



Management Response from WFP Somalia to the recommendations of the decentralized evaluation of Joint Resilience Programme (JRP Phase I and II) in South-Central Somalia from 2018 to 2022 in Somalia (SOM22NF004) from April 2023 to Jan 2025

1. This document, finalized in June 2025, presents the management response to the recommendations of the final evaluation of the Joint Resilience Programme - JRP phase I and II in South-Central Somalia (2018-2022).
2. The evaluation, which was commissioned by WFP and UNICEF Somalia covers Phase 1 *"Strengthening Resilience in South-Central Somalia Programme"* and Phase 2 *"Building Resilient Schools"* of the Joint Resilience Programme in South-Central Somalia. The evaluation serves the dual purpose of accountability and learning and as such, the evaluation a) assessed and reported on the performance and results of the project, and b) identified reasons why certain results were achieved or not achieved, to draw lessons and recommendations for learning.
3. The evaluation made 6 key recommendations with 34 actions to be taken. The matrix sets out whether WFP and UNICEF agree, partially agree or disagree with the recommendations and sub-recommendations. It presents the planned (or taken) actions, responsibilities, and timelines.

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Priority: High Recommendation 1. WFP and UNICEF should reinforce and align monitoring and quality control of services carried out by the agencies, IPs, community groups and government stakeholders. (Deadline: Subsequent projects JRP II)					
Sub-recommendation 1.1 WFP and UNICEF should align and integrate monitoring structures for the sake of harmonizing practices, counting	WFP (Monitoring and Evaluation Unit)	Agreed	1.1.1: WFP and UNICEF will review and harmonize monitoring frameworks for assessing program quality and standards and beneficiary reach, aligning monitoring tools, schedules, and data collection protocols to reduce duplication, ensure	WFP PMLE unit and UNICEF PME	December 2025

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beneficiaries, standards, and means of verification. (Deadline: JRP II /)	UNICEF (Monitoring and Evaluation Unit)		consistent data capture, and foster cross-agency learning.		
			1.1.2: WFP and UNICEF will support quarterly joint monitoring missions led by MOPIED. Sector-specific joint monitoring, led by relevant ministries at the Federal Member State (FMS) and district levels, will be supported to reinforce alignment with national systems. Outcomes and recommendation of missions will be shared to TWG and reviewed before the quarterly joint monitoring missions.	WFP and UNICEF CO [coordinated with MOPIED and FMS line Ministries]	June 2026
			1.1.3: A joint WFP-UNICEF monitoring & evaluation working group has been	WFP PMLE unit and UNICEF PME	Ongoing

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			established to ensure alignment between monitoring frameworks and support the TWG in its monitoring oversight role. The TWG will review joint results delivered from integrated, coherent monitoring across agencies and activities.		
Priority: High Recommendation 2: WFP and UNICEF should provide children with disabilities with more meaningful and tailored support as part of the education component and promote access and increase attention to disability inclusion for WASH in schools and healthcare facilities. (Deadline: Subsequent projects / programmes)					
Sub recommendation 2.1 Advocacy and awareness campaigns, along with the		Agreed	2.1.1: UNICEF will work with Ministry and CSO partners for community mobilization	UNICEF Education	Ongoing

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training of CECs and CDCs, can encourage the enrolment of children with disabilities (CwD) and ensure they receive proper care and support in school. The success of advocacy efforts around girls' education suggests that similar strategies could be effectively applied to promote the inclusion of CwD.	UNICEF (Education Unit) and WFP (School feeding)		with targeted outreach to children with disabilities.		
			2.1.2: UNICEF will build on its previous programming for children with disabilities in JRP locations for school- and system-level improvements to disability inclusion.	UNICEF Education	Ongoing
Sub-recommendation 2.2: Children with learning, hearing or vision disabilities can be provided with meaningful opportunities to learn. Additional programmatic components should be explored for addressing this,	UNICEF (Education Unit)	Agreed	2.2.1: UNICEF will ensure disability inclusion is included within teacher training in JRP 2.0. UNICEF will also explore increasing capacity of teachers and schools to use the Washington Group CFM to identify children	UNICEF Education	Ongoing

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such as adapted learning materials, assistive devices, teacher training on topics such as universal design for learning (UDL) or extra academic support for children			with disabilities and provide assistive devices based on their assessed needs.		
Sub-recommendation 2.3: Accessibility to schools should be ensured for children with physical disabilities by applying disability design principles. Standards for school infrastructure should be adhered to, and any new infrastructure added to the school should ensure accessibility. Transportation means for children with	UNICEF (Education Unit)	Agreed	2.3.1: UNICEF and WFP have ensured disability inclusion is considered within the rehabilitation, and construction of classrooms, kitchens, dining halls, and WASH facilities in schools under JRP 2.0. Further ways to improve access to education for children with disabilities, such as transportation support, will be informed	UNICEF Education and WFP School Feeding	Ongoing

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disabilities to reach the school may also be considered by the programme.			by an ongoing disability survey in another UNICEF education program.		
Priority: High Recommendation 3: WFP and UNICEF should improve targeting of beneficiaries by conducting analysis of different vulnerable groups, conducting needs assessments, and developing selection criteria that specifically target the most vulnerable, including minorities. Additionally, WFP and UNICEF could increase linkages and oversight of different community groups to ensure that there is knowledge sharing and cooperation across various locations and sectors. This will foster collaboration and learning among different community groups, ultimately enhancing programme effectiveness. (Deadline: Subsequent projects / programmes)					
Sub-recommendation 3.1: Within project districts, undertake specific analyses and needs assessments of the most vulnerable groups including minority populations, and formulate specific interventions and additional	WFP (Monitoring and Evaluation Unit)	Agreed	3.1.1: Building on the needs assessment used for school selection to ensure the most vulnerable groups – including minorities – were targeted, WFP is conducting a study on the link between school meals and social cohesion in	WFP School Feeding	June 2026

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support mechanisms. No specific analysis of minority groups or other vulnerable populations was conducted. They were just included in the targeting process. The recommendation suggests going further to identify specific vulnerable populations within the target area.	UNICEF (Monitoring and Evaluation Unit)		Galkayo, visiting schools supported by JRP 2.0. The findings of the study will identify any specific marginalized or vulnerable populations that are not currently accessing services and will inform development of activities to address these gaps in a pilot project using complementary resources to be implemented in schools supported by JRP 2.0.		
			3.1.2: WFP will carry out targeting monitoring to assess inclusion and exclusion errors based on WFP's vulnerability targeting criteria, which includes minority and marginalized populations. This will include focus group	WFP PLME	December 2025

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			discussions and key informant interviews aimed at understanding barriers to access, perceptions of fairness, and social cohesion impacts.		
			3.1.3: UNICEF and partners will actively map services, locations, and IDP populations to identify minority groups in the target area and ensure their access to essential services.	UNICEF PME	December 2025
Sub-recommendation 3.2: Enhance collaboration and information sharing among various community groups throughout all stages of the project cycle, across different sectors and	WFP (Protection, Community engagement and AAP)	Agreed	3.2.1: WFP and UNICEF will conduct a stakeholder analysis that will include identification of key community groups—including women’s associations, youth groups, minority representatives, religious	WFP Protection and AAP Unit UNICEF SBCC Unit	September 2025

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locations, by reinforcing linkages and oversight mechanisms.	UNICEF (Monitoring and Evaluation Units)		leaders, and traditional authorities—in all target districts. This mapping will inform tailored engagement strategies during planning, implementation, and monitoring phases.		
			3.2.2: WFP and UNICEF will develop a Community Engagement plan and will work with local structures in each project location to enable regular and inclusive dialogue. Both agencies will work closely with District Development Committee (DDC) which serves as a coordination point for sharing project updates, gathering community priorities, and identifying emerging issues across sectors.	WFP Protection and AAP Unit UNICEF SBCC Unit	December 2025

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Priority: High Recommendation 4: WFP and UNICEF should integrate gender equality and social inclusion across all programme activities to shift attitudes and change gender relations while simultaneously promoting financial literacy and women's empowerment. This dual approach will contribute to more inclusive and equitable outcomes, empowering women and marginalised groups while fostering positive social change.					
Sub-recommendation 4.1: Set gender transformation as a programme goal to encourage long term change in gender relations. The purpose is to explicitly have a goal that the programme will not just address gender equity such as equal access to education but go beyond that to shift	WFP (Gender, activity managers) UNICEF (Gender, activity managers)	Agreed	4.1.1: In schools, gender transformation will be pursued by continuing the use of girls' empowerment forums to encourage changes in attitudes and practices among teachers and girl students. Support for enrolment and participation of girls in education will support long-term gender transformation efforts through greater gender parity in education achievement.	WFP School Feeding UNICEF Education	Ongoing

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structures so that women and girls are equal in society			School meals will continue to promote enrolment and retention, especially for girls, to advance equitable education outcomes. This will be accompanied by SBCC trainings, jointly by UNICEF and WFP, to school and community stakeholders on the importance of equitable education access for all – including girls – and ways to combat harmful gender stereotypes and practices in schools. Progress will be measured through school attendance records, gender-disaggregated enrolment data, and community feedback on reduced gender-related barriers to education.		

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			4.1.2: WFP and UNICEF will empower women by promoting equitable access to livelihoods while addressing harmful gender norms through community dialogues, male champion engagement, social behavior change campaigns, and gender-transformative training. Progress will be tracked using gender-sensitive indicators to ensure meaningful participation, resource control, and norm change at household and community levels.	WFP Food Systems UNICEF SBCC	Ongoing
			4.1.3: WFP and UNICEF will ensure women are included in all project leadership	WFP Food Systems UNICEF WASH	December 2025

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			structures such as CECs and water management committees.		
			<p>4.1.4: Men, women, boys and girls will be meaningfully involved in decision making on WASH, including during planning, implementation and monitoring as well as management of WASH facilities.</p> <p>A gender-transformative approach will challenge the harmful norms that perpetuate gender inequalities in WASH access. This involves working with both men and women to reframe cultural perceptions of gender roles related to water use, sanitation, and hygiene. This can be</p>	UNICEF WASH	December 2025

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			<p>achieved through community-based campaigns, education programmes and advocacy to foster a culture of shared responsibility for WASH.</p>		
			<p>4.1.5: Men, women, boys, and girls will have access to essential health services. Women, including pregnant and lactating women, and children will benefit from RMNCH services and be actively involved in decision-making during planning, implementation, monitoring, and health service delivery. Child clinics and immunization will focus on child health, while ANC/PNC and maternity units will address maternal health needs.</p>	UNICEF Health	December 2025

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Sub-recommendation 4.2: Include GEDSI training in all training curricula for implementing partners and local community groups.	WFP (Gender, activity managers) UNICEF (Gender, activity managers)	Agreed	4.2.1: WFP and UNICEF will develop GEDSI module aligned to livelihoods, nutrition, education, and school feeding and streamline in all training curricula.	WFP and UNICEF Gender and Activity Managers	December 2025
Sub-recommendation 4.3: Set criteria for community groups (e.g. CWMC, CEC) to have representation from women and PWD and encourage leadership	WFP (Gender, activity managers) UNICEF (Gender, activity managers)	Agreed	4.3.1: WFP and UNICEF will facilitate sensitization sessions with community groups (CWMC, CEC) on the 30% gender rule and the importance of ensuring adequate women representation. WFP and UNICEF have developed community engagement action plan; this will be reviewed to enhance inclusion of women in key community structures. UNICEF and WFP will continue working with Community	WFP Gender + Activity teams UNICEF Gender + Activity teams	December 2025

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			Education Committees (CECs) to promote at least 30% female membership. WFP and UNICEF will also work with partners and the MoEs to increasingly identify and encourage participation of PWDs in CECs.		
Sub-recommendation 4.4: Engage male champions and influencers to advocate for the rights, protection, and well-being of women and girls. Encourage men to promote resilient communities through an extended course (e.g., 18 sessions) tailored to the Somali context. This course should use diverse, interactive teaching methods, including videos,	WFP (Gender, activity managers) UNICEF (Gender, activity managers)	Partially agreed	4.4.1: WFP, UNICEF, and partners will conduct joint sensitization and capacity-building initiatives with stakeholders and communities to promote gender-transformative programming. This includes engaging government, cooperating partners, and communities on the role of men and boys in advancing gender equality, identifying and training male champions to co-facilitate community dialogues, and	WFP Gender Lead in CO and AOs with SBCC lead	December 2025

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guest speakers, handouts, activity sheets, role plays, case studies, and discussions to accommodate various learning styles. Topics should address gender inequitable attitudes that enable violence against women, unequal household task distribution, active involvement of male parents or caregivers, misconceptions about early marriage and child labor, violence between men, and maternal and child health and nutrition at both household and community levels. Course participants would be guided to develop alternative masculinities that			equipping them with the skills to advocate for the rights, protection, and wellbeing of women and girls, including adolescent girls as a programmatic priority		

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promote prosocial roles and responsibilities. Diverse clan representation in each cohort would promote intercommunity dialogue, easing tensions and reducing protection concerns.					
Sub-recommendation 4.5: Establish dedicated women's empowerment groups to build capacity and provide platforms for training, networking, peer support, skills development, leadership growth, and collective action.	WFP (Gender, activity managers) UNICEF (Gender, activity managers)	Agreed (WFP) Partially Agreed (UNICEF)	4.5.1: WFP will promote women's and adolescent girls (15-19 years) (digital) financial inclusion and empowerment by facilitating linkages to formal and informal financial institutions, while also undertaking learning on intra-household dynamics, bargaining power, and gender disparities at macro and meso levels to identify concrete	WFP Gender and Food Systems	December 2025

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These groups would offer women opportunities to share experiences, access resources, and advocate for their rights, enhancing their voice in community decision-making processes. Training could focus on financial literacy and capacity building for income generation, helping women effectively manage household finances, pursue income-generating activities, and maximize the benefits of cash assistance programs.			pathways for more equitable and meaningful financial inclusion of women.		
			4.5.2: UNICEF will establish Mother-to-Mother Support Groups (MtMSGs). These are community-based groups that provide a platform for mothers to share experiences, offer mutual support, and gain knowledge about maternal and child health. UNICEF will continue building capacity of these groups with more focus on nutrition and overall care and practice including maternal nutrition.	UNICEF Nutrition	September 2025
Priority: High Recommendation 5:					

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WFP and UNICEF should incorporate water point rehabilitation, borehole construction, and other water-related initiatives into their education interventions. This integration will enhance access to clean water and improve sanitation facilities, contributing to a healthier and more conducive learning environment for students					
Sub-recommendation 5.1: Improve water and sanitation access in terms of quantity and quality in schools to boost student enrolment (e.g. the ratio of toilets to pupils needs improving and the cleanliness too).	UNICEF (WASH Unit)	Agreed	5.1.1: UNICEF will work closely with MoE to identify schools with poor WASH facilities and ensure that such schools are supported through construction of new WASH facilities and rehabilitation of existing ones, including support to behavior change activities.	UNICEF WASH	August 2025
Sub-recommendation 5.2: Enhance the construction of quality WASH infrastructure to ensure greater sustainability. Contracting a comprehensive package of works to a construction firm was found to deliver	UNICEF (WASH Unit)	Partially Agreed	5.2.1: Contracting a comprehensive package of works to a construction firm may not be feasible as different technical skills are required; for example, a drilling company may not be skilled in sanitation facilities. However, where this is possible, UNICEF will	UNICEF WASH	August 2025

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<p>higher-quality and more sustainable WASH services at scale. Tendering these packages should include contractor training and strict requirements for quality, as well as ensuring WASH facilities are gender-friendly and inclusive of people with disabilities. Additionally, involving local communities in on-site planning and monitoring can contribute to both building local capacity and improving overall project outcomes.</p>			<p>endeavor contracting based on a whole package of WASH activities. Where specialized skills are required, other companies will be hired for those services. UNICEF will focus on constructing climate-resilient and sustainable WASH facilities to ensure continuity of services.</p>		

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Sub-recommendation 5.3: Link the maintenance of facilities to institutional systems, budgeted for within the MoE budgets for schools, and then at household/community level through structures such as WASHCOMs. Explore the potential of introducing micro-finance, revolving funds, depending on available private sector/MFIs.	UNICEF (WASH Unit)	Agreed	5.3.1: UNICEF will work closely with Ministry of Education to advocate for increased budgets for WASH in schools and will engage communities through Community Education Committees and school wash committees for ownership and maintenance.	UNICEF WASH	December 2025
Sub-recommendation 5.4: Leverage water access for conflict prevention. Adapt the USAID Conflict Assessment Framework 2.0 to focus on social	UNICEF (WASH and Protection Units)	Partially Agreed	5.4.1: WFP and UNICEF have already conducted a comprehensive Integrated Conflict Sensitivity Analysis, which identified key conflict drivers and resource-related	WFP Protection and AAP unit WFP Food Systems	June 2026

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cohesion related conflicts in the target locations. This assessment would have two stages: (1) diagnosing the current conflict dynamics by identifying grievances, resiliencies, key actors, and conflict triggers; and (2) developing responses and recommendations based on evidence, considering technical merit, impact, feasibility, and local context. WFP/UNICEF should break down the complex concept of social cohesion by distinguishing between its dimensions (horizontal/vertical), levels (local/national), elements	WFP (Protection/AAP Unit)		conflicts. WFP and UNICEF will review this analysis, identifying any shifts in the conflict environment, and identify key conflict triggers related to water access and water resource management, developing concrete recommendations, disseminated across all key partners, to ensure programming remains conflict sensitive and promotes social cohesion.	UNICEF WASH	
			5.4.2: WFP will use Community-Based Participatory Planning (CBPP) process to identify key infrastructure such as water points and will establish community base management committee to mitigate conflict and resolve dispute.	WFP Food Systems	Ongoing

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(attitudes/behaviors), and drivers (proximate/structural).			5.4.3: UNICEF will ensure that water source rehabilitation and construction will be done in consultation of communities, including the local leaders and authorities to promote conflict sensitive approach.	UNICEF WASH	Ongoing
Priority: Medium Recommendation 6: WFP and UNICEF should integrate sustainability principles into programme design and implementation, emphasizing long-term resilience-building measures to empower vulnerable populations and enhance their capacity for self-reliance in the face of future challenges, while also considering appropriate exit strategies, reinforcement, and leveraging of programme efforts beyond the programme's lifecycle.					
Sub-recommendation 6.1: Strengthen partnerships with a variety of stakeholders, including community-based organizations and government	WFP (Resilience, nutrition, school feeding units)	Agreed	6.1.1: Under JRP 2.0, WFP will engage the Ministry of Education with specific agreements with respect to capacity strengthening that will address institutional	WFP School feeding	August 2025

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agencies, to maximize resources and expertise. This will support a comprehensive approach to addressing challenges related to education, food security, and nutrition in the region. Collaboration should also involve working closely with vulnerable and minority groups and their representatives across all locations.	UNICEF (Health, Education, Nutrition, WASH Units)		capacity gaps at both the state and local levels to enhance ownership of the government and school level stakeholders on implementation.		
			6.1.2: WFP will map nutrition-focused stakeholders, formalize collaborations with partners, and clarify shared objectives. Technical support and training will be provided to partners to uphold nutrition standards, while nutrition programming will be integrated with WASH, health and livelihood sectors.	WFP Nutrition	December 2025
			6.1.3: WFP's livelihood activities engage partners that are locally rooted bringing special expertise on livelihood	WFP Food Systems	Ongoing

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			programming and local knowledge. Under this component, WFP undertake partnership development with several line ministries in the Federal Member States who bring on board local leadership, expertise and sustainability plans.		
			6.1.4: UNICEF increasingly will bring together government and civil society in its implementation, including for joint planning and monitoring. This will also include institutionalizing good practices and capacity strengthening in line Ministries. In Puntland, UNICEF works with a civil society partner which comprises women and	UNICEF Resilience	December 2025

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			minority groups (PMWDO), PWDA and communities.		
Sub-recommendation 6.2: Examine and consider expanding mechanisms that could provide a sustained source of revenue for community groups (e.g. capitation grants and income generating activities), which could support the effectiveness of programme components such as capacity-building and advocacy at achieving long-term results.	WFP (Food Systems, Nutrition, School Feeding units) UNICEF (Health, Education, Nutrition, WASH Units)	Agreed	6.2.1: Where feasible, considering access to land and water among other criteria, WFP will support school gardening activities through JRP 2, providing an opportunity for income generation within the school, which can be used to address various challenges or resource gaps schools are facing. UNICEF Education capitation grants continue to fund income generation activities at schools and these support continued results against school improvement plans developed by CECs.	WFP School Feeding; support from WFP Food Systems UNICEF Education	December 2025

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			6.2.2: To ensure sustainable employment and enterprise development, WFP will establish structured pathways for job placements, apprenticeships, and business incubation, fostering strong linkages between trained beneficiaries, employers, and local business ecosystems. In partnership with Puntland's Ministry of Labour and Social Affairs (MoLSA), the project will conduct a comprehensive labour market assessment to identify key employment gaps, emerging economic opportunities, and priority skills required by women and youth in the target areas. Further, post-harvest management and	WFP Food Systems	August 2025

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			value addition trainings and storage facilities will increase household incomes.		