for Conflict-Affected Women and Girls in South Sudan, 2017.

[153] Latest data available: WFP/UNICEF (2020). 2nd Progress Report (July 2020): Education in Emergency Programme in Four Former States of South Sudan, co funded by the European Union.

women from the community in school feeding activities and tailor food delivery and other strategies to meet the specific needs of girls, boys, women and men.

> *"Well, in terms of gender equality, when we are doing the election of the PTA, the governing body of the schools, we are to make sure that their representation is 50/50. Women are also in the roles of PTA.* **(KII - Eastern Equatoria State)**

QE. 4 How did the SFP adapt to achieve its objectives, outputs, and outcomes in response to shocks and stressors including COVID-19 and conflict affected environment?

191. Figure 19 displays reported experiences of shock by the household respondents. Interestingly, the household respondents did not necessarily perceive the COVID pandemic as a shock, though it was a stressor with regards to implementation of the programme.
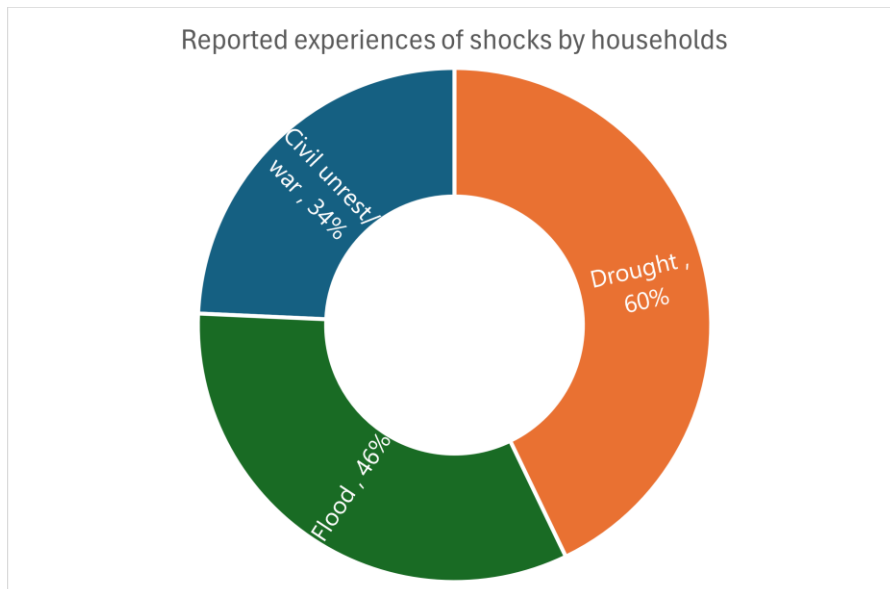
Figure 19 Reported experiences of shock by the household respondents

192. The emergencies that affected the achievement of the SFP objectives, outputs and outcomes included the COVID-19 pandemic, Ebola virus disease (EVD), floods, inter-communal conflict, influx of refugees, and economic downturn and high food prices. Due to COVID-19[154, 155, 156] related travel restrictions, supply chains regionally and internationally faced substantial delays, resulting in lack of sufficient food commodities at the schools to provide adequate take home rations. Movement and gatherings were restricted to reduce the spread of the virus. To achieve the project objectives, outcomes and outputs, the WFP supported the MOGEI to strengthen remote learning at large in the immediate to short term as well as supporting the Government of South Sudan to facilitate learning and reach out of school children with learning opportunities even after the pandemic was over. The Programme was engaged in the dissemination of key lifesaving messages to reduce the risk of transmission in communities.

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[154] Education in Emergency Programme in Four Former States of South Sudan 2 nd Progress Report (July 2020) Cofunded by the European Union.
[155] Semi-Annual Progress Report Funded by the German Federal Ministry for Economic Cooperation and Development (BMZ) through the German Development Bank (KfW) UNICEF and WFP 30 September 2020.
[156] 1-WVI School Feeding Monthly Report Jan 2021; and the 4- ACAD School Feeding Monthly Report-January 2021_

193. When COVID-19 restrictions were removed, appropriate COVID-19 transmission prevention protocols were followed during the food distribution process including adherence to social distancing and handwashing stations establishment in key locations. School level authorities were sensitized to ensure proper preparation, distribution and consumption of food and regular handwashing by cooks and children. Furthermore, approaches that reduced congestion were adopted, including staggered school breaks, no sharing of utensils among children as well as maintaining a safe distance between children as they queue for and eat food through staggered eating times. Children were sensitized about the covid-19 preventive measures, and all were advised to wear face masks during the classes and observe social distancing as measures to the prevention of COVID-19. Information derived from key informant interviews confirmed the COVID-19 situation and the mitigatory measures that were taken:

> "COVID-2019, affected a lot of schools and also affected the food, why because some schools were forbidden to have learners. It was forbidden that you will have a lot of learners in the school and for that time we have not taken the food and the food was forbidden to be distributed to the schools. Even the learners also were affected with education." **Government stakeholder, Maban County.**
>
> "In terms of mitigation, we had to put up washing stands in the school schools stands that to observe a lot of cleaners that included hand washing and therefore there was a contingency plan that was put in place whereby schools were being provided with wash items that would help them to undertake hand washing so that they prevent COVID-19." **Government stakeholder, Kapoeta East.**

Despite the challenges encountered in the implementation of the SFP including conflict, floods, and the COVID-19 pandemic, the implementers reported that they found ways to ensure continued learning and the provision of food. One key informant summarized this well in the following quote:

> "'For example, we had 440,000 approximately students targeted by the program in 23. But this year we are down to less than 400,000. We've also had to compromise on the number of feeding days. We are down to 13 feeding day, less than 18, as we mostly did in 2023. So, we cut down the number of kids, and we also cut down the number of eating days. And the reason why we cut down the number of eating days is to try and as much as possible maintain the number of kids. So rather than just cut wholesale, we cut the feeding days to give a little bit to as many. . " **KII Informant**

QE. 5 To what extent did WFP's partnerships with other actors contribute to achievement of SFP outputs and outcomes?

WFP partnerships' contribution to the achievement of SFP outputs and outcomes

194. The contributions of joint partnerships on the achievement of outcomes is highlighted in the section on outcomes of SO1. Additional information is provided here to answer the evaluation question.

195. The WFP implemented community violence reduction programs to mitigate the impact of tribal and inter-community violence and conflict. The government provided security assurance in such locations

to ease programme operations.[157] Through a partnership with UNICEF, WFP and the South Sudan Council of Churches (SSCC), joint peace building initiatives were undertaken in schools using the school feeding programme as a platform for peace-building activities including training community leaders, women leaders and youth leaders on conflict resolution approaches, facilitation and mediation skills, conflict and sensitivity as well as facilitating community reconciliation dialogue.[158] The involvement of the UNICEF C4D programme in the MoU aimed to strengthen the capacity of community mobilisation networks to participate in the monitoring and implementation of key programme activities and identify the barriers to education for children in these schools. Additionally, learners were provided with PSS services through training and building the capacity of teachers, PTAs, SMCs and communities. Within these spaces, children and adolescents were offered a package of tailored, focused and non-focused PSS activities including recreational, learning and well-being activities and life skills and covering topics relevant to pupils such as resolving conflict peacefully, bullying and child marriage.

> "'it has actually reduced violence in those particular locations. Activities and interventions have been ongoing in this area. And so when there's reduced violence and when the level of insecurity is less, that means that the normal operation, including school feeding activities are implemented.' **Key informant.**

Another important partner to the SFP was the World vision. It played a key role in inspecting and supervising the school feeding program, and training of the food monitors.

Key Findings– Effectiveness

1. **At the output level, at the level of SO1, the programme displayed varied levels of effectiveness with 2019 and 2021 being the best performing years and fluctuations in other years mainly due to the COVID-19 pandemic (in 2020) and severe funding cuts (in 2022)**. Overall, the implementation of on-site school feeding was more effective than the implementation of the take-home ration's aspect of the programme.

2. **Proportionately more pupils and more girls were enrolled in the intervention schools compared to the comparison schools.** In the 33 intervention schools, more girls (11454) were enrolled in comparison to the boys (10151) while more boys were enrolled in the 25 non-intervention schools (5883 compared to 5657 girls). Teachers in the survey and community men, women, girls and boys in the FGDs all attributed the increase in enrolment in intervention schools to the SFP.

3. **The results for basic literacy measured by correct responses on all the sub-tasks of EGRA (P2 and P3), indicated that the intervention schools' performance was significantly higher (40.5%) than that of the comparison schools (33.8%) $p < .05$**. Similarly, 43.8% of boys in the intervention schools had achieved basic literacy skills as compared to 32.7% of boys in the non-intervention schools. This difference was significant ($p < .0001$). Though boys in intervention schools out-performed the girls, the girls in intervention schools significantly out-performed girls in comparison schools (37.5% vs 34.9%; $p < .05$) as well as the boys (37.5% vs 32.7%).

4. **The significant difference in basic literacy performance between intervention and comparison schools persisted across rural and urban schools. Rural intervention schools also performed better in EGMA (48.5%) than rural comparison schools (41.2%). This difference of 7.3% was significant at $p < .0001$. The rural intervention schools out-performed all the other three categories of schools.**

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[157] 1-WVI School Feeding Monthly Report Jan 2021

[158] Education in Emergency Programme in Four Former States of South Sudan Progress Report (August 2018 – July 2019) Funded by the European Union Grant reference: SC180741

5. Outputs and outcomes related to SO3, Activity 4 were also affected negatively by the COVID-19 pandemic and the funding gaps. **The household beneficiary survey revealed perceptions of severe food deprivation**, as almost 91% of households reported periods where there was no food of any kind available due to an inability to purchase food. **The findings at household level highlighted the critical gap being filled for the school girls and boys by the on-site school meals and the THRs.**

6. The SFP had a particularly pronounced effect on girls' education, with a notable increase in the number of girls enrolled in primary education, surpassing the enrolment of boys in some schools. **This surge in girls' enrolment not only reflects the programme's success but also suggests a positive shift in community attitudes towards the importance of girls' education.**

2.4. EQ4. Efficiency

How did the SFP achieve quality and efficiency in the delivery of assistance with available resources?

The evaluation questions used for assessing the efficiency of the School Feeding Programme are recapitulated below:

QEF1. To what extent were all activities of SFP implemented and provision of food and other inputs delivered on time?
QEF2. To what extent have all activities of SFP been cost effective? What measures were put in place to improve cost-effectiveness of SFP?
QEF3. How did the SFP strengthen systems, procedures, and staff capacity, including within WFP and CPs, to strive towards improved (timeliness, quality, and efficiency) programme implementation?

The questions related to efficiency were answered by triangulating the findings from the headteachers' survey; document review and qualitative interviews (KIIs and FGDs).

QEF. 1 To what extent were all activities of SFP implemented and provision of food and other inputs delivered on time?

Extent to which all the activities of the SFP were implemented and food / inputs provided and delivered on time.

196. As already noted, not all the activities of the SFP could be implemented as planned, mainly because of resource constraints but also due to shocks like the COVID-19 pandemic and flooding; and growing humanitarian needs as a result of conflicts. **Nevertheless, the programme exhibited efficiency in its attempts to maximize the use of limited resources.** For instance, in 2019, WFP implemented its activities at a reduced level under a resource-based prioritisation plan based on expected funding availability but was able to reach 82 percent of beneficiaries planned for food transfers under activity 1 and 100 percent of beneficiaries planned for food transfers under activity 2.[159] In 2020, school feeding was significantly affected by the COVID-19 pandemic but overall, across all modalities, 72 percent of the planned target of a total of 460,000 school-aged children were reached.[160] 2021 exhibited the best performance across the programme years due to the Back-to-School campaign which contributed to improved enrolment - more school girls and boys received school meals, surpassing the 2021 targets.[161] In 2022, because of growing humanitarian needs, resilience-oriented activities faced significant resource

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[159] WFP. ACR South Sudan 2019
[160] WFP. ACR South Sudan 2020
[161] WFP. ACR South Sudan 2021

gaps and activities were funded at 74 percent against the annual requirements. As a result, WFP reached less people than the planned.[162]

197. Regarding the provision and delivery of food / inputs on time, headteachers interviewed in the intervention schools reported on the **timeliness** and reach of the on-site and take-home modalities. **The on-site school feeding modality was concluded by more than half of the headteachers to be on time** both in terms of reach to the school and in reaching the correct recipients. More than one in three of the headteachers opined that the reach to correct recipients was frequently not on time (see figure 20).
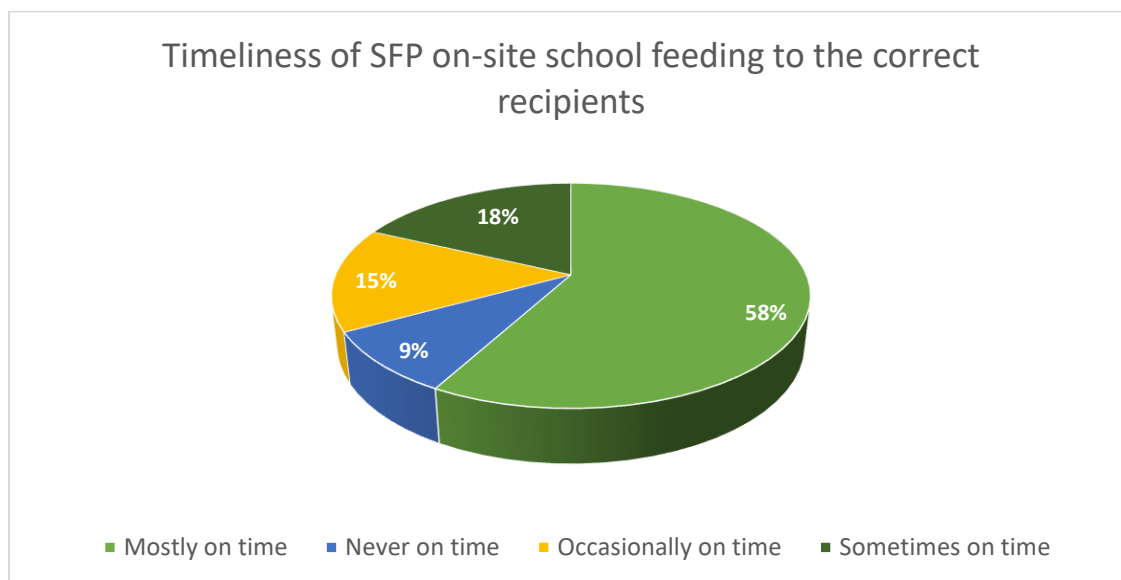
Figure 20 Timeliness of the SFP on-site feeding

198. For the take-home ration, an equal proportion of teachers (12%) stated that the provision and delivery was on time to an extent and somewhat on time. **Many of the teachers (61%) stated that the take-home rations were not reaching the correct recipients, and about 36% of the teachers were of the opinion that though the implementation of the THR was effective, it was fraught with errors and complaints[163]**. Stakeholders in the validation workshop provided some clarity to this element. The THRs were initially given only to girls but in schools where the infrastructure did not support school feeding, THRs were given to both boys and girls. UNICEF (and UNHCR) supported school infrastructural development for on-site feeding, after which the target for THR in those schools were revised downwards. It is likely that many of the teachers were not aware of this revision of THR targets by the programme. Nevertheless, majority of the teachers indicated that the take home rations were delivered on time. Figure 21 displays the teachers' views on the reach of the THRs to target beneficiaries and figure 22 indicated their views on timeliness.

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[162] WFP. ACR South Sudan 2022

[163] The typical errors captured were ration not reaching the correct recipients. and students missed out in the distribution.
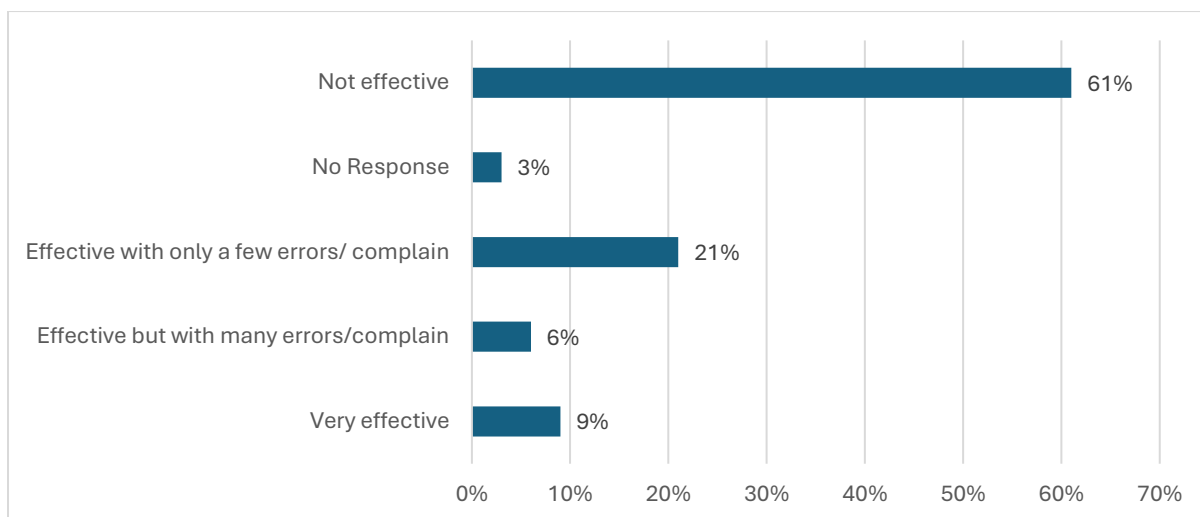
Figure 21 Reach of take home rations to target beneficiaries
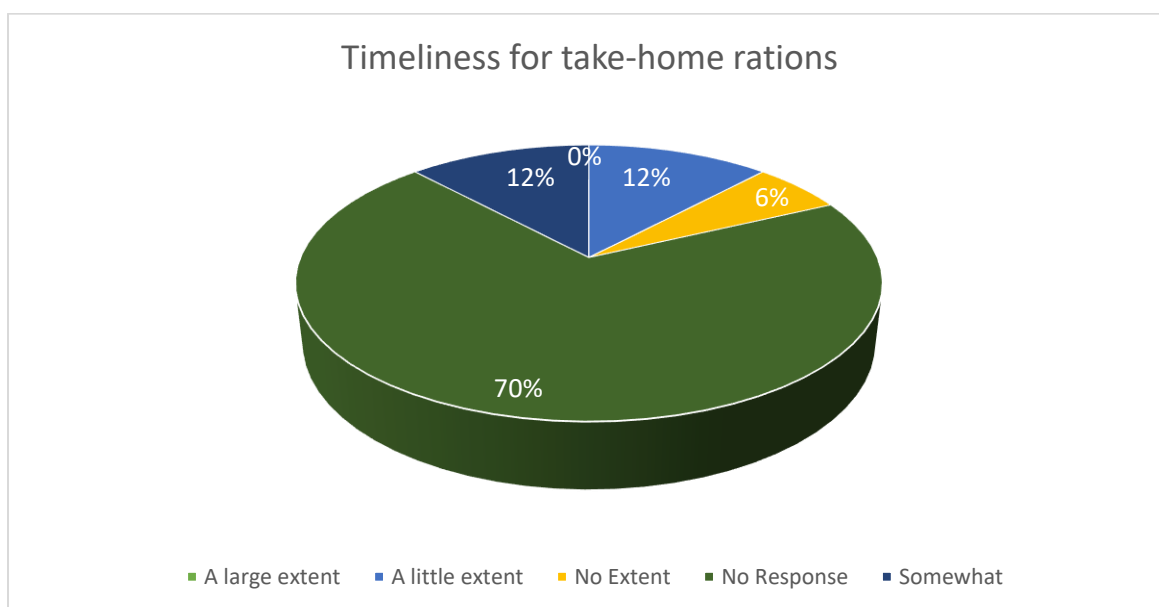
Figure 22 Timeliness of take-home rations

Key informants in the interviews were mainly of the opinion that the activities of SFP were largely implemented, the provision of food and other inputs were delivered on time. This was reported to have been achieved mainly through early planning of interventions, having in place a procurement plan for tendering, and fulfilling activities as per the workplan. The programme also has a mechanism whereby banners with hotline numbers were placed in schools as a mean of awareness on how to reach WFP on different issues and complaints regarding the school feeding programme. Some of the issues raised through the hotline feedback mechanism include delays in delivery of food and theft.[164]

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[164] Information from WFP stakeholder

QEF. 2 To what extent have all activities of SFP been cost effective? What measures were put in place to improve cost-effectiveness of SFP?

Elements of cost effectiveness of the SFP

199. The focus of the evaluation was not to calculate the cost-effectiveness of the interventions; however, the use of resources was reviewed to determine whether they had been maximized or not. During the programme years under review, WFP faced exceptional challenges with increasing needs and deteriorating funding. Increases in donor earmarking of contributions also limited WFP's flexibility and efficiency.[165] The challenging operating environment, combined with limited government capacity, affected WFP's performance.[166]

200. **There were measures put in place to improve cost-effectiveness. These included local procurement under the HGSF strategy, monitoring of activities, accounting procedures, and utilisation of cheaper alternatives.**

Local procurement using the decentralized approach: The SFP leveraged local and regional purchase to be more efficient, and for the transportation of food items to the schools. WFP procures sorghum from within South Sudan through commercial tender and to a lesser extent through the SAMS. The number of smallholders and the volumes slowly increased during the programme years (in 2018, 405 tons from 1565 farmers, in 2019, 499 tons from 3736 farmers, and in 2020, 677 tons from 4350 farmers).[167] The benefits in local procurement were perceived as not only in cash savings but in learners feeding on local diets *buying dodo, the local vegetables, watermelon, and cassava.* Nevertheless, the Supply Chain evaluation in 2021[168] found that prices received by smallholders were substantially higher than those paid to wholesalers.

Monitoring the utilisation of funds: SFP activities were monitored on a regular basis using standard monitoring tools. Any anomalies identified during the process were addressed to facilitate the implementation of the programme. Stakeholders in the KII described the process:

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[165] Summary report on the evaluation of the interim Country Strategic Plan for South Sudan (2018–2022)

[166] Ibid

[167]WFP. Thematic Evaluation of Supply Chain Outcomes in the Food System in Eastern Africa from 2016 to 2021. Supplementary Report: South Sudan Country Case-Study https://docs.wfp.org/api/documents/WFP-0000143986/download/?_ga=2.207314195.1879069807.1719167276-358947067.1668759393

[168] Ibid

In the survey, most (85%) of the headteachers in the intervention schools reported that they were visited twice per session by SFP officials, with 4 schools visited once within the term and a school reporting that no visits were made to them during the implementation phase of the SFP (see figure 23).
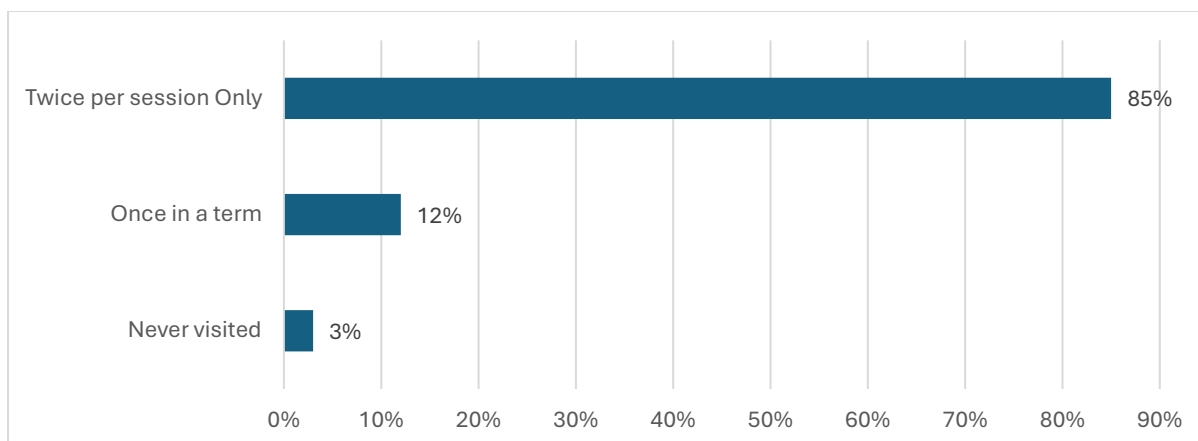
Figure 23 Monitoring visits by SFP officials during implementation

Accountability: The SFP was accountable to the government of South Sudan, the donors, and the beneficiaries. As such, donor conditions were followed in the application for funds, their use and reporting on the funds. **Utilising cheaper alternatives:** The community contributions to the programme were important as they contributed their time, labour, and firewood. In some schools, the SFP procured fuel-efficient stoves for cooking rather than on the open fire.

QEF. 3 How did the SFP strengthen systems, procedures, and staff capacity, including within WFP and CPs, to strive towards improved (timeliness, quality, and efficiency) programme implementation?

201. **The SFP strengthened systems, procedures and staff capacity towards improved timeliness, quality and efficiency of programme implementation through the strategic plan, coordination mechanisms, human resources capacity, and utilisation of an M&E Framework.**

The Strategic Plan: The country's strategic plan provided guidance and strategic direction of the feeding programme including planning of activities, package of services, implementation, monitoring, and how the funds would be allocated before implementation.

Coordination mechanisms: The SFP had a coordination mechanism that facilitated the implementation of the programme. WFP and UNICEF worked together closely, in the design and implementation of activities, and regular coordination meetings took place between technical units, as well as at senior management level, to enable teams track developments and challenges, to jointly develop solutions and adaptations as needed.[169] At the MOGEI, coordination was done by the County Education Department, and the School Management Committee at school level.

Human resources: The Government provided teachers and meeting their salary requirements. Those tasked with the feeding programme were trained in recording and accounting for usage of food items purchased and utilised.

Monitoring and Evaluation Framework: The SFP has an M&E Framework with indicators to track progress and achievements of outputs and outcomes. Monitoring was done bi-weekly by the school feeding team, monthly by directors culminating in meetings with partners, and quarterly by different teams. Implementing partners submitted reports on a quarterly basis. Progress and update meetings on the programme were held quarterly to discuss the achievements and address identified challenges.

> *"We have a specific department here in the ministry and have whole necessary tools to conduct monitoring and evaluation activities in the school feeding programme."* **Key informant MOEGI, Jonglei State**
>
> *"We have the monitoring level of the implementing partner who do routine monitoring into the field office and with the government on a monthly basis, then we have the technical team from the national office, including myself away for monitoring every quarter."* **Implementing Partner**

Key Findings– Efficiency

1. Not all the activities of the SFP could be implemented as planned, mainly because of resource constraints but also due to shocks like the COVID-19 pandemic and flooding; and growing humanitarian needs as a result of conflicts. Nevertheless, the programme exhibited efficiency in its attempts to maximize the use of limited resources. For instance, in 2019, WFP implemented its activities at a reduced level under a resource-based prioritisation plan based on expected funding availability but was able to reach 82 percent of beneficiaries planned for food transfers under activity 1 and 100 percent of beneficiaries planned for food transfers under activity 2.

2. There were measures put in place to improve cost-effectiveness. These included local procurement using the decentralized approach under the HGSF strategy, monitoring of activities, accounting procedures, and utilisation of cheaper alternatives. The community contributions to the programme were important as they contributed their time, labour, and firewood. In some schools, the SFP procured fuel-efficient stoves for rather than cooking on the open fire.

3. The SFP strengthened systems, procedures and staff capacity towards improved timeliness, quality and efficiency of programme implementation through the strategic plan, coordination mechanisms, human resources capacity, and utilisation of an M&E Framework.

2.5. EQ5. Effects/impact

What wider effects did the SFP contribute to for students, households, communities, and institutions?

The evaluation questions used for assessing the efficiency of the School Feeding Programme are recapitulated below:

> QI1. To what extent did the different modalities (on-site, THR) and approaches (traditional and home-grown) activities impact food security, nutrition, and learning of beneficiaries (boys and girls), and community?
>
> QI2. What intended and unintended, positive, and negative effects did the SFP have on targeted students, institutions, and communities, including on key gender issues? Were there any differential effects across various target groups or settings? (e.g., rural vs. urban, type of school, boys vs. girls, conflict vs. stable locations, different ethnicity, disability)?

The questions related to impact were answered by triangulating the findings from the learning outcomes assessment; document review and qualitative interviews (KIIs and FGDs).

QI. 1 To what extent did the different modalities (on-site, THR) and approaches (traditional and home-grown) activities impact food security, nutrition, and learning of beneficiaries (boys and girls), and community?

Contribution analysis of the programme impact.

202. **The assumptions in the ToC were reviewed and while some of them were proven by evidence on the field, many of the assumptions were not**. Figure 24 displays the assumptions made in the ToC. The text in green display the assumptions that held and those in red display those that were not proven in this evaluation. The risks articulated in the ToC remained valid.

Figure 24 Review of the assumptions in the ToC

Political Assumptions
Continued strong government commitment and ownership.
Continued political stability.
Improvement in the security situation.

Insecurity and conflicts remained issues throughout the programme years.

Programmatic Assumptions
Strong partnerships with education sector partners including UNICEF and UNESCO leading to improved teacher availability, quality of learning, school including WASH infrastructure etc.
Community ownership and participation displayed in the provision of lands for school gardens, provision of condiments, cooking fuel, wood/charcoal and cooking with the SFP.
Continued availability of variety of nutritious feeds through HGSF and other pathways.
Accountability mechanisms put in place to protect SFP. commodities

Teacher availability was limited because most teachers were not paid by the government and those in the government payroll usually had their salaries delayed. This is an important factor influencing quality of learning, and availability of WASH and other school infrastructure. remained grossly inadequate.

Funding Assumptions
Continued donor contributions.
Available Government funding for payment of teachers and infrastructure development in schools.
Allocation of sufficient government budget to the national school feeding programme to enable eventual planned transition.

Donor fundings continued with limitations. Also the funding climate changed due to COVID-19 pandemic and the resultant global economic turndown.

Environmental Assumptions
Availability/ continuous access to fuel wood for cooking.
Early warning systems in place to mitigate climatic shocks.
To cover supply chain issues; climatic conditions / seasons including prolonged dry spells.

Government funding available but not adequate for payment of teachers and infrastructure. Sufficient budget not allocated to SFP.

Risks
Inaccessibility to fuels due to insecurity, increased carbon footprint.
Organizational shifts in thinking, for instance, regarding more emphasis on hard-to-reach areas and more challenged areas and less emphasis on the equatorials.
Continued limited government funding

Cheaper alternatives through communities were used for cooking fuel/wood but was still inadequate. No evidence in the evaluation of early warning signs yet in place to mitigate climatic shocks.

203. **In concluding the contribution analysis, the pathway to impact on learning outcomes and the evidence was assessed using Morton's framework**.[170] Morton applied an impact case study to define and set out a framework for assessing impact based on contribution analysis described by Mayne 2008.[171]The impact pathway and evidence relating to learning outcomes of the SFP beneficiaries are detailed in table 20.

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[170] Sarah Morton, Progressing research impact assessment: A 'contributions' approach, Research Evaluation, Volume 24, Issue 4, October 2015, Pages 405–419, https://doi.org/10.1093/reseval/rvv016

[171] Mayne J. (2008) 'Contribution Analysis: An Approach to Exploring Cause and Effect', in ILAC Brief. ILAC Institutional learning and Change Institute
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Table 16: The impact pathway and evidence relating to learning outcomes of the SFP

		Pathway to Impact	Evidence
Impact	Final outcomes and contribution	Improved learning outcomes	The results for basic literacy measured by correct responses on all the sub-tasks of EGRA (P2 and P3), indicated that the intervention schools' performance was significantly higher **(40.5%)** than that of the comparison schools **(33.8%) p < .05.** Similarly, **43.8%** of boys in the intervention schools had achieved basic literacy skills as compared to **32.7%** of boys in the non-intervention schools. This difference was significant **($p < .0001$).** Though boys in intervention schools out-performed the girls, the girls in intervention schools significantly out-performed girls in comparison schools **(37.5% vs 34.9%; $p < .05$)** as well as the boys **(37.5% vs 32.7%).** The significant difference in basic literacy performance between intervention and comparison schools persisted across rural and urban schools**.** Rural intervention schools performed better in EGMA (48.5%) than rural comparison schools (41.2%). This difference of 7.3% was significant at $p < .0001$. The rural intervention schools out-performed all the other three categories of schools.
	Changes in behaviour and practices	Reduction in short-term hunger and improved concentration and cognitive skills Increased in enrolment, attendance and retention of children especially girls in schools due to availability of school meals and THRs Transformational shifts in perception of the importance of girls' education. Shifts in thinking relating to preconceived traditional harmful	100% of teachers interviewed in the intervention schools reported that the SFP had led to increase in the enrolment of pupils and specifically girls into the schools. *Headteacher Questionnaire* **Typical Quotes** *Because of school feeding, the number of pupils has seriously increased, many students come to classes and stay in school and our lessons are regular. It has encouraged us, because we are seeing improvement on both boys and girls.* <u>FGD with pupils from P5 to P8</u> *R1: the school feeding program has really helped our children to concentrate on their learning* *R2: It has helped reducing the burden on us about in having to prepare food for our kids when they are in school* *R3: It has also made many pupils to attend to school which was not there before.*

| | | practices – reduction in early marriages *(note: quantitative data on reduction of early marriages was not available)* | FGD Community women and men, Tonj North County, Warrap State

R7: It has encouraged us, because we are seeing improvement on both boys and girls.
R1: he studies in school without being absent from school and the performance and passing are high compare to some years. And also increased enrolment and retention.
R3: Girls also get cash and kind.
FGD Community women and men, Lakes State

Communities' views on behaviour change towards girls' education

FGDs community men/women/boys/girls
FGD PTA & SMC

Typical Quotes
R2: Yes, surely there are change from the previous time now fewer parents send their daughters in to marriage, but most now send them to school and even girls themselves with the support they get, they prefer to go to school and get such assistance from school. It has reduced early marriage because they can get the financial support which the men and boys used to attract them with and make them get pregnant.
FGD PTA Maban County Upper Nile

R2: The importance of taking the girl child to school are many. An example given is from the Chinese that taking a girl to school is much important than boys because when boys get jobs, they tend to forget their family but girls never forget the parents that's why educating girls is very important.
FGD Community men and women, Magwi County, Eastern Equatoria

R4: Girls are learning very fast; they are sent to school to prevent early marriage.
FGD Pupils, Holy Rosary Primary School, Eastern Equatoria |
|---|---|---|---|

| Use | Capacity, knowledge and understanding | Capacity of government implementers built at national and state levels.

Capacity of teachers built in SFP

Capacity of PTA and SMC members built on SFP

Knowledge and understanding of PTA, SMC built.

Sensitization carried out in communities and communities' knowledge and understanding built. | Documentation of capacity building of stakeholders by WFP - *Desk review*

Supported by reported capacity building carried out by *KII WFP, government stakeholders; and FGD PTAs / SMCs*

Respondents in the *headteachers' survey* reported that about 88% of teachers in the primary schools had had training opportunities as a result of the SFP. |
|---|---|---|---|
| | Awareness / Reaction | Intervention

Addressing short term hunger of school children / Adequacy of meals

Communities sensitized and exhibited increased awareness of the importance of girls education; importance of school meals to alleviate short-term hunger and support learning etc. | Evidence that short-term hunger was addressed by school meals (on-site and THRs)

For instance, according to monitoring data, in 2022, 337,329 pupils (155,472 girls) (13% increase from 2021) were fed on-site. *School boys and girls in the FGDs* had the consensus that this addressed mid-day hunger.

Evidence of community awareness, knowledge and understanding of the importance of education for girls and boys and the value of school feeding.

FGDs community men/women/boys/girls FGD PTA & SMC |
| **Uptake** | Engagement / Involvement | Conducive policy environment on SFP and gender

Integration and embedding of the SFP interventions into the broader education sector

Government – led implementation at | Transitional Constitution of the Republic of South Sudan 2011[172] provided the legal framework for the development of a national school Feeding strategy

National Home-Grown School Feeding Strategy 2019[173] articulated the national framework for school feeding and described the South Sudan Home-Grown School Feeding Programme service delivery mechanisms and governance structures |

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[172] The Government of South Sudan: The Transitional Constitution of the Republic of South Sudan 2011

[173] Ministry of Education and General Instruction. Draft Version 16 September 2019. National Home- Grown School Feeding Strategy: "Improved performance of school children through Home Grown School Feeding"

		national and state levels Community engagement and involvement. Strong presence of PTAs and SMCs	The programme contributes to two specific sector priorities articulated in the General Education Strategic Plan (GESP) 2017–2022. The SFP planning was embedded into the South Sudan education system and implemented within the parameters of the school calendar. high involvement of PTA and the strengthening of SMC created a robust support system with an extensive network
	Activities / Outputs	Vulnerable primary school children in rural and urban settings provided with nutrition-sensitive hot meals or THRs Children reached via school meals (on-site) and THRs, especially girls	Evidence of school meals coverage from 2018-2022 (See table 7) *programmes monitoring and evaluation data* Supported by *FGDs of school girls and boys; community men and women; PTA, SMC; Headteachers' survey*

204. The exclusive focus on girls within the SFP, particularly through the provision of take-home rations, coupled with the government's cash-based program (GESS Program), was **perceived by community members as having had a positive impact on girls' education and on shifting of preconceived traditional harmful practices, such as early marriage.**

"If you have your daughter, you wish to get dowry from her but if you send her to school then she gets pregnant there is a loss of which we cannot get the dowry we expected to get but for real we came to realize that sending your daughters to school is better than leaving her at home like now we gain some ratios which school feeding program provides." **Community man – FGD - Mabui Primary School, Lakes State.**

205. However, discussions in FDGs and KIIs indicate **a potential drawback concerning boys' education**, as communities perceive that they do not receive any incentives to attend school, when on-site school feeding is not available in their schools. This could lead to a disparity where boys may be more susceptible to engaging in criminal and gang-related activities, particularly in a post-conflict setting. Thus, ensuring the retention of boys in school is crucial to divert them from such alternatives.

> *"The girl child are more because they have other support like they are given cash money and attract them to school and they are more than boys. The boys don't have any support, they leave school and go search for their basic needs and in upper primary the number of girls are more here compared to boys."* **PTA member - AGAR Primary School, Maban County Upper Nile**

206. Evidence suggests that take-home rations are a successful strategy of the SFP aimed at increasing girls' enrolments and retention irrespective of the operational challenges. The take-home rations appear to contribute to fostering gender equality**.**

> *"As a mother, I can say there is nothing wrong in giving girls food. I would also add that the initiative has helped in term of encouraging the many parents to allow their girls to come to school.."* **Community woman - Tonj North County Warrap State**

QI. 2 What intended and unintended, positive, and negative effects did the SFP have on targeted students, institutions, and communities, including on key gender issues? Were there any differential effects across various target groups or settings? (e.g., rural vs. urban, type of school, boys vs. girls, conflict vs. stable locations, different ethnicity, disability)?

207. The **increase in enrolment due to school feeding generated a need for infrastructural development** in the schools that was not adequately accommodated within the programme.
208. The SFP intervention significantly boosted girls' enrolment and overall performance. The provision of take-home rations specifically for girls not only contributed to increased enrolment but also played a crucial role in improving retention rates and possibly academic performance. Furthermore, the observed surge in enrolment signalled a positive shift in community perceptions regarding the importance of girls' education. Insights from discussions with PTA and community members underscored the recognition of education as a fundamental investment in children's future prospects and the well-being of families.
209. **Most FGDs highlighted the belief that investing in girls' education holds significant long-term benefits for families.** There was an expressed expectation that girls will continue to financially support their original families even after marriage, contrasting with the perception that boys will primarily contribute to their own family's post-marriage. Traditionally, girls were reported as being viewed as assets due to the dowry they bring upon marriage, but there was a notable shift in perspective within the focus group discussions. Many participants indicated that they recognized that education can yield greater financial gains for the family than dowry.

> *"I think the school feeding programme has influenced the community to send their children to school like for instance the girls. So as you can see now in the current situation in South Sudan, girls are becoming the strongest now, so if you send your girl to school you will at least benefit something. So maybe not by getting maybe something from her marriage, but even before your girl gets married you can benefit from your girl if you send her to school."* **PTA member - Eastern Equatorial State**

210. Gender traditional roles and poverty in South Sudan have a negative impact on boys' education, as boys are often expected to contribute to cattle herding and other agricultural tasks, such as bird watching. Additionally, boys are more likely to be recruited to join militia groups. **The SFP also supports boys' education and enhances their protection against involvement in gang-related activities. However, in schools where THR are provided exclusively to girls and on-site school feeding is not available, there are concerns raised by respondents in the FDGs**. They expressed that since only girls benefit from the THR, boys do not feel adequately supported in schools compared to girls. This situation may lead boys to be more inclined to leave school and engage in suspicious activities.

> *"The same help been given to the girls should be extended to boys also. Like if girls are given like 10,000 South Sudanese pounds boys can be given half like 5,000 South Sudanese pounds to support them also because when the boy child is left total like this looks unfair. I encouraged equality for basic needs support this now days make boys drop out of school."* **PTA member - Maban County Upper Nile**

211. **In refugee settings, FGDs revealed a distinct mindset influenced by cultural disparities regarding the roles and responsibilities of men and women towards their original families.** Some participants suggested that investing in boys' education might be more incentivized, as women typically transition to their husbands' family's post-marriage, thereby ending their obligations to their original families. In contrast, men often retain responsibilities towards their original families even after marriage.

> *"When you educate a girl you educating her for someone she will be married off and she will concrete to the families which has married her and that is why boys have to strongly study as they are breadwinner since the boy won't go but the girl will leave."* **Refugee PTA female member Maban County Upper Nile**

212. **While the notion of education as an asset, particularly for girls, still persists to some extent, responses from PTAs and community FDGs indicate a shifting understanding.** Education is increasingly seen as a pathway to learning and contributing to society in various professional capacities. The evident increase in enrolment and retention attributed to the SFP supports the assertion that SFP is making a positive impact on both boys' and girls' education in South Sudan. This impact is particularly notable in girls' education, given the recognition that early marriage can hinder their potential for greater financial independence in the future.

> *"The number of girls is more than boys in our school this year, the old fashion way of saying that girls should not go to school or marry off has reduced here in our community."* **PTA member, Aweil West County, Northern Bahr El Gazal State**

213. **Early pregnancy remains a significant concern, particularly because it impedes families' ability to arrange advantageous marriages for their daughters.** While the School Feeding Program (SFP) has been instrumental in enabling some young mothers to continue their education, this is not universally the case, as highlighted by most FGDs which identified early pregnancy and marriage as primary barriers to educational attainment. Interestingly, early marriage was often perceived as a more formidable barrier than early pregnancy. Although both issues may be interconnected, marriage entails additional responsibilities that are seen as incompatible with pursuing education, unlike single motherhood, which may offer more flexibility in terms of responsibilities.

214. **PTAs and community FDGs indicate that schools are still perceived as environments where early pregnancies are more likely to occur compared to staying at home**. This underscores the urgent need for awareness activities on sexual reproductive health and rights for both girls and boys, as well as parents and families in the community. These efforts aim to dispel the misconception that attending school leads to early pregnancies. Moreover, promoting education for both genders enhances the likelihood of responsible and safe sexual practices. Communities have expressed a demand for awareness campaigns on sexual and reproductive health.

215. One strength of the SFP is its alignment with the government-led initiative of cash transfers to girls who attend school. This conditioned cash-based intervention serves as a significant incentive not only for girls to enrol but also to prevent dropout and early marriage among them. **Peer pressure within communities played a significant role in encouraging families to prioritize sending their daughters to school, highlighting the broader societal impact of the SFP beyond its immediate objectives.**

> *"Neighbours also see to it that when they see the children are not going to school, they ask their parents why don't you send their children to school."* **PTA member, Eastern Equatorial State)**

216. One pivotal aspect of the SFP, underscored by insights from FGD and KII, has been its role in **reshaping community attitudes towards girls' education**: the training of PTA and SMC. These training sessions raised community awareness focused on promoting girls' education; and addressed concerns regarding food management provided by the SFP, cultivating trust among families and fostering school attendance, particularly where the program is active. By engaging the community in food management, a sense of ownership and shared responsibility towards the children has been instilled, thereby motivating families to prioritize education for both girls and boys. Moreover, **the awareness-raising component of these trainings serves to further encourage families to enrol their children in school, with a particular emphasis on promoting girls' education.**

217. In 2022, WFP's intervention to promote self-reliance among smallholder farmers, with a focus on women, has yielded significant benefits. By revitalizing farmer organizations and producer groups, WFP has enabled women farmers to aggregate their produce at community stores, leading to improved market access. This approach has not only helped women secure better prices for their crops but has also reduced their dependence on middlemen, ensuring timely payments and minimizing post-harvest losses. As part of this initiative, WFP procured maize from 3,805 smallholders, including 1,255 women, through pro-smallholder food supply agreements. This maize was then utilized for home-grown school feeding programs in 46 schools, directly benefiting 27,515 school children, of which 13,648 were girls. [174] **These results highlight the positive effect of WFP's gender-responsive intervention on both agricultural productivity and food security. By empowering - smallholder farmers, specifically women that benefited from the intervention and ensuring food security for school girls and boys, WFP contributed to gender equality and possibly building resilient communities.** However, it is noted that men are still the majority of farmers benefiting from this specific intervention.

218. According to a report from the WFP/UNICEF joint programme covering the period from August 2019 to July 2020[175], a total of 813 individuals (including 274 females) received training. However, it's noteworthy that the lack of gender parity in training participation could potentially reinforce negative gender patterns, particularly concerning women's empowerment in decision-making within schools and families. This underscores the importance of ensuring equitable participation and representation across gender lines in training initiatives to foster more inclusive and empowering outcomes.

> *"Alongside the school feeding we also do training for PTAs, SMCs. These are the parent teachers associations, the school management committees and we also do training for the teachers and the storekeepers on how to measure food as well as supervise the environment under which the food is prepared. Alongside these we also do messaging that include gender messaging so that the schools are able to follow, or rather to do what we call gender mainstreaming in their schools."* **KII Informant NGO Partner - Eastern Equatoria State**

Key Findings– Effects/Impact

1. There was a particularly pronounced effect on girls' education, with observed **surge in girls' enrolment which indicated a positive shift in community attitudes towards the importance of girls' education. This was accompanied by a** reported shifting of views by community members regarding preconceived traditional harmful practices, such as early marriage.

2. There was evidence of a positive effect of WFP's gender-responsive intervention to promote self-reliance among smallholder farmers, on agricultural productivity, women empowerment and food security for school girls.

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[174] WFP (2022). 2022 Annual Country Report.

[175] WFP/UNICEF (2020). 2nd Progress Report (July 2020): Education in Emergency Programme in Four Former States of South Sudan, co funded by the European Union.

2.6. EQ6. Sustainability

To what extent did the SFP contribute to sustainable food security, nutrition, and social protection in households, schools, communities, and government?

The evaluation questions used for assessing the sustainability of the School Feeding Programme are recapitulated below:

> QS1. To what extent did the SFP contribute to building sustainable food security, nutrition, learning, social protection system and boys' and girls' retention in target schools, communities, and government?
> QS2. To what extent did the target schools/institutions, communities and government participate/contribute to the implementation of the SFP and assume ownership of the SFP?
> QS3. To what extent will the SFP results, likely be sustainable in contributing to food security, nutrition, learning, and social protection system in targeted schools, communities, and government?

The questions on sustainability were answered by triangulating findings from the semi-structured interviews, focus group discussions and the desk review.

QS. 1 To what extent did the SFP contribute to building sustainable food security, nutrition, learning, social protection system and boys' and girls' retention in target schools, communities, and government?

219. **The SFP demonstrated strong alignment with governmental policies and strategies, particularly evident in the selection of schools.** This selection process followed governmental guidelines, ensuring that the programme integrated seamlessly with broader educational objectives. The extensive network built around the SFP further enhanced its potential for sustainability. The high involvement of PTA and the strengthening of SMC created a robust support system. Additionally, initiatives such as school gardens and local procurement of produce contributed to the programme's sustainability by fostering self-reliance and community engagement.

220. Elements that hold a potential for the sustainability of the programme include the SFP's contributions to building food security, nutrition, learning, social protection system and boys' and girls' retention in target schools, communities, and government. This was done through (limited) infrastructure development, capacity development, and consistency in the provision of food rations. **Infrastructure:** The SFP required basic infrastructure to support feeding which included at least two permanent classrooms, (*Permanent classroom is a structure whose wall is either made of cement block or burnt bricks with cement and roof is made of timbers and iron sheets.*) lockable storeroom, kitchen, water point and toilets. The building and/or refurbishment of the structures was to ensure sustainability of the programme.

221. **Capacity to implement the programme:** Capacity development is one sure way of sustaining the results and outcomes of a programme. The WFP supported the training of head teachers, Parent Teacher Associations and school Management Committees on how to manage the school feeding programme at their school. The Programme provided training to school staff and volunteers to ensure food safety and hygiene standards were met and regular monitoring exercises to track attendance, academic performance, and nutrition of school children. Further, student teachers in teacher training institutions were also trained. Key informants highlighted that the engagement of communities in the PTA and SMC led to greater community level ownership and participation. Nevertheless, it is to be noted that **Government coordination and capacity to manage the school feeding programming and implementation at national and state levels was found to be limited in this evaluation and there is a need to bridge the gap.**

222. FDG respondents highlighted the importance of awareness campaigns, nutrition messages, and community involvement in building trust among families. Initially, there was suspicion regarding the quality of food and medicines provided through the SFP.

"'At the start of this programme some parents using their children to eat the food, thinking that it may poison them, especially the nursery children and after when the donors did some kinds of training, then we also told them that this thing is not harmful for your children. And above all a Plan normally brings medicine. There is this deworming, they normally provide." **PTA member, Primary School, Eastern Equatorial State**

However, as indicated by FDGs and KII, respondents not only understood the SFP but also attributed positive outcomes such as reduced hunger and improved educational outcomes, particularly for girls, to the programme. This shift suggests trust in both the WFP's intervention and the government's efforts, which is vital to the sustainability of the intervention.

QS. 2 To what extent did the target schools/institutions, communities and government participate/contribute to the implementation of the SFP and assume ownership of the SFP?

223. Additional to the issues discussed the previous section, sustainability was built through the processes and mechanisms that were put in place in the procurement of food items for the SFP, in manner that was participatory and empowering.
Decentralised procurement: The programme introduced local procurement of food items under the home-grown feeding programme. Information from key informants echoes this sentiment of a sustainability mechanism embedded in the implementation of the home-grown feeding programme.

'the school buys the supply for itself from the local farmers and from the women groups. So even when WFP is not providing the funding, the farmers will push, hopefully to ensure that their children continue to be fed in one way or the other. That is one of the sustainable mechanisms we put in place. **Key informant, Development Partner**

'The Homegrown school feeding strategy gives power for us to procure within the borders of South Sudan and ensuring that the directorate of school feeding is supported in many ways, capacity development, bench marking in other countries so that we are having a sustainable system.' **Key informant, Development Partner**

'The kitchen gardens are used to supply vegetables in the school. So this is a residence mechanism that is being implemented by the school with a huge potential for success. There is enough land, maybe the only challenge that we have is the availability of water, otherwise the kitchen garden, if enhanced can sustain the program.' **Key informant Kapoeta East State**

QS. 3 To what extent will the SFP results, likely be sustainable in contributing to food security, nutrition, learning, and social protection system in targeted schools, communities, and government?

224. Further building on to foregoing evidence on sustainability, other aspects that ensured that activities of the SFP could be sustained at post donor funding include political commitment to the initiative, government and community ownership of the programme, the home-grown feeding programme strategy, and multi-sectoral approach to service delivery.
Government and community ownership of the programme: There was ample political commitment to programme – there was evidence of buy-in and national ownership from the government including the MOGEI, local government authorities, the Ministry of Gender, Child, and Social Welfare, and the Ministry of Agriculture. In 2023, the pre-existing LoU was converted to a Memorandum of Understanding. There was also local ownership by the community as they are key participants in the programme implementation. **However, an important threat to the sustainability of the programme is the poor financial commitment of the government**.

> 'It is policy that each school should have a kitchen garden and this kitchen garden is supposed to be supported by the parents, even the government's intervention to make sure we take the ownership, other than relying on donor support.' **Key informant, Eastern Equatoria State.**
>
> 'The program is already run by the community right from its supervision. The project management committees, the school management committees and the PDF, all of them come from the community and even the teachers come from the community. This one in a way it promotes ownership as the community owned enterprise, even the government itself, it is being supervised from the county headquarters and the county is nearer to the community.' **Key informant Kapoeta East**

The Home-grown school feeding programme has the potential to sustain the SFP results since this is a national initiative supported by the local community. There was political commitment by government to sustainability as exhibited by the development and adoption of the Home-grown School Feeding Strategy to guide the schools in the current programme and those that will be included later as the programme is scaled up. However, it is to be noted that this level of sustainability will likely be achieved in the long term, since the development of local capacity to produce at the levels (including food safety and quality) needed by schools and the ability of government to pay for this may require years of implementation to achieve.

> '*One of the reasons why we moved into the homegrown was because homegrown is kind of a more sustainable option, because when you put money into the homegrown program, much of that money goes into the local economy because they buy locally. So that money trickles down and that creates a local community level, local market, sustainable environment, that at least is something that is contributing to at least programmatic sustainability, which might continue donor interest for a time.*' **Key informant national**

Multisectoral approach to the school feed programme. Diverse partners and stakeholders (UNICEF, World Vision, South Sudan Christian Council) have vested interest in the success of the programme as they support the government in ensuring an increase in school enrolments and retention.

Key Findings– Sustainability

1. **There was political commitment to programme** with evidence of buy-in and national ownership of the programme. **However, an important threat to the sustainability of the programme is the poor financial commitment by the government**.
2. Government coordination and capacity to manage the school feeding programming and implementation at national and state levels were inadequate and a weakness with regards to sustainability.
3. However, there was evidence of community ownership of the programme as they were key participants in the programme implementation. The high involvement of PTA and the strengthening of SMC created a robust support system with an extensive network built around the SFP which represented a strong potential for sustainability.
4. **The home-grown school feeding programme strategy, and multi-sectoral approach to service delivery also hold important potentials for sustainability**. Additionally, initiatives such as school gardens and decentralized local procurement of produce have the positive influence of fostering self-reliance and meaningful community engagement.

3. Conclusions and recommendations

Based on the findings presented in the previous section, overall conclusions are presented below. These are followed by learnings from the evaluation and recommendations that provide some insight into how WFP and its implementing partners could improve the SFP in South Sudan.

3.1. Conclusions

225. There was evidence that the SFP (2018-2023) was highly relevant and had responded appropriately to the changing operating context in a gender-responsive manner and using an integrated approach. The programme was also highly coherent with internal and external interventions; it was designed and implemented in line with humanitarian principles undergirded by the WFP's Code of Conduct; and prioritised WFP's strategy and programme for long term resilience and social protection, especially for girls and women. The SFP displayed effectiveness in the achievement of its objectives from 2018 and 2022 though there were limitations in the attainment of targets. The programme was effective to a large extent in achieving its objectives with many positive features relating to outputs and strategic outcome 1. There were important significant differences in basic literacy and numeracy scores between the intervention and comparison schools that highlighted the effectiveness of the school feeding interventions in improving enrolment, retention and learning in the programme schools. The relatively good performance of the rural intervention schools in both basic literacy and numeracy underscored the equity focus of the programme. Overall, during the programme years, WFP faced exceptional challenges with increasing humanitarian needs, the COVID-19 pandemic and deteriorating funding all of which limited the efficiency of the SFP. The SFP displayed promising effects and contribution to impact on learning outcomes of its beneficiaries with evidence of a transformational shift in mindset towards girls' education in the intervention communities. The SFP 2018-2022 showed potentials for sustainability - the programme demonstrated strong alignment with governmental policies and strategies, particularly evident in the selection of schools and the seamless integration of the SFP with broader educational objectives. Limitations in programme efficiency and effectiveness occurred due to severe funding cuts which took place in the face of escalating humanitarian and programme needs. These fiscal gaps which were compounded by poor financial commitment by the government to the programme are major hindrances to sustainability of the positive outcomes and effects seen in this evaluation. Nevertheless, an important potential for the sustainability of the programme is the move to strengthen the domestication of the programme through the home-grown school feeding initiative.

226. EGRA and EGMA made it possible to detect the aptitudes of pupils at this level for the tasks to which they were subjected. These findings were confirmed by the other actors interviewed and communities including girls and boys in the focus group discussions. However, it is important to point out the contributory role of the SFP on literacy outcomes. There are many factors relating to the school environment, teachers and pupils; and factors outside the school, in particular the overall governance of the education system and the national budget for education - that are outside the control of WFP but are needed to support sustainable learning outcomes.

3.2. Lessons

227. Take-home rations and conditioned cash transfers to girls enhance their enrolment and retention rates, leading to a positive shift in prioritizing education over early marriage. Schools that exclusively provide THR to girls (and no on-site school feeding is available) should consider extending this provision to boys as well. This approach can help prevent negative unintended impacts such as boys dropping out.

228. Engaging the school community in managing food fosters a sense of ownership and shared responsibility towards children, motivating families to prioritize education for both girls and boys. When communities are engaged and actively involved in supporting SFP through structures such as PTA and SMC, there is a greater chance of sensitization activities to generate an increased understanding of the importance of education for children at community level; thereby promoting a greater possibility of the transformational change in mindset needed to drive future impact of the interventions.

229. The food provision of food to learners through the SFP is paramount to ensure good school enrolment, and high attendance for the learners and more cognitive abilities due to elimination of short-term hunger and should be incorporated in education and school budgets for sustainability.

230. The benefits of the school feeding programme go beyond the schools and learners as it strengthens domestication of the programme through the home-grown school feeding initiative, capacity building and support for local farmers, contributing to food security, nutrition and boosting the local economy.

3.3. Recommendations

#	Recommendation	Recommendation grouping (3 options): By type By theme Short/medium/ long-term	Responsibility (one lead office/entity)	Other contributing entities (if applicable)	Priority: High/medium	By when
1.	**Prioritize fundraising for school feeding given the evidence in this evaluation of severe food deprivation in beneficiary households and the better learning outcomes in the intervention schools.** The critical gap being filled for the girls and boys in the families by the school meals and the THRs was evident from household survey findings on food security. 1. The government should clearly articulate the national commitment to school feeding (especially as a member of the School Meals Coalition), and ensure the school feeding is prioritised in key government plans, and that a budget line is included which can be used when engaging donors. 2. Education sector focused funds accessible to the government , for instance, the Global Partnership for Education's (GPE) accelerated funding and the Education Cannot Wait (ECW) seed funding, can be leveraged for the SFP if the government demonstrates that school feeding is a priority.	Short - Long term Strategic	WFP	UNICEF / Ministry of Education	High	2024 -2026
2.	**Generate evidence from the Home-Grown School Feeding programme (in view of the evolving funding climate) through research/evaluation in 2025-2026,** to gain insight into its effectiveness in strengthening local food systems within the context. 1. Conduct a research or formative evaluation of the HGSF programme to gain insight into its effectiveness in strengthening local food systems within the context. 2. Ensure that gender-sensitive indicators are developed that track women's participation in the food production, storage and distribution processes. Also develop indicators that can track sales/income at household level 3. Systematically monitor the HGSF programme based on the results framework and document progress to generate secondary data to support future research / evaluation	*Short - Long term* Operational	*WFP*	*Ministry of Agriculture*	*High*	2025 -2026

	4. Establish deliberate action to ensure there are no barriers preventing women from benefiting equally with men. 5. Increase advocacy to the government to avail national resources, both financial and human, to support the HGSF programme given its potentials for sustainability					
3.	**Develop and implement an adequately funded advocacy strategy that builds on the key findings of this evaluation and previous strategic work to scale up political and financial commitment to SF in SS.** 1. Carry out knowledge translation / valorisation - this could include developing short learning papers based on the findings of this evaluation. 2. Identify societal champions to collaborate with including media, celebrities within the entertainment sector, and social media influencers. 3. Explore high level engagements with government stakeholders such as at the level of the Presidency / Prime Minister.	*Short* Strategic	*WFP*	*UNICEF*	*High*	2024 -2025
4	**Intensify investment in government technical capacity for the logistical management of school feeding at national and state levels in all future SF support by WFP in SS.** 1. Address structural barriers that may limit impact of capacity development of government SF stakeholders. For instance, there is limited visibility of government school feeding stakeholders within the overall ministry, and the lack of a clear budget line for school feeding. Addressing these issues will enable improved capacity to have an effect. 2. Review the minimum human resource (HR) requirements to support the implementation of the SFP at national and state levels, and advocate for the government to carry out a time-bound recruitment drive. 3. Improve coordination of the SF department in the Ministry at national and local levels, Capacity is especially limited in the field - vertical coordination in SF implementation should be improved. 4. Invest in structured comprehensive re-(training) of all SFP staff at national and state levels. Develop a WFP capacity strengthening strategy to guide future technical support at the national and state levels. 5. Advocate for the introduction of school feeding logistics and management into teacher training curriculum at tertiary institutions.	Short – Medium term Operational	WFP	Ministry of Education	Medium	2025 -2026

| 5 | **Strengthen the programme monitoring system. Address data gaps in enrolment, attendance and drop-out data.** Include tracking of school kitchen functionality in the indicators.
 1. **Intensify partnerships with other agencies** to enable a more comprehensive M&E system. UNICEF and UNHCR are already implementing on a large scale (e.g. MHM, school kitchens, school governance structures, enrolment campaigns, disability inclusion etc). While there are many partners listed in programme documents, the level of engagement is sometimes minimal. WFP should increase geographic overlap with other partners where possible and ensure better collaboration at the planning stage, including sharing workplans to ensure sequencing of interventions that would have the highest impact.
 2. WFP usually has more physical presence in the field compared to other agencies, and thus is usually the agency cross-checking the monitoring. However, WFP is not yet positioned as key stakeholder in education and is not regularly invited to education cluster meetings. More can be done proactively to build that space and to highlight the added value WFP brings. Explore the use of monitoring tools from more education focused agencies (e.g. UNICEF) to gain more insight into what is happening in schools on the ground. Explore ways to efficiently monitor the multisectoral collaboration while improving government ownership.
 3. In addressing data gaps on enrolment, attendance and drop-out data, establish links with the existing EMIS efforts to avoid creating parallel structures.

 Gender equality perspectives should be clearly **outlined** in the project's outputs or indicators. Ensure future school feeding interventions include multi-year evaluations in the design of the programme with baseline, midline, follow-up and endline surveys, and recommendations for adjustments as appropriate during implementation. | <u>Short Operational</u> | <u>WFP</u> | <u>National Bureau of Statistics</u> | <u>High</u> | 2024-2025 |
| 6 | **Strengthen higher level outcomes in education, nutrition and food systems:**
 Develop a systematic approach with intentional geographic programme alignment in communities surrounding the schools. In addition to other recommendations:
 1. For Education outcomes – improve SBCC and advocate for teacher remuneration.
 2. For Nutrition – improve food diversification and scale up school gardening. | | | | | |

	3. For Food systems – improve integration of the resilience arm of programmes (ACL/SAMS) with the SFP, and work with partners to use schools as a platform for other resilience approaches.					
7	**Incorporate a more inclusive approach to target persons living with disabilities.** 1. Stakeholder consultations should include People with Disabilities and Disabled People's Organisations especially at the design stage of the next programme cycle. 2. Data should be collected on disability among the programme's target beneficiaries – an important step needed to prevent their exclusion from the interventions. 3. Disability inclusion will require infrastructural adjustments at the school level and possible policy adjustments which would require cooperation with other technical partners.	Medium Operational	MOH	WFP. UNICEF and UNFPA	Medium	2025 -2026
8	**Make menstrual hygiene management (MHM) an integral part of SFP in all target schools.** As part of this, ensuring the availability of sanitary pads should be a priority in gender-sensitive interventions to support girls' education.	Short – Medium term Operational	WFP	Ministry of Education /UNCESCO/UNICEF	High	2024-2026
9	**Ensure the retention of boys in schools to avoid creating a disparity since they may be more susceptible to engaging in criminal and gang-related activities, particularly in a post-conflict setting.** Closing the gender gap in education should be achieved by increasing girls' education without sacrificing boys' retention, as retaining boys in schools is equally important for child protection, rights, and the country's development. For instance, THRs has been useful for the enrolment girls and retention of girls. In schools where on-site school feeding is not available, take-home rations could also benefit families without female children or whose female children do not meet the SFP's class requirement. This would ensure that all families benefit from the programme, the incentive to send girls to school is maintained, and families with only boys meeting the requirements would not feel excluded, thereby helping prevent boys' dropout. However, it is noted that THR is a back-up mechanism. The focus should be for WFP to increase the target for on-site meals. Develop a clear criteria for targeting boys given the more settled South Sudanese context. In the past, targeting of boys was specific to post conflict/conflict resolution efforts and for rescued boys. However the focus now should be to continue improving the quality of the existing SFP for both boys and girls.	Medium Operational	WFP	Ministry of Education /UNCESCO/UNICEF	High	2024 -2026
10	**Improve on community consultation and participation in the programme design and implementation of the programme,**	Long term Strategic and Operational	WFP	Local Governments	Medium	2025 -2026

collection of community feedback, and decision making, empowering them more for programme ownership.	
1. Develop a Community Engagement Strategy to ensure continued community-led support and advocacy for children's education, nutrition, good health and security.	
2. Ensure that women associations, organizations for people living with disabilities etc. are adequately consulted at the design phase.	
3. Develop an advocacy strategy to reinforce accurate information on the school feeding programme objectives, to manage the expectations of the communities.	
4. Establish a school level complaints and grievance system that enables community SFP stakeholders to feedback concerns as well as to propose ways to improve programme delivery.	

4. Annexes

Annex 1: ToR summary

Background

1. These terms of reference (ToR) were prepared by the World Food Programme South Sudan Country Office (WFP SS Country Office) based upon an initial document review and consultation with stakeholders.

1.1. Introduction

2. These ToR are for the Decentralized Evaluation (DE) of the School Feeding Programme (SFP) activities in South Sudan. This DE is commissioned by the WFP SS Country Office and will cover the period from January 2018 to February 2023.

3. The purpose of the ToR is to provide key information to stakeholders about the evaluation, to guide the evaluation team and to specify expectations during the various phases of the evaluation[1].

4. Since 2003, WFP SS Country Office has been implementing the SFP mainly at the primary level to attract and keep children in school and improve their learning outcomes.

5. During the Interim Country Strategic Plan (ICSP) period of 2018-2022, the SFP started involving enabling activities toward sustainability and an agri-food systems approach, including technical support to formulate the 2019 National Home-Grown School Feeding (HGSF) Implementation Strategy and development of the 2021 and 2022 Letter of Understanding with the Ministry of Education to strengthen government participation in the SFP implementation. As of May 2022, the SFP had supported 1,000 primary schools, 12 secondary schools, and 6 teachers' learning institutes across the nation in 47 counties. The SFP budget from 2018 to 2022 is USD 226 million.

6. The ToR describes the context, rationale, purpose, and scope of the DE, including key evaluation questions, methodology, key audience, communication plan, deliverables, timeline, and dissemination plan.

1.2. Context

7. The Republic of South Sudan records persistent levels of subnational conflict and localized violence, climate-related shocks, and stressors such as a fourth consecutive year of abnormal flooding, and a macro-economic crisis, compounded an already dire humanitarian crisis in South Sudan.

8. According to the sectoral plan, while 3.6 million people are in-need of education, only 0.9 million people are planned for humanitarian assistance in the education sector. Further, 3.5 million children need child protection assistance but only 0.9 million children are targeted. To respond to the humanitarian crisis and needs in South Sudan, different types of partners have been working together as members of the HCT, accounting for 5 percent of 10 UN agencies, 59 percent of 107 National NGOs, and 36 percent of 66 International NGOs in South Sudan[10].

9. According to the Integrated Food Security Phase Classification (IPC) analysis conducted in October 2022, around 6.6million people (54 percent of the population) were projected to face IPC Phase 3 (Crisis) or higher levels of acute food insecurity during the lean season, between October and November 2022. Over the same period, an estimated 61,000 people were expected to be in IPC Phase 5 (Catastrophe), while 2.2 million people were expected to be in IPC Phase 4 (Emergency) acute food insecurity[11].

10. The Government of South Sudan recognizes a need to diversify the revenue source from oil to other potential productive sectors such as agriculture. The revised 2021 to 2024 National Development Strategy (NDS) aligns with the 2030 agenda for sustainable development and Africa Agenda 2063. National aspirations to transition from dependence on humanitarian aid to a

development path using the triple nexus approach, Humanitarian, Development, and Peace (HDP), was highlighted in the revised NDS (R-NDS).

12. The R-NDS sets out five objectives: 1) strengthened institutional capacity, 2) fostered macroeconomic stability 3) infrastructure for sustainable development, 4) increased support to social sector 5) mainstreamed gender. The R-NDS priorities are organized in into five clusters[176] and a cluster of economic development that aims to diversify the economy[177] is prioritized by diversifying to agriculture from petroleum and contributing to achieving SDG2. The service cluster (social development) focuses on education, health, and social protection, SGD 17 is not specifically related to any particular cluster, but partnership and coordination are embedded in all strategies, being addressed as one of the key features of principles of the R-NDS.

13. Under the 2018-22 ICSP for South Sudan, WFP has been addressing multi-year humanitarian crises through addressing emergency response through the provision of life saving assistance which is planned to be achieved through WFP's own delivery mechanisms and its Cooperating Partners (CPs), while also implementing strategies for strengthening community empowerment and self-reliance.

18. During the ICSP (2018-2022) period, South Sudan Country Office's strategies have shifted from a heavy focus on saving lives to incorporate changing lives. Although the budget allocations to resilience building activities were small overall (9 percent), funding allocated to resilience building grew over the life of the ICSP and results have been positive, demonstrating that WFP can deliver resilience building support effectively, even in conflict affected areas[19].

19. As of 31st December 2021, the ICSP received USD 2.57 billion through donor contributions against a needs-based plan of USD 5.04 billion, bringing overall funding level to 66 percent for the period 2018-2021 and 51 percent for the period 2018-2022. Funding shortfalls have forced WFP to reduce the size of rations. A substantial complicating factor in South Sudan has been the imperative of getting early contributions to procure and pre-position food commodities before the rainy season. Furthermore, a third key issue on the resourcing trends is donor earmarking at activity level (81.3 percent) which, when combined with negative impacts of a fluctuating currency, has created implementation challenges for WFP.

20. The Ministry of General Education and Instruction (MoGEI) is responsible for education between the pre-primary and secondary levels. It is currently operating under the 2017 to 2022 GESP, which prioritises access, quality, cost efficiency, and availability of resources. Despite the commitment to prioritize education through legal and strategic instruments, South Sudan's education system is characterized by low capacity and low levels of investment. There has been an overall increasing trend in budget allocations as a share of the national budget, but these still fall short of the national 10 percent target in the 2012 Education Act[178]. Expenditure on education as a percentage of total government expenditures only reached 0.9 percent in 2018.[179]

21. Despite a lack of consistency and disaggregation of data collection and analysis, there is enough information to suggest a concerning education sector performance. As per the 2018 education census by MoGEI, the net primary enrolment was 42.3 percent, compared to 61.8 percent for the gross primary enrolment with the proportion of girls being 42.8 percent (Education Management Information System (EMIS) 2018). The net rate had not increased much from 42.1 percent in 2012. UNICEF reported an increase in out-of-school children from 2.2 million in 2016 to 2.8 million in 2020[22]. Regarding equitable access to education, the country has the world's highest

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[176] The five clusters that will be delivered through this R-NDS include (i) governance, (ii) economic development, (iii) services (social development), (iv) infrastructure and (v) gender and youth (cross-cutting).

[177] Under 5.5.3 economic diversification strategy in R-NDS, as long-term discussion on diversification unfolds over the next few years, diversification to agriculture is a low-hanging fruit that can be achieved quickly.

[178] MoGEI and UNICEF (2019). The Education Budget Brief: South Sudan 2019.

[179] World Bank. https://databank.worldbank.org/source/world-development-indicators (accessed on 31 March 2021) [22] UNICEF. The Situation of Children and Women in South Sudan 2018 to 2020.

proportion of out-of-school children in the world, with 64 percent and 72 percent of primary-aged male and female children out of school, respectively.[180]

22. The rate of completion of primary education of South Sudan is the lowest in the world, with a significant gap between the rates for male and female children (30 percent and 18 percent respectively[181]). According to the Human Development Report 2021/2022, the Gender Development Index (GDI) of South Sudan is 0.843, meaning low equality in human development achievements between women and men and South Sudan has the Gender Inequality Index (GII) of 0.587, ranking 150 out of 191 countries[182]. Only 29 percent of women are literate, compared with 40 percent of men.[26]

23. In addition, a situation analysis by UNICEF (2021) highlights the effects of the COVID-19 that led to lack of access to education, livelihood pressures that led to child labour, and increased exposure of girls and women to Gender-Based Violence (GBV) including child and forced marriage, adolescent pregnancy, and sexual violence. Over 52 percent of girls are married or in another form of union before the age of 18 and around 65 percent of women and girls have experienced physical and/or sexual violence in their lifetimes, and 51 percent have suffered intimate partner violence.[27]

24. A contextual analysis by WFP (2020) highlights that GBV is deep-rooted, and a precarious life for girls is determined by poverty and gender norms from the perspective of income source for poor families[183], worsening gender inequality, in particular girls' education, restricted girls' mobility, limitation of decision-making power, and lack of access and control over resources and assets[29].

2. Reasons for the evaluation

2.1. Rationale

25. The evaluation of the SFP is being commissioned for several reasons. While SFP is one of the oldest (implemented since 2003) WFP programmes in South Sudan, it has not been comprehensively reviewed or evaluated. There are a number of opportunities and challenges for the SFP which have not been explored and interrogated to inform strategic programming, going forward. As a result, there is a need for more evidence to inform the development of a new school feeding strategy for the country office.

26. While the WFP Country Office has committed to expanding and integrating the Safety Net and Resilience (SNR) portfolio: SFP, Food Assistance for Assets (FFA), Urban Safety nets (USN), and SAMS in hard-to-reach areas, including conflict hotspots, it has been experiencing funding shortfalls while trying to respond to increasing needs. The evaluation is expected to make recommendations on how the SFP will strategically position itself within WFP and South Sudan to improve the resilience to shocks, and conflicts, and strengthen the integration of SFP in the Country Office portfolio.

2.2. Objectives

27. The DE findings and recommendations will be used to inform new SFP strategies and implementation approaches.

- **Accountability –** The evaluation will assess and report on the performance and results of the SFP in South Sudan.
- **Learning –** The evaluation will determine the reasons why certain results occurred or did not occur to draw lessons, derive good practices, and provide pointers for learning.

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[180] UNICEF. The State of the World's Children 2019
[181] UNICEF. The State of the World's Children 2019
[182] UNDP. Human Development Report 2021/22. 2022. Gender Development Index measures disparities on the HDI (longevity, education, and income per capita) by gender and the Gender Inequality index presents a composite measure of gender inequality using three dimensions: reproductive health, empowerment, and the labour market
26 World Bank. Literacy rate, adult total (percent of people ages 15 and above) – South Sudan.
27 United Nations. 2021. United Nations Common Country Analysis for South Sudan.
[183] WFP. Integrating Gender in safety nets and resilience programmes. Contextual analysis of communities in South Sudan 2020 [29] UNICEF (2021).

Findings will be actively disseminated, and lessons will be incorporated into relevant lesson-sharing systems.

- **Adaptive programming –** The evaluation will also provide evidence-based findings to inform operational and strategic decision-making.

28. Specifically, the evaluation will:

- Assess the Country Office's strategic positioning, alignment to and progress towards national commitments, systems, and programmes.
- Assess appropriateness, effectiveness, efficiency, and quality[30] towards adaptive and integrated programming in line with WFP corporate and Country Office vision and strategies.
- Assess programme results and identify reasons behind under, satisfactory, and over performance.
- Assess effectiveness in the type and depth of strategic partnerships.
- Assess the extent to which the SFP is adequately adopting gender and protection responsive approach to addressing targeted needs of school-age girls and boys.
- Provide evidence and recommendations for programme re-orientation towards an integrated, high quality and impactful SFP in South Sudan.

2.3. Stakeholder analysis

29. The evaluation will seek the views of, and be useful to, a broad range of WFP internal and external stakeholders. Several stakeholders will be asked to play a role in the evaluation process considering their expected interest in the results of the evaluation and relative power to influence the results of the SFP.

30. Accountability to affected populations (AAP) is tied to WFP commitments to include beneficiaries as key stakeholders in WFP work. WFP is committed to ensuring gender equality, equity, and inclusion in the evaluation process, with participation and consultation in the evaluation by women, men, boys, and girls from different groups (including persons with disabilities, the elderly, and persons with other diversities.

3. Subject of the evaluation
3.1. Subject of the evaluation

31. This DE will evaluate the SFP activities in South Sudan, covering the ICSP period from January 2018 to February 2023 across the nation.

32. WFP ICSP for South Sudan was approved by the Executive Board for an initial duration of 3 years (20182020). The ICSP was subsequently extended until December 2022 to align with the UNCF. The ICSP was developed to provide WFP with a medium-term strategy for responding to a multi-year acute crisis building on existing humanitarian-development synergies to address immediate needs and underlying constraints for effective crisis response[184].

33. During the ICSP, the SFP started involving enabling activities towards sustainability and an agri-food systems approach. These activities include, amongst others, technical support to formulate the 2019 HGSF Implementation Strategy and development of the 2021 to 2022 Letter of Understanding with the Ministry of Education to strengthen government participation in the SFP implementation.

34. Several factors impacted the programme implementation and delivery in recent years. The COVID-19 and flooding are amongst the key external factors which have negatively affected the school feeding programme leading to suspension of the programme to comply with COVID-19 mitigation measures. The COVID-19 pandemic resulted in prolonged closure of schools across the country (March 2020 to May 2021) while flooding is a common occurrence in some regions and in recent years the seasonal floods have been unusually prolonged in nature thereby rendering some schools inaccessible for a considerable period. During the protracted school closure due to the

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[184] WFP (2018). South Sudan Interim Country Strategic Plan (2018-2020).

COVID-19 pandemic, take home rations were distributed to learners as a way of ensuring children and households access to nutritious food.

35. Under the new CSP (2023-2025), integration of the school feeding programme with resilience and peace building activities will be further strengthened and extended to marginalized and hard to reach locations to facilitate equitable access to education for greater and sustainable impact. The cost of the SFP activities was estimated at USD 11 million in 2022, representing 4 percent of the Needs Based Plan (NBP) of 2021.

Table 17: SFP planned vs actual costs during the ICSP – USD - Millions

2018		2019		2020		2021		2022*	
Plan	Actuals	Plan	Actuals	Plan	Actuals	Plan	Actuals	Plan	Actuals
40.6	20.5	49.7	24.2	47	15.7	44.4	19.1	44.4	10.5

Source: ACRs 2018-2021. Final 2022 figures to be provided at year end.

36. The SFP assistance package comprises of either hot meals or the take-home-rations; therefore, dry rations are not an addition to on-site feeding for a specific incentive[185]. WFP provides in-kind food (cereal, legumes, vegetable oil, and salt) to schools, thus no cash-based transfers (CBT). There is a provision for boarding schools. Daily rations vary: 164 grams of meal for day scholars, 535 grams for boarders, and 614 grams for those who receive the THR.

3.2. Scope of the evaluation

37. The evaluation will cover the period of programme implementation from January 2018 to February 2023 across all the SFP locations ensuring coverage of areas with: (i) different IPC levels; (ii) integration of SFP into other programmes; (iii) no integration of SFP with other programmes; (iv) crisis-affected populations; (v) refugee populations; (vi) on-site school feeding modality; (vii) take home rations (THRs); vi) boarding schools; (vii) primary schools; (vii) secondary schools; and (viii) homegrown school feeding programme. In addition, the evaluation will also focus on WFP's technical assistance/support to the education sector in terms of policy and strategy development.

38. All target groups (including women and girls, rural and urban, refugee and crisis affected) of the SFP will be included in the evaluation. Special attention will be given to ensure that gender, and equity/inclusion dimensions are integrated in evaluation design, data during collection, analysis, and reporting.

39. The main unit of analysis is the SFP including its objectives, outcomes, outputs, activities, and inputs as contained the ICSP. The evaluation will also assess WFP's SFP activities in South Sudan not explicitly included in the ICSP documents, a strategic evaluation of global SFP, and the joint impact evaluation documents for KFW-funded joint resilience programme, and others (if any).

40. The evaluation will focus on assessing WFP's SFP contributions to the ICSP strategic outcomes, establishing plausible causal relations between the outputs of WFP activities, the implementation process, the operational environment, and the changes observed at outcome level, including any unintended consequences, positive or negative.

41. The evaluation scope will include an assessment of how relevant and effective the SFP was in responding to the COVID-19 and other shocks in South Sudan.

4. Evaluation approach, methodology and ethical considerations

4.1. Evaluation questions and criteria

42. The evaluation will address the following key questions, which will be further developed and tailored by the evaluation team in a detailed evaluation matrix during the inception phase.

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[185] The Goss through multi-donor support provides an incentive for girls from primary level 5 to secondary level 4.

Table 18: Evaluation questions and criteria

Main evaluation questions	Criteria
Q1: How well was the SFP aligned with needs of beneficiaries and the national priorities, strategies, policies?	**Relevance**
Q2: How coherent was the SFP with internal and external interventions?	**Coherence**
Q3: To what extent did SFP achieve its objectives and results?	**Effectiveness**
Evaluation questions	**Criteria**
Q4: How did the SFP achieve quality[35] and efficiency in the delivery of assistance with available resources?	**Efficiency**
Q5: What wider effects did the SFP contribute to for students, households, communities, and institutions?	**Impact/Effects**
Q6. To what extent did the SFP contribute to sustainable food security, nutrition, and social protection in households, schools, communities, and government?	**Sustainability**

43. Gender equality and women empowerment, protection, equity, and wider inclusion have been mainstreamed across the evaluation criteria and will be further refined during the inception phase to the extent possible.

4.2. Evaluation approach and methodology

44. The evaluation methodology will be designed by the evaluation team during the inception phase. It should: employ the relevant evaluation criteria defined above, apply an evaluation matrix geared towards addressing the key evaluation questions taking into account the data availability challenges, the budget and timing constraints, ensure through the use of mixed data collection methods (individual interviews, Focus Group Discussions (FGD), key informant interviews, etc.), that women, girls, men, and boys from different stakeholder groups participate and that their different voices are heard and used and include use of innovative methods such as case studies, success stories, and most significant change technique among others.

45. The methodology chosen should demonstrate attention to impartiality and reduction of bias by relying on mixed methods (quantitative, qualitative, participatory, etc.) and different primary and secondary data sources that are systematically triangulated (documents from different sources; a range of stakeholder groups, including beneficiaries; direct observation in different locations; across evaluators; across methods etc.).

46. Regarding sampling, 5 schools per state are proposed to be sampled - 50 schools in total. The 5 schools will be selected using defined /agreed upon criteria including: i) schools enrolled in the SFP before and during the ICSP; ii) type of modality (THR, on-site); iii) location - rural and urban; iv) level of school (primary, secondary, others), and v) status of IPC (IPC 3, and 4). In each of the sampled schools, 5 parents, 5 teachers, 5 students, and Parents and Teachers Association (PTA) representatives, will be sampled (randomly or purposively) as respondents of the DE.

47. The evaluation team will need to expand on the methodology presented in the ToR and develop a detailed evaluation matrix in the inception report.

4.3. Evaluability assessment

48. WFP Country Office has an M&E system that facilitates collection of data to assess SFP implementation processes, and measure output and outcome indicators.

49. SFP outputs (number of schools supported, number of children assistance to meet basic nutrition and food needs, quantify of food distributed, number of non-food items distributed...) are collected and submitted by WFP CPs monthly tracked through Country Office MET (WFP's corporate web-based planning and reporting platform).

50. In addition, the other evaluations and periodic reports will provide useful data/information (evidence) to inform the SFP evaluation.

51. However, several issues could have implications on the evaluability of the SFP DE.

52. The evaluation team should collect and review a range of additional information and data, including on coordination, complementarity and coherence, risk management, contingency planning, resourcing, human resource capacity, and AAP. In Addition, the evaluation methodology and approach such as sampling, data collection tools and methods should ensure the gender-sensitiveness.

4.4. Ethical considerations

53. The evaluation must conform to UNEG ethical guidelines for evaluation. Accordingly, the selected evaluation firm is responsible for safeguarding and ensuring ethics at all stages of the evaluation process.

54. The evaluation firm will be responsible for managing any potential ethical risks and issues and must put in place, in consultation with the evaluation manager, processes and systems to identify, report and resolve any ethical issues that might arise during the implementation of the evaluation.

55. All members of the evaluation team will abide by the 2020 UNEG Ethical Guidelines, including the Pledge of Ethical Conduct as well as the WFP technical note on gender.

4.5. Quality assurance

56. The WFP evaluation quality assurance system sets out processes with steps for quality assurance and templates for evaluation products based on a set of Quality Assurance Checklists.

57. The WFP DEQAS is based on the UNEG norms and standards and good practice of the international evaluation community and aims to ensure that the evaluation process and products conform to best practice.

58. The WFP evaluation manager will be responsible for ensuring that the evaluation progresses as per the DEQAS Process Guide and for conducting a rigorous quality control of the evaluation products ahead of their finalization.

59. To enhance the quality and credibility of decentralized evaluations, an outsourced quality support (QS) service directly managed by the WFP OEV reviews the draft ToR, the draft inception and the evaluation reports, and provides a systematic assessment of their quality from an evaluation perspective, along with recommendations.

60. The evaluation manager will share the assessment and recommendations from the quality support service with the team leader, who will address the recommendations when finalizing the inception and evaluation reports. To ensure transparency and credibility of the process in line with the UNEG norms and standards,[1] a rationale should be provided for comments that the team does not take into account when finalizing the report.

61. The evaluation team should be assured of the accessibility of all relevant documentation within the provisions of the directive on disclosure of information. This is available in the WFP Directive CP2010/001 on information disclosure.

62. All final evaluation reports will be subject to a post-hoc quality assessment (PHQA) by an independent entity through a process that is managed by the Office of Evaluation.

Annex 2: Timeline

Main phases	Timeline	Tasks and deliverables
Inception	**June – November 2023**	Document review/ briefing Inception mission [in person or remote] Inception report
Data collection	**Nov 2023 – January 2024**	Fieldwork Exit debriefing
Reporting	**February – August 2024**	Data analysis and report drafting Comments process Learning workshop Final evaluation report
Dissemination and follow-up	**September 2024**	Management response Dissemination of the evaluation report

Annex 3: Evaluation matrix

The team has reviewed the evaluation questions (EQs) as presented in the TOR, has mainstreamed gender and inclusion into the questions and also derived sets of logically sequenced sub-questions. The OECD/DAC criteria will be used in the assessments.

Overall, the availability and quality of evidence from the document review is medium and, in some cases, low. Primary quantitative (school based and HH surveys) and qualitative (KII and FGDs) evidence will be generated in this evaluation to compensate for the gaps and increase the reliability and credibility of findings.

Questions				Criteria
1. How well was the SFP aligned with needs of beneficiaries and the national priorities, strategies, policies?				*Relevance*
Sub questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/ triangulation
1.1. To what extent did the SFP respond to the changing operating context, and programmatic needs over time in a gender-responsive manner using an integrated approach? 1.1.1. To what extent were the SFP interventions responsive to the evolving needs at the community levels (urban, rural settings and in refugee	Evidence of systematic identification of the country's needs prior to programming. Selected interventions are consistent with identified needs of targeted populations and national priorities. Evidence of the SFP meeting the specific needs of the expected beneficiaries, (direct and indirect) at national, state and county levels Evidence of Human Rights Based Approach (HRBA) and Gender programming mainstreaming in the programme Evidence of SFP as a safety-net, related to multi–Sustainable Development Goals (SDGs)- specifically and directly- SDGs 1,2,3,4,5 and 17. Intervention design and programme logic showing considerations of different contextual	Desk Review Key informant interviews with WFP staff including monitoring and evaluation officers, and gender focal points; Government, FAO, UNICEF, UNESCO, and other key stakeholders. Focus Group Discussions (FGDs) with community men and women, PTA, SMC, SBG, retailers etc. HH Beneficiary survey	Monitoring and Evaluation Reports Annual Country Reports UCF/UNSDCF annual reports Qualitative information from KII and FGDs Quantitative information from HH Beneficiary survey and Headteacher survey	Descriptive Analysis Content analysis Triangulation of different data sources and methods. Different persons will be asked the same questions and areas of agreements and disagreements will be noted. Any weakness in addressing the question via desk review alone will be compensated for by the KII. This will increase the credibility of the findings.

camps); and the evolving aspirations of the governments at the national and state levels?	elements in the assumptions, risks and mitigating factors Communities' perceptions around priority needs for school feeding for children Communities' awareness and acceptance of overall SFP interventions Communities' perceptions of responsiveness of the programme to contextual and emerging realities Government stakeholders' perceptions of responsiveness of the programme to contextual and emerging realities Implementing partners' perceptions of the programme's responsiveness to contextual and emerging realities			
1.2. To what extent was the SFP aligned with the policies, strategies, and priorities of the government, especially for girls?	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) Stakeholders' views on alignment of the SFP with national policies, strategies and priorities. Stakeholders' views of alignment of WFP supported SFP interventions with those implemented by other partners. Stakeholders' views on gaps in alignment and the effects	Evaluability Assessment Desk Review Key informant interviews with WFP staff, Government, UNICEF, UNESCO, FAO and other key stakeholders. Secondary quantitative data analysis	Monitoring and Evaluation Reports; Programme and project documents National Strategic Planning and Policy Documents UCF/UNSDCF annual reports Qualitative information from KII	Descriptive Analysis Content analysis Triangulation of different data sources and methods. Different persons will be asked the same questions and areas of agreements and disagreements will be noted. Any weakness in addressing the question via desk review alone will be compensated for by the KII. This will increase the credibility of the findings.

1.3. How did the SFP target the right intervention areas/schools, populations, and feeding programme, and modality? 1.3.1. What criteria were used for the selection of the states, counties, and schools where the interventions were implemented?	Listing of areas where the SFP is implemented by criteria SFP listed criteria for equity (*listed below*) and gender integrated into the programme design and implementation: *Drought affected areas* *Flooded areas* *Areas with increased security/displacements* *IDPs and* *Targeted groups as school-age children attending* *primary schools (aged 6-18); primary school teachers; school staff; Parent Teacher Associations (PTAs) and School Management Committees (SMC); and the education system in general.* *Accessibility -to enable food deliveries, roll-out of education programmes and programme monitoring;*	Desk Review Key informant interviews with WFP staff including monitoring and evaluation officers, and gender focal points; Government, UNICEF, UNESCO, FAO and other key stakeholders. Secondary quantitative data analysis	Programme and project documents Annual Country Reports Monitoring and Evaluation Reports. Qualitative information from KII	Descriptive Analysis Content analysis Triangulation of different data sources and methods.
1.4. To what extent was the SFP designed/adapted and implemented based on sound gender analysis and protection considerations? 1.4.1. What interventions were included in	Evidence on HRBA and gender programming mainstreaming into the programme logic Evidence of gender and equity considerations in the disaggregation of data Evidence of gender awareness and technical capacity of WFP staff and partners to mainstream gender in the programme	Desk Review Key informant interviews with WFP staff including monitoring and evaluation officers, and gender focal points; Government, UNICEF, UNESCO, FAO and other key stakeholders. Focus Group Discussions (FGDs) with	Programme and project documents Annual Country Reports Monitoring and Evaluation Reports; Qualitative information from KII and FGDs Quantitative information from HH Beneficiary survey and Headteacher survey	Descriptive Analysis Content analysis Triangulation of different data sources and methods. Different persons will be asked the same questions and areas of agreements and disagreements will be noted. Any weakness in addressing the question via desk review alone will be compensated for by the primary quantitative

the design and implementation of the programme to enable access to SFP interventions by girls, women and other marginalised groups; and gender transformations?	Evidence on monitoring tools to measure progress on GEWE and equity Beneficiary feedback mechanisms included in the design or adaptations of the SFP Monitoring. tools designed and implemented to assess SFP progress on GEWE and equity Perceptions of government stakeholders at national and state levels on the consideration of gender and vulnerable groups in the design and implementation of interventions. Perceptions of WFP CO staff and implementing / technical partners of consideration of gender and vulnerable groups in the design and implementation of interventions Communities' perceptions on access of the interventions to all groups including women, girls and the most deprived / marginalized groups including children living with disabilities Perceptions of WFP CO staff and implementing / technical partners beneficiary feedback mechanisms available in the programme and the	school girls and boys; community men and women, PTA, SMC, SBG, retailers etc. Secondary quantitative data analysis HH Beneficiary survey		and qualitative data. This will increase the credibility of the findings.

	level of functionality of the mechanisms Communities' perceptions on access to and functionality of beneficiary feedback mechanisms for all groups including women, girls and the most deprived / marginalized groups			
2. How coherent was the SFP with internal and external interventions?				*Coherence*
2.1. To what extent did the SFP consider WFP's strategy and programme for long term resilience and social protection, especially for girls and women?	Alignment of the SFP with the WFP ICSP (2018 -2022) and WFP Country Gender Action Plan (2016-2022) Evidence 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. Stakeholders' perception of the extent to which the SFP was in line with WFP's strategies and programme for long term resilience and social protection especially for girls and women.]	Desk Review Key informant interviews with WFP staff including and gender and protection focal points; government stakeholders and cooperating partners	Programme and project documents Annual Country Reports UNSDCF South Sudan (2019-2021) WFP CSP South Sudan (2019-2021) WFP / UN Global strategy documents WFP Gender Policy (2015–2020) Qualitative information from KII	Thematic analysis Content analysis
2.2. How well was the SFP implementation embedded/integrated into the national and sub-national service and programme delivery systems?	Extent of alignment of the SFP with the national and sub-national service and programme delivery systems Evidence of alignment of programme's objectives, targeting and activities with those stated/ prioritised in the national	Desk Review Key informant interviews with WFP staff including monitoring and evaluation officers, and gender focal points; Government (national,	Programme and project documents Annual Country Reports National Strategic Plan and Policy documents Qualitative information from KII	Thematic analysis Content analysis Triangulation of different data sources.

	and sub-national service and programme delivery systems Stakeholders' perceptions of how well the implemented SFP interventions were integrated into the national and sub-national service and programme delivery systems	sub-national and county level), UNICEF, UNESCO, FAO and other key stakeholders.		
2.3. To what extent was the SFP complementary to other interventions such as Small Agricultural Market Support (SAMS) and nutrition, and was it integrated into community and other actors' interventions?	Evidence of complementarity of the SFP with SAMS, Food for Asset (FFA) and similar programmes. Stakeholders' perceptions of the extent to which the implemented SFP interventions were integrated into community and other actors' interventions Women and men of the communities' perception on the extent to which the SFP complemented their food security initiatives. Communities' and retailers' (women and men)'s perceptions on influence of SFP on livelihoods of smallholder farmers as a result of use of local produce.	Desk Review Key informant interviews with WFP staff including monitoring and evaluation officers, and gender focal points; Government, UNICEF, UNESCO, FAO and other key stakeholders. Focus Group Discussions (FGDs) with community men and women, PTA, SMC, SBG, retailers etc. HH Beneficiary survey	Programme and project documents Annual Country Reports Monitoring and Evaluation Reports; Qualitative information from KII and FGDs Quantitative information from HH Beneficiary survey	Thematic analysis Content analysis Triangulation of different data sources and methods. Different persons will be asked the same questions and areas of agreements and disagreements will be noted. Any weakness in addressing the question via desk review alone will be compensated for by the KII. This will increase the credibility of the findings.
2.4. To what extent was the SFP designed and delivered in line with humanitarian principles?	Evidence of alignment of SFP design with WFP humanitarian principles of humanity, impartiality, neutrality, and independence. Stakeholders' views of the extent to which the SFP was designed and delivered in line with the humanitarian	Desk Review Key informant interviews with WFP staff including monitoring and evaluation officers, and gender focal points; Government, UNICEF,	Programme and project documents Annual Country Reports Monitoring and Evaluation Reports; Qualitative information from KII and FGDs	Descriptive Analysis Content analysis Triangulation of different data sources and methods. Different persons will be asked the same questions and areas of agreements and disagreements will be noted.

	principles of humanity, impartiality, neutrality, and independence. Communities' perceptions of the extent to which the programme was delivered in line with humanitarian principles. Stakeholders' views of SFP as a nexus for peace building efforts and humanitarian actions	UNESCO, FAO and other key stakeholders. Focus Group Discussions (FGDs) with school girls and boys; community men and women, PTA, SMC, SBG etc. Secondary quantitative data analysis HH Beneficiary survey Headteacher survey	Quantitative information from: HH Beneficiary survey and Headteacher survey	Any weakness in addressing the question via desk review alone will be compensated for by the KII. This will increase the credibility of the findings.
3. To what extent did SFP achieve its objectives and results?				**Effectiveness**
3.1. To what extent were the outputs and outcomes of the SFP achieved? 3.1.1. Extent to which the SFP achieved the expected results in relation to health and nutrition status of school going children; educational sector performance (enrolment, attendance, retention, and learning) especially for girls; and the use	Evidence with reference to the agreed set of indicators for the programme: - Number of schools targeted vs number of schools reached - Comparison of most recent output data with baseline and targets - Comparison of most recent outcome data with baseline and targets - Methods of SFP used (received take home rations, on-site school feeding, on boarding) Percentage of girls achieving basic literacy in intervention and comparison schools Percentage of girls achieving basic numeracy in intervention and comparison schools	Desk Review Key informant interviews with WFP staff including monitoring and evaluation officers, and gender focal points; Government, UNICEF, UNESCO, FAO and other key stakeholders. Focus Group Discussions (FGDs) with school girls and boys; community men and women, PTA, SMC, SBG etc. Secondary quantitative data analysis School based surveys – students' learning outcomes assessment and HT survey HH Beneficiary survey	Programme documentation and Government reports Monitoring and Evaluation Reports; WFP log frame and performance data UCF/UNSDCF annual reports Available EMIS data Available school inspection data Qualitative information from KII and FGDs Quantitative information from Quantitative information from School based surveys including learning outcomes assessment and Headteacher survey HH Beneficiary Survey	Descriptive statistics Thematic analysis Content analysis Triangulation of data will be carried out using the different methods to ask the same questions, and asking different types of respondents the same questions. This will enable us to identify areas of agreement and disagreement between and within groups of respondents. Any gaps in the desk review will be compensated for by the information obtained from the FGD and KII data to increase the validity of the findings.

of locally produced food in HGSF?	Percentage of boys achieving basic literacy in intervention and comparison schools			
	Percentage of boys achieving basic numeracy in intervention and comparison schools			
	Percentage of girls' enrolled in intervention and comparison schools			
	Percentage of boys' enrolled in intervention and comparison schools			
	Perceptions of the government and teachers regarding the capacity of teachers to deliver effective learning to girls and boys			
	Stakeholders and Communities' perceptions of quality of literacy instruction, and school leadership capacity			
	Stakeholders' perceptions of student attentiveness, attendance and dropout,			
	Communities' perceptions of alleviation of short-term hunger of school children through the provision of school meals			
	Communities' perceptions of influence of the SFP activities on household			

	nutritional behaviours and their children's health and nutritional status Stakeholders' perceptions of the extent to which locally produced foods are used for the SFP and if there have been any changes in the past five years. Communities' perceptions of the extent to which locally produced foods are used for the SFP and if there have been any changes in the past five years. Stakeholders' perceptions of the Most Significant Change (MSC) due to the SFP Communities' perceptions of the MSC due to the SFP			
3.2. What were the major factors influencing the achievement or non-achievement of the outcomes/objectives of the SFP? 3.2.1. What other internal or external factors affected the programme's ability to deliver results?	Stakeholders' perceptions of facilitators of the achievement of different programme components Communities' perceptions of facilitators of the achievement of different programme components Stakeholders' opinions on usefulness and achievements of Community Mobilization, Social and Behaviour Change Communication activities	Desk Review Key informant interviews with WFP staff including monitoring and evaluation officers, and gender focal points Government, UNICEF, UNESCO, FAO and other key stakeholders. Focus Group Discussions (FGDs) with school girls and boys; community men and women, PTA, SMC, SBG etc. School based surveys HH Beneficiary survey	Programme documentation and Government reports Monitoring and Evaluation Reports; WFP log frame and performance data UCF/UNSDCF annual reports Available EMIS data Available school inspection data Qualitative information from KII and FGDs	Contribution analysis Causal analysis Triangulation of data will be carried out using the different methods to ask the same questions, and asking different types of respondents the same questions. This will enable us to identify areas of agreement and disagreement between and within groups of respondents. Any gaps in the desk review will be compensated for by the

	Communities' opinions on usefulness and achievements of Community Mobilization, Social and Behaviour Change Communication activities Stakeholders' perceptions of the main drivers of change Communities' perceptions of the main drivers of change Stakeholders' perceptions of **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.) that influenced the achievement or non-achievement of objectives / results Stakeholders' perceptions of external factors (the external operating environment; the funding climate; external incentives and pressures etc.) that influenced the achievement or non-achievement of objectives / results		Quantitative information from School based surveys including learning outcomes assessment and Headteacher survey HH Beneficiary Survey	information obtained from the FGD and KII data to increase the validity of the findings.
3.1. To what extent and how did the SFP contribute to achieving gender	Number of gender-responsive needs assessments related to the programme strategies at the country level.	Desk Review School surveys	Programme documentation and Government reports	Contribution analysis Causal analysis Triangulation of data will be carried out using the different

equality and protection outcomes, especially for girls? Were there any differential effects experienced between girls and boys? What are the gaps that still need to be addressed? 3.2.2. To what extent did the SFP foster a more inclusive and safe environment to girls, boys women and men ?	Evidence of differential effects experienced between girls and boys Stakeholders' views and evidences of the SFP enabling compliance to national and international obligations around women's/children's/human rights Evidence of gender and equity considerations in the disaggregation of routine monitoring data Stakeholders' and Communities' perceptions of the fulfilment of women's and girls' needs related to school feeding and education Stakeholders' and Communities' perceptions on how the intervention acted upon women's decision making and autonomy Level of gender perspective integrated in the programme's log frame and the results chain: Communities' views/prioritisation of education for girls' vis a vis other urgent priority Communities' views/prioritisation of education for boys' vis a vis other urgent priority	Household surveys Key informant interviews with WFP staff including monitoring and evaluation officers, and gender focal points; Government, UNICEF, UNESCO, FAO and other key stakeholders. Focus Group Discussions (FGDs) with school girls and boys; community men and women, PTA, SMC, SBG, retailers etc. HH Beneficiary survey School based surveys	Monitoring and Evaluation Reports; WFP log frame and performance data UCF/UNSDCF annual reports Available EMIS data Available school inspection data Qualitative information from KII and FGDs Quantitative information from School based surveys including learning outcomes assessment and Headteacher survey HH Beneficiary Survey	methods to ask the same questions, and asking different types of respondents the same questions. This will enable us to identify areas of agreement and disagreement between and within groups of respondents. Any gaps in the desk review will be compensated for by the information obtained from the FGD and KII data to increase the validity of the findings.

	Communities' views of education as a safe environment protecting boys from child soldier recruitment Level of gender perspective integrated in the programme's strategy Inclusion of efforts to enhance gender equality perception relating to SFP – how gender roles are perceived by communities in programme's strategy GBV prevention and response is included in SFP interventions.			
3.3. How did the SFP adapt to achieve its objectives, outputs, and outcomes in response to shocks and stressors including COVID-19 and conflict affected environment?	Evidence of adaptations made by the SFP in response to shocks and stressors including COVID-19 and conflict affected environment Evidence of effective implementation practices of available contingency response plans Identified risks, shocks and stressors Stakeholders' perceptions of how risk was managed - strategies that dealt with the risks, shocks and stresses Stakeholders' perceptions of the effect of shocks and stressors including COVID-19 on women and girls Stakeholders' perceptions on the extent to which the programme responded in a timely and relevant manner in the COVID-19 crises	Desk Review Key informant interviews with WFP staff including monitoring and evaluation officers, and gender focal points; Government, UNICEF, UNESCO, FAO and other key stakeholders. Focus Group Discussions (FGDs) with community men and women, PTA, SMC, SBG, retailers etc. HH Beneficiary survey Headteacher survey	Programme documentation and Government reports Monitoring and Evaluation Reports; WFP log frame and performance data UCF/UNSDCF annual reports Available EMIS data Available school inspection data Qualitative information from KII and FGDs Quantitative information from HH Beneficiary Survey and Headteacher survey	Thematic analysis Content analysis Triangulation of data will be carried out using the different methods to ask the same questions, and asking different types of respondents the same questions. This will enable us to identify areas of agreement and disagreement between and within groups of respondents. Any gaps in the desk review will be compensated for by the information obtained from the FGD and KII data to increase the validity of the findings.

	Adjustments made to accommodate, insecurity, climate related shocks and/or economic shocks Alternative modes of programme processes implemented during the pandemic Emerging Opportunities			
3.4. To what extent did WFP's partnerships with other actors contribute to achievement of SFP outputs and outcomes?	Number of partnerships associated with the SFP Stakeholders' perceptions of the extent to which partnerships and collaborations have been leveraged by the programme Stakeholders' perceptions and evidences of changes due to the added value of the partnerships Stakeholders' views of gained net value due to the participation of their organisations in the partnership	Desk Review Key informant interviews with WFP staff including monitoring and evaluation officers, and gender focal points; Government, UNICEF, UNESCO, FAO and other key stakeholders.	Programme documentation and Government reports UNCF/UNSDCF annual reports Qualitative information from KII	Content analysis
4. How did the SFP achieve quality and efficiency in the delivery of assistance with available resources?				**Efficiency**
4.1. To what extent were all activities of SFP implemented and provision of food and other inputs delivered on time?	Evidence of timeliness of implementation of SFP activities including provision of food and other inputs. WFP and Government Stakeholders' views on timely delivery of results of the SFP interventions	Desk Review Key informant interviews with WFP staff including monitoring and evaluation officers, and gender focal points; WFP logistics unit and	Programme documentation and Government reports Preposition plans Qualitative information from KII	Content analysis Triangulation of different data sources.

		Cooperating partners Government, UNICEF, UNESCO, FAO, and other key stakeholders.		
	Government stakeholders' perceptions of timeliness of WFP's support			
4.2. To what extent have all activities of SFP been cost effective? 4.2.1. What measures were put in place to improve cost-effectiveness of SFP?	Total Budget allocation and expenditures. Unit cost per result achieved. Cost savings as % of project expenditure Assessment of programme in terms of intended vs achieved outputs and outcome vis a vis allocation /expenditure (for each programmatic element) Stakeholders' views and evidence of adequacy of and gaps (if any) in human, financial and materials resources provided in the SFP (allocations/intended results and actual expenditures/results produced) Stakeholders' views of strategies used to accommodate limited resources without compromising quality. Documented evidence of economical use of allocated resources for results produced.	Desk Review Key informant interviews with relevant WFP and Government stakeholders	Programme Intervention Monitoring data Donor Reports SFP Financial Reports Annual Country Reports; Data programme operational costs Qualitative information from KII	Content / Financial analysis
4.3. How did the SFP strengthen systems, procedures, and staff	Stakeholders' views of quality of monitoring and evaluation carried out to achieve results.	Desk Review	Programme documents including Annual Country Reports	Content analysis

capacity, including within WFP and CPs, to strive towards improved (timeliness, quality, and efficiency) programme implementation?	Stakeholders' perceptions of 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. Stakeholders' opinions on strengths and weakness of different systems and procedures – produce supply procurement / supply chain of food commodities, storage, and distribution to beneficiaries. Evidence of strengthened organisational capacities and systems to manage and implement a nutrition sensitive SFP. Evidence of staff capacity building including training of government stakeholders and retailers in SFP	Key informant interviews with relevant WFP and Government stakeholders as well as cooperating partners	Qualitative information from KII	

5. What wider effects did the SFP contribute to for students, households, communities, and institutions?				*Effects / Impact*
5.1. To what extent did the different modalities (on-site, THR) and approaches (traditional and home-grown) activities impact food security, nutrition, and learning of beneficiaries (boys	Evidence of transformational changes related to food security, nutrition, and learning of beneficiaries (boys and girls), and community. Stakeholders' views and evidence of change in mind-set, gender-perception shifts etc. within the communities due to the programme activities	Desk Review Key informant interviews with WFP staff including monitoring and evaluation officers, and gender focal points; Government, UNICEF, UNESCO, FAO and other key stakeholders. Focus Group Discussions (FGDs) with	Programme and project documents Annual Country Reports Monitoring and Evaluation Reports. Qualitative information from KII and FGDs HH Beneficiary Survey information	Thematic analysis Contribution analysis Triangulation of data will be carried out using the different qualitative methods to ask the same questions and asking different types of respondents the same questions. This will enable us to identify areas of agreement and disagreement between and within groups of respondents. We will compare

		community men and women, PTA, SMC, SBG etc. HH Beneficiary survey		answers between different respondent groups within the different departments. We will assign weights in the qualitative analysis using the frequency of respondents' perceptions and agreements between different interviews and respondents.
and girls), and community?				
5.2. What intended and unintended, positive, and negative effects did the SFP have on targeted students, institutions, and communities, including on key gender issues?	Stakeholders' views and evidence of positive and negative effects of the programme Stakeholders' views and evidence of intended and unintended positive and negative effects of the SFP Stakeholders' perspectives and evidence on programme impact regarding gender-related issues (positive, negative, or reinforcement of gender inequality) Numbers and types of groups that have been reached in different settings (including the most deprived and those most likely to miss SFP interventions) Differential effects across various target groups or settings (e.g., rural vs. urban, type of school, boys vs. girls, conflict vs. stable locations, disability) Communities and Stakeholders' views and evidence of SFP addressing	Desk Review Key informant interviews with WFP staff including monitoring and evaluation officers, and gender focal points; Government, UNICEF, UNESCO, FAO and other key stakeholders. Focus Group Discussions (FGDs) with community men and women, PTA, SMC, SBG etc. HH Beneficiary survey	Programme and project documents Annual Country Reports Monitoring and Evaluation Reports. Qualitative information from KII and FGDs HH Beneficiary Survey information	Thematic analysis Contribution analysis Triangulation of data will be carried out using the different qualitative methods to ask the same questions and asking different types of respondents the same questions. This will enable us to identify areas of agreement and disagreement between and within groups of respondents. We will compare and contrast answers between different respondent groups within the different departments. We will assign weights in the qualitative analysis using the frequency of respondents' perceptions and agreements between different interviews and respondents.

	(through strategies and interventions) the targeting of marginalized groups (i.e. poorest or those from lowest income quintiles, illiterate, hard to reach areas/rural and remote, single mothers, ethnic minorities, internally displaced persons, disabled children, people living in conflict affected regions;)			
6. To what extent did the SFP contribute to sustainable food security, nutrition, and social protection in households, schools, communities, and government?				**Sustainability**
6.1. To what extent did the SFP contribute to building sustainable food security, nutrition, learning, social protection system and boys and girls' retention in target schools, communities, and government?	Mechanisms in place to ensure strengthening of skills and capacity of government and school communities to manage and implement the SFP. Evidence of capacity-building efforts carried out in the short-term and on a continuing basis. Evidence of strengthened institutional arrangements. Evidence of community action platforms such as active PTAs, SMCs, SBGs, Stakeholders' perceptions of capacity at national, department and school community levels Stakeholders, communities and students' perceptions and evidence of the importance of children's education, especially girls'	Desk Review Key informant interviews with WFP staff including monitoring and evaluation officers, and gender focal points; Government, UNICEF, UNESCO, FAO and other key stakeholders. Focus Group Discussions (FGDs) with PTA, SMC, SBG etc.	Programme Documents including Annual Country Reports Monitoring and Evaluation Reports. Document review Qualitative information from KII	Content analysis Thematic analysis Triangulation of different data sources

	Evidence of financial commitment by government – budgetary allocations to school feeding. Evidence of identified and interactions with external funding sources (private sector, donors etc) to support the programme – government stakeholders looking for, finding, and identifying synergies to provide support. WFP and other technical partners' perceptions of capacity gaps and strengths of the SFP Evidence of an exit strategy by WFP			
6.2. To what extent did the target schools/institutions, communities and government participate/contribute to the implementation of the SFP and assume ownership of the SFP?	Evidence of participation and contributions of government and school, communities (PTA, SMCs, SGBs etc.) in the SFP implementation Stakeholders' views and evidence of: - national/local ownership - use of local capacity, etc. - Gender and equity related capacity built. - Government's capacity to implement the program without external support (from WFP and other partners)	Desk Review Key informant interviews with WFP staff including monitoring and evaluation officers, and gender focal points; Government, UNICEF, UNESCO, FAO and other key stakeholders. Focus Group Discussions (FGDs) with PTA, SMC, SBG, retailers etc.	Programme Documents including Annual Country Reports Monitoring and Evaluation Reports. Document review Qualitative information from KII and FGD	Content analysis Thematic analysis Triangulation of different data sources

6.3. To what extent will the SFP results, likely be sustainable in contributing to food security, nutrition, learning, and social protection system in targeted schools, communities, and government?	Evidence of strengthened national capacity and support systems to promote timely delivery of SFP interventions. Stakeholders' perceptions of capacity at national, state and county government levels to sustainably implement SFP. Evidence of integration of SFP strategies into national, state and county budgets Evidence that the program has heightened the community's perception of the importance of school for children, especially for girls	Desk Review Key informant interviews with WFP staff including monitoring and evaluation officers, and gender focal points; Government, UNICEF, UNESCO, FAO, and other key stakeholders.	Programme Documents including Annual Country Reports Monitoring and Evaluation Reports. Document review Qualitative information from KII	Content analysis Thematic analysis Triangulation of different data sources

Annex 4: Methodology guidance

Contribution analysis

The ET will use contribution analysis to assess causal questions and infer causality in the evaluation using the six-step approach.[186] The ToC with its assumptions and risks was developed collaboratively with programme stakeholders during this inception phase. The ET in consultation with programme stakeholders will examine how the SFP interventions are contributing to the envisaged proximal impact detailed in the re-constructed ToC. Contribution analysis will be conducted at two levels: that of the 'internal' (programme) stakeholders (supply side) and 'external' (beneficiaries) stakeholders (demand side). The internal stakeholders applied delivery of benefits though capacity building, tools, technologies, knowledge exchange, advocacy for beneficiaries to access education and reduce short-term hunger and nutritional benefits and improve learning outcomes. The external stakeholders as part of the demand side responded to interventions and are expected to produce the evidence that they achieved the intended results. Contribution analysis infers causality from that evidence.[187] The ET will work through a set of contribution stories that assist in answering the relevant evaluation questions as shall be constructed for contribution assessment and applied as a checklist with the KIIs and FGDs.

We will obtain relevant information from multiple sources (both primary and secondary) and validate findings through triangulation to inform evaluation results. The ET will apply gender and transformative lenses to analyse the participation of and outcomes for beneficiaries as well as the consequent results of the programme. Active participation of the users and service providers in the evaluation will ensure that all critical aspects of the programme are covered and that the usefulness of the findings is not compromised. This approach will allow the programme stakeholders to learn from the process and own the findings and facilitates effective improvement of programming.

Evaluation methods

Quantitative methods

1. **School Based Surveys** – consisted of **headteacher survey** and **pupils' learning outcomes assessments** for literacy and numeracy. Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) targeted beneficiary pupils (boys and girls) from sampled intervention schools as well as pupils from comparison schools; disaggregated data, categorized by gender was also analyzed. EGRA/EGMA tools reviewed by the government (MOGEI) during the inception phase, was used for this assessment.

2. **Household Survey** – this targeted parents/caregiver in beneficiary households from sampled communities in the intervention areas.

Qualitative methods

3. **Desk review** was carried out – on programme documents including national and international literature; existing studies at national and district level and documents from government ministries: (organizational, country levels, etc.). These included available secondary sources including SFP Inception Report (2018) and addendum (2022), annual country reports (2018 – 2022), monitoring data reported in the performance measurement frameworks for each country and the global component, as well as minutes from the Steering Committee Meetings. The Food Security and Nutrition Monitoring Surveys (FSNMS) Round 26 (2020) and FSNMS Round 27 (2021) which include education modules were also reviewed. Document review was supported by discussions during the Kick-Off Meeting with the Evaluation team facilitated by WFP; as well as preliminary discussions with WFP programme and evaluation managers, and the Evaluation Reference

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186 Better Evaluation (2020) Contribution Analysis
https://www.betterevaluation.org/en/plan/approach/contribution_analysis

187 The Canadian Journal of Program Evaluation Vol. 16 No. 1 Pages 1–
24https://pdfs.semanticscholar.org/7501/501b7fb4ee9f31985540f3e1ca661f262ec6.pdf

Group (ERG) to provide additional context and clarifications during the inception phase. Overall, the documents reviewed displayed a clear presentation of the objectives of the programme and the underlying programme logic. The stakeholders and their roles were clearly defined. The logframe indicators provided information on how progress towards the achievement of results could be measured at output level. However, the desk review did not provide information on any baseline outcome indicators. This evaluation will serve as a credible baseline for future evaluations. The documents reviewed are detailed in Annex 14.

4. **Key Informant Interviews (KIIs)** was used to collect in-depth information regarding the programme from a wide variety of key stakeholders including WFP, the UNCT (FAO, UNICEF, UNESCO, WHO), Non-Governmental Organisations (NGOs) and governmental stakeholders at national, state and county levels including headteachers / principals of schools, and community leaders. The KIIs were used to get information and data on the relevance, effectiveness, efficiency, impact, sustainability of the interventions and strategies; the extent to which the interventions integrated equity and gender in its design, implementation, and monitoring; good practices and gaps to be addressed.

5. **Participatory Focus Group Discussions (FGDs)** with community women and men, parents/caregivers, school girls and PTAs, SMCs, School Board of Governors (SBGs), retailers (traders, suppliers), were used to explore the uptake of the programme's interventions, to explore emerging trends or tensions; as well as the facilitators and barriers to programmes' effectiveness, processes and successes. We also explored beneficiaries' feedback mechanisms and satisfaction levels with the interventions. The respondents were be asked about the main changes during the relevant recall period. They were prompted to share what they perceived to be the main drivers of these changes, and to whom or to what they attributed these changes.

6. **Direct Observation** of sampled schools was carried out using observation guides and checklists to collect data on availability of school canteens /functionality of canteens, storage spaces, kitchens, school gardens, access to drinking water, presence of improved, separate sanitation facilities for boys and girls and the local food supply chains and community fields, etc.

Data collection methods

7. The evaluation design used a mix of quantitative and qualitative methods, secondary and primary data collection, interpreted and analysed to answer the evaluation questions. Triangulation of data from the different methods and sources enabled the ET to address the evaluability challenges and tackle the evaluation's triple objectives. This section delves into the key themes that were explored through a range of data collection methods and tools. Its purpose was to comprehensively analyse the program's outcomes, extract valuable insights, and facilitate recommendations for adaptive programming. Central to this assessment is an examination of the program's impact on girls, boys, women, and men, all within the context of their distinct social and gender challenges within the country.

Recruitment of local research partner, training of research assistants and pre-testing of tools

8. The ET enlisted the services of field researchers in South Sudan in collaboration with our local partner, Ultimate Prime Consulting. Field level research assistants were selected based on their demonstrated experience in collecting quantitative and qualitative data including via virtual platforms, educational background, and language proficiency. We ensured that gender and social sensitive approaches were used in research trainings and in the interviews. The training facilitated by the local partner and was held at AIDA International Hotel in Juba for five days from 30th October to 3rd November 2023. 34 enumerators and their supervisors were trained. The modes of training adopted included; presentation, group work, role-playing and mock interviews to allow for checking the instrument's flow, comprehension/ familiarization with the survey instrument, identification and clarification of ambiguities. Pre-testing of tools was carried out on the fifth day of training. Tools were reviewed and adapted further based on the feedback from the pre-test. The data collection plan is detailed in the evaluation mission schedule in Annex 11.

Quantitative Sampling

9. The main goal of the sample design in this evaluation was to obtain reliable statistical estimates for various indicators at the national level, considering both intervention and non-intervention groups across 10 specific states: CES, EES, Jonglei, Lakes, NBeG, UNS, Unity, WBEG, WES, and Warrap. However, to fulfil the requirement of representing selection across states, counties, school types (primary schools, secondary schools, and teachers' learning institutes), and food ration types (On-Site, Take-home ration, and Boarding), the sampling approach incorporated multiple levels of interest through stratification. Specifically, a multi-stage, stratified cluster sampling method was employed to select the survey sample to account for the various levels of interest, such as state, county, school, and food ration type. A gender-balanced individual sample selection was thereafter planned to ensure a gendered balance in the final selection of pupils. Details are in Annex 4.

10. The information provided for the evaluation was limited, lacking crucial factors like school size and structure. Therefore, a stratification and county selection process were used to compare intervention and non-intervention schools. A total of 1119 intervention and non-intervention schools were in the sampling frame and the first stage of sampling involved the selection of strata, followed by cluster formation and then student selection.

11. **Strata Selection**: Each stratum[188] represented a unique combination of several characteristics: state, county, intervention status (intervention school or otherwise), school type (primary or secondary), and food ration type (on-site and THR). The selection process began with identifying strata representing unique combinations of the characteristics detailed above. Two counties were randomly sampled from each state to form a total of 38 strata, consisting of 21 intervention and 17 non-intervention strata.

12. **Cluster[189] Formation**: The next stage involved forming clusters, groups of schools within the selected counties. A total of 1119 intervention and non-intervention schools were initially considered, and two counties were sampled from each state to create clusters. The goal was to have a maximum of 50 clusters, but due to rounding errors, approximately 62 schools were selected, slightly exceeding the planned number. Non-intervention schools were deliberately chosen from the same counties as intervention schools to streamline and improve the effectiveness of canvassing across schools. Random county selection refined the process. School selection followed a proportional method, considering intervention status, school types, and food ration categories. The goal was five schools per state, chosen through simple random sampling to ensure fairness.

13. **Student selection**: Student selection within the schools was based on a consecutive systematic sampling approach. A total of 801 pupils were selected from intervention schools and 758 pupils from non-intervention schools, resulting in a final sample size of 1559 pupils. The selection process involved creating a list of pupils in a systematic order, starting from the highest class (P4) and moving down to the lowest class (P2). Student selection was based on 95% confidence level, estimated intervention proportion, and acceptable error. Adjustments were made for design effects and non-response, resulting in a proposed sample size of about 845 students each from intervention and non-intervention schools consisting only of pupils from P2 to P4. However, practical constraints, including school non-cooperation and holidays, coupled with unexpected logistical challenges like difficulty accessing intended sampled schools, necessitated a refinement of the selection methodology as described above. The specific number of schools selected across intervention and non-intervention strata and pupils assessed per school are displayed in Annex 4.

14. **Headteachers' Survey** aimed to gather cluster-level information about the students in the participating schools. The survey was conducted in **58 schools in South Sudan**. Among these, 33 (57%) were schools

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[188] A stratum in this evaluation represents a unique combination of state, county, intervention status, school type, and food ration type.

[189] A cluster in the context of this evaluation is a school

involved in the school feeding programme while 25 (43%) were comparison. The planned and achieved school-based surveys are displayed in tables 3 and 4.

Table 19 Intervention Group – planned and achieved school-based surveys

State	Planned schools to visit	Actual No. of Headteacher Interviews	Actual No. of School Observation	Expected Pupil Interviews	Actual Pupil Interviews	*Actual Pupil Interviews (Male)*	*Actual Pupil Interviews (Female)*	% Completeness of pupil interviews
Central Equatoria	4	4	3	96	103	64	39	107%
Eastern Equatoria	1	2	2	24	22	7	15	92%
Jonglei	1	1	1	24	34	0	34	142%
Lakes	5	3	3	120	122	67	55	102%
NBeG	4	5	5	96	64	26	38	67%
Unity	1	1	1	24	18	12	6	75%
Upper Nile	4	4	4	96	101	59	42	105%
Warrap	6	4	4	144	111	57	54	77%
WBEG	5	5	5	120	133	50	83	111%
WES	5	5	5	120	93	40	53	78%
Total	**36**	**34**	**33**	**864**	**801**	**382**	**419**	**93%**

Table 20 Non-Intervention Group – planned and achieved school-based surveys

State	Planned schools to visit	Actual No. of Headteacher's Interviews	Actual No. of School Observation	Expected Pupil Interviews	Actual Pupil Interviews	*Actual Pupil Interviews: Male*	*Actual Pupil Interviews: Female*	% Completeness of pupil interviews
Central Equatoria	2	1	1	65	27	0	27	42%
Eastern Equatoria	6	5	5	195	188	96	92	96%
Jonglei	4	4	3	130	139	80	59	107%
Lakes	1	3	3	33	84	50	34	255%
NBeG	3	4	4	98	102	41	61	104%
Unity	4	4	4	130	94	44	50	72%
Upper Nile	1	-	-	33	-	0	0	-
Warrap	2	2	2	65	59	23	36	91%
WBEG	2	1	1	65	44	22	22	68%
WES	1	1	1	33	21	12	9	64%
Total	26	25	24	847	758	368	390	89%

15. **The Household-Beneficiary Survey** aimed to gather data on households benefiting from the SFP. Since there is no existing database of beneficiary households, we planned to establish connections between each pupil in the selected intervention schools and their respective parents/guardians in the community, i.e. households of 845 pupils in the intervention schools. However, due to logistical challenges like difficulty accessing the parents and guardians of the pupils, **568 households were interviewed across the 10 States** (see table 5).

Table 21 Household surveyed across the states

State	No of households surveyed
Central Equatoria	21
Eastern Equatoria	33
Jonglei	32
Lakes	16
NBeG	88
Unity	39
Upper Nile	61
Warrap	63
WBEG	105
WES	110
Total	**568**

Qualitative sampling

16. This was purposive and convenient and was employed for the selection of KII respondents and FGD participants. KII respondents were selected in collaboration with WFP Country Office using the criteria of function, organization, and interaction with the programme. These included donors, relevant Ministries, Departments, and Agencies (at national, state and county levels), WFP's cooperating partners, WFP's relevant units/offices (HQ, regional bureau, Country Office, and field offices), international and national NGOs, UN Agencies, etc. **We carried out a total of 38 KII**. Annex 12 provides specific details of key stakeholders that were interviewed.

17. Purposive sampling for the FGDs was carried out using the criteria of occupation, gender, age, marital status, location, vulnerability including disability, and interaction with the programme interventions. These included community men and women, schoolboys and girls, PTAs, SMCs, SBGs, retailers (traders, suppliers) etc. **We carried out a total of 26 FGDs** – with 69 women, 94 men, 23 girls and 28 boys. Annex 13 provides an overview of the FGDs conducted and the participants.

Quantitative data collection methods and tools

18. **Student Survey -** This consisted of primary data collection to measure learning outcomes of pupils/students via EGRA/EGMA tests. EGRA is an individually administered oral assessment of the most basic foundation skills for literacy acquisition in early grades. The assessment focuses on what it labels the "three early stages of reading acquisition": emergent literacy (birth to grade 1), decoding (beginning grade 1) and confirmation and fluency (end of grade 1 to end of grade 3). The assessment requires about 15 minutes to administer per child. One key task requires that a child read aloud for 1 minute, and then answer questions based on that reading. EGMA is a one-on-one oral assessment designed to measure a student's foundation skills in numeracy and mathematics in the early grades. The instrument was first developed by the Research Triangle Institute (RTI) International[190]   EGMA measures essential early mathematical knowledge and skills that are foundational to more advanced mathematical abilities, prognostic of later achievement, and teachable. EGMA includes four cognitive subdomains to be assessed, accompanied by eight subtests. These subtests are Number Identification, Number Discrimination, Missing Number, Addition Level 1, Addition Level 2, Subtraction Level 1, Subtraction Level 2 and Word Problem. The EGRA and EGMA tools used in this evaluation are included in Annex 5. Data collection considered both gender and age.

19. **Headteacher survey –** was carried out using structured questionnaires to collect data on enrolment, attendance and retention; school infrastructure including storage spaces, kitchens WASH facilities etc.

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[190] RTI International, 2014

20. **Household Beneficiary Survey -** This was conducted using questionnaires to provide information on uptake of school feeding interventions, satisfaction levels, challenges including beneficiary feedback mechanisms and experiences with gender discriminatory norms.

21. **Direct Observation-** This was carried out via observation guides and checklists to collect data at classroom and school levels. The quantitative data collection tools are displayed in Annex 5.

Qualitative data collection methods and tools

22. **Key Informant Interviews -** was carried out using topic guides. The questions were framed to elicit informed opinions from the internal and external stakeholders including those who have had leading roles in the programme at WFP HQ, regional, country and programme intervention locations. Their perceptions on how the interventions integrated equity and gender in its design, implementation, and monitoring were also captured, including an assessment of where/why gender equality gaps persist in the intervention, what the barriers are, what adaptations or additions are required to achieve desired results, and an examination of the differential impacts on girls and boys.

23. **Focused Group Discussions –** were also carried out using topic guides by trained qualitative data collectors. Each FGD had between 8-10 participants and though they were not held separately for the different sexes, the community women were able to discuss their views in front of the community men given the non-sensitivity of the topic. The FGDs were audio-recorded. Groups of people involved are summarised in Annex 13. The qualitative data collection tools are displayed in Annexes 6-9.

Data Cleaning

24. The data cleaning process encompassed several essential steps to ensure that the subsequent data analysis is robust and reliable. The initial step involved meticulously verifying the accuracy of data entries through cross-referencing with their original sources to identify and rectify any errors or inconsistencies in the data. In cases where data points were missing, appropriate strategies, such as imputation or removal, were employed based on their impact on the analysis.

25. The identification and management of outliers (extreme values that could skew the results) was done to enhance the accuracy of the analysis. To ensure data consistency, efforts were made to rectify any discrepancies or irregularities within the dataset. To maintain the integrity of the data, duplicate entries were removed. Additionally, variables within the dataset were standardized to facilitate uniform measurement and enhance the reliability of comparisons. The validity of data formats was verified to confirm that the information is accurately represented.

Data analysis

26. Quantitative data was analysed using Statistical Package for the Social Sciences (SPSS) exported as Comma Separated Values (CSV) in Excel from the mobile phones. The most critical analysis techniques included frequency distributions with percentages; Online analytical processing (OLAP) cubes reports for measures of central tendency, cross-tabulations with Chi Square (χ2) for nominal and ordinal-scaled variables, regressions, as well as one-way Analysis of Variance (ANOVA) for interval-scaled variables and bivariate.

Measurement of Students Proficiency in Literacy and Numeracy

27. We calculated the percentage of pupils who are proficient in Numeracy and Literacy (separately and both) disaggregated by sex of student. Learning outcomes data collected from the sampled schools and pupils were analysed using SPSS. First, we completed a descriptive analysis using univariate and bivariate statistical tools. This enabled us to provide a snapshot of the learning outcomes and pupil composition across intervention and comparison groups. For this level of analysis, we reported literacy and numeracy assessment scores, and average pupil background characteristics, stratified by grade level and intervention. We then completed a multivariate regression analysis to estimate the relative mean differences between the

intervention and comparison groups while accounting for differences in the composition of the pupil populations served. However, though multivariate regression provided estimates that control for pupil- and school-level differences in observed characteristics, it does not account for the non-random nature of the intervention assignment mechanism. It is to be noted that the analysis for the grade 1 text focused on the sample of 1040 (P2, P3) pupils sampled in both Intervention and comparison schools. Of 1040, 547 were from intervention and 493 from comparison schools.

28. To examine the reliability of the of the EGRA and EGMA, Cronbach's alpha was calculated, the results of which are presented in Section 4. The calculation of Cronbach's alphas reveals that the EGRA and EGMA tests performed well overall, and that reliability is guaranteed with coefficients well above 0.70. As a rule of thumb, the minimum acceptable coefficient is 0.70 (Aron, Aron, & Coups, 2013).

Qualitative Analysis

29. The qualitative research component provided a rich understanding of relationships, trends, and patterns emerging from the quantitative component and helped the ET triangulate survey results to confirm, dispute, or provide answers to contradictory and unexpected results from the quantitative evaluation. Where areas of divergence emerged, the cause of the discrepancy was ascertained before drawing conclusions. For instance, the ET checked if the difference was caused by answers given by stakeholders due to hierarchy or social desirability; or due to researcher error such as the framing of questions.

30. FGD and SSIs (including KII) were audio-recorded and transcribed. Data was analysed using an inductive approach and open thematic coding was used. Transcripts were read and coded by qualitative assistants, using common themes and sub-themes according to the evaluation matrix (Annex 3). Analysis was conducted iteratively using a three-pronged approach: "noticing, collecting, and thinking".[191] We also identified emerging themes while coding and labelling of qualitative data. Analysis of the findings were guided by the evaluation matrix.

Gender, Equality and Equity Analysis

31. The evaluation systematically integrated gender equality and equity analysis. This assessment primarily concentrated on assessing the inclusion of an equity and a gender approach in the design, implementation and monitoring of the WFP SFP. Furthermore, the evaluation gauged the adequacy of the intervention with regard to the intricate social and gender dynamics in South Sudan. Lastly, the evaluation sought input from various stakeholders to identify equity gaps and explore how gender-transformative approaches, which address norms as the root causes, can enhance the program's effectiveness and long-term sustainability in this context. Moreover, aiming at assessing SFP's impact for girls, boys, women and men, most data was sex-disaggregated. Throughout the process, other drivers were considered, such as disability and displacement to inform a comprehensive equity analysis. The Gender Equality and Equity Analysis for this evaluation aimed at understanding the differences between women, men, boys, and girls related to their social roles, division of labour, distribution of resources, decision-making abilities, opportunities, barriers and power relations. The analysis relied both on available secondary data (UNESCO Institute for Statistics (UIS), World Development Indicators (WDI), WFP reports, UNICEF reports etc.) and on primary data (FGDs and KIIs). As for the primary data collection, in FGDs and KIIs were included questions on gender perceived aspects of the intervention and on gender awareness. Specifically in the case of KIIs, interviews also assessed their abilities to mainstream gender and equity in interventions.

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[191] Seidel J.V Qualitative Data Analysis 1998 http://eer.engin.umich.edu/wpcontent/uploads/sites/443/2019/08/Seidel-Qualitative-Data-Analysis.pdf

32. The analysis:

- Identified gender and equity -related issues that emerged that were overlooked in the programme design and implementation.

- Detected which data allowed monitoring of gender-related impacts of the programme.

- Assessed if the programme had no potential unintentional negative gender impact.

- Detected opportunities to enhance future SFP in promoting GEWE through a gender-transformative approach.

- Identified the Programme's strategies that promoted gender equality and equity.

The findings of the analysis were incorporated into the conclusions and lessons learned of this evaluation.

Child protection considerations and practical ethical considerations for adolescents and children

33. In line with UNICEF's Ethical Research Involving Children (ERIC) guidelines we considered, ahead of fieldwork, all issues which may affect the children and adolescent respondents in our focus group discussions to ensure that all our work in the South Sudan was ethical and took the requirement to 'do no harm' to children and adolescents into consideration. We ensured all the research assistants and data collectors were trained to understand and implement the ERIC guidelines.

34. We recognized the importance of the voice of the children and youth and were committed to collecting data in a safe and non-threatening manner. We emphasized the importance of the three pillars of Respect, Benefit and Justice in dealing with children and their data. We ensured that parents of minors were well informed about the activity involving their children. We obtained informed consent from both the parents and the children / adolescents. We sought local and specialized support to better understand any risks that might accrue to children during purposive selection of children and adolescents.

35. We provided comprehensive training and capacity building support for all the data collectors including research assistants and data managers on interviewing skills, ethics and child protection and safety during research. In addition, we integrated a module on safeguarding including the prevention of sexual exploitation in the training of consultants and research assistants.

More details on Quantitative Sampling

1. The main goal of the sample design in this evaluation is to obtain reliable statistical estimates for various indicators at the national level, considering both intervention and non-intervention groups across 10 specific states: CES, EES, Jonglei, Lakes, NBeG, UNS, Unity, WBEG, WES, and Warrap. However, to fulfil the requirement of representing selection across states, counties, school types (primary schools, secondary schools, and teachers' learning institutes), and food ration types (On-Site, Take-home ration, and Boarding), the sampling approach incorporated multiple levels of interest through stratification. To achieve this, a multi-stage, stratified cluster sampling method was employed for selecting the survey sample to account for the various levels of interest, such as state, county, school type, and food ration type.

2. **Formation of Strata:** Each stratum represented a unique combination of the following characteristics: state, county, intervention status, school type, and food ration type. In total, there were initially 122 strata. However, to make the study more manageable with a goal of reaching a maximum of 50 clusters, the number of strata was reduced by randomly selecting 2 counties from each state through a random sampling process. As a result, the final number of strata was reduced to 38, consisting of 21 intervention strata and 17 non-intervention strata.

3. **Sampling Frame:** The sampling frame includes a total of 1172 intervention and non-intervention schools received from the WFP. However, 53 schools that had been identified in the list as non-functional were removed, leaving us with a total of 1119 schools.
4. **First Stage - selection of strata:** First, the sampling frame was organized by various parameters such as state, county, intervention status, school types, and food ration types. This sorting implicitly achieved stratification, allowing for a more targeted sampling approach. Notably, the integration of intervention status into the stratification process ensured that non-intervention schools were selected from the same counties as intervention schools. This approach helped reduce costs by minimizing the need to reach non-intervention schools located in different counties than the intervention schools. Initially, a total of 122 sampling strata were identified. However, considering the large number of strata, the selection was further refined by randomly choosing a maximum of two counties from each state. This step reduced the total number of strata to 38, comprising 21 intervention strata and 17 non-intervention strata. The random selection of counties from each state was facilitated using the R 'sample' package.
5. **Second Stage – Selection of Schools:** To determine the number of schools to sample from each category within a stratum, the proportions of schools in each category relative to the total number of schools were calculated. These proportions were then multiplied by the desired sample size of 5 schools per state to obtain the target number of schools to be sampled from each category. During this allocation process, rounding errors occurred, resulting in a total approximate sample size of 62 schools, slightly exceeding the original plan of 50 schools. Within each stratum, the final selection of schools will be conducted using simple random sampling. This process will ensure that each school within a stratum had an equal chance of being selected. For more detailed information on the specific number of schools selected across intervention and non-intervention strata, please refer to Table 5. Additional comprehensive information can be found in Annex 4.

Table 22: Distribution of Schools and Random Selection Criteria by Intervention Status

State	Intervention Group			Non-Intervention Group		
	No. of strata from selected counties	No. of Schools within Strata	No. of Schools to randomly select	No. of strata from selected counties	No. of Schools within Strata	No. of Schools to randomly select
CES	2	40	4	1	19	2
EES	1	8	1	4	19	6
Jonglei	1	8	1	1	41	4
Lakes	3	20	5	1	8	1
NBeG	2	43	4	3	14	3
UNS	1	31	4	1	10	1
Unity	1	4	1	1	13	4
WBEG	3	30	5	2	11	2
WES	2	10	5	1	1	1
Warrap	5	45	6	2	19	2
Total	21	239	36	17	155	26

6. **Third Stage - selection of individual pupils within clusters (schools):** After determining the selected schools, we moved on to the sampling of individuals within these schools. As there are no available current estimates of some outcome indicators and the expected per cent change over time, we have used a conservative approach of 50% for the estimated percentage in the target population with the indicators. We have also considered a desired level of confidence of 95% and a margin of error of 5% to calculate the required sample size using the formula: $n = (Z^2 \times p \times (1-p)) / E^2$ where: Z = Z-score corresponding to the desired level of confidence (i.e., 1.96 for a 95% confidence level), p = estimated proportion of the population receiving the school feeding intervention (i.e., 0.5 or 50%), and E = desired margin of error (e.g., 0.05). The minimum sample size is calculated as 384 students/pupils.

7. **Adjusting Sample Size for Design Effect (DEFF) and Non-response:** We used a design effect to compensate for increased standard errors in clustered designs. In cluster samples, the design effect is approximately equal to *DEFF = 1 + (ICC × (average cluster size - 1))* where ICC is the intra-class correlation. Due to the absence of specific information regarding the level of similarity among children within schools (clusters) in the selected counties, as well as the average school size, we conducted a literature review on design effects in multilevel modelling. Based on our findings, it is commonly recommended to use a design effect of 2 as a conservative estimate. Therefore, we inflated our simple random sample size by a factor of two to account for potential clustering effects. Additionally, we considered a 10% adjustment to compensate for the expected survey non-response. This adjustment accounts for situations where a randomly selected pupil or student may be absent from school for an extended period or where parents/guardians may decline to provide consent for their child's participation in the evaluation. Given all the parameters, the final sample size, adjusted for design effect and the non-response rate was estimated:

   *n = sample size * DEFF * non-response rate*
   *n = 384 * 2 * 1.10*
   *n = **845 per intervention and non-intervention schools.***

8. **Within-School Selection:** To ensure a fair representation of students from all classes (at P2 to P4 levels) in each school, we will use a consecutive systematic sampling approach. This involves creating a list of pupils in a systematic order, starting from the highest class (P4) and moving down to the lowest class (P2). From this list, we will select every kth pupil to be included in the sample. The value of k will depend on the population of pupils in each school. For instance, if a school has 40 pupils, we will use a 2kth interval, while a school with 120 pupils will have a 4kth interval. Implementing this method will help us to ensure that students from every class have an equal chance of being selected, and the resulting sample will accurately reflect the overall population of students in that grade.

9. **Household-Beneficiary Survey:** The Beneficiary Survey will be conducted to gather data on households benefiting from the School Feeding Programme. Since there is no existing database of beneficiary households with linkages to the program, we will establish connections between each pupil/student in the selected intervention schools and their respective parents/guardians in the community. This linkage will serve as the basis for conducting the community-level survey, allowing us to collect valuable information on the impact of the School Feeding Programme at the household level.

10. **Head Teachers' Survey:** The Head Teachers' Survey aims to gather cluster-level information about the students in the participating schools. The survey will involve interviewing the head teacher from each school to obtain longitudinal data on various indicators, including average performance, retention rate, admission rate, and other relevant factors.

Table 23: Final Number of Selected Schools Per Stratum in the Intervention Schools

State	County	School Type	Ration Type	Within-State Total	Within-Stratum Total	Sample to Draw
CES	Juba	Primary School	On-Site	59	21	2
CES	Terekeka	Primary School	On-Site	59	19	2
EES	Kapoeta South	Primary School	On-Site	27	8	1
Jonglei	Pibor	Primary School	On-Site	49	8	1
Lakes	Rumbek Centre	Primary School	On-Site	28	15	3
Lakes	Rumbek Centre	Primary School	Take-home ration	28	3	1
Lakes	Rumbek Centre	Secondary School	Boarding	28	2	1
NBeG	Aweil West	Primary School	On-Site	57	32	3
NBeG	Aweil West	Primary School	Take-home ration	57	11	1
Unity	Panyijiar	Primary School	On-Site	17	4	1
UNS	Maban	Primary School	On-Site	41	31	4

Warrap	Abyei	Primary School	On-Site	64	17	1
Warrap	Abyei	Secondary School	On-Site	64	1	1
Warrap	Tonj North	Primary School	Boarding	64	1	1
Warrap	Tonj North	Primary School	On-Site	64	20	2
Warrap	Tonj North	Primary School	Take-home ration	64	6	1
WBEG	Jur River	Primary School	On-Site	41	15	2
WBEG	Wau	Primary School	On-Site	41	14	2
WBEG	Wau	Secondary School	On-Site	41	1	1
WES	Mundri East	Primary School	On-Site	11	9	4
WES	Mundri East	Secondary School	On-Site	11	1	1
TOTAL					**239**	**36**

Table 24: Final Number of Selected Schools Per Stratum in the Non-intervention Schools

State	County	School Type	Ration Type	Within-State Total	Within-Stratum Total	Sample to Draw
CES	Juba	Primary School	On-Site	59	19	2
EES	Kapoeta South	Primary School	Boarding	27	1	1
EES	Kapoeta South	Primary School	On-Site	27	1	1
EES	Lafon	Primary School	On-Site	27	16	3
EES	Lafon	Primary School	Take-home ration	27	1	1
Jonglei	Bor South	Primary School	On-Site	49	41	4
Lakes	Yirol East	Primary School	On-Site	28	8	1
NBeG	Aweil south	Primary School	Take-home ration	57	1	1
NBeG	Aweil West	Primary School	On-Site	57	5	1
NBeG	Aweil West	Primary School	Take-home ration	57	8	1
Unity	Mayom	Primary School	On-Site	17	13	4
UNS	Renk	Primary School	On-Site	41	10	1
Warrap	Abyei	Primary School	On-Site	64	17	1
Warrap	Abyei	Secondary School	On-Site	64	2	1
WBEG	Jur River	Primary School	On-Site	41	2	1
WBEG	Wau	Primary School	On-Site	41	9	1
WES	Ezo	Primary School	On-Site	11	1	1
TOTAL					**155**	**26**

Table 25:The list of selected schools across Intervention and Non-intervention Schools

Intervention Status	State	County	School Code	School Name	School Type
Intervention	CES	Juba	985	Illiangari Basic School	Pry. Sch.
Intervention	CES	Juba	987	Ngangala Basic School	Pry. Sch.
Intervention	CES	Terekeka	917	Lukweni Pry. Sch.	Pry. Sch.
Intervention	CES	Terekeka	918	Nyikabur Pry. Sch.	Pry. Sch.
Intervention	EES	Kapoeta South	624	Hope 4 South Sudan Pry. Sch. (Boarding)	Pry. Sch.
Intervention	Jonglei	Pibor	1098	Itti Pry. Sch.	Pry. Sch.
Intervention	Lakes	Rumbek Centre	495	Aber Pry. Sch.	Pry. Sch.
Intervention	Lakes	Rumbek Centre	526	Gol Meen Pry. Sch.	Pry. Sch.
Intervention	Lakes	Rumbek Centre	497	Sunrise Pry. Sch.	Pry. Sch.

Intervention	Lakes	Rumbek Centre	498	Mabui Pry. Sch.	Pry. Sch.
Intervention	Lakes	Rumbek Centre	486	Rumbek National Sec. Sch.	Sec. Sch.
Intervention	NBeG	Aweil West	634	Aguat Pry. Sch.	Pry. Sch.
Intervention	NBeG	Aweil West	639	Ayaktiit Pry. Sch.	Pry. Sch.
Intervention	NBeG	Aweil West	662	Salvation Pry. Sch.	Pry. Sch.
Intervention	NBeG	Aweil West	672	Lueth Ameeny Pry. Sch.	Pry. Sch.
Intervention	UNS	Maban	1170	Agar Air Pry. Sch.	Pry. Sch.
Intervention	UNS	Maban	1171	Alsheid Afendi Pry. Sch.	Pry. Sch.
Intervention	UNS	Maban	556	Bankuman Pry. Sch.	Pry. Sch.
Intervention	UNS	Maban	559	Doro Pry. Sch.	Pry. Sch.
Intervention	Unity	Panyijiar	1083	Pajarial Pry. Sch.	Pry. Sch.
Intervention	WBEG	Jur River	63	Gette Pry. Sch.	Pry. Sch.
Intervention	WBEG	Jur River	72	Udici Pry. Sch.	Pry. Sch.
Intervention	WBEG	Wau	44	Dier Akok Pry. Sch.	Pry. Sch.
Intervention	WBEG	Wau	41	Wau A Girls Pry. Sch.	Pry. Sch.
Intervention	WBEG	Wau	59	Bussere National Sec. Sch.	Sec. Sch.
Intervention	WES	Mundri East	941	Buagyi Pry. Sch.	Pry. Sch.
Intervention	WES	Mundri East	940	Lakamadi Pry. Sch.	Pry. Sch.
Intervention	WES	Mundri East	935	Lui Upper Pry. Sch.	Pry. Sch.
Intervention	WES	Mundri East	937	Mideh Pry. Sch.	Pry. Sch.
Intervention	WES	Mundri East	934	Lui Girls Sec. Sch.	Sec. Sch.
Intervention	Warrap	Abyei	21	Minyang Pry. Sch.	Pry. Sch.
Intervention	Warrap	Abyei	17	Agok Sec. Sch.	Sec. Sch.
Intervention	Warrap	Tonj North	378	Akop Pry. Sch.	Pry. Sch.
Intervention	Warrap	Tonj North	402	Ayak-akat Pry. Sch.	Pry. Sch.
Intervention	Warrap	Tonj North	400	Warrap Pry. Sch.	Pry. Sch.
Intervention	Warrap	Tonj North	395	Pagakdit Pry. Sch.	Pry. Sch.
Non-Intervention	CES	Juba	960	Mayo Girls Pry. Sch.	Pry. Sch.
Non-Intervention	CES	Juba	981	Muniki East Pry. Sch.	Pry. Sch.
Non-Intervention	EES	Kapoeta South	624	Hope 4 South Sudan Pry. Sch. (Boarding)	Pry. Sch.
Non-Intervention	EES	Lafon	1028	Arihilo Pry. Sch.	Pry. Sch.
Non-Intervention	EES	Lafon	1034	Imuluha Pry. Sch.	Pry. Sch.
Non-Intervention	EES	Lafon	1023	St Mary's Iboni Pry. Sch.	Pry. Sch.
Non-Intervention	EES	Lafon	1021	Lohutok Girls Pry. Sch.	Pry. Sch.
Non-Intervention	Jonglei	Bor South	157	Jerusalem Pry. Sch.	Pry. Sch.
Non-Intervention	Jonglei	Bor South	151	Konbeek Pry. Sch.	Pry. Sch.
Non-Intervention	Jonglei	Bor South	140	Nyinmajok Pry. Sch.	Pry. Sch.
Non-Intervention	Jonglei	Bor South	134	Tong Pry. Sch.	Pry. Sch.
Non-Intervention	Lakes	Yirol East	93	Kap Complex Pry. Sch.	Pry. Sch.
Non-Intervention	NBeG	Aweil West	654	Marolbuol Pry. Sch.	Pry. Sch.
Non-Intervention	NBeG	Aweil West	668	George W. Bush Pry. Sch.	Pry. Sch.
Non-Intervention	NBeG	Aweil south	746	Mayom Lach Pry. Sch.	Pry. Sch.
Non-Intervention	UNS	Renk	571	Payuer Pry. Sch.	Pry. Sch.
Non-Intervention	Unity	Mayom	876	Manytuil Pry. Sch.	Pry. Sch.
Non-Intervention	Unity	Mayom	1119	Mayom Basic Pry. Sch.	Pry. Sch.
Non-Intervention	Unity	Mayom	871	Nyoat Pry. Sch.	Pry. Sch.
Non-Intervention	Unity	Mayom	872	Wangkei Pry. Sch.	Pry. Sch.
Non-Intervention	WBEG	Jur River	61	Alelchok Pry. Sch.	Pry. Sch.
Non-Intervention	WBEG	Wau	1114	Kosti Boys Pry. Sch.	Pry. Sch.
Non-Intervention	WES	Ezo	229	St. Augustine Pry. Sch.	Pry. Sch.

Non-Intervention	Warrap	Abyei	14	Malual Aleu Pry. Sch.	Pry. Sch.
Non-Intervention	Warrap	Abyei	32	Abyei Boys Sec. Sch.	Sec. Sch.

Table 26: The list of Replacement schools across Intervention and Non-intervention Schools

Intervention Status	State	County	School Code	School Name	School Type
Intervention	CES	Juba	991	Jukokwe Pry. Sch.	Pry. Sch.
Intervention	CES	Juba	955	Nyaying Pry. Sch.	Pry. Sch.
Intervention	CES	Terekeka	923	Maridi Pry. Sch.	Pry. Sch.
Intervention	CES	Terekeka	931	St. Daniel Comboni Pry. Sch.	Pry. Sch.
Intervention	EES	Kapoeta South	632	Kotome Pry. Sch.	Pry. Sch.
Intervention	EES	Kapoeta South	626	Singaita Pry. Sch.	Pry. Sch.
Intervention	Jonglei	Pibor	1097	Boma Pry. Sch.	Pry. Sch.
Intervention	Lakes	Rumbek Centre	489	Deng Nhial Pry. Sch.	Pry. Sch.
Intervention	Lakes	Rumbek Centre	525	Mabor Ngap Pry. Sch.	Pry. Sch.
Intervention	Lakes	Rumbek Centre	524	Riakdor Pry. Sch.	Pry. Sch.
Intervention	Lakes	Rumbek Centre	499	Nyangkot Pry. Sch.	Pry. Sch.
Intervention	Lakes	Rumbek Centre	487	Loreto Girls Sec. Sch.	Sec. Sch.
Intervention	NBeG	Aweil West	644	Mabior Ngor Pry. Sch.	Pry. Sch.
Intervention	NBeG	Aweil West	655	Mayom Akuakrel Pry. Sch.	Pry. Sch.
Intervention	NBeG	Aweil West	685	Udhum Pry. Sch.	Pry. Sch.
Intervention	NBeG	Aweil West	676	Nyamlel Central Pry. Sch.	Pry. Sch.
Intervention	UNS	Maban	1152	Kayuk Pry. Sch.	Pry. Sch.
Intervention	UNS	Maban	1161	Werak Pry. Sch.	Pry. Sch.
Intervention	Unity	Panyijiar	1082	Ganyiel Pry. Sch.	Pry. Sch.
Intervention	WBEG	Jur River	73	Kangi Pry. Sch.	Pry. Sch.
Intervention	WBEG	Jur River	71	Nyinako Pry. Sch.	Pry. Sch.
Intervention	WBEG	Wau	48	Mayo Girls Pry. Sch.	Pry. Sch.
Intervention	WBEG	Wau	42	Piantok Pry. Sch.	Pry. Sch.
Intervention	WES	Mundri East	933	Gwori Pry. Sch.	Pry. Sch.
Intervention	WES	Mundri East	939	Kasiko Pry. Sch.	Pry. Sch.
Intervention	WES	Mundri East	1110	Kediba Pry. Sch.	Pry. Sch.
Intervention	WES	Mundri East	938	Kporolo Pry. Sch.	Pry. Sch.
Intervention	WES	Mundri East	936	Lu-Njini Pry. Sch.	Pry. Sch.
Intervention	Warrap	Abyei	34	Ganga Pry. Sch.	Pry. Sch.
Intervention	Warrap	Tonj North	401	Kaunyiel Pry. Sch.	Pry. Sch.
Non-Intervention	EES	Lafon	1032	Bura Pry. Sch.	Pry. Sch.
Non-Intervention	EES	Lafon	1030	Lafon Central Pry. Sch.	Pry. Sch.
Non-Intervention	EES	Lafon	1031	Nyadida Pry. Sch.	Pry. Sch.
Non-Intervention	Jonglei	Bor South	111	Anyidi Pry. Sch.	Pry. Sch.
Non-Intervention	Jonglei	Bor South	154	Kapat Pry. Sch.	Pry. Sch.
Non-Intervention	Jonglei	Bor South	130	Makolchuei B Pry. Sch.	Pry. Sch.
Non-Intervention	Jonglei	Bor South	115	Ritnom Pry. Sch.	Pry. Sch.
Non-Intervention	Lakes	Yirol East	91	Malek Pry. Sch.	Pry. Sch.
Non-Intervention	Lakes	Yirol East	89	Nyang Girls Pry. Sch.	Pry. Sch.
Non-Intervention	NBeG	Aweil West	698	Magar Pry. Sch.	Pry. Sch.
Non-Intervention	NBeG	Aweil West	677	Nyinalel Pry. Sch.	Pry. Sch.
Non-Intervention	UNS	Renk	569	Nug-Kur Pry. Sch.	Pry. Sch.
Non-Intervention	Unity	Mayom	877	Bieh Pry. Sch.	Pry. Sch.

Non-Intervention	Unity	Mayom	869	Nyabitek Pry. Sch.	Pry. Sch.
Non-Intervention	Unity	Mayom	878	Tongtuol Pry. Sch.	Pry. Sch.
Non-Intervention	Unity	Mayom	1123	Zulek Pry. Sch.	Pry. Sch.
Non-Intervention	WBEG	Jur River	68	Marial Ajith Pry. Sch.	Pry. Sch.
Non-Intervention	WBEG	Wau	46	Grinti Boys Pry. Sch.	Pry. Sch.
Non-Intervention	Warrap	Abyei	5	Mabuny Pry. Sch.	Pry. Sch.
Non-Intervention	Warrap	Abyei	31	Abyei Girls Sec. Sch.	Sec. Sch.

Table 27:Number of Interviews achieved under each category

State	Head Teacher Survey	HH Beneficiary survey	Literacy & Numeracy	School Observation	FGD	KII*
CES	3	5	67	3	1	0
	2	16	68	1	1	0
EES	2	9	56	2	0	02
	5	24	154	5	03	03
Jonglei	1	32	34	1	01	0
	5		139	4	03	03
Lakes	5	16	181	5	03	02
	1		25	1	0	0
NBeG	8	78	157	8	01	03
	1	10	13	1	02	0
Unity	1		18	1	0	0
	4	39	96	4	03	0
Upper Nile	4	61	101	4	02	3
					0	0
Warap	2		65	2	0	
	4	63	115	4	03	03
WBEG	3	41	111	3	01	0
	3	64	66	3	02	03
WES	3	72	108	4	03	02
	3	38	67	2	0	
TOTAL	**60**	**568**	**1641**	**58**	**29**	**14**
	2327	**TOTAL QUANTITATIVE**				

* KII excludes interviews at the national and regional levels

Table 28: Schools surveyed and number of pupils interviewed

Intervention Status	State	County	School Name	Headteachers survey	School Observation Survey	Literacy & Numeracy Survey	p2-p4 Pupils Interviewed
Intervention	Central Equatoria	Juba	ILLIANGARI BASIC SCHOOL	X	X	X	22
Intervention	Central Equatoria	Juba	NGANGALA BASIC SCHOOL	X	X	X	14
Intervention	Central Equatoria	Terekeka	LUKWENI PRY. SCH.	X		X	32
Intervention	Central Equatoria	Terekeka	NYIKABUR PRY. SCH.	X	X	X	35
Intervention	Eastern Equatoria	Kapoeta South	SINGAITA PRIMARY SCHOOL	X	X		
Intervention	Eastern Equatoria	Torit	OUR LADY OF HOLY ROSARY PRIMARY SCHOOL	X	X	X	22
Intervention	Jonglei	Pibor	PIBOR GIRLS PRIMARY SCHOOL	X	X	X	34
Intervention	Lakes	Rumbek Centre	ABER PRY. SCH.	X	X	X	22
Intervention	Lakes	Rumbek Centre	GOL MEEN PRY. SCH.	X	X	X	32
Intervention	Lakes	Rumbek Centre	MABUI PRY. SCH.	X	X	X	44
Intervention	Lakes	Rumbek Centre	SUNRISE PRY. SCH.			X	24
Intervention	NBeG	Aweil West	AGUAT PRY. SCH.	X	X	X	20
Intervention	NBeG	Aweil West	MAYOM-AKUAKREL PRIMARY SCHOOL	X	X	X	16
Intervention	NBeG	Aweil West	NYAMLEL CENTRAL PRIMARY SCHOOL	X	X	X	17
Intervention	NBeG	Aweil West	SALVATION PRY. SCH.	X	X	X	10
Intervention	NBeG	Aweil West	UDHUM PRI. SCH.	X	X	X	1

Intervention	Unity	Panyijiar	PAJARIAL PRY. SCH.	X	X	X	18
Intervention	Upper Nile	Maban	AGAR AIR PRY. SCH.	X	X	X	24
Intervention	Upper Nile	Maban	ALSHEID AFENDI PRY. SCH.	X	X	X	21
Intervention	Upper Nile	Maban	BANKUMAN PRY. SCH.	X	X	X	22
Intervention	Upper Nile	Maban	DORO PRY. SCH.	X	X	X	34
Intervention	Warrap	Tonj North	AKOP PRY. SCH.	X	X	X	27
Intervention	Warrap	Tonj North	AYAK-AKAT PRY. SCH.	X	X	X	23
Intervention	Warrap	Tonj North	PAGAKDIT PRY. SCH.	X	X	X	37
Intervention	Warrap	Tonj North	WARRAP PRY. SCH.	X	X	X	24
Intervention	WBEG	Jur River	GETTE PRY. SCH.	X	X	X	30
Intervention	WBEG	Jur River	UDICI PRY. SCH.	X	X	X	37
Intervention	WBEG	Wau	BUSSERE NATIONAL SEC. SCH.	X	X		
Intervention	WBEG	Wau	DIER AKOK PRY. SCH.	X	X	X	33
Intervention	WBEG	Wau	WAU A GIRLS PRY. SCH.	X	X	X	33
Intervention	WES	Nzara	NAMAIKU PRIMARY SCHOOL	X	X	X	19
Intervention	WES	Nzara	ST. DANIEL COMBONI PRI. SCHOOL	X	X	X	26
Intervention	WES	Yambio	MAKPANDU PRI. SCHOOL	X	X	X	9
Intervention	WES	Yambio	NADURU PRIMARY SCHOOL	X	X	X	14
Intervention	WES	Yambio	OUR LADY OF ASSUMPTA RIMENZE PRI. SCHOOL	X	X	X	25
Non-Intervention	Central Equatoria	Juba	MAYO GIRLS PRY. SCH.	X	X	X	27
Non-Intervention	Eastern Equatoria	Kapoeta South	HOPE 4 SOUTH SUDAN PRY. SCH. (BOARDING)			X	32
Non-Intervention	Eastern Equatoria	Kapoeta South	NAILE PRIMARY SCHOOL	X	X	X	24

Non-Intervention	Eastern Equatoria	Magwi	AGORO PRIMARY SCHOOL	X	X	X	34
Non-Intervention	Eastern Equatoria	Magwi	OPARI PRIMARY SCHOOL	X	X	X	32
Non-Intervention	Eastern Equatoria	Magwi	OWINY KI BUL PRIMARY SCHOOL	X	X	X	33
Non-Intervention	Eastern Equatoria	Magwi	PANYIKWARA MODEL PRIMARY SCHOOL	X	X	X	33
Non-Intervention	Jonglei	Bor South	ANYIDI PRIMARY SCHOOL	X		X	41
Non-Intervention	Jonglei	Bor South	KONBEEK PRY. SCH.	X	X	X	33
Non-Intervention	Jonglei	Bor South	NYINMAJOK PRY. SCH.	X	X	X	33
Non-Intervention	Jonglei	Bor South	TONG PRY. SCH.	X	X	X	32
Non-Intervention	Lakes	Rumbek Centre	DENG NHIAL PRIMARY SCHOOL	X	X	X	29
Non-Intervention	Lakes	Rumbek Centre	NYANGKOT PRIMARY SCHOOL	X	X	X	30
Non-Intervention	Lakes	Yirol East	KAP COMPLEX PRY. SCH.			X	4
Non-Intervention	Lakes	Yirol East	TOMROK PRI. SCH.	X	X	X	21
Non-Intervention	NBeG	Aweil south	MAYOM LACH PRY. SCH.	X	X	X	13
Non-Intervention	NBeG	Aweil West	GEORGE W. BUSH PRY. SCH.	X	X	X	24
Non-Intervention	NBeG	Aweil West	MAROLBUOL PRY. SCH.	X	X	X	37
Non-Intervention	NBeG	Aweil West	NYINALEL PRIMARY SCHOOL	X	X	X	28
Non-Intervention	Unity	Mayom	RUMBEK P/S	X	X	X	33
Non-Intervention	Unity	Mayom	MALINY P/S	X	X	X	28
Non-Intervention	Unity	Mayom	TONGTUOL P/S	X	X	X	12
Non-Intervention	Unity	Mayom	WANAM P/S	X	X	X	21
Non-Intervention	Warrap	Twic	MAYEN A PRIMARY SCHOOL	X	X	X	28

Non-Intervention	Warrap	Twic	ORPHAN PRIMARY SCHOOL	X	X	X	31
Non-Intervention	WBEG	Jur River	AJUGO PRIMARY SCHOOL			X	20
Non-Intervention	WBEG	Jur River	KAYANGO PRIMARY SCHOOL	X	X	X	24
Non-Intervention	WES	Ezo	ST. AUGUSTINE PRY. SCH.	X	X	X	21

The Early Grade Reading Assessment and Early Grade Mathematics Assessment (EGMA) were administered. The Early Grade Reading Assessment (EGRA) is an individually and orally administered pupil assessment which measures reading fluency, accuracy, and comprehension as well as the basic skills that a child must possess to eventually be able to read fluently and with comprehension—the ultimate goal of reading. EGRA provides results on the following subtasks: Reading, Letter Name Recognition, Phonemic Awareness, Letter Sound, Writing, Comprehension, Orientation to Print, and Familiar word reading. EGRA items were constructed by a panel of experts based on the EGMA test development protocols and validated by the Ministry of Education, South Sudan. The application of EGRA in this evaluation enables the generation of quantitative data for deciding on minimum levels of reading/literacy competency, and the results are presented using descriptive statistics (percentages). Table XX summarizes the components and early reading skills of the EGRA.

Table 29: EGRA's components, early reading skills

Component	Early reading skills
Reading	The ability to read a short passage
Letter Name Recognition	The ability to produce the name of a letter that is presented in written form
Phonemic Awareness	The ability to identify sounds occurring at the beginning of spoken words
Letter Sound	Phonological Awareness
Writing	Writing
Comprehension	The ability to comprehend an orally presented story and provide an oral response to the question asked.
Orientation to Print	An understanding of the directionality of reading print on a page
Familiar word reading	The ability to recognize or decode familiar words

Early Grade Mathematics measures numeracy skills. The EGMA is an individually administered oral test, which allows for the targeted numeracy skills to be assessed without confounding the results if individual pupils have problems with language or writing that might otherwise impede their performance[192].EGMA items were constructed by a panel of experts based on the EGMA test development protocols on mathematics education and cognition and validated by the Ministry of Education, South Sudan. The application of EGMA in this evaluation enables the generation of quantitative data for deciding on minimum levels of mathematics/numeracy competency, and the results are presented using descriptive statistics (percentages). Table 32 summarizes the component and early numeracy skills of the EGMA.

Table 30: EGMA's components, early Mathematics skills

component	Early numeracy Skills
Counting	This requires the ability to count objects.

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[192]The DRC 2015Early Grade Reading Assessment, Early Grade Mathematics Assessment, and Snapshot of School Management Effectiveness— Grade 3 Report of Findings, Revised

			This requires knowledge of basic addition facts

Addition Level 1   This requires knowledge of basic addition facts

Subtractions Level 1   This requires knowledge of basic subtraction facts.

Divisions Level 1   This requires knowledge of basic division facts.

Multiplications Level 1   This requires knowledge of basic multiplications

Shapes   This requires knowledge of shapes.

Time   This requires the ability to use timing correctly

Table 31: Quantitative Analysis of Item Responses

EGRA Sub-tests	Cronbach's Alpha	EGMA Sub-tests	Cronbach's Alpha
Reading	0.80	Counting	0.80
Letter Name Recognition	0.90	Addition	0.78
Phonemic Awareness	0.82	Subtractions	0.75
Letter Sound	0.73	Divisions	0.75
Writing	0.81	Multiplications	0.74
Comprehension	0.81	Shapes	0.78
Orientation to Print	0.80	Time	0.79
Familiar word reading	0.83		

Table 32 : EGRA results of urban and rural/remote (highlighted in yellow) schools

S N	State	Country	School Name	Boys			Girls		
				Mean Score	% Correct	% Incorrect	Mean Score	% Correct	% Incorrect
1	Central Equatoria	Juba	Illiangari Basic School	18.1	66.3	33.7	18.4	61.5	38.5
2	Central Equatoria	Terekeka	Lukweni Pry. Sch.	21.9	80.1	19.9	18.4	61.3	38.7
3	Central Equatoria	Juba	Mayo Girls Pry. Sch.	-	-	-	22.1	73.7	26.3
4	Central Equatoria	Juba	Ngangala Basic School	20.2	73.9	26.1	15.7	52.4	47.6
5	Central Equatoria	Terekeka	Nyikabur Pry. Sch.	22.2	81.5	18.5	19.7	65.6	34.4
6	Eastern Equatoria	Magwi	Agoro Primary School	18.9	69.4	30.6	20.4	68.1	31.9
7	Eastern Equatoria	Kapoeta South	Hope 4 South Sudan Pry. Sch.	20.8	76.1	23.9	25.7	85.6	14.4
8	Eastern Equatoria	Kapoeta South	Naile Primary School	21.3	78.1	21.9	19.4	64.8	35.2
9	Eastern Equatoria	Magwi	Opari Primary School	19.1	69.9	30.1	18.9	63.0	37.0
10	Eastern Equatoria	Lafon	Our Lady of Holy Rosary Primary School.	25.6	93.8	6.2	24.2	80.6	19.4
11	Eastern Equatoria	Magwi	Owiny Ki Bul Primary School	20.2	74.1	25.9	17.4	57.9	42.1
12	Eastern Equatoria	Magwi	Panyikwara Model Primary School	18.1	66.2	33.8	16.8	56.1	43.9
13	Jonglei	Bor South	Anyidi Primary School	20.7	76.0	24.0	20.7	69.0	31.0
14	Jonglei	Bor South	Konbeek Pry. Sch.	20.9	76.5	23.5	20.5	68.5	31.5
15	Jonglei	Bor South	Nyinmajok Pry. Sch.	18.9	69.4	30.6	23.0	76.7	23.3

16	Jonglei	Bor South	Pibor Girls Primary School	-	-	-	22.6	75.3	24.7
17	Jonglei	Pibor	Tong Pry. Sch.	20.4	74.8	25.2	20.8	69.3	30.7
18	Lakes	Rumbek Centre	Aber Pry. Sch.	22.8	83.8	16.2	17.3	57.6	42.4
19	Lakes	Rumbek Centre	Deng Nhial Primary School	20.7	76.0	24.0	20.7	68.9	31.1
20	Lakes	Rumbek Centre	Gol Meen Pry. Sch.	17.1	62.5	37.5	13.0	43.3	56.7
21	Lakes	Yirol East	Kap Complex Pry. Sch.	17.0	62.3	37.7	15.0	50.0	50.0
22	Lakes	Rumbek Centre	Mabui Pry. Sch.	23.6	86.6	13.4	20.7	69.0	31.0
23	Lakes	Rumbek Centre	Nyangkot Primary School	18.2	66.7	33.3	20.8	69.2	30.8
24	Lakes	Rumbek Centre	Sunrise Pry. Sch.	20.5	75.3	24.7	19.3	64.2	35.8
25	Lakes	Yirol East	Tomrok Pri. Sch.	18.8	68.9	31.1	20.8	69.2	30.8
26	NBeG	Aweil West	Aguat Pry. Sch.	18.5	67.7	32.3	22.0	73.3	26.7
27	NBeG	Aweil West	George W. Bush Pry. Sch.	22.8	83.6	16.4	20.5	68.4	31.6
28	NBeG	Aweil West	Marolbuol Pry. Sch.	23.0	84.3	15.7	23.0	76.8	23.2
29	NBeG	Aweil south	Mayom Lach Pry. Sch.	24.2	88.6	11.4	21.2	70.6	29.4
30	NBeG	Aweil West	Mayom-Akuakrel Primary School	22.8	83.4	16.6	23.7	79.0	21.0
31	NBeG	Aweil West	Nyamlel Central Primary School	23.0	84.3	15.7	24.5	81.7	18.3
32	NBeG	Aweil West	Nyinalel Primary School	23.3	85.3	14.7	24.0	80.0	20.0
33	NBeG	Aweil West	Salvation Pry. Sch.	-	-	-	15.7	52.3	47.7
34	NBeG	Aweil West	Udhum Pri. Sch.	-	-	-	24.0	80.0	20.0
35	Unity	Mayom	Maliny P/S	21.2	77.8	22.2	21.8	72.5	27.5
36	Unity	Panyijiar	Pajarial Pry. Sch.	19.7	72.1	27.9	21.9	72.9	27.1
37	Unity	Mayom	Rumbek P/S	24.4	89.6	10.4	19.5	65.0	35.0
38	Unity	Mayom	Tongtuol P/S	19.4	71.3	28.7	21.0	70.0	30.0
39	Unity	Mayom	Wanam P/S	22.0	80.7	19.3	17.2	57.3	42.7
40	Upper Nile	Maban	Agar Air Pry. Sch.	19.7	72.3	27.7	21.2	70.7	29.3
41	Upper Nile	Maban	Alsheid Afendi Pry. Sch.	22.1	81.2	18.8	21.1	70.4	29.6
42	Upper Nile	Maban	Bankuman Pry. Sch.	22.9	84.0	16.0	15.0	50.0	50.0
43	Upper Nile	Maban	Doro Pry. Sch.	25.1	92.1	7.9	21.9	73.1	26.9
44	Warrap	Tonj North	Akop Pry. Sch.	26.0	95.3	4.7	23.2	77.2	22.8
45	Warrap	Tonj North	Ayak-Akat Pry. Sch.	24.9	91.4	8.6	24.8	82.7	17.3
46	Warrap	Twic	Mayen A Primary School	23.2	85.0	15.0	25.2	84.0	16.0
47	Warrap	Twic	Orphan Primary School	23.0	84.3	15.7	17.5	58.4	41.6
48	Warrap	Tonj North	Pagakdit Pry. Sch.	23.8	87.4	12.6	22.9	76.3	23.7
49	Warrap	Tonj North	Warrap Pry. Sch.	25.5	93.6	6.4	18.5	61.7	38.3
50	WBEG	Jur River	Ajugo Primary School	20.1	73.7	26.3	17.5	58.2	41.8
51	WBEG	Wau	Dier Akok Pry. Sch.	20.3	74.4	25.6	20.6	68.6	31.4

52	WBEG	Wau	Gette Pry. Sch.	23.9	87.8	12.2	22.8	75.9	24.1
53	WBEG	Jur River	Kayango Primary School	20.7	76.0	24.0	23.4	77.9	22.1
54	WBEG	Jur River	Udici Pry. Sch.	20.8	76.4	23.6	18.2	60.6	39.4
55	WBEG	Wau	Wau Girls Pry. Sch.	-	-	-	18.0	60.1	39.9
56	WES	Mundri East	Makpandu Pri. School	20.1	73.8	26.2	19.4	64.8	35.2
57	WES	Yambio	Naduru Primary School	23.2	84.9	15.1	20.3	67.6	32.4
58	WES	Yambio	Namaiku Primary School	22.5	82.5	17.5	19.0	63.3	36.7
59	WES	Yambio	Our Lady of Assumpta Rimenze Pri Schl	26.6	97.5	2.5	20.3	67.7	32.3
60	WES	Ezo	St. Augustine Pry. Sch.	19.6	71.8	28.2	18.8	62.8	37.2
61	WES	Nzara	St. Daniel Comboni Pri. School	22.7	83.2	16.8	24.0	80.0	20.0

Qualitative Sample

Table 33: Qualitative Sample

No	Respondent	Data collection method	Sampling method	Sample size		
(1)	WFP HQ divisions	Key Informant Interviews	Purposive and convenient	1		
(2)	WFP Regional Bureau			1		
(3)	WFP CO			11		
(4)	WFP field offices			6		
(5)	Government – MoGEI			3		
(6)	Government – State MoE			1		
(7)	Government - MoA			1		
(8)	State and County Officials			3		
(9)	UN Agencies UNCT (UNICEF, FAO, UNESCO)			3		
(10)	Cooperating partners - FORAFRIKA Christian Mission for Development Plan International South Sudan (Plan); Samaritan Purse South Sudan (SP); World Vision International (WVI).			5		
(11)	Donors -United States of America (USAID) United Kingdom (FCDO) Germany, KFW Canada (GAC)			4		
(12)	Academia / Private sector - University of Juba			1		

No	Respondent	Data collection method	Sampling method	Sample size		
(13)	School Management Committees, School Board of Governors, and PTAs, Retailers (traders, suppliers), men, women, students (girls and boys)	FGDs		24		
(14)	Schools surveyed - Water and Sanitation Facilities in schools and vegetable gardens etc.	Observations				

Quality Assurance Mechanisms include:

1. Effective Coordination and Communication during field work - two types of communication channels will be followed: 1) a bottom-up channel of communication during data collection and a top-down communication during monitoring. While in the field, if questions cannot be answered at the level of the national experts, they will be brought one level up. This will ensure clear lines of communication and timely responses.

2. During the data collection, the field team will hold regular (e.g., weekly) calls with the OAG QA team to discuss the status of the data collection and any anticipated or unresolved issues. OAG will in turn provide regular updates to the WFP team on the status of the field work.

3. Training– The evaluation questions and study instruments will be harmonized and understood unanimously by the evaluation team. The field team will receive an intensive training facilitated by the international and local experts. The training will be conducted using a training manual with information on the purpose and objectives of the evaluation; designed for enhancing interviewing skills, data quality control and adherence to ethical consideration; and familiarizing the field staff with the data collection tools. The training will be participatory, including presentations and mock interviews. All the research team members will be trained in the use of the tools, interviewing skills, transcribing, coding etc. Clear guidelines and training protocols will be developed for use in the training. Training will be carried out in-country for all the national experts and any qualitative research assistants; there will be a virtual component to the training to allow for the support of the international OAG experts during the training.

4. Pre-testing – The evaluation tools will be tested to ascertain the practicability of the methodology, as well as the fluidity and ease of using the topic guides. Thus, the instruments will be tested for completeness, ambiguity, appropriateness, etc. Quality control addresses the design of tools in a participatory manner, the pre-testing of tools by a small sample of potential respondents as well as the translation and back-translation of tools will be ensured.

5. The qualitative Interviews will be audio taped after permission is granted by the respondents and only audio devices of good quality will be used.

6. Triangulation – Validity will be ensured by using different methods to collect data and different sources of information; as well as asking the same questions to different categories of respondents.

7. Report writing - We will ensure that the inception report and the draft/final evaluation reports will be consistent with the requirements of the TOR and international evaluation quality standards including the

DEQAS Checklist on Quality Evaluation Reports and the UNEG Guide on the Integration of Gender Equality and Human Rights in Evaluation. The final versions of the different reports will be compiled based on ERG feedback, and the quality of all the reports will be assured.

Annex 5: Quantitative data collection tools

Literacy and Numeracy Questionnaire

Guidance for introducing yourself and the purpose of the interview:

My name is _____ and I work for WFP/OAG. Your school has been selected by chance from all schools in the area for this interview. The purpose of this interview is to obtain current levels on literacy and numeracy among the pupils in this school. The survey is voluntary and the information that you give will be confidential. The information will be used to prepare reports, but will not include any specific names. There will be no way to identify that you gave this information. Could you please spare some time (around 25 minutes) for the interview? Consent given ☐
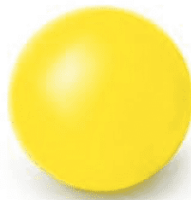
Please DO NOT suggest in any way that school entitlements could depend on the outcome of the interview, as this will affect the answers.

Table 34: Literacy and Numeracy test

	Administration and Identification		
	Research Assistants number		
	Name of supervisor		
	State		
	County		
	Payam		
	Boma		
	Name of the village		
	Name of the School		
	Class		
	Gender	☐ = Male ☐ = Female	
	Age	_____	
	Background		
a	Is the school in programme	☐ = SFP ☐ = None SFP	
b	School ownership	☐ = Public School ☐ = Private school ☐ Community School ☐ Faith-Based School	
c	Type of institution	☐ = Pre-Primary ☐ = Primary School ☐ = Secondary School ☐ = Tertiary Institution	
d	Do you have textbooks at home	☐ = No ☐ = Yes	
e	Do you get help with homework	☐ = No ☐ = Yes	
f	Who helps with homework	☐ = Mother ☐ = Father ☐ = Sister ☐ = Brother ☐ = House help	
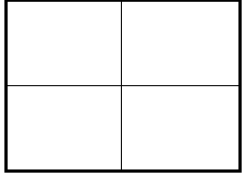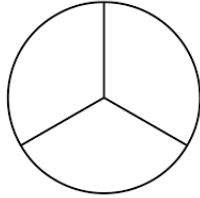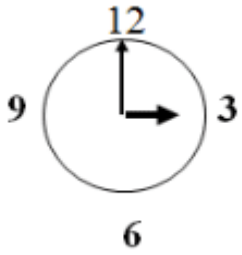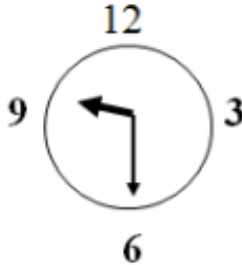
		□ = Grandmother □= Friend □= Neighbour	
g	Did you eat lunch yesterday?	□ = No □ = Yes	
h	Did you eat dinner yesterday?	□ = No □ = Yes	
i	Did you take breakfast in the morning today?	□ = No □ = Yes	
j	Do you have a radio at home	□ = No □ = Yes	
k	Do you listen to the radio for learning	□ = No □ = Yes	
l	Do you have a TV at home	□ = No □ = Yes	
m	Do you use the TV at home for learning	□ = No □ = Yes	
n	Do you have electricity at home	□ = No □ = Yes	
o	Which language do you speak at home?	□ = Mother tongue □ = English □ = Arabic	
1	Now I'm going to ask you some questions about English reading, writing and letters. You should try to answer in English please. I'm going to ask you to say your name and I'd like you to answer in a complete sentence. For example: My name is ….. What is your name? *This question should be asked in English. If the pupil answers using one word, prompt them to use a whole sentence.*	At least 2 names	1 Correct 2 Incomplete 3 No response
2	I am going to point at the word. Read using your finger. Please listen carefully and answer the questions as best as you can.	Good morning uncle Digo	1 Correct 2 Incomplete 3 No response
3	**Read the following letters aloud.** **Put your finger on the letter. Ready? Begin**	T L P Z C R Q B N W	1 Correct 2 Incomplete 3 No response

4	I am going to say some words to you and I would like you to tell me a word that sounds like it. So, if I said the word 'cat' you could answer 'mat' or 'fat' or even 'doormat'. I am going to say just a few different words, and after each one, you see if you can tell me a word that sounds like it.	**SAD**	1 Correct 2 Incomplete 3 No response
5	**BED**	**BED**	1 Correct 2 Incomplete 3 No response
6	**FOG**	**FOG**	1 Correct 2 Incomplete 3 No response
7	This is a ball. Which letter does ball begin with?		1 Correct 2 Incomplete 3 No response
8	This is a Cows. Which letter does Cow begin with?		1 Correct 2 Incomplete 3 No response
9	This is a Dog. Which letter does Dog begin with?		1 Correct 2 Incomplete 3 No response
10	This is a Table. Which letter does Table begin with?		1 Correct 2 Incomplete 3 No response
11	This is a Cat. Which letter does Cat begin with?		1 Correct 2 Incomplete 3 No response
12	I'm going to read a sentence to you twice and I would like you to copy these sentences onto the paper. The shop sells bread and cakes. I like to visit this shop.	**The shop sells bread and cakes. I like to visit this shop.**	1 Correct 2 Incomplete 3 No response

	The shop sells bread and cakes. I like to visit this shop. Can you copy these sentences onto the paper?		
13	I am going to show you a picture. Look at this picture . Make a sentence explaining what is in the picture. What are the pupils are doing? I am going to show you a picture. Look at this picture . Make a sentence explaining what is in the picture. What are the pupils are doing?		1 Correct 2 Incomplete 3 No response 1 Correct 2 Incomplete 3 No response
14	I will read a short passage twice and then ask two questions about it. Make sure you read the passage twice before answering the question. How many brothers does Hadi have?	**Hadi has two brothers. Their names are Ali and Kabir. They are older than Hadi. Hadi likes to go to school, because she has many friends there.**	1 Correct 2 Incomplete 3 No response
15	Why does Hadi like to go to school?		1 Correct 2 Incomplete 3 No response
16	Which colour is the book?		1 Correct 2 Incomplete 3 No response
17	Which colour is the ball		1 Correct 2 Incomplete 3 No response
18	Read the following words	mu, ko, ni	1 Correct 2 Incomplete 3 No response
19	Read the following words	aho, iyo, kwa	1 Correct 2 Incomplete 3 No response
20	Read the following words	turi, umwe, afite	1 Correct 2 Incomplete 3 No response
21	Read the following words	umuntu, dhamus, sisoko	1 Correct 2 Incomplete 3 No response

Numeracy			
1	Now I'd like you to do some number problems with me. Start counting numbers from 1. I will tell you when to stop. Are you ready? Begin.	1 2 3 4 5 6 7 8 9 10	1 Correct 2 Incomplete 3 No response
2	Write these numbers in order of size starting with the lowest in the box.	5, 9, 8	1 Correct 2 Incomplete 3 No response
3	Look at the next question. Some numbers are missing. Can you write down the missing numbers?	2, 5, 7	1 Correct 2 Incomplete 3 No response
4	Look at the eggs on this page. How many are there?		1 Correct 2 Incomplete 3 No response
	I want you to do some addition.		
5	I want you to do some addition. Please begin 2 + 3	2 + 3	1 Correct 2 Incomplete 3 No response
6	25 + 4	25 + 4	1 Correct 2 Incomplete 3 No response
7	11 + 9	11 + 9	1 Correct 2 Incomplete 3 No response
	I want you to do some Subtractions		
8	18 - 2 Please begin	18 - 2	1 Correct 2 Incomplete 3 No response
9	33 - 4	33 - 4	1 Correct 2 Incomplete 3 No response
10	9 - 5	9 - 5	1 Correct 2 Incomplete 3 No response
	I want you to do some divisions		
11	12 ⬜ 3 Please begin	12 ⬜ 3	1 Correct 2 Incomplete 3 No response
12	8 ⬜ 2	8 ⬜ 2	1 Correct 2 Incomplete 3 No response

13	16 ⊡ 4	16 ⊡ 4	1 Correct 2 Incomplete 3 No response
	I want you to do some multiplications		
14	5 x 8	5 x 8	1 Correct 2 Incomplete 3 No response
15	11 x 6	11 x 6	1 Correct 2 Incomplete 3 No response
16	7 x 9	7 x 9	1 Correct 2 Incomplete 3 No response
17	I want you to do some money sums. Point to the pictures of Pumpkins and bananas How much do these things cost together? these things cost together	SSP 4 SSP7	1 Correct 2 Incomplete 3 No response
18	Please measure the long side of your pupil book using your hands. Tell me how many hand lengths (or hand spans) your pupil book is.		1 Correct 2 Incomplete 3 No response
19	Which shape is a square?	◯ △ ☐	1 Correct 2 Incomplete 3 No response
20	Which shape is a triangle?	◯ △ ☐	1 Correct 2 Incomplete 3 No response
21	Which shape is circle	◯ △ ☐	

22	Show the first shape in the pupil book. Please colour three quarters of this shape in your book.		1 Correct 2 Incomplete 3 No response
23	Interviewer: Show the next shape to the pupil Please colour one third of this shape.		1 Correct 2 Incomplete 3 No response
24	What time is it?		1 Correct 2 Incomplete 3 No response
25	What time is it?		1 Correct 2 Incomplete 3 No response

Headteacher Survey Questionnaire

Guidance for introducing yourself and the purpose of the interview:
My name is _____ and I work for WFP/OAG. Your school has been selected by chance from all schools in the area for this interview. The purpose of this interview is to obtain current levels on school enrolment, retention, transition, school managements, staff and physical facilities in your school. The survey is voluntary and the information that you give will be confidential. The information will be used to prepare reports, but will not include any specific names. There will be no way to identify that you gave this information. Could you please spare some time (around 35 minutes) for the interview? Consent given ☐ Consent not given ☐
Please DO NOT suggest in any way that school entitlements could depend on the outcome of the interview, as this will affect the answers.

Administration and Identification	Responses
Research Assistants number	-----------
Name of supervisor	-----------
State	-----------
County	-----------
Payam	-----------
Boma	-----------
Name of the village	-----------
Name of school:	-----------
School	☐ = SFP ☐ = None SFP
Name of Community/Village	-----------
Name of the head teacher	-----------
What type of school?	☐ = Public School ☐ = Private school
Type of Institution	☐ = Pre-Primary ☐ = Primary School ☐ = Secondary School ☐ = Tertiary Institution
Gender of respondent:	☐ = Male ☐ = Female
Age of respondent in years:	☐ = Under 15 years ☐ = 15 - 19 years old ☐ = 20 -24 years old ☐ = 25 - 29 years old ☐ = 30 -34 years old ☐ = 35 - 39 years old ☐ = 40 -44 years old ☐ = 45 - 49 years old ☐ = 50 -54 years old ☐ = 55 -59 years old ☐ = 60 -64 years old ☐ = 65 - 69 years old ☐ = 70 - 74 years old ☐ = 75 years or older
Total School Pupils Population	-----------
Currently, what is the total number of teachers in the school	

Currently, number of female teachers in the school?	------------
Currently, what is the number of male teachers in the school	------------
How many teachers are present today in schools	------------
How many teachers are absent today in schools	------------
Total number of pupils in the school	------------
Number of girls in the school	------------
Number of boys in the school	------------
Impact, Effectiveness and process of SFP in South Sudan	------------
Are you aware of the SFP Programme (SFP)? **If no Skip to the sets below**	⬜ = No ⬜ = Yes
If yes to question 1, when did SFP start in your school?	-----------
Was the SFP implemented for your school as planned	⬜ = No ⬜ = Yes ⬜ = Not applicable
If no, what is the difference between the planned activities and the implemented activities?	-----------
Has the SFP led to increased enrolment of pupils in your school?	⬜ = No ⬜ = Yes ⬜ = Not applicable
Has the SFP led to increased enrolment of boys and girls in your school?	⬜ = No ⬜ = Yes ⬜ = Not applicable
If yes SFP increased enrolment for girls, is your school able to cope with the increased demand for teaching more pupils?	⬜ = No ⬜ = Yes ⬜ = Not applicable
If yes to increased enrolment of pupils, has the school infrastructure been able to cope with the increase in school attendance since the inception of the SFP?	⬜ = No ⬜ = Yes ⬜ = Not applicable
If yes, to what extent has the school infrastructure been able to cope?	⬜ = Very well ⬜ = Fairly ⬜ = Struggling to cope
Please complete the table below on the state of infrastructure in your school after SFP intervention. ENUMERATOR ENTER ZERO IF QUESTION DOES NOT APPLY!	
No. of classrooms	-----------------
No. of classrooms with good blackboards	-----------------
No. of classrooms with damaged roofs/ceilings	-----------------
No. of pupils' desks	-----------------
No. of pupils' chairs	-----------------
No. of teachers' tables	-----------------
No. of teachers' chairs	-----------------
No. of water pots/drums for pupils	-----------------
No. of hand wash basins	-----------------
No. of toilets for teachers	-----------------
No. of toilets for pupils	-----------------
Did you attend any management training during the SFP	⬜ = No

	☐ = Yes ☐ = Not applicable
To what extent has the management trainings for head teachers been useful to you	☐ = A very large extent ☐ = Large extent ☐ = A little extent ☐ = No influence ☐ = Not applicable
Does your school have a functional School Management Committee (SMC)?	☐ = No ☐ = Yes ☐ = Not applicable
Has the SMC been supportive to the implementation of the SFP in your school?	☐ = No ☐ = Yes ☐ = Not applicable

If yes, how has the SMC been supportive? (Tick all that apply)	☐ = Carry out sensitization of SFP in the community ☐ = Carry out sensitization of nutrition in the community ☐ = Provide money on regular basis for school maintenance ☐ = Hire additional teacher(s) ☐ = Provide pupils' desks ☐ = Provide pupils' chairs ☐ = Provide school uniforms ☐ = Provide teachers' tables ☐ = Provide teachers' chairs ☐ = Provide water pots/drums ☐ = Provide wash-hand basins Build toilet(s) ☐ = Provide teaching / learning aids ☐ = Others ☐ = Not Applicable	
Is the SMC involved in the maintenance of the school infrastructure?		☐ = No ☐ = Yes ☐ = Not applicable
If yes, since when has the SMC been involved in the maintenance of school infrastructure?		☐ = Before SFP ☐ = After the start of SFP ☐ = Don't Know ☐ = Not applicable
If before SFP, did you notice any improvement in the SBMC's involvement in the maintenance of school infrastructure during the implementation of SFP?		☐ = No ☐ = Yes ☐ = Don't Know ☐ = Not applicable

How many children are receiving SFP food ration in your school? ENUMERATOR ENTER ZERO IF QUESTION DOES NOT APPLY! ENUMERATOR ENTER ZERO (0) FOR SCHOOLS WITH PUPILS THAT DO NOT RECEIVE SFP RATION	
Number of pupils in NURSARY that received on-site school feeding?	
Number of pupils in NURSARY that received take home rations (THRs)?	
Number of pupils in BASIC SCHOOL that received on-site school feeding?	-----------------
Number of pupils in BASIC that received take home rations (THRs)?	-----------------
Number of pupils in PRIMARY that received on-site school feeding modality	-----------------
Number of pupils in PRIMARY that received take home rations (THRs)	-----------------

Number of pupils in SECONDARY on site	-----------------
Number of pupils in SECONDARY on take home	-----------------
Number of pupils in SECONDARY on boarding	-----------------
Number of pupils in TEACHERS' TRAINING INSTITUTE on site	-----------------
Number of pupils in TEACHERS' TRAINING INSTITUTE on take home	-----------------
Number of pupils in TEACHERS' TRAINING INSTITUTE on boarding	-----------------
Do you think the SFP has helped in reducing inequities between households in terms of access to education for the girl child?	☐ = No ☐ = Yes ☐ = Not applicable
In your own opinion to what extent was the SFP aligned with the (education, social) policies of the government, especially for girls?	☐ = No Extent ☐ = A little ☐ = Somewhat ☐ = A large extent ☐ = A great extent
In your own opinion to what extent was the SFP aligned with the strategies of the government, especially for girls?	☐ = No Extent ☐ = A little ☐ = Somewhat ☐ = A large extent ☐ = A great extent
In your own observations to what extent was the SFP aligned with the priorities of the government, especially for girls?	☐ = No Extent ☐ = A little ☐ = Somewhat ☐ = A large extent ☐ = A great extent
How effective has the SFP take home rations (THRs) on time?	☐ = Never on time ☐ = Occasionally on time ☐ = Sometimes on time ☐ = Mostly on time ☐ = Don't know ☐ = Not Applicable
How effective has the SFP take home rations (THRs) been to the correct recipient?	☐ = Not effective ☐ = Effective but with much ☐ = errors/complaints ☐ = Effective with only a few ☐ = errors/complaints ☐ = Very effective ☐ = Don't know ☐ = Not Applicable
How effective has the SFP on-site school feeding modality on time?	☐ = Never on time ☐ = Occasionally on time ☐ = Sometimes on time ☐ = Mostly on time ☐ = Don't know ☐ = Not Applicable
How effective has the SFP on-site school feeding modality been to the correct recipient?	☐ = Not effective ☐ = Effective but with much ☐ = errors/complaints ☐ = Effective with only a few ☐ = errors/complaints ☐ = Very effective ☐ = Don't know

	☐ = Not Applicable
How effective has the SFP on boarding on time?	☐ = Never on time ☐ = Occasionally on time ☐ = Sometimes on time ☐ = Mostly on time ☐ = Don't know ☐ = Not Applicable
How effective has the SFP on boarding been to the correct recipient?	☐ = Not effective ☐ = Effective but with much ☐ = errors/complaints ☐ = Effective with only a few ☐ = errors/complaints ☐ = Very effective ☐ = Don't know ☐ = Not Applicable
Are there any intervening event(s) that have affected the implementation and outcomes of SFP in your school?	☐ = No ☐ = Yes ☐ = Don't Know ☐ = Not applicable
If yes, please mention the event(s):	………………………………
To what extent did the different modalities (on-site, THR) and approaches (traditional and home-grown) activities impact food security in the community?	☐ = No Extent ☐ = A little ☐ = Somewhat ☐ = A large extent ☐ = A great extent
In your own opinion to what extent did the different modalities (on-site, THR) and approaches (traditional and home-grown) activities impact nutrition in the community?	☐ = No Extent ☐ = A little ☐ = Somewhat ☐ = A large extent ☐ = A great extent
To what extent did the different modalities (on-site, THR) and approaches (traditional and home-grown) activities impact learning of beneficiaries (boys and girls) in the schools?	☐ = No Extent ☐ = A little ☐ = Somewhat ☐ = A large extent ☐ = A great extent
To what extent did the different modalities (on-site, THR) and approaches (traditional and home-grown) activities impact the community?	☐ = No Extent ☐ = A little ☐ = Somewhat ☐ = A large extent ☐ = A great extent
What, if any other unintended (positive and negative) impacts of the SFP?	………………………………
What was the frequency of meetings between SMC and the SFP Schools?	☐ = Never ☐ = Occasionally ☐ = Sometimes ☐ = Most of the time ☐ = Don't know ☐ = Not Applicable
Has teachers' capacity improved because of SFP in your school?	☐ = No ☐ = Yes ☐ = Don't Know ☐ = Not applicable

Has the teaching-student relation changed because of the SFP in your school?	☐ = No ☐ = Yes ☐ = Don't Know ☐ = Not applicable
Did the States and the levels below (PAYAM, BOMA) comply with the SFP and delivered outputs as agreed?	☐ = No ☐ = Yes ☐ = Don't Know ☐ = Not applicable
Did the teachers at primary have opportunities for training through this programme?	☐ = No ☐ = Yes ☐ = Don't Know ☐ = Not applicable
General cognitive skills (literacy and numeracy) for the whole school	
Did you see any improvement in the overall cognitive skills of the early age/ pupils/students involved in the project?	☐ = No ☐ = Yes ☐ = Don't Know ☐ = Not applicable
If yes, to what extent? (Measurable as possible - percentage?)	☐ = 20% and below ☐ = Over 20% to 40% ☐ = Over 40% to 60% ☐ = Over 60% ☐ = Not Applicable
Do you see any improvement in the overall reading skills of the early age students involved in the project? (Skip appropriately)	☐ = No ☐ = Yes ☐ = Don't Know ☐ = Not applicable
If yes, to what extent? (Measurable as possible - percentage?)	☐ = 20% and below ☐ = Over 20% to 40% ☐ = Over 40% to 60% ☐ = Over 60% ☐ = Not Applicable
Do you see any improvement in the overall numeracy skills of the early age students involved in the project?	☐ = No ☐ = Yes ☐ = Don't Know ☐ = Not applicable
If yes, to what extent? (Measurable as possible - class percentage?)	☐ = 20% and below ☐ = Over 20% to 40% ☐ = Over 40% to 60% ☐ = Over 60% ☐ = Not Applicable
Can you provide at least 3 concrete examples of improvement that has been perceived? (this could be average classes scores recorded and/or particular students' cases)	------------------
If yes, is there an evolution in time of the improved skills perceived (a school year, term)?	☐ = No ☐ = Yes ☐ = Don't Know ☐ = Not applicable
If you perceive improvement in terms of outcomes, do you feel there is a relation between your new-acquired skills as a teacher with those improvements?	☐ = No ☐ = Yes ☐ = Don't Know ☐ = Not applicable

If yes, how? Can you provide examples?	....
Section D: Relevance and Sustainability of SFP	
Number of additional teachers posted to the school by government?	
School repairs by government?	⬜ = No ⬜ = Yes ⬜ = Don't Know ⬜ = Not applicable
Government monthly financial support for school maintenance South Sudan Pounds (SSP)? ENUMERATOR ENTER ZERO IF QUESTION DOES NOT APPLY!	....
Number of new classrooms provided by government currently? ENUMERATOR ENTER ZERO IF QUESTION DOES NOT APPLY!	....
Number of additional chairs provided by government? ENUMERATOR ENTER ZERO IF QUESTION DOES NOT APPLY!	....
Number of additional tables provided by government? ENUMERATOR ENTER ZERO IF QUESTION DOES NOT APPLY!	....
Government provision of school uniforms	⬜ = No ⬜ = Yes ⬜ = Don't Know ⬜ = Not applicable
Government improved sanitation (dug well or borehole)-	⬜ = No ⬜ = Yes ⬜ = Don't Know ⬜ = Not applicable
Government improved sanitation (Build more toilets)?	⬜ = No ⬜ = Yes ⬜ = Don't Know ⬜ = Not applicable
How often were you visited by SFP officials during the implementation of SFP? (Tick only one option)	⬜ = Never visited ⬜ = Twice per session Only ⬜ = Once in a term ⬜ = Don't know ⬜ = Not Applicable
Should the SFP- or a variant of it be scaled up to a state level?	⬜ = No ⬜ = Yes ⬜ = Don't Know ⬜ = Not applicable
Enumerator: Please provide the data on pupils' enrolment in your school currently. **ENUMERATOR ENTER ZERO IF QUESTION DOES NOT APPLY!**	
Number of boys currently enrolled in BASIC PRIMARY?	....
Number of girls currently enrolled in BASIC PRIMARY?	....
Number of boys currently enrolled in Primary 1?	....

Number of girls currently enrolled in Primary 1?	………………………………
Number of boys currently enrolled in Primary 2?	………………………………
Number of girls currently enrolled in Primary 2?	………………………………
Number of boys currently enrolled in Primary 3?	………………………………
Number of girls currently enrolled in Primary 3?	………………………………
Number of boys currently enrolled in Primary 4?	………………………………
Number of girls currently enrolled in Primary 4?	………………………………
Number of boys currently enrolled in Primary 5?	………………………………
Number of girls currently enrolled in Primary 5?	………………………………
Number of boys currently enrolled in Primary 6?	………………………………
Number of girls currently enrolled in Primary 6?	………………………………
Number of boys currently enrolled in Primary 7?	………………………………
Number of girls currently enrolled in Primary 7?	………………………………
Number of boys currently enrolled in Primary 8?	………………………………
Number of girls currently enrolled in Primary 8?	………………………………
Number of boys currently enrolled in SSP 1?	………………………………
Number of girls currently enrolled in SSP 1?	………………………………
Number of boys currently enrolled in SSP 2?	………………………………
Number of girls currently enrolled in SSP 2?	………………………………
Number of boys currently enrolled in SSP 3?	………………………………
Number of girls currently enrolled in SSP 3?	………………………………
Number of boys currently enrolled in SSP 4?	………………………………
Number of girls currently enrolled in SSP 4?	………………………………
Please provide the data on pupils' enrolment in your school before COVID-19 in April 2020	………………………………
Data boys' enrolment in BASIC PRIMARY before COVID-19?	………………………………
Data girls' enrolment in BASIC PRIMARY before COVID-19?	………………………………
Data boys' enrolment in PRIMARY before COVID-19?	………………………………
Data girls' enrolment in PRIMARY before COVID-19?	………………………………
How many months have students been in school during the pandemic?	………………………………
Please provide the data on teachers' employed in your school currently? ENUMERATOR ENTER ZERO IF QUESTION DOES NOT APPLY!	
Currently, male teachers employed in NURSARY?	………………………………
Currently, female teachers employed in NURSARY?	………………………………
Currently, male teachers employed in BASIC PRIMARY?	………………………………
Currently, female teachers employed in BASIC PRIMARY?	………………………………
Currently, male teachers employed in PRIMARY?	………………………………
Currently, female teachers employed in PRIMARY?	………………………………
Currently, male teachers employed in SSP?	………………………………
Currently, female teachers employed in SSP?	………………………………

Is your school implementing safe school protocols (COVID-19 prevention and control)	☐ = No ☐ = Yes ☐ = Don't Know ☐ = Not applicable
In your own opinion to what extent were the effects of the COVID-19 in the school enrolment/attendance	☐ = No Extent ☐ = A little ☐ = Somewhat ☐ = A large extent ☐ = A great extent
In your own opinion to what extent were the effects of the FLOODs in the school enrolment/attendance	☐ = No Extent ☐ = A little ☐ = Somewhat ☐ = A large extent ☐ = A great extent
Was this schools involved in Back-to-School Campaign after the effects above?	☐ = No ☐ = Yes ☐ = Don't Know ☐ = Not applicable
Do you have an evidence on effective implementation practices of contingency education response plan in your school	☐ = No ☐ = Yes ☐ = Don't Know ☐ = Not applicable
Has your school and the neighbouring community been affected by the insecurity in the BOMA / PAYAM /State?	☐ = No ☐ = Yes ☐ = Don't Know ☐ = Not applicable
If yes, has the insecurity in your school and the neighbouring community affected the students' enrolment?	☐ = No ☐ = Yes ☐ = Don't Know ☐ = Not applicable
If yes, has the insecurity in your school and the neighbouring community affected the students' attendance?	☐ = No ☐ = Yes ☐ = Don't Know ☐ = Not applicable
If yes, has the insecurity in your school and the neighbouring community caused the students to transfer to other schools/BOMA/PAYAM/County/States?	☐ = No ☐ = Yes ☐ = Don't Know ☐ = Not applicable
Location of interview? GPRS	

School Observation Tool

School observation tool
Guidance for introducing yourself and the purpose of the interview:
My name is _____ and I work for WFP/OAG. Your school has been selected by chance from all schools in the area for this interview. The purpose of this interview is to obtain current levels on school enrolment, retention, transition, school managements, staff and physical facilities in your school. The survey is voluntary and the information that you give will be confidential. The information will be used to prepare reports, but will not include any specific names. There will be no way to identify that you gave this information. Could you please spare some time (around 35 minutes) for the interview? Consent given ☐ Consent not given ☐
Please DO NOT suggest in any way that school entitlements could depend on the outcome of the interview, as this will affect the answers.

	Administration and Identification	Responses
1	Research Assistants number	-----------
2	Name of supervisor	-----------
3	State	-----------
4	County	-----------
5	Payam	-----------
6	Boma	-----------
7	Name of the village	-----------
8	Name of school:	-----------
9	School	☐ = SFP ☐ = None SFP
10	Name of Community/Village	-----------
11	Name of the head teacher	-----------
12	What type of school?	☐ = Public School ☐ = Private school
13	Type of Institution	☐ = Pre-Primary ☐ = Primary School ☐ = Secondary School ☐ = Tertiary Institution
14	Gender of respondent:	☐ = Male ☐ = Female
15	Age of respondent in years:	☐ = Under 15 years ☐ = 15 - 19 years old ☐ = 20 -24 years old ☐ = 25 - 29 years old ☐ = 30 -34 years old ☐ = 35 - 39 years old ☐ = 40 -44 years old ☐ = 45 - 49 years old ☐ = 50 -54 years old ☐ = 55 -59 years old ☐ = 60 -64 years old ☐ = 65 - 69 years old ☐ = 70 - 74 years old ☐ = 75 years or older
16	Total School Pupils/students Population	-----------

17	Currently, what is the total number of teachers in the school	
18	Currently, number of female teachers in the school?	------------
19	Currently, what is the number of male teachers in the school	------------
20	How many teachers are present today in schools	------------
21	How many teachers are absent today in schools	------------
22	Total number of pupils in the school	------------
23	Number of girls in the school	------------
24	Number of boys in the school	------------
	Structures in schools	------------
25	No of Classrooms	------------
	Water Sanitation and Hygiene facilities	-----------
26	Number of toilets	Boys _____Girls_____ Not separated by gender_____
27	Source of the school water	▢ = Borehole ▢ = Piped water ▢ = Covered well/Spring ▢ = Open well/spring ▢ = Rainwater ▢ = River/Stream/lake ▢ = Dam ▢ = Water Trucking ▢ = Bottled water ▢ = No water
28	Type of toilets	▢ = No toilets/latrine ▢ = Flash/pour toilets ▢ = Pit latrine with slab ▢ = Pit latrine without slab ▢ = Composting toilet ▢ = Hanging latrine ▢ = Bucket latrine ▢ = Hanging latrine (hole over water)
29	Are both water and soap currently available at the handwashing facility?	▢ = Water and soap ▢ = Water only ▢ = Soap only ▢ = Neither
30	Check for the availability of school canteens	▢ = No ▢ = Yes ▢ = Not applicable
31	Is the canteen functional?	▢ = No ▢ = Yes ▢ = Not applicable
32	Is the canteen supplied by the local food supply chains?	▢ = No ▢ = Yes ▢ = Not applicable
33	Is there storage space for the food commodities?	▢ = No ▢ = Yes ▢ = Not applicable
34	Is there a functional kitchen?	▢ = No

		⬜ = Yes ⬜ = Not applicable
35	Check for the availability of a school garden	⬜ = No ⬜ = Yes ⬜ = Not applicable

Please complete the table below on the state of infrastructure in your school after SFP intervention. ENUMERATOR ENTER ZERO IF QUESTION DOES NOT APPLY!

36	No. of classrooms	------------------	
37	No. of classrooms with good blackboards	------------------	
38	No. of classrooms with damaged roofs/ceilings	------------------	
39	No. of pupils' desks	------------------	
40	No. of pupils' chairs	------------------	
41	No. of teachers' tables	------------------	
42	No. of teachers' chairs	------------------	
43	No. of water pots/drums for pupils	------------------	
44	No. of hand wash basins	------------------	
45	No. of toilets for teachers	------------------	
46	No. of toilets for pupils	------------------	
47	**How many children are receiving SFP food ration in your school? ENUMERATOR ENTER ZERO IF QUESTION DOES NOT APPLY! ENUMERATOR ENTER ZERO (0) FOR SCHOOLS WITH PUPILS THAT DO NOT RECEIVE SFP RATION**	-------------------	
48	Number of pupils in PRIMARY that received on-site school feeding modality		------------------
49	Number of pupils in PRIMARY that received take home rations (THRs)		------------------
50	Number of pupils in SECONDARY on site		------------------
51	Number of pupils in SECONDARY on take home		------------------
52	Number of pupils in SECONDARY on boarding		------------------
53	Number of pupils in TEACHERS' TRAINING INSTITUTE on site		------------------
54	Number of pupils in TEACHERS' TRAINING INSTITUTE on take home		------------------
55	Number of pupils in TEACHERS' TRAINING INSTITUTE on boarding		------------------
56	Number of additional teachers posted to the school by government?		
57	School repairs by government?	⬜ = No ⬜ = Yes ⬜ = Don't Know ⬜ = Not applicable	
58	Government monthly financial support for school maintenance South Sudan Pounds (SSP)? ENUMERATOR ENTER ZERO IF QUESTION DOES NOT APPLY!	....	
59	Number of new classrooms provided by government currently. ¥ ENUMERATOR ENTER ZERO IF QUESTION DOES NOT APPLY!	....	

60	Number of additional chairs provided by government? ENUMERATOR ENTER ZERO IF QUESTION DOES NOT APPLY!	………………………………
61	Number of additional tables provided by government? ENUMERATOR ENTER ZERO IF QUESTION DOES NOT APPLY!	………………………………
62	Government provision of school uniforms	⬜ = No ⬜ = Yes ⬜ = Don't Know ⬜ = Not applicable
63	Government improved sanitation (dug well or borehole)-	⬜ = No ⬜ = Yes ⬜ = Don't Know ⬜ = Not applicable
64	Any adaptations of sanitation facilities for children with disabilities?	⬜ = No ⬜ = Yes ⬜ = Don't Know ⬜ = Not applicable
65	**Location of interview? GPRS**	

Household Beneficiary Questionnaire

Technical

1.1 Technical (Basic)

1.1.1	Date of the survey	
1.1.2	Name of the interviewer (or ID)	
1.1.3	Who is the enumeration team supervisor?	
1.1.4	Sex of the interviewer	
1.1.5	Household ID	
1.1.6	State	
1.1.7	County	
1.1.8	Payam	

1.2 Consent (Assessment Surveys)

1.2.1 Hello, my name is…. and I work with WFP and … [ADJUST AS APPROPRIATE]. We are conducting a survey and we would like to ask you some questions about your household's food consumption, livelihood and access to food [ADJUST AS APPROPRIATE]. The survey usually takes about 30 minutes to complete [ADJUST AS APPROPRIATE]. Any information that you provide will be kept strictly confidential, meaning that we will use your answers to describe the situation in the area, but we will never reveal your personal information. If you do not understand any of the questions, please say so and I will explain them. You may ask me questions at any point during the interview. Your participation is voluntary, and you can choose not to answer any or all of the questions if you want. However, we hope that you will participate since your views are important. Do you have any questions? May we begin now?

1.	☐ No
2.	☐ Yes

1.3 Technical (Respondent)

1.3.1 First Name: ……………………………

1.3.2 Last Name: ……………………………

1.4 Technical (Additional - Assistance)

1.4.1	WFP assistance in the last 12 months?	☐ No ☐ Yes
1.4.2	Did your household receive in-kind WFP assistance in the last 12 months?	☐ No ☐ Yes
1.4.3	Did your household receive WFP capacity-building assistance in the last 12 months?	☐ No ☐ Yes

2 Demographic

2.1 Demographic (Basic)

Hint: ENUMERATOR: Ask these questions from the respondent

2.1.1	What is your age (in years)?	☐ No

		☐ Yes
2.1.2	RECORD: Sex of the Respondent	☐ Male ☐ Female
2.1.3	What is your relationship with the head of the household? *Hint: ENUMERATOR: Allow the respondent to define the head of household as they choose. If a respondent asks for the definition of head of household: "head of household is the one who makes the major decisions".*	☐ Head of household ☐ Spouse/partner ☐ Son/daughter ☐ Father/mother ☐ Mother ☐ Father ☐ Brother/sister ☐ Other relatives ☐ Other non-relatives (specify)
2.1.4	Name of the head of household:	....
2.1.5	What is the sex of the head of the household?	☐ Male ☐ Female
2.1.6	What is the marital status of the head of the household?	☐ Single ☐ Cohabitating ☐ Married ☐ Divorced/Separated ☐ Widowed ☐ Other
2.1.7	What is the total number of **male** infants/children aged 0 to 59 months in your household?	
2.1.8	What is the total number of **female** infants/children aged 0 to 59 months in your household?	
2.1.9	What is the total number of **male** children aged 5 to 17 years old in your household?	
2.1.10	What is the total number of fe**male** children aged 5 to 17 years old in your household?	

2.1.11	What is the total number of male members aged 18 to 59 years old in your household?	
2.1.12	What is the total number of female members aged 18 to 59 years old in your household?	
2.1.13	What is the total number of male members aged 60 and above in your household?	
2.1.14	What is the total number of female members aged 60 and above in your household?	

3 Food Consumption

3.1 Household Food Insecurity Access Scale (HFIAS)

3.1.1	In the past four weeks, did you worry that your household would not have enough food?	☐ No ☐ Yes
3.1.2	In the past four weeks, were you or any household member not able to eat the kinds of foods you preferred because of a lack of resources?	☐ No ☐ Yes
3.1.3	In the past four weeks, did you or any household member have to eat a limited variety of foods due to a lack of resources?	☐ No ☐ Yes
3.1.4	In the past four weeks, did you or any household member have to eat some foods that you did not want to eat because of a lack of resources to obtain other types of food?	☐ No ☐ Yes
3.1.5	In the past four weeks, did you or any household member have to eat a smaller meal than you felt you needed because there was not enough food?	☐ No ☐ Yes
3.1.6	In the past four weeks, did you or any household member have to eat fewer meals in a day because there was not enough food?	☐ No ☐ Yes
3.1.7	In the past four weeks, was there ever no food to eat of any kind in your household because of a lack of resources to get food?	☐ No ☐ Yes
3.1.8	In the past four weeks, did you or any household member go to sleep at night hungry because there was not enough food?	☐ No ☐ Yes
3.1.9	In the past four weeks, did you or any household member go a whole day and night without eating anything because there was not enough food?	☐ No ☐ Yes

3.2 Household Hunger Scale (HHS)

3.2.1	In the past [4 weeks/30 days], was there ever no food to eat of any kind in your house because of a lack of resources to get food?	☐ No ☐ Yes
3.2.2	How often did this happen in the past [4 weeks/30 days]?	☐ Rarely (1–2 times) ☐ Sometimes (3–10 times) ☐ Often (more than 10 times)

3.2.3	In the past [4 weeks/30 days], did you or any household member go to sleep at night hungry because there was not enough food?	☐ No ☐ Yes
3.2.4	How often did this happen in the past [4 weeks/30 days]?	☐ Rarely (1–2 times) ☐ Sometimes (3–10 times) ☐ Often (more than 10 times)
3.2.5	In the past [4 weeks/30 days], did you or any household member go a whole day and night without eating anything at all because there was not enough food?	☐ No ☐ Yes
3.2.6	How often did this happen in the past [4 weeks/30 days]?	☐ Rarely (1–2 times) ☐ Sometimes (3–10 times) ☐ Often (more than 10 times)

3.3 Food security

3.3.1	In the past [4 weeks/30 days], did the school feeding program provide enough food to your child(ren)?	☐ No ☐ Yes
3.3.2	How often did this happen in the past [4 weeks/30 days]?	☐ Rarely (1–2 times) ☐ Sometimes (3–10 times) ☐ Often (more than 10 times)
3.3.3	In the past [4 weeks/30 days], did the SFP`s food provide nutrients to your child(ren) e.g., Iron, Vitamin A, Iodine and Folate?	☐ No ☐ Yes
3.3.4	How often did this happen in the past [4 weeks/30 days]?	☐ Rarely (1–2 times) ☐ Sometimes (3–10 times) ☐ Often (more than 10 times)
3.3.5	Did your household adequately receive food leading to enhanced nutrition, health, and decreased morbidity?	☐ No ☐ Yes
3.3.6	Did the younger children receiving take-home. rations from SFP show significant improved weight-for-age in the 5 years	☐ No ☐ Yes
3.3.7	In your own opinion do you think the SFP eliminated daily protein deficiency and decreased calorie deficiency, daily iron deficiency among the school children	☐ No ☐ Yes
3.3.8	In your own opinion did the SFP the meals help to reduce pressure to provide one meal or not for your household?	☐ No ☐ Yes
3.3.9	If Yes in the above by how much?	☐ Below 10% ☐ Between 10% to 30% ☐ Over 30% to 50% ☐ Over 50% to 70% ☐ Over 70% to 90% ☐ Over 90%

3.4 Social protection and safety nets

3.4.1	In your opinion do you think the SFP reduced poverty by boosting income for households and communities?	☐ No ☐ Yes
3.4.2	What is your estimate of the value of the meals you received over the program period?	☐ Below 10% ☐ Between 10% to 30% ☐ Over 30% to 50% ☐ Over 50% to 70% ☐ Over 70% to 90%

3.4.3	Did the SFP`s provide exemplifies livelihood creation through employing local women/men who prepared/cooked the food?	☐ Over 90% ☐ No ☐ Yes
3.4.4	Did SFP link local farmers, especially smallholders to supply their food to the program?	☐ No ☐ Yes

3.5 Local Economies and agriculture

3.5.1	In your opinion did the buying of food from the local smallholder boost local agriculture, impacted rural transformation, and strengthened local food systems	☐ No ☐ Yes
3.5.2	In your own estimate what percentage of all purchases for school feeding came from smallholder agriculture.	☐ Below 10% ☐ Between 10% to 30% ☐ Over 30% to 50% ☐ Over 50% to 70% ☐ Over 70% to 90% ☐ Over 90%
3.5.3	In your own estimate what was the percentage increase in agricultural sales and household income among the communities	☐ Below 10% ☐ Between 10% to 30% ☐ Over 30% to 50% ☐ Over 50% to 70% ☐ Over 70% to 90% ☐ Over 90%
3.5.4	Did you agree that local purchase of food resulted in the inclusion of more diverse and fresh foods in the SFP?	☐ No ☐ Yes

4 Resilience

4.1 Resilience Capacity Score (RCS)

Please tell me to what extent do you agree or disagree with these statements.' [Read out each statement and ask] 'Would you say that you strongly agree [5], agree [4], disagree [2], strongly disagree [1] or neither agree nor disagree [3] that:

		1	2	3	4	5
4.1.1	Your household can bounce back from any challenge that life throws at it.					
4.1.2	During times of hardship, your household can change its primary income or source of livelihood if needed.					
4.1.3	If threats to your household became more frequent and intense, you would still find a way to get by.					
4.1.4	During times of hardship, your household can access the financial support you need.					
4.1.5	Your household can rely on the support of family or friends when you need help.					

4.1.6	Your household can rely on support from the public administrator/government or other institutions when you need help.					
4.1.7	Your household has learned important lessons from past hardships that will help you to better prepare for future challenges.					
4.1.8	Your household is fully prepared for any future challenges or threats that life throws at it.					
4.1.9	Your household receives useful information warning you about future risks in advance.					

4.2 Resilience Capacity Score (RCS) – Additional

Shocks/Stressors

4.2.1	In the past 12 months, was your household affected by Flood?	☐ No ☐ Yes
4.2.2	Please indicate how much your household's livelihood or income was affected by floods	☐ Low (Barely affected) ☐ Medium (Moderately affected) ☐ High (Severely affected)
4.2.3	In the past 12 months, was your household affected by drought?	☐ No ☐ Yes
4.2.4	Please indicate how much your household's livelihood or income was affected by the drought	☐ Low (Barely affected) ☐ Medium (Moderately affected) ☐ High (Severely affected)
4.2.5	In the past 12 months, was your household affected by civil unrest/war?	☐ No ☐ Yes
4.2.6	Please indicate how much your household's livelihood or income was affected by civil unrest/war.	☐ Low (Barely affected) ☐ Medium (Moderately affected) ☐ High (Severely affected)

5 Income

5.1 Income

5.1.1	How many income sources does your household have?	
5.1.2	What are the main sources of income for the household? HINT: Select a maximum of entries in 5.1.1 in order of importance, that is, 1 is the most important main source	☐ Wage Labor - Professional ☐ Wage Labor - Skilled ☐ Wage Labor - Unskilled/Casual/Agriculture ☐ Wage Labor - Unskilled/Casual/non-agriculture ☐ Pension ☐ Remittances ☐ Aid/gifts ☐ Borrowing money/Living off debt ☐ High-risk activities(e.g. begging, scavenging) ☐ Saving/selling assets ☐ Petty trade/selling on streets

		□ Small trade (own business) □ Medium/large trade (own business) □ Small Agriculture production including livestock (own land/livestock) □ Medium/large agriculture production including livestock (own land/livestock) □ Other (specify)
5.1.3	What main constraint did you face to earning income in the past six months? HINT Select one or more options.	□ Access to land □ Drought □ Lack of grazing land □ Deforestation □ Low access to credit □ High prices for primary materials □ Lack of support (e.g., sanitary, veterinary, agricultural, etc.) □ Insecurity □ Debts □ Serious diseases of one or more members of the household □ Other (specify)
5.1.4	Does your household have access to credit?	□ No □ Yes
5.1.5	What is the main source of credit?	□ Relatives □ Outside the country □ Traders/shopkeepers □ Bank/ Credit institution/Micro-credit project □ Humanitarian agencies □ Cooperative □ Money lender □ Landlord (more than 1 month behind in rent) □ Informal savings group □ Employer □ Other (specify)
5.1.6	Has your household borrowed over the last 30 days?	□ No □ Yes
5.1.7	What was the primary reason for the household to borrow?	□ To buy food □ To buy non-food items (clothes, small furniture…) □ To rent an accommodation □ To pay for school, and education costs □ To cover health expenses □ To pay for durable goods (scooter, TV,) □ To pay for ceremonies/social events □ To rent/buy a flat/house □ To pay for ticket/cover travel for migration □ To buy agricultural land, inputs, or livestock □ invest in business

		□ Other (specify)		
5.1.8	Does the household currently have any debt?	□ No □ Yes		
5.1.9	Are you on track to repay the debts by the time you promised your creditor?	□ No □ Yes		

6 Perceived Needs

6.1 HESPER (Humanitarian Emergency Settings Perceived Needs Scale)

I am going to ask you about the serious problems that you may currently be experiencing. We are interested in finding out what you think – a serious problem is a problem that you consider serious. There are no right or wrong answers. I am going to ask you about your serious problems first.

		0 No serious problem	1 Serious problem	9 Does not know/Not applicable/ Declines to answer
6.1.1	Do you have a serious problem because you do not have enough water that is safe for drinking or cooking?			
6.1.2	Do you have a serious problem with food? For example, because you do not have enough food or good enough food, or because you are not able to cook food.			
6.1.3	Do you have a serious problem because you do not have a suitable place to live in?			
6.1.4	Do you have a serious problem because you do not have easy and safe access to a clean toilet?			
6.1.5	Do you have a serious problem because in your situation it is difficult to keep clean? For example, because you do not have enough soap, sanitary materials, water or a suitable place to wash.			
6.1.6	Do you have a serious problem because you do not have enough, or good enough, clothes, shoes, bedding or blankets?			
6.1.7	Do you have a serious problem because you do not have enough income, money or resources to live?			
6.1.8	Do you have a serious problem with your physical health? For example, because you have a physical illness, injury or disability.			
6.1.9	Do you have a serious problem because you are not able to get adequate health care for yourself? For example, treatment or medicines or health care during pregnancy or childbirth.			
6.1.10	Do you have a serious problem because you or your family are not safe or protected where you live now? For example, because of conflict, violence or crime in your community, city or village.			
6.1.11	Do you have a serious problem because your children are not in school, or are not getting a good enough education?			
6.1.12	Do you have a serious problem because in your situation it is difficult to care for family members who live with you? For			

	example, young children in your family, or family members who are elderly, physically or mentally ill, or disabled.			
6.1.13	Do you have a serious problem because you do not have enough information? For example, because you do not have enough information about the aid that is available; or because you do not have enough information about what is happening in your home country or hometown. For non-displaced people: Do you have a serious problem because you do not have enough information? For example, because you do not have enough information about the aid that is available.			
6.1.14	Do you have a serious problem because of inadequate aid? For example, because you do not have fair access to the aid that is available, or because aid agencies are working on their own without involvement from people in your community.			
The last	**The last few questions refer to people in your community/village/town, so please think about members of your community when answering these questions.**			
6.1.15	Is there a serious problem in your community because of an inadequate system of law and justice, or because people do not know enough about their legal rights?			
6.1.16	Is there a serious problem for women in your community because of physical or sexual violence towards them, either in the community or in their homes?			
6.1.17	Is there a serious problem in your community because people drink a lot of alcohol, or use harmful drugs			
6.1.18	Is there a serious problem in your community because people have a mental illness?			
6.1.19	Is there a serious problem in your community because there is not enough care for people who are on their own? For example, care for unaccompanied children, widows or elderly people, or unaccompanied people who have a physical or mental illness, or disability.			

FOR THE ENUMERATOR: Read out the titles of all questions you have rated as 'Serious Problem', as well as any other serious problems listed above. Write down the person's answers (write down the number and title of the questions).

6.1.20	Out of these problems, select the three most serious problems. HINT: Rank them in order of severity. 1 is the most serious problem. The selection must correspond to selections in 6.1.1 to 6.1.19	☐ Drinking water ☐ Food ☐ Place to live in ☐ Toilets ☐ Keeping clean ☐ Clothes, shoes, bedding or blankets ☐ Income or livelihood ☐ Physical health ☐ Health care ☐ Safety ☐ Education for your children ☐ Care for family members ☐ Information ☐ The way aid is provided ☐ Law and justice in your community

		☐ Safety or protection from violence for women in your community ☐ Alcohol or drug use in your community ☐ Mental illness in your community

7 Protection & Accountability to Affected Population (AAP)

7.1 Barriers to accessing food

7.1.1	Have you or any member of your household been unable to access WFP assistance one or more times?	☐ No ☐ Yes ☐ Don't know
7.1.2	Please describe the challenge *Hint: ENUMERATOR: Please do not read the options but select relevant answer choices based on the respondent's answer.*	☐ Physical obstacles - flooding, no infrastructures, distances, etc. ☐ Insecurity - armed conflict, criminality, checkpoints, etc. ☐ Disrespect or discrimination by WFP or CP staff ☐ WFP or CP Staff misconduct - SEA, fraud, corruption, etc. ☐ Service delivery issues - crowded site, long waiting hours, etc. ☐ non-inclusive assistance - not suitable to cultural practices or minorities' needs ☐ non-accessible information - on targeting, entitlement, CFM, etc. ☐ Other
7.1.3	Have WFP and/or its partners already taken measures to solve the problem?	☐ No ☐ Yes ☐ Don't know
7.1.4	What could be done to ensure access to WFP assistance?	....

7.2 Treated Respectfully

7.2.1	Do you think WFP and/or partner staff have treated you and members of your household respectfully?	☐ No ☐ Yes
7.2.2	Please indicate the problem(s). *Hint: ENUMERATOR: Please do not read the options but select relevant answer choices based on the respondent's answer.*	☐ Ill treatment by WFP/CP personnel ☐ Ill treatment by shop owners/assistants ☐ Ill treatment by bank assistants ☐ Other (specify)
7.2.3	Indicate if the respondent refers to discrimination on the grounds of: *Hint: ENUMERATOR: If the respondent does not mention discrimination in the question above, please do not select answers for this question*	☐ Gender ☐ Age ☐ Disability ☐ Language ☐ Displacement Status ☐ Other (specify)
7.2.4	Do you think the conditions of WFP programme sites are dignified?	☐ No ☐ Yes

7.2.5	Please indicate the problem(s): *Hint: ENUMERATOR: Please do not read the options but select relevant answer choices based on the respondent's answer.*	☐ Lack of shade ☐ Lack of toilet facilities ☐ Lack of private spaces for lactating mothers ☐ Lack of crowd control measures ☐ Long waiting time ☐ Long travel times ☐ Timing ☐ Cost of transport too expensive ☐ Struggle to understand and use technology ☐ Timing does not respect gender or community norms ☐ Cost of transport too expensive ☐ Struggle to understand and use technology ☐ Location of the activity is not culturally sensitive ☐ Transfer modality is not culturally sensitive. ☐ Other (specify)
7.2.6	What could be done to improve your families' experience?	
7.2.7	Have WFP and/or its partners already taken measures to resolve the problem?	☐ No ☐ Yes ☐ Don't know

8 Final Technical

8.1 Final Technical

8.1.1 Do you have any other suggestions or comments for WFP (feedback on the distribution process, food/money entitlement process, quality and consumption of cash/in-kind assistance…etc.)

....

....

8.1.2 Notes (from the enumerator)

....

....

Geographic Coordinates

Latitude	Longitude	Altitude	Accuracy

End of the survey

Annex 6: Informed consent forms -KIIs

Informed Consent Form – Key Informant Interviews – Government Stakeholders

Oversee Advising Group is conducting the Evaluation of School Feeding Programme in South Sudan from 2018 to 2022.

This consent form explains the evaluation and the role of participants in the study. Please consider this information and take as much time as you need. If you have questions at a later time, you can ask any of the members of the national evaluation team.

The evaluation purposes to assess the School Feeding Programme implementation in South Sudan in order to understand whether the targeted beneficiaries are receiving services as expected, and assess whether the project achieved its stated goals and objectives.

To do this, the evaluation will focus on addressing the following objectives:

1. Assess and report on the performance and results of the School Feeding Programme. in South Sudan.
2. Determine the reasons why certain results occurred or did not occur to draw lessons, derive good practices, and provide pointers for learning.
3. Provide evidence-based findings to inform operational and strategic decision-making.

Voluntary Participation
We are inviting you to participate in this study because you are a Key Government Stakeholder involved with the School Feeding Programme.
Your participation in this study is entirely voluntary. It is your choice whether to participate or not. You may change your mind and stop participating at any time.

Procedures
We would like to ask you some questions relating to the School Feeding Programme (SFP). We will ask you questions relating to strategies within the programme that aim at reducing food and nutrition gaps of school-age children and improving their education outcomes; your perceptions of the achievements and outcomes of the SFP services; how things worked out – what facilitated changes and how? What were the barriers faced? And areas for improvements.

To make sure that I don't forget or change what you are saying to me I ask for your permission to audio record and write down the conversation. Everything that will be recorded and written down will be confidential. Please note that you can refuse to give your permission to this.
Duration
The interview will last for about 60-90 minutes
Benefits
There are no direct benefits to you from being in this evaluation.
Risks, discomforts and rights to withdraw
There are no obvious physical, psychological, social, economic, legal, and emotional risks in participating in this study. Participation in this study is voluntary. During the interview, you are allowed to refuse to answer any question and you are allowed to stop the interview at any time. There are no consequences should you decide not to continue with the interview.
Confidentiality and Privacy
The information that you give us is completely confidential. We will not associate your
name with anything that you say. We will not use personal identifiers for the information obtained.
Privacy will be assured during this interview by having it here (or virtually).

Consent and contact
Have you got any questions you would like to ask?
Do you agree to answer the questions now?

If you have any other questions about this study later you can contact the Field Supervisor on (*mobile telephone no*) : ....

If you agree to participate after receiving the above information, please sign below.

                                   ☐   Check for verbal consent

Read by Respondent [ ] Interviewer [ ]
Agreed [ ] Refused [ ]
Respondent: _____
Interviewer: _____ Date: ___/___/___

If Refused, the interviewer should inform the team lead for proper documentation.

Informed Consent Form – Key Informant Interviews – WFP stakeholders

Oversee Advising Group is conducting the Evaluation of School Feeding Programme in South Sudan from 2018 to 2022.

This consent form explains the evaluation and the role of participants in the study. Please consider this information and take as much time as you need. If you have questions at a later time, you can ask any of the members of the national evaluation team.

The evaluation purposes to assess the School Feeding Programme implementation in South Sudan in order to understand whether the targeted beneficiaries are receiving services as expected, and assess whether the project achieved its stated goals and objectives.

To do this, the evaluation will focus on addressing the following objectives:

4. Assess and report on the performance and results of the School Feeding Programme. in South Sudan.
5. Determine the reasons why certain results occurred or did not occur to draw lessons, derive good practices, and provide pointers for learning.
6. Provide evidence-based findings to inform operational and strategic decision-making.

Voluntary Participation
We are inviting you to participate in this study because you are a WFP Stakeholder involved with the School Feeding Programme.
Your participation in this study is entirely voluntary. It is your choice whether to participate or not. You may change your mind and stop participating at any time.

Procedures
We would like to ask you some questions relating to the School Feeding Programme (SFP). We will ask you questions relating to strategies within the programme that aim at reducing food and nutrition gaps of school-age children and improving their education outcomes; your perceptions of the achievements and outcomes of the SFP services; how things worked out – what facilitated changes and how? What were the barriers faced? And areas for improvements.

To make sure that I don't forget or change what you are saying to me I ask for your permission to audio record and write down the conversation. Everything that will be recorded and written down will be confidential. Please note that you can refuse to give your permission to this.
Duration
The interview will last for about 60-90 minutes

Benefits
There are no direct benefits to you from being in this evaluation.

Risks, discomforts and rights to withdraw
There is no obvious physical, psychological, social, economic, legal, and emotional risks in participating in this study. Participation in this study is voluntary. During the interview, you are allowed to refuse to answer any question and you are allowed to stop the interview at any time. There are no consequences should you decide not to continue with the interview.

Confidentiality and Privacy
The information that you give us is completely confidential. We will not associate your name with anything that you say. We will not use personal identifiers for the information obtained.
Privacy will be assured during this interview by having it here (or virtually).

Consent and contact
Have you got any questions you would like to ask?

Do you agree to answer the questions now?

If you have any other questions about this study later you can contact the Field Supervisor on (*mobile telephone no*) : ....

If you agree to participate after receiving the above information; please sign below.

☐ Check for verbal consent

Read by Respondent [ ] Interviewer [ ]

Agreed [ ] Refused [ ]

Respondent: _____

Interviewer: _____ Date: ___/___/___

If Refused, the interviewer should inform the team lead for proper documentation.

Informed Consent Form – Key Informant Interviews – Technical / Development Partners

Oversee Advising Group is conducting the Evaluation of School Feeding Programme in South Sudan from 2018 to 2022.

This consent form explains the evaluation and the role of participants in the study. Please consider this information and take as much time as you need. If you have questions at a later time, you can ask any of the members of the national evaluation team.

The evaluation purposes to assess the School Feeding Programme implementation in South Sudan in order to understand whether the targeted beneficiaries are receiving services as expected, and assess whether the project achieved its stated goals and objectives.

To do this, the evaluation will focus on addressing the following objectives:

7. Assess and report on the performance and results of the School Feeding Programme. in South Sudan.
8. Determine the reasons why certain results occurred or did not occur to draw lessons, derive good practices, and provide pointers for learning.
9. Provide evidence-based findings to inform operational and strategic decision-making.

Voluntary Participation
We are inviting you to participate in this study because you are a Technical / Development Stakeholder involved with the School Feeding Programme.
Your participation in this study is entirely voluntary. It is your choice whether to participate or not. You may change your mind and stop participating at any time.

Procedures
We would like to ask you some questions relating to the School Feeding Programme (SFP). We will ask you questions relating to strategies within the programme that aim at reducing food and nutrition gaps of school-age children and improving their education outcomes; your perceptions of the achievements and outcomes of the SFP services; how things worked out – what facilitated changes and how? What were the barriers faced? And areas for improvements.

To make sure that I don't forget or change what you are saying to me I ask for your permission to audio record and write down the conversation. Everything that will be recorded and written down will be confidential. Please note that you can refuse to give your permission to this.

Duration
The interview will last for about 60-90 minutes.

Benefits
There are no direct benefits to you from being in this evaluation.

Risks, discomforts, and rights to withdraw.
There is no obvious physical, psychological, social, economic, legal, and emotional risks in participating in this study. Participation in this study is voluntary. During the interview, you are allowed to refuse to answer any question and you are allowed to stop the interview at any time. There are no consequences should you decide not to continue with the interview.

Confidentiality and Privacy
The information that you give us is completely confidential. We will not associate your
name with anything that you say. We will not use personal identifiers for the information obtained.
Privacy will be assured during this interview by having it here (or virtually).

Consent and contact

Have you got any questions you would like to ask?

Do you agree to answer the questions now?

If you have any other questions about this study later you can contact the Field Supervisor on (*mobile telephone no) : ……………………..*

If you agree to participate after receiving the above information; please sign below.

                                     ☐   Check for verbal consent.

Read by Respondent [ ] Interviewer [ ]

Agreed [ ] Refused [ ]

Respondent: _____

Interviewer: _____ Date: ___/___/___

If Refused, the interviewer should inform the team lead for proper documentation.

Annex 7: Topic guides for key informant interviews

Topic Guide – Government Stakeholders at National, State and County Levels

Background Information
- Collection location
- Position held
- Activities carried out within the framework of the School Feeding Programme
- Years of experience
- Types of interventions involved in (on-site school feeding modality; take home rations (THRs); homegrown SFP etc.)

Role of respondent - I'd like to start by having you briefly describe your role and responsibilities within the School Feeding Programme as a government stakeholder.

Context of Programme Implementation
1. What are the main interventions implemented in the School Feeding Programme (SFP)?

   a. What activities have been carried out as part of the SFP interventions? (***Probe*** *for activities related to (on-site school feeding modality; take home rations (THRs); homegrown SFP etc.)* Please share more details of the specific intervention you are involved with and the related activities. Could you also share any available project technical and financial reports?
   b. What were the main threats (insecurity, economic, political, emergency context including COVID-19, etc.) that the country has faced, which have influenced the SFP?
   c. In your opinion, what is the extent to which these threats have influenced the design and implementation of the SFP? (***Probe*** *for each threat separately*).
   d. How do you think the SFP has been /were able to adapt to the country context in order to achieve their objectives?
      i. What were the opportunities? How did they influence the implementation of the SFP interventions?
      ii. What were the elements that could not be tackled? How did the programme adjust to them?

Relevance and Coherence
2. To what extent are the WFP supported School Feeding Programme interventions aligned with government priorities and the demands of national partners, including at state levels?
   a. How would you describe the way school feeding services were addressed by the programme?
   b. Would you say that the school feeding programme objectives (of enhancing education outcomes especially for girls; reducing food and nutrition gaps of school-age children; increase the use of locally used produce; and strengthening the institutional framework for school-based health and nutrition programmes) were clearly identified, defined and achieved? How? Why?
   c. What is the extent to which the SFP intervention design was appropriate and aligned with the South Sudan government's national policies and priorities on education, food security and nutrition and gender?
   d. To what extent was the implemented SFP integrated or embedded into the national and sub-national service and programme delivery systems? Please give reasons for your answer.

   e. To what extent was the SFP complementary to other interventions such as Small Agricultural Market Support (SAMS), Food for Asset (FFA) and similar programmes?

      i. In your opinion, was the SFP integrated into community and other actors' interventions?

2. What is your perception of the extent to which the SFP interventions were responsive to the needs of the targeted beneficiaries during the focal period?
   a. Was there a situational analysis or needs assessment before the SFP was implemented?
   b. What worked well?
   c. What were specific bottlenecks in the SFP implementation?
   d. How were the issues addressed for the most vulnerable groups in the communities especially the girls?
   e. What could have been improved?

The Effectiveness of the School Feeding Programme to achieve intended results (Outputs, and Outcomes)

3. How would you describe changes due to the SFP Interventions at national, state, local and community levels since 2018? (***Probe*** *for changes in education outcomes - enrolment, attendance, retention, and progression especially for girls; food and nutrition gaps of school-age children; the use of locally used produce; and strengthening the institutional framework for school-based health and nutrition programmes*) (***Also Probe*** *for gaps in gender equality outcomes - barriers around agency, decision making, autonomy, power dynamics etc. for boys and girls)*

4. How can these changes be explained - what do you think has made it possible for these changes to happen? Why? What else?
   a. What in your view were the most effective interventions? What factors explain the successes?
   b. What were the least effective interventions? What factors explain this failure?
   c. What are the main constraints relating to supply and distribution of food commodities and products? What do you think has made it difficult for changes to happen? Why? What else?

5. What are strengths and weaknesses of the school feeding programme *(***Probe*** separately for implementation of on-site school feeding modality; take home rations (THRs); homegrown SFP etc. ; community sensitization and engagement; coordination mechanisms; interventions monitoring, data usage; governance; at different levels – national, state and county government and community levels)*. What could be improved?

6. What external (national, state, county government, community levels) and internal (WFP) contextual factors have been of influence on the SFP interventions (positive and negative)?

7. What is according to you the Most Significant Change that has taken place because of the School Feeding Programme?

8. What were the drivers of change (institutions, persons, events) that caused changes and results?

9. What is your perception of the contribution of the SFP to the overall strengthening of the programme delivery systems? Please could you explain?

10. Did the SFP interventions generate any (positive or negative) unintended effects at community, local, state, and national levels? *Please give **examples. (Also Probe** for where SFP activities may have supported gender equality and where activities may have been blind to some key gender issues that hampered positive impact or even normalized / reinforced gender inequality)**.**

Efficiency *(the roles and responsibilities detailed at the start of the interview will determine the stakeholder(s) to ask some of the questions.*

11. What funding is available for the SFP?
    a. From the central level, from the national, state, local, WFP and other sources?
    b. what is the change in funding for the SFP since 2018- and to what extent is this a result of the WFP ICSP?
    c. is there a funding gap? How can this be solved?

12. To what extent are the SFP interventions' expenses consistent with productivity? What factors influence any differences?

13. How do you ensure that the funds for SFP interventions are used as intended?
14. Was the programme management structure adequate to allow the achievement of results? Please explain. Were there any weaknesses observed and how did they influence the implementation of the programme as well as achievement of expected results?

15. Are there cheaper alternatives that would have made it possible to achieve the same results with final beneficiaries? If yes, what are they? Have these alternatives been explored and used?
16. Are the planned activities sufficient (in quantity and quality) to achieve the results or are there gaps not covered by other partners or the government?
17. To what extent are results delivered in a timely manner?
18. In your opinion, to what extent was the supply of food commodities and components timely at different levels of supply chains procurement, distribution and storage for SFP service delivery?
19. How do you monitor the SFP interventions? Is the Monitoring and Evaluation Framework operational? How do you make use of results from the monitoring system? How analyzed? Used for accountability mechanisms? Translated into action? Risks monitored and monitoring adapted?

Sustainability and Resilience

20. In your opinion, what are the things which can make these achievements continue working even if there is no outside help? *(**Probe** for intrinsic and extrinsic elements - examples of change of mind-set; the use of local resources/ capacities and /or networks that are (or can be) effectively applied to sustain the achievements of the response. **Ask for examples** of how the national, state, county governments and communities has demonstrated ownership and capacity to self-support in the SFP interventions).*
21. What measures have been taken in the design and implementation of the programme to ensure its sustainability and ownership by beneficiaries as well as national entities?
22. Is there sufficient government capacity to implement and monitor a government only supported SFP? Please explain.
    a. To what extent are funds associated with the implementation of the SFP interventions fully or partially integrated into the national, state or county budgets?
    b. What other partnerships have the country mobilized for the promotion of SFP? What additional resources? *(**Probe** for private sector involvement)*
    c. What mechanisms have been put in place to ensure the sustainable financing of activities related to SFP?
23. Should the programme interventions or variants of them be scaled up? If yes, which aspects of the operation must be modified and strengthened for it to operate effectively at state and county levels? Which aspects of the SFP interventions should remain the same?
24. How did the COVID situation affect the SFP? How did this affect the different interventions? *(**Probe** for immediately post COVID-lockdown and the situations in 2021 and 2022)* Do you think there were consequences? How were things handled? Please explain.
25. How have different contextual situations (**Probe** *for relevant aspects: insecurity; refugee situations; internal displacements; hard to reach areas; adolescent pregnancy/single mothers; the poor; etc.)* influenced the SFP implementation and activities? How have things been handled? *(**Probe** for protocols in place and ask for examples)*

Gender Equality and Equity

26. To what extent did the school feeding programme integrate the gender approach in its design, implementation and monitoring and evaluation?

a. How and to what extent have the different interests of girls, women and men of different age groups been integrated into the design and implementation of the programme, including its governance, and monitoring systems?

b. Do the monitoring indicators selected consider the specificities of women and men? If yes in what way?

27. What is your view of shifts in perception of gender roles by communities? Rights of women and girls to access education? Level of awareness of the value of school feeding services etc.? Would you say these have or have not changed due to the community engagement activities in the SFP? In what way?

28. To what extent are SFP service delivery structures reaching the most vulnerable and marginalized groups in the states and county governments?

a. Did the design and implementation of the programme take equity into account? In what way?

b. Was there a strategy to prioritize GBV victims in food assistance or in any other way?

d. To what extent do the programme interventions target the poorest / vulnerable as well as the poorest refugees; internally displaced persons; returnees; and help reduce inequalities between the wealthiest and most destitute?

29. In your opinion, what components of the SFP that relates to your work improves gender equality?

30. What have you, in your position, been able to do to ensure gender is mainstreamed in SFP?

Lessons Learned and Suggestions for Improvement

31. What, if any, have been the promising, emerging, and good practices that were identified at both the country and state levels? **Probe** for main lessons drawn from the implementation of the SFP and from interventions supported by WFP.

32. In your view, what should be the focus on future WFP assistance for school feeding and how would that help improve education and nutrition of school children and realize the associated gains with respect to improved child development and survival? (*Please elaborate and enquire about the 'what' and 'how' elements of the proposed recommendations*).

Topic Guide – WFP Stakeholders

Background Information
- Collection location
- Position held.
- Activities carried out within the framework of the School Feeding Programme
- Years of experience
- Types of interventions involved in (on-site school feeding modality; take home rations (THRs); homegrown SFP etc.)

Role of respondent - I'd like to start by having you briefly describe your role and responsibilities within the School Feeding Programme as a WFP stakeholder.

Context of Programme Implementation

1. What are the main interventions implemented in the School Feeding Programme (SFP)?

a. What activities have been carried out as part of the SFP interventions? (***Probe*** *for activities related to (on-site school feeding modality; take home rations (THRs); homegrown SFP etc.*) Please share more details of the specific intervention you are involved with and the related activities. Could you also share any available project technical and financial reports?

b. What were the main threats (insecurity, economic, political, emergency context including COVID-19, etc.) that the country has faced, which have influenced the SFP?

c. In your opinion, what is the extent to which these threats have influenced the design and implementation of the SFP? (***Probe*** *for each threat separately*).

d. How do you think the SFP has been /were able to adapt to the country context to achieve their objectives?
      i. What were the opportunities? How did they influence the implementation of the SFP interventions?
      ii. What were the elements that could not be tackled? How did the programme adjust to them?

Relevance and Coherence

2. To what extent are the WFP supported School Feeding Programme interventions aligned with government priorities and the demands of national partners, including at state levels?
    a. How would you describe the way school feeding services were addressed by the programme?
    b. Would you say that the school feeding programme objectives (of enhancing education outcomes especially for girls; reducing food and nutrition gaps of school-age children; increase the use of locally used produce; and strengthening the institutional framework for school-based health and nutrition programmes) were clearly identified, defined and achieved? How? Why?
    c. What is the extent to which the SFP intervention design was appropriate and aligned with the South Sudan government's national policies and priorities on education, food security and nutrition and gender?
    d. To what extent was the implemented SFP integrated or embedded into the national and sub-national service and programme delivery systems? Please give reasons for your answer.

    e. To what extent was the SFP complementary to other interventions such as Small Agricultural Market Support (SAMS), Food for Asset (FFA) and similar programmes?

      i. In your opinion, was the SFP integrated into community and other actors' interventions?

3. What in your opinion is the extent to which the SFP considered WFP's strategy and programme for long term resilience and social protection, especially for girls and women?
    a. What is the extent to which the implemented SFP was aligned with the WFP ICSP (2018 -2022)?
    b. What is the extent to which the SFP was designed and delivered in line with the humanitarian principles of humanity, impartiality, neutrality, and independence?

4. What is your perception of the extent to which the SFP interventions were responsive to the needs of the targeted beneficiaries during the focal period?
    a. Was there a situational analysis or needs assessment before the SFP was implemented?
    b. What worked well?
    c. What were specific bottlenecks in the SFP implementation?
    d. How were the issues addressed for the most vulnerable groups in the communities especially the girls?
    e. What could have been improved?

The Effectiveness of the School Feeding Programme to achieve intended results (Outputs, and Outcomes)

3. How would you describe changes due to the SFP Interventions at national, state, local and community levels since 2018? (***Probe*** *for changes in education outcomes - enrolment, attendance, retention, and progression especially for girls; food and nutrition gaps of school-age children; the use of locally used produce; and strengthening the institutional framework for school-based health and nutrition programmes*) (***Also Probe*** *for gaps in gender equality outcomes - barriers around agency, decision making, autonomy, power dynamics etc. for boys and girls)*

4. How can these changes be explained - what do you think has made it possible for these changes to happen? Why? What else?
   a. What in your view were the most effective interventions? What factors explain the successes?
   b. What were the least effective interventions? What factors explain this failure?
   c. What are the main constraints relating to supply and distribution of food commodities and products? What do you think has made it difficult for changes to happen? Why? What else?
5. What are strengths and weaknesses of the school feeding programme (**Probe** *separately for implementation of on-site school feeding modality; take home rations (THRs); homegrown SFP etc.; community sensitization and engagement; coordination mechanisms; interventions monitoring, data usage; governance; at different levels – national, state and county government and community levels*). What could be improved?
6. What external (national, state, county government, community levels) and internal (WFP) contextual factors have been of influence on the SFP interventions (positive and negative)?
7. What is according to you the Most Significant Change that has taken place as a result of the School Feeding Programme?
8. What were the drivers of change (institutions, persons, events) that caused changes and results?
9. What is your perception of the contribution of the SFP to the overall strengthening of the programme delivery systems? Please could you explain?
10. Did the SFP interventions generate any (positive or negative) unintended effects at community, local, state and national levels? *Please give* **examples. (Also Probe** *for where SFP activities may have supported gender equality and where activities may have been blind to some key gender issues that hampered positive impact or even normalized / reinforced gender inequality)*.

Efficiency *(the roles and responsibilities detailed at the start of the interview will determine the stakeholder(s) to ask some of the questions.*

11. What funding is available for the SFP?
    d. From the central level, from the national, state, local, WFP and other sources?
    e. what is the change in funding for the SFP since 2018- and to what extent is this a result of the WFP ICSP?
    f. is there a funding gap? How can this be solved?
12. To what extent are the SFP interventions' expenses consistent with productivity? What factors influence any differences?
13. How do you ensure that the funds for SFP interventions are used as intended?
14. Was the programme management structure adequate to allow the achievement of results? Please explain. Were there any weaknesses observed and how did they influence the implementation of the programme as well as achievement of expected results?

15. Are there cheaper alternatives that would have made it possible to achieve the same results with final beneficiaries? If yes, what are they? Have these alternatives been explored and used?
16. Are the planned activities sufficient (in quantity and quality) to achieve the results or are there gaps not covered by other partners or the government?
17. To what extent are results delivered in a timely manner?
18. In your opinion, to what extent was the supply of food commodities and components timely at different levels of supply chains procurement, distribution, and storage for SFP service delivery?
19. How do you monitor the SFP interventions? Is the Monitoring and Evaluation Framework operational? How do you make use of results from the monitoring system? How analysed? Used for accountability mechanisms? Translated into action? Risks monitored and monitoring adapted?

Sustainability and Resilience

20. In your opinion, what are the things which can make these achievements continue working even if there is no outside help? *(**Probe** for intrinsic and extrinsic elements - examples of change of mind-set; the use of local resources/ capacities and /or networks that are (or can be) effectively applied to sustain the achievements of the response. **Ask for examples** of how the national, state, county governments and communities has demonstrated ownership and capacity to self-support in the SFP interventions).*

21. What measures have been taken in the design and implementation of the programme to ensure its sustainability and ownership by beneficiaries as well as national entities?

22. Is there sufficient government capacity to implement and monitor a government only supported SFP? Please explain.
    e. To what extent are funds associated with the implementation of the SFP interventions fully or partially integrated into the national, state or county budgets?
    f. What other partnerships have the country mobilized for the promotion of SFP? What additional resources? *(**Probe** for private sector involvement)*
    g. What mechanisms have been put in place to ensure the sustainable financing of activities related to SFP?

23. Should the programme interventions or variants of them be scaled up? If yes, which aspects of the operation must be modified and strengthened for it to operate effectively at state and county levels? Which aspects of the SFP interventions should remain the same?

24. How did the COVID situation affect the SFP? How did this affect the different interventions? *(**Probe** for immediately post COVID-lockdown and the situations in 2021 and 2022)* Do you think there were consequences? How were things handled? Please explain.

25. How have different contextual situations (**Probe** *for relevant aspects: insecurity; refugee situations; internal displacements; hard to reach areas; adolescent pregnancy/single mothers; the poor; etc.)* influenced the SFP implementation and activities? How have things been handled? *(**Probe** for protocols in place and ask for examples)*

Gender Equality and Equity

26. To what extent did the school feeding programme integrate the gender approach in its design, implementation and monitoring and evaluation?
    a. How and to what extent have the different interests of girls, women and men of different age groups been integrated into the design and implementation of the programme, including its governance, and monitoring systems?
    b. Do the monitoring indicators selected consider the specificities of women and men? If yes in what way?

27. What is your view of shifts in perception of gender roles by communities? Rights of women and girls to access education? Level of awareness of the value of school feeding services etc.? Would you say these have or have not changed due to the community engagement activities in the SFP? In what way?

28. To what extent are SFP service delivery structures reaching the most vulnerable and marginalized groups in the states and county governments?
    a. Did the design and implementation of the programme take equity into account? In what way?
    b. Was there a strategy to prioritize GBV victims in food assistance or in any other way?
    h. To what extent do the programme interventions target the poorest / vulnerable as well as the poorest refugees; internally displaced persons; returnees; and help reduce inequalities between the wealthiest and most destitute?

29. In your opinion, what components of the SFP that relates to your work improves gender equality?

30. What have you, in your position, been able to do to ensure gender is mainstreamed in SFP?

Lessons Learned and Suggestions for Improvement

31. What, if any, have been the promising, emerging, and good practices that were identified at both the country and state levels? **Probe** for main lessons drawn from the implementation of the SFP and from interventions supported by WFP.

32. In your view, what should be the focus on future WFP assistance for school feeding and how would that help improve education and nutrition of school children and realize the associated gains with respect to improved child development and survival? (*Please elaborate and enquire about the 'what' and 'how' elements of the proposed recommendations*).

Topic Guide – Technical /Development Partners

Please probe for specific organizations as appropriate and note that there are specific questions that apply to only one level

Background Information
- Collection location
- Organization and Position held.
- Activities carried out within the framework of the School Feeding Programme (SFP)
- Years of experience
- Types of interventions involved in (on-site school feeding modality; take home rations (THRs); homegrown SFP etc.)

Role of respondent - I'd like to start by having you briefly describe your role and responsibilities within the School Feeding Programme as a Technical / Development Partner.

Context of the Implementation of birth registration interventions
1. Is your organization supporting the SFP? In what keyways is your organization providing support?
2. How would you describe the context within which the SFP interventions have been implemented?
    a. What are the national policies implemented in the context of the SFP interventions?
    b. What were the main threats (insecurity, economic, political, emergency context including COVID-19, etc.) that the country has faced, which have influenced the SFP?
    c. In your opinion, what is the extent to which these threats have influenced the design and implementation of the SFP? (**Probe** *for each threat separately*).
    d. How do you think the SFP has been /were able to adapt to the country context in order to achieve their objectives?
        i. What were the opportunities? How did they influence the implementation of the SFP interventions?
        ii. What were the elements that could not be tackled? How did the programme adjust to them?

Relevance and Coherence
3. What are the specific interventions either implemented or supported by your organization in the SFP? What strategies did you use regarding the relevant interventions?
4. Would you say that WFP has had an influence on SFP related policy development at any level in the country? What is your view of the strategies used by WFP in their support of the SFP?
5. Apart from WFP, what other partners or institutions do you know that are involved in the SFP and (**Probe** *for governmental, non-governmental, private sector – profit making orgs, community leaders/groups, women inclusion etc.),* what do they do?
6. What multi-stakeholder coordination mechanisms are in place in the SFP? To what extent are they functional? Please could you describe and give some examples?
    a. How do you assess the alignment between your organization's support and those led by WFP? If complementary, please could you give examples of how and to what extent? If not complementary, why?
    b. In your opinion, overall, how did the WFP's support to the SFP align with the priorities of the government and other partners?
        i. Were there areas of discordance between the support provided by WFP and those by 1) your organization 2) by other partners and 3) government? If so, what were those areas? How can alignment be achieved?
        ii. What is the extent to which the SFP intervention design was appropriate and aligned with the South Sudan government's national policies and priorities on education, food security and nutrition and gender?

iii. To what extent was the implemented SFP integrated or embedded into the national and sub-national service and programme delivery systems? Please give reasons for your answer.

The Effectiveness of the School Feeding Programme to achieve intended results (Outputs, and Outcomes)

7. How would you describe changes due to the SFP Interventions at national, state, local and community levels since 2018? (***Probe*** *for changes in education outcomes - enrolment, attendance, retention, and progression especially for girls; food and nutrition gaps of school-age children; the use of locally used produce; and strengthening the institutional framework for school-based health and nutrition programmes*) (***Also Probe*** *for gaps in gender equality outcomes - barriers around agency, decision making, autonomy, power dynamics etc. for boys and girls)*

8. How can these changes be explained - what do you think has made it possible for these changes to happen? Why? What else?
   a. What in your view were the most effective interventions? What factors explain the successes?
   b. What were the least effective interventions? What factors explain this failure?
   c. What are the main constraints relating to supply and distribution of food commodities and products? What do you think has made it difficult for changes to happen? Why? What else?

9. What are strengths and weaknesses of the school feeding programme (***Probe*** *separately for implementation of on-site school feeding modality; take home rations (THRs); homegrown SFP etc.; community sensitization and engagement; coordination mechanisms; interventions monitoring, data usage; governance; at different levels – national, state and county government and community levels*). What could be improved?

10. What external (national, state, county government, community levels) and internal (WFP) contextual factors have been of influence on the SFP interventions (positive and negative)?

11. What is according to you the Most Significant Change that has taken place as a result of the School Feeding Programme?

12. What were the drivers of change (institutions, persons, events) that caused changes and results?

13. What is your perception of the contribution of the SFP to the overall strengthening of the programme delivery systems? Please could you explain?

14. Did the SFP interventions generate any (positive or negative) unintended effects at community, local, state and national levels? *Please give **examples**. (**Also Probe** for where SFP activities may have supported gender equality and where activities may have been blind to some key gender issues that hampered positive impact or even normalized / reinforced gender inequality**).***

Efficiency *(the roles and responsibilities detailed at the start of the interview will determine the stakeholder(s) to ask some of the questions*

15. What funding is available for the SFP?
    g. From the central level, from the national, state, local, WFP and other sources?
    h. what is the change in funding for the SFP since 2018- and to what extent is this a result of the WFP ICSP?
    i. is there a funding gap? How can this be solved?

16. To what extent are the SFP interventions' expenses consistent with productivity? What factors influence any differences?

17. How do you ensure that the funds for SFP interventions are used as intended?

18. Was the programme management structure adequate to allow the achievement of results? Please explain. Were there any weaknesses observed and how did they influence the implementation of the programme as well as achievement of expected results?

19. Are there cheaper alternatives that would have made it possible to achieve the same results with final beneficiaries? If yes, what are they? Have these alternatives been explored and used?
20. Are the planned activities sufficient (in quantity and quality) to achieve the results or are there gaps not covered by other partners or the government?
21. To what extent are results delivered in a timely manner?
22. In your opinion, to what extent was the supply of food commodities and components timely at different levels of supply chains procurement, distribution and storage for SFP service delivery?
23. How do you monitor the SFP interventions? Is the Monitoring and Evaluation Framework operational? How do you make use of results from the monitoring system? How analyzed? Used for accountability mechanisms? Translated into action? Risks monitored and monitoring adapted?

Sustainability and Resilience

24. In your opinion, what are the things which can make these achievements continue working even if there is no outside help? *(**Probe** for intrinsic and extrinsic elements - examples of change of mind-set; the use of local resources/ capacities and /or networks that are (or can be) effectively applied to sustain the achievements of the response. **Ask for examples** of how the national, state, county governments and communities has demonstrated ownership and capacity to self-support in the SFP interventions).*
25. What measures have been taken in the design and implementation of the programme to ensure its sustainability and ownership by beneficiaries as well as national entities?
26. Is there sufficient government capacity to implement and monitor a government only-supported SFP? Please explain
    i. To what extent are funds associated with the implementation of the SFP interventions fully or partially integrated into the national, state or county budgets?
    j. What other partnerships have the country mobilized for the promotion of SFP? What additional resources? *(**Probe** for private sector involvement)*
    k. What mechanisms have been put in place to ensure the sustainable financing of activities related to SFP?
27. Should the programme interventions or variants of them be scaled up? If yes, which aspects of the operation must be modified and strengthened for it to operate effectively at state and county levels? Which aspects of the SFP interventions should remain the same?
28. How did the COVID situation affect the SFP? How did this affect the different interventions? *(**Probe** for immediately post COVID-lockdown and the situations in 2021 and 2022)* Do you think there were consequences? How were things handled? Please explain.
29. How have different contextual situations (**Probe** *for relevant aspects: insecurity; refugee situations; internal displacements; hard to reach areas; adolescent pregnancy/single mothers; the poor; etc.)* influenced the SFP implementation and activities? How have things been handled? *(**Probe** for protocols in place and ask for examples)*

Gender Equality and Equity

30. To what extent did the school feeding programme integrate the gender approach in its design, implementation and monitoring and evaluation?
    a. How and to what extent have the different interests of girls, women and men of different age groups been integrated into the design and implementation of the programme, including its governance and monitoring systems?
    b. Do the monitoring indicators selected take into account the specificities of women and men? If yes in what way?

31. What is your view of shifts in perception of gender roles by communities? Rights of women and girls to access education? Level of awareness of the value of school feeding services etc.? Would you say these have or have not changed due to the community engagement activities in the SFP? In what way?
32. To what extent are SFP service delivery structures reaching the most vulnerable and marginalized groups in the states and county governments?
    a. Did the design and implementation of the programme take equity into account? In what way?
    b. Was there a strategy to prioritize GBV victims in food assistance or in any other way?
    l. To what extent do the programme interventions target the poorest / vulnerable as well as the poorest refugees; internally displaced persons; returnees; and help reduce inequalities between the wealthiest and most destitute?
33. In your opinion, what components of the SFP that relates to your work improves gender equality?
34. What have you, in your position, been able to do to ensure gender is mainstreamed in SFP?

Lessons Learned and Suggestions for Improvement
35. What, if any, have been the promising, emerging and good practices that were identified at both the country and state levels? **Probe** for main lessons drawn from the implementation of the SFP and from interventions supported by WFP
36. In your view, what should be the focus on future WFP assistance for school feeding and how would that help improve education and nutrition of school children and realize the associated gains with respect to improved child development and survival? (*Please elaborate and enquire about the 'what' and 'how' elements of the proposed recommendations*).

Annex 8: Informed consent forms - focus group discussions

Informed Consent Form – Parents / Caregivers of School Girls and Boys

Oversee Advising Group is conducting the Evaluation of School Feeding Programme in South Sudan from 2018 to 2022.

This consent form explains the evaluation and the role of participants in the study. Please consider this information and take as much time as you need. If you have questions at a later time, you can ask any of the members of the national evaluation team.

The evaluation aims to assess the extent to which the School Feeding Programme achieved its objectives of contributing to improving the nutrition, access to education and retention of children in schools in order to inform future decision-making on the programme.

This will involve interviewing you and / or your adolescent daughter or son in order to find out the kind of access you and/or she/he has to school feeding services and learn more about your and/or her/his views of the quality of these services. The interview would take place in .... and will take about 60 -90 minutes of your time or your son/ daughter's time. Your and/or her/his participation in this research will be treated confidentially and all information will be kept anonymously, meaning that no one will be able to work out what it is you and/or your son/daughter has said and used solely for research purpose.

Voluntary Participation
We are inviting you to participate in this study because you are a parent / caregiver of school girl or boy.
Your participation in this study is entirely voluntary. It is your choice whether to participate or not. You may change your mind and stop participating at any time.

Procedures
We would like to ask you and/or your son/daughter some questions relating to the School Feeding Programme. We will ask you questions relating to community engagement activities, household decision making and behavioural change in relation to school feeding, nutrition and health, what has worked and did not work in terms of community engagement, access to and quality of school feeding services and how? your perceptions of what made changes possible and how? What were the difficulties faced? And suggestions for improvement.

To make sure that I don't forget or change what you are saying to me I ask for your permission to write down and record the conversation. Everything that will be written down and recorded will be confidential. Please note that you can refuse to give your permission to this.
Duration
The focus group discussion will last for about 60 – 90 minutes
Benefits
There are no direct benefits to you from being in this evaluation.
Risks, discomforts and rights to withdraw
There is no obvious physical, psychological, social, economic, legal, and emotional risks in participating in this study. Participation in this study is voluntary. During the interview, you and /or your daughter are allowed to refuse to answer any question and you are allowed to stop the interview at any time. There are no consequences should you or she decide not to continue with the interview.

Confidentiality and Privacy
The information that you give us is completely confidential. We will not associate your name with anything that you say. We will not use personal identifiers for the information obtained.
Privacy will be assured during this interview by having it here.

Consent and contact
Have you got any questions you would like to ask?

Do you agree to answer the questions now?

If you have any other questions about this study later you can contact the Field Supervisor on (*mobile telephone no*) : ....

If you agree for you and / or your daughter to participate after receiving the above information, please sign below.

☐   Check for verbal consent

Read by Respondent [ ] Interviewer [ ]

Agreed [ ] Refused [ ]

Respondent: _____

Interviewer: _____ Date: ___/___/___

If Refused, the interviewer should inform the team lead for proper documentation.

Parent/guardian consent and permission for youth/child interview form

To be completed by the parent/guardian

Introduction

The School Feeding Evaluation is commissioned by World Food Programme (WFP) South Sudan Country Office and is being conducted by Oversee Advising Group (OAG).

What is the purpose of the evaluation?

The evaluation will look at how the school feeding programme implemented by WFP has contributed to access to education and retention in schools by children from South Sudan families. What we learn will help improve future programmes.

Why was my child selected for this study?

Your child was selected to take part in this evaluation for three reasons. First, the school which your child attends been chosen by chance to represent many others like it in the country. Second, your child is among those attending this school selected to participate in this study. Thirdly, your child has been selected by chance to represent his or her fellow students.

What information will my child be asked to provide?

The questions we will be asking you child includes his or her:

- perceptions of the different school feeding programme activities
- perceptions of changes due to the school feeding activities
- views about the learning environment
- Areas for improvement

The questions will take about xx minutes to answer. Your participation is completely voluntary. If you do not want to participate, you will not lose any benefits.

We are kindly asking your permission for your child to participate in the school survey that is part of the School Feeding Evaluation.

I give consent and permission to the United Nations World Food Programme ("WFP") South Sudan Country Office Research team to:

1. Interview my child and/or ask me questions related to my child and et information from the school authorities for my child for purposes on this study.
2. Record my child(ren)'s stories, details and images in words, pictures, film or sound, or any other forms of media (together, the "Collected Stories"); and
3. Use and publish the Collected Stories in any way (whether directly or through WFP's partners) that may be required for purposes relating to WFP's work, including knowledge sharing, raising awareness and funds for WFP's programmes and its mission to fight against hunger worldwide.

I have understood the information about this study and have been given the chance to discuss it and to ask questions. I understand that my child must also agree to participate

I understand that no payment, financial assistance, or any other monetary support will be provided by WFP for interviewing, recording, use or publication of the collected information and Stories.

I acknowledge that WFP shall not be responsible for any liability or consequences resulting from the recording, use or publication of the Collected Stories.

Featured person(s) (please write in block letters)

Full name (adult): _____Age: _____

Full name (child under 18): _____ Age: _____

SIGNATURE

Signature: Name: _____Date: _____

I am the parent/legal guardian of the above-named child(ren) and hereby consent on their behalf.

Contact details (telephone/physical address):_____

_____

I am open to being contacted again in the future to follow up on my/my children's stories.

WFP contracted Researcher to complete and sign:

I, _____ (full name) confirm that I have fully discussed the content of this form with the Person mentioned above either directly, or through a translator.

Signature: _____

Date: _____

Informed Consent Form – School Girls and Boys

Oversee Advising Group is conducting the Evaluation of School Feeding Programme in South Sudan from 2018 to 2022.

This consent form explains the evaluation and the role of participants in the study. Please consider this information and take as much time as you need. If you have questions at a later time, you can ask any of the members of the national evaluation team.

The evaluation aims to assess the extent to which the School Feeding Programme achieved its objectives of contributing to improving the nutrition, access to education and retention of children in schools in order to inform future decision-making on the programme.

This will involve focus group discussions with you and your peers in order to find out the kind of access you all have to school feeding services and learn more about your views of the quality of these services. The focus group discussion would take place in ………. and will take about 60 – 90 minutes of your time. Your participation in this research will be treated confidentially and all information will be kept anonymously, meaning that no one will be able to work out what it is you have said and used solely for research purpose.

Voluntary Participation
We are inviting you to participate in this study because you are a school girl or boy
Your participation in this study is entirely voluntary. It is your choice whether to participate or not. You may change your mind and stop participating at any time.
Procedures
We would like to ask you some questions relating to the School Feeding Programme. We will ask you questions relating to school feeding activities in your school, your views about the learning environment and behaviour change in nutrition and health; what has worked and did not work in terms of access to and quality of school feeding services and how? your perceptions of what made changes possible and how? What were the difficulties faced? And suggestions for improvement.
To make sure that I don't forget or change what you are saying to me I ask for your permission to write down and record the conversation. Everything that will be recorded and written down will be confidential. Please note that you can refuse to give your permission to this.
Duration
The focus group discussion will last for about 60-90 minutes
Benefits
There are no direct benefits to you from being in this evaluation.
Risks, discomforts and rights to withdraw
There is no obvious physical, psychological, social, economic, legal, and emotional risks in participating in this study. Participation in this study is voluntary. During the interview, you and /or your daughter are allowed to refuse to answer any question and you are allowed to stop the interview at any time. There are no consequences should you or she decide not to continue with the interview.

Confidentiality and Privacy
The information that you give us is completely confidential. We will not associate your name with anything that you say. We will not use personal identifiers for the information obtained.
Privacy will be assured during this interview by having it here.

Consent and contact
Have you got any questions you would like to ask?
Do you agree to answer the questions now?
If you have any other questions about this study later you can contact the Field Supervisor on mobile no: ……………..
If you agree to participate after receiving the above information, please sign below.

        ☐   Check for verbal consent

Read by Respondent [ ] Interviewer [ ]
Agreed [ ] Refused [ ]
Respondent: _____
Interviewer: _____ Date: ___/___/___
If Refused, the interviewer should inform the team lead for proper documentation.

Informed Consent Form – Focus Group Discussions (General)

Oversee Advising Group is conducting the Evaluation of School Feeding Programme in South Sudan from 2018 to 2022.
This consent form explains the evaluation and the role of participants in the study. Please consider this information and take as much time as you need. If you have questions at a later time, you can ask any of the members of the national evaluation team.
The evaluation aims to assess the extent to which the School Feeding Programme achieved its objectives of contributing to improving the nutrition, access to education and retention of children in schools in order to inform future decision-making on the programme.

This will involve discussions in order to find out the kind of access you and your children in the community have to school feeding services; and learn more about your views of the quality of these services available to you and your children. We are conducting this Focus group exercise aiming at **discussing and exchanging opinions** about the SFP activities.

Voluntary Participation
We are inviting you to participate in this study because you are a community member. Your participation in this study is entirely voluntary. It is your choice whether to participate or not. You may change your mind and stop participating at any time. Please feel free to share your opinions on the different subjects proposed and rest assured that this information will be used in total confidentiality.

Procedures
We would like to ask you some questions relating to the School Feeding Programme. We will ask you questions relating to community engagement activities, household decision making and behavioural change in relation to school feeding, nutrition and health, what has worked and did not work in terms of community engagement, access to and quality of school feeding services and how?. your perceptions of what made changes possible and how? What were the difficulties faced? And suggestions for improvement.

To make sure that I don't forget or change what you are saying to me I ask for your permission to write down and record the discussions. Everything that will be written down and recorded will be confidential. Please note that you can refuse to give your permission to this.
Duration
The discussions will last for about 60 – 90 minutes
Benefits
There are no direct benefits to you from being in this evaluation.
Risks, discomforts and rights to withdraw
There is no obvious physical, psychological, social, economic, legal, and emotional risks in participating in this study. Participation in this study is voluntary. During the interview, you are allowed to refuse to answer any question and you are allowed to stop the interview at any time. There are no consequences should you decide not to continue with the interview.
Confidentiality and Privacy
The information that you give us is completely confidential. We will not associate your name with anything that you say. We will not use personal identifiers for the information obtained.
Privacy will be assured during this interview by having it here.
Consent and contact
Have you got any questions you would like to ask?
Do you agree to answer the questions now?
If you have any other questions about this study later you can contact the Field Supervisor on mobile no:………
If you agree to participate after receiving the above information, please sign below.
        ☐   Check for verbal consent

Read by Respondent [ ] Interviewer [ ]
Agreed [ ] Refused [ ]
Respondent: _____
Interviewer: _____ Date: ___/___/___

If Refused, the interviewer should inform the team lead for proper documentation.

Annex 9: Topic guides for focus group discussions

Note on FGDs: As far as possible, have the focus group discussions with men/boys and women/girls in separate groups. Aim for about 8-10 persons per FGD.

These lists of questions are guidelines; you are free to ask follow up questions in case additional issues of relevance come up. Be flexible, but keep time in mind.

For all questions (where relevant) probe about the situation before the School Feeding Programme interventions (especially in 2018), after the interventions (by 2022-2023) and the reasons for change.

FGDs should last approximately one – one and a half hour. This is a limited time for participatory activities. However, ensure sufficient time for trend appraisals. Ask the FGD participants to think back how the situation was before 2018 and how the situation is now (2023). Choose topics for the trend appraisal that are in line with the objectives of the programme. Give them 3 - 5 minutes to discuss amongst each other about this. Then ask them to describe the situation before and now. If there are changes, probe how these changes have come about. What has caused these changes. If you still have time left, ask them to describe what further changes they expect and why.

For finding out the most important outcome / impact of the programme for this group, use the **Most Significant Change (MSC) tool** and record and note down the stories that people tell.

Conduct <u>one brief MSC exercise in each FGD</u>

Preparation for the FGD:

1. Criteria for selection of FGD participants
2. Selection of FGD participants
3. Selection of location for FGD (should allow for privacy, and for the creation of an atmosphere which promotes discussion, food and drinks can be served).
4. Once location selected, invite participants (through community mobilizers) who will explain the purpose of the work to any potential participants they have identified; they will stress that participation is voluntary, and that all discussions held will be
5. Make a Focus group checklist:

Make sure you have:

- Made arrangements for refreshments
- Have all of your equipment, and they are functional: Audio Recorders; Notebook and pens; Name cards and felt tip markers
- Have all of your focus group materials:
  - 1 large envelope

  - 2 copies of this focus group guide

  - Informed consent forms, (enough for up to 10 participants)

6. As participants arrive, welcome them and obtain informed consent. This could be verbal, and should be preceded with a general introduction to the purpose of the discussion. The facilitator is responsible for assuring that each participant:
- Knows participation is voluntary
- Knows they can leave at any time without any negative repercussions
- Know that all discussions will be held in confidence
- Know that they will be given a pseudo name during the discussions
- Know that the group discussions will be taped

Participants should also be made aware that they should not discuss the information that is shared by other participants during the focus group once they leave the site.

Background Information

Remember to collect the background characteristics of each respondent:

- Collection location

- Respondents' gender

- Respondents' ages

- Occupations

- Any role in community engagement activities of the BRP

Date		Commune/Village	
County		Rural/Urban	
State			
FGD Moderator Name:			
FGD Facilitator Name:			
Note Taker:			
Other Detail:			

Introduce yourself and clarify that you are not part of the programme and that the information that is being obtained will be treated confidentially. Encourage people to be open and frank as that will be more useful for learning from their experiences. Also mention that people are not obliged to participate and can withdraw at any time in line with research ethics. Ask permission to start with the FGD.

Background

Ask all people participating in the FGD since when they were involved/in-contact with the SFP (This will provide you as interviewer with info about the time span you can cover with the different persons involved in the FGD)

FGD Topic Guide for Community level stakeholders, parents, caregivers – community men and women (different groups)

Subdomain: Context

1. Do you know about the school feeding programme? If yes, can you shortly describe it?
2. How did you learn about the school feeding programme?
3. What is your view about the community engagement and sensitization campaigns (including elements focused on men, women, adolescent and youths)? How useful do you think they have been in supporting school feeding of children and improvement of the nutrition of children? Please give examples
4. In your household, who makes the decisions for or against education of boys and girls? (*Probe for general household making dynamics in the community*)
5. What influences the household decisions to send children to school (*probe separately for girls and boys*)
    o What age do you consider best for children to start school? (*probe separately for girls and boys and find out the **reasons why***)
    o When do you consider it best for children to leave school, e.*g. to start work? **Please give reasons** for your answer.*
6. How did school feeding influence your decisions relating schooling of your children or wards? Why? Why not?
7. What are your needs and expectations from the school feeding programme?
8. In your opinion, has the school feeding programme addressed all the needs and expectations? What are the gaps? What can be done differently by the programme to improve things?

Subdomain: Education

9. In your perception, how suitable is the environment of the schools for your children's learning? Please can you give reasons for your answers
10. How easy do you think it is for your children to stay in school? To learn in school? What are the difficulties?
11. How satisfied are you with the quality of education your child receives at school? How would you rate the quality of teaching? Please can you give reasons and examples?
12. What discourages people from keeping their children in school? What about girls? Are there differences between boys and girls? What are the issues? How can this be addressed?
13. In your opinion has the school feeding programme influenced the decision by families in your community to send their children to school? What about girls? Boys? Please explain
14. What do you consider the value of the school feeding programme? What is your opinion about the benefits for children?

Subdomain: Capacity of government and school communities

15. How would you describe the PTA in your children's school?
    a. What are their activities? (**Probe** *for the school feeding programme*)
    b. How useful do you think they are?
    c. What could be improved?
16. How would you describe the School Management Committee (SMC) or School Board of Governors (SBG) in your children's school?
    d. What are their activities? (**Probe** *for the school feeding programme*)
    e. How useful do you think they are?
    f. What could be improved?
17. How would you describe the government's role in the school feeding programme?
    g. What do you think works well?
    h. What could be improved?

18. What do you think about the involvement of retailers to provide local produce in the school feeding programme?
    i.   What do you think can work well?
    j.   What do you think may be difficult?
    k.   How can the problems be addressed?

Subdomain: Perception of Changes

19. Changes due to school feeding activities (especially from 2018-2023)
    l.   What changes have you noticed due to the school feeding activities school children benefit from? (***Probe*** *for nutritional and health related changes*)
    m.   What do you think are the reasons for these changes to occur?
    n.   What do you think are the difficulties in achieving change?

20. Change in education enrolment, attendance and retention (especially from 2018 to 2022)
    o.   What changes have you noticed in the enrolment of children, their attendance in schools and drop-out since the school feeding activities started?
    p.   What do you think are the reasons for these changes to occur?
    q.   What do you think are the difficulties in achieving change?
21. What do perceive are the two or three major changes that the SFP has allowed beneficiaries to make in their lives? *Discuss all the changes mentioned by the FGD participants and let them arrive at a consensus on the top three*

Subdomain: Gender equality and Vulnerable Groups

22. Are there differences in enrolment in schools between boys and girls in your community? Why? Why not?
23. Would you say that in your community, parents have other ambitions / perspectives for their daughter in addition to marriage? If so, what are they? Would you say that has changed with the school feeding programme?
24. Have you noticed any changes in the opinion of members of your community regarding the importance of education for girls and boys due to the school feeding programme? The importance of enrolling and retaining boys in schools? The importance of enrolling and retaining girls? Explain please. (***Probe*** *for gaps in gender equality outcomes - barriers around agency, decision making, autonomy, power dynamics etc. for boys and girls)*
25. To what extent has the school feeding programme reached the poorest / vulnerable as well in your community? Do you think there are differences in the way it has reached the wealthiest and most destitute? Persons living with disabilities? Refugees / IDPs?

FGD Topic Guide for Retailers and other suppliers

Subdomain: Context

1. Do you know about the school feeding programme? If yes, can you shortly describe it?
2. How did you learn about the school feeding programme?
3. What type of interaction do you have with the school feeding programme?
4. What is your view about the community engagement and sensitization campaigns (including elements focused on men, women, adolescent and youths)? How useful do you think they have been in supporting school feeding of children and improvement of the nutrition of children? Please give examples
5. In your household, who makes the decisions for or against education of boys and girls? (***Probe** for general household making dynamics in the community*)
6. What influences the household decisions to send children to school (***probe** separately for girls and boys*)
   - o What age do you consider best for children to start school? (***probe** separately for girls and boys and find out the **reasons why***)
   - o When do you consider it best for children to leave school, e.*g. to start work?* ***Please give reasons*** *for your answer.*

7. How did school feeding influence your decisions relating schooling of your children or wards? Why? Why not?
8. What are your needs and expectations from the school feeding programme?
9. In your opinion, has the school feeding programme addressed all the needs and expectations? What are the gaps? What can be done differently by the programme to improve things?

Subdomain: Environment and Learning

10. In your perception, how suitable is the environment of the schools for your children's learning? Please can you give reasons for your answers
11. How easy do you think it is for your children to stay in school? To learn in school? What are the difficulties?
12. How satisfied are you with the quality of education your child receives at school? How would you rate the quality of teaching? Please can you give reasons and examples?
13. What discourages people from keeping their children in school? What about girls? Are there differences between boys and girls? What are the issues? How can this be addressed?
14. In your opinion has the school feeding programme influenced the decision by families in your community to send their children to school? What about girls? Boys? Please explain
15. What do you consider the value of the school feeding programme? What is your opinion about the benefits for children?

Subdomain: Capacity of retailers, government and school communities

16. How would you describe your ability as a retailer (trader / supplier) to provide a reliable and sustainable supply of high-quality food commodities to local schools? Please give reasons for your answer
    - r. What do you envisage as difficulties you may face?
    - s. What do you think could make the food commodities supply at appropriate times easy for you?
    - t. Have you ever been trained for this work? If yes, please describe your training.
    - u. What do you think is the value of the training you received?
17. How would you describe the PTA in your children's school?
    - v. What are their activities? (***Probe** for the school feeding programme*)
    - w. How useful do you think they are?
    - x. What could be improved?

18. How would you describe the School Management Committee (SMC) / School Board of Governors (SBGs) in your children's school?
    y. What are their activities? (***Probe*** *for the school feeding programme*)
    z. How useful do you think they are?
    aa. What could be improved?
19. How would you describe the government's role in the school feeding programme?
    bb. What do you think works well?
    cc. What could be improved?
20. What do you think about the role WFP plays in the school feeding programme?
    dd. What do you think works well?
    ee. What do you think could be improved?

Subdomain: Gender equality and Vulnerable Groups

2. Are there differences in enrolment in schools between boys and girls in your community? Why? Why not?
3. Would you say that in your community, parents have other ambitions / perspectives for their daughter in addition to marriage? If so, what are they? Would you say that has changed with the school feeding programme?
4. Have you noticed any changes in the opinion of members of your community regarding the importance of education for girls and boys due to the school feeding programme? The importance of enrolling and retaining boys in schools? The importance of enrolling and retaining girls? Explain please. (***Probe*** *for gaps in gender equality outcomes - barriers around agency, decision making, autonomy, power dynamics etc. for boys and girls*)
5. To what extent has the school feeding programme reached the poorest / vulnerable as well in your community? Do you think there are differences in the way it has reached the wealthiest and most destitute? Persons living with disabilities? Indigenous groups?

FGD Topic Guide for School Girls and Boys

Subdomain: Context

1. Do you know about the school feeding programme? If yes, can you shortly describe it?
2. How did you learn about the school feeding programme?
3. What are the school feeding activities that take place in your school? Please give examples
4. Do you think the school feeding is useful? Why? Why not?
5. What are your needs and expectations from the school feeding programme?
6. In your opinion, has the school feeding programme addressed all the needs and expectations? What are the gaps? What can be done differently by the programme to improve things?
7. What do you think influences the household decisions to send children to school *(**probe** separately for girls and boys)?* Why do you think your parents decided to send you to school? Was it different for your sisters? Or your brothers?

Subdomain: Education

8. How suitable do you think your school environment is for your learning? Please can you give reasons for your answers
9. How easy do you think it is for you and your friends to stay in school? To learn in school? What are the difficulties?
10. How satisfied are you with the type of teaching you are getting at school? Please can you give reasons and examples?
11. What do you think discourages some children from coming to school? What about girls? Are there differences between boys and girls? What are the issues? How do you think that can be addressed?
12. In your opinion has the school feeding programme influenced the decision by your families to send you to school? What about girls? Boys? Please explain

Subdomain: Perception of Changes

13. Changes due to school feeding activities (especially from 2018-2023)
    ff. What changes have you noticed due to the school feeding activities in your school? (**Probe** *for nutritional and health related changes*)
    gg. What do you think are the reasons for these changes to occur?
    hh. What do you think are the difficulties in achieving change?

14. Change in education enrolment, attendance and retention (especially from 2018 to 2023)
    ii. What changes have you noticed in how children come to school and stay in school because of the school feeding programme?
    jj. What do you think are the reasons for these changes to occur?
    kk. What do you think are the difficulties in achieving change?
15. *What do think is the most significant change that has happened as a result of the school feeing activities? Discuss all the changes mentioned by the FGD participants and let them arrive at a consensus on the top three*

Subdomain: Gender equality and Vulnerable Groups

16. Are there differences in enrolment in schools between boys and girls in your community? Why? Why not?
17. Would you say that in your community, parents have other ambitions / perspectives for their daughter in addition to marriage? If so, what are they? Would you say that has changed with the school feeding programme?

18. Have you noticed any changes in the opinion of members of your community regarding the importance of education for girls and boys due to the school feeding programme? The importance of enrolling and retaining boys in schools? The importance of enrolling and retaining girls? Explain please. (**Probe** *for gaps in gender equality outcomes - barriers around agency, decision making, autonomy, power dynamics etc. for boys and girls)*

19. To what extent has the school feeding programme reached the poorest / vulnerable as well in your community? Do you think there are differences in the way it has reached the wealthiest and most destitute? Persons living with disabilities? Refugees / IDPs?

Annex 10: Re-constructed theory of change

Activities	Subject of change	Changes - outputs	Short-term changes-outomes	Medium-term changes-outcomes	Longer-term changes-impact

A1 - Provide nutrition-sensitive food assistance to crisis affected populations

School aged girls and boys in refugee camps

A2- provide food and nutrition and school meal assistance to refugees

Vulnerable primary school children in rural and urban settings, especially girls

Activity 4: Provide livelihood support and build resilience of targeted households

Food insecure small holders and community in crisis affected and non-crisis areas

Addressing short term hunger / Adequacy of meals Vulnerable primary school children in rural and urban settings provided with nutrition-sensitive hot meals or take-home rations

Nutrition-sensitive food delivered to school girls and boys

Children reached via school meals and take-home rations, especially girls

Children took deworming treatment at least once a year

Linkages between schools and local food production and supply

Market access through home grown school feeding initiatives and the stimulation of small-scale local agricultural production improved

School enrolment, attendance and retention especially girls improved

Nutrition status of girls and boys and their families improved

Women, men, boys, and girls received food/cash-based transfers/commodity vouchers/capacity strengthening transfers

Capacity of communities /Families improved in asset creation and livelihoods

Nutrition sensitive food or cash transfers through participation in building and maintaining assets and through training activities in order to build resilience to shocks provided

Delivery to save lives

Enabling

SO 1: Food-insecure women, men and children in crisis-affected areas and refugees have access to safe and nutritious food

SO3 - Food-insecure smallholders and communities in non-conflict zones have enhanced livelihoods and resilience to seasonal climate shocks throughout the year

Improved access to food

Food system and sustainable

Cross cutting : Contribution to peace, AAP, Gender Equality, Protection, Environment

Legend

Contributes to SO1

Contributes to SO3

Political Assumptions

Continued strong government commitment and ownership

Continued political stability

Improvement in the security situation

Programmatic Assumptions

Strong partnerships with education sector partners including UNICEF and UNESCO leading to improved teacher availability, quality of learning, school including WASH infrastructure etc.

Community ownership and participation displayed in the provision of lands for school gardens, provision of condiments, cooking fuel, wood/charcoal and cooking with the SFP

Continued availability of variety of nutritious feeds through HGSF and other pathways

Funding Assumptions

Continued donor contributions

Available Government funding for payment of teachers and infrastructure development in schools

Allocation of sufficient government budget to the national school feeding programme to enable eventual planned transition

Environmental Assumptions

Availability/ continuous access to fuel wood for cooking.

Early warning systems in place to mitigate climatic shocks.

Risks

Inaccessibility to fuels due to insecurity, increased carbon footprint.

Organizational shifts in thinking, for instance, regarding more emphasis on hard-to-reach areas and more challenged areas and less emphasis on the equatorials

Continued limited government funding

Annex 11: Evaluation field mission schedule

Item	Activity	Travel dates	Start and end of field work	Locations/ sites	Stakeholders/ liaison
1	Recruitment and mobilization of research assistants	20th- 24th Oct		Juba	Ultimate Prime Consulting(UPC)
2	Scripting and setting of data server, configuration of devices for field teams	24th -29th Oct		Juba	Ultimate Prime Consulting(UPC)
3	Training of research teams in Juba	30th – 2rd Nov		Juba	Ultimate Prime Consulting(UPC)
4	Piloting of the research tools in Juba and debrief of teams after pilot test.	3th Nov		Juba	Ultimate Prime Consulting(UPC)
1	**Travel of research teams Within Central Equatorial State**, preparatory meeting with school head teachers; administering the Literacy and Numeracy Questionnaire interviews (with students: girls & boys), and Head teacher Survey Questionnaire, School Observation Tool & Conducting Focus group discussions and key Informant interviews with selected State stakeholders,data upload and transmission from the field.	6th November	7th – 28 November	Terekeka and Juba	UPC Field project coordinator, WFP field office, Ministry of Education and sports, respective head teachers of selected schools.
2.	**Travel of research teams to Jonglei State**, preparatory meeting with school head teachers; administering the Literacy and Numeracy Questionnaire interviews (with students: girls & boys), and Head teacher Survey Questionnaire, School Observation Tool & Conducting Focus group discussions and key Informant interviews with selected State stakeholders,data upload and transmission from the field.	6th and 7th November	8th – 28th November	Pibor and Bor	UPC Field project coordinator, WFP field office, Ministry of Education and sports, respective head teachers of selected schools)
3.	**Travel of research teams to Unity State**, preparatory meeting with school head teachers; administering the Literacy and Numeracy Questionnaire interviews (with students: girls & boys), and Head teacher Survey Questionnaire, School Observation Tool & Conducting Focus group discussions and key Informant interviews with selected State stakeholders,data upload and transmission from the field.	6th and 7th November	9th Nov-1stDecember	Mayom and Panyijiar	UPC Field project coordinator, WFP field office, Ministry of Education and sports, respective head teachers of selected schools
4.	**Travel of research teams to Upper Nile State**,preparatory meeting with school head teachers; administering the Literacy and Numeracy Questionnaire interviews (with students: girls & boys), and Head teacher Survey Questionnaire, School Observation Tool & Conducting Focus group discussions and key Informant	6th and 7th November	9th Nov – 1st December	Maban and Renk	UPC Field project coordinator, WFP field office, Ministry of Education and sports, respective head teachers of selected schools

	interviews with selected State stakeholders, data upload and transmission from the field.			
5.	**Travel of research teams to Warrap State**, preparatory meeting with school head teachers; administering the Literacy and Numeracy Questionnaire interviews (with students: girls & boys), and Head teacher Survey Questionnaire, School Observation Tool & Conducting Focus group discussions and key Informant interviews with selected State stakeholders, data upload and transmission from the field.	6th and 8th	10th Nov – 3rd December	Tonj North and Abyei	UPC Field project coordinator, WFP field office, Ministry of Education and sports, respective head teachers of selected schools
6.	**Travel of research teams to Lakes States**, preparatory meeting with school head teachers; administering the Literacy and Numeracy Questionnaire interviews (with students: girls & boys), and Head teacher Survey Questionnaire, School Observation Tool & Conducting Focus group discussions and key Informant interviews with selected State stakeholders, data upload and transmission from the field.	6th November	8th Nov – 2 December	Rumbek and Yirol	UPC Field project coordinator, WFP field office, Ministry of Education and sports, respective head teachers of selected schools
7.	**Travel of research teams to Eastern Equatoria State**, preparatory meeting with school head teachers; administering the Literacy and Numeracy Questionnaire interviews (with students: girls & boys), and Head teacher Survey Questionnaire, School Observation Tool & Conducting Focus group discussions and key Informant interviews with selected State stakeholders, data upload and transmission from the field.	6th November	8th Nov – 1st December	Kapoeta South and Lafon	UPC Field project coordinator, WFP field office, Ministry of Education and sports, respective head teachers of selected schools
8.	**Travel of research teams to Western Equatoria State**, preparatory meeting with school head teachers; administering the Literacy and Numeracy Questionnaire interviews (with students: girls & boys), and Head teacher Survey Questionnaire, School Observation Tool & Conducting Focus group discussions and key Informant interviews with selected State stakeholders, data upload and transmission from the field.	8th November	9th Nov – 1st December	Mundri East and Ezo	UPC Field project coordinator, WFP field office, Ministry of Education and sports, respective head teachers of selected schools
9.	**Travel of research teams to Northern Bahr El Ghazel State**, preparatory meeting with school head teachers; administering the Literacy and Numeracy Questionnaire interviews (with students: girls & boys), and Head teacher Survey Questionnaire, School Observation Tool & Conducting Focus group discussions and key Informant interviews with selected State	6th November	8th Nov – 2nd December	Awiel west and Awiel south.	UPC Field project coordinator, WFP field office, Ministry of Education and sports, respective head teachers of selected schools

		6th November	8thNov – 2nd December	Wau and Jur River	UPC Field project coordinator, WFP field office, Ministry of Education and sports, respective head teachers of selected schools
	stakeholders,data upload and transmission from the field.				
10	**Travel of research teams to Western Bahr El Ghazel State**, preparatory meeting with school head teachers; administering the Literacy and Numeracy Questionnaire interviews (with students: girls & boys), and Head teacher Survey Questionnaire, School Observation Tool & Conducting Focus group discussions and key Informant interviews with selected State stakeholders,data upload and transmission from the field.	6th November	8thNov – 2nd December	Wau and Jur River	UPC Field project coordinator, WFP field office, Ministry of Education and sports, respective head teachers of selected schools

Annex 12: Key informants' overview

	Stakeholder category	F	M
WFP Country Office	WFP Country Office staff including Programme Units and Research, Assessment and Monitoring (RAM) stakeholders	7	5
WFP Field office	Yambio Field Office		1
	Bor Field Office		1
	Torit Field Office		1
	Juba Field Office		1
	Yida Field Office	1	
	Kuajok Field Office		1
Government Partners	Ministry of General Education and Instruction		2
	Ministry of Agriculture		2
	Ministry of Gender and Child Social Welfare	1	
	State Ministry of Education	1	
UN Agencies	UNICEF		1
	UNHCR		1
	OCHA	1	
Cooperating Partners	FORAFRIKA	1	
	Christian Mission for Development		1
	Plan International South Sudan (Plan);		1
	Samaritan Purse South Sudan (SP);		1
	World Vision International (WVI).		1
Donors	United States of America (USAID)		1
	United Kingdom (FCDO)	1	
	Germany, KFW		1
	Canada (GAC)	1	
Private sector, academia, civil society	University of Juba		1

Annex 13: Focus group discussions overview.

Num ber	State	County	Name of school	Type of FGD	Number of Female participa nts	Number of male particip ants
1	NBeG	Aweil West	Salvation Primary School	Farmers_and_Re tailers	4	6
2	NBeG	Aweil West	Aweil Primary School	PTA	4	5
3	UNS	Maban	AGAR Primary School	PTA	7	5
4	UNS	Maban	Mabui Primary School	COMMUNITY MEMBERS	6	4
5	Lakes	Rumbek Centre	Nyangkot Primary School	SCHOOL MANAGEMENT COMMITTEE/PTA	3	5
6	Eastern Equatorial State	Magwi	Agoro Centre Payam	COMMUNITY MEN AND WOMEN	3	5
7	Warrap	Tonj North	Awul Payam	COMMUNITY MEMBERS	4	6
8	Warrap	Tonj North	Ayak-Akat Primary School	PTA/SMC	5	4
9	Lakes	Rumbek Centre	Aber Primary School	MANAGEMENT COMMITTEE/PTA	6	4
10	Eastern Equatorial		Holy Rosary Primary School	PTA/SMA	3	7
11	Jonglei	Bor South	Konbeek Primary School	PTA/SMA	4	6
12	Jonglei	Bor South	Nyinmajok primary school	Community members	3	10
13	Unity	Mayom	Nyoat Primary School	PTA,	4	5
14	Jonglei	Bor South	Konbeek primary school	Parents	4	8
15	Unity state	Mayom	Maliny primary school	PTA,	5	7
16	Unity state	Mayom	Rumbek primary school	Community Members	4	7
					69	**94**

FGDs of Pupils

Number	State	County	Name of school	Type of FGD	Number of Female Respondents	Number of male respondents	Total of participants
1	NBeG	Aweil West	Aweil Primary School	FGD with student	6	5	11
2	Jonglei State	Bor South	Anyidi Primary School Bor, Jonglei State	Boys and girls	4	6	10
3	Upper Nile State	Maban County	Alsheid Afendi Primary School	FGD with student	3	7	10
4	Eastern Equatorial		Holy Rosary Primary School	PUPILS FROM P5 TO P8	5	5	10
5	Lake State	Rumbek Centre	Nyankot Primary School	PUPILS FROM P5 TO P8	5	5	10
					23	**28**	**51**

Annex 14: Bibliography

Document type	Comment/titles & dates of documents received	Received - Y/N (N/A)
Project-documents		
DECENTRALIZED EVALUATION Guidance for Process and Content	9 May	Y
EU Education in Emergency Programme- Description of the Action	19 May	Y
Final Draft Version HGSFS_Sept_2019	19 May	Y
GAC Project Brief Jan 2022	19 May	Y
PMF South Sudan 2021_MEAL _GAC_20Dec2021_updated	19 May	Y
UNICEF_WFP Proposal SSD Resilience_KfW_FINAL as of 18 Dec 2020	19 May	Y
WFP South Sudan School Feeding Implementation Guidelines - Revised 26 May 2020	19 May	Y
Reports _ CP_ DONOR_ETC		
School feeding programme cooperating partner's monthly report	19 May	Y
ACAD School Feeding Monthly Report-January 2021_	19 May	Y
Wau FO_PCO_JUNE SCHOOL MEAL MONTHLY NARRATIVE REPORT Final	19 May	Y
WHH School Feeding Monthly Report- April 2021	19 May	Y
Impact Evaluation_Window_Inception_SouthSudan_2021-02-10	19 May	Y
SC-2018-0741, Year 2 Interim Narrative Report	19 May	Y
UNICEF WFP EU Report 30 September 2019	19 May	Y
UNICEF-WFP South Sudan_2020 Mid-Year Report	19 May	Y
Other documents		
Confidentiality agreement South Sudan School Feeding Decentralised Evaluation	22 May	Y
Guideline for School Opening and School Calendar 2023	22 May	Y
Pledge of Ethical conduct in Evaluation_ SSD School Feeding Decentralised Evaluation	22 May	Y
SF_DE_Orientation with the ET	16 May	Y

Annex 15: Acronyms

ALNAP	Active Learning Network for Accountability and Performance
ANOVA	One-way Analysis of Variance
AAP	Accountability to Affected Populations
AES	Alternative Education System
CSP	Country Strategic Plan
CSV	Comma Separated Values
CRF	Corporate Result Framework
COVID-19	Coronavirus disease
CPs	Cooperating Partners
DAC	Development Assistance Commission
DE	Decentralized Evaluation
DHS	Department of Homeland Security
DEQAS	Decentralized Evaluation Quality Assurance System
ET	Evaluation Team
EU	European Union
EIE	Education in Emergency
ECDE	International Standard Classification of Education
EGRA	Early Grade Reading Assessment
EGMA	Early Grade Mathematics Assessment
FGDs	Focus Group Discussions
FFA	Food for Asset
FAO	Food and Agriculture Organization
GDP	Gross Domestic Product
GESP	General Education Strategic Plan
GBV	Gender-Based Violence
GNI	Gross National Income
GEWE	Gender Equality and Empowerment of Women
GDI	Gender Development Index
GII	Gender Inequality Index
EM	Evaluation Managers
HQ	Head Quarter
HDP	Humanitarian, Development, and Peace
HGSF	Home-Grown School Feeding
HCT	Humanitarian Country Team
HRP	Humanitarian Response Plan
IFAD	International Fund for Agricultural Development
ICSP	WFP Interim Country Strategic Plan
IPC	Integrated Food Security Phase Classification
IDPs	Internal Displace
KIIs	Key Informant Interviews
LOS	Line of Sight
OEV	Office of Evaluation
MICS	Master of Information and Cybersecurity
MGCSW	Ministry of Gender, Child and Social Welfare
MoGEI	Ministry of General Education and Instruction
NDS	National Development Strategy
NGOs	Non-governmental organizations
NVivo	Within a living organism
OECD-DAC	The Organization for Economic Cooperation and Development - Development Assistance Committee
OAG	Oversee Advising Group
OEV	Office of Evaluation
OCHA	United Nations Office for the Coordination of Humanitarian Affairs
PTAs	Parent Teacher Associations

QC	Question Coherence
QE	Question Effectiveness
QEF	Question Efficiency
QI	Question Impact
QR	Question Relevance
QS	Question Sustainability
RAM	Research, Assessment and Monitoring
R-TGoNU	Revitalised Transitional Government of National Unity
RTI	Research Triangle Institute
SMART	Specific, Measurable, Achievable, Realistic and Time bound
SFP	School Feeding Programme
SPSS	Statical Package for Social Science
SO	Strategic Outcome
SMCs	Science, Math, Computer Science.
SAMS	Small Agricultural Market Support
SDG	Sustainable Development Goals
ToC	Theory of Change
TOR	Term of Reference
THRs	Take Home Rations
UN	United Nation
UIS	Institute for Statistics
UNSDCF	United Nation Sustainable Development Framework
USD	United State Dollar
UNDSS	UN Department of Safety & Security
USAID	United States Agency for International Development
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	UNEG United Nations Children's Fund
UNEG	United Nations Evaluation Group
UNCT	United Nations Country Team
VNR	Voluntary National Review
WDI	World Development Indicators
WFP	World Food Program
WASH	Water, Sanitation and Hygiene

Annex 16: Quantitative analysis including tables

Resilience

The data on resilience reflects respondents' perceptions of their households' ability to navigate and overcome challenges. The responses are categorized into five levels: Strongly Disagree (SD), Disagree (D), Indifferent (I), Agree (A), and Strongly Agree (SA).

In terms of bouncing back from challenges, most of the respondents expressed confidence that their households can rebound, with 39.4% agreeing and 24.8% strongly agreeing. Similarly, when considering adaptability during hardship, respondents generally believe that their households can change their livelihood sources if needed, with 44.0% agreeing and 20.4% strongly agreeing. Concerning coping with frequent threats, a significant percentage of respondents, 47.7%, agree that their households would find a way to get by. However, opinions on accessing financial support during times of hardship vary, with 37.9% disagreeing and 29.4% agreeing. The data also reveals diverse perspectives on the reliance of households on support networks, with 34.9% disagreeing and 33.8% agreeing. Respondents are divided on whether their households have learned from past hardships, with 48.9% agreeing and 21.3% strongly agreeing. Regarding full preparation for future challenges, opinions vary, with 31.0% disagreeing and 40.3% agreeing. Finally, the data suggests differing views on whether households receive useful information about future risks in advance, with 26.6% disagreeing and 40.0% agreeing.

Table 35: Resilience analysis

	SD	D	I	A	SA
Think HH can bounce back from any challenge that life throws at it	4.9%	22.2%	8.6%	39.4%	24.8%
During times of hardship, HH can change its source of livelihood if needed	5.3%	22.7%	7.6%	44.0%	20.4%
If threats to HH became more frequent, would still find a way to get by	6.2%	23.1%	5.5%	47.7%	17.6%
During times of hardship, HH can access the financial support you need.	11.3%	37.9%	5.5%	29.4%	16.0%
HH can rely on the support of family/friends when need help.	9.5%	34.9%	5.3%	33.8%	16.5%
HH can rely on support from the public admin/Govt/others when you need help	15.0%	32.4%	6.5%	31.2%	15.0%
HH has learned important lessons from past hardships to prepare for the future	3.5%	19.5%	6.7%	48.9%	21.3%
HH is fully prepared for any future challenges/threats that life throws at	5.1%	31.0%	7.2%	40.3%	16.4%
HH receives useful information warning you about future risks in advance.	6.5%	26.6%	9.2%	40.0%	17.8%

Further analysis of resilience perceptions unveils distinct patterns across states, demographics, and the receipt of WFP assistance, shedding light on the varying degrees of adaptive capacity and coping strategies among surveyed households.

In Jonglei State, a striking 100% of respondents perceive high resilience, suggesting a strong sense of adaptability and resourcefulness in the face of challenges. Central Equatoria and Lakes exhibit predominantly high resilience, with 85.7% and 93.8%, respectively, indicating a prevalent positive outlook on the ability to navigate difficulties. Unity State, however, stands out for its absence of respondents perceiving medium or high resilience, possibly reflecting unique challenges or concerns in this region.

Across demographic groups, when considering the sex of the household head, females tend to have a slightly higher perception of high resilience compared to males (89.3% vs. 88.0%), suggesting nuanced gender dynamics in coping strategies. Across marital statuses, those who are single show an impressive 91.3% perception of high resilience, potentially reflecting individual self-reliance or adaptability. Regarding household size, larger households (more than 10 members) consistently display a higher perception of high resilience (89.8%), indicating a collective ability to confront challenges together.

Interestingly, the receipt of WFP assistance does not significantly alter the overall resilience perceptions. Both groups, receiving and not receiving assistance, demonstrate similar proportions across low, medium, and high resilience categories.

Table 36: Resilience categories

	N	Low	Medium	High
State				
Central Equatoria	21	4.8%	9.5%	85.7%
Eastern Equatoria	33	3.0%	18.2%	78.8%
Jonglei	32	0.0%	0.0%	100.0%
Lakes	16	6.3%	0.0%	93.8%
NBeG	88	5.7%	5.7%	88.6%
Unity	39	0.0%	0.0%	100.0%
Upper Nile	61	6.6%	6.6%	86.9%
Warrap	63	1.6%	1.6%	96.8%
WBEG	105	1.0%	1.9%	97.1%
WES	110	10.0%	19.1%	70.9%
Sex of HH head				
Male	400	5.3%	6.8%	88.0%
Female	168	2.4%	8.3%	89.3%
Marital Status of HH head				
Single	23	0.0%	8.7%	91.3%
Married	467	4.9%	7.1%	88.0%
Divorced/Separated/Widowed	78	2.6%	7.7%	89.7%
HH size				
< 5	41	2.4%	9.8%	87.8%
5 - 10	244	5.3%	7.8%	86.9%
> 10	283	3.9%	6.4%	89.8%
HH Received WFP Assistance in past year				
No	292	4.5%	8.2%	87.3%
Yes	276	4.3%	6.2%	89.5%

Experience of shock

The presented data provides insights into the reported experiences of shock among respondents, specifically detailing the occurrence of various events and the corresponding percentage of individuals affirming that they have encountered each shock.

Firstly, the data indicates that 46.0% of respondents have experienced flooding. This suggests a substantial portion of the surveyed population has encountered the challenges associated with floods, which can include property damage, displacement, and disruptions to daily life.

Secondly, drought is highlighted as another significant shock, with 60.0% of respondents reporting experiencing this climatic condition. Droughts can have severe implications for communities, affecting water and food availability, agricultural productivity, and overall well-being.

Lastly, civil unrest or war is identified as a shock experienced by 33.6% of respondents. This category encompasses events related to social or political upheaval, conflict, and instability. Experiencing civil unrest or war can have profound and lasting impacts on individuals and communities, affecting safety, livelihoods, and overall stability.

Table 37: Experience of shock

In the past year, households have experienced:	% Yes
flood	46.0%
drought	60.0%
civil unrest/war	33.6%

The data on shock experiences among surveyed households provides insights into the prevalence of various shocks across different states, demographic groups, and those who received WFP assistance in the past year. Jonglei and Lakes stand out with 100% of respondents reporting experiencing shocks, suggesting a universal impact of adverse events in these regions. Central Equatoria and Eastern Equatoria also exhibit high shock prevalence, with 90.5% and 63.6%, respectively, emphasizing the widespread nature of these disruptive events.

Among households led by females, 75.6% report experiencing shocks, while households led by males have a higher incidence at 85.5%. This difference may be attributed to various factors, including economic roles and vulnerability. Single-headed households (65.2%) appear to experience shocks at a lower rate compared to married (83.5%) and divorced/separated/widowed households (82.1%), highlighting potential differences in resilience among household structures. Larger households (> 10 members) and those with 5-10 members report higher shock experiences at 86.6% and 81.1%, respectively, suggesting potential challenges in managing resources and vulnerabilities associated with larger family sizes.

The receipt of WFP assistance in the past year does not seem to provide substantial protection against shocks. Both groups, receiving and not receiving assistance, report high shock prevalence, indicating the persistence of vulnerability even with external aid.

	N	% Yes
State		
Central Equatoria	21	90.5%
Eastern Equatoria	33	63.6%
Jonglei	32	100.0%
Lakes	16	100.0%
NBeG	88	96.6%
Unity	39	94.9%

Upper Nile	61	93.4%
Warrap	63	98.4%
WBEG	105	82.9%
WES	110	48.2%
Sex of HH head		
Male	400	85.5%
Female	168	75.6%
Marital Status of HH head		
Single	23	65.2%
Married	467	83.5%
Divorced/Separated/Widowed	78	82.1%
HH size		
< 5	41	63.4%
5 - 10	244	81.1%
> 10	283	86.6%
HH Received WFP Assistance in past year		
No	292	81.2%
Yes	276	84.1%

Perceived needs

The data on perceived needs reflects respondents' assessments of various challenges and deficiencies in their lives. Responses are categorized into the percentage of individuals who express the urgency or severity of each need. A significant majority, 94.2%, indicated a serious problem due to a lack of sufficient income, highlighting financial constraints as a prevalent concern. In addition, 89.1% face challenges related to inadequate clothing, shoes, bedding, or blankets, emphasizing the need for necessities.

Concerns about insufficient access to clean water for drinking and cooking are also prominent, with 71.1% expressing a serious problem in this regard. Likewise, 74.3% face challenges due to the absence of easy and safe access to a clean toilet, pointing to sanitation issues. The data underscores the pervasive issue of food insecurity, with 84.0% reporting serious problems related to insufficient food, impacting their ability to cook. Health-related challenges are also prevalent, with 82.9% facing difficulties in obtaining adequate healthcare for themselves. Other significant concerns include problems with physical health (66.0%), safety concerns in the current living environment (60.2%), and difficulties in caring for family members living with them (69.2%). Issues related to education are highlighted, as 70.6% report serious problems due to their children not being in school or not receiving a good enough education.

The data also sheds light on challenges within the community context, such as inadequate law and justice systems (56.7%), violence against women (61.3%), substance abuse issues (64.1%), and mental health concerns (51.9%). Additionally, a substantial proportion (71.5%) express serious problems related to fair access to available aid, highlighting potential disparities in resource distribution within the community.

Table 38: Perceived needs

	% Yes
mental illness in the community	51.9%
inadequate system of law & justice in the community	56.7%
you do not have a suitable place to live in	58.3%
family not safe where you live now	60.2%
do not have enough information about aid that is available	61.3%
physical/sexual violence towards women in the community	61.3%
people drink a lot of alcohol, use harmful drugs in the community	64.1%
not enough care for unaccompanied children, widows, etc in the community	65.0%
physical illness, injury/disability	66.0%
it's difficult to care for family mem living with you	69.2%
children not in school/not getting a good enough education	70.6%
don't have enough water that is safe for drinking/cooking	71.1%
do not have fair access to the aid that is available	71.5%
no easy & safe access to a clean toilet	74.3%
it's difficult to keep clean. no soap, sanitary materials	76.1%
not able to get adequate health care for self	82.9%
do not have enough food, not able to cook food.	84.0%
do not have enough, clothes, shoes, bedding/blankets	89.1%
do not have enough income, money/resources to live on	94.2%

The data on perceived needs across different states, demographic groups, and households with or without WFP assistance in the past year provides valuable insights into the varying levels of needs reported by respondents. Eastern Equatoria stands out with a notably high percentage of respondents (57.6%) reporting medium levels of

perceived needs. This suggests a substantial proportion of households in this region identify moderate challenges or requirements. In Warrap, there is a more balanced distribution, with 60.3% reporting medium needs and 19.0% reporting high needs. This diversity in perceived needs indicates the complexity of challenges faced by households in this state.

Households headed by females report a slightly higher percentage of high needs (24.4%) compared to those headed by males (27.5%). This could be attributed to gender-specific challenges and responsibilities. Single-headed households report the highest percentage of high needs (21.7%), suggesting that individual-headed households may face distinct challenges that contribute to their perceived needs.

Larger households (> 10 members) report the highest percentage of high needs at 30.4%. This could be associated with increased resource requirements for larger families. The distribution of perceived needs among households that received WFP assistance in the past year and those that did not is relatively balanced. This suggests that while WFP assistance may address some needs, it may not entirely eliminate higher levels of perceived needs.

State	N	Low	Medium	High
Central Equatoria	21	23.8%	42.9%	33.3%
Eastern Equatoria	33	27.3%	57.6%	15.2%
Jonglei	32	0.0%	53.1%	46.9%
Lakes	16	12.5%	37.5%	50.0%
NBeG	88	0.0%	9.1%	90.9%
Unity	39	66.7%	33.3%	0.0%
Upper Nile	61	55.7%	42.6%	1.6%
Warrap	63	20.6%	60.3%	19.0%
WBEG	105	14.3%	63.8%	21.9%
WES	110	80.9%	19.1%	0.0%
Sex of HH head				
Male	400	33.5%	39.0%	27.5%
Female	168	35.1%	40.5%	24.4%
Marital Status of HH head				
Single	23	52.2%	26.1%	21.7%
Married	467	33.8%	38.8%	27.4%
Divorced/Separated/Widowed	78	29.5%	47.4%	23.1%
HH size				
< 5	41	51.2%	29.3%	19.5%
5 - 10	244	36.9%	39.8%	23.4%
> 10	283	29.0%	40.6%	30.4%
HH Received WFP Assistance in past year				
No	292	35.3%	41.8%	22.9%
Yes	276	32.6%	37.0%	30.4%

The Early Grade Reading Assessment (EGRA)

The Early Grade Reading Assessment (EGRA) is an individually and orally administered pupil assessment that measures reading fluency, accuracy, and comprehension as well as the basic skills that a child must possess to eventually be able to read fluently and with comprehension—the ultimate goal of reading. EGRA provides results on the following subtasks: Reading, Letter Name Recognition, Phonemic Awareness, Letter Sound, Writing,

Comprehension, Orientation to Print, and Familiar word reading. EGRA items were constructed by a panel of experts based on the EGRA test development protocols and validated by the Ministry of Education, South Sudan.

The application of EGRA in this evaluation enables the generation of quantitative data for deciding on minimum levels of reading/literacy competency, and the results are presented using descriptive and inferential statistics (percentages). Table XX summarizes the components and early reading skills of the EGRA.

Table 39: EGRA's components, early reading skills

Component	Early reading skills
Reading	The ability to read a short passage
Letter Name Recognition	The ability to produce the name of a letter that is presented in written form or provide the name of upper- and lowercase letters presented in random order
Phonemic Awareness	The ability to identify sounds occurring at the beginning of spoken words; Identify initial or final sounds of words or segment words into phonemes
Letter Sound	Phonological Awareness
Writing	writing
Comprehension	The ability to comprehend an orally presented story and provide an oral response to the question asked.
Orientation to Print	Indicate text direction, the concept of word, or other basic knowledge of print; or an understanding of the directionality of reading print on a page
Familiar word reading	Read simple and common words or the ability to recognize or decode familiar words

Reliability of the Early Grade Reading Assessment (EGRA)

To examine the reliability, Cronbach's alpha was calculated, the results of which are presented in Table 43. The calculation of Cronbach's alphas reveals that the EGRA test performs well overall, and that reliability is guaranteed with coefficients well above 0.70. As a rule of thumb, the minimum acceptable coefficient is 0.70 (Aron, Aron, & Coups, 2013). EGRA Cronbach's alpha was 0.90 for Letter name recognition, 0.83 for Familiar word reading 0.82 for phonemic awareness. 0.81 for writing and comprehension and .80 for Reading and Orientation to print.

Table 40: Quantitative Analysis of Item Responses

EGRA Sub-tests	Cronbach's Alpha
Reading	0.80
Letter Name Recognition	0.90
Phonemic Awareness	0.82
Letter Sound	0.73
Writing	0.81
Comprehension	0.81
Orientation to Print	0.80
Familiar word reading	0.83

EGRA Sub-task by State/Region

The EGRA subtasks are based on research regarding a comprehensive approach to reading acquisition across languages. Overall, as shown in Table XX P2 and P3 pupils in Eastern Equatoria state performance was highest in all sub-tasks of EGRA (43.6%), Wes (41.1%), Warrap (38.6%) and Upper Nile (38.4%). However, Unity (34.3%), Lakes (34.7%) and NBeG (34.9%) recorded low performances in the EGRA sub-task.

Figure 25 : EGRA Scores by sub-tasks and Region/State
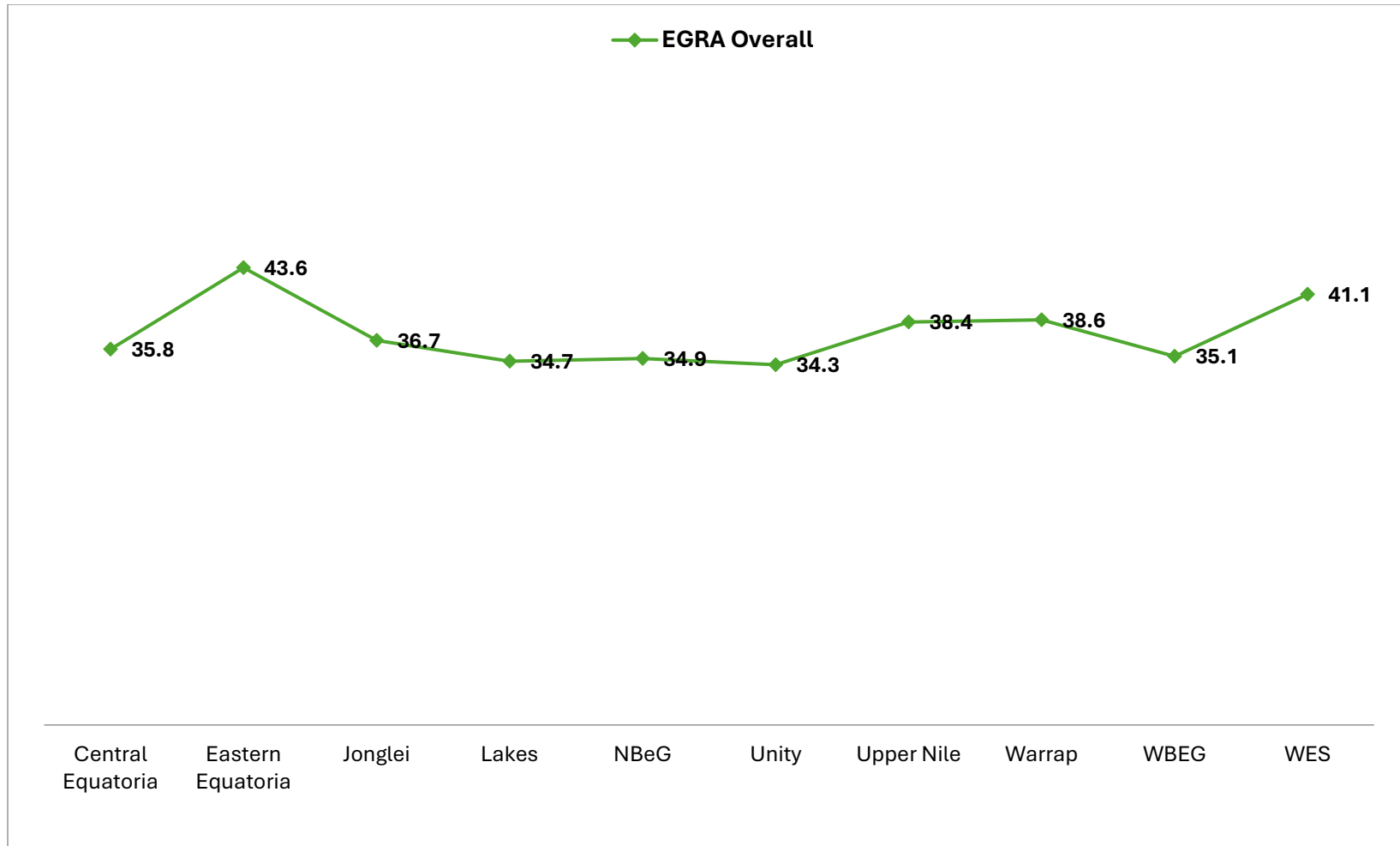
Early Grade Mathematics Assessment (EGMA)

Early Grade Mathematics measures numeracy skills. The EGMA is an individually administered oral test, which allows for the targeted numeracy skills to be assessed without confounding the results if individual pupils have problems with language or writing that might otherwise impede their performance[193]. EGMA items were constructed by a panel of experts based on the EGMA test development protocols on mathematics education and cognition and validated by the Ministry of Education, South Sudan. The application of EGMA in this evaluation enables the generation of quantitative data for deciding on minimum levels of mathematics/numeracy competency, and the results are presented using descriptive statistics (percentages). Table 44 summarises the component and early numeracy skills of the EGMA.

Table 41: EGMA's components, early Mathematics skills

Component	Early numeracy Skills
Counting	This requires the ability to count objects.
Addition Level 1	This requires knowledge of basic addition facts
Subtractions Level 1	This requires knowledge of basic subtraction facts.
Divisions Level 1	This requires knowledge of basic division facts.
Multiplications Level 1	This requires knowledge of basic multiplications
Shapes	This requires knowledge of shapes.
Time	This requires the ability to use timing correctly

Reliability of the Early Grade Mathematics Assessment (EGMA)

To examine the reliability, Cronbach's alpha was calculated, the results of which are presented in Table 45. The calculation of Cronbach's alphas reveals that the EGMA tests perform well overall, and that reliability is guaranteed with coefficients well above 0.70. As a rule of thumb, the minimum acceptable coefficient is 0.70 (Aron, Aron, & Coups, 2013). The Cronbach's alpha for EGMA are as follows: 0.80 for counting, 0.79 for time sub-task, 0.78 for shapes and Addition sub-tasks, 0.75 for Subtractions and divisions sub-tasks and 0.74 for Multiplications sub-task.

Table 42: Quantitative Analysis of Item Responses

EGMA Sub-tests	Cronbach's Alpha
Counting	0.80
Addition	0.78
Subtractions	0.75
Divisions	0.75
Multiplications	0.74
Shapes	0.78
Time	0.79

EGMA Sub-task by State/Region

Table XX presented EGMA scores by sub-tasks and stat, Overall, as shown in Table XX P2 and P3 pupils in Central Equatoria state scored 50% and above in Subtraction, Addition, Shapes and Time; Eastern Equatoria there were 50% and above scores in Addition shapes and Subtraction. However, Unity and NBeG recorded low performances in the EGMA sub-tasks of Counting.

Table 43: Percent Correct/Incorrect EGMA Scores by State

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[193] The DRC 2015Early Grade Reading Assessment, Early Grade Mathematics Assessment, and Snapshot of School Management Effectiveness—Grade 3 Report of Findings, Revised

State	EGMA Sub-Task	Mean	%Correct	%Incorrect
Central Equatoria	Counting	5.93	42.3	57.7
	Addition	1.76	58.6	41.4
	Subtraction	1.78	59.4	40.6
	Division	1.34	44.8	55.2
	Multiplications	1.47	36.8	63.2
	Shapes	2.70	54.0	46.0
	Time	1.07	53.4	46.6
Eastern Equatoria	Counting	4.42	31.6	68.4
	Addition	1.71	56.9	43.1
	Subtraction	1.59	53.1	46.9
	Division	1.34	44.5	55.5
	Multiplications	1.33	33.2	66.8
	Shapes	2.57	51.4	48.6
	Time	1.16	58.2	41.8
Jonglei	Counting	4.52	32.3	67.7
	Addition	1.44	48.1	51.9
	Subtraction	1.43	47.8	52.2
	Division	1.36	45.3	54.7
	Multiplications	1.53	38.3	61.7
	Shapes	2.60	52.0	48.0
	Time	1.22	60.8	39.2
Lakes	Counting	4.26	30.4	69.6
	Addition	1.36	45.2	54.8
	Subtraction	1.31	43.8	56.2
	Division	1.22	40.6	59.4
	Multiplications	1.41	35.2	64.8
	Shapes	2.60	52.0	48.0
	Time	1.20	60.2	39.8
NBeG	Counting	3.36	24.0	76.0
	Addition	1.15	38.4	61.6
	Subtraction	1.39	46.3	53.7
	Division	1.02	34.0	66.0
	Multiplications	1.43	35.7	64.3
	Shapes	2.67	53.3	46.7
	Time	1.24	61.9	38.1
Unity	Counting	3.96	28.3	71.7
	Addition	1.51	50.2	49.8
	Subtraction	1.60	53.4	46.6
	Division	1.54	51.4	48.6
	Multiplications	1.70	42.5	57.5
	Shapes	2.75	54.9	45.1
	Time	1.04	51.8	48.2

Upper Nile	Counting	4.75	33.9	66.1
	Addition	1.96	65.2	34.8
	Subtraction	2.04	68.1	31.9
	Division	1.71	56.9	43.1
	Multiplications	1.74	43.4	56.6
	Shapes	2.96	59.1	40.9
	Time	1.32	66.2	33.8
Warrap	Counting	4.55	32.5	67.5
	Addition	1.59	53.1	46.9
	Subtraction	1.79	59.7	40.3
	Division	1.64	54.7	45.3
	Multiplications	1.96	49.0	51.0
	Shapes	3.03	60.7	39.3
	Time	1.29	64.6	35.4
WBEG	Counting	4.37	31.2	68.8
	Addition	1.12	37.4	62.6
	Subtraction	1.55	51.7	48.3
	Division	1.46	48.6	51.4
	Multiplications	1.47	36.6	63.4
	Shapes	2.00	40.0	60.0
	Time	1.02	50.9	49.1
WES	Counting	4.84	34.6	65.4
	Addition	1.16	38.5	61.5
	Subtraction	1.64	54.7	45.3
	Division	1.69	56.3	43.8
	Multiplications	1.70	42.6	57.4
	Shapes	2.83	56.6	43.4
	Time	1.38	68.8	31.3

Figure 26: Percent Correct/Incorrect EGMA Scores by State

EGMA
%Correct
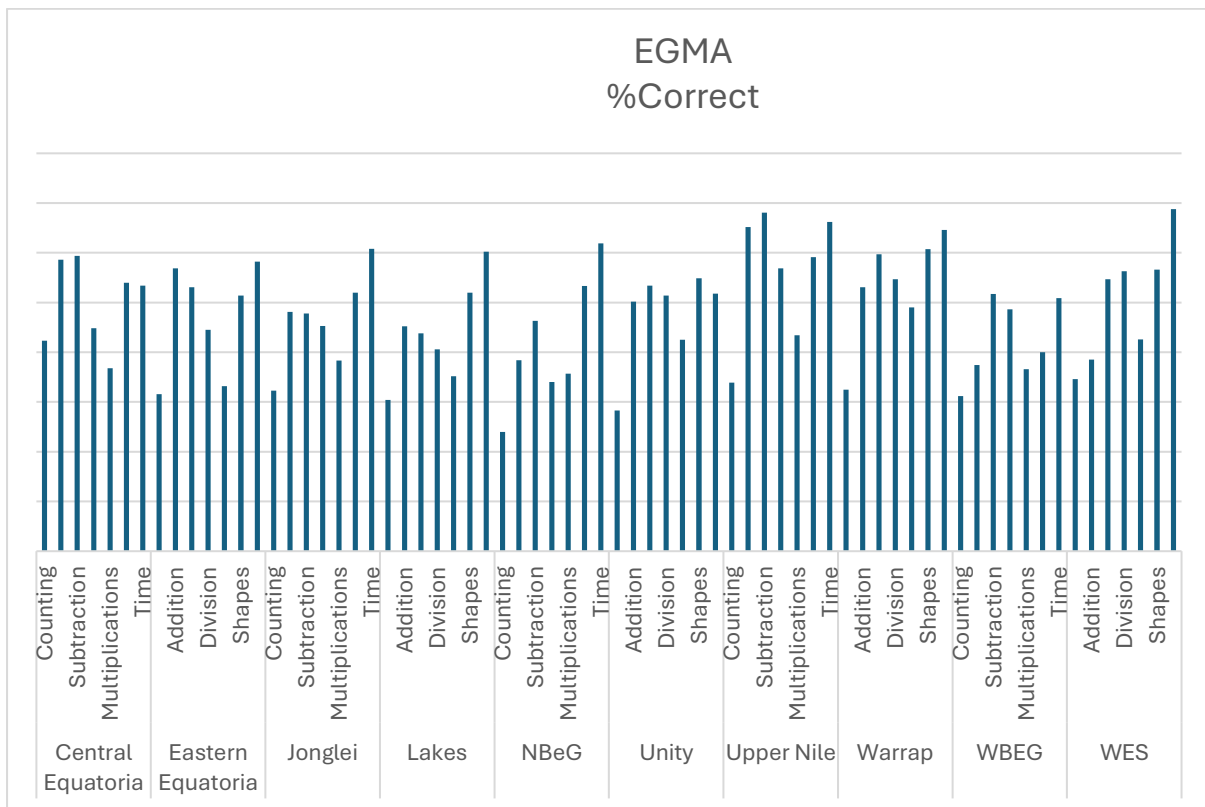
Annex 17: Mapping of findings, conclusions and recommendations

Recommendation [*in numerical order*]	Conclusions [*by number(s) of conclusion*]	Findings [*by number of finding*]
Prioritize fundraising for school feeding given the evidence in this evaluation of severe food deprivation in beneficiary households and the better learning outcomes in the intervention schools. The critical gap being filled for the girls and boys in the families by the school meals and the THRs was evident from household survey findings on food security	Paragraph 234 The programme was effective to a large extent in achieving its objectives with many positive features relating to outputs and strategic outcome 1. There were important significant differences in basic literacy and numeracy scores between the intervention and comparison schools that highlighted the effectiveness of the school feeding interventions in improving enrolment, retention and learning in the programme schools. The relatively good performance of the rural intervention schools in both basic literacy and numeracy underscored the equity focus of the programme.	Paragraphs 165, 174-177; 180-181
Generate evidence from the Home-Grown School Feeding programme (in view of the evolving funding climate) through research/evaluation in 2025-2026, to gain insight into its effectiveness in strengthening local food systems within the context. Increase advocacy to the government to avail national resources, both financial and human, to support and sustain the home-grown school feeding programme.	Paragraph 234 An important potential for the sustainability of the programme is the move to strengthen the domestication of the programme through the home-grown school feeding initiative.	Paragraphs 125, 147, 163, 185, 209
Develop and implement an adequately funded advocacy strategy that builds on the key findings of this evaluation and previous strategic work to scale up political and financial commitment to SF in SS. This could include developing short learning papers based on the findings of this evaluation.	Paragraph 234 Limitations in programme efficiency and effectiveness occurred due to severe funding cuts which took place in the face of escalating humanitarian and programme needs. These fiscal gaps which were compounded by poor financial commitment by the government to the programme are major	Paragraphs 154, 192 (nr.5), 233

Recommendation [*in numerical order*]	Conclusions [*by number(s) of conclusion*]	Findings [*by number of finding*]
	hindrances to sustainability of the positive outcomes and effects seen in this evaluation.	
Intensify investment in government technical capacity for the logistical management of school feeding at national and state levels in all future SF support by WFP in SS	Paragraph 235 There are many factors relating to the school environment, teachers and pupils; and factors outside the school, in particular the overall governance of the education system and the national budget for education - that are outside the control of WFP but are needed to support sustainable learning outcomes.	Paragraphs 230, 172, 166, 192, 277
Strengthen the programme monitoring system. Address data gaps in enrolment. Attendance and drop-out data. Include tracking of school kitchen functionality in the indicators. Gender equality perspectives should be clearly outlined in the project's outputs or indicators. Ensure future school feeding interventions include multi-year evaluations in the design of the programme with baseline, midline, follow-up and endline surveys, and recommendations for adjustments as appropriate during implementation.	Paragraph 234 Limitations in programme efficiency	Paragraphs 66, 108, 170, 192 (nr. 4), 210
Incorporate a more inclusive approach to target persons living with disabilities. 4. Stakeholder consultations should include People with Disabilities and Disabled People's Organisations especially at the design stage of the next programme cycle. 5. Data should be collected on disability among the programme's target beneficiaries – an important step needed to prevent their exclusion from the interventions.		Paragraphs 126,142
Make menstrual hygiene management (MHM) an integral part of SFP in all target schools. As part of this, ensuring the availability of sanitary pads should be a priority in gender-sensitive interventions to support girls' education.		Paragraphs 195

Recommendation [*in numerical order*]	Conclusions [*by number(s) of conclusion*]	Findings [*by number of finding*]
Ensure the retention of boys in schools to avoid creating a disparity since they may be more susceptible to engaging in criminal and gang-related activities, particularly in a post-conflict setting. Closing the gender gap in education should be achieved by increasing girls' education without sacrificing boys' retention, as retaining boys in schools is equally important for child protection, rights, and the country's development. For instance, THRs has been useful for the enrolment girls and retention of girls. In schools where on-site school feeding is not available, take-home rations could also benefit families without female children or whose female children do not meet the SFP's class requirement. This would ensure that all families benefit from the programme, the incentive to send girls to school is maintained, and families with only boys meeting the requirements would not feel excluded, thereby helping prevent boys' dropout.	Overall, during the programme years, WFP faced exceptional challenges with increasing humanitarian needs, the COVID-19 pandemic and deteriorating funding all of which limited the efficiency of the SFP.	Paragraphs 214, 219, 220

Improve on community consultation and participation in the programme design and implementation of the programme, collection of community feedback, and decision making, empowering them more for programme ownership.
   5.   Develop a Community Engagement Strategy to ensure continued community-led support and advocacy for children's education, nutrition, good health and security.
   6.   Ensure that women associations, organizations for people living with disabilities etc. are adequately consulted at the design phase.
		Paragraphs 195, 192 (nr. 2), Table 20