



WFP EVALUATION



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Baseline Study for the USDA McGovern-Dole International Food for Education and Child Nutrition Program's Support in Afar and Oromia Regions of Ethiopia (2024-2029)



Baseline Study Report of McGovern-Dole Decentralized Evaluation

WFP Ethiopia Country Office
Agreement Number: FFE-663-2024/007
Funding Year: Fiscal Year 2024
Project Duration: 2024 to 2029
Report Number: DE/ETCO/2025/033

04 March 2026

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Acknowledgements

The baseline study team gives sincere thanks to World Food Programme staff in Ethiopia in particular Dawit Habtemariam, Head of Evaluation and Evaluation Manager for this study. We are also grateful to the numerous government and partner representatives, school staff, parents, students, and community members for their input to the study.

Disclaimer

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Introductory Remarks (for all KIIs/FGDs)

Note: For interviews with students, the teacher will consent to students' participation. The student must also agree to participate and can decline at any time for any reason.

1. Introduction: "We are part of an independent consulting company, TANGO International, and have been contracted by WFP to conduct a baseline study of the McGovern-Dole International Food for Education and Child Nutrition Programme (SFP) that has been supporting schools in the Afar and Oromia regions and is proceeding to its next phase. We will use the information collected to understand the current project context, validate performance indicators and targets, and set benchmarks to later measure the effects of the project. We are conducting interviews and discussions with various stakeholders at federal, regional, woreda and school levels to hear their perspectives."
2. Presentation of evaluation team members: "My name is XXX and my role in the baseline study is XXX. And this is XXX who will be my interpreter during this interview."
3. Presentation of the methodology, including confidentiality: "All interviews are confidential. The information you provide will be presented only in summary form in our report and cannot be attributed to the person interviewed. Interviewees will not be named in any report. Your participation in this interview is completely voluntary – you have every right to decide to participate or not. You can also withdraw from this interview at any point or choose not to answer some of the questions. There are no rewards for participating or negative consequences for choosing not to participate. Interviews will not take more than one hour."
4. Presentation of the interview format and process: "I have some questions to guide our conversation and to help the study team remember our discussions today. Remember all interviews are confidential, so please be honest with your responses. I will be taking some handwritten notes. Is it okay if I also record the interview for my note-taking purposes? The audio recording will not be shared with anyone outside my team and will be deleted once we have confirmed that all information is included in our notes. I will not be video recording the meeting, and I will also not take any photos."
5. For FGDs: "To make the best use of our time together, let's set some ground rules. We would like everyone in the group to participate. Your individual opinions matter, so please speak when it is your turn. If you disagree with what someone else has said, please be respectful and do not interrupt them. You'll get a chance to express your opinion. If someone in the group has already mentioned what you wanted to say, there is no need to repeat it. Information provided during this discussion will be kept confidential and participants should respect the privacy of other participants as well. Kindly put your mobile phones on silent and avoid having side conversations."
6. Consent and begin: "If you agree to be interviewed based on the above, then we will get started by getting to know you first. Please tell us your name, your organization/affiliation with the SFP, and your role."

Please note that these guidelines are not intended as questionnaires but rather as generic questioning and observation guides. It is clearly impossible to cover every issue with every informant, and team members will use their judgment to focus on the areas that are most likely to add to the study team's existing knowledge, while allowing interviewees and groups to highlight the issues of most importance to them.

These discussion guides are specific to the baseline study and will be used as guides for the key informant interviews, focus group discussions and observations that will be undertaken.

Observation Guide for School Feeding

Infrastructure

7. Is there a kitchen and storeroom?
 - What materials are they made out of?
 - Approximately how large?
 - Are they clean and well maintained?
 - Are there cooking materials available? Please describe (pots for cooking, what type, etc.)

WASH

8. Are there separate latrines for boys and girls?
9. Are the latrines:
 - Clean
 - Well maintained
 - Appropriately placed
 - Accessible for students with disability
10. Are there handwashing stations? Do they have water and soap?

Nutrition screening

11. Please observe the registration for screening and referral (or note if not applicable)
12. If records are present, look at:
 - number of children screened?
 - Number of children moderately malnourished?
 - Number of MAM children referred for treatment?
 - quality of data (e.g., age and mid-upper-arm circumference [MUAC] records, etc.)

Reporting

13. Reporting tools and processes, for monitoring school level indicators (attendance etc.) and/or school feeding processes
 - what are the tools,
 - how are they used/understood, who is responsible,
 - frequency and quality of reporting compared to expected standards
14. How often is the school visited by monitors:
 - from WFP
 - From the woreda/zone education office

Discussion Guide for School Staff – School Administrators and Teachers

Introduction

15. Introduction of team member(s) present
 - Explain purpose of baseline study
 - Explain confidentiality and next steps
 - Note roles, background and sex of participants

Background

16. Please explain briefly when and how the SFP came to this local school, and the roles of the various stakeholders.
17. Were there any recent major events or changes in local or national contexts that affected the community and the School Feeding Project (SFP)? How?
18. What nutrition, health promotion and WASH activities are implemented in the school? (e.g., message demonstration, school health and nutrition (SHN) clubs, school garden/farm or through other means)

Relevance and Coherence

19. Do you think that the SFP is needed at your school? Why?
20. Is it equally important for boys and for girls? Why or why not?
21. Are there other NGOs/agencies implementing activities at your school/community that are complementary to the SFP? What are the project activities? (*probe for projects related to literacy and education, child health and nutrition, WASH, etc.*)
22. What are the Government's priorities (health, nutrition, WASH, agriculture etc.) and how are they addressed at your school? Do you get support from others besides WFP? Describe that support.
23. What lessons from the previous project should be considered in the current (FY24) project?

Project implementation (Effectiveness & Efficiency)

24. What are the main challenges faced by staff in this school (i.e., school administrators and teachers) in achieving its education goals?
25. What are the main challenges faced by students to regular attendance, staying in school, and learning?
26. What are the main challenges/concerns regarding the inclusion of boys, girls, children from very poor families, and students with a disability? (*probe: school feeding, WASH, literacy/education, health and nutrition*)?
27. What do you see as the purpose of the McGovern-Dole Project?
28. In this next cycle of project activities (FY24), how can the McGovern-Dole Project support the capacity strengthening of:
 - school administrators and teachers
 - school committees
 - cooks
29. Are there any capacity gaps that need to be addressed in this next project cycle (FY24)?
30. How does the school collect data and report on the inclusion of boys, girls, and students with a disability?

Sustainability

31. What do you think the community's roles and responsibilities are in supporting SFP education activities after WFP-MGD support concludes? (*probe: parent contributions and ability to contribute*)
32. What do you think the roles and responsibilities of the Government are in ensuring the same?

33. What needs to improve or change for SF and education activities and results to be sustained without WFP-MGD support?

USDA learning agenda item

34. What can WFP and the Government do to better link smallholder farmers and the SFP so that your school has fresh food/produce to supplement the school meals?

35. What community-level systems of governance and management are required to implement the SFP? (e.g., school feeding committees, designated school feeding staff at school and district levels, etc.)

Discussion Guide for Cooks

Introduction

36. Introduction of team member(s) present
37. Explain purpose of baseline study
38. Explain confidentiality and next steps
39. Note roles, background and sex of participants

Background

40. Please explain briefly when and how the SFP came to this local school, and the roles of the various stakeholders.
41. Were there any major events or changes in local or national contexts in the last one year that affected the community and the SFP? How?
42. What do you see as the purpose of the McGovern-Dole Project?
43. What is your role in the project? Please describe any training or knowledge you received from the project, and how you use that knowledge in your job.
44. Do women face more challenges than men to being hired as cooks? What are those challenges? How can they be addressed?
45. Do you have any suggestions on how the project can strengthen your skills to do your job as a cook?

Relevance

46. Do you think that the SFP is needed at your school? Why?
47. Is it equally important for boys and for girls? Why or why not?

Sustainability

48. What do you think the community's roles and responsibilities are in supporting SFP education activities and results after WFP-MGD support concludes?
49. What do you think the roles and responsibilities of the Government are in ensuring the same?
50. What needs to improve or change for SF and education activities and results to be sustained without WFP-MGD support?

Discussion Guide for Students

Approach

51. The ET will seek to interview small groups (between four and six) school children from Grade 2 and above. Girls and boys will be interviewed separately.

Introduction

52. Schools will have been asked to inform parents about the interviews and to seek their consent. Children will be told they do not have to participate and that they may opt out of the interview at any time. Children should be interviewed at a time when it will not disrupt normal class activities. Questions will be posed in simple personal terms.

53. Introduction of team member(s) present

54. Explain purpose of baseline study

55. Explain confidentiality and next steps

Background

56. Did you eat breakfast today before coming to school? What did you eat?

57. Do you eat breakfast every day?

58. Do you get hungry during classes? How does being hungry affect your attention?

59. How often do you eat a meal at school? Who provides it? Are there any times when you don't receive a meal from school?

60. What do you like and not like about the meal (SFP)?

Relevance & Effectiveness

61. Do you think that the SFP is needed at your school? Why? What would happen if the SFP stopped?

62. Is everyone served at the same time? If not, who is served first? Does everyone seem the same amount of food? If not, why not?

63. Who helps with clean up and serving? (probe: do boys and girls both help with school feeding chores or is it teachers/cooks?)

64. Do you know any children with disabilities in your community? If yes, do they attend school? What does your school do to ensure that children with disabilities can come to school?

Effectiveness – SHN

65. What nutrition, health promotion and WASH activities are implemented in your school? (probe: handwashing stations, health or nutrition sessions, nutrition screening, school gardens, etc.) Do you think these activities are important? Why or why not?

Discussion Guide for PTA / Food Management Committee and Community Groups

Introduction

67. Introduction of team member(s) present
68. Explain purpose of baseline study
69. Explain confidentiality and next steps
70. Note roles, background and sex of participants

Background

71. Please explain briefly when and how the SFP came to this local school, and the roles of the various stakeholders.
72. Were there any major events or changes in local or national contexts in the last one year that affected the community and the SFP? How?
73. What are the main challenges faced by the head teachers and teachers in this school in achieving its education goals?
74. What are the main challenges faced by students to regular attendance, staying in school, and learning?
75. What are the specific challenges to attendance and learning faced by girls, boys, children from very poor families, and disabled students?
76. What do you see as the purpose of the McGovern-Dole project? What is the role of the [COMMITTEE TYPE] in the project? Have you received any training from the project? If so, please describe.

Relevance

77. Do you think that the SFP is needed at your school? Why?
78. Is the SFP equally important for boys and for girls?

Effectiveness & Efficiency

79. How is the community involved in the SFP?
80. Are there other NGOs/agencies implementing activities at your school/community that are complementary to the SFP? What are the project activities?

Sustainability

81. What do you think your roles and responsibilities as parents/community members are in continuing SFP education activities after WFP-MGD support concludes?
82. What do you think the roles and responsibilities of the Government are in ensuring the same?
83. What needs to improve or change for SF and education activities and results to be sustained without WFP-MGD support?

Discussion Guide for Smallholder Farmers/Farmer Organizations

Introduction

84. Introduction of team member(s) present
85. Explain purpose of baseline study
86. Explain confidentiality and next steps
87. Note roles, background and sex of participants

Background

88. Please explain briefly when and how the SFP came to this community, and the roles of the various stakeholders.
89. Were there any major events or changes in local or national contexts in the last one year that affected the community and the SFP? How?
90. How long has this group/cooperative existed? How many male and female members? What are the leadership positions (get number/ratio of male and female officers)?
91. Does this cooperative have any agreements to supply food to schools? If yes, what type of agreement do you have with the school(s) regarding the amount and price for agricultural products?
92. How do you access credit or cash to build the resources needed to increase production, quality, and access to markets? Who provides the funding?
93. What capacity strengthening have farmer groups/cooperatives and its members received from the Government? From other organizations (and which organizations, probe: WFP)
94. How has this made a difference to the type of food you produce? How has it influenced how the group/cooperative is managed? How are products are processed and marketed? How products are stored?
95. What additional capacity strengthening activities do you hope to receive in the future?

Project supported cooperatives

96. What are the benefits/advantages to the group/cooperative of participating in the project (Probe: income; improved skills in production, processing, food safety, marketing, post-harvest losses, group cooperation, group management, financial management, business plans, sustainable agricultural practices) Benefits to individuals? What has worked well?
97. Constraints/challenges of participating in the project?
98. Do you plan to continue participating in the McGovern-Dole Project? Why or why not?
99. Do you participate in other projects to strengthen your production, marketing, and management skills? If yes, what projects, and what activities do you participate in?
100. Suggestions on how to improve the project?

USDA learning agenda item

101. What can WFP and the Government do to better link smallholder farmers and the SFP so that schools have fresh food/produce to supplement the school meals?

Discussion Guide for Ministry of Education – National Level

102. Topical outline may also be used for donor interviews
103. For reference: Questions focus on the project phase about to commence (2024-2029); this was preceded by the 2019-2023 project, and before that by the 2013-2018 project.
104. How do you assess the program design and implementation strategies of the McGovern-Dole project in achieving the program outcomes (improved school attendance and literacy skills, improved capacity for school feeding among the community and the government, improved smallholders' farmers readiness?)
105. How do you assess the project's alignment with the National School Feeding Strategy of Ethiopia? What needs to be improved?
106. Which functions/offices require capacity strengthening to implement the SFP?
- 1.1 What types of support? Describe the expected impact of WFP's capacity strengthening support to the SFP:
- 1.2 At the national level (e.g., on planning, budgeting, implementation, technical skills, management skills)
- 1.3 At district and sector level (e.g., on coordination, supervision)
107. How can the McGovern-Dole project most effectively contribute to the implementation and effectiveness of the SFP?
108. What are Ministry's priorities for the next phase of the project (2024-2029, implementation of new phase commencing 2025) in this respect?
109. What are the communication and information-sharing processes between WFP and the Ministry of Education at national level? At district level?
- How effective are these processes for collaboration, coordination and decision-making?
110. How do you see the coordination between the Ministry of Education and Ministry of Agriculture to sustainably implement school feeding for primary schools? What has WFP done so far toward this and what do you expect to be done in this project?
111. What are your expectations for the McGovern-Dole P\project in strengthening local farmer capacity to consistently supply high quality food to local school meal projects?
112. What do you see as the challenges to farmers? To schools? (e.g., *national procurement laws, production challenges, links between farmers and local schools*) What should be done by the Ministry of Agriculture and Ministry of Education to address these challenges?
113. How are issues specific to girls, boys, men and women/children with disabilities considered in the SFP? Is this approach appropriate and effective? Is it reaching the children from the poorest families, from poor female-headed households, especially girls?
114. How do you assess the effect of the SFP in improving retention and learning outcomes in the project sites? What should be done for improvement?
115. What national policies or guidelines exist regarding community involvement in school meal programs? Is there a formal structure or framework at the community level (e.g., school committees, parent associations) recognized in the national school feeding policy?
116. What are the most important lessons that the Ministry of Education wants to learn from this project? What is the research agenda with regard to school feeding in Ethiopia?
117. What are the most important lessons the Ministry has drawn in SFP that you want to inform this new project?

Capacity Strengthening/Readiness

118. How do you assess the capacity of the **Ministry of Education and related ministries** to fully implement the SFP with regard to:

- a. Policy frameworks
- b. Institutional capacity
- c. Budget allocation
- d. Coordination
- e. Monitoring, i.e., the ability to monitor project implementation to ensure quality and inform timely decision-making.
- f. Inspection and reporting
- g. Local procurement
- h. Dissemination and community engagement

119. Which areas need the most support? How is/can WFP support the Ministry of Education in these areas?

120. How do you assess the readiness and capacity of **districts and sectors (and related local officials)** to fully implement the SFP with regard to:

- i. Planning
- j. Institutional capacity
- k. Coordination
- l. Budgeting
- m. Monitoring, i.e., the ability to monitor project implementation to ensure quality and inform timely decision-making.
- n. Inspection and reporting
- o. Local procurement

121. Which areas need the most support? How is/can WFP support districts and sectors in these areas?

122. What are your concerns around the transition of McGovern-Dole supported schools to the SFP when the project ends? What are the sustainability issues connected with the transition of these schools to the NFSP? How does the Ministry define "sustainability" in the context of school meals?

Discussion Guide for Regional Education Bureau Heads and Directors

123. How has the regional education bureau collaborated with the McGovern-Dole project in the past? What was your institution's involvement in the design of the new phase? Is the design relevant and realistic?
124. What are the region's/district's needs and priorities related to capacity strengthening for the SFP?
125. What are your expectations for the McGovern-Dole project in strengthening local farmer capacity to consistently supply high quality food to local school meal projects?
126. What do you see as the challenges to farmers? To schools? (e.g., national procurement laws, production challenges, links between farmers and local schools)
127. How is WFP assisting to address challenges to small holder farmers so they can supply school meals?
128. To what extent are SFP activities aligned with the priorities and development plans of your institution?
129. What are the communication and information-sharing processes between WFP and your institution? How effective are these processes for collaboration, coordination, and decision-making?
130. What are your institution's needs and concerns around sustainability of the activities implemented under McGovern-Dole project after activities phase out?
131. How are issues specific to girls, boys, men and women/children with disabilities considered in the SFP? Is this approach appropriate and effective? Is it reaching the children from the poorest families, from poor female-headed households, especially girls?
132. What impact from the project do you expect to see on newly enrolled schools and communities in the next phase? On (WFP-supported) model schools and communities? (this question is only relevant to interviews in new districts)
133. What should be the priorities for the next phase of the McGovern-Dole project? How can the project most effectively contribute to the scale-up of the SFP?
134. What are the most important lessons/learning that the regional education bureau wants to learn from this project? What are the research agenda with regard to school feeding in Ethiopia?
135. What are the most important lessons the regional education bureau had drawn in SFP that you want to inform this new project

Capacity Strengthening/Readiness

1. How do you assess the readiness and capacity of regions, districts and sectors (and related local officials) to fully implement the SFP with regard to:
 - a. Planning
 - b. Institutional capacity
 - c. Coordination
 - d. Budgeting
 - e. Inspection and reporting
 - f. Local procurement
 - g. Which areas need the most support? How is/can WFP support districts and sectors in these areas?
2. What are your concerns around the transition of McGovern-Dole supported schools to the SFP when the project ends? What are the sustainability issues connected with the transition of these schools to the SFP?
3. What challenges do you see to your responsibility to manage and monitor school feeding, in light of the implementation of the SFP? What capacity strengthening support is needed?
4. How is the collaboration between the regional education bureau and the regional agriculture bureau in school feeding? Are there shared plans or monitoring platforms in relation to school feeding?

Discussion Guide for Government Personnel (Local Level)

Introduction

136. Introduction of team member(s) present
137. Explain purpose of baseline study
138. Explain confidentiality and next steps
139. Note roles, background and sex of participants

Background

140. Please explain briefly when and how the SFP came to this area/ school, and the roles of the various stakeholders.
141. Were there any major events or changes in local or national contexts in the last one year that affected the community and the SFP? How?

Relevance

142. Do you think that the SFP is needed in your area? Why?
143. Is it equally important for boys and for girls?
144. What lessons from the previous project should be considered in the current (FY24) project?

Effectiveness & Efficiency

145. How is the community involved in the SFP?
146. Are there other school feeding providers in this area? If so, how do their programmes compare with WFP school feeding?
147. Are there other NGOs/agencies in the SFP area who are implementing programs (on education, health, nutrition, disparities between girls and boys/men and women) that are complementary to the SFP? How does the SFP relate to these other programs?
148. What is your expectation regarding the SFP fulfilling its intended objectives? What can you tell us about the major barriers and opportunities for the SFP to achieve its intended objectives?

Effectiveness – SHN

149. What is your perception of the nutrition/health/WASH problem in your area (region/zone/woreda)?
150. What education/health and nutrition activities are you involved in (multisectoral response to nutrition) nutrition sensitive SFP?
151. What are the specific problems with providing sanitation? How do you rate the coverage in your region/zone/woreda?
152. How do you monitor whether schools have WASH services, including separate and functional latrines for girls and boys? How do you monitor that school handwashing facilities are used appropriately (handwashing after using the latrines, before cooking, serving and eating meals).
153. Are there any current challenges in providing nutritional messages or activities?
154. How are you screening for malnutrition and referral implemented? Any challenges?
155. Are there any challenges to WFP's/ your ability to meet the minimum needs of boys and girls in WASH, health and nutrition?
156. What are the major activities you are doing in addressing WASH, health and nutrition needs of school children?
157. What would you recommend WFP do differently in the future to meet WASH, health and nutrition needs?

Sustainability

158. What do you think the community's roles and responsibilities are in supporting SFP education activities and results after WFP-MGD support concludes?

159. What do you think the roles and responsibilities of the Government are in ensuring the same?

160. What needs to improve or change for SF and education activities and results to be sustained without WFP-MGD support?

161. Are there schools in your region/zone/woreda that have graduated from the MGD program? Do you know how they are doing since leaving the programme?

USDA learning agenda item

162. What can WFP and the Government do to better link smallholder farmers and the SFP so that your schools have fresh food/produce to supplement the school meals?

Discussion Guide for WFP Sub-Office Staff

Introduction

163. Introduction of team member(s) present
164. Explain purpose of baseline study
165. Explain confidentiality and next steps
166. Note roles, background and sex of participants

Background

167. Please explain briefly when and how the school feeding project came to this area, and the roles of the various stakeholders.
168. Were there any major events or changes in local or national contexts in the last one year that affected the community and the school feeding project? How?

Relevance

169. How do next-phase activities align with district strategies (probe: in education, health, nutrition agriculture and social protection)? Has the WFP school feeding work fed into the development of national, regional and district level structures to support school feeding?
170. How have issues related to equal access and participation in the project been taken into account in next-phase design? Is this approach appropriate and effective?
171. What influence has WFP had on Government's national school feeding approach with regard to disadvantaged students (girls, children from poor families, students with disabilities)?
172. How does the project design address the needs and challenges faced by smallholder farmers?
173. Extent to which WFP has incorporated national and local capacity strengthening opportunities and constraints into the next-phase design (probe: design phase, implementation, capacity development/handover plan)?
174. What capacity development support will WFP provide to the school feeding project in the next-phase? How was the type of support decided on (e.g., what was the Ministry of Education input)? Examples of changes expected as a result of that support?
175. Do you see any further opportunities for cooperation with Governmental and non-Governmental partners (e.g., in health, education, equal access and participation to education/project activities), that should be considered for the next phase?
176. What lessons from the previous project should be considered in the current (FY24) project?

Effectiveness & Efficiency

177. What are the methods or mechanisms in place to measure the effectiveness of project activities? And to measure the project's ability to deliver on time? Are there any issues that needs to be addressed?
178. Are the planned WFP resources and expertise adequate to implement the next phase? If no, what areas do you think will need increased support?
179. What is your expectation regarding the school feeding project fulfilling its intended objectives? What can you tell us about the major barriers and opportunities for the school feeding project to achieve its intended objectives?

Effectiveness – Nutrition/Health/WASH

180. What is your perception of the nutrition/health/WASH problem in your area (region/zone/woreda)?
181. What are the specific problems with providing sanitation? How do you rate the coverage in your region/zone/woreda? Probe: WASH services at schools, including separate and functional latrines for girls and boys, handwashing facilities, girls' sanitary rooms

182. Are there any challenges to WFP's/ Government's ability to meet the minimum needs of boys and girls in WASH, health and nutrition?

Sustainability

183. What are WFP's main priorities in support of the school feeding project. What needs to improve or change for SF and education activities and results to be sustained without WFP-MGD support?

Discussion Guide for WFP Donor Liaison

Introduction

184. Introduction of team member(s) present
185. Explain purpose of baseline study
186. Explain confidentiality and next steps
187. Note roles, background and sex of participants

Questions

188. Your role in Phase 3 design
189. Any major events or changes in **WFP** context in the last year that affected project design?
190. Any major events or changes in **donor** context in the last year that affected project design?
191. Timing of design vs any changes from donor – any lag time? Implications?
192. Any changes in WFP school feeding approach globally/generally? Impact on Ethiopia program?
193. Relevance of Phase 3 program to current Ethiopia context, to WFP global school feeding context
194. Specific opportunities and challenges in Ethiopia?
195. What lessons from the previous project should be considered in the current (FY24) project?
196. What is your expectation regarding the SFP fulfilling its intended objectives? Barriers and opportunities for the SFP to achieve its intended objectives?

Annex 16: Quantitative tools

School Survey

Adaptations to this survey instrument (SI)

For explanation of methodology and the processes of data collection and analysis, see Annex 7.

The following adaptations have been made to the same SI at baseline:

- a. The standard school-level and child-level questions have been adapted to cover the requirements also of the KAPS SI and the EGRA SI.
- b. Some question numbers are out of sequence, where original number has been retained for consistency.
- c. There are additional questions on attendance.
- d. Questions have been adapted to the timing of the survey (now in the first semester of the school year) e.g. by making clear that data sought on completion and dropout rates relate to the last complete school year.
- e. SF questions have been tailored to be applicable to school meals or THR received in the previous school year, since no THR are being supplied in 2024/25 and only a few schools will be serving WFP-supplied school meals at the time of the survey.

SCHOOL LEVEL QUESTIONS

SI – SCHOOL IDENTIFICATION

SI01	Master form school ID	_ _ _ _ _ _ _
SI02a	Date of interview	_ _ _ _ _ _ _ _ _ _ _ _ _
SI02b	Time interview started	_ _ _ _ _ _ _
SI03	Location (GPS Coordinates From Tablet)	_ _ _ _ _ _ _ _ _ _ _ _ _
SI04	Team Supervisor ID	_ _ _
SI05	Region _____	Code _ _ _
SI06	ZONE _____	Code _ _ _ _
SI07	Woreda _____	Code _ _ _ _ _ _
SI09	School name _____	
SI10	EMIS Admin code	_ _ _ _ _ _ _

PQ – PRINCIPAL QUESTIONS

Q no.	Questions and filters	Response/ coding categories	Skip to
PQ01	Respondent's full name		

PQ02	Position	Head.....1 Deputy Head.....2 Teacher.....3 Administrator.....4 Other/specify/.....5	
PQ03	Now, you have heard the details of the contents of the consent form from my description, are you, thus, willing to participate in this survey? Interviewer: Please explain verbally the contents of the consent form to the respondent.	Yes, I am..... 1 No, I am not..... 2	
PQ04	Sex	Male.....1 Female.....2	
PQ05	Qualification (highest)	Post graduate..... 1 First degree..... 2 Teaching diploma.....3 Other diploma.....4 Training certificate.....5 Other/specify/.....6 None.....7	
PQ06	Is this school a government school?	Yes..... 1 No..... 2	→If No, end of interview (skip to next sample school)
PQ07	Is this school a cluster centre?	Yes..... 1 No..... 2	

SS – SCHOOL STATISTICS (this section may be completed after completing sections SF, DB, SM and CB)

SS01	No. of Grade "0" pre-primary boys enrolled in 2023/24	[][] []	
SS02	No. of Grade "0" pre-primary girls enrolled in 2023/24	[][] []	
SS03	No. of Grade 1 boys enrolled in 2023/24	[][] []	

SS04	No. of Grade 1 girls enrolled in 2023/24	[][] []	
SS05	No. of Grade 1 boys who completed/passed their class in 2023/24	[][] []	
SS06	No. of Grade 1 girls who completed/passed their class in 2023/24	[][] []	
SS07	No. of Grade 2 boys enrolled in 2023/24	[][] []	
SS08	No. of Grade 2 girls enrolled in 2023/24	[][] []	
SS09	No. of Grade 2 boys who completed/passed their class in 2023/24	[][] []	
SS10	No. of Grade 2 girls who completed/passed their class in 2023/24	[][] []	
SS11	No. of Grade 3 boys enrolled in 2023/24	[][] []	
SS12	No. of Grade 3 girls enrolled in 2023/24	[][] []	
SS13	No. of Grade 3 boys who completed/passed their class in 2023/24	[][] []	
SS14	No. of Grade 3 girls who completed/passed their class in 2023/24	[][] []	
SS15	No. of Grade 4 boys enrolled in 2023/24	[][] []	
SS16	No. of Grade 4 girls enrolled in 2023/24	[][] []	
SS17	No. of Grade 4 boys who completed/passed their class in 2023/24	[][] []	
SS18	No. of Grade 4 girls who completed/passed their class in 2023/24	[][] []	
SS19	No. of Grade 5 boys enrolled in 2023/24	[][] []	
SS20	No. of Grade 5 girls enrolled in 2023/24	[][] []	
SS21	No. of Grade 5 boys who completed/passed their class in 2023/24	[][] []	
SS22	No. of Grade 5 girls who completed/passed their class in 2023/24	[][] []	

SS23	No. of Grade 6 boys enrolled in 2023/24	[][] []	
SS24	No. of Grade 6 girls enrolled in 2023/24	[][] []	
SS25	No. of Grade 6 boys who completed/passed their class in 2023/24	[][] []	
SS26	No. of Grade 6 girls who completed/passed their class in 2023/24	[][] []	
SS27	No. of Grade 7 boys enrolled in 2023/24	[][] []	
SS28	No. of Grade 7 girls enrolled in 2023/24	[][] []	
SS29	No. of Grade 7 boys who completed/passed their class in 2023/24	[][] []	
SS30	No. of Grade 7 girls who completed/passed their class in 2023/24	[][] []	
SS31	No. of Grade 8 boys enrolled in 2023/24	[][] []	
SS32	No. of Grade 8 girls enrolled in 2023/24	[][] []	
SS33	No. of Grade 8 boys who completed/passed their class in 2023/24	[][] []	
SS34	No. of Grade 8 girls who completed/passed their class in 2023/24	[][] []	
SS35	Total enrolled boys and girls in grades 1-8, 2023/24	[][][] []	Manual check sum
SS36	Total completed boys and girls in grades 1-8, 2023/24	[][][] []	Manual check sum
SS37	Number of grade 1 students present on the day of school visit	Total [][] [] Female [][] [] Male [][] []	
SS37a	Number of Grade 1 students enrolled in 2024/25	Total [][] [] Female [][] [] Male [][] []	
SS38	Number of Grade 2 students present on the day of school visit	Total [][] [] Female [][] []	

		Male [][]	
SS38a	Number of Grade 2 students enrolled in 2024/25	Total [][] Female [][] Male [][]	
SS39	Number of Grade 3 students present on the day of school visit	Total [][] Female [][] Male [][]	
SS39a	Number of Grade 3 students enrolled in 2024/25	Total [][] Female [][] Male [][]	
SS40	Number of Grade 4 students present on the day of school visit	Total [][] Female [][] Male [][]	
SS40a	Number of Grade 4 students enrolled in 2024/25	Total [][] Female [][] Male [][]	
SS41	Number of Grade 5 students present on the day of school visit	Total [][] Female [][] Male [][]	
SS41a	Number of Grade 5 students enrolled in 2024/25	Total [][] Female [][] Male [][]	
SS42	Number of Grade 6 students present on the day of school visit	Total [][] Female [][] Male [][]	
SS42a	Number of Grade 6 students enrolled in 2024/25	Total [][] Female [][] Male [][]	
SS43	Number of Grade 7 students present on the day of school visit	Total [][] Female [][]	

		Male [][]	
SS43a	Number of Grade 7 student enrolled in 2024/25	Total [][] Female [][] Male [][]	
SS44	Number of Grade 8 students present on the day of school visit	Total [][] Female [][] Male [][]	
SS44a	Number of Grade 8 students enrolled in 2024/25	Total [][] Female [][] Male [][]	

SF - SCHOOL FACILITIES

SF01	How many teachers does the school have? (including yourself)	Total [][] Female [][] Male [][]	
SF02	How many cooks and assistants does the school have?	Total [][] Female [][] Male [][]	
SF03	How many storekeepers, admin staff and other assistants does the school have?	Total [][] Female [][] Male [][]	
SF04	To your knowledge, how many teachers have had teacher training?	Total [][] Female [][] Male [][]	Please check if SF04 <=SF01
SF05	To your knowledge, how many cooks have training certificates?	Total [][] Female [][] Male [][]	Please check with SF02
SF07	How many classrooms are there in the whole school?	[][]	
SF08	Is there a library in the school?	Yes.....1	

		No..... 2	
SF09	On average, how many children have to share one textbook?	[][]	
SF10	Is there a separate storeroom for food?	Yes.....1 No..... 2	
SF11	Is there a kitchen for food preparation?	Yes.....1 No..... 2	
SF12	Is there a covered eating area or dining room for the children?	Yes.....1 No..... 2	
SF13	What type of latrines does the school have?	None.....1 Earth Pit.....2 Concrete Slab.....3 Flush Toilet.....4	
SF14	Are there separate latrines for boys and girls?	Yes.....1 No..... 2	
SF15	What is the main water storage?	Containers.....1 Drum.....2 Rotto.....3 Tank.....4 Well.....5 Other/specify.....6	
SF16	What is the water source?	Hand-Carry.....1 Tanker.....2 Rain Water.....3 Well Stream.....4 Borehole.....5 Pipe Water.....6 Other/ specify/.....7	

SF17	What is the electricity supply?	None.....1 Generator.....2 Solar.....3 Mains(Main Grid).....4			
SF18	Were there any new or improved facilities added over the last 3 years?	Facilities	Yes =1	No = 2	
		Classroom			
		Library			
		Storeroom			
		Kitchen			
		Eating area			
		Latrines			
		Water storage			
		Water supply			
		Electricity			
		Other/specify			
SF19	Who supported these improvements?	Organization	Yes =1	No = 2	
		Government			
		Community			
		Private			
		WFP			
		UNICEF			
		SCF			
		Other/specify/			

DB -DISABILITY SUPPORT AND TEACHING

DB01	Does this school have any children with disabilities for whom you need to make special provision?	Yes.....1 No..... 2	→If No, Skip to next section (SM)
DB02	How many children do you have who have serious visual impairment, or are blind?	Total [][] Boys [][] Girls [][]	
DB03	How many children do you have who have serious hearing impairment, or are deaf?	Total [][] Boys [][] Girls [][]	
DB04	How many children do you have who have significant difficulty in movement (e.g., cerebral palsy, paralysis, amputation)?	Total [][] Boys [][] Girls [][]	
DB05	How many children do you have who have significant mental and cognitive disabilities?	Total [][] Boys [][] Girls [][]	
DB06	How many children do you have who have significant chronic health conditions?	Total [][] Boys [][] Girls [][]	
DB07	How many teachers do you have with specialist training for these children?	Total [][] Male [][] Female [][]	

DB08	Indicate which special aids, facilities or equipment you have to support these children?	Type of special aid/guidance	Yes=1	No = 2	
		Braille books or teaching aids			
		Sign language teaching aids			
		Access ramps for classrooms			
		Access ramps for dining room/ area			
		Latrines for children with physical disabilities			
		Other/specify			
DB09	Does the school provide targeted learning support for students with disabilities?	Type of learning support	Yes =1	No = 2	
		Special guidance			
		Tutorials			
		Other/specify			

SM – SCHOOL MEALS SUPPORT

SM01	Has the school received any external support with school meals over the last five years?	Yes..... 1 No..... 2	→If No, skip to next section (CB)
SM01a	During the school year 2023/24, on how many days did you serve school meals? days	

SM03	Who has been supporting your school meals?		Organization	Yes =1	No = 2
			Government		
			WFP		
			UNICEF		
			SCF		
			Other NGO		
			Private sector		
			Community		
SM04	Of these, which has been the main source of support?	Government.....1 WFP.....2 UNICEF.....3 SCF.....4 Other NGO.....5 Private sector.....6 Community.....7			
SM05	Has the outside school meal support you have received had a noticeable effect on any of the following?		Type of issue	Yes =1	No = 2
			Reduced absenteeism		
			Improved attendance		
			Improved attentiveness		
			Improved concentration		
SM06	Are your facilities to manage school meals inadequate in terms of any of the following?		Type of effect	Yes =1	No = 2
			Storage		
			Food preparation		
			Water supply		
			Dining area		

CB – CAPACITY BUILDING

CB01	Have any of your staff received specialist training in the last three years?	Yes..... 1 No..... 2	→If no, end of question (skip to EQI)
CB02	How many staff received training in WASH (water, sanitation, hygiene)?	Total [][] Male [][] Female [][]	
CB03	How many staff received training in nutrition, food preparation, recipes?	Total [][] Male [][] Female [][]	
CB04	How many staff received training in gender issues, support for girls?	Total [][] Male [][] Female [][]	
CB05	How many staff received training in use of literacy kits and materials?	Total [][] Male [][] Female [][]	
CB06	How many staff received specialized training to support students with disabilities?	Total [][] Male [][] Female [][]	
EQI	Record time interview ended and stop interviewing.	_ _ _ _	

Student Survey

CHILD LEVEL QUESTIONS

CF – CHILD IDENTIFICATION (completed once for all child questionnaires)

- SI01 Master form school ID [][][][]
- SI02a Date of interview [][][][][][][][][]
- SI02b Time interview started [][][][]
- SI03 Child Sample ID - [][][]
- SI04 Enumerator ID [][][]

CG- GRADE/CLASS LEVEL QUESTIONS (repeat section CG for each class in survey; responses from teacher)

Q no.	Questions and filters	Response/ Coding categories	Skip to																											
CG01a	Grade	Grade 1.....1 Grade 2.....2 Grade 3.....3 Grade 4.....4 Grade 5.....5 Grade 6.....6 Grade 7.....7 Grade 8.....8																												
CG01b	Section																													
CG02	Name of the teacher																													
CG03	Sex(of the teacher)	Male.....1 Female.....2																												
CG04	What are the teaching languages used in class?	<table border="1"> <thead> <tr> <th>Type of language</th> <th>Yes =1</th> <th>No = 2</th> </tr> </thead> <tbody> <tr> <td>Afarigna</td> <td></td> <td></td> </tr> <tr> <td>Argobigna</td> <td></td> <td></td> </tr> <tr> <td>Afan Oromo</td> <td></td> <td></td> </tr> <tr> <td>Amharic</td> <td></td> <td></td> </tr> <tr> <td>Tigrigna</td> <td></td> <td></td> </tr> <tr> <td>Somaligna</td> <td></td> <td></td> </tr> <tr> <td>English</td> <td></td> <td></td> </tr> <tr> <td>Others/ specify</td> <td></td> <td></td> </tr> </tbody> </table>	Type of language	Yes =1	No = 2	Afarigna			Argobigna			Afan Oromo			Amharic			Tigrigna			Somaligna			English			Others/ specify			
Type of language	Yes =1	No = 2																												
Afarigna																														
Argobigna																														
Afan Oromo																														
Amharic																														
Tigrigna																														
Somaligna																														
English																														
Others/ specify																														
CG05	What scripts (alphabets) are taught in class?	Latin1 Geez2 Both Latin & Geez.....3																												
CG06	What is the main language used (the language used most) for instruction?	Afarigna.....1																												

		Argobigna2 Afan Oromo.....3 Amharic.....4 Tigrigna.....5 Somaligna.....6 English.....7 Others/ specify	
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CQ - CHILD INTERVIEW (repeat for each child sampled for interview)

CQ01	Sex(of the child)	Male.....1 Female.....2	
CQ02	How old are you?	Age in completed years [__ __]	
CQ03	Grade	Grade 1.....1 Grade 2.....2 Grade 3.....3 Grade 4.....4 Grade 5.....5 Grade 6.....6 Grade 7.....7 Grade 8.....8	
CQ04	What language do you speak at home?	Afarigna.....1 Argobigna.....2 Afan Oromo.....3 Amharic.....4 Tigrigna.....5 Somaligna.....6 Other/specify.....7	
CQ05	How many people in your household? <i>Please do not include those who have left home; include parents, grandparents etc if living in the household.</i>	Total [__ __] Male [__ __] Female [__ __]	
CQ06	How many of those are in school with you here?	Total [__ __] Male [__ __] Female [__ __]	
CQ07	How many days a week do you come to school?	Never.....1 1-2 days.....2 3-4 days.....3 Every day.....4	

CQ08	Do you eat at home in the morning before coming to school?	Never.....1 1-2 days.....2 3-4 days.....3 Every day.....4	
CQ09	How often in a week did you eat in the school during the school year 2023/24?	Never.....1 1-2 days.....2 3-4 days.....3 Every day.....4	
CQ10	Did you eat in the evening, after going home during the school year 2023/24?	Never.....1 1-2 days.....2 3-4 days.....3 Every day.....4	
CQ11	Did you feel sleepy or tired when you come to school during the school year 2023/24?	Not at all.....1 A little.....2 Quite tired.....3 Very tired.....4	
CQ12	Did you like eating the school food during the school year 2023/24?	Yes.....1 Not much.....2 No.....3	
CQ12a	IF "Not much" or "No," which specific food type don't you like?	CSB/FAFA.....1 Rice with beans.....2 Both.....3	
CQ12b	What are your main reason/reasons for your dislike? MULTIPLE RESPONSE ALLOWED	Not well prepared.....1 Do not test well.....2 Not well known food in our community...3 Other/Specify/.....4	
CQ13	Is the food enough?	Too much.....1 Enough.....2 Not quite enough.....3 Too little.....4	

CQ14	Do you feel satisfied after eating?	Yes.....1 Not quite.....2 No.....3	
CQ15	Do you bring water to school?	Never.....1 1-2 days.....2 3-4 days.....3 Every day.....4 Sometimes but not every week.....5	
CQ16	Do you bring firewood to school?	Never.....1 1-2 days.....2 3-4 days.....3 Every day.....4 Sometimes but not every week.....5	
CQ17	During the school year that ended in June, 2024 did you receive any type of commodities or food items to take home?	Yes.....1 No.....2	→ <i>If no, skip to CQ20</i>
CQ17a	What type of commodities or food items did you receive as part of your take-home ration during the school year that ended in June,2024?	Rice....1 CSB/FAFA.....2 Rice with beans3 Other....4	
CQ17b	Was the take-home ration during the school year that ended in June,2024 linked to your school attendance?	Yes.....1 No.....2	
CQ18	How often did you get the commodities or food items during the school year that ended in June, v2024?	Every month.....1 Every three months.....2 Less often.....3	
CQ19	Do you know what your family does with the commodities or food items during the school year that ended in June, 2024?	Don't know.....1 Cooks with it.....2 Sells or trades it.....3	
CQ20	Thinking about the foods & drinks your household ate or drank at home during the day & at night [breakfast, lunch, dinner, snacks], how many days over the last 7		

	days, did members of your household eat the following food group (listed under 3.1 to 3.8 below)?	
	<i>Please question carefully what they eat & how often in the last 7 days, and translate the answers as best as possible into number of days for each food group.</i>	
	Type of food	No. of days over the last 7 days
	3.1 Cereals/ grains, roots and tubers: such as maize, porridge, rice, pasta, bread, injera, other cereals & their products, root crops and tubers such as potato, yam, cassava, white sweet potato	
	3.2 Pulses and nuts such as beans, peas, chickpeas, lentils, groundnuts or other pulses or nuts	
	3.3 Fresh milk, sour milk, yogurt, cheese or other dairy products? [Excluding margarine/butter or small amounts of milk for tea/ coffee]	
	3.4 Meat such as beef, lamb, goat, chicken, other birds, liver, kidney, heart &/or other organ meats, eggs or fish (including shellfish and canned fish) eaten in large quantities, not as condiment)	
	3.5 Vegetables or leaves such as spinach, cabbage, lettuce, onions, tomatoes, carrots, peppers, green beans, carrot, red pepper, pumpkin, orange sweet potatoes, &/or other leaves/vegetables	
	3.6 Fruits such as banana, apple, lemon, mango, papaya, guava, apricot, peach &/or other fruits	
	3.7 Oil/fat/butter such as vegetable oil, palm oil, sunflower oil, groundnut oil, margarine, other fats/oil	
	3.8 Sugar, or sweets such as honey, jam, cakes, candy, cookies, pastries, cakes and other sweets and sugary drinks	

CT – QUESTIONS FOR TEACHER ABOUT THE CHILD (repeat for each child sampled for interview)

No.	Questions and filters	Coding categories	Skip to
-----	-----------------------	-------------------	---------

CT01a	Was the student in your class last academic year?	Yes.....1 No.....2	→ <i>If No, skip to CT04</i>
CT01	If Yes, how was the child's academic performance over the last year?	Poor.....1 Satisfactory.....2 Good.....3 Very good.....4	
CT02	If Yes, how would you rate her/his concentration or attentiveness?	Inattentive, poor.....1 Adequate, not very good.....2 Good, generally attentive.....3 Excellent, highly attentive.....4	
CT03	If yes, how would you rate her/his performance compared with the rest of the class?	Well below average.....1 A little below average.....2 Average.....3 A little above average.....4 Well above average.....5	
CT04	Record time interview ended and stop interviewing	_ _ _ _	

KAPS QUESTIONNAIRE FOR ADMINISTRATORS

SI – SCHOOL IDENTIFICATION

SI01 Master form school ID |_|_|_|_|

SI02 Date of interview |_|_|_|_|_|_|_|_|_|_|

SI03 Time interview started |_|_|_|_|

SI04 Team Supervisor |_|_|

SI05 Region _____ Code |_|_|

SI06 Zone _____ Code |_|_|_|

SI07 Woreda _____ Code |_|_|_|_|

SI08 School name _____

SI09 EMIS Admin code |_|_|_|_|_|

SD – SOCIO-DEMOGRAPHIC QUESTIONS

Qno.	Questions and filters	Response/ coding categories	Skip to
SD01	Sex?	Male.....1 Female.....2	
SD02	How old are you? interviewer: record the age in years – round up to nearest whole number. if the respondent gives birth year, repeat the question. enter “00” for don’t know. if age of respondent is less than 18 years of age, ask to speak with another member of age above 18.	_ _ _ Don't Know.....00	
SD03	How long have you been in this role?	Less than a year.....1 1-5 years.....2 More than 5 years.....3	

FS –CONTINUING ON FOOD SAFETY: Please tell me if you strongly agree, agree, neither agree nor disagree, disagree or strongly disagree with the statements).

FS01-08	Please tick one box for each of the following statements to say to what extent do you agree or disagree with the following statements.	Strongly agree	Agree	Neither Agree nor Disagree	Disagree	Strongly disagree	
		FS01.Safe food handling is an important part of my job.	1	2	3	4	5
		FS02.Raw vegetables and meat can be cut with the same knife	1	2	3	4	5
		FS03.Raw vegetables and meat can be cut on the same cutting board.	1	2	3	4	5
		FS04.Raw food should be kept separately from cooked foods.	1	2	3	4	5
		FS05.Insects like cockroaches and flies might transmit food borne disease	1	2	3	4	5

	FS06.Food handlers can be a source of food borne disease	1	2	3	4	5		
	FS07.Wiping vegetables or fruits makes them safe to be eaten	1	2	3	4	5		
	FS08.Cooked food can stay out for more than 2 hours before being served	1	2	3	4	5		

HN- HEALTH AND NUTRITION QUESTIONS: Now I would like to ask you some questions about health & nutrition.

HN01	Some children do not have breakfast before going to school and are hungry in class. What problems can children have if they don't eat before going to school? MULTIPLE RESPONSE ALLOWED		Yes	Not mentioned
		Children have short attention	1	2
		Children have low concentration	1	2
		Children cannot study well	1	2
		Other /specify	1	2
		Don't know	1	2
HN02	How can you recognize that someone is not having enough food? MULTIPLE RESPONSE ALLOWED		Yes	Not mentioned
		Lack of energy/weakness (cannot work/study or play as normal)	1	2
		Weakness of the immune system (becomes ill easily or becomes seriously ill)	1	2
		Loss of weight/ thinness	1	2
		Children do not grow as they should (growth faltering)	1	2
		Other /specify/	1	2
		Don't know	1	2

HN03	What are the reasons why children are under-nourished? MULTIPLE RESPONSE ALLOWED		Yes	Not mentioned	
		Not getting enough food	1	2	
		Food is watery	1	2	
		Food does not contain enough nutrients	1	2	
		Disease/ill and not eating food	1	2	
		Other /specify	1	2	
		Don't know	1	2	
HN04	What are some of the different types of food students should have at meals?		Yes	Not mentioned	
		Starches (Cereals and tubers)	1	2	
		Pulses (beans, cowpeas, peanuts, lentils, nuts, soy, pigeon pea, and/or other nuts)	1	2	
		Milk and dairy	1	2	
		Meat, fish and eggs	1	2	
		vegetables	1	2	
		Fruits	1	2	
		Oil and fats	1	2	
		Condiments	1	2	
		Fortified foods (such as CSB+)	1	2	
HN05	Do you know what micronutrient0..... deficiency is?	No.....1 Yes.....2 Don't Know.....3 Refused.....4			→If 1 or 3 or 4, Skip to HN07

HN06	If yes to HN05, can you name some types? MULTIPLE RESPONSE ALLOWED		Yes	Not mentioned
		Iron	1	2
		Iodine	1	2
		Vitamin A	1	2
		Vitamin B12	1	2
		Vitamin C	1	2
		Vitamin D	1	2
		Calcium	1	2
		Magnesium	1	2
		Don't know	1	2
HN07	What food safety and hygiene facilities are available in the school? MULTIPLE RESPONSE ALLOWED		Yes	Not mentioned
		None	1	2
		Food storage facilities	1	2
		Separate latrines	1	2
		Waste disposal facilities/area	1	2
		Hand washing stations with soap and water	1	2
		Other/specify	1	2
HN08	Are you able to store perishable foods, oil, CSB+ at the school?	No.....1 Yes.....2 Don't Know.....3 Refused.....4		
HN08 a	Do you add fresh vegetables to school meal?	No.....1 Yes.....2 Don't Know.....3 Refused.....4		

HN09	Without proper storage, do you consider the following high, medium, or low risk of spoiling		High Risk	Medium Risk	Low Risk	
		Salt	1	2	3	
		Oil	1	2	3	
		Fortified food CSB+	1	2	3	
HN10	Is water at school treated in any way to make it safe to drink?	No.....1 Yes.....2 Don't Know.....3 Refused.....4			→If 1 or 3 or 4, Skip to HN12	
HN11	If yes to HN10, what do you do? MULTIPLE RESPONSE ALLOWED		Yes	Not mentioned		
		Treat with chlorine	1	2		
		Strain with cloth	1	2		
		Boil	1	2		
		Other/ specify	1	2		
		Don't know	1	2		
HN12	Is it important to wash your hands?	Yes.....1 No.....2 Don't Know.....3 Refused.....4				
HN13	When should you wash your hands? MULTIPLE RESPONSE ALLOWED		Yes	Not mentioned		
		After you use the toilet/ latrine	1	2		
		Before you prepare food	1	2		
		Before you eat	1	2		
		After you eat	1	2		

		If you have taken care of someone who is sick	1	2	
		After you touch animals	1	2	
		Other/ specify	1	2	
		Don't know	1	2	
HN14	Are students and staff regularly able to wash their hands at the school?	Always.....1 Sometimes.....2 Never.....3			
HN15	Has the staff received training in food preparation and safety skills?	No.....1 Yes.....2 Don't Know.....3 Refused.....4			
HN16	What health and nutrition interventions/activities are taking place at the school? MULTIPLE RESPONSE ALLOWED		Yes	Not mentioned	
		None	1	2	
		Vitamin A supplementation	1	2	
		Deworming	1	2	
		Direct food assistance (CSB)	1	2	
		Nutrition and health club	1	2	
		COVID prevention	1	2	
		Other / specify	1	2	
		Don't know	1	2	
HN17	What are the gaps?				
HN19	Is there a school feeding management committee?	No.....1 Yes.....2 Don't Know.....3 Refused.....4			

HN20	What are the sources of nutrition information in your community?		Yes	Not mentioned	
		Textbooks (curriculum)	1	2	
		Radio or television	1	2	
		Nutrition and health clubs	1	2	
		Health extension workers	1	2	
		Nutrition activities in the community	1	2	
		Nutrition activities in the school	1	2	
		Other/ specify	1	2	
		Don't know	1	2	
HN21	What types (topics) of nutrition messaging are needed for the community?				
HN22	What types (topics) of nutrition messaging are needed for the students?				
HN22 a	Did you receive training in food safety and nutrition	Yes.....1 No.....2			If No Skip To Next Section
HN22 b	Who provided this training? MULTIPLE RESPONSE POSSIBLE	Government...1 WFP.....2 UNICEF.....3 SCF.....4 Private sector...5 Other (Specify)...6			
HN22 cc	When did you first receive the training?	Month/Year.....			
HN22 dd	When did you receive the training most recently?	Month/Year			

[USE THE SAME DATE IF THE MOST RECENT TRAINING IS THE FIRST ONE]		
--	--	--

THANK YOU!!

KAPS QUESTIONNAIRE FOR COOK

SI – SCHOOL IDENTIFICATION

SI01 Master form school ID |__|__|__|__|

SI02 Date of interview |__|__|__|__|__|__|__|__|

SI03 Time interview started |__|__|__|__|

SI04 Team Supervisor |__|__|

SI05 Region _____ Code |__|__|

SI06 Zone _____ Code |__|__|__|

SI07 Woreda _____ Code |__|__|__|__|

SI08 School name _____

SI09 EMIS Admin code |__|__|__|__|__|

SD – SOCIO-DEMOGRAPHIC QUESTIONS

No.	Questions and filters	Response/ coding categories	Skip to
SD01	Sex?	Male.....1 Female.....2	
SD02a	How old are you? interviewer: record the age in years – round up to nearest whole number. if the respondent gives birth year, repeat the question. enter “00” for don’t know.	__ __ Don’t Know.....00	
SD03	How long have you been in a cook at the school?	Less than a year.....1 1-5 years.....2 More than 5 years.....3	

FS- CONTINUING ON FOOD SAFETY (I will read the following statements with regard to food safety. Please tell me if you strongly agree, agree, neither agree nor disagree, disagree or strongly disagree with the statements).

FS01-08	Please tick one box for each of the following statements to say to what extent do you agree or disagree with the following statements.	Strongly	Agree	Neither Agree	Disagree	Strongly disagree
	FS01: Safe food handling is an important part of my job.	1	2	3	4	5
	FS02: Raw vegetables and meat can be cut with the same knife	1	2	3	4	5
	FS03: Raw vegetables and meat can be cut on the same cutting board.	1	2	3	4	5
	FS04: Raw food should be kept separately from cooked foods	1	2	3	4	5
	FS05: Insects like cockroaches and flies might transmit food borne disease	1	2	3	4	5
	FS06: Food handlers can be a source of food borne disease	1	2	3	4	5
	FS07: Wiping vegetables or fruits make them safe to be eaten	1	2	3	4	5
	FS08: Cooked food can stay out for more than 2 hours before being served	1	2	3	4	5

FSb 01-08	How frequent do you do the following?		Always	Sometimes	Never
		FSb_01: I wash my hand with water and soap before preparing food	1	2	3
		FSb_02: I wash my hand with water and soap after preparing food	1	2	3
		FSb_03: I wash my hand before I served students	1	2	3
		FSb_04: I still work when I have symptoms of illness (cough, sore throat, fever, diarrhoea)	1	2	3
		FSb_05: I wash vegetables before slicing	1	2	3
		FSb_06: I keep cooked meat at room temperature for more than 4 hours	1	2	3
		FSb_07: I allow my fingernails to grow	1	2	3
		FSb_08: I wear PPE such as mask when preparing and serving food	1	2	3
FSc_1	Can you please describe how you wash your hands? MULTIPLE RESPONSE ALLOWED	In a bowl of water1 Under running water2 With someone pouring a little clean water from a jug onto one's hands3 Other/ specify.....7 Don't know.....98			
FSd	How often do you apply/ use the following when you wash your hands?		Always	Sometimes	Never
		FSd_01: Soap	1	2	3
		FSd_02: Ashes	1	2	3
		FSd_03: Any other detergent/ specify (if 1 or 2)	1	2	3

FSb-CONTINUING ON FOOD SAFETY

HN -HEALTH AND NUTRITION QUESTIONS: Now I would like to ask you some questions about health & nutrition.

CONTEXT INTERVIEW TOOLS FOR SCHOOL PRINCIPAL, 2025

INTERVIEW PROTOCOL FOR SCHOOL LEADERS

School Basic Information/ Identification (SI)

- SI01 Master form school ID |__|__|__|__|
- SI02a Date of interview |__|__|__|__|__|__|__|__|
- SI02b Time interview started |__|__|__|__|
- SI04 Team Supervisor ID |__|__|
- SI05 Region _____ Code |__|__|
- SI06 ZONE _____ Code |__|__|__|
- SI07 Woreda _____ Code |__|__|__|__|
- SI08 Kebele _____
- SI09 School name _____
- SI09b School type (Rural/ Urban) _____ Code |__|__|
- SI09c School inspection level (Level 1/ Level 2/ Level 3/ Level 4) Code |__|__|__|__|
- SI10 EMIS Admin code |__|__|__|__|__|
- SI11 External GPS Coordinates (decimal longitude & latitude)
|__|__|__| |__|__|__|

Principal Questions (PQ) / School Leader’s Profile

Q No.	Questions and filters	Response/ coding categories	Skip to
SD03	How many years have you been in this position (as a head teacher or the deputy head teacher)	Years[][]	

Information about Directors' Instructional leadership and Capacity (DI)

Q No.	Questions and filters	Response/ coding categories	Skip to
DI01	How many periods a week do you teach, if any?	Number of periods per week __ __	
DI02	How many hours, per week, do you provide instructional support for your teachers?	Number of hours per a week_ __ __ _	
DI03	Have you received special training or taken courses that prepared you to implement a program in reading?	No..... 0 Yes..... 1	→If No Go to Q DI06
DI04	If yes, what was the length of the program?	Days[__[__] I don't know----88	
DI05	Who organized this training?	Regional Education Bureau (REB)... 1 Zone Education Office (ZEO)2 Woreda Education Office (WEO) ...3 NGOs4 Other/ specify5	
DI06	Have you supported teachers on how to teach reading (the pedagogy)?	No..... 0 Yes..... 1	
DI07	Are you satisfied with the performance in reading in Grade 2 and Grade 3 in your school?	No..... 0 Yes..... 1 I don't know/No response----9	
DI08	In the last month, on how many days did you have to leave the school during the school day on official school business?	Number of Days [__[__]	

School Questions (Teaching-Learning) (SQ)

Q No.	Questions and filters	Response/ coding categories	Skip to
-------	-----------------------	-----------------------------	---------

SQ01	Does your school teach in mother tongue for Grade 1 - Grade 4?	No..... 0 Yes..... 1 I don't know.....9	
SQ02	How many of the teachers have received specific training using mother tongue as the medium of instruction?	Number of teachers [][]	If "00", skip to SQ4
SQ03	Who organized this training on how to teach using mother tongue? [Multiple Possible Responses]	The school..... 1 The cluster centre..... 2 The woreda..... 3 The regional education bureau.... 4 NGOs..... 5 Other/ specify.....6	
SQ04	Since the start of the current school year, was this school closed during the regular school calendar other than holidays?	No..... 0 Yes..... 1	→If No Go to SQ7
SQ05	[If yes,] how many days was the school closed?	Number of Days [][]	
SQ06	[If yes,] Why was the school closed?	Explain: _____ _____	
SQ07	Was your school disturbed [affected] by disturbances (including conflict, protest, and droughts) last year and this year?	No..... 0 Yes..... 1 I don't know/ no response9	→If No Go to SQ10
SQ08	[If yes] How many days this year?	Number of days this year __ __ __	
SQ09	[If yes] How many days last year?	Number of days last year __ __ __	

SQ10	Is someone responsible for reviewing teacher's lesson plans?	No one..... 0 Director..... 1 Deputy Director..... 2 Other/ specify..... 3	→If No Go to SQ12
SQ11	How often are these plans reviewed?	Never..... 0 Once per year..... 1 Once every 2-3 months..... 2 Once every month..... 3 Once every two weeks..... 4 Every week 5 Once per day..... 6 Other, specify.....7	
SQ12	In your school, who is responsible for observing teachers in their classrooms?	No one observes..... 0 Head teacher..... 1 Deputy head teacher..... 2 Other, specify..... 3	→If No one, Go to SQ14
SQ13	In a semester, how often are you able to observe the teachers in their classrooms?	Never.....0 One time.....1 Two times.....2 Three Times.....3 Four or more times.....4 Other, specify..... 5 I don't know/ no response9	

SQ14	How do you know whether your early grade students are progressing in reading and writing skills? [Do not read responses - circle 1 for those mentioned]	No.	Assessment mechanism	Yes	
		14.1	Classroom observation	1	
		14.2	Monitor students' results on tests given by teachers	1	
		14.3	Evaluate children orally myself	1	
		14.4	Review children's assignments or homework	1	
		14.5	Teachers provide me progress reports	1	
		14.6	Don't know/refuse to respond	1	
		14.7	Others/ specify	1	
SQ15	Has your school received mother tongue textbooks or materials for reading (for grades 2 and 3)?	Yes..... 1 No..... 2			If "No", Go to SQ19
SQ15a	If yes, specify when (month & year)	July 2023.....1 August 2023.....2 September2023.....3 October 2023.....4 November 2023.....5			
SQ16	Who provides student s' textbooks in mother tongue? [CIRCLE '1' IF THIS SOURCE WAS MENTIONED]	No.	By who?	Yes	
		16.1	Ministry of Education	1	
		16.2	School (via independent funds)	1	
		16.3	Parents (individually)	1	
		16.4	School Committee or board	1	
		16.5	Don't know/refuse to respond	1	
		16.6	Others/ specify	1	

		GRADE 7 7 GRADE 8 8	
TI02	Your teaching load per week:	Periods per week __ __	
TI03	Enrollment of your class	Number of boys: [][_ _] Number of girls: [][_ _]	
TI04	Are you a Trained Teacher to teach language?	No..... 0 Yes..... 1	
TI05	What is your highest professional qualification?	Certificate..... 1 Diploma..... 2 Bachelor's degree..... 3 Master's degree..... 4 Other (Specify)..... 5	
TI06	How many years have you been teaching overall?	Years [][_]	
TI07	How many years have you been teaching as a trained language teacher?	Years [][_]	

2.2 School Resource and Teacher's Instructional Practices (IP)

Q No.	Questions and filters	Response/ coding categories	Skip to
IP01	Does your school have a functioning Library or Reading Room?	Yes..... 1 No..... 2 Don't know 9	2,9→IP05
IP02	Are there sufficient reading materials for supporting	Yes..... 1 No..... 2	

	reading teaching?		
IP03	Do you supervise your students as they use the library?	Yes..... 1 No..... 2	
IP04	Do your students have sufficient learning materials for learning the language?	Yes..... 1 No..... 2	
IP05	Does your school have a functioning Parent - Teacher Association (PTA)?	Yes..... 1 No..... 2	
IP06	Do you have class meetings with the parents of your students?	Yes..... 1 No..... 2	→If No Skip to IP08
IP07	How often do you have class meetings with these parents?	About once per semester..... 1 About twice per semester..... 2 About thrice per semester..... 3 About four times per semester 4 Five or more times per semester. 5 Other, specify..... 6	
IP08	Approximately, how long do you take to walk or travel to school from	Stay within the school compound. 1 15 minutes or less..... 2 16 to 30 minutes..... 3 31 to 45 minutes..... 4	

	your residence?	46 to 60 minutes..... 5 More than 60 minutes..... 6	
IP09	Please state the main textbook you use during reading lessons I don't have the Textbooks.....9	→If 9 Skip to TL01 (next section TL)
IP10	How often do you use the reading textbook mentioned in IP09 during reading lessons?	One day per week..... 1 Two days per week.....2 Three days per week..... 3 Four days per week..... 4 Five days per week..... 5 I don't have the Texts.....9	
IP11	How useful do you find this reading Textbook?	Not useful..... 1 A little bit useful..... 2 Somewhat useful..... 3 Useful..... 4 Very useful..... 5	
IP12	Do you have a separate teacher's guide for the reading class?	No..... 0 Yes..... 1	→If No Skip to IP14
IP13	How useful do you find this guide?	Not useful..... 1 A little bit useful..... 2 Somewhat useful..... 3 Useful..... 4 Very useful..... 5	
IP14	What improvements to the guide	

	would you recommend? (Describe):		
--	-------------------------------------	--	--

2.3 Pedagogy of Teaching the Language (TL)

Following are different activities you might do with your students. Think about the last 5 school days and indicate how often each of the following activities took place, by circling the number on the right that corresponds to the closest frequency:

Q No.	Questions and filters	Response/ coding categories					
		Never	1 day a week	2 days a week	3 days a week	4 days a week	5 days a week
TL01	The whole class repeated sentences that you said first.	0	1	2	3	4	5
TL02	Students copied down text from the chalkboard.	0	1	2	3	4	5
TL03	Students retold a story that they read.	0	1	2	3	4	5
TL04	Students learned meanings of new words.	0	1	2	3	4	5
TL05	Students read aloud to teacher or to other students.	0	1	2	3	4	5
TL06	Students were assigned reading to do on their own during school time.	0	1	2	3	4	5

How often do you use the following methods to measure your students' reading progress? Indicate how often you use each method by circling the number on the right that corresponds to the closest frequency:

Q No.	Questions and filters	Never	1 day a week	2 days a week	3 days a week	4 days a week	5 days a week
TL07	Written evaluations	0	1	2	3	4	5

TL08	Oral evaluations	0	1	2	3	4	5
TL09	Review of student work	0	1	2	3	4	5
TL10	Checking of exercise books	0	1	2	3	4	5
TL11	Checking of homework	0	1	2	3	4	5
TL12	Other methods (please describe):					

In what class should students FIRST be able to demonstrate each of the following reading skills?
Circle number of option corresponding most closely to your response for each skill

Q No.	Questions and filters	Before G 1	G 1	G 2	G 3	G 4
TL13	Read aloud a short passage with few mistakes	0	1	2	3	4
TL14	Write name	0	1	2	3	4
TL15	Understand stories they read	0	1	2	3	4
TL16	Recognize letters and say letter names	0	1	2	3	4
TL17	Sound out unfamiliar words	0	1	2	3	4
TL18	Understand stories they hear	0	1	2	3	4
TL19	Recite alphabet	0	1	2	3	4

2.4 Teacher's Continuous Professional Development (PD)

Q No.	Questions and filters	Response/ coding categories	Skip to
PD01	How many days of in-service training or Continuous	Days[][]	If none put "00"

	Professional Development (PD) sessions have you attended during the last three year?		and skip to question CT01 (Next section)															
PD02	Did you learn how to teach reading in mother tongue during this training?	Yes..... 1 No..... 2	2→PD04															
PD03	If yes to Question PD02, indicate which year(s) Tick all that apply	<table border="1"> <thead> <tr> <th>Year</th> <th>Yes =1</th> <th>No = 02</th> </tr> </thead> <tbody> <tr> <td>2020/2021</td> <td></td> <td></td> </tr> <tr> <td>2021/2022</td> <td></td> <td></td> </tr> <tr> <td>2022/2023</td> <td></td> <td></td> </tr> <tr> <td>2023/2024</td> <td></td> <td></td> </tr> </tbody> </table>	Year	Yes =1	No = 02	2020/2021			2021/2022			2022/2023			2023/2024			
Year	Yes =1	No = 02																
2020/2021																		
2021/2022																		
2022/2023																		
2023/2024																		
PD03a	How many hours in total (approximately) did you learn?	Total Hours: __ __ __																
PD04	If you ever attended in-service training and or PD in Question PD01 or Question PD02, what was the most useful aspect of these trainings?																

2.5 Questions for Teacher About the Child's / Student's Performance (CT)

Q No.	Questions and filters	Response/ coding categories	Skip to
CT01	How was students' academic performance over the last year?	Poor.....1 Satisfactory.....2 Good.....3 Very good.....4	
CT02	How would you rate students' concentration or attentiveness over the last year?	Inattentive, poor.....1 Adequate, not very good.....2 Good, generally attentive.....3	

		Excellent, highly attentive.....4	
CT03	How would you rate students' performance in reading and comprehension over the last year?	Poor.....1 Satisfactory.....2 Good.....3 Very good.....4	

Parent Survey

WFP MGD BASELINE IN ETHIOPIA Quantitative Survey Tool - Parents Survey

Notes:

- Conducted with 10 parents per school; 140 per stratum
- Field teams will work with schools to identify and get access to the parents before arriving at the school.
- Parents must have a child attending a school in the baseline school sample.

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MODULE 2. QUESTIONS RELATED TO THE DIETARY DIVERSITY OF THE CHILD

MODULE 3. QUESTIONS RELATED TO KNOWLEDGE AND ATTITUDE TOWARDS EDUCATION, HEALTH AND HYGIENE, AND SCHOOL LUNCH

MODULE 1. INTERVIEW INFORMATION AND DEMOGRAPHICS

q101	Name & code of the Woreda		/___/
q102	Name & code of the Kebele		/___/
q103	Name & code of the school in which their child is studying		/___/
q104	Date of visit (dd/mm/yy)	/_/_/___/	
q105	Name & code of the enumerator		/___/
q106	Name & code of the supervisor		/___/
q107	Name of Parent (respondent)		/___/
Q108	Relationship of the respondent with the child	Father	1
		Mother	2
q109	Has the parent given consent for the interview? <i>If the parents say no, then thank them and proceed to the next parent on your list.</i>	Yes	1
		No	2 → END Survey
q110	Name of the Student currently attending and student survey ID [THE ENUMERATORS ENTER ID FROM THE STUDENT SURVEY]	/___/	
q111	The class in which the child is currently enrolled	Grade 1	1
		Grade 2	2
		Grade 3	3

		Grade 4	4
		Grade 5	5
Q112	Number of Household members	/____/	

HOUSEHOLD DEMOGRAPHICS

[INSTRUCTION: PLEASE ASK THIS QUESTION FOR THE HOUSEHOLD MEMBERS WHO LIVE IN THE SAME HOUSE UNDER THE SAME ROOF AND TAKE MEALS TOGETHER BY COOKING IN THE SAME POT. HOUSEHOLD MEMBERS WHO LIVE OUTSIDE FOR MORE THAN 6 MONTHS SHOULD BE EXCLUDED FROM THE HOUSEHOLD MEMBERS COUNT.]

INTRODUCTION: Now I would like to ask you about the household, the members living in this household, and the livelihood of your household

HH Mem ID	Name of the Household Member	What is [ID]’s relationship to the HH Head [ENTER CODE]	[ID]’s Sex 1 = Male 2 = Female 3 = Other	[ID]’s Age [Age in Complete Years] [Enter 0 if Age<1 year, Enter 888 if Don’t know, Enter 999 if Refused]	Does [ID] have any of the following disabilities? CODE: [1= No - no difficulty, 2=Yes – some difficulty, 3=Yes- a lot of difficulty, 4=Cannot do at all]						IF AGE IS 5 YEARS OR OLDER	
					Difficulty <u>seeing</u> , even if wearing glasses?	Difficulty <u>hearing</u> , even if using hearing aids?	Difficulty <u>walking or climbing</u> stairs?	Difficulty <u>remembering/ concentrating</u> ?	Difficulty with <u>self-care</u> , such as, <u>washing all over or dressing</u> ?	Difficulty <u>communicating</u> ? [understanding or being understood]	Has [ID] ever attended School? YES=1 NO=2	What is the highest grade [ID] has completed? [ENTER CODE]
113	114	115	116	117	118A	118B	118C	118D	118E	118F	119A	119B
01		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> → Next HH mem	<input type="checkbox"/>
02		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> → Next HH mem	<input type="checkbox"/>
03		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> → Next HH mem	<input type="checkbox"/>

04		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> → Next HH mem	<input type="checkbox"/>							
05		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> → Next HH mem	<input type="checkbox"/>							
06		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> → Next HH mem	<input type="checkbox"/>							
07		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> → Next HH mem	<input type="checkbox"/>							
08		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> → Next HH mem	<input type="checkbox"/>							
09		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> → Next HH mem	<input type="checkbox"/>							
10		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> → q201	<input type="checkbox"/>							

CODE LIST

CODE FOR

115

6=Parent
 01=HH Head 7=Parent-in-Law
 2=Spouse 8 = Son/Daughter-in-law
 3=Child 9=Grand parent
 4=Grand child

CODE FOR 119B

1=Pre-Primary
 2=Primary
 3=Secondary
 4=Higher secondary/Diploma
 5=Bachelor and above

5=Shibling	10=Uncle/Aunt	6=Others (specify)
	11 = Others (specify)	

MODULE 2. QUESTIONS RELATED TO THE DIETARY DIVERSITY OF THE CHILD

S NO.	QUESTION	CODE			SKIP
q201	Enter the sample Student Name & HH member ID	Name:		/_____/	
q202	FOOD ITEMS <i>[In the last 24 hours (during the day and night), did (CHILD NAME) eat any of these food items? Ask about every single item and record the answer. If any items are consumed less than one teaspoon, record response "2. NO"; Only count them "1.YES" if consumed ≥ 1 teaspoon.]</i>	Yes	No	Don't know	
a.	Any [local foods], bread, rice noodles, sticky rice, biscuits, or any other foods made from millet, sorghum, maize, rice, wheat, or [any other locally available grain]	1	2	9	
b.	White potatoes, white yams, manioc, cassava, [other local root crops] or any other foods made from roots or tubers	1	2	9	
c.	Any foods made from beans, peas, or lentils	1	2	9	
d.	Any foods made from nuts or seeds such as [add any local nut/seed names]	1	2	9	
e.	Milk	1	2	9	
f.	Cheese, yogurt, or other milk products	1	2	9	
g.	Eggs	1	2	9	

S NO.	QUESTION	CODE			SKIP
h.	Any beef, pork, lamb, goat, rabbit wild game, chicken, duck, or other birds, liver, kidney, heart, or other organ meats, or Any flesh from wild animals?	1	2	9	
i.	Fresh or dried fish, shellfish, or seafood, shrimps, crabs	1	2	9	
j.	Grubs, snails, frogs or insects such as worms, Grasshoppers, larvae,	1	2	9	
k.	Any dark green leafy vegetables such as [local dark green leafy vegetables] Bamboo shoots, pumpkin shoots, long bean	1	2	9	
l.	Pumpkin, carrots, squash, or sweet potatoes that are yellow or orange inside or [other local yellow/orange foods]	1	2	9	
m.	Any other vegetables	1	2	9	
n.	Ripe mangoes, ripe papayas or [other local vitamin A-rich fruits] guava	1	2	9	
o.	Any other fruits	1	2	9	
p.	Foods made with red palm oil, red palm nut, or red palm nut pulp sauce (Vitamin A rich oil)	1	2	9	
q.	Any oil, fats, or butter, ghee, or foods made with any of these	1	2	9	
r.	Sweets: sugar, honey, sweetened soda or sweetened juice drinks, sugary foods such as chocolates, candies, cookies and cakes	1	2	9	
s.	Condiments for flavor, such as chilies, spices, herbs, fish powder or [add any local condiment names]	1	2	9	

S NO.	QUESTION	CODE		SKIP
		Yes	No	
q203	Out of the provided list, which types of food should children consume?			
		Rice	1	2
		Lentils	1	2
		Vegetables	1	2
		Meat/Fish/Poultry/Seafood	1	2
		Milk and milk products	1	2
		Fruits	1	2
		Fats, oil, or butter	1	2
		Sweetened soda or sweetened juice drinks	1	2
		Sugary foods such as chocolates, candies, cookies, and cakes	1	2
		Others	1	2
q204	<i>I will read out some statements and would like to know your degree of agreement or disagreement with each one of them. (1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree.</i>			
	Food preferences			
	Healthy food is not tasty			

S NO.	QUESTION	CODE	SKIP
	I encourage my child to eat fruits		
	I encourage my child to eat vegetables		
	Perceived benefits		
	Eating fruits and vegetables helps in preventing diseases		
	Consuming sugary foods and beverages leads to tooth decay		
	Perceived barriers		
	Healthy food is not enjoyable for children		
	It is difficult to persuade children to give up outside food and beverages		
	It is not always possible to cook 'school lunch' for children		
	On certain days, it is difficult for us to arrange for a diverse and healthy diet		
	Self-efficacy		
	I am able to provide healthy and diverse meals/nutritious food to my children on most days		
	I am able to provide all vegetables/ fruits to my child that he/she likes to eat		
	I can prepare healthy meals that my child finds tasty		
	Readiness to adopt change		

S NO.	QUESTION	CODE	SKIP
	It is okay to buy sugary food and soft drinks for children because they are young and healthy		
	Not providing sugary food and soft drinks will be beneficial for my child's health		
	There is not much that I can do to influence the long-term health of my children		
	The school my child goes to has helped me better practice healthy food practices		

MODULE 3. QUESTIONS RELATED TO KNOWLEDGE AND ATTITUDE TOWARDS EDUCATION, HEALTH AND HYGIENE, AND SCHOOL LUNCH

S.NO.	QUESTION	OPTIONS		SKIP
q301	At home, do you or someone in your family read stories to <i>(name of the child)</i> ?	Yes	1	
		No	2	
		Can't say	3	
q302	At home, do you or someone in your family help <i>your child</i> in studies or completing the school work?	Yes	1	
		No	2	
		Can't say	3	
q303	What, according to you, are the benefits of primary education? (multiple options)	Improves literacy rate	1	
		Improves future opportunities of work for children	2	
		Helps child's skill development	3	

S.NO.	QUESTION	OPTIONS		SKIP
		Helps girls to remain in school and delay early marriage	4	
		Helps children from different social and ethnic groups to bond	5	
		Helps children learn more about the world	6	
		Helps break the cycle of poverty	7	
		Others (specify)		
q304	What are some of the facilities available in school to improve children's literacy and learning? (Multiple options)	Reading corners	1	
		Book banks	2	
		Materials on agriculture	3	
		Materials on health and nutrition	4	
		Green box	5	
		Any other (specify)		
q305	Have these facilities helped in increasing children's learning outcomes?	Yes	1	
		No	2	
		Can't say	3	

S.NO.	QUESTION	OPTIONS		SKIP
q306	Have your children received any assistance to meet their educational/ learning needs?	Yes	1	2→ q308
		No	2	
q307	If yes, what type of assistance did your children receive to meet their educational/ learning needs? (multiple options)	Reading materials	1	
		Online counselling	2	
		Online teaching	3	
		Parent Tutoring- assisting with homework, counselling (HH member or Parent)	4	
		Private Tutoring- assisting with homework, counselling (other than a HH member or parent)	5	
		Any other (specify)	6	
q308	Is there a parent-teacher association in your school?	Yes	1	2→ q308
		No	2	
		Don't know	3	3→ q308
q309		Yes	1	

S.NO.	QUESTION	OPTIONS		SKIP
	If yes, then are you a part of the Parent Teacher Association?	No	2	
q310	Do you know about the Village Education Development Committee (VEDC) in your village?	Yes	1	2→ q313
		No	2	
q311	Do you know who are members of VEDC in your village?"	Yes No		2→ q313
q312	If yes, then are you a member of the VEDC?	Yes	1	
		No	2	
q313	Do you think (<i>name of the child</i>)'s school should provide meals to children during school hours?	Yes	1	2→ q318 3→ q318
		No	2	
		Can't say	3	
q314	According to you, what are the benefits of a school lunch program? (multiple responses)	My child will get nutritious food for lunch	1	
		My child will stay in school all day/improve attendance	2	
		The child will not stay hungry in school	3	

S.NO.	QUESTION	OPTIONS		SKIP
		The child can pay more attention in class	4	
		Less expense on food	5	
		More time for parents to work and earn	6	
		Others (specify)	7	
q315	Do you think that your household costs on food will reduce if a school lunch program starts?	Yes	1	
		No	2	
		Can't say	3	
q316	Do you think a school lunch program can improve students' health and nutrition status?	Yes	1	
		No	2	
		Can't say	3	
q317	Do you think a school lunch provision can improve children's willingness to attend school/interest in school/attentiveness towards education?	Yes	1	
		No	2	
		Can't say	3	
q318	Do you think your child's school should have a school garden?	Yes	1	
		No	2	

S.NO.	QUESTION	OPTIONS		SKIP
		Can't say	3	2→ q320 3→ q320
q319	What role do you think school gardens play for children in the school?	Source of food material for school lunch	1	
		Knowledge and skill for children	2	
		Knowledge and skill for community members	3	
		Any other (specify).....		
q320	Do you think you or your family members can contribute to the school for the school lunch program in some way? <i>(by either giving vegetables or volunteering to cook or working in the school garden or in cash)</i>	Yes	1	2→ END
		No	2	
q321	If yes, then how do you think you can contribute?	In kind, by providing vegetables	1	1→ END
		In kind, by helping in cooking the school meal	2	2→ END
		In kind, by providing labour in the school garden	3	3→ END
		In cash, by giving a fixed amount to school	4	4→ q322
		Others	5	5→ END

S.NO.	QUESTION	OPTIONS		SKIP
q322	According to you, how frequently would parents be interested in contributing cash for a school lunch program?	Once a week	1	
		Once a month	2	
		Twice a month	3	
		Once every semester	4	
		Twice in a semester	5	
		Once in a year	6	
		Twice in a year	7	
		As and when the school asks	8	
		Other (specify)	9	
q323	According to you, what would be the cash amount that parents would be willing to contribute for a school lunch program?	_____ in Birr	/_____/	

Survey end

Annex 17: EGRA tool

EGRA Survey Instruments

Context Interview Tools for School Principal, 2025

Interview Protocol for School Leaders

School Basic Information/ Identification (SI)

- SI01 Master form school ID |__|__|__|__|
- SI02a Date of interview |__|__|__|__|__|__|__|__|
- SI02b Time interview started |__|__|__|__|
- SI04 Team Supervisor ID |__|__|
- SI05 Region _____ Code |__|__|
- SI06 ZONE _____ Code |__|__|__|
- SI07 Woreda _____ Code |__|__|__|__|
- SI08 Kebele _____
- SI09 School name _____
- SI09b School type (Rural/ Urban) _____ Code |__|__|
- SI09c School inspection level (Level 1/ Level 2/ Level 3/ Level 4) Code |__|__|__|__|
- SI10 EMIS Admin code |__|__|__|__|__|
- SI11 External GPS Coordinates (decimal longitude & latitude)
|__|__|__| |__|__|__|

Principal Questions (PQ) / School Leader's Profile

Q No.	Questions and filters	Response/ coding categories	Skip to
SD03	How many years have you been in this position (as a head teacher or the deputy head teacher)	Years _ _	

Information about Directors' Instructional leadership and Capacity (DI)

Q No.	Questions and filters	Response/ coding categories	Skip to
-------	-----------------------	-----------------------------	---------

DI01	How many periods a week do you teach, if any?	Number of periods per week __ __	
DI02	How many hours, per week, do you provide instructional support for your teachers?	Number of hours per a week_ __ __ _	
DI03	Have you received special training or taken courses that prepared you to implement a program in reading?	No..... 0 Yes..... 1	→If No Go to Q DI6
DI04	If yes, what was the length of the program?	Days[__[__] I don't know----88	
DI05	Who organized this training?	Regional Education Bureau (REB)...1 Zone Education Office (ZEO)2 Woreda Education Office (WEO) ...3 NGOs4 Other/ specify5	
DI06	Have you supported teachers on how to teach reading (the pedagogy)?	No..... 0 Yes..... 1	
DI07	Are you satisfied with the performance in reading in Grade 2 and Grade 3 in your school?	No..... 0 Yes..... 1 I don't know/No response----9	
DI08	In the last month, on how many days did you have to leave the school during the school day on official school business?	Number of Days [__[__]	

School Questions (Teaching-Learning) (SQ)

Q No.	Questions and filters	Response/ coding categories	Skip to
SQ01	Does your school teach in mother tongue for Grade 1 - Grade 4?	No..... 0 Yes..... 1 I don't know.....9	
SQ02	How many of the teachers have received specific training using mother tongue as the medium of instruction?	Number of teachers [__[__]	If "00", skip to SQ4

SQ12	In your school, who is responsible for observing teachers in their classrooms?	No one observes..... 0 Head teacher..... 1 Deputy head teacher..... 2 Other, specify..... 3	→If No one, Go to SQ14																																
SQ13	In a semester, how often are you able to observe the teachers in their classrooms?	Never.....0 One time.....1 Two times.....2 Three Times.....3 Four or more times.....4 Other, specify..... 5 I don't know/ no response9																																	
SQ14	How do you know whether your early grade students are progressing in reading and writing skills? [Do not read responses - circle 1 for those mentioned]	<table border="1"> <thead> <tr> <th>No.</th> <th>Assessment mechanism</th> <th>Yes</th> <th></th> </tr> </thead> <tbody> <tr> <td>14.1</td> <td>Classroom observation</td> <td>1</td> <td></td> </tr> <tr> <td>14.2</td> <td>Monitor students' results on tests given by teachers</td> <td>1</td> <td></td> </tr> <tr> <td>14.3</td> <td>Evaluate children orally myself</td> <td>1</td> <td></td> </tr> <tr> <td>14.4</td> <td>Review children's assignments or homework</td> <td>1</td> <td></td> </tr> <tr> <td>14.5</td> <td>Teachers provide me progress reports</td> <td>1</td> <td></td> </tr> <tr> <td>14.6</td> <td>Don't know/refuse to respond</td> <td>1</td> <td></td> </tr> <tr> <td>14.7</td> <td>Others/ specify</td> <td>1</td> <td></td> </tr> </tbody> </table>	No.	Assessment mechanism	Yes		14.1	Classroom observation	1		14.2	Monitor students' results on tests given by teachers	1		14.3	Evaluate children orally myself	1		14.4	Review children's assignments or homework	1		14.5	Teachers provide me progress reports	1		14.6	Don't know/refuse to respond	1		14.7	Others/ specify	1		
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14.4	Review children's assignments or homework	1																																	
14.5	Teachers provide me progress reports	1																																	
14.6	Don't know/refuse to respond	1																																	
14.7	Others/ specify	1																																	
SQ15	Has your school received mother tongue textbooks or materials for reading (for grades 2 and 3)?	No..... 0 Yes..... 1	If "No", Go to SQ17																																
SQ15a	If yes, specify when (month & year)	July 2023.....1 August 2023.....2 September2023.....3 October 2023.....4 November 2023.....5																																	

SQ16	Who provides student s' textbooks in mother tongue? [CIRCLE '1' IF THIS SOURCE WAS MENTIONED]	No.	By who?	Yes	
		16.1	Ministry of Education	1	
		16.2	School (via independent funds)	1	
		16.3	Parents (individually)	1	
		16.4	School Committee or board	1	
		16.5	Don't know/refuse to respond	1	
		16.6	Others/ specify	1	
SQ19	Does the school separate latrines for girls?	No..... 0			
		Yes..... 1			
SQ20	Does the school have a computer room?	No..... 0			
		Yes..... 1			

Oromia language Early Grade Reading Assessment ENGLISH (Baseline EGRA, 2025)

[ENGLISH translation for internal review, Oromia Region]

SCHOOL Basic Information/ IDENTIFICATION (SI)

- SI01 Master form school ID |__|__|__|__|
- SI02a Date of interview |__|__|__|__|__|__|__|__|
- SI02b Time interview started |__|__|__|__|
- SI03 Sample Child ID |__|__|
- SI03 Location (GPS Coordinates From Tablet) |__|__|__|__|__|__|
- SI04 Enumerator ID |__|__|

General Instructions

It is important to establish a playful and relaxed rapport with the children to be assessed, via some simple initial conversation among topics of interest to the child (see example below). The child should perceive the following assessment almost as a game to be enjoyed rather than a severe situation. It is important to read ONLY the sections in boxes aloud slowly and clearly.

Read the text in the box clearly to the child:

Good morning. My name is ____ and I live in _____. I'd like to tell you a little bit about myself.

(Number and ages of children; pets; sports; etc)

1. Could you tell me a little about yourself and your family? (Wait for response; if student is reluctant, ask question 2, but if they seem comfortable continue to verbal consent).
2. What do you like to do when you are not in school?

Verbal Consent

- Let me tell you why I am here today. I work with the Ministry of Education and we are trying to understand how children learn to read. You were picked by chance, like in a raffle or lottery.
- We would like your help in this. But you do not have to take part if you do not want to.
- We are going to play a reading game. I am going to ask you to read letters, words and a short story out loud.
- This is NOT a test and it will not affect your grade at school.
- I will also ask you other questions about your family, like what language your family uses at home and some of the things your family has.
- I will NOT write down your name so no one will know these are your answers.
- Once again, you do not have to participate if you do not wish to. Once we begin, if you would rather not answer a question, that's all right.
- Do you have any questions? Are you ready to get started?

Check box if verbal consent is obtained: YES

(If verbal consent is not obtained, thank the child and move on to the next child, using this same form)

A. Data of Assessment:	Day: _____ Month: _____	I. Teacher Name:		
B. Enumerator's name:		J. Grade (last semester):	○ 2	○ 3
C. School Name:		K. Section		
D. Region:		L. Pupil Unique Code:		
E. Woreda:		M. Student Age:		
F. School Shift:	○ 1 = Full day ○ 2 = Morning ○ 3 = Afternoon			

G. Multi-grade Class?	<input type="radio"/> 0 = No	<input type="radio"/> 1 = Yes
H. Order of Assessment	<input type="radio"/> 1 = First <input type="radio"/> 2 = Second	

N. Student's sex	1 = Boy <input type="radio"/> 2 = girl
O. Time Started: ___ : ___	

Task 1. Letter Name Knowledge/ Letter Identification

Show the child the sheet of letters in the student stimuli booklet. Say:

Read the instructions in the gray boxes below, recording the child's response before moving to the next instruction.

Here is a page full of letters of the English alphabet. Please tell me the NAMES of as many letters as you can—not the SOUNDS of the letters, but the names.

For example, the name of this letter (point to A) is "A"

Let's practice: tell me the name of this letter (point to V):

If the child responds correctly say: Good, the name and this letter is "VEE."

If the child does not respond correctly, say: The name of this letter is "VEE."

Now try another one: tell me the name of this letter (point to L):

If the child responds correctly say: Good, the name of this letter is "ELL."

If the child does not respond correctly, say: The Name of this letter is "ELL."

Do you understand what you are to do?

When I say "Begin," please name the letters as quickly and carefully as you can. Start here and continue this way. (Point to the first letter on the row after the example and draw your finger across the first line). If you come to a letter you do not know, I will tell it to you. If not, I will keep quiet & listen to you. Ready? Begin.



Start the timer when the child reads the first letter. Follow along with your pencil and clearly mark any incorrect letters with a slash (/). Count self-corrections as correct. If you've already marked the self-corrected letter as incorrect, circle the letter and go on. **Stay quiet**, except when providing answers as follows: if the child hesitates for 3 seconds, provide the name of the letter, point to the next letter and say "**Please go on.**" Mark the letter you provide to the child as incorrect. If the student gives you the letter sound, rather than the name, provide the letter name and say: ("**Please tell me the NAME of the letter**"). This prompt may be given only once during the exercise.

AFTER 60 SECONDS SAY, "stop." Mark the final letter read with a bracket (|).

Early stop rule: If the child does not give a single correct response on the first line, say "Thank you!", discontinue this exercise, check the box at the bottom, and go on to the next exercise.

Example: **L** **K** **t** [The alphabets are as in the Afaan Oromoo EGRA

i	g	K	M	O	n	f	c	s	h	(10)
m	u	H	x	s	Z	i	w	b	o	(20)
U	Ny	y	j	i	e	x	J	B	a	(30)
L	F	sh	f	n	u	q	x	Y	n	(40)
h	V	Y	n	ny	A	P	dh	J	N	(50)
S	T	o	ph	q	r	e	L	C	sh	(60)
z	U	n	W	T	d	ny	D	ch	t	(70)
g	o	i	T	c	w	G	CH	R	Q	(80)
E	a	ch	b	k	Ts	m	r	d	n	(90)
sh	ph	L	g	p	i	dh	a	SH	K	(100)

Time remaining on stop watch at completion (number of SECONDS):

Check this box if the exercise was discontinued because the child had no correct answers in the first line.

Good effort! Let's go on to next section.

Task 2. Familiar Word reading

Show the child the sheet of words on the second page of the student assessment. Say,

Here are some words. Please read as many words as you can (do not spell the words, but read them). For example, this word is: "cat".

Let's practice: please read this word [point to the word "sick"]:

If the child responds correctly say: **Good, this word is "sick."**

If the child does not respond correctly, say: **This word is "sick."**

Now try another one: Please read this word [point to the word "made"]:

If the child responds correctly say: **Good, this word is "made."**

If the child does not respond correctly, say: **This word is “made.”**

When I say “begin,” read the words as quickly and carefully as you can. Read the words across the page, starting at the first row below the line. I will keep quiet and listen to you, unless you need help. Do you understand what you are to do? Read? Begin.



Start the timer when the child reads the first word. Follow along with your pencil and clearly mark any incorrect words with a slash (/). Count self-corrections as correct. **Stay quiet**, except when providing answers as follows: if the child hesitates for 3 seconds, read the word, point to the next word and say **“Please go on.”** Mark the word you read to the child as incorrect.

AFTER 60 SECONDS SAY, “stop.” Mark the final letter read with a bracket (|).

Early stop rule: If you have marked as incorrect all of the answers on the first line with no self-corrections, say **“Thank you!”**, discontinue this exercise, check the box at the bottom, and go on to the next exercise.

Example: **lama sibiila sangaa** [The words are as in the Afaan Oromoo EGRA]

keessa	shaakala	jecha	nama	irraa	5
haadha	fi	kana	kitaaba	ishee	10
keenya	deebis	nyaata	imana	hima	15
bakka	barsiisaa	keessaa	lama	ta'e	20
gaara	tokko	ilkaan	leenca	dubbisa	25
shan	rooba	nama	qubee	hojii	30
kennaa	rakkoo	Nyaata	tola	dhukkuba	35
dubra	jecha	Sa'a	ganama	jaalala	40
torba	sangaa	bakka	muka	qaama	45
mucaa	kubbaa	kutaa	qubee	miilla	50

Time remaining on stopwatch at completion (number of SECONDS)

Check this box if the exercise was discontinued because the child had no correct answers in the first line.

Good effort! Let's go on to next section.

Task 3. Oral passage reading

Show the child the story in the student stimuli booklet. Say,

Here is a short story. I want you to read it aloud, quickly but carefully. When you have finished, I will ask you some questions about what you have read. Do you understand what you are to do? When I say “begin,” read the story as best as you can. I will keep quiet & listen to you, unless you need help. Ready? Begin.



Start the timer when the child reads the first word. Follow along with your pencil and clearly mark any incorrect words with a slash (/). Count self-corrections as correct. **Stay quiet**, except when providing answers as follows: if the child hesitates for 3 seconds, provide the word, point to the next word and say **“Please go on.”** Mark the word you provide to the child as incorrect.

At 60 seconds, say **“Stop.”** **Mark the final word read with a bracket (|).**

Early stop rule: If the child reads no words correctly on the first line, say **“Thank you!”**, discontinue this exercise, check the box at the bottom of the page, and go on to the next exercise.

[The reading passage is translated from the AfaanOromoo EGRA]

Mr. Alake is a coffee trader. He buys 100 quintals of coffee monthly. He gets the coffee washed, cleaned, packed and made ready for sale.

He transports the coffee to Finfinnee and sells it. He gets fifty birr profit per quintal. He sends the money back to Adola through a bank.

Subsequently, he continues buying coffee. The coffee trade improves the income of Mr. Alake and family's lifestyle.

Task 4. Reading Comprehension

When 60 seconds are up or if the child finishes reading the passage in less than 60 seconds, **REMOVE the passage from in front of the child**, and ask the first question below.

Give the child at most 15 seconds to answer the question, mark the child's response, and move to the next question.

Read the questions for each line up to the bracket showing where the child stopped reading

Now, I will ask you some questions from the story you have just listen. Try to answer as much as you can.

		Right	Wrong	No answer
		1	2	3
Obbo Alake is a coffee trader. He buys 100 quintals of coffee monthly. He gets the coffee washed, cleaned, packed and made ready for sale.	What does Mr. Alake trade? (He trades coffee)	1	2	3
	How many quintals does Mr. Alake buy in a month? (He buys one hundred quintals)	1	2	3
He transports the coffee to Finfinnee and sells it. He gets fifty birr profit per quintal. He sends the money back to Adola through a bank.	Where does Mr. Alake sale the cof fee? (At Finfinnee)	1	2	3
	By what means Mr. Alake sends the money to Adola? (Through bank)	1	2	3
Subsequently, he continues buying coffee. The coffee trade improves the income of Obbo Alake and family's lifestyle.	What helps the life style of Mr. Alake's family to improve? (The income generated from coffee trade)	1	2	3

Time remaining on stopwatch at completion (number of SECONDS):

Check this box if exercise stopped due to no correct answers in the first line.

Good effort! Let's go

Time at completion: ____:____

Task 5.Context Interview Questions for Students (to be administered as a continuation of the EGRA tools)

Interviewer: Ask each question verbally to the child, as in an interview. Do not read the response options aloud. Wait for the child to respond and then write his/ her response in the space provided, or circle the code of the option that corresponds to the child's response.

Child/Student Questions (CQ)

Q No.	Questions and filters	Response/ coding categories	Skip to
CQ03	Grade	Grade 3.....3	

		Grade 4.....4	
CG01b	Section	-----	
CQ01	Sex	Male.....1 Female.....2	
CQ02	How old are you?	Age in completed years [_ _]	
CG05	What scripts (alphabets) are taught in class?	Latin1 Geez2 Both Latin & Geez.....3	
CQ05	How many people in your household? Please do not include those who have left home; include parents, grandparents etc. if living in the household.	Total [_ _] Male [_ _] Female [_ _]	
CQ06	How many of those are in school with you here?	Total [_ _] Male [_ _] Female [_ _]	
CQ08	Do you eat at home in the morning before coming to school?	Never.....1 1-2 days.....2 3-4 days.....3 Every day.....4	
CQ09	How often in a week do you eat in the school?	Never.....1 1-2 days.....2 3-4 days.....3 Every day.....4	
CQ10	Do you eat in the evening, after going home?	Never.....1 1-2 days.....2 3-4 days.....3 Every day.....4	
CQ11	Do you feel sleepy or tired when you come to school?	Not at all.....1 A little.....2 Quite tired.....3 Very tired.....4	
CQ12	Do you like eating the school food?	No.....0 Yes.....1	

		Not much.....2	
CQ13	Do you speak the same language at home as you speak at school?	No.....0 Yes.....1 Do not know/No response.....9	
CQ4	What language do you speak at home? [Multiple responses are allowed]	Afar Af/ Afarigna.....1 Argobigna.....2 Afan Oromo.....3 Amharic.....4 Tigrigna.....5 Somaligna.....6 Other/specify.....7	
CG06	What is the main language used (the language used most) for instruction?	Afar Af/ Afarigna.....1 Argobigna.....2 Afan Oromo.....3 Amharic.....4 Tigrigna.....5 Somaligna.....6 Other/specify.....7	

CQ16. At your house, do you have:		No	Yes	Don't Know	No response
16.1	A radio?	0	1	8	9
16.2	A telephone or mobile phone?	0	1	8	9
16.3	Electricity?	0	1	8	9
16.4	A television?	0	1	8	9
16.5	A toilet?	0	1	8	9
16.6	A conducive space for working your homework and study whenever you have to do so?	0	1	8	9

Q No.	Questions and filters	Response/ coding categories	Skip to
CQ17	Did you go to a pre-primary school before first grade?	No.....0 Yes.....1	

		Do not know/No response.....9	
CQ18	What grade were you in last year?	Not in school.....0 Grade 1.....1 Grade 2.....2 Grade 3.....3 Do not know/No response.....9	
CQ19	This year, were you absent from school for more than one week?	No.....0 Yes.....1 Do not know/No response.....9	
CQ20	Do you have the language textbook?	No.....0 Yes.....1 Do not know/No response.....9	
CQ21	Apart from your schoolwork, are there other books, newspapers or other things to read at your house?	No.....0 Yes.....1 Do not know/No response.....9	Skip to CQ23 Skip to CQ23
CQ22	If yes to Question 21, what language (s) are these books or other materials in? [Multiple responses are allowed]	Afar Af.....1 Afaan Oromoo.....2 Amharic3 Somali.....4 Other (specify).....5 Do not know/No response.....9	
CQ23	Who helps you most with your homework?	No one.....0 Mother.....1 Father.....2 Siblings.....3 Other relative.....4 Tutor.....5 Do not know/No response.....9	
CQ24	Does your mother read and write?	No.....0 Yes.....1 Do not know/No response.....9	

CQ25	Does your father read and write?	No.....0 Yes.....1 Do not know/No response.....9	
------	----------------------------------	--	--

Thank you, we are done! You have done a good job. Go back to your classroom, and please do not talk to other students about what we have done today.

Annex 18: Confidentiality, ethical pledge and conflict of interest statements

All baseline study team members have completed and signed a confidentiality agreement with the following statement:

I, the undersigned, shall exercise the utmost discretion with regard to my involvement in the work of the Office of Evaluation of the World Food Programme (WFP). I shall keep in strict confidence any information known to me by reason of my activities for the WFP Evaluation function at both central and decentralized levels. I shall not use such information for private gain, or to favour or prejudice any third party.

I understand that this declaration will remain in force after the completion of my involvement with the Office of Evaluation of WFP or any other WFP commissioning unit.

All baseline study team members have also completed and signed the UNEG Pledge of Ethical Conduct in Evaluation.

In addition, all baseline study team members have completed and signed a conflict of interest statement with the text below. No team members indicated any conflict of interest.

This Conflict of Interest statement covers the following evaluation:

- Baseline Study, USDA McGovern-Dole International Food for Education and Child Nutrition Program's Support in Afar and Oromia Regions of Ethiopia (2024-2029)

*I, the undersigned, _____, participant in the bid of **TANGO International, Inc.**, hereby represent, to the best of my knowledge, that:*

*I, _____, have no conflict of interest, as defined in WFP RFP reference number **HQ20NF465-LTA-14**, in connexion with the evaluations noted above;*

I, [full name] disclose the following situation that may give rise to a conflict of interest:

I understand that I have an ongoing obligation to disclose to WFP, without any delay, any situation that may constitute a conflict of interest.

I further understand that, without prejudice to any other rights or remedies, WFP reserves the right to verify the representation made above, along with any disclosed information.

Confidentiality Agreement

I, the undersigned, shall exercise the utmost discretion with regard to my involvement in the work of the Office of Evaluation of the World Food Programme (WFP). I shall keep in strict confidence any information known to me by reason of my activities for the WFP Evaluation Function at both central and decentralized levels. I shall not use such information for private gain, or to favour or prejudice any third party.

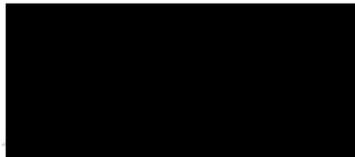
I understand that this declaration will remain in force after the completion of my involvement with the Office of Evaluation of WFP or any other WFP commissioning unit.

Name & Title: [Bruce Ravesloot](#)

Place: [Bangkok, Thailand](#)

Date: [28-Aug-2025](#)

Signature:



Confidentiality Agreement

I, the undersigned, shall exercise the utmost discretion with regard to my involvement in the work of the Office of Evaluation of the World Food Programme (WFP). I shall keep in strict confidence any information known to me by reason of my activities for the WFP Evaluation Function at both central and decentralized levels. I shall not use such information for private gain, or to favour or prejudice any third party.

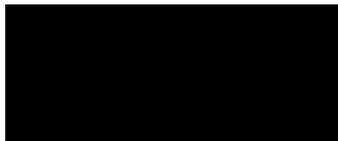
I understand that this declaration will remain in force after the completion of my involvement with the Office of Evaluation of WFP or any other WFP commissioning unit.

Name & Title: [Charles Meisch, Senior Research Associate.](#)

Place: [Tucson, Arizona](#)

Date: [27-Aug-2025](#)

Signature:



Confidentiality Agreement

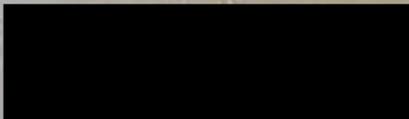
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I understand that this declaration will remain in force after the completion of my involvement with the Office of Evaluation of WFP or any other WFP commissioning unit.

Name & Title: Monica Mueller
Senior Technical Advisor

Place: Tucson, Arizona USA

Date: ~~05-Dec-2025~~ 8/12/2025

Signature: 

Confidentiality Agreement

I, the undersigned, shall exercise the utmost discretion with regard to my involvement in the work of the Office of Evaluation of the World Food Programme (WFP). I shall keep in strict confidence any information known to me by reason of my activities for the WFP Evaluation Function at both central and decentralized levels. I shall not use such information for private gain, or to favour or prejudice any third party.

I understand that this declaration will remain in force after the completion of my involvement with the Office of Evaluation of WFP or any other WFP commissioning unit.

Name & Title: *Reece Branham, Research Associate*

Place: *Phoenix, AZ, USA*

Date: *26-Aug-2025*

Signature:

Reece Branham

Confidentiality Agreement

I, the undersigned, shall exercise the utmost discretion with regard to my involvement in the work of the Office of Evaluation of the World Food Programme (WFP). I shall keep in strict confidence any information known to me by reason of my activities for the WFP Evaluation Function at both central and decentralized levels. I shall not use such information for private gain, or to favour or prejudice any third party.

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Name & Title:

Place:

Date:

Signature:

AKM
TOWFIQUE
AZIZ

AKM TOWFIQUE
AZIZ
2025.06.25
14:27:55 -04'00'

Confidentiality Agreement

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I understand that this declaration will remain in force after the completion of my involvement with the Office of Evaluation of WFP or any other WFP commissioning unit.

Name & Title: [Tripura Talagadadevi, Research Associate](#)

Place: [Seattle, WA](#)

Date: [27-Aug-2025](#)

Signature: [Tripura Talagadadevi](#) Digitally signed by Tripura Talagadadevi
Date: 2025.08.28 12:46:22 -07'00'

Confidentiality Agreement

I, the undersigned, shall exercise the utmost discretion with regard to my involvement in the work of the Office of Evaluation of the World Food Programme (WFP). I shall keep in strict confidence any information known to me by reason of my activities for the WFP Evaluation Function at both central and decentralized levels. I shall not use such information for private gain, or to favour or prejudice any third party.

I understand that this declaration will remain in force after the completion of my involvement with the Office of Evaluation of WFP or any other WFP commissioning unit.

Name & Title: [Padraic Finan Research Associate](#)

Place: [TANGO International](#)

Date: [27-Aug-2025](#)

Signature:  Digitally signed
by Padraic Finan
Date: 2025.08.27
12:29:30 -05'00'

Confidentiality Agreement

I, the undersigned, shall exercise the utmost discretion with regard to my involvement in the work of the Office of Evaluation of the World Food Programme (WFP). I shall keep in strict confidence any information known to me by reason of my activities for the WFP Evaluation Function at both central and decentralized levels. I shall not use such information for private gain, or to favour or prejudice any third party.

I understand that this declaration will remain in force after the completion of my involvement with the Office of Evaluation of WFP or any other WFP commissioning unit.

Name & Title: [Padraic Finan Research Associate](#)

Place: [TANGO International](#)

Date: [27-Aug-2025](#)

Signature: [\[Redacted Signature\]](#)

A large black rectangular redaction box covers the signature area. Above the box, there are faint blue lines and a small blue mark, possibly remnants of a signature or a stamp.

CONFLICT OF INTEREST STATEMENT

This Conflict of Interest statement covers the following evaluation:

- **Baseline Study for the USDA McGovern-Dole International Food for Education and Child Nutrition Program's Support in Afar and Oromia Regions of Ethiopia (2024-2029)**

I, the undersigned, Bruce Ravesloot, participant in the bid of **TANGO International, Inc.**, hereby represent, to the best of my knowledge, that:

I, Bruce Ravesloot, have no conflict of interest, as defined in WFP RFP reference number **HQ20NF465-LTA-14**, in connexion with the evaluations noted above:

I, [full name] disclose the following situation that may give rise to a conflict of interest:

I understand that I have an ongoing obligation to disclose to WFP, without any delay, any situation that may constitute a conflict of interest.

I further understand that, without prejudice to any other rights or remedies, WFP reserves the right to verify the representation made above, along with any disclosed information.

Company seal: no seal

Staff signature:



Date: 8/27/2025

CONFLICT OF INTEREST STATEMENT

This Conflict of Interest statement covers the following evaluation:

- **Baseline Study for the USDA McGovern-Dole International Food for Education and Child Nutrition Program's Support in Afar and Oromia Regions of Ethiopia (2024-2029)**

I, the undersigned, Hannah Barber, participant in the bid of **TANGO International, Inc.**, hereby represent, to the best of my knowledge, that:

I, Hannah Barber, have no conflict of interest, as defined in WFP RFP reference number **HQ20NF465-LTA-14**, in connexion with the evaluations noted above;

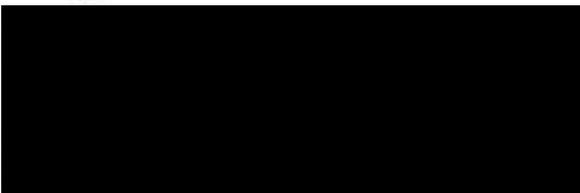
I, [full name] disclose the following situation that may give rise to a conflict of interest:

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Company seal: no seal

Staff signature:



Date: August 27, 2025

CONFLICT OF INTEREST STATEMENT

This Conflict of Interest statement covers the following evaluation:

- **Baseline Study for the USDA McGovern-Dole International Food for Education and Child Nutrition Program's Support in Afar and Oromia Regions of Ethiopia (2024-2029)**

I, the undersigned, Charles Meisch, participant in the bid of **TANGO International, Inc.**, hereby represent, to the best of my knowledge, that:

I, Charles Meisch, have no conflict of interest, as defined in WFP RFP reference number **HQ20NF465-LTA-14**, in connexion with the evaluations noted above;

I, [full name] disclose the following situation that may give rise to a conflict of interest:

I understand that I have an ongoing obligation to disclose to WFP, without any delay, any situation that may constitute a conflict of interest.

I further understand that, without prejudice to any other rights or remedies, WFP reserves the right to verify the representation made above, along with any disclosed information.

Company seal: no seal

Staff signature: 

Date: 27/08/2025

CONFLICT OF INTEREST STATEMENT

This Conflict of Interest statement covers the following evaluation:

- Baseline Study for the USDA McGovern-Dole International Food for Education and Child Nutrition Program's Support in Afar and Oromia Regions of Ethiopia (2024-2029)

I, the undersigned, Monica Mueller, participant in the bid of **TANGO International, Inc.**, hereby represent, to the best of my knowledge, that:

I, Monica Mueller, have no conflict of interest, as defined in WFP RFP reference number **HQ20NF465-LTA-14**, in connexion with the evaluations noted above;

I, [full name] disclose the following situation that may give rise to a conflict of interest:

I understand that I have an ongoing obligation to disclose to WFP, without any delay, any situation that may constitute a conflict of interest.

I further understand that, without prejudice to any other rights or remedies, WFP reserves the right to verify the representation made above, along with any disclosed information.

Company seal: no seal

Staff signature: 

Date: August 27, 2025

CONFLICT OF INTEREST STATEMENT

This Conflict of Interest statement covers the following evaluation:

- **Baseline Study for the USDA McGovern-Dole International Food for Education and Child Nutrition Program's Support in Afar and Oromia Regions of Ethiopia (2024-2029)**

I, the undersigned, Reece Branham, participant in the bid of **TANGO International, Inc.**, hereby represent, to the best of my knowledge, that:

I, Reece Branham, have no conflict of interest, as defined in WFP RFP reference number **HQ20NF465-LTA-14**, in connexion with the evaluations noted above;

I, [full name] disclose the following situation that may give rise to a conflict of interest:

I understand that I have an ongoing obligation to disclose to WFP, without any delay, any situation that may constitute a conflict of interest.

I further understand that, without prejudice to any other rights or remedies, WFP reserves the right to verify the representation made above, along with any disclosed information.

Company seal: no seal

Staff signature: *Reece Branham*

Date: 26 August, 2025

CONFLICT OF INTEREST STATEMENT

This Conflict of Interest statement covers the following evaluation:

- **Baseline Study for the USDA McGovern-Dole International Food for Education and Child Nutrition Program's Support in Afar and Oromia Regions of Ethiopia (2024-2029)**

I, the undersigned, Tripura Talagadadeevi, participant in the bid of **TANGO International, Inc.**, hereby represent, to the best of my knowledge, that:

I, Tripura Talagadadeevi, have no conflict of interest, as defined in WFP **RFP reference number HQ20NF465-LTA-14**, in connexion with the evaluations noted above;

I, [full name] disclose the following situation that may give rise to a conflict of interest:

I understand that I have an ongoing obligation to disclose to WFP, without any delay, any situation that may constitute a conflict of interest.

I further understand that, without prejudice to any other rights or remedies, WFP reserves the right to verify the representation made above, along with any disclosed information.

Company seal: no seal

Staff signature: Tripura Talagadadeevi

Date: 08/27/2025

CONFLICT OF INTEREST STATEMENT

This Conflict of Interest statement covers the following evaluation:

- **Baseline Study for the USDA McGovern-Dole International Food for Education and Child Nutrition Program's Support in Afar and Oromia Regions of Ethiopia (2024-2029)**

I, the undersigned, **AKM Towfique Aziz**, participant in the bid of **TANGO International, Inc.**, hereby represent, to the best of my knowledge, that:

I, **AKM Towfique Aziz**, have no conflict of interest, as defined in WFP RFP reference number **HQ20NF465-LTA-14**, in connexion with the evaluations noted above;

I, [full name] disclose the following situation that may give rise to a conflict of interest:

I understand that I have an ongoing obligation to disclose to WFP, without any delay, any situation that may constitute a conflict of interest.

I further understand that, without prejudice to any other rights or remedies, WFP reserves the right to verify the representation made above, along with any disclosed information.

Company seal: no seal

Staff signature: 

Date: August 27, 2025

CONFLICT OF INTEREST STATEMENT

This Conflict of Interest statement covers the following evaluation:

- Baseline Study for the USDA McGovern-Dole International Food for Education and Child Nutrition Program's Support in Afar and Oromia Regions of Ethiopia (2024-2029)

I, the undersigned, Padraic Finan, participant in the bid of **TANGO International, Inc.**, hereby represent, to the best of my knowledge, that:

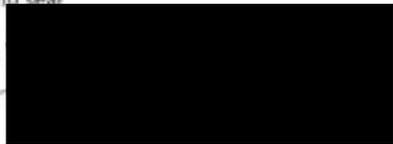
I, Padraic Finan, have no conflict of interest, as defined in WFP RFP reference number **HQ20NF465-LTA-14**, in connexion with the evaluations noted above;

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Company seal: no seal

Staff signature: 

Date: 08/27/2025

CONFLICT OF INTEREST STATEMENT

This Conflict of Interest statement covers the following evaluation:

- **Baseline Study for the USDA McGovern-Dole International Food for Education and Child Nutrition Program's Support in Afar and Oromia Regions of Ethiopia (2024-2029)**

I, the undersigned, Dawit Mekonnen Mihiretie, participant in the bid of **TANGO International, Inc.**, hereby represent, to the best of my knowledge, that:

I, Dawit Mekonnen Mihiretie, have no conflict of interest, as defined in WFP RFP reference number **HQ20NF465-LTA-14**, in connexion with the evaluations noted above;

I, [full name] disclose the following situation that may give rise to a conflict of interest:

I understand that I have an ongoing obligation to disclose to WFP, without any delay, any situation that may constitute a conflict of interest.

I further understand that, without prejudice to any other rights or remedies, WFP reserves the right to verify the representation made above, along with any disclosed information.

Company seal: no seal

Staff signature: Dawit Mekonnen Mihiretie

A black rectangular box redacting the signature of Dawit Mekonnen Mihiretie.

Date: 27/8/2025



PLEDGE OF ETHICAL CONDUCT IN EVALUATION

By signing this pledge, I hereby commit to discussing and applying the UNEG Ethical Guidelines for Evaluation and to adopting the associated ethical behaviours.



INTEGRITY

I will actively adhere to the moral values and professional standards of evaluation practice as outlined in the UNEG Ethical Guidelines for Evaluation and following the values of the United Nations. Specifically, I will be:

- **Honest and truthful** in my communication and actions.
- **Professional**, engaging in credible and trustworthy behaviour, alongside competence, commitment and ongoing reflective practice.
- **Independent, impartial and incorruptible**.



ACCOUNTABILITY

I will be answerable for all decisions made and actions taken and responsible for honouring commitments, without qualification or exception; I will report potential or actual harms observed. Specifically, I will be:

- **Transparent regarding evaluation** purpose and actions taken, establishing trust and increasing accountability for performance to the public, particularly those populations affected by the evaluation.
- **Responsive** as questions or events arise, adapting plans as required and referring to appropriate channels where corruption, fraud, sexual exploitation or abuse or other misconduct or waste of resources is identified.
- **Responsible** for meeting the evaluation purpose and for actions taken and for ensuring redress and recognition as needed.



RESPECT

I will engage with all stakeholders of an evaluation in a way that honours their dignity, well-being, personal agency and characteristics. Specifically, I will ensure:

- **Access** to the evaluation process and products by all relevant stakeholders – whether powerless or powerful – with due attention to factors that could impede access such as sex, gender, race, language, country of origin, LGBTQ status, age, background, religion, ethnicity and ability.
- **Meaningful participation and equitable treatment** of all relevant stakeholders in the evaluation processes, from design to dissemination. This includes engaging various stakeholders, particularly affected people, so they can actively inform the evaluation approach and products rather than being solely a subject of data collection.
- **Fair representation** of different voices and perspectives in evaluation products (reports, webinars, etc.).



BENEFICENCE

I will strive to do good for people and planet while minimizing harm arising from evaluation as an intervention. Specifically, I will ensure:

- **Explicit and ongoing consideration** of risks and benefits from evaluation processes.
- **Maximum benefits** at systemic (including environmental), organizational and programmatic levels.
- **No harm**. I will not proceed where harm cannot be mitigated.
- **Evaluation makes an overall positive contribution** to human and natural systems and the mission of the United Nations.

I commit to playing my part in ensuring that evaluations are conducted according to the Charter of the United Nations and the ethical requirements laid down above and contained within the UNEG Ethical Guidelines for Evaluation. When this is not possible, I will report the situation to my supervisor, designated focal points or channels and will actively seek an appropriate response.

Evaluation Baseline Study, USDA McGovern-Dole International Food for Education and Child Nutrition Program's Support in Afar and Oromia Regions of Ethiopia (2024-2029)

Date 28-Aug-2025

Signature



Name Bruce Ravesloot



ETHICAL GUIDELINES FOR EVALUATION
PLEDGE OF ETHICAL CONDUCT IN EVALUATION



By signing this pledge, I hereby commit to discussing and applying the UNEG Ethical Guidelines for Evaluation and to adopting the associated ethical behaviours.



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Evaluation Baseline Study, USDA McGovern-Dole International Food for Education and Child Nutrition Program's Support in Afar and Oromia Regions of Ethiopia (2024-2029)

Date 27-Aug-2025

Name Hannah Barber

Signature

Hannah Barber Digitally signed by Hannah Barber
 Date: 2025.08.27 11:01:45 -05'00'



PLEDGE OF ETHICAL CONDUCT IN EVALUATION

By signing this pledge, I hereby commit to discussing and applying the UNEG Ethical Guidelines for Evaluation and to adopting the associated ethical behaviours.



INTEGRITY

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Evaluation [Baseline Study, USDA McGovern-Dole International Food for Education and Child Nutrition Program's Support in Afar and Oromia Regions of Ethiopia \(2024-2029\)](#)

Date 27-Aug-2025

Signature



Name Charles Meisch



ETHICAL GUIDELINES FOR EVALUATION
PLEDGE OF ETHICAL CONDUCT IN EVALUATION



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Evaluation Baseline Study, USDA McGovern-Dole International Food for Education and Child Nutrition Program's Support in Afar and Oromia Regions of Ethiopia (2024-2029)

Date 27-Aug-2025

Name Monica Mueller

Signature

Digitally signed
 by Monica
 Mueller
 Date: 2025.08.27
 11:35:45 -07'00'



PLEDGE OF ETHICAL CONDUCT IN EVALUATION

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INTEGRITY

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Evaluation Baseline Study, USDA McGovern-Dole International Food for Education and Child Nutrition Program's Support in Afar and Oromia Regions of Ethiopia (2024-2029)

Date 26-Aug-2025

Signature *Raece Branham*

Name Raece Branham



PLEDGE OF ETHICAL CONDUCT IN EVALUATION

By signing this pledge, I hereby commit to discussing and applying the UNEG Ethical Guidelines for Evaluation and to adopting the associated ethical behaviours.



INTEGRITY

I will actively adhere to the moral values and professional standards of evaluation practice as outlined in the UNEG Ethical Guidelines for Evaluation and following the values of the United Nations. Specifically, I will be:

- **Honest and truthful** in my communication and actions.
- **Professional**, engaging in credible and trustworthy behaviour, alongside competence, commitment and ongoing reflective practice.
- **Independent, impartial and incorruptible**.



ACCOUNTABILITY

I will be answerable for all decisions made and actions taken and responsible for honouring commitments, without qualification or exception; I will report potential or actual harms observed. Specifically, I will be:

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- **Responsive** as questions or events arise, adapting plans as required and referring to appropriate channels where corruption, fraud, sexual exploitation or abuse or other misconduct or waste of resources is identified.
- **Responsible** for meeting the evaluation purpose and for actions taken and for ensuring redress and recognition as needed.



RESPECT

I will engage with all stakeholders of an evaluation in a way that honours their dignity, well-being, personal agency and characteristics. Specifically, I will ensure:

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- **Fair representation** of different voices and perspectives in evaluation products (reports, webinars, etc.).



BENEFICENCE

I will strive to do good for people and planet while minimizing harm arising from evaluation as an intervention. Specifically, I will ensure:

- **Explicit and ongoing consideration of risks and benefits** from evaluation processes.
- **Maximum benefits** at systemic (including environmental), organizational and programmatic levels.
- **No harm**. I will not proceed where harm cannot be mitigated.
- **Evaluation makes an overall positive contribution** to human and natural systems and the mission of the United Nations.

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Evaluation Baseline Study, USDA McGovern-Dole International Food for Education and Child Nutrition Program's Support in Afar and Oromia Regions of Ethiopia (2024-2029)

Date August 27, 2025

Signature

Name AKM Toufique Aziz .



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Name

Tripura
Talagadadevi
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Date: 2025.08.28 12:44:26 -07'00'



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Date 27-Aug-2025

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Padraic Finan
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Date: 2025.08.27 12:25:49 -05'00'

Name Padraic Finan



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Evaluation **Baseline Study, USDA McGovern-Dole International Food for Education and Child Nutrition Program's Support in Afar and Oromia Regions of Ethiopia (2024-2029)**

Date **27-Aug-2025**

Signature



Name **Padraic Finan**

Acronyms

ACRWC	African Charter on the Rights and Welfare of the Child
CCS	Country capacity strengthening
CFM	Community Feedback Mechanism or Complaint and Feedback Mechanism
CFSVA	Comprehensive Food Security and Vulnerability Analysis
CO	Country Office
CRC	Convention on the Rights of the Child
DAC	Development Assistance Commission
DEO	District Education Officer
DEQAS	Decentralized Evaluation Quality Assurance System
DiD	Difference-in-difference
EGRA	Early Grade Reading Assessment
ERG	Evaluation Reference Group
FY	Fiscal Year
GDP	Gross Domestic Product
HGSF	Home Grown School Feeding
HQ	Headquarters
LRP	Local and Regional Procurement
MRV	Monitoring, Reporting, and Verification
NAR	Net Attendance Rate
NORAD	Norwegian Agency for Development Cooperation
ODK	Open Data Kit
OECD-DAC	Organisation for Economic Co-operation and Development – Development Assistance Committee
OEV	(WFP) Office of Evaluation
PII	Personally Identifiable Information
PPGS	School Meals and Social Protection Service
PPS	Probability-proportional-to-size
PSR	Pupil-Section Ratio
PTR	Pupil-Teacher Ratio
RO NAIROBI	(WFP) Regional Office Nairobi
SEO	Sector Education Officers
SFP	School feeding projectNational School Feeding Project
SHN	School Health and Nutrition
SI	Survey Instrument
SMC	School Meals Coalition
SNNPR	Southern Nations, Nationalities and Peoples
SO	Strategic Objective
SUN	Scaled Up Nutrition
THR	Take home ration
TOC	Theory of Change
TOR	Terms of Reference
TWG	Technical Working Group
UNCT	United Nations Country Team
UNEG	United Nations Evaluation Group
UNFPA	United Nations Population Fund
UNICEF	United National Children’s Fund
USDA	United States Department of Agriculture
WASH	Water, Sanitation and Hygiene
WFP	World Food Programme

Ethiopia Country Office

<https://www.wfp.org/countries/ethiopia>

World Food Programme

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