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Decentralized Evaluation

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

Baseline Inception Report

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Ethiopia Country Office

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**World Food
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Full responsibility for this Inception Report remains with the authors, and the views it contains should not be attributed to WFP or USDA.

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Calendars

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

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

1. Introduction

Evaluation overview

1. The World Food Programme (WFP) in Ethiopia is implementing a five-year school feeding project funded by the McGovern-Dole (MGD) programme of the United States Department of Agriculture (USDA). The project, with a total budget of USD 28 million, focuses on Afar Region and two Zones of Oromia Region (Borana and East Hararghe) – see Map 1 below. The project is to provide school meals for primary schools (Grades 1–8), and also for pre-primary children on the same sites. The project aims to feed 200,000 children from 450 schools in Year 1, tapering down to 134,500 children from 348 schools in Year 5. In Afar, take home rations (THR) will be provided for girls in grades 5 and 6 and boys in Grade 6. Various support activities will promote literacy, health, nutrition and capacity strengthening. (For a fuller description of the project see Section 3 below.) Under the Grant Agreement with USDA, WFP is required to conduct baseline and endline evaluations of the project as well as a mid-term review and, after a competitive selection process, has contracted Mokoro Ltd to undertake the baseline and endline evaluations responding to the Terms of Reference (TOR) reproduced at Annex A. The project was originally due to commence in 2019. The project agreement between USDA and WFP was dated 27 September 2019, and amended in December 2019 (USDA & WFP, 2019) but commencement of school feeding was delayed by school closures on account of the Covid-19 pandemic (see ¶45–48 below).

Evaluation purpose and objectives¹

2. The TOR specify that the baseline and endline evaluations will serve the dual and mutually reinforcing objectives of accountability and learning (TOR ¶4). For **accountability**, "The evaluation will assess and report on the performance and results of the programme to help WFP to present high quality and credible evidence to its donors." For **learning**: "The evaluation will determine the reasons why certain results occurred or not, to draw lessons, derive good practices and pointers for learning. It will provide evidence to inform operational and strategic decision-making. It will contribute to USDA's learning agenda."

3. The **baseline study** is described as follows:

"The baseline will provide a situational analysis at the start of the activities confirming indicators and establishing baseline values and targets for all performance indicators. The baseline will lay the foundation for regular ongoing process monitoring to measure activity outputs and performance indicators for lower-level results. This will enable assessment of progress on implementation, to assess any early signs of effectiveness and to document any lessons learned."(TOR, ¶2)

"To date, a comprehensive [gender] analysis has not been undertaken for the programme and should be addressed as part of the baseline." (TOR, ¶6)

"As part of the inception phase prior to baseline data collection, the results should be assessed from an evaluation perspective. If appropriate and need arise, the baseline results will be used to inform revision of project targets." (TOR ¶24)

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

4. The **endline evaluation** (in 2023) will include a follow-up to the baseline survey:

"A final activity evaluation will be conducted to provide an evidence-based, independent assessment of performance of the programme, the project's success for accountability, and to generate lessons learned."(TOR, ¶2)

"The final evaluation will assess areas of project design, implementation, management, lessons learned and replicability. It will seek to provide lessons learned and recommendations for USDA, program participants and other key stakeholders for future food assistance and capacity building programs." (TOR, ¶19)

¹ Although the TOR focus only on the baseline and the final evaluation, it is clear from the programme's Evaluation Plan (WFP, 2020a) that the mid-term review (MTR) is also integral to the M&E strategy (see Box 12 in Annex E for the specifications of the MTR).

Role of Inception Report (IR)

Purpose and users of the IR

5. The purpose of this IR is to provide a detailed methodology and work plan for the baseline evaluation. It is a working document for the evaluation team. Once approved, the IR will form the agreement between the Evaluation Manager (EM) and the Evaluation Team (ET) on how the baseline phase of the evaluation will be carried out. This report thus provides information on the context, the subject of the evaluation, its stakeholders, the approach and methodology that will be used for the evaluation, and how the evaluation will be organized. It includes details on the data collection instruments, scheduling and reporting, as well as anticipated risks and how they will be addressed.
6. The IR is a staging post for the baseline report and particularly sets out a detailed approach for the baseline survey and associated field work. The baseline report itself will build on the preliminary analysis in this IR and, informed by the baseline findings, will provide a more fully developed methodology for the final evaluation.
7. The primary users of this IR are stakeholders directly involved in carrying out the programme.² In addition to the ET itself, these include WFP Ethiopia and its main implementing partner, Ethiopia's federal Ministry of Education (MoE), together with the Regional Education Bureaus (REBs) for Afar and Oromia Regions. The evaluation is also of direct interest to USDA, to WFP headquarters (the Office of Evaluation and the School Based Programmes division) and to WFP's Regional Bureau in Nairobi (RBN), which provides oversight and support to the Ethiopia Country Office (CO). A number of other organisations represented on the evaluation reference group (ERG) also have a direct interest in this report. A full stakeholder analysis is provided in Annex G, which also gives the membership of the ERG.

Preparation of the IR

8. The preparation of the IR has been affected by the Covid-19 pandemic in two main ways: (a) restrictions on travel and on meetings within Ethiopia have meant that the inception process, including meetings with stakeholders, has had to be conducted remotely (and it was further protracted by periods of interruption to internet connections with Ethiopia); (b) schools were closed for most of 2020, preventing the commencement of the MGD programme and meaning that the baseline survey could not be undertaken before early 2021.
9. Mokoro signed the contract for this assignment on 10 June, 2020, and the evaluation team (ET) mobilised in July. The ET comprises a UK-based team leader, survey specialist/evaluator and researcher, and Ethiopia-based survey coordinator, survey statistician and qualitative lead.³ The virtual inception mission commenced on 7 August with a meeting with key school feeding and monitoring and evaluation (M&E) staff, with the final inception phase interview taking place on 18 November. Interviewees included the State Minister of Education and various officials of the federal Ministry of Education (MoE) and the Regional Bureaus of Education for Afar and Oromia – see the full list of people consulted at Annex C. The Evaluation Team conducted a virtual debrief with the Evaluation Reference Group on 17 November. A draft Inception Report was dated 29 January 2021, and this final draft takes account of comments received from the Decentralised Evaluation Quality Assurance System and members of the Evaluation Reference Group (ERG).⁴
10. Baseline data collection will commence in March 2021 with the training of enumerators and administration of a survey across a carefully selected sample of schools in Afar and the two zones of Oromia. This process will take approximately three weeks, and the survey will be complemented by additional field visits by the Qualitative Lead. After data collection, the Evaluation Team will undertake data encoding, cleaning and analysis, followed by drafting of the Baseline Report. The first draft of the

² The users of the eventual evaluation report and its findings and recommendation will be a broader group – see stakeholder analysis in Annex G.

³ For team details see Section 6.1 and Annex Q.

⁴ See Table 6 in Section 6.2 below for the detailed baseline phase timetable.

Baseline Report is due to be submitted 06 May, 2021. Following review and revisions, the final Baseline Report is due for submission 04 June.⁵

2. Context

Country context⁶

11. Ethiopia has a highly diverse population of 102 million people: 49.8 percent are women and girls and 50.2 percent men and boys. Annual population growth is 2.6 percent. About 42 percent of Ethiopians are under 15 years of age.⁷ Eighty-three percent live in rural areas and depend on rain-fed agriculture for their livelihoods. There are also significant pastoralist populations, who tend to be poorer, and more vulnerable to climate-related shocks, as well as lagging in access to education and other services. The largest pastoralist populations are in Afar and Somali Regions, and in parts of Oromia.

12. Ethiopia is a federal state, in which Regions (and the two designated city administrations of Addis Ababa, the capital, and Dire Dawa) have considerable autonomy in service delivery, within the framework of federal policies and strategies. Regional administrations are further decentralised to Zone and woreda (district) level.

Government policy and priorities

13. National policy priorities are set out in a new ten-year perspective plan (for July 2020–June 2030) which represents the Government’s long-term vision for development as Ethiopia moves towards middle-income status. Eight broad priority areas have been identified: macroeconomic reform, structural transformation, industry, infrastructure, energy, human development, urban development and housing, and population. The plan details six thematic pillars guiding investment: quality growth, productivity and competitiveness, sustainable macroeconomic growth, green growth and climate change, institutional transformation, and private sector development and engagement. Nine priority sectors have been identified: agriculture, manufacturing, tourism, minerals, urban development, innovation and technology, infrastructure, energy, and logistics.

14. A three-year Home Grown Economic Reform (HGER) is an essential element of the Government’s long-term vision and has the aim of providing an enabling environment for establishing the private sector as the engine of economic growth for a middle-income economy that is inclusive and pro-poor. The HGER builds on the significant socioeconomic progress that Ethiopia has registered in the past while also addressing the persistent gaps in development outcomes and access to social services in comparison with benchmarks from other lower-middle-income countries. The HGER is the guiding framework for design and implementation of the United Nations Sustainable Development Cooperation Framework.

15. Ethiopia has had a strong track record of economic growth and improvements in social indicators, but there has been political and social turbulence in recent years. A change of leadership in early 2018 was accompanied by reforms in the political sphere, security institutions and the economy which met with broad popular support, but long-suppressed ethnic differences are being expressed, often violently, leading to rising tensions, mass population displacements and serious humanitarian crises that are stretching the resources and capacities of the Government and its partners. Long-standing and widespread vulnerability to a range of shocks is high. In 2020, 1.8 million Ethiopians (50.1 percent of whom are women and girls and 49.9 percent men and boys) are internally displaced as a result of conflict, drought and flooding, and 1 million returning internally displaced persons require humanitarian assistance. In the second half of 2020 there was armed conflict between the federal government and the ruling party of Tigray Region, which has a long border with Afar.

⁵ See revised timetable at Table 6.

⁶ This section draws heavily on the summary in WFP’s Country Strategic Plan 2020-2025 (WFP, 2020b), which provides full citations for the data quoted.

⁷ Population estimates for 2020 from Central Statistical Agency. 2013. *Population projections for Ethiopia, 2007–2037*. <http://www.csa.gov.et/census-report/population-projections>.

Economy and poverty

16. Ethiopia has invested heavily in infrastructure, agriculture, education, health, disaster risk management and safety nets. These investments have led to significant progress in economic and social development including increased life expectancy, reductions in income poverty and malnutrition, increased school enrolments and expanded access to health services, fresh water and improved sanitation.

17. Despite these gains, however, major challenges remain. Eighty-seven percent of the population is “multi-dimensionally poor”, suffering from some combination of food insecurity, insufficient access to adequate education and health services and inadequate employment opportunities. These challenges are experienced differently among different population groups owing to gender and other systemic inequalities. In particular, pastoral and lowland areas, mainly in the regions of Afar, Oromia and Somali, lag behind on nearly all social indicators. See Annex H and ¶28–31 below for discussions of the gender inequalities in the MGD programme areas and how the regions rank on key social indicators.

Progress towards SDG 17 (Partnerships to achieve the Goals)

18. **Capacity strengthening.** Government leadership and ownership of Ethiopia’s development and humanitarian agenda is strong, but execution and implementation of policy directives are limited by capacity constraints. A common country analysis by the United Nations in 2019 identified major gaps in monitoring and evaluation, collection and analysis of disaggregated data, and accountability mechanisms.

19. **Diversified resourcing.** Ethiopia is a major recipient of humanitarian and development assistance (see Box 1 below). Following adoption of the Addis Ababa Action Agenda of 2015, the Government has been working to increase national capacities in the mobilization and effective utilization of domestic resources. However, tax revenue as a proportion of gross domestic product fell from 12.7 percent in 2014/15 to 10.7 percent in 2017/18, while the budget deficit as a proportion of gross domestic product increased from 1.9 percent to 3 percent over the same period. Revenue collection remains low compared with the revenue generating potential of the economy and the total demand for government expenditure. Reforms foreseen in the Ten-Year Perspective Plan (2020–2030) and the HGER aim to redress this imbalance, but neither document anticipated the serious economic and financial effects of the Covid-19 pandemic.

Box 1 International aid flows to Ethiopia

Ethiopia is a major recipient of humanitarian aid and development assistance. According to the 2020 Global Humanitarian Overview, the country received USD 646.6m in humanitarian funding in 2019 (83.8 percent of requirements), and its 2020 funding needs were USD 973m (up 26 percent), with 8.9m people in need of humanitarian assistance (UNOCHA, 2020). OECD-DAC lists Ethiopia as the sixth largest beneficiary of overseas development assistance for the 2017-18 year, receiving USD 4.93bn in net Official Development Assistance (ODA) in 2018 (5.9 percent of GNI;⁸ USD 45.14 per capita⁹). In that period, Ethiopia’s principal OECD-DAC donors were the International Development Association/World Bank (USD 1.62bn), the United States (USD 927m), and the United Kingdom (USD 413m). 34 percent of that aid went to the humanitarian sector, 17 percent to health and population, and 12 percent to production. The education sector received 6 percent.⁸ Ethiopia also receives substantial resources from China, with 1,294 Chinese investment projects licensed in Ethiopia in FY 2017-18 (25 percent of total investment licenses approved for that period).¹⁰

Progress towards SDG 2 (Zero Hunger)

20. Addressing **food insecurity** remains a major challenge. Thirty-one percent of households (more than 30 million people) have inadequate energy intake (<2,550 kcal per adult-equivalent per day), with

⁸ <http://www.oecd.org/dac/financing-sustainable-development/development-finance-data/aid-at-a-glance.htm>

⁹ <https://data.worldbank.org/indicator/DY.OA.OAAT.PC.ZS?locations=ET>

¹⁰ http://www.xinhuanet.com/english/2018-08/31/c_137434265.htm

figures of 24 percent in urban areas and 33 percent in rural areas (WFP & CSA, 2019). Since 2005, an average of 14 million people have required food assistance every year under the government-led Productive Safety Net Programme (PSNP)¹¹ and the Government/United Nations humanitarian response plan (HRP). The PSNP currently targets 8 million chronically food-insecure people (49.5 percent of whom are women and girls). In 2020, at least 7 million people will be targeted for relief food assistance, including people affected by climate-related shocks and forced displacement. About 600,000 schoolchildren – mainly internally displaced and returning internally displaced persons and with equal numbers of boys and girls – will be targeted for humanitarian assistance through emergency school feeding. Refugees face persistent challenges in obtaining sufficient food, with levels of vulnerability and risk exposure varying according to gender, age, disability status and other factors.

21. Afar Region is exceptionally vulnerable to chronic food insecurity. According to a UNICEF situation analysis, UNOCHA puts Afar fourth among Ethiopia's Regions in terms of most repeated recipients of food relief. The food security situation in Afar is reflected in the high incidence of child malnutrition: 43 percent of children under 5 are stunted compared to the national average of 37 percent, and 32 percent are underweight (the highest prevalence in Ethiopia) compared with 21 percent at national level. The region was severely affected by the El Niño-induced drought from 2016–18, during which time numbers of people living in conditions of food insecurity greatly increased. In Afar in 2014, 66 percent of rural households were in the PSNP compared to 11 percent at the national level, which was the highest coverage rate in the country. (UNICEF, n.d. (a))

22. Data are less readily available broken down to zone level, but both Borana Zone and East Hararghe Zone were chosen for inclusion in the MGD programme because they too are dominated by pastoralism and share the same food insecurity characteristics as Afar.

23. **Agricultural productivity and incomes of small-scale food producers.** Ethiopia's cultivated area has increased by 27 percent since 2004 but production growth has not matched burgeoning demand. Cereal yields grew impressively from 1 mt per hectare in 1995 to 2.5 mt in 2015, but the population grew by 77 percent over the same period. Production is highly susceptible to climate shocks, especially increasingly frequent droughts, mainly in pastoral lowlands. Investments in small-scale irrigation systems and mechanization, and access to finance and credit in rural areas are increasing but remain limited, especially for women (see ¶¶26–33 below).

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

25. The WFP Country Strategic Plan identifies underlying factors related to other SDGs that inhibit progress towards SDG 2– see Box 2.

Box 2 Underlying factors inhibiting progress on SDG 2

Chronic poverty (SDG 1). Poverty rates are falling but remain high and poverty is widespread, limiting the scope for market-based approaches to tackling hunger. One in four households fall below the poverty line, making them vulnerable to seasonal climate shocks and food insecurity. Poverty rates are highest in the pastoral lowlands.

Low level and quality of education (SDG 4). Net primary school enrolment is increasing, but 2.5 million children do not attend school. Primary education dropout rates are high and rising, while progression through and graduation from the primary education cycle remain low, with only 58 percent of children completing a full eight years of schooling.

Gender inequality (SDG 5). Ethiopia is a predominantly patriarchal society, especially in rural areas where barriers to gender equality and women's empowerment are deep-rooted. Gender inequalities limit access to education, employment and health services for women and girls. Poor women who lack resources and assets are more

¹¹ The PSNP is supported by several donors. The donor working group in 2019 comprised the United Kingdom Department of International Development, the European Union, the Government of Ireland, UNICEF, the United States Agency for International Development, the World Bank and WFP.

vulnerable to the impact of shocks.

Availability and sustainable management of water (SDG 6). More than 40 million Ethiopians lack access to a safe and adequate water supply, limiting their production possibilities and lowering their quality of life, with implications for the unpaid care and domestic work carried out by women and girls, especially in drought-prone areas.³⁰

Rapid population growth and urbanization (SDGs 11 and 8). Ethiopia's population is projected to be 126 million people by 2030, 45 percent of whom will be between 15 and 29 years of age and 27 percent of whom will live in urban settings.

Climate change and climate shocks (SDG 13). A moderate drought in Ethiopia reduces growth in agricultural incomes by 15 percent and increases the prevalence of poverty by 13.5 percent, damaging pastoralist livelihoods in particular, disproportionately affecting women and often resulting in conflict.

Conflict and insecurity (SDG 16). Insecurity and food insecurity are closely intertwined in Ethiopia. In 2018, more than 2 million people were displaced by conflict and required life-saving food assistance.

Capacity gaps in national systems for delivering services (SDG 17). Government institutions at the federal and regional levels face major challenges in the identification and retention of qualified and diverse staff, planning systems for operations and supply chains, information management and efficient resource allocation

Source: WFP, 2020b, p8-9.

Gender dimensions

26. Ethiopia has progressive gender laws and policies and is undergoing renewed political commitment to ensure gender equality, with the government taking significant strides in addressing gender inequality in its structure by appointing a gender-balanced cabinet for the first time in the history of the country. Also, for the first time Ethiopia now has women as the country's president and president of the Federal Supreme Court. However, despite the country's constitutional guarantees for gender equality and the recent gains made in representation in senior government roles, women, who account for 50 percent of the population and play a key role as productive members of the society, continue to face significant challenges, with Ethiopia ranking 148th out of 166 countries in the 2019 Gender Development Index (GDI) and 82nd out of 153 countries in the 2020 World Economic Forum Global Gender Gap Index (GGGI) (refer to Annex H for details on the dimensions of the GDI and GGI)/ (UNDP, 2019, WEF, 2019)

27. As the ones responsible for food selection and preparation as well as the care and feeding of children, women have a key role to play in the food and nutritional security of their households. However, women's access to resources and community participation are usually mediated through men, either their fathers or husbands, and their agricultural contributions often go largely unrecognized. The division of labour in farming activities, which is defined by customary laws and cultural practices, along with the higher burden of unpaid household activities that women bear, typically result in women spending less time on farm work, making women the secondary earners of the household (IMF, 2018). The individual, community and institutional barriers rural women face in exercising their full rights are further exacerbated by their limited decision-making power within households and low levels of formal education. The fact that women in rural Ethiopia have diminished control over resources, where decision-making remains in the control of men, implies that economic shocks may have a greater impact on women than men (UNDP et al., n.d.).

28. As a result of national strategies and measures put in place to close the gender gap, there have been significant improvements in access to education,¹² healthcare and other basic social services, which have contributed to increasing net primary enrolment and reducing maternal and child mortality. However, gendered social norms and significant economic challenges discriminate against girls and women in the family and society, restrict their physical integrity and justify gender-based violence and harmful traditional practices (HTP) such as child marriage and female genital mutilation (FGM); they restrict their access to productive and financial resources and continue to impede women's educational attainment, with almost 20 percent of girls and 12 percent of boys not receiving formal primary education. Gender differences in education remain particularly large beyond elementary school and gender gaps in

¹² Although the quality of education is a continuing concern.

tertiary enrolment stand at 50 percent. Only 5.2 percent of women and 10.9 percent of men graduating from high school attend university. Despite improved literacy and education enrolment rates, men are still more likely to be educated and there are gaps in literacy rates, with only 44 percent of women and 59 percent of men literate and Ethiopia ranking 140 out of 153 countries globally in achieving gender parity in education (WEF, 2019).

29. Pastoral areas in Ethiopia, including Afar region and the lowland areas of Oromia where the MGD programme is working, face greater gender and other systemic inequalities and lag behind in nearly all social indicators. In Afar, poverty rates are high, with 1.1 million out of 1.5 million people in the region depending on relief assistance. Although Oromia region is mostly fertile and considered the breadbasket of Ethiopia, the arid pastoralist and agro-pastoralist parts of the region (which include Borana and East Hararghe Zones), suffer from high prevalence of food insecurity and malnutrition. According to the 2016 Demographic and Health Survey (DHS) carried out in Ethiopia, Afar has the highest under-five mortality rate with 125 deaths per 1,000 live births while Oromia's is 79 deaths per 1,000 live births. Afar also has the lowest percentage of newborns delivered at a health facility (15 percent) with Oromia at 19 percent (CSA & DHS Program, 2016). Nationally there have been significant improvements in access to early childhood education, but ensuring continued and increased access to early childhood education (ECE) in pastoralist areas remains a challenge, as is shown in Afar's staggeringly low Gross Enrolment Ratio (GER) for ECE of 8 percent (8.3 percent for females and 7.8 percent for males) and Net Enrolment Ratio (NER) of 7.1 percent (6.8 percent for females and 7.3 percent for males) (WFP, 2018b, Figure 3). As described in WFP's USDA proposal for the current McGovern-Dole project, only 11 percent of primary schools nationwide have safe water facilities, with only 2 percent of schools in Afar and 4 percent of schools in Oromia having improved sanitation or latrine provisions; many of these schools lack separate facilities for boys and girls, and are unable to make provisions for menstrual hygiene.

30. HTPs such as child marriage and FGM, driven by harmful gender norms, are declining but remain prevalent and impact on girls' access to education. At the national level, child marriage by age 18 accounts for 58% of total marriages, with 16 and 17 years being the median age at first marriage in Afar and Oromia respectively. Afar registers the second highest (after Somali) FGM prevalence rate among women aged 15-49 at 91 percent, while Oromia records the fourth highest prevalence rate in the country at 76 percent (CSA & DHS Program, 2016).

31. The significant role education plays in addressing child marriage and FGM cannot be overstated, with data showing median age at first marriage going up with increasing education from 16.3 years among women with no education to 24 years among women with more than secondary education. Opinions of men and women on whether FGM is required by religion also show drastic change with level of education – 31 percent of women and 24 percent of men with no education state that FGM is required by religion compared with 8 percent of women and 12.7 percent men with secondary education who believe the same (CSA & DHS Program, 2016).

32. While Ethiopia is still in a category of countries that have low gender equality ranking, the 2020 GGGI shows that it has improved the most as compared to other Sub-Saharan Africa countries, managing to achieve full parity on its health and survival sub-index and reducing almost 5 percentage points of its gap in one year and closing 70.5 percent of its gender gap to date. It is prudent to note that the impressive improvement in closing the gender gap is mainly due to the substantial increase in women's presence in political institutions (attaining the 16th position globally in terms of political empowerment) and less so the result of marked improvements in the other dimensions (economic participation, educational attainment, and health and survival) that comprise the index.

33. Ethiopia bears huge economic losses due to the prevailing gender gaps, with an IMF/UN Women study showing that eliminating gender gaps in both educational attainment and formal sector employment could increase the country's output by 24.1 percent over time (IMF, 2018).

WFP's work in Ethiopia

34. WFP has been working in Ethiopia since 1965. It has been a key partner of the government in humanitarian response, and the Country Portfolio Evaluation published in 2018 found that it had played a key role in preventing a major drought in 2015/16 from becoming catastrophic and in averting famine in

Ethiopia's pastoral lowlands (Lister et al, 2019). In line with WFP's global strategies, WFP continues to shift towards enhancing national capacities. According to the recently adopted Country Strategic Plan 2020–2025:

[WFP] is focused on providing support for national priorities by using both strategic and operational entry points and leveraging WFP's position as both a humanitarian and a development partner. This shift includes:

- continued leadership and innovation in preparing for and responding to emergencies through high-quality and principled actions that include the provision of support at the local level;
- strengthened gender-responsive monitoring, evaluation, learning and accountability in emergency operations;
- strengthened efforts to enhance and diversify livelihoods in order to increase resilience, especially to climate-related shocks;
- increased contributions to social protection and shock-responsive and scalable safety nets;
- expanded nutrition-sensitive programming;
- increased accountability to affected populations
- enhanced alignment with the objectives of the WFP Gender Policy (2015–2020);
- enhanced focus on vulnerability in the pastoral lowlands, leveraging humanitarian food assistance in order to improve community-level management and control of water resources;
- strengthened support for government efforts to scale up school feeding;
- strategic leveraging of WFP's role in providing food assistance at the humanitarian–development–peace nexus;
- leveraging of WFP's identity as a public agency operating at a significant scale in a range of private commercial markets;
- leveraging of WFP's expertise in logistics and supply chain management and its support for strengthening food systems in the country; and
- support for the Government in strengthening the early warning system so that it triggers timely responses and reduces risks. (WFP, 2020b, ¶29)

35. The CSP also highlights that:

"Working with other actors, WFP will leverage the PSNP as the platform from which to integrate the suite of asset creation, climate risk mitigation, resilience building and education activities that operationalize its work at the humanitarian–development–peace nexus. Capacity strengthening efforts will be expanded and greater attention given to regional and local capacities." (WFP, 2020b, ¶33)

School feeding context¹³

Background and policy context.

36. WFP has supported school feeding in Ethiopia since 1994 and remains the main partner for Government in delivering school feeding. The multi-year national Education Sector Development Programme (ESDP) has emphasised the importance of expanding school meals to schools in food insecure and vulnerable areas of the country, with a particular focus on pastoralist areas and chronically food deficit highland districts with lower school enrolment and higher gender disparity. In recent years WFP has supported the drafting of a national school feeding policy, but this has yet to be formally adopted.

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

- *Targeted schoolchildren benefit from nutrition-sensitive school feeding programmes* (traditional and home grown) – including take-home rations to meet their basic food and nutritional needs and to increase school enrolment and attendance (linked to SDG 4).

¹³ The school feeding context is summarised below and more fully described in Annex F.

- *Crisis-affected primary schoolchildren receive a daily nutritious meal at school* to support their school attendance and learning outcomes (linked to SDG 4).
- Nutritionally vulnerable people benefit from *increased capacity of Government institutions for the scale up of nutrition-sensitive school feeding programmes* (linked to SDG 4). (WFP, 2020b p17-18, *emphasis added.*)

School feeding programmes in Ethiopia

38. **Home-Grown School Feeding.** There has been a growing interest to establish a sustainable national school feeding programme in Ethiopia, which resulted in collaboration between WFP and MoE to pilot a Home Grown School Feeding (HGSF) programme in 37 schools in SNNPR in 2012 and later expanding to an additional 50 schools. In 2014, the HGSF model was replicated in 18 primary schools in Oromia Region, and in 2017, the HGSF programmes in Oromia and SNNPR were targeting 139,000 students in 286 schools (SABER, 2015, WFP, 2017a). The HGSF programme is primarily supported by WFP with contributions from the regional governments of SNNPR and Oromia, as there are no federal grants for non-emergency school feeding programmes.

39. **Emergency School Feeding (ESF)** As an integral part of the broader government-led response to the 2015/16 drought that resulted from the El Niño crisis, MoE developed an education in emergency response plan to provide educational supplies, WASH facilities and school feeding along with psychosocial support and establishing temporary learning spaces to prevent children in drought affected areas from risk of dropping out of school. The ESF programme was set up with a framework similar to that of the HGSF programme, with linkages to local farmers' cooperatives in surplus producing areas of the country to provide the grains and legumes needed for the school meals.¹⁴ The per child meal ration provides approximately 650 kcal per day and the ingredients that go into preparing the meals vary from one region to the next depending on what is locally grown and the dietary preferences of the local population.

40. Building on a charitable initiative, **Addis Ababa City Administration** launched an ambitious school feeding programme in 2019. It came to a halt as schools all over the country closed before completing the school year due to the Covid-19 pandemic. However, as of November 2020 the City Administration had plans to double the number of students benefiting from its school feeding programme from 300,000 to 600,000 when schools re-open.

41. **Save the Children** currently has school feeding programmes operating in 5 regions of Ethiopia and 13 woredas: Afar Region (Asyita, Abaala and Afambo woredas¹⁵), Amhara Region (Sahla, Tsagbgi and Abergelie), Oromia Region (Lege Hida, Gura Dhamule and Rayitu¹⁶), Somali Region (Filtu, Mubarak and Kedaduma), and Sidama Region (Borocho) (SCI Ethiopia, 2021).

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

43. An impact evaluation of the MGD FFE Programme was undertaken in 2018 (Visser et al, 2018b), the results of which provide a convincing case for the importance of school feeding for areas that are severely affected by food insecurity. Key results included:

- In both Afar and Somali regions, enhanced school enrolment was associated with school feeding, and schools with school feeding had a significantly more favourable Gender Parity Index compared to those without school feeding.
- Grade repetition rates were consistently lower in MGD programme schools in Somali region than in non- MGD schools, although there is more limited evidence of this effect in Afar.
- Completion rates were significantly higher for McGovern-Dole schools than for non-MGD schools, with a

¹⁴ WFP assisted with some international procurement of nutritious foods.

¹⁵ It appears that these woredas are not included in the MGD programme (see Table 25 in Annex K), although woreda spellings are not identical.

¹⁶ None of these woredas are covered by the MGD program (see Table 27 in Annex K),

difference to the magnitude of 10 percent in Afar and Somali. This improvement is higher for girls than for boys.

44. Annex F (¶20–48) includes a full summary of the programme and of the impact evaluation findings. Box 14 reviews the effects of take home rations, and the recommendations of the impact evaluation are reproduced in Table 18.

Covid-19

45. Ethiopia's first confirmed case of Covid-19 was reported on 13 March 2020. As of 28 January 2021, there had been 135,594 confirmed cases, with 2,085 deaths.¹⁷

46. In response to the pandemic, the national government closed all schools, and suspended all public gatherings and events from 16 March 2020.¹⁸ Though the government did not impose a complete travel ban, on 20 March Ethiopian Airlines suspended flights from 30 countries¹⁹ (increased to 80 countries on 29 March²⁰), and the government announced that all travellers entering the country must self-quarantine for 14 days. Ethiopia closed its land borders on 23 March,²¹ and Amhara, Oromia, Tigray, Benishangul Gumuz and Southern Nations, Nationalities and Peoples States imposed lockdowns and concomitant regional travel bans on 30 March.²² A state of emergency was declared on 8 April, and lapsed on 6 September. Most school feeding ceased, but WFP assisted a THR response (see Box 3 below).

Box 3 Pandemic Response – Take Home Rations in Oromia and SNNPR

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

Following the closure of schools, WFP and regional Bureaus of Education in Oromia²³ and Southern Nations Nationalities and Peoples Regions decided to provide children with Take Home Rations (THR), with the following objectives:

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

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

Source: WFP Ethiopia Country Office

47. The United Nations Economic Commission for Africa (UNECA) estimates that COVID-19 will shave 2.9 percentage points off this fiscal year's economic growth in Ethiopia, and the closure of schools left 25 million students out of school. A consequence of the school closures was the suspension of school feeding activities, affecting around 1.5 million children.²⁴

¹⁷ <https://news.google.com/covid19/map?hl=en-GB&mid=%2Fm%2F019pcs&gl=GB&ceid=GB%3Aen>

¹⁸ <https://www.aa.com.tr/en/africa/covid-19-ethiopia-closes-schools-bans-public-events/1767683>

¹⁹ <https://www.fanabc.com/english/ethiopia-suspends-flights-to-30-countries/>

²⁰ <https://www.fanabc.com/english/ethiopian-suspends-flights-to-80-international-destinations/>

²¹ <https://www.bloomberg.com/news/articles/2020-03-23/ethiopia-closes-land-border-deploys-troops-to-combat-virus>

²² <https://www.ezega.com/News/NewsDetails/7865/Ethiopian-Regional-States-Impose-Travel-Ban-to-Halt-Spread-of-COVID-19>

²³ Borena was one of Oromia Zones involved; but Yaballo was the only woreda involved that has since been included in the MGD programme.

²⁴ Socio-economic Impacts of Covid-19. UNICEF Ethiopia, 4 April 2020.

48. In late October, schools started to re-open on a staggered basis, with priority given to rural areas.²⁵ Learning is subject to strict new guidelines: classrooms are to operate at a third of their previous capacity and students and teachers must wear masks. Furthermore, double- and triple-shift schedules are in place to reduce numbers of students, meaning that teachers must cover more classes than before.²⁶

3. WFP’s McGovern Dole supported school feeding programme

Overview

49. This chapter briefly describes the USDA’s MGD International FFE and Child Nutrition Programme project to support school feeding in Ethiopia’s Afar and Oromia regions. This operation is implemented by WFP under agreement no. FFE-663-2018/013-00 between WFP and USDA. Implementation is through the Government of Ethiopia. A fuller description and analysis are provided in Annex E. Key source documents are the project proposal (WFP, 2018b) and the most recent version of the agreement between USDA and WFP (USDA & WFP, 2019).

Project features

Duration

50. The initial project agreement was signed in 2019, and the project was due to run from 2019–2024.²⁷ As noted earlier, its commencement has been delayed by the Covid-19 pandemic and resulting school closures, and the annual targets described below will need to be adjusted.

Geographical scope and targeting

51. The project will support school feeding in Afar Region and selected woredas (districts) within two Zones of Oromia Region (Borana and East Hararghe) – see Map 1 below. These areas are characterised by food insecurity and their populations are substantially dependent on pastoralism.

52. Within the areas served by the project, the schools to be included in the programme have already been selected. The baseline report will include a comparison of in-programme and out-of-programme schools.²⁸

Beneficiaries

53. The project is to provide school meals for primary schools and also for pre-primary children on the same sites. In Afar, take home rations (THR) will be provided for girls in grades 5 and 6 and boys in Grade 6. THR are conditional on 80 percent attendance records, and are designed to encourage continued attendance amongst groups who are at risk of early drop-out (see section on gender analysis, ¶¶62-64 below).

54. Details of the commodities involved and the specification of the meals are provided in Annex E.

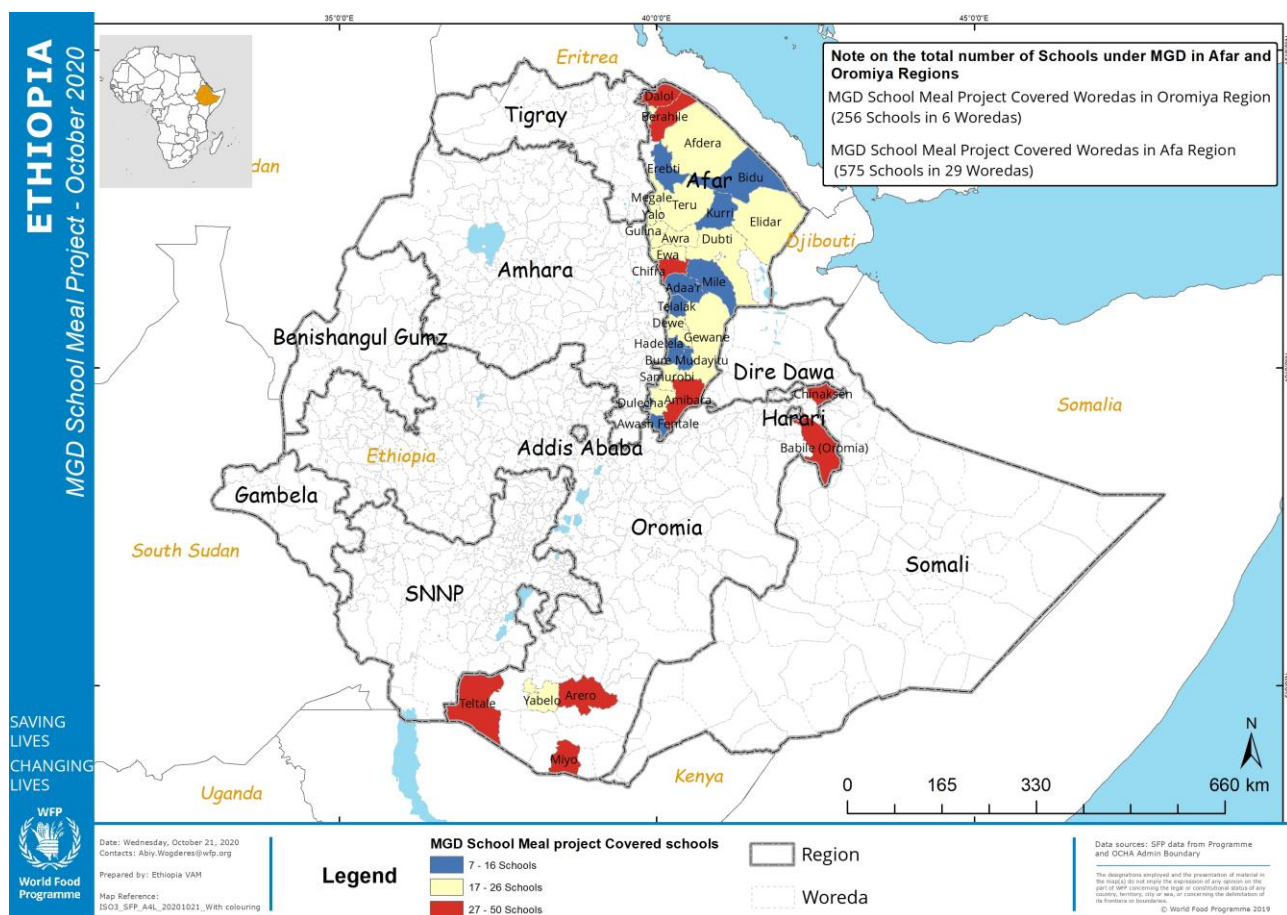
²⁵ <https://www.cam.ac.uk/research/news/in-ethiopia-schools-still-lack-basic-means-to-contain-covid-19-as-pupils-return-after-months-of-#:~:text=Schools%20in%20Ethiopia%20are%20currently,by%20the%20crisis%20in%20Tigray>.

²⁶ <https://www.unicef.org/ethiopia/stories/schools-reopening-restores-normalcy-children-amid-lingering-covid-19-risks>

²⁷ The scheduled end date of the project is 30 October 2024 (USDA & WFP, 2019).

²⁸ It will seek to establish which out-of-programme schools benefit from other school feeding programmes (e.g. the HGSP programme in Oromia).

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



55. To support sustainability and handover to government-run school feeding, the number of beneficiaries is expected to taper down in successive years of the project, particularly in the Oromia zones, with schools expected to transfer to the Oromia regional government's home-grown school meals programme (see Annex F, ¶9–12). The annual targets for schools and children receiving MGD school feeding are shown in Table 1 below. The table demonstrates the proposed tapering of the programme, and also reflects much smaller average school sizes in Afar.

Table 1 Annual targets for children and schools

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

Source: project proposal (WFP, 2018b)

Objectives

56. The project agreement describes the project objectives as:

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

developing a school feeding program with lasting impact. (USDA & WFP, 2019)

Budget and in-kind resources

57. The total USDA budget for this project is USD 28 million, of which USD 12.7 million is provided in cash, with the remainder representing the costs of providing commodities in kind (see Table 2). The commodities to be provided by USDA include vegetable oil, fortified milled rice, fortified corn soy blend (CSB Plus), and vegetable oil soy fortified bulgur wheat. No formal cost sharing is shown in the USDA budget, but some other contributions are expected, including iodized salt to be provided by the Government of Ethiopia (GoE).

Table 2 Total McGovern-Dole Food for Education Budget

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

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

58. Table 3 shows the breakdown of the cash budget between seven activities that reflect the objectives set out in ¶56 above.

Table 3 Breakdown of USDA cash budget by activity

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

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

Note: For a detailed breakdown of each activity, see Table 13 in Annex E.

Logical framework / theory of change

59. All MGD school feeding projects draw on a standard results framework linked to two overarching MGD Strategic Objectives (SOs). SO1 is "improved literacy of school-age children" and SO2 is "increased use of health and dietary practices". The MGD results framework also depicts "Foundational Results" which relate to building capacity in terms of increased capacity of government institutions, an improved policy and regulatory framework for school feeding, increased government support, and increased engagement of local organisations and community groups.

60. The project results framework is reproduced as Figure 3, Figure 4 and Figure 5 in Annex I, which builds on it to develop a more fully articulated inferred theory of change, shown as Figure 6. The inferred ToC highlights a further important objective of the school feeding programme, which is to improve the income and resilience of food-insecure households. It also:

- shows how each of the project activities (listed in Table 3 above and more fully described in Annex E) is expected to contribute to associated outputs, outcomes and impact); and
- spells out the assumptions on which project results depend. The full table of assumptions is in Annex I, Table 21.

61. The theory of change and its assumptions are factored into the evaluation methodology as described in Chapter 5 below.

Gender dimensions of the intervention²⁹

62. The historical legacy of gender inequality and discrimination in Ethiopia is deep rooted, and cultural beliefs and social attitudes continue to limit women’s ability to participate equally in society and the economy. Women in pastoralist communities, where the MGD school feeding programme is operating, experience double marginalization as they face the same discrimination other women in the country face while at the same time also living in remote and under-served areas with very limited or no access to basic social services. Overall, pastoral women’s workload is higher than men’s, although the disparity varies between pastoral groups and with season. Cultural norms, the gendered division of labour and their status and social capital in their particular society dictate how much control pastoral women have over their own labour (UNDP et al., n.d.). Seasons of drought mean men and most boys are forced to migrate with their livestock in search of water and pasture. This leaves women with reduced access to livestock products that they would otherwise have used to feed their families and earn income from; they also lose some of the social power that is otherwise mediated by their men, and become more vulnerable to coming under attack by livestock raiders from other pastoral communities (UNDP et al., n.d.). It is mostly during such lean times that rates of student drop-out and early marriage for girls increase, as pastoralist families are forced to resort to negative coping mechanisms (WFP, 2018b). (See ¶30–31 above for statistics on early marriage in MGD programme areas and discussions on the impact of education in addressing challenges of early marriage and FGM.)

63. A comprehensive Gender Equality and Empowerment of Women (GEEW) analysis has not been undertaken for the McGovern-Dole school feeding program. The final evaluation for the McGovern-Dole School feeding support in Afar and Somali regions noted that the gender analysis that was carried out before the programme started was superficial and baseline information was poor (Visser et al, 2018b), and one of the recommendations of WFP Ethiopia’s gender baseline study is the systematic inclusion of qualitative gender analysis in order to inform programme designs that take into account the views of the communities WFP serves (WFP, n.d.-d).

64. The ET is expected to conduct a gender analysis as part of the baseline study, with a view to informing appropriate adjustments to the implementation of the programme. A more detailed preliminary review of gender issues can be found in Annex H.

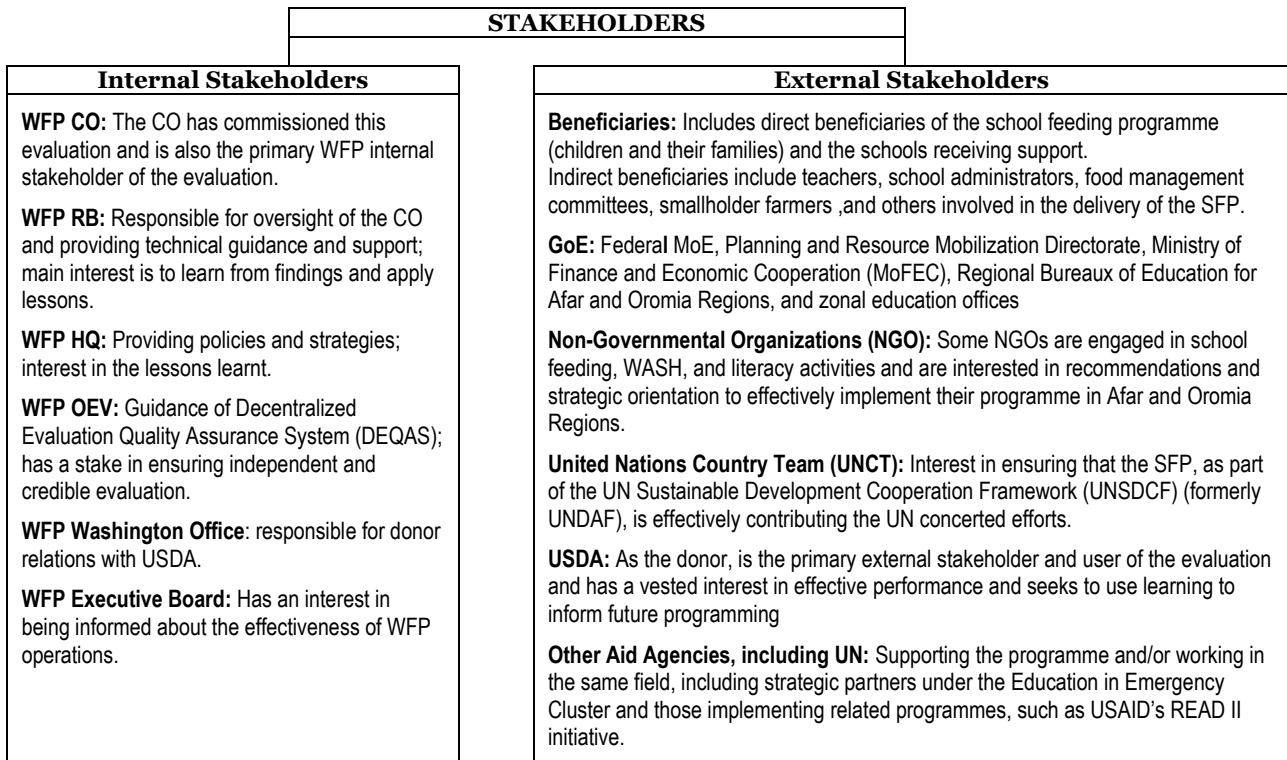
4. Stakeholder analysis

65. Figure 1 below provides an overview of the main internal and external stakeholders in the MGD project. Annex G sets out the stakeholder analysis in detail. It includes the key stakeholder groups, their involvement in the evaluation and their likely interest in/use of findings and recommendations. It also provides details of specific categories of informants to be interviewed.

66. Annex G (Table 20) also provides details of the Evaluation Reference Group, on which key stakeholders are represented.

²⁹ The project proposal does not specifically highlight disability or protection issues, but these are also understood as important dimensions and are factored in to the evaluation team’s analysis.

Figure 1 Internal and External Stakeholders in the Evaluation



5. Evaluation approach and methodology

5.1 Proposed approach and methodology

Overview – mixed methods and theory-based approach

67. The full requirements for the baseline and final evaluation are spelt out in the TOR at Annex A. This inception report focuses on requirements for the baseline report but has to make sure that the baseline anticipates the main requirements for the final evaluation. It therefore takes account of the indicators and the evaluation questions that are the backbone of the evaluation. Although the TOR focus only on the baseline and the final evaluation, it is clear from the programme's Evaluation Plan (WFP, 2020a) that the mid-term review (MTR) is also integral to the M&E strategy (see Box 12 in Annex E for the specifications of the MTR). As noted in our proposal, therefore, Mokoro's baseline report will include recommendations on the appropriate scope, focus and timing of the MTR as a contribution to the lifetime evaluation of the MGD programme.

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

69. As anticipated by the TOR³⁰ we are following a theory-based approach, clarifying the theory of change and its assumptions at the outset (taking the USDA results framework as its starting point). A quasi-experimental approach will compare the performance of schools participating in the MGD program with those outside it, as well as tracking the performance of both groups of schools between baseline and endline.

70. The corresponding survey component draws on our team's experience of the previous school feeding evaluation for Afar and Somali Regions. It is designed to enable rigorous analysis and comparison of the performance of program and non- program schools over time. It will be complemented by other

³⁰ "The evaluation team will be required to review the Theory of Change for the programme. The methodology should allow for testing whether assumptions made held true and assess the different causal pathways." (TOR ¶146).

standard tools and approaches (including review of documents and secondary data, key informant interviews and focus group discussions, and additional qualitative fieldwork – see Section 5.2 below).

71. As described in Section 5.3 below, all aspects of the evaluation will be viewed through a gender lens, with the data collection methods and tools tailored to gather gender-responsive information while also taking account of the diversity that exists in the various groups that participate in the evaluation process, including age and disability. The baseline study will also be used to strengthen the programme's gender analysis.

Theory of Change

72. As noted in Chapter 3 above (¶59–61) the project has been designed with reference to the standard MGD results framework. In Annex I we have built on this to develop a more comprehensive theory of change (ToC, see Figure 6 in Annex I). This shows how each of the project activities is expected to contribute to associated outputs, outcomes and impact), and it also spells out the assumptions on which project results depend. The full table of assumptions is in Annex I, Table 21; the need to assess the validity of theory of change assumptions will be factored into the way evaluation questions are addressed (see Table 23 in Annex J). The ToC incorporates the MGD Strategic Objectives and foundational results, but also highlights a further important objective of the school feeding programme, which is to improve the income and resilience of food-insecure households.

Evaluation questions and evaluation matrix

73. The team has reviewed the evaluation questions (EQs) as presented in the TOR (Annex A, ¶29–31), and has reworked those to produce a succinct set of logically sequenced questions. These are summarized in Table 4 below, which also cross-references each of the questions to the OECD DAC³¹ criteria of relevance, effectiveness, efficiency, coherence, sustainability and impact. The updated OECD DAC evaluation criteria are used. (See definitions in the glossary, Annex D, Table 8; Box 8 in the glossary highlights the utility of the revised definitions.)

74. Table 22 in Annex J shows the correspondence between the evaluation questions as presented in the TOR and the questions in Table 4. The questions posed in the TOR have all been incorporated in the evaluation matrix, and two additional questions (EQ3 and EQ12) have been added for completeness.

Table 4 Evaluation Questions

Questions for endline / baseline	Evaluation criteria
Key Question A: How appropriate was the programme?	
EQ1. What was the quality of project design, in terms of focusing on the right beneficiaries with the right mix of assistance?	relevance / continuing relevance
EQ2. How well was the project aligned with the education and school feeding policies of the government and of donors?	relevance internal coherence external coherence
EQ3. To what extent was the intervention design based on sound analysis of gender and equity, and sensitive to GEEW? Were other cross-cutting issues, including protection and accountability towards affected populations adequately factored in?	relevance
Key Question B: What are the results of the programme?	
EQ4. To what extent have planned outputs and outcomes been attained? Have there been any unintended results (positive or negative)?	effectiveness, impact
EQ5. What have been the gender and equity dimensions of the programme's results? Has the intervention influenced the gender context?	effectiveness, impact

³¹ Development Assistance Committee of the Organisation for Economic Cooperation and Development.

Questions for endline / baseline	Evaluation criteria
Key Question C: What factors affected the results?	
EQ6. What was the efficiency of the program, in terms of transfer cost, cost/beneficiary, logistics, and timeliness of delivery?	efficiency
EQ7. How well has food safety been ensured taking into consideration the different systems of national, regional, local and community governance?	effectiveness, efficiency, coherence
EQ8. How well did community-level systems of governance and management contribute to the effectiveness and efficiency of implementation?	efficiency , effectiveness, internal and external coherence
EQ9. What was the quality of the monitoring and reporting system? Did this enhance or impair the performance of the programme?	efficiency effectiveness
EQ10. What other internal or external factors affected the project's ability to deliver results?	all
Key Question D: To what extent are the project results sustainable?	
EQ11. Is the program sustainable in the following areas: strategy for sustainability; sound policy alignment; stable funding and budgeting; quality program design; institutional arrangements; local production and sourcing; partnership and coordination; community participation and ownership?	sustainability
EQ12. To what extent will household food security for school going boys and girls be sustained without / beyond USDA/WFP funding?	sustainability
Key Question E: What main lessons can be learned from this project?	
EQ13. How can a combination of local procurement during harvest time be supplemented with international food aid to promote locally and/or nationally sustainable school meals program?	all
EQ14. What community-level systems of governance and management are required for the successful implementation and sustainability of school meal programmes?	all
EQ15. What lessons from this project should influence future programmes (including good practices to be emulated and weaknesses to be mitigated)?	all

75. The full evaluation matrix in Annex J provides further details on how each of these questions will be answered. For each EQ, the detailed matrix shows the analysis and indicators that will be used to answer it; the main sources of information for this purpose; and how the findings on each question will be triangulated. Wherever appropriate, gender dimensions are factored into the sub-questions, judgement criteria and indicators for each EQ (see also Section 5.3 below).

76. The EQs are also directly correlated with the theory of change analysis. Table 22 in Annex J maps the ToC assumptions to the EQs, and the assumptions are included as relevant dimensions of analysis in the second column of the full evaluation matrix (Table 24).

77. The MTR will not be a full evaluation, but should nevertheless be consistent in its approach with the baseline-endline evaluation. Accordingly, in Annex U, Table 46 we have developed a proposed set of EQs for the MTR.

5.2 Data Collection Methods and Tools

Overview

78. This section explains the different instruments to be employed and the approach to triangulating evidence from different sources. The following main categories will be employed for the baseline study:

Instrument category

- Document/literature review and review of secondary data

Expected contribution to baseline

- To support overall situation analysis and shed light on the design of the operation; secondary data to provide baseline values for standard education indicators (e.g. EMIS).

- Key informant interviews
- Quantitative baseline/endline survey
- Knowledge, Attitudes and Practices Survey (KAPS)
- Additional qualitative fieldwork (including gender analysis).
- To understand stakeholder expectations, partnerships around the programme and management perspectives.
- To document initial situation of program and non-program schools, establish baseline values against agreed key indicators and identify potential issues in evaluability,
- A special exercise to help inform the design of nutrition education activities.
- To deepen initial situational analysis, especially in gender and equity dimensions, and focus on qualitative performance issues, including school-level organisation and delivery of school feeding .

79. As already noted, our approach to triangulation of methods and data sources is spelt out in the final column of the evaluation matrix (Table 24 in Annex J).

Data collection instruments

Document/literature review and review of secondary data

80. A substantial library of relevant documents and secondary data has been compiled in the course of the Inception phase with the support from the CO and MoE. The bibliography at Annex V is drawn from a larger electronic library that is shared with the Evaluation Manager. The secondary data include a range of: project design documents; agreements governing implementation; and project planning, monitoring and reporting documents. As well as documents specific to the programme under evaluation, the e-library includes relevant contextual documentation concerning: previous and parallel school feeding operations in Ethiopia (summarised in Annex F); the context of WFP's broader operations in Ethiopia, and of relevant Ethiopian government policies and strategies; development and humanitarian partnerships in Ethiopia; and relevant guidelines from USDA and WFP on implementation and evaluation of school feeding.

81. Key data sets for the evaluation include the Education Management Information System (EMIS). These data are the basis of the annual education statistics that track performance of the education system across Ethiopia. However, since they are collected at school level, they also have the potential to provide detailed data about the performance of schools in the MGD program woredas. The evaluation team is seeking access to these detailed data, but has had only limited success so far (see the discussion of data sources in Annex K). The ET will continue to seek access to the full EMIS data sets, which should be a valuable input to the final evaluation.

82. The evaluation team has been provided with detailed school-level inspection data for Afar Region and the Oromia Zones of Borana and East Hararghe. As described in Annex O, the inspection system offers a systematic assessment of multiple dimensions of school performance. Inspections are repeated at intervals,³² so these data (along with data from future rounds of inspection) may usefully augment the baseline-endline survey data in seeking to link various aspects of school performance to the school feeding programme.

Key informant interviews

83. Key informants have been identified on the basis of the stakeholder analysis (Chapter 4 above and Annex G). Interviews will be used to supplement documentary information and triangulate the perspectives of different sets of stakeholders. Annex C lists people consulted so far during the inception phase; supplementary interviews will be sought as part of the remaining baseline work. Systematic confidential notes of all interviews and group discussions are kept by the evaluation team and added to a searchable compendium. Keeping a durable record in this way is particularly important for an evaluation

³² The stated aim is to ensure that every government school is inspected at least once every three years.

that will involve multiple rounds of investigation over several years. Annex P provides more detail on the approach to interviews and topics to be explored.

Quantitative baseline/endline survey

84. The TOR (Annex A, ¶37) prescribes a survey drawing on a representative sample of schools including both program and non-program schools. Our approach to the survey is fully set out in three annexes.

85. Annex K describes geographic coverage of the project; it reviews the different data sets that cover government primary schools in the areas where the MGD program is active, and illustrates the considerable challenges encountered in reconciling data sets and ensuring that data are matched with uniquely identified schools. From ¶24 onwards the annex describes our approach to drawing an adequate representative sample that will include enough program and non-program schools to allow robust conclusions from the final evaluation. Box 4 below summarises the approach.

86. As spelled out in Section 5.5 below (¶108–113), ethical standards concerning informed consent, confidentiality, gender sensitivity and appropriate safeguarding of children will be fully observed.

Box 4 Summary of approach to sampling

Mokoro's proposal envisaged a sample of 120 schools. However, this was based on experience from our 2017 survey, which focused only on Grades 1–4. The current project covers Grades 1–8, and survey teams will also need to record information on pre-primary classes in cases where they are attached to primary schools and therefore also eligible for school feeding. Allowing for the additional time survey teams will need to spend in each school, a theoretical sample size of 90 schools is now considered sufficient and feasible. It matches the sample size of the earlier impact evaluation, while the estimated number of government primary schools is 749 for Afar Region, and 245 for the participating woredas in Oromia (see Table 31 in Annex K).

To give symmetric sampling by woreda, this is increased to 91 schools (7 schools each across 13 woredas). The statistical design is a multi-stage cluster design. First level stratification is by region (Afar, Oromia). Second stage stratification is by zone (2 in Oromia, 4 or 5 in Afar) being sampled. Within zones, a random sample of woredas will be drawn. In total, 4 woredas will be sampled in Oromia, and 9 in Afar (total 13 woredas). The within-woreda sample of 7 schools is split between 5 in-program and 2 out- of-program schools to serve as a control or counterfactual sample.

The R survey package³³ will be used to analyse this two-stage stratified design with unequal sample sizes. Prior information is available from EMIS on enrolment by sex and grade for all schools, and can be used to supply accurate sample weights to the survey analysis procedures.

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

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

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

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

Within schools, data will be collected on the presence of, and facilities for, students with disabilities (see questionnaires in Annex N). At least one or two of the schools that have been designated disability-friendly will be included in the qualitative fieldwork, see ¶92 below.

87. Early in the inception process we undertook a provisional sampling exercise, based on a target sample of 120 schools. We drew a possible sample (and used this for illustrative purposes in our

³³ <https://www.rdocumentation.org/packages/survey>. See also: Lumley, T (2010) Complex Surveys. John Wiley & Sons, Inc, New Jersey, ISBN-978-0-470-28430-8, 276 pp.

presentation to the ERG). However, the sample required to be redrawn, not only because of the reduced sample size, but also to take account of any security considerations.³⁴ School list information has also been substantially revised during the inception process. In order to avoid more rounds of detailed sample verification than are strictly necessary, we use the annex to explain the sampling procedure and to demonstrate its robustness, but we will perform the final sampling exercise closer to the time of the survey itself, so as to base it on the most up-to-date security information and to allow as many as possible of the discrepancies between different data sources to have been resolved

88. Annex L is a comprehensive review of the standard MGD indicators and the additional custom indicators that have been incorporated in the project design. For each indicator, we review available sources of data and identify the indicators that need to be incorporated in the baseline/endline survey.

89. Annex N includes a full specification of the survey instrument (SI) and explains the approach to collecting, cleaning and processing the survey data. Main features of the SI are summarised in Box 5 below. Table 38 in Annex N provides an overview of the SI questions and how they relate to MGD indicators. See Table 39 for the school-level questionnaire and Table 40 for the child-level questionnaire.

Box 5 Main features of the Survey Instrument (SI)

Each school will be visited by a survey team comprising a supervisor and male and female enumerators. These will undertake the interviews, with girls being interviewed by a female enumerator and boys by a male. The questions comprise both school-level and child-level questions.

Grades 2-6 will be selected for child-level questions. Classes in each grade will be selected randomly, and then within classes (total 5, grades 2-6), two boys and two girls will be randomly selected for individual interviews. Grade 1 is not sampled as the children will be mostly too young. A total of 12 children (6 boys and 6 girls) will be randomly selected for interview from each of the grades (2 to 6) in session at the time of the visit. Three classes will be chosen at random across the range of grades taught in the school, always including one from the lower grades (down to grade 2), one from the median, and one from the highest grades taught.

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

All data is recorded on tablets, which will also provide tools for the random selection of classes and children. There will therefore be one set of school-level responses, and 20 sets of child responses per primary school sampled.

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

The survey questions will be pre-tested. Supervisors will act as first-level quality assurance during the survey, with the Survey Coordinator and the Survey Statistician providing second level quality assurance. Use of tablets will allow real-time review of data as it is collected.

90. The survey will be translated into Afan Oromo, Afar and Amharic, so as to enable respondents to use the language they are most comfortable with.³⁵

Knowledge, Attitudes and Practices Survey (KAPS)

91. Although it was not specified in the TOR as part of the ET role, the CO has asked the ET to incorporate a KAPS into its survey, to support WFP's inputs to Activity 3 (Promote Improved Nutrition) – see Box 6 below. The survey will question students, cooks, teachers and administrators at the schools. The CO has developed working lists of questions to be asked – see Annex L. Since submission of the first draft

³⁴ We were advised that because of conflict in Tigray it might not be possible to include Afar Zone 2 in the survey. As of the date of this report we understand that Zone 2 is again accessible for our purposes, but obviously we will take account of the latest security advice for both Regions in making final decisions on sampling and school visits..

³⁵ Our earlier survey found that a significant number of teachers in Afar were Amharic speakers.

of this Inception Report the proposed survey has been further refined and it has been agreed to include the KAPS questions in 13 in-program schools (one for each woreda sampled) – see details in Annex L. The ET will tabulate the KAPS results, but analysis and write-up will be done by the WFP CO.

Box 6 Specification of Knowledge, Attitudes and Practices Survey (KAPS)

Promote Improved Nutrition: WFP, together with the Regional Bureaus of Education (REBs), will conduct a Knowledge Attitudes and Practices (KAP) survey to inform the design of the nutrition education activities. Based on this survey, WFP will provide nutrition education trainings to stakeholders at all levels, including those at the REB, school teachers, administrators, PTAs, and school heads in the child nutrition clubs. WFP will work with the Ministry of Health to use their previously developed package for the training. Trainings will take place during the first year and then again as a refresher course later in the program.

Source: TOR, ¶19.

Additional field work at baseline

92. In parallel with the quantitative survey, the team will undertake in-depth qualitative visits to selected schools. The work will be led by the qualitative lead. We will aim to visit 6 schools in Afar (2 in each of 3 woredas) and 4 in Oromia (2 in each of 2 woredas). The sample will be purposively selected to cover a range of contexts, but also to include at least one or two schools that have been designated as disability-friendly, and also to be efficient in terms of the travel required. The aim will be to conduct interviews and focus group discussions, following the pattern adopted for the 2017 field-work, using the guidelines in Annex P, but also incorporating the elements of gender analysis described in Annex H. The qualitative field work will have special relevance to EQ3 (gender and equity) and EQ8 (community-level systems of governance and management).

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

94. At regional level, in-depth interviews will be done with the relevant regional authorities and WFP sub-office staff. This will be done after the school visits to maximize the opportunity for further investigation of issues at the school level. At national level supplementary interviews will cover key informants from WFP, the MoE and donors.

Consultation strategy, communication and feedback

95. As part of the inception mission the team has already had meetings with Government (including the State Minister), in addition to meetings with the CO and with selected members of the evaluation reference group. These interviews have been important in ensuring understanding of the process, in assessing the feasibility of the approach, and in securing commitment to the next steps of the evaluation. A presentation to the ERG towards the end of the inception process highlighted progress made and next steps.

96. The evaluation will continue in a consultative fashion. A systematic approach to consultation during the phases that will follow will include:

- An exit debriefing for CO staff (with RB to join) at the end of the main baseline field work. The evaluation team will do a PowerPoint presentation of preliminary findings and observations, and seek clarification and validation.
- A debriefing to Government and wider stakeholders including the external reference group at the end of the field work.
- Regular communication with the Evaluation Manager and feedback on the evaluation progress by the team leader.

5.3 Gender Analysis

97. See Annex H for a discussion of the gender dimensions of the evaluation and conducting a comprehensive GEEW analysis for the McGovern-Dole school feeding programme. EQs 1, 3, 5, and 10 (Table 4 above) demonstrate the integration of gender into the methodological approach.

98. All aspects of the evaluation will be viewed through a gender lens, which goes beyond simply collecting sex-disaggregated data, while EQ 1, EQ 3, EQ5 and EQ 10 will pay particular attention to the subject in assessing the relevance, effectiveness and sustainability of the MGD school feeding programme. In the course of fieldwork, the ET will also explore the quality of women’s involvement in local school feeding management and support committees; the continuing challenge of early marriage of girls, typically terminating their education; the effect of girls’ burden of household labour on their regular attendance at school; the problems older girls face in reaching often remote secondary schools; and the status of women teachers. In addition, the ET will review in depth the THR programme in Afar for its effects on the girls and the boys who will be eligible. Since the THR programme is just commencing, the baseline will interview parents, teachers and students concerning their views on the relevance and expected effects of THR.

99. Recognizing existing gender inequalities in Ethiopia as well as the impact of food insecurity on gender-specific vulnerabilities, the ET will gather and analyse data by sex, age and other relevant drivers of inequality such as disability. In its data gathering, analysis and reporting, the evaluation will follow the United Nations Evaluation Group (UNEG) *Ethical Guidelines for Evaluation* (UNEG, 2020) and the 2014 UNEG *Guidance on Integrating Human Rights and Gender Equality in Evaluation* (UNEG, 2014).

100. While gender considerations are important, they will not be a specific consideration in the selection of the sites to be visited because all schools are co-educational and there is no a priori reason to expect systematic gender differentiation between sites. The team will record and report the sex of each interviewee and will ensure that full participation is accorded to women and girls in community and school settings, with separate interviews and discussions with them where appropriate. Guided by its gender specialist, the team will devote resources and effort to ensuring a gender-responsive approach.

101. Aside from evaluating the gender dimensions of the McGovern-Dole school feeding programme, the ET is tasked to undertake a comprehensive GEEW analysis for the programme as part of the baseline study, since one had not be undertaken prior to programme design. The absence of a comprehensive GEEW analysis was also identified in the final evaluation for the McGovern-Dole School feeding support in Afar and Somali regions (Visser et al, 2018b) and WFP Ethiopia’s gender baseline study³⁶ calls for the systematic inclusion of qualitative gender analysis in order to inform programme design that takes into account the views of the communities WFP serves (WFP, n.d.-d).

102. With this in mind, the evaluator/qualitative lead will endeavour to conduct a rapid gender assessment, in conjunction with the planned field visits to selected woredas in Afar and Oromia regions during the survey period. Participatory gender analysis tools and approaches will be employed to understand gender dynamics in the household and schools as well as in the community. Primary qualitative data collection will be through focus group discussions (FGDs) and key informant interviews (KIIs) and direct observation of specific situations, including attitudes and practices on gender-based stereotypes relevant to the study and overall representation of women and girls in the community. The findings of the gender analysis could be used to make necessary implementation adjustments, as appropriate, during the programme lifetime. The gender analysis will:

- a) identify if there are any key gender issues that are highlighted by the community but not included in the programme design and recommend ways for amending the programme implementation to ensure that men and women, girls and boys participate and benefit equally;
- b) identify what types of data should be collected to monitor and report on the gender-related programme impacts;
- c) see if any potential unintended consequences of the school feeding intervention have been identified, and if so, suggest how the programme or activity could counteract the unintended consequences;
- d) identify any entry points/opportunities for empowering vulnerable and/or marginalized groups that are part of the intervention and/or the larger school community.

³⁶ Although it is undated, internal evidence suggests this study was prepared in the second half of 2017.

103. However, it is important to point out that the ET will need to balance its effort on gender analysis with other dimensions of qualitative work as described in the previous section; we expect that our rapid gender analysis will add value, but it will not be able to achieve the same depth as a full-scale gender study.

5.4 Limitations and risks

104. The Covid-19 pandemic has caused major disruption to the MGD programme itself, as well as constraining the evaluation process. The ET has also encountered less unexpected constraints on data availability and quality. Possible security risks also need to be factored into the planning and implementation of the baseline-endline evaluation. Table 5 below summarises risks, limitations and intended mitigations.

Table 5 Risks, limitations and mitigations

Risks and limitations	Rating	Mitigations
<p>Covid-19 has disrupted the start-up of the MGD programme and is likely to have unpredictable effects on school meals delivery as well as on educational services. In the context of lengthy school closures, USDA agreed that shipping and delivery of food could commence ahead of the baseline study, which could not take place until schools are functioning. Measures, such as double-shift (designed to allow social distancing) will affect the practicalities of school meals and may complicate the conduct of the baseline survey.</p> <p>To date, the pandemic has prevented international team members from traveling to Ethiopia and has meant that inception meetings within Ethiopia were also remote.</p> <p>The baseline survey and fieldwork cannot take place unless schools are functioning and the survey teams can safely conduct interviews, but it is very possible that international ET members will be unable to join their colleagues in Ethiopia for fieldwork.</p>	<p>high</p>	<p>The ET and the CO have conducted the inception remotely, while seeking to undertake the baseline survey as early as practical once schools are operating.</p> <p>The baseline report will discuss the degree, and possible effects of, disruption to schooling that has occurred since the pandemic began.</p> <p>It will also discuss the methodological implications of conducting the baseline after commencement of the programme and during a period of continuing disruption to schooling.</p> <p>At the same time, the altered sequence (conducting the baseline after the school feeding programme has commenced instead of before) offers an opportunity to observe the start-up of the school feeding, and therefore understand how it is adapting to Covid-19 context. (This in turn may have implications for issues to review at the MTR stage.)</p> <p>The survey and baseline fieldwork will deal pragmatically with issues (such as shift systems and social distancing requirements). As one example, our approach to sampling classes for the child-level questionnaire is flexible enough to allow for the fact that some classes may not be in session at the time of our visit due to shift systems – see Annex N, ¶16.</p> <p>The ET will of course observe all legal and prudent requirements to ensure the safety of the ET and those we interact with. This will be a particular challenge for the survey, since this will require many interpersonal interactions. Appropriate protocols will be included in the training of the survey teams and observed by all ET members.</p> <p>Conducting evaluations remotely has limitations, but has become standard practice for Mokoro (and others). The TL is very experienced and knows Ethiopia well and the Ethiopian team members are extremely capable (see Annex Q). The TL will continue to lead remotely as long as necessary, and fieldwork days will be reallocated within the team as appropriate.</p>

Risks and limitations	Rating	Mitigations
<p>Data limitations and gaps Challenges in reconciling EMIS with other data sets are described in Annex K. Based on previous experience, it may also be difficult to obtain full school-level EMIS data. Poor documentation at school level may limit the quality of data collected.</p>	medium	<p>Unresolved differences between data sets may affect the precision of sample selection and the certainty of school identification and precise location. We are mitigating this by drawing the sample close to the survey time, when as many data issues as possible may have been resolved, and by including alternative reserve schools within the selected sample – see Annex K.</p> <p>Even if full EMIS data are not availed in time for the baseline report, there will be additional opportunities to seek the data for the baseline and subsequent years, for use at MTR and final evaluation stages; the ET will seek WFP assistance in pressing persistently for the data to be provided.</p> <p>Compared with previous studies, our data set has been enhanced by access to school-level inspection data (see Annex O).</p> <p>Poor records at school level remain a risk, but there is some scope for triangulation with other sources.</p>
<p>Quality of access to stakeholders The constraints of operating remotely during inception (exacerbated at times by interruptions to internet communication) have inevitably constrained the scope and quality of interactions with stakeholders.</p>	medium	<p>We have sought to draw as much as possible from documentation and secondary data, and will seek further interactions with stakeholders during the field-work phase.</p>
<p>Schools moving in or out of the programme. In principle, schools moving into or out of the program could undermine the rigour of the baseline-endline survey.</p>	low	<p>New entries are not expected, and some exits are part of the design, with schools being handed over to the government HGSP programme. The survey is designed in any case to refresh half the sample at the final evaluation stage, and the approach to analysis is robust enough to cope with substantial churn (see Annex K, ¶40).</p>
<p>Treatment bias. In principle, there is a risk that schools included in the baseline sample could be given preferential treatment, so as to bias endline results upwards.</p>	low	<p>This will be addressed (a) by not advertising schools' participation in the baseline survey – baseline reports will not identify the specific schools in the sample; (b) refreshing half the sample at endline stage (see Annex K, ¶38–39).</p>
<p>Gender analysis. The weakness of design-stage gender analysis is highlighted in the TOR.</p>	medium	<p>The ET will mitigate this by including elements of rapid gender analysis in our baseline work (see Annex H).</p>
<p>Security constraints. It is possible that security issues will mean that certain Zones, woredas or more localised areas will be inaccessible to the ET for fieldwork, including the survey.</p>	medium	<p>The survey sample is being drawn close to the time of the survey so as to be able to take account of any general security restrictions that may be in force.</p> <p>To allow for possible more localised issues (including the risk that a school cannot be found because of errors in the schools databases) the survey sampling includes a 10 percent margin in terms of the selection of schools to visit. If it is not possible to visit or locate a specific school because of security or other issues the local sample will be revised operationally from a list of alternates.</p>
<p>Synergy with MTR – Finally, there is a risk that the (separately contracted) Mid Term Review could fail to maximise synergies with the baseline and endline evaluations.</p>	low	<p>Our baseline report will include recommendations for an approach to the MTR that bridges the baseline and final evaluations (regardless of who may undertake the MTR). However, we note that the Evaluation Plan states that WFP will endeavour to use the same firm for all M&E deliverables (WFP, 2020a, p4).</p>

Box 7 Covid-19 precautions for fieldwork

In conjunction with the measures of the Government of Ethiopia based on national guidance, general Covid-19 secure practices followed by the team will include:

- Each evaluation team member will be clearly advised that they should not undertake any activities face to face if they feel unwell or have Covid-19 symptoms or have been designated to self-isolate (in accordance with national guidance), until such time as an appropriate test provides a negative result.
- Access to face coverings and hand-sanitiser will be ensured for each evaluation team member.
- For face-to-face meetings or group meetings (for instance focus group discussions with beneficiaries), the evaluation team will provide disposable face coverings for all participants, and ensure access to hand washing facilities and/or hand sanitiser, if that is required by national guidelines for any meeting and/or collective gatherings or it is judged that doing so will ensure individuals feel most comfortable in agreeing to participate.
- Selection of venues for meetings will take account of the need for additional space and adequate ventilation to ensure social distancing requirements can be met for the number of individuals expected for the meeting. Meetings and workshops will be facilitated in a way that reduces risk of transmission through shared resources (for instance pens, managing refreshments) and maintains social distance.
- Selecting modes of transport, and distance to travel to meetings, will take account of the need to reduce risk of transmission.

5.5 Ensuring quality

105. Throughout we will take full account of USDA evaluation guidelines (USDA, 2019a, USDA, 2019b), while also adhering to WFP's decentralised evaluation quality assurance system (DEQAS), and applying Mokoro's own quality assurance systems.

Quality assurance

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

107. Mokoro's internal Quality Support (QS) System will be integrated into the evaluation process in line with the company's commitment to delivering quality products and adherence to the principles of independence, credibility and utility. Evaluation products will be shared with the QS experts (Jane Keylock and Muriel Visser) prior to submission. Both experts have deep familiarity with WFP and EQAS, making them well placed to review deliverables and advise on evaluation methodology, as well as to provide technical insights to complement the team's evaluation assessments. (See Annex Q, Table 43.)

Ethical standards

108. The ethical principles of integrity, accountability, respect and beneficence, as described in the UNEG *Ethical Guidelines for Evaluation* (UNEG, 2020) will anchor the ET's work throughout the evaluation process. ET members have all signed the associated pledge of ethical conduct in evaluation.

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

110. The team will adopt a careful and thorough approach to the ethics of the evaluation, complying with standard 3.2 of the United Nations Evaluation Group (UNEG) Norms and Standards (UNEG, 2020). While supportive and collegiate in its working relations with WFP, it will be strictly neutral and unbiased. It will request consent from all interviewees and focus groups before proceeding with discussions, and will assure them of full confidentiality: while informants' views may be quoted and their names will (with permission) be listed in an annex to the evaluation report, no view or statement will be attributed to a named individual, or presented in such a way that an individual can be traced as its source. The team will

thus encourage all informants to be frank and accurate in their assessments of programme performance. It will comply fully with GoE and WFP guidelines on contact with children (UNEG, 2008, UNEG, 2014).

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

112. The ET will carry out its work in a conflict-sensitive way and ensure that all stakeholder groups are treated with dignity and respect and are not put in danger for taking part in the evaluation. Strict and transparent protocols will be adopted to ensure the informed consent of all the individuals who will participate in the evaluation process and to protect data and information. Care will also be taken to ensure that both the members of the ET and the enumerators hired to conduct the survey are not exposed to undue risk. When conducting surveys, the ET will work with enumerators who speak the local language, are from the same ethnic groups as the people being surveyed, and understand the culture, community structures and power dynamics. The enumerators will receive conflict sensitivity training as well as instructions on the ethical principles of evaluations, as articulated in the *UNEG Ethical Guidelines for Evaluations*.

113. The ET will put mechanisms in place to ensure that survey participants will have a way to seek redress for any perceived disadvantage or harm suffered from the evaluation and will inform them at the start of each survey interview how they can go about registering a complaint. All contracts for field personnel will include an explanation of safeguarding policies and confidential channels for whistleblowing if necessary.

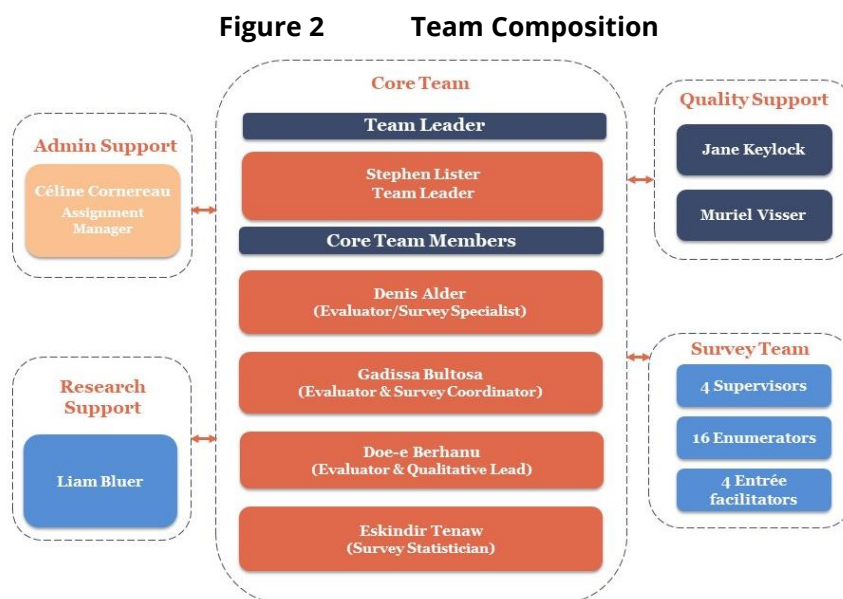
114. The ET will disseminate evaluation findings in appropriate formats, including to schools/students surveyed for the evaluation in Afar Region and East Hararghe and Borana Zones of Oromia Region. This could include for example a poster displaying the evaluation results and recommendations in local languages that the schools could post on their notice boards. This will apply particularly to the MTR and final evaluation, but we will also explore with WFP and government appropriate ways of making sure all schools are aware of the ongoing evaluation as well as monitoring systems.

6. Organisation of the evaluation

6.1 Team composition and work plan

Team expertise and responsibilities

115. Composition of the evaluation team (ET) is illustrated in Figure 2 below.



116. Core team members have worked together before, most notably on assignments focused on WFP in Ethiopia, and all were involved in the 2017–18 evaluation of the McGovern-Dole programme in Afar and Somali regions. Mokoro is again collaborating with B&M Consultants, who will have primary responsibility for organising and undertaking the quantitative school survey.

117. The evaluation is led by Stephen Lister, a Mokoro founding member, Principal Consultant and highly experienced team leader, evaluator and aid effectiveness specialist. He was team leader for the 2011 evaluation of WFP's school feeding strategy and is currently deputy team leader for an ongoing global evaluation of WFP's SF strategy. He has deep experience of Ethiopia, and led the 2018 evaluation of the WFP country portfolio, which included a country-wide assessment of the school feeding component.

118. He is supported by the same survey team and survey specialists that undertook the 2017-18 MGD evaluation. Its principal members, Denis Alder and Gadissa Bultosa, bring deep methodological expertise and practical experience to the design and implementation of this evaluation. The survey will be organised by B&M Development Consulting, a highly experienced Ethiopian company with which Mokoro has previously collaborated. Gadissa, who leads B&M Development Consulting, and the survey statistician, Eskindir Tenaw, have proven experience of managing survey teams working in the more challenging parts of Ethiopia.

119. On the qualitative side, Stephen Lister's main collaborator will be Doe-e Berhanu. She has a range of skills across social and rural development sectors, and undertook much of the qualitative research for the previous MGD evaluation. Her role on the country portfolio evaluation included the gender analysis and additional research on resilience, as well as a major role in research coordination across all topics.

120. Muriel Visser, who led the 2017-2018 MGD evaluation and is currently leading the strategic evaluation of WFP school feeding will serve as a quality advisor. So too, will Jane Keylock, who is a specialist nutritionist with much experience of WFP and of Ethiopia.

121. In addition, Mokoro's in-house research and administrative personnel are highly experienced in providing assistance to assignments of this nature.

122. More details on team members' qualifications for their respective roles are summarised in Annex Q. Team members' respective roles, and the deliverables to which they contribute, are set out in Annex Q, Table 43.

Ensuring teamwork and coordination

123. Team coordination is challenging given the requirement for remote working during the Covid-19 pandemic, but has been mitigated by the fact that team members have all worked together before, and are having to use remote working approaches (meeting via Zoom, Teams etc, and relying heavily on informal e-communications) across all aspects of professional work. A common e-library ensures access to documents and secondary data, and a second e-library that is exclusive to team members allows sharing of confidential materials, including interview notes and documents that have been shared confidentially with the team.

6.2 Timeline and data collection schedule

124. Mainly because of disruptions and uncertainties associated with the Covid-19 pandemic, contracting was slower than anticipated in the TOR. With schools closed, and therefore no certainty as to when the baseline survey could be conducted, USDA waived the requirement that the baseline study must precede commencement of school feeding activities. The ET and WFP agreed to conduct the inception phase remotely, but further delays were introduced by security-related periods of interruption to internet services in Ethiopia. It was planned to deliver the draft Inception Report before the December–January holiday season, but late receipt of the EMIS and inspection data (analysed in Annex K) necessitated a further delay.

125. Table 6 below therefore shows the actual schedule followed to date, together with target dates for the remainder of the baseline phase.

Table 6 Revised Baseline Timetable

Inception Phase – Survey Design and Inception Report		
from 10 June 2020 – 25 September	Team mobilisation , gather and review key documents; introductory meetings with Evaluation Manager and EthCO school feeding team. Document library assembled, and details of programme school locations obtained.	
28 September – 09 October	Work on survey design : including <ul style="list-style-type: none"> • sample selection • inventory of indicators sought • review of KAPS requirements Document review and outline of Inception Report sections	Continual liaison with EthCO SF team , including sharing and discussion of indicators inventory, discussion of KAPS requirements, resolving data issues etc
12 – 23 October	Interviews (remote) with external stakeholders ; [<i>for efficiency, and with facilitation from EthCO, ET and CO tried to schedule as many as possible of required interviews with external stakeholders during these two weeks</i>]	
26 October 2020 – 25 January 2020	Prepare full Inception Report , to cover: full survey instrument (SI), overview of school feeding situation in Ethiopia and characteristics of the different school feeding models, status review of other programmes (e.g. literacy, WASH) with which the MGD programme will interact). GEEW analysis. (Period extended to allow analysis and utilisation of EMIS and Inspection data received in December ²⁶)	
25 – 28 January	Review by Mokoro's quality support advisors, proof reading and finalisation of draft Inception Report	
29 January 2021	Submit draft Inception Report	
29 January – 17 February	Review draft Inception Report. Review was expedited with DEQAS and ERG reviews proceeding in parallel. DEQAS comments were received 11 February and ERG comments between 15–17 February.	ET proceeds with programming of Survey Instrument. CO and ET collaborate to finalise the KAPS questionnaire.
12–28 February	Team undertakes any necessary refinements to Inception Report particularly the survey and submits revised Inception Report , including final survey work plan.	ET draws final survey sample, to allow detailed fieldwork planning and preparation Translation of survey instrument is commissioned once the instrument is fully finalised.
Data Collection and Full Baseline Report		
01– 20 March	Mobilisation and training of survey teams in Addis Ababa and Semera.	See details in Annex S Table 44 and Table 45.
21 March – 08 April	Approximately three weeks for main period of survey field work. ³⁷ Qualitative evaluator will undertake additional field visits in parallel.	
10–14 April	Data scrutiny and verification, submit to Survey Specialist for review (Submit KAPS tabulations to WFP CO for analysis)	
15 April – 05 May	Data analysis and drafting of Baseline Report. The report will include: <ul style="list-style-type: none"> • completed situation analysis, including final GEEW analysis • baseline survey report • commentary on learning agenda issues • recommendations for annual and ongoing process monitoring and reporting, taking 	

³⁷ With the survey team mobilized to Borana Zone/ Oromia expected to complete the field work about five days ahead of the other three teams.

	account of both WFP and McGovern-Dole corporate requirements <ul style="list-style-type: none"> recommended TOR and approach for Mid Term Review to ensure coherence and complementarity between MTR and final evaluation detailed methodology and timetable for final evaluation proposals for dissemination
06 May 2021	Submit draft of full baseline report (after review by Mokoro's quality support advisers)
06 – 28 May	Three weeks for DEQAS and Evaluation Committee review of draft baseline report.
29 May – 04 June	Responses to comments and submission of final baseline report.

6.3 Support/Information required

General support arrangements

126. The evaluation team is very grateful for support provided by the EM and CO in difficult circumstances. Table 7 below puts on record the ET's current expectations for support as the evaluation proceeds (though some aspects – e.g. facilitating international travel – may remain aspirational while pandemic restrictions persist).

Table 7 Support and information requirements for the evaluation

#	Support/Information required	Provider
1.	Assistance with obtaining visas and travel permits for international evaluators	CO
2.	Schedule initial briefings, meetings, and appointments including: security and administrative set-up with WFP, briefings and meetings with relevant CO units and staff, as well as external partners,	CO
3.	Schedule follow-up meetings as needed	ET
4.	Coordinate space and invitations for external and internal briefings	CO
5.	Schedule domestic flights for all team members if necessary – (evaluation team to purchase)	CO (evaluation team responsible for the cost)
6.	Provide office space if needed for the evaluation team at WFP CO and Sub-offices	CO
7.	Provide IT support as needed (including hosting survey data on WFP server)	CO
8.	Arrange and confirm accommodation in the field	CO (evaluation team responsible for the cost)
9.	Assist with fieldwork logistics at all sites	CO
10.	Provide names and contact information for individual stakeholders	CO
11.	Arrange de-briefing (invitations, venue, equipment etc.) - stakeholders to be agreed between ET and CO	CO + ET
12.	Support ET to resolve any additional information and documentation gaps	CO

Specific support for baseline fieldwork

127. **Tablets.** As discussed during inception (and earlier reflected in Mokoro's financial proposal), the ET understands that WFP will be able to lend 10 tablets³⁸ for the survey field work.

128. **Resolving data discrepancies.** As explained in Annex K, the ET does not yet have a definitive list of the names and locations of all government primary schools in Afar, East Hararghe and Borana. Any assistance in obtaining the full EMIS data will be appreciated, and the ET expects to work with the CO in resolving discrepancies between the EMIS list and WFP lists.

129. **KAP survey.** The ET has been requested to incorporate a KAPS, in addition to the original requirements of the TOR. Our proposed approach is described in Section 5.2 ¶191 and Box 6 above. This

³⁸ That is, half the total number of tablets needed by the survey teams.

will require additional work for the survey teams (an additional questionnaire to translate and administer). An appropriate supplementary budget has been agreed.

130. **Facilitation of qualitative fieldwork.** The CO has agreed to provide a vehicle and driver for the qualitative fieldwork.

Other issues to follow up between Inception and Baseline Reports

131. Among other things, the ET will be seeking clarification on the following aspects of the MGD programme:

- The status of recruitment and deployment of various programme-specific staff mentioned in project documents.
- The inclusion of bulgur wheat in the commodity specifications (USDA & WFP, 2019).
- The status of various activities in support of improved literacy, including those that are said not to require MGD funds (see Annex E ¶20).
- The status of various activities in support of improved nutrition, as described in Annex E ¶21–23.
- The status of the proposal to support strengthening of government fleet systems (see Annex E ¶27).

ANNEXES

Annex A	Terms of Reference
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Annex C	People Consulted at Inception Phase
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Annex E	The McGovern Dole Programme in Ethiopia
Annex F	Other School Feeding Programmes in Ethiopia
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Annex A Terms of Reference

The Terms of Reference are reproduced below. Annexes to the TOR are not included but are listed at the end.

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

1. Introduction

1. These Terms of Reference (TOR) are for an activity evaluation of the World Food Programme (WFP)'s USDA McGovern - Dole International Food for Education and Child Nutrition Programme's support in Afar and Oromia regions in Ethiopia. The programme implementation runs from 2019 through 2024. In Year 1, the programme will serve 200,000 students in 450 schools.³⁹ The total budget for this project is USD 28 million (four years). The evaluation will include a baseline and a final evaluation. The baseline, which will provide a situational analysis, is scheduled for 2020 and final evaluation, which will provide an evidence-based, independent assessment of performance of the programme, in 2024 before the project closes. In this TOR, the entire piece of work, i.e. baseline and final activity evaluation, will be referred to as 'evaluation'. This evaluation is commissioned by WFP Ethiopia Country office and will cover the period from December 2019 to December 2024.

2. These TOR were prepared by WFP Ethiopia Country Office, based upon an initial document review and consultation with stakeholders and following a standard template. The purpose of the TOR is twofold. Firstly, it provides key information to the evaluation team and helps guide them throughout the evaluation process to ensure the design the two evaluations, a baseline and endline, coherently within the overarching programme evaluation and are relevant to overall schools feeding strategy and country-specific school feeding issues in Ethiopia; and secondly, it provides key information to stakeholders about the proposed evaluation.

2. Reasons for the Evaluation

The reasons for the evaluation being commissioned are presented below.

2.1 Rationale

3. USDA is one of the long-standing key donors to WFP school feeding in Ethiopia. USDA has awarded WFP Ethiopia a total of US\$ 28 million of support for the period 2019-2024. The grant agreement incorporates specific USDA standard performance and results indicators against which performance of the programme will to be measured (Annex 3). In the evaluation plan agreed with USDA, WFP commits to conducting a baseline study, a mid-term review, a final project evaluation and incorporating a learning agenda throughout the evaluation process. This TOR covers the Baseline Evaluation and Final Evaluation. A Mid-term Review (MTR) will be contracted under a separate TOR.

2.2 Objectives

4. The baseline will provide a situational analysis at the start of the activities confirming indicators and establishing baseline values and targets for all performance indicators. The baseline will lay the

³⁹ In Year 1, 100,000 children in 350 schools in Afar and 100,000 children in 100 schools in Oromia will be served by the Programme with a gradual reduction over the five year period to 85,000 children in 298 schools in Afar and 49,500 children in 50 schools in Oromia.

foundation for regular ongoing process monitoring to measure activity outputs and performance indicators for lower-level results. This will enable assessment of progress on implementation, to assess any early signs of effectiveness and to document any lessons learned. A final activity evaluation will be conducted to provide an evidence-based, independent assessment of performance of the programme, the project's success for accountability, and to generate lessons learned. The evaluation will include two questions that form part of USDA's learning agenda:

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

The baseline and endline evaluations will serve the dual and mutually reinforcing objectives of accountability and learning.

Accountability: The evaluation will assess and report on the performance and results of the programme to help WFP to present high quality and credible evidence to its donors.

Learning: The evaluation will determine the reasons why certain results occurred or not, to draw lessons, derive good practices and pointers for learning. It will provide evidence to inform operational and strategic decision-making. It will contribute to USDA learning agenda's. Findings will be actively disseminated and lessons will be incorporated into relevant lesson sharing systems.

For these reasons, both accountability and learning have equal weight.

2.3 Stakeholders and Users

5. A number of stakeholders, both inside and outside of WFP, have interests in the results of the baseline, mid-term review and final evaluation. Some of these actors will be asked to play a role in the process. Annex 1 provides a preliminary stakeholder analysis, which should be deepened by the evaluation team as part of the inception phase.
6. Accountability to affected populations is tied to WFP's commitments to include beneficiaries as key stakeholders in WFP's work. As such, WFP is committed to ensuring Gender Equality and the Empowerment of Women (GEEW) in the evaluation process, with participation and consultation in the evaluation by women, men, boys and girls from different groups (including age and disability considerations). To date, a comprehensive GEEW analysis has not been undertaken for the programme and should be addressed as part of the baseline.
7. The primary users of the baseline and the final evaluation will be:
 - The WFP Ethiopia Country Office and its partners/key stakeholders described above, in decision-making, notably related to programme implementation and/or design, Strategy and partnerships.
 - This evaluation will contribute to the body of knowledge on McGovern-Dole (MGD). USDA, as the funder of the evaluation, will use findings and lessons learned to inform program funding, design, and implementation decisions.
 - Given the core functions of the Regional Bureau (RB), the RB is expected to use the findings to provide strategic guidance, programme support, and oversight. The RB can use the findings to share with other COs in the region for improvements in their school feeding programmes.

- WFP HQ may use the findings for wider organizational learning and accountability.
- OEV may use the evaluation findings, as appropriate, to feed into evaluation syntheses, as well as for annual reporting to the Executive Board.
- The findings will also feed into annual corporate reporting and donor reporting.

3. Context and subject of the Evaluation

3.1 Context

8. With an estimated population of 102 million⁴⁰—80 percent of whom live in rural areas—Ethiopia is a large and extremely diverse nation. The country has made impressive strides over the last two decades through investments in infrastructure, modernization of the agricultural sector, light manufacturing, provision of critical basic services such as water, health and sanitation, education, and a significant investment in social protection programmes. These investment choices are reflected in the five-year Growth and Transformation Plans (GTP), aimed to transform Ethiopia into a middle/lower middle-income country by 2025. GTP II is currently in place, spanning 2015-2020. A draft policy for school feeding (SF) has been prepared with support from WFP and is awaiting approval. Responsibility for SF is formally recognized in the structures of government. At central, regional and woreda levels, staff assigned to support SF activities.

9. Despite these achievements, Ethiopia remains one of the world's poorest countries, ranked 174 out of 188 in the Human Development Index (HDI). 87 percent of the population—a staggering 89 million people—are multi-dimensionally poor: deprived of food security, opportunity and access in terms of education, health and adequate living standards.⁴¹ Internal conflict and climate shocks threaten to undermine the longstanding stability and security of the country in a volatile region. Since mid-2017 to date, nearly 2 million people have been internally displaced as a result of droughts, flooding and conflict between the Oromia and Somali Regions. Additionally, Ethiopia hosts over 900,000 refugees, with almost 700,000 living in 27 camps across the country and receiving emergency support. The Government of Ethiopia (GoE) has adopted the Comprehensive Refugee Response Framework (CRRF), but this will take time to operationalize given the need for the GoE to earmark financial resources for the transition from a care and maintenance operation to a local integration model.

10. Poverty rates in Ethiopia fell from 55 percent in 2000 to 33 percent in 2011, but 30 million people still do not have access to adequate food all year round.⁴² Undernourishment figures for the country are almost identical with 32 million people affected.⁴³ Of this total, only 8 million people are explicitly targeted under the Government-led Productive Safety Net Programme (PNSP). In parallel, every year, humanitarian assistance is required. Since the inception of the PSNP in 2005, an average of 5.2 million people per year have needed emergency support.⁴⁴ In principle, a total of 13 million people should be considered as needing support to access food on a regular basis. The refugee population are also considered as not having adequate access to food all year round given their particular circumstances.

⁴⁰ The World Bank. 2016. *Population total, Ethiopia*, <https://data.worldbank.org/indicator/SP.POP.TOTL?locations=ET>³ Oxford Poverty & Human Development Initiative, <http://ophi.org.uk/>

⁴¹ Oxford Poverty & Human Development Initiative, <http://ophi.org.uk/>

⁴² World Bank Group. 2016. *Federal Democratic Republic of Ethiopia: Priorities for Ending Extreme Poverty and Promoting Shared Prosperity—Systematic Country Diagnostic*. World Bank Group Publications.

⁴³ Compact 2025. 2016. *Ethiopia: Ending Hunger and Undernutrition – Challenges and Opportunities*. Scoping Report for Roundtable Discussion, Addis Ababa, March 2016

⁴⁴ There were significant peaks in the humanitarian requirements over the 2015-2018 period due to the El Niño-induced drought in 2015/16 that affected mainly the highland areas of Ethiopia and the Indian Ocean Dipole drought of 2017/18. Almost 18m people needed emergency food assistance during the former, and 11m for the latter.

11. Gender inequalities continue to limit women’s health and education outcomes and economic opportunities and as such constrain women’s development and the progress of society as a whole (see Annex 2). Women and girls are strongly disadvantaged as compared to boys and men in all sectors, including literacy, health, food and nutrition security, livelihoods, basic human rights, as well as access to land, credit and productive assets, resulting in a Gender Inequality Index of 116 out of 159 countries.⁴⁵

12. Despite significant progress in the last two decades, undernutrition is at critical levels in Ethiopia (see Annex 2). The national prevalence of stunting among children is 38 percent (41 percent for boys, 35 percent for girls), and is highest in the Amhara Region (46 percent). Wasting rates remain static at 10 percent but are highest in the Somali and Afar Regions (23 and 18 percent, respectively).

13. The GoE has made progress towards universal primary education. The Net Enrolment Rate (NER) for primary has increased from 21.6 percent in 1995/96 to 93.7 percent in 2014/15. However, grade 1-8 dropout rates increased by almost one percentage point in 2015/2016 to 10.7 percent compared to the previous year and failed to meet the 1 percent target in the Education Sector Development Programme (ESDP IV) (Government of Ethiopia, 2016f), (Government of Ethiopia, 2015a). High dropout rates, especially in pastoralist and emerging regions, are poverty-related and reflect that children, both boys and girls, work or take care of cattle to support the family – a fact which has become more predominant due to the recent drought. Learning outcomes are not keeping pace and there are also regional and gender disparities in basic education proficiency.

14. In the education sector, national strategies to ensure equal access to education have contributed to increasing the number of enrolled girls and boys across different regions. However, the Gender Parity Index (GPI) indicates gaps at all levels of education (Government of Ethiopia, 2016f). Gender disparities are widely attributed to societal gender roles and socioeconomic challenges, including girls’ responsibilities for household chores and a lack of gender-sensitive facilities and services in and around schools (UN Women, 2014). Three million Ethiopian children remain out of school, many of whom are girls. A significant number of out-of-school children are from pastoralist and semi-pastoralist areas where nomadic lifestyle combined with conflict and drought, makes girls particularly prone to being taken out of school when families come under stress (Atem Consultancy Service, 2012).

15. The WFP Ethiopia Interim Country Strategic Plan (ICSP) will be implemented from January 2019-June 2020. The Ethiopia ICSP will focus on five interrelated Strategic Outcomes (SO) that contribute towards WFP corporate strategic results (SR) for SDG 2 and SDG 17 outcomes:

SO 1: Emergency preparedness and response (SR 1, SDG 2.1)

SO 2: Resilience building and social protection and safety nets (SR1, SDG 2.1)

SO 3: Addressing chronic malnutrition/undernutrition (SR 2, SDG 2.2)

SO 4: Capacity strengthening (SR 5, SDG 17.9)

SO 5: Enhancing global partnerships (SR 8, SDG 17.16)

These outcomes also contribute to all outcome pillars of the UNDAF 2016 – 2020.

16. The ICSP has a total of five Strategic Objectives (SO), seven activities and several outputs. School feeding is under strategic SO 2 (Vulnerable and food-insecure populations are able to meet their essential food needs and establish climate-resilient livelihoods through June 2020), output 2.1 (Targeted schoolchildren benefit from nutrition-sensitive school feeding programmes (traditional and home-grown), including take-home rations (THRs) to meet their basic food and nutritional needs (SR1) and increase school enrolment and attendance (SDGs 3, 4 and 5), activity 4 (Provide safe and reliable food to primary school children and support the Ministries of Education and Agriculture to scale up nutrition-sensitive school feeding programmes).

⁴⁵ <http://hdr.undp.org/en/composite/GII>

17. WFP, in collaboration with the MoE, has been implementing school feeding interventions for 20 years. Over this period, the intervention has successfully contributed to the increase in school enrollment and attendance, the decrease in the gender gap in enrolment, and the improved ability of pupils to concentrate in class. Several evaluations have been undertaken. USDA is a longstanding donor for school meals in Ethiopia. The just completed USDA grant (FFE - 663-2013/026-00) was USD 40.7 million over a period of 4 years starting January 2014. An evaluation of this programme was recently undertaken (WFP, June 2018).⁴⁶ Findings from the evaluation consistently underscore significant and important output, outcome and impact level results and provide a convincing case for the importance of school feeding for areas that are severely affected by food insecurity. The evidence demonstrates that school feeding, supplemented by specific interventions targeted at girl students, improves inclusiveness, participation and achievements in education. enhanced school enrolment and a more favourable GPI is associated with FFE. The evaluation shows improved indicators for FFE schools across most factors including attendance, meal frequency, food consumption scores and attentiveness.

3.2 Subject of the evaluation

18. The programme will run from 2019 to 2024. The objectives of the programme are to:
- Improve student attendance and reduce short-term hunger through the provision of a daily school meal;
 - Increase student enrolment by raising community awareness of the importance of education to parents and community members following a national community-based mobilization model;
 - Improve literacy among children and quality of education through teacher recognition and provision of school kits and indoor/outdoor materials;
 - Improve health and dietary practices of students through rehabilitation/rebuilding of water, sanitation and hygiene facilities;
 - Improve food preparation and cooking practices by provision of training, sensitization, and fuel-efficient stoves; and
 - Increase government ownership and strengthen national capacities through training and mentoring aimed at developing a school feeding program with lasting impact.
19. To achieve the above objectives, the following activities will be undertaken:
- **Food Distribution:** The ration will consist of 120g of fortified rice, 120g of corn soy blend plus, and 13g of fortified vegetable oil. This meal will be supplemented with 3g of iodized salt provided by WFP and local fruits and vegetables from the regional bureau of education fund allocated under the home-grown school feeding program (HGSP). The meals will be provided to primary schools in the form of a mid-morning porridge for three days alternated with two days a week with rice and oil for the 176 school days in the school year. In pre-primary schools, students will be provided with the same ration size; however, it will be served to students as a breakfast and then again as a mid-morning snack.
 - In Afar, WFP will provide a take-home ration consisting of 12.5kg of fortified rice each quarter to approximately 3,800 girls in grades five and six, and boys in grade six that

⁴⁶ Final Evaluation of WFP'S USDA McGovern-Dole International Food for Education and Child Nutrition Programme's Support in Afar and Somali Regions in Ethiopia 2013–2017.

maintain an attendance of at least 80 percent. Table below gives a summary of this activity.

Figure 2: Summary of food distribution activity

Summary of food distribution activity	
No. of schools provided with mid-day meal	450
Target regions	Afar and Oromia
Ration type	120g of fortified rice, 120g of corn soy blend plus, and 13g of fortified vegetable oil
Number of days per year	176
Type of ration take home ration to who it will be provided to	12.5kg of fortified rice each quarter to girls in grades five and six, and boys in grade six that maintain an attendance of at least 80 percent.

- Support Improved Safe Food Preparation and Storage:** WFP, in collaboration with local communities, will rehabilitate storerooms for commodities in 40 schools based on a needs assessment. WFP will equip approximately 450 school kitchens with cooking equipment and tools such as pots, pans, and cooking utensils for food preparation, WFP will also equip all participating schools with eating utensils. WFP will rehabilitate 225 kitchens equipped with fuel efficient stoves to prepare school meals. WFP will train all participating cooks and storekeepers from approximately 450 schools on safe food preparation and storage practices. WFP will train school directors, parent-teacher associations (PTA) members, and school meals committees on general school feeding management topics including commodity management, storage and recording food commodities in storerooms, and meal preparation.
- Promote Improved Nutrition:** WFP, together with the Regional Bureaus of Education (REBs), will conduct a Knowledge Attitudes and Practices (KAP) survey to inform the design of the nutrition education activities. Based on this survey, WFP will provide nutrition education trainings to stakeholders at all levels, including those at the REB, school teachers, administrators, PTAs, and school heads in the child nutrition clubs. WFP will work with the Ministry of Health to use their previously developed package for the training. Trainings will take place during the first year and then again as a refresher course later in the program. WFP will support the Ministries of Education and Health during the review of the nutrition policy and curriculum to ensure nutrition is adequately reflected in the curriculum and policy. WFP, through health and extension workers, will provide health screenings and referrals of under nourished children to address any health and nutrition issues. Children with moderate acute malnutrition will be referred to WFP’s Targeted Supplementary Feeding Program (TSFP), while children with severe acute malnutrition will be referred to UNICEF for treatment. Screenings will take place in schools where there is overlap between MGD School Feeding and TSFP. WFP, together with partners, will organize and deliver annual awareness campaigns to communities and cooks at target schools where there is overlap with the UNICEF program on good nutrition practices, and integration of locally available nutrient-dense foods in the diet. WFP will work with the government and use government produced material to train school administrators, PTAs, teachers and cooks on nutrition in all target schools.
- Promote Improved Health and Hygiene Practices:** WFP will work closely with the Ministry and Regional Bureaus of Water, Electricity and Irrigation and partners to support sufficient availability of adequate, reliable, and clean water supply to target schools. Through the government’s “One WASH” program, WFP will support provision of water in

approximately 50 schools through rehabilitation or building of pipe systems to connect the schools to community water access points. In schools without access to piped water from community water access points, WFP will work with communities and schools to ensure water trucking takes place and provide water purification tablets to treat the water and ensure it is safe for consumption in schools. In addition, WFP will construct approximately 530 hand washing stations at participating schools. WFP will work with partners on complementary activities to improve health and hygiene practices and conduct awareness campaigns on the importance of health and hygiene practices.

- **Build Capacity:** WFP in collaboration with the National MoE will work to formally approve the *National School Feeding Strategy*. WFP will support the implementation of this strategy by prioritizing government staff capacity building through workshops and refresher trainings on monitoring, literacy, and school feeding at the regional level. WFP will support the formation of a national level inter-ministerial and technical coordination committee for school feeding, to coordinate and provide oversight of the school feeding program. WFP will support and enable regional and federal members of government to attend regional forums and meetings on school feeding. WFP's supply chain unit will provide mentorship and training to the REBs on the basics of supply chain management. This includes procurement of transporters, commodity tracking management, storage handling and basic health and hygiene practices. WFP staff will train regional staff on management, transport of food commodities and warehouse management, with a plan to handover the management of this system to the GoE. WFP will build the capacity of the government to manage food quality and safety in the supply chain. In Oromia, WFP will provide training to smallholder farmers on improved agricultural techniques focusing on crop yields, post-harvest losses, storage, transport and handling. WFP will prioritize farmers living in the catchment areas of the schools, specifically those who are expected to provide commodities as part of the transition to a nationally and locally owned Home-Grown School Feeding (HGSF) program.
- **Promote Improved Literacy:** WFP will support the establishment of a small technical unit in the MOE to support the assessments of targeted schools to understand which require additional literacy support. WFP, in collaboration with the MOE, will link schools with other activities taking place nationally that complement McGovern-Dole. WFP will work with the MOE to train each woreda education office in the region to manage the literacy data, which includes monitoring, reporting, and coordinating to make sure that the literacy needs in the region are being met by the BOEWFP, with Bureau of Education (BOE) support will decide which schools need what materials based on a needs assessment. This will include identifying relevant supplementary reading materials developed under the READ-Community Outreach activity of USAID. WFP will dedicate a member of its technical unit to serve as the regional coordinator for the regional BOE in Afar to support the literacy program. WFP will promote teacher attendance through merit-based awards, provide school kits, and provide indoor and outdoor learning materials to schools in Afar. WFP will work with MOE to ensure that the targeted schools are the same as those supported by the government-funded training of teachers in pre-primary and primary schools on improved literacy instruction. Teacher training will be facilitated by MOE on literacy instruction on English instructional materials on an annual basis. WFP, in collaboration with the MOE, will manage a teacher recognition awards program to increase teacher attendance and recognition based on awards to high performing teachers. In Oromia, WFP will collaborate with the MOE and USAID supported pre-existing literacy program in targeted schools. Through the USAID READII program, the targeted schools will benefit from early grade reading instruction techniques and materials in mother-tongue languages, English, and other supplementary reading materials.

- Promote Increased Enrolment:** Based on the GOE’s community-based mobilization model, WFP will support the BOE’s to conduct annual enrollment campaigns at target schools with low enrollment to encourage parents to send their children to school. WFP will develop Information Education Communication (IEC) materials on the benefits of education, parental education for children’s growth monitoring for sustainable and productive development, and broadcasts on local radio stations. To jointly leverage resources, WFP, with UNICEF and the MOE will conduct joint awareness and school enrollment campaigns for literacy, nutrition, health, and hygiene.

20. The program will use MGD commodities and cash funding to contribute directly towards both of the MGD program’s highest-level Strategic Objectives, MGD SO1: Improved Literacy of School-Aged Children; and, MGD SO2: Increased Use of Health and Dietary Practices (see Annex 3 results framework). The following activities will contribute toward the achievement of MGD SO1: distribute food, promote improved literacy, Promote Increased Enrolment and Support Improved Safe Food Preparation and Storage

21. To contribute towards the achievement of MGD SO2, the following activities shall be undertaken: Support Improved Safe Food Preparation and Storage, Promote Improved Nutrition and Promote Improved Health and Hygiene Practices

22. WFP has also incorporated a strong focus on capacity building to ensure sustainability by targeting the following MGD Foundational Results: MGD 1.4.1/2.7.1: Increased Capacity of Government Institutions; MGD 1.4.2/2.7.2 Improved Policy and Regulatory Framework; MGD 1.4.3/2.7.3: Increased Government Support and MGD 1.4.4/2.7.4 Increased Engagement of Local Organizations and Community Groups. Activities that will contribute to these Foundational results include build capacity and promote improved nutrition.

23. The performance indicators framework (Annex 4) provides details of the activity and results indicators that will be mandatory to measure and report on. These are summarized in the table below.

Figure 3: Summary of performance indicators

Activity Indicators		Results Indicators	
1	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	1	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text (MGD SO 1)
2	Average student attendance rate in USDA supported classrooms/schools	2	Average student attendance rate in USDA supported classrooms/schools (MGD 1.1.2)
3	Number of teaching and learning materials provided as a result of USDA assistance	3	Number of teaching and learning materials provided as a result of USDA assistance (MGD 1.1.5)
4	Number of educational facilities (i.e. school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance	4	Number of educational facilities (i.e. school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance (MGD 1.3.4)
5	Number of students enrolled in school receiving USDA assistance	5	Number of students enrolled in school receiving USDA assistance (MGD 1.4.4)
6	Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance	6	Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance (MGD 1.4.4)
7	Number of Parent-Teacher Associations (PTAs) or similar “school” governance structures supported as a result of USDA assistance	7	Number of Parent-Teacher Associations (PTAs) or similar “school” governance structures supported as a result of USDA assistance (MGD 1.2.1.1)
8	Quantity of take-home rations provided (in metric tons) as a result of USDA assistance	8	Quantity of take-home rations provided (in metric tons) as a result of USDA assistance (MGD 1.2.1.1)
9	Number of individuals receiving take-home rations as a result of USDA assistance	9	Number of individuals receiving take-home rations as a result of USDA assistance (MGD 1.2.1.1)
10	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	10	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance (MGD 1.2.1.1)

Activity Indicators		Results Indicators	
11	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	11	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (MGD 1.2.1.1/1.3.1.1/2.5)
12	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	12	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (MGD 2.3)
13	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	13	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance (MGD SO 2)
14	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	14	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance (MGD 2.2)
15	Number of individuals trained in safe food preparation and storage as a result of USDA assistance	15	Number of individuals trained in safe food preparation and storage as a result of USDA assistance (MGD 2.4)
16	Number of individuals trained in child health and nutrition as a result of USDA assistance	16	Number of individuals trained in child health and nutrition as a result of USDA assistance (MGD 2.4)
17	Number of schools using an improved water source	17	Number of schools using an improved water source (MGD SO1)
18	Number of individuals participating in USDA food security programs	18	Number of individuals participating in USDA food security programs (MGD SO1, MGD SO2)
19	Number of individuals benefiting indirectly from USDA-funded interventions	19	Number of individuals benefiting indirectly from USDA-funded interventions (MGD SO 1)(MGD SO 2)
20	Number of schools reached as a result of USDA assistance	20	Number of schools reached as a result of USDA assistance (MGD SO1) (MGD SO2)
21	Number of screenings of ECD children conducted	21	Gender Parity Index (MGD SO 2)
22	Number of schools with clean utensils and appropriate serving modalities	22	Number of screenings of ECD children conducted (MDG 3.2)
23	Number of handwashing stations constructed as a result of USDA assistance	23	Number of schools with clean utensils and appropriate serving modalities (MDG 2.4)
24	Percent of students identified as attentive in classrooms during the class or instruction	24	Number of handwashing stations constructed as a result of USDA assistance (MDG 2.4)
		25	Percent of students identified as attentive in classrooms during the class or instruction (MGD SO1)

4. Baseline and Final Evaluation Approach

4.1 Scope

24. The baseline data collection is planned to take place during the first Quarter of 2020 and will provide the situational analysis at the start of the programme that will form the basis for continuous process monitoring, and the final evaluation. The baseline will be guided by the results framework. It will confirm indicator selection and targets and establish baseline values for all the performance indicators in the results framework. As part of the inception phase prior to baseline data collection, the results should be assessed from an evaluation perspective. If appropriate and need arise, the baseline results will be used to inform revision of project targets. The agreed-on indicators in the results framework will ensure a comprehensive measurement of performance of this programme. The baseline will cover all the two targeted regions, i.e. Afar and Oromia. It will establish and validate the evaluation approach, with a robust and detailed methodology, that will form the foundation for the final evaluation. The methodology will clearly outline a sample design and sample size calculations that incorporate considerations of gender, age, disability and methods of analysis.

25. The final activity evaluation will cover the programmes activities implemented from 2020-2024 in the two targeted regions. The final evaluation is planned for 2023 before the programme ends. The objective of the final evaluation is to provide an evidence-based, independent assessment of performance of the school feeding project, evaluate the project's success, ensure accountability, and

generate lessons learned. The final evaluation will assess areas of project design, implementation, management, lessons learned and replicability. It will seek to provide lessons learned and recommendations for USDA, program participants and other key stakeholders for future food assistance and capacity building programs. This evaluation will therefore focus on accountability (against intended results) and learning. The final evaluation will assess to what extent and how the project has achieved MGD's two strategic objectives, and identify meaningful lessons learned that WFP, USDA, and other relevant stakeholders can apply to future programming. The final evaluation will use the internationally agreed criteria of relevance, effectiveness, efficiency, impact and sustainability. It will build upon the baseline study and the mid-term review. In addition, and where possible, the final evaluation will consider looking into aspects relevant to overall school feeding strategy and country-specific school feeding issues in Ethiopia.

4.2 Evaluation Criteria and Questions

26. **The baseline** will inform project implementation and will provide important context necessary for the final evaluation to assess the activities relevance, effectiveness and efficiency, sustainability and impact. At baseline, focus will be to:

- Establish performance indicators baseline values and information for use to regularly monitor activity outputs and performance indicators.
- Form the foundation for the planned final evaluation
- Provide a situational analysis – based on a desk review of documentation and qualitative interviews. The situational analysis will document what the conditions for implementation are at the baseline and will include (but not be limited to) a description of: the policy and regulatory framework and the institutional set-up to implement the programme. Any key shortcomings or challenges will be identified.
- Design a methodology for the entire evaluation⁴⁷, ensuring all the data requirements for the final evaluation are covered, refining the evaluation questions and reviewing the indicators to ensure they are relevant to overall schools feeding strategy and country-specific school feeding issues in Ethiopia.
- Design a methodology that will incorporate the learning agenda questions to ensure any data collection required to these is mainstreamed to the M&E processes for this programme.

27. **The learning agenda** is in line with USDA's interest in furthering the knowledge base within the school meals literature through the application of USDA's McGovern-Dole Learning Agenda. The learning agenda will be incorporated and addressed in evaluation processes. How and when the two questions will be addressed will be discussed and agreed on with the evaluation team during inception phase. It will aim to answer the following question:

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

28. **The final evaluation's** objective will be to provide an evidence-based, independent assessment of performance of the programme. It will assess its success, ensure accountability, and generate lessons learned. Specifically, the final evaluation will:

⁴⁷ Baseline and final evaluation

- review the project's relevance, effectiveness and efficiency, impact, and sustainability,
- collect data for performance indicator values to measure performance and achievement for strategic objectives and higher-level results
- assess whether the project has succeeded in achieving MGD's two strategic objectives (Improved Literacy and Increased Use of Health and Dietary Practices), and
- identify meaningful lessons learned that WFP, USDA, and other relevant stakeholders can apply to future programming.
- Where possible look into aspects relevant to overall school feeding strategy and country-specific school feeding issues in Ethiopia.
- Where possible compare the performance of school feeding in Ethiopia with other relevant food security and safety net interventions in the country.

For final evaluation, international evaluation criteria of Relevance, Effectiveness, Efficiency, Impact and Sustainability will be applied.⁴⁸ Gender Equality and the Empowerment of Women (GEEW) shall be mainstreamed throughout.

29. **Evaluation Questions:** Allied to the evaluation criteria, and in addition to mid-term-review and learning agenda, the final evaluation will address the following key questions (In table below), which will be further developed/revised by the evaluation team during the inception phase of baseline and final evaluation. Collectively, the questions aim at highlighting the key lessons and performance of this programme, to inform adjustments during the implementation period, future strategic and operational decisions.

30. The evaluation should analyse how GEEW objectives and GEEW mainstreaming principles were included in the intervention design. The GEEW dimensions should be integrated into all evaluation criteria as appropriate.

Figure 4: Criteria for baseline evaluation and final evaluation

Focus Area	Key Questions for Baseline and Final Evaluation
Relevance	Did the project reach the intended beneficiaries with the right mix of assistance? Is the project aligned with national governments and donor education and school feeding policies and strategies?
Effectiveness and efficiency	Did the interventions produce the expected results and outcomes – were the set targets achieved?
	Did the intervention deliver results for men and women, boys and girls? To what degree have the interventions resulted in the expected results and outcomes – is the project on track to reach set targets? What was the efficiency of the program, in terms of transfer cost, cost/beneficiary, logistics, and timeliness of delivery? What was most effective methods for ensuring food safety within school meal program taking into consideration the different system of national, regional, local and community governance? What community-level systems of governance and management are required for the successful implementation and sustainability of school meal programs?
Impact	What are the effects of the project on beneficiaries, as well as community-level systems of governance and management? Have there been any unintended outcomes, either positive or negative? What were the gender-specific effects? Did the intervention influence the gender context? What internal and external factors affected the project's ability to deliver impact?

⁴⁸ The criteria were first laid out in the DAC Principles for Evaluation of Development Assistance. For more detail see: <http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm> and <http://www.alnap.org/what-we-do/evaluation/eha>

Focus Area	Key Questions for Baseline and Final Evaluation
Sustainability	Is the program sustainable in the following areas: strategy for sustainability; sound policy alignment; stable funding and budgeting; quality program design; institutional arrangements; local production and sourcing; partnership and coordination; community participation and ownership? What needs remain to achieve a full handover and nationally-owned school feeding program? How can a combination of local procurement during harvest time be supplemented with international food aid to promote locally and/or nationally sustainable school meals program?
General	What are lessons learned from the project? How can WFP improve future programming, in the context of these lessons learned?

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

4.3 Data Availability

32. The following are the sources of information available to the evaluation team. The sources provide both quantitative and qualitative data and should be expanded by the evaluation team during the inception phase.

- Ethiopia Interim Country Strategic Plan
- Standard project reports (SPRs) and other relevant internal and external reports
- CP 200253 project document (2012-2018)
- UN Development Assistance framework
- 2030 Agenda on Sustainable Development Goals
- Previous evaluation e.g. Final Evaluation of WFP'S USDA McGovern-Dole International Food for Education and Child Nutrition Programme's Support in Afar and Somali Regions in Ethiopia 2013–2017; Country Portfolio Evaluation Report (2012-2017)
- WFP Monitoring reports
- UNDAF reports and special reports
- The project results framework and other project documents.
- The government EMIS and policy documents
- Programme documentation and Government reports
- National policy and strategy documentation
- WFP and UN corporate policy and strategies
- GoE, DP and UN corporate documentation and relevant reports
- GoE data on Emergency School Feeding programme
- documentation/reports by other partners

33. Concerning the quality of data and information, the evaluation team should: a). Assess data availability and reliability as part of the inception phase expanding on the information provided in section 4.3. This assessment will inform the data collection b). Systematically check accuracy, consistency and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data. Some examples of data gaps and quality that the evaluation team should be cautious of and devise strategies or select appropriate methods for remedies are:

- Limited quality or lack of data for some of the indicators during the baseline stage;
- Limited or unreliable datasets in the schools and government EMIS (Education Management Information System);
- Data that is only available in local languages;
- High staff turnover resulting in limited institutional memories; and
- Poor quality of monitoring and progress reports - output and outcome data.

4.4 Methodology

34. The evaluation team, in consultation with key stakeholders, will develop an appropriate evaluation design, sampling strategy and methodological approach at inception phase for the baseline and final evaluations, within the context of the overall MGD evaluation framework, with a clear evaluation matrix. The baseline will focus on gathering data against the results framework indicators while the endline evaluation should take a holistic perspective of the project focusing on the evaluation questions.

35. The methodology will take a programme theory approach⁴⁹ based on the results framework. This will ensure that the baselines for all the indicators contained in the results framework are obtained and progress measured during mid-term review and the final evaluation. The methodology will consider inclusion and measurement of relevant project specific nutrition indicators. This will be discussed and agreed on with the Evaluation Committee (EC) at inception phase.

36. The evaluation team will be required to review the Theory of Change for the programme. The methodology should allow for testing whether assumptions made held true and assess the different causal pathways.

37. Use of mixed methods is a requirement. Triangulation of information from different methods and sources to enhance the reliability of findings is required. Both qualitative and quantitative approaches will be used to collect data and information. The data will be collected from a combination of survey from representative sample schools from both intervention and non-intervention schools in the target two regions (Afar and Oromia) and review of existing secondary information. The methodology will include and not limited to: secondary data review, primary data collection at school and woreda level, participatory methods such as focus group discussions, key informant interviews with other core stakeholders and observation during field visits.

38. The following stakeholders will be targeted for key informant interviews and/or focus group discussions:

- USDA (including DC-based program analyst and the regional agricultural attaché)
- Head Teachers and School Administrators
- School Management Committees
- Children (School meals beneficiaries)
- Parents (Take-home ration beneficiaries)
- Parent Teacher Associations
- Regional authorities (notably, Regional Bureau of Education)
- National authorities (notably, Ministry of Education, Ministry of Health)
- WFP Country Director, Deputy Country Director, Head of Programme, Head of Supply Chain, and other key staff as deemed necessary;

39. The methodology should in addition:

- Employ the relevant evaluation criteria above, that is, relevance, effectiveness, efficiency, sustainability and impact.
- Demonstrate impartiality and lack of biases by relying on a cross-section of information sources (stakeholder groups, including beneficiaries, etc.) The selection of field visit sites will also need to demonstrate impartiality.
- Using mixed methods (quantitative, qualitative, participatory etc.) to ensure triangulation of information through a variety of means.

⁴⁹ A programme theory explains how an intervention (a project, a programme, a policy, a strategy) is understood to contribute to a chain of results that produce the intended or actual impacts. It is represented by a log frame, results framework or theory of change. The approach looks into how the intervention is contributing to the chain of results presented in the results framework.

- Apply an evaluation matrix geared towards addressing the key evaluation questions and the learning agenda questions considering the data availability challenges, the budget and timing constraints;
- Ensure through the use of mixed methods that women, girls, men and boys from different stakeholder's groups participate and that their different voices are heard and used;
- The methodology and action of the evaluation team will be guided by the international humanitarian principles.
- Provide calculations and justifications for an adequate sample size that is statistically representative while putting into consideration financial and time constraints.
- A quasi-experimental design would be welcome.
- In sampling, the methodology will be expected to ensure a 95 percent confidence level and a clear method of analysis.

40. The methodology should be GEEW-sensitive, indicating what data collection methods are employed to seek information on GEEW issues and to ensure the inclusion of women, girls, and marginalised groups such as persons with disabilities. The methodology should ensure that data collected at baseline and endline is disaggregated by sex and age; an explanation should be provided if this is not possible. Triangulation of data should ensure that diverse perspectives and voices of both males and females are heard and taken into account.

41. Looking for explicit consideration of gender in the data after fieldwork is too late; the evaluation team must have a clear and detailed plan for collecting data from women, men, boys and girls, in gender-sensitive ways before fieldwork begins. The baseline evaluation should include a gender analysis that will inform the final evaluation findings. The final evaluation findings, conclusions and recommendations must include gender analysis, and the report should provide lessons/ challenges/ recommendations for conducting gender responsive evaluation in the future.

42. The following mechanisms for independence and impartiality will be employed for final evaluation. The CO will establish: a) an internal EC to manage and make decisions on the evaluation which will review and approve the Terms of Reference, budget, evaluation team, and inception and evaluation reports, to help maintain distance from influence by programme implementers, while also supporting management of the evaluation; b) a Evaluation Reference Group (ERG) including external stakeholders will be set up to steer the evaluation process and further support the relevance, utility and independence of the evaluation.

4.5 Data quality and validation

43. USDA funded projects are required to develop a process for verifying and validating data to ensure that the data submitted in the project reports meets the criteria set out in the USDA Evaluation Policy. The bidders should outline a process for ensuring data validity and reliability as part of their bid. USDA may request to review data quality assessments or may wish to conduct a data quality assessment in cooperation with the project during a project site visit.

4.6 Quality Assurance and Quality Assessment

44. WFP's Decentralized Evaluation Quality Assurance System (DEQAS) defines the quality standards expected from evaluations and sets out processes with in-built steps for Quality Assurance, Templates for evaluation products and Checklists for their review. DEQAS is closely aligned to the WFP's evaluation quality assurance system (EQAS) and is based on the UNEG norms and standards and good practice of the international evaluation community and aims to ensure that the evaluation process and products conform to best practice.

45. DEQAS will be systematically applied to the evaluation. The WFP review guidelines will be applied for the mid-term review. The WFP Evaluation Manager (EM) will be responsible for ensuring that the evaluation processes are as per the DEQAS Process Guide and the WFP review guidelines and for conducting a rigorous quality control of the evaluation products ahead of their finalization.
46. WFP has developed a set of Quality Assurance Checklists for its decentralized evaluations. This includes Checklists for feedback on quality for each of the evaluation products. The relevant Checklist will be applied at each stage, to ensure the quality of the evaluation process and outputs.
47. To enhance the quality and credibility of evaluations, an outsourced quality support (QS) service directly managed by WFP's Office of Evaluation (OEV) in Headquarter provides review of the draft inception and evaluation report (in addition to the same provided on draft TOR), and provide:
- Systematic feedback from an evaluation perspective, on the quality of the draft inception and evaluation report;
 - Recommendations on how to improve the quality of the final inception/evaluation report.
- The EM will review the feedback and recommendations from QS and share with the team leader, who is expected to use them to finalise the inception/ evaluation report. To ensure transparency and credibility of the process in line with the UNEG norms and standards, a rationale should be provided for any recommendations that the team does not take into account when finalising the report.
48. This quality assurance process as outline above does not interfere with the views and independence of the evaluation team, but ensures the report provides the necessary evidence in a clear and convincing way and draws its conclusions on that basis.
49. The evaluation team will be required to ensure the quality of data (validity, consistency and accuracy) throughout the analytical and reporting phases. The evaluation team should be assured of the accessibility of all relevant documentation within the provisions of the directive on disclosure of information.
50. All final evaluation reports will be subjected to a post hoc quality assessment by an independent entity through a process that is managed by OEV. The overall rating category of the reports will be made public alongside the evaluation reports.

5. Phases and Deliverables

51. The evaluations will proceed in 8 phases outlined in Annex 6. The final timelines (key dates) will be finalized and agreed on during inception.
52. These are the expected deliverables for both the baseline and final evaluation:
- a) Inception report written following WFP recommended template. The report should include but not limited to:
 - Detailed evaluation design, sampling methodology, and sample size calculations.
 - Quality Assurance Plan
 - Detailed work plan, including, timeline and activities
 - Bibliography of documents/secondary data sources utilised;
 - Final data collection tools, data bases, analysis plan
 - b) Power-point on methodology, overall survey plan, timeline and activities

- c) Final report for each of the processes, including a first draft, and a final report using WFP recommended template. The final reports should include progress with/report on the findings of the 2 key identified learning agenda questions⁵⁰. Annexes to the final report include but not limited to a copy of the final ToR, bibliography, list of samples, detailed sampling methodology, Maps, A list of all meetings and participants, final survey instruments etc.
- d) Clean data sets
- e) Transcripts from key informant interviews, focus group discussions (where applicable)
- f) Table of all indicators with values and targets for baseline and follow up values for mid-term review and the final evaluations.
- g) List of all sites
- h) Power-point presentation of main findings and conclusions for de-briefing and dissemination purposes
- i) communication products and not limited to 2-page policy brief

6. Organization of the Evaluation & Ethics

6.1 Evaluation Conduct

53. The evaluation team will conduct the evaluation, i.e. all the processes, under the direction of its team leader and in close communication with WFP EM. The team will be hired following agreement with WFP on its composition.

54. The evaluation team will not have been involved in the design or implementation of the subject of evaluation or have any other conflicts of interest. Further, they will act impartially and respect the code of conduct of the evaluation profession. It is encouraged that the evaluation team will be composed of a mix of nationals and international backgrounds and gender balanced.

6.2 Team composition and competencies

55. The Team Leader should be a senior researcher with at least 15 years of experience in evaluations and research and demonstrated expertise in managing multidisciplinary and mixed quantitative and qualitative method studies, complemented with good understanding of school feeding programmes and additional significant experience in food and nutrition analysis/programming other development and management positions. The team leader must also demonstrate strong experience in undertaking evaluations.

56. The Team Leader will also have expertise in designing methodology, data collection tools and demonstrated experience in leading statistically sound and evidence generating studies. She/he will also have leadership and communication skills, including a track record of excellent writing and presentation skills. Her/his primary responsibilities will be: i) defining the evaluation approach and methodology; ii) guiding and managing the team; iii) leading the evaluation missions and representing the evaluation team; iv) drafting and revising, as required, the inception report, exit debriefing presentation and evaluation reports.

57. The team must include strong demonstrated knowledge of qualitative and quantitative data and statistical analysis. It should include both women and men, preferably with previous experience with WFP, ideally in similar evaluations of MGD grants. at least one member of the team should be a national.

⁵⁰ This will be determined by the final methodology at baseline inception phase on how to address the learning agenda throughout the evaluation process.

58. The team will be multi-disciplinary and include members who together include an appropriate balance of expertise and practical knowledge in the following areas:

- Education
- Nutrition
- WASH
- Food security
- Gender
- Capacity development
- Statistics and data analysis

59. All team members should have strong analytical and communication skills, evaluation experience and familiarity with Ethiopia or the Horn of Africa. The team members will bring together a complementary combination of the technical expertise required and have a track record of written work on similar assignments.

60. Team members will: i) contribute to the methodology in their area of expertise based on document review; ii) conduct field work; iii) participate in team meetings and meetings with stakeholders; iv) contribute to the drafting and revision of the evaluation products in their technical area(s).

6.3 Security Considerations

61. Security clearance where required is to be obtained from WFP Ethiopia Country (CO) Office.

- As an 'independent supplier' of evaluation services to WFP, the evaluation firm is responsible for ensuring the security of all persons contracted, including adequate arrangements for evacuation for medical or situational reasons. The consultants contracted by the evaluation company do not fall under the UN Department of Safety & Security (UNDSS) system for UN personnel.

62. However, to avoid any security incidents, the Evaluation Manager is requested to ensure that:

- The WFP CO registers the team members with the Security Officer on arrival in country and arranges a security briefing for them to gain an understanding of the security situation on the ground.
- The team members observe applicable UN security rules and regulations – e.g. curfews etc.
- Security situation for the target areas will be sort from the WFP security office to inform accessibility of the areas as at the time.

6.4 Ethics

63. WFP's decentralised evaluations must conform to WFP and UNEG ethical standards and norms. The contractors undertaking the evaluations are responsible for safeguarding and ensuring ethics at all stages of the evaluation cycle (preparation and design, data collection, data analysis, reporting and dissemination). This should include, but is not limited to, ensuring informed consent, protecting privacy, confidentiality and anonymity of participants, ensuring cultural sensitivity, respecting the autonomy of participants and ensuring fair recruitment of participants (including women and socially excluded groups).

64. Article 36 of the FDRE Constitution stipulates that "In all actions concerning children undertaken by private and public institutions, courts of law, administrative authorities or legislative bodies, the primary consideration shall be the best interests of the child." As children are the primary beneficiary of the Programme, the contractors undertaking the evaluation are responsible for ensuring that the evaluation process does not in any way harm (unintended or otherwise) participants.

65. Contractors are responsible for managing any potential ethical risks and issues and must put in place, in consultation with the Evaluation Manager, processes and systems to identify, report and resolve any ethical issues that might arise during the implementation of the evaluation. Ethical approvals and reviews by relevant national and institutional review boards must be sought where required.

7. Roles and Responsibilities of Stakeholders

66. The Ethiopia country office:

a- The WFP Ethiopia country office Management (**Country Director or Deputy Country Director**) will take responsibility to:

- Assign an Evaluation Manager (EM) for the evaluation.
- Compose the internal Evaluation Committee (EC) and the Evaluation Reference Group (ERG) (see below).
- Approve the final TOR, inception and evaluation reports.
- Ensure the independence and impartiality of the evaluation at all stages, including establishment of an EC and of an ERG.
- Participate in discussions with the evaluation team on the evaluation design and the evaluation subject, its performance and results with the EM and the evaluation team.
- Organise and participate in two separate debriefings, one internal and one with external stakeholders for each of the process.
- Oversee dissemination and follow-up processes, including the preparation of a Management Response to the evaluation recommendations.

b- The **Evaluation Manager**: The EM will be appointed by the WFP Ethiopia management. The EM will not have been involved at all in programme implementation. The EM:

- Manages the evaluation process through all phases including drafting this TOR.
- Ensures quality assurance mechanisms are operational.
- Consolidates and shares comments on draft TOR, inception and evaluation reports with the evaluation team.
- Ensures expected use of quality assurance mechanisms.
- Ensures that the team has access to all documentation and information necessary to the evaluation; facilitates the team's contacts with local stakeholders; sets up meetings, field visits; provides logistic support during the fieldwork; and arranges for interpretation, if required.
- Organises security briefings for the evaluation team and provides any materials as required.

c- An internal **Evaluation Committee** will be formed as part of ensuring the independence and impartiality of the evaluation. the EC will approve the products from all the processes.

d- An **Evaluation Reference Group** will be formed, as appropriate, with representation from various partners for the final evaluation. The ERG members will review and comment on the draft and final evaluation products and act as key informants in order to further safeguard against bias and influence.

67. **The Regional Bureau** (RB) will take responsibility to:

- Advise the EM and provide support to the evaluation process where appropriate.
- Participate in discussions with the evaluation team on the evaluation design and on the evaluation subject as required.

- Provide comments on the draft TOR, Inception and Evaluation reports.
- Support the Management Response to the evaluation and track the implementation of the recommendations.
- While the Regional Evaluation Officer (REO) will perform most of the above responsibilities, other RB relevant technical staff may participate in the ERG and/or comment on evaluation products as appropriate.
- The Regional M&E unit will be responsible for advising the EM, especially on the baseline and mid-term review.

68. **Relevant WFP Headquarters** divisions will take responsibility to:

- Discuss WFP strategies, policies or systems in their area of responsibility and subject of evaluation.
- Comment on the evaluation TOR, inception and evaluation reports, as required.

69. **The Office of Evaluation** (OEV) through the REO, will advise the EM and provide support to the evaluation process when required. It is responsible for providing access to the outsourced quality support service reviewing draft TOR, inception and evaluation reports from an evaluation perspective. It also ensures a help desk function upon request.

8. Communication and budget

8.1 Communication

70. To ensure a smooth and efficient process and enhance the learning from this evaluation, the evaluation team should place emphasis on transparent and open communication with key stakeholders. These will be achieved by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders during the inception periods.

71. The dissemination plan⁵¹ will be agreed on and finalized with the EC and will include a GEEW responsive dissemination strategy, indicating how findings, including GEEW, will be disseminated and how stakeholders interested or those affected by GEEW issues will be engaged. It will include but not limited a national-level workshops to discuss the evaluation findings, conclusions, and recommendations. As part of the international standards for evaluation, WFP requires that all evaluations are made publicly available. As such, the final activity evaluation will be made public. The baseline and mid-term review will not. The deliverables will not be required to be translated.

72. WFP will ensure communication with USDA and key in-country stakeholders throughout the evaluation. Specifically, WFP will distribute and seek feedback on the draft terms of reference prior to commencing evaluation activities. WFP will also hold a briefing with key stakeholders at both the beginning and end of fieldwork for the baseline and endline to ensure a broadbased consultative approach.

73. For each phase, WFP will share the draft deliverables to USDA for comments; and the final evaluation deliverables to the ERG and widely among the project's key stakeholders including the project's donor, USDA, in order to share the lessons learned.

74. At mid-term, any necessary mid-course corrections identified will be discussed with USDA. If necessary, WFP will request changes to the commitment letter. Lastly, WFP will use the midterm review and final evaluation findings as a platform for an evidence-based policy dialogue and to inform

⁵¹ See Annex 5 for draft dissemination plan.

engagement with the GoE on the development of the national school feeding program. Furthermore, WFP will use the findings to create awareness among key school feeding stakeholders about project activities that could be incorporated into Ethiopia's national school meals program for nationwide implementation.

75. USDA, as the donor agency, will be involved in the evaluation during all stages of implementation. Through Project Status Reports and ad hoc communication, WFP will keep USDA apprised of the status of evaluation activities throughout the life of the project. As per USDA's Evaluation Policy, WFP anticipates that USDA's involvement will include:

- **Terms of Reference:** WFP will seek USDA's review, comment and approval for the evaluation TOR.
- **Evaluation Reference Group:** USDA will be invited to participate in the final evaluation reference group and to review and provide comments to the baseline product.
- **Midcourse Corrections:** WFP will engage USDA in discussions regarding evaluation findings and any necessary mid-course corrections or changes in strategy.
- **Stakeholder Meetings:** USDA will be invited to participate in all stakeholder meetings and/or presentation of evaluation findings.
- **Open Government Initiative:** In support of USDA's open government and transparency efforts, WFP understands that USDA may publish evaluation reports on its website.

8.2 Budget

76. **Budget:** For the purpose of this evaluation, WFP will procure a consulting company through Long-term Agreements (sometimes called 'service level agreement').

77. The total budget for the evaluation (all inclusive) is approximately USD 460,000, released in tranches against the high quality and timely delivery of specific key deliverables. The proposals will be assessed according to technical and financial criteria. Firms are encouraged to submit realistic, but competitive financial proposals. The budget is inclusive of all travel, subsistence and other expenses; including any workshops or communication products that need to be delivered.

78. Please send any queries to:

a) Alexandra Priebe, Evaluation Officer, Ethiopia Country Office,
alexandra.priebe@wfp.org, +251 (0) 973820239.

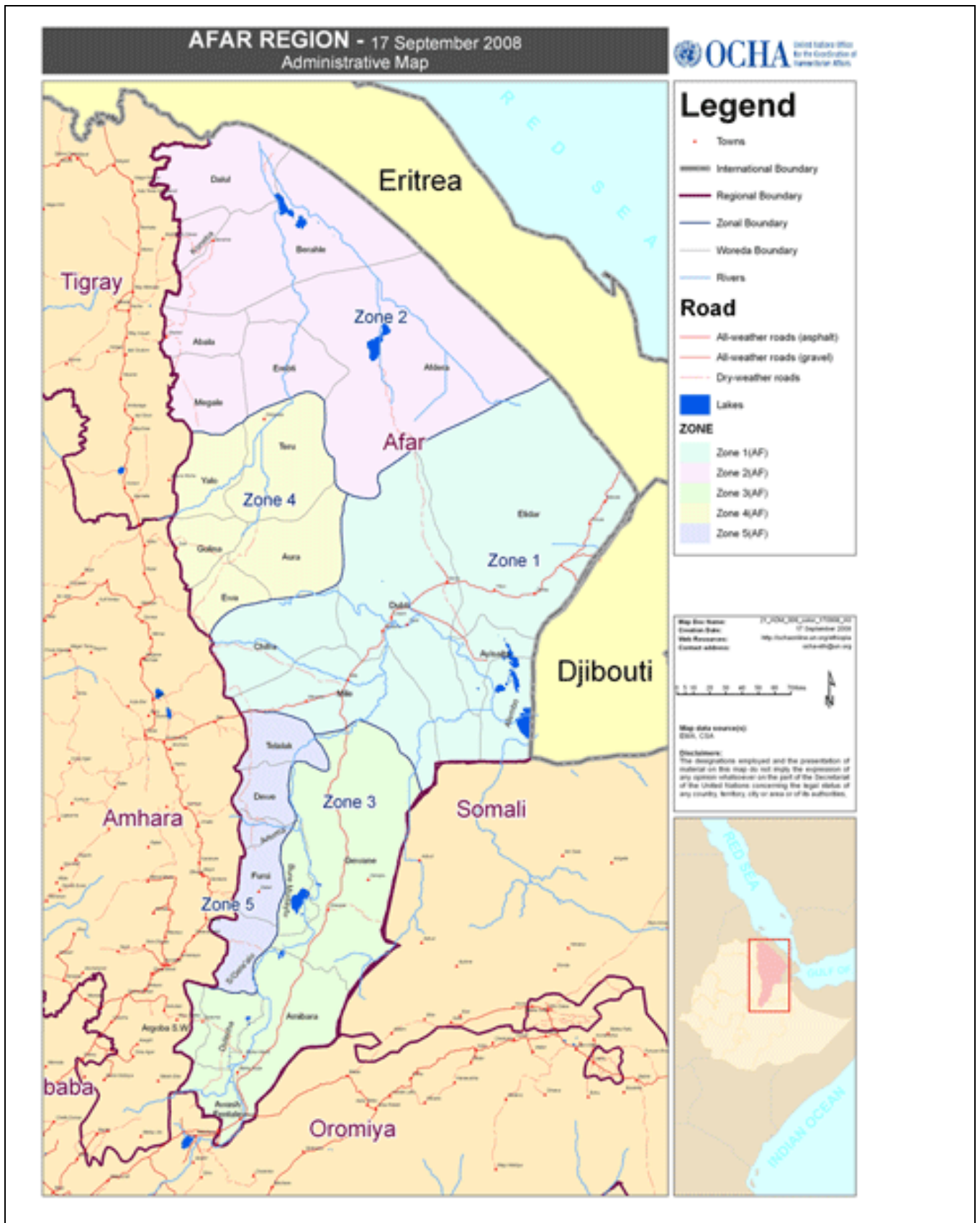
b) Copying Roberto Borlini, Regional Evaluation Officer, roberto.borlini@wfp.org, +254
(0)20 7622897.

List of Annexes to the Terms of Reference

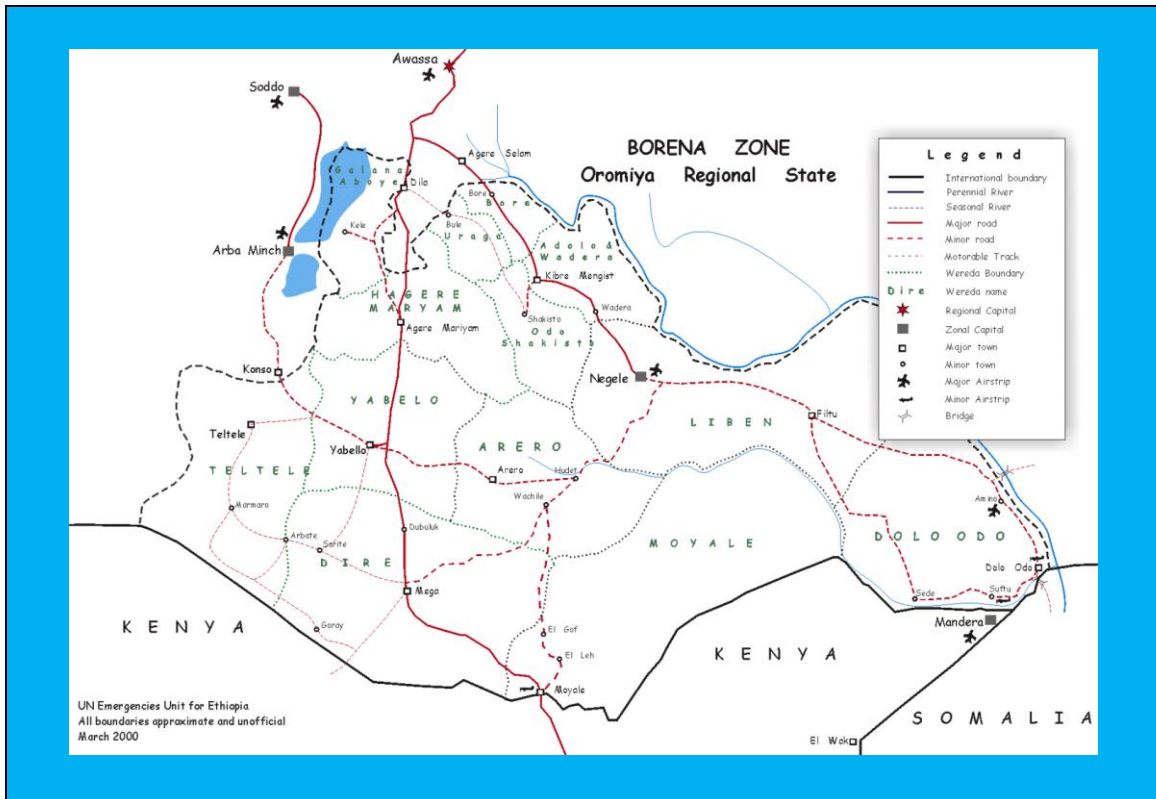
TOR annex	Mokoro comment
Annex 1: Stakeholder Analysis	Factored in to Annex G of this report.
Annex 2: Further Elaboration on Context	
Annex 3: Results framework	
Annex 4: Performance Indicators	
Annex 5: Draft Dissemination Plan	
Annex 6: Key dates for Phases and Deliverables	See Section 6.2 of this report.
Annex 7: Abbreviations	See list of abbreviations at the end of this report.

Annex B Additional Maps

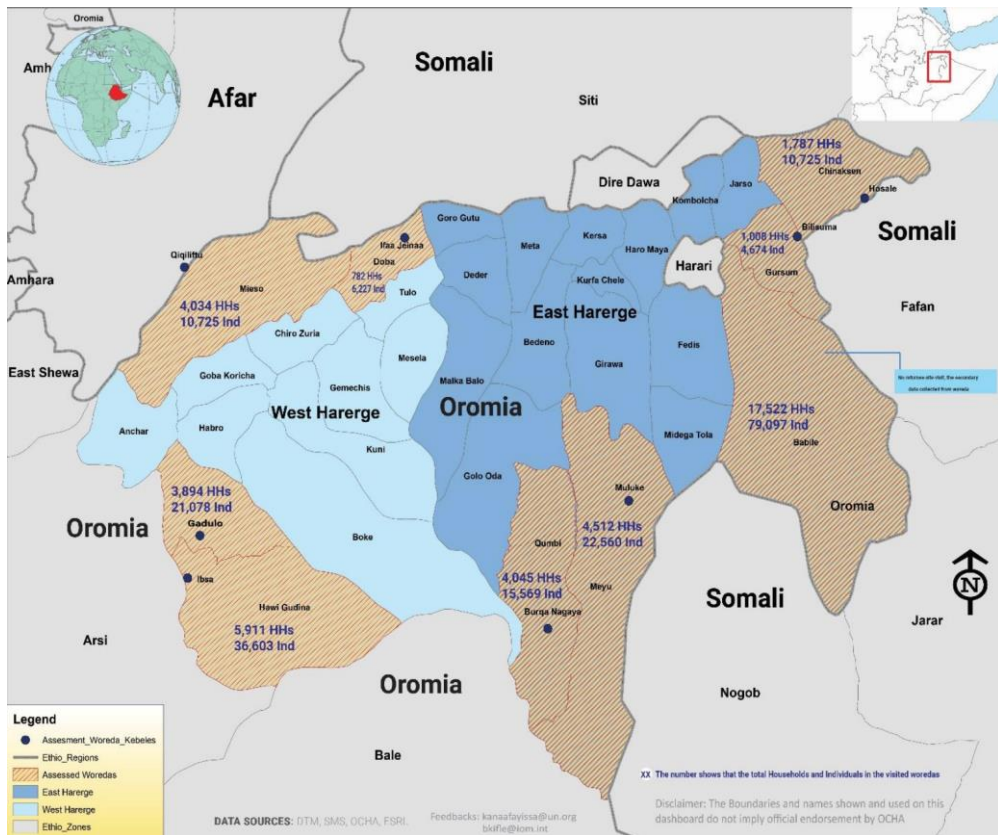
Map 2 Afar region



Map 3 Borana Zone



Map 4 East Hararghe Zone



Annex C People Consulted at Inception Phase⁵²

Name	f/m	Designation	Organisation
WFP			
Alexandra Priebe *	f	Evaluation Officer	WFP
Roberto Borlini	m	Regional Evaluation Officer	WFP
Gabrielle Tremblay *	f	Regional Evaluation Specialist	WFP
Mesfin Mekuria	m	Programme Assistant	WFP
Hala Suliman *	f	Head of School Feeding	WFP Ethiopia
Askale Teklu *	f	National Officer	WFP Ethiopia
Para Hunzai	f	M&E Focal Point, FFE	WFP Ethiopia
Mekuanent Dagneu *	m	SFP Coordinator (Seconded by WFP)	MOE / WFP
Paul Turnbull	m	Deputy Country Director	WFP
Fuad Adem	n	Programme Officer	WFP
Government			
Darasa Mohammed	m	Deputy Head	Afar Bureau of Education
Umer Mohammed	m	Team Leader	Afar Bureau of Education
Woldu Haysema	m	Department Head	Afar Bureau of Education
Wossen Gebrehiwot	m	SF focal point	Afar Bureau of Education
Olani Geleta	m	Borana SF Focal Point	Borana zone education
Merid Tadesse	m	SF focal person for East Hararghe zone	East Hararghe Zone Education Office
Ato Subsibe Lemma	m	Senior Statistician / Acting Director	Federal Ministry of Education
Ashenafi Getachew	m	Expected Director School Feeding Directorate	Federal Ministry of Education
Asfaw Mekonnen	m	Director, General Education Inspection Directorate	Federal Ministry of Education
Demelash Misgana	m	Programme Expert, School Improvement and Support Directorate	Federal Ministry of Education
Emebet Abera	f	Acting Director/Mother Tongue & English Language Improvement Directorate	Federal Ministry of Education
Yohannes Wogasso	m	Director, school improvement directorate	Federal Ministry of Education
Eskindir Lakew	m	Acting Director for Women, Children, and Youth Directorate (former Gender Directorate)	Federal Ministry of Education
Million Mathewos	m	State Minister	Federal Ministry of Education
Jemal Mufti	m	school feeding focal point	Oromia Bureau of Education

⁵² Due to Covid-19 all meetings were remote. * indicates consulted on multiple occasions

Other Partners			
Solomon Areaya	m	Chief of Party	AIR (American Institutes for Research)
Muluwork Befekadu Ameya	f	National Project Officer	UNESCO
Alemayehu Bogale	m	Consultant Humanitarian Officer	UNFPA
Ane Villumsen	f	Programme Specialist	UNFPA
Martha Kibur	f	M&E Specialist	UNICEF
Fredi Merhatsidk	m	Education Programme Management Specialist	USAID
Paul Alberghine	m	[manager of this MGD project]	USDA FAS

Annex D Glossary

1. This glossary is organised thematically as follows:
 - Evaluation criteria and other evaluation terms are included in Table 8. The significance of recent amendments to the OECD/DAC definitions of evaluation criteria is reviewed in Box 8 (the left-hand column shows the revised DAC definitions, together with extracts from the explanatory notes that accompany the revision (see OECD DAC, 2019); the right-hand column comments on how the revised definitions can assist the present evaluation).
 - Box 9 shows USDA classification and definition of indicators (relevant in particular to Annex L)
 - Table 9 provides definitions of nutrition terms.
 - Table 10 covers gender-related terms.
 - Various other terms used in the evaluation (e.g. protection, social protection and safety nets) are in Table 11.
2. Nutrition terms are drawn from the nutrition policy evaluation (Mokoro, 2015) and gender terms from the current WFP gender policy (WFP, 2015b).

Table 8 Definitions of Evaluation Terms

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

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

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

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

Box 8 Using the revised OECD DAC evaluation criteria⁵³

Criterion	Implications for school feeding evaluations
<p>RELEVANCE: IS THE INTERVENTION DOING THE RIGHT THINGS?</p> <p>The extent to which the intervention objectives and design respond to beneficiaries’, global, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change.</p> <p>Note: “Respond to” means that the objectives and design of the intervention are sensitive to the economic, environmental, equity, social, political economy, and capacity conditions in which it takes place. “Partner/institution” includes government (national, regional, local), civil society organizations, private entities and international bodies involved in funding, implementing and/or overseeing the intervention. Relevance assessment involves looking at differences and trade-offs between different priorities or needs. It requires analysing any changes in the context to assess the extent to which the intervention can be (or has been) adapted to remain relevant.</p>	<p>The focus on <i>continued relevance</i> if circumstances change is highly relevant for SFSE assessment.</p> <p>So is more explicit focus on <i>design</i>,</p> <p>Focus on the <i>priorities</i> as well as the “needs” of beneficiaries fits better with a perspective of enabling and empowering those that WFP assists, including partner governments (cf. accountability to affected populations).</p>
<p>COHERENCE: HOW WELL DOES THE INTERVENTION FIT?</p> <p>The compatibility of the intervention with other interventions in a country, sector or institution.</p> <p>Note: The extent to which other interventions (particularly policies) support or undermine the intervention, and <i>vice versa</i>. Includes internal coherence and external coherence: Internal coherence addresses the synergies and interlinkages between the intervention and other interventions carried out by the same institution/government, as well as the consistency of the intervention with the relevant international norms and standards to which that institution/government adheres. External coherence considers the consistency of the intervention with other actors’ interventions in the same context. This includes complementarity, harmonisation and co-ordination with others, and the extent to which the intervention is adding value while avoiding duplication of effort.</p>	<p>This criterion has been added to the DAC list.</p> <p>The concepts of internal and external coherence are highly relevant, given the extent to which school feeding and other activities (e.g. literacy, school health and nutrition) are designed to be mutually complementary, and the need for WFP and other stakeholders to collaborate.</p>

⁵³ The main modifications to the criteria are highlighted.

Criterion	Implications for school feeding evaluations
<p>EFFECTIVENESS: IS THE INTERVENTION ACHIEVING ITS OBJECTIVES?</p> <p>The extent to which the intervention achieved, or is expected to achieve, its objectives, and its results, including any differential results across groups.</p> <p>Note: Analysis of effectiveness involves taking account of the relative importance of the objectives or results.</p>	<p>The more explicit focus on equity (differential results across groups) and prioritisation is welcome.</p>
<p>EFFICIENCY: HOW WELL ARE RESOURCES BEING USED?</p> <p>The extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way.</p> <p>Note: “Economic” is the conversion of inputs (funds, expertise, natural resources, time, etc.) into outputs, outcomes and impacts, in the most cost-effective way possible, as compared to feasible alternatives in the context. “Timely” delivery is within the intended timeframe, or a timeframe reasonably adjusted to the demands of the evolving context. This may include assessing operational efficiency (how well the intervention was managed).</p> <p>[We clarify that efficiency may look at inputs relative to the entire results chain (outputs, outcomes and impacts), in line with good evaluative practice.]</p>	<p>Dimensions of timeliness and operational efficiency are embraced as well as cost-effectiveness.</p> <p>The clarification that efficiency may look at inputs relative to the entire results chain, is in line with OEV’s Technical Note on Efficiency Analysis (WFP, 2013b).</p>
<p>IMPACT: WHAT DIFFERENCE DOES THE INTERVENTION MAKE?</p> <p>The extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects.</p> <p>Note: Impact addresses the ultimate significance and potentially transformative effects of the intervention. It seeks to identify social, environmental and economic effects of the intervention that are longer term or broader in scope than those already captured under the effectiveness criterion. Beyond the immediate results, this criterion seeks to capture the indirect, secondary and potential consequences of the intervention. It does so by examining the holistic and enduring changes in systems or norms, and potential effects on people’s well-being, human rights, gender equality, and the environment.</p>	<p>We note that:</p> <ul style="list-style-type: none"> • Impact is now explained in terms of higher-level effects (subsuming the previous long-term effects) • there is now more explicit reference (in the explanatory note) to gender equality and the environment
<p>SUSTAINABILITY: WILL THE BENEFITS LAST?</p> <p>The extent to which the net benefits of the intervention continue, or are likely to continue.</p> <p>Note: Includes an examination of the financial, economic, social, environmental, and institutional capacities of the systems needed to sustain net benefits over time. Involves analyses of resilience, risks and potential trade-offs. Depending on the timing of the evaluation, this may involve analysing the actual flow of net benefits or estimating the likelihood of net benefits continuing over the medium and long-term.</p>	<p>This simpler definition is highly relevant to the evaluation of school feeding operations which emphasise transition towards durable national school feeding systems.</p>

Box 9 USDA classification and definition of indicators

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

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

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

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

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

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

Table 9 Definitions of Nutrition Terms

Term	Definition	Source
NUTRITION TERMINOLOGY		
Chronic malnutrition	Chronic malnutrition is also referred to as stunting, is identified by comparing the height-for-age of a child with the WHO international growth reference. Compared to wasting (or acute malnutrition), which can develop over a short period and is reversible, the development of stunting is a gradual and cumulative process during the 1,000 days window from conception through the first two years of a child's life. Stunting develops as a result of sustained poor dietary intake or repeated infections or a combination of both. It has severe, irreversible consequences, beyond the shortness of stature, including for physical health (immediate and long-term morbidity and mortality) and cognitive functioning, which last a lifetime. Globally, about one in four children under-five are stunted, and a greater proportion of school-age children, adolescent and adults experience the results of having been stunted during their early childhood.	Mokoro, 2015
Malnutrition	A condition resulting when a person's diet does not provide adequate nutrients for growth and maintenance or when a person is not able to adequately utilize the food consumed due to illness. Malnutrition encompasses both undernutrition (too thin, too short, micronutrient deficiencies) and 'overnutrition' (overweight and obesity), which should actually be considered 'unbalanced nutrition' as it often co-occurs with micronutrient deficiencies.	Mokoro, 2015
Micronutrient deficiency	A lack or shortage of a micronutrient (vitamins or minerals) that is essential in small amounts for proper growth and metabolism. People are often said to suffer from "hidden hunger" when they consume enough calories, but suffer from micronutrient deficiencies. This form of hunger may not be visibly apparent in an individual, but it increases morbidity and mortality and also has negative impacts on other aspects of health, cognitive development and economic development. Hidden hunger affects over 2 billion people worldwide.	Mokoro, 2015
Moderate acute malnutrition (MAM)	Represents the proportion of children 6-59 months in the population who are classified with WFH (weight for height) ≥ -3 and < -2 (Z-score).	Mokoro, 2015
Nutrition-sensitive	Nutrition-sensitive interventions are "interventions or programmes that address the underlying determinants of foetal and child nutrition and development—food security; adequate care-giving resources at the maternal, household and community levels; and access to health services and a safe and hygienic environment—and incorporate specific nutrition goals and actions".	The Lancet, 2013
Nutrition-specific	Nutrition-specific interventions are "interventions or programmes that address the immediate determinants of foetal and child nutrition and development—adequate food and nutrient intake, feeding, care-giving and parenting practices, and low burden of infectious diseases"	The Lancet, 2013
Severe acute malnutrition (SAM)	Represents the proportion of children 6-59 months in the population who are classified WFH (weight-for-height) < -3 (Z-score) and/or presence of nutritional oedema.	Mokoro, 2015
Stunting	see chronic malnutrition	Mokoro, 2015
Undernutrition	The consequence of an insufficient intake of energy, protein and/or micronutrients, poor absorption or rapid loss of nutrients due to illness or increased energy expenditure. Undernutrition encompasses low birth weight, stunting, wasting, underweight and micronutrient deficiencies.	Mokoro, 2015

Table 10 Gender-related terminology⁵⁴

Term	Definition	Source
Data disaggregation	Quantitative data (numbers, percentages, proportions, ratios) and qualitative information (preferences, beliefs, attitudes, behaviours, values, scope etc.) about people can be disaggregated by sex and age. This means that data and information related to adults and children can be, and should be, separated, analysed and presented for women, men, girls and boys; across different age groups.	WFP, 2019a
Empowerment	Empowerment refers to the process of building capacities through which an individual can make choices and to take decisions about his or her own life. Empowerment is related to self-determination. It is a term than can also be applied to groups. The “power” in “empowerment” refers to “power to...”, “power with...” and “power from within”; it does not mean “power over...” Women’s empowerment refers to the process through which women obtain and exercise agency in their own lives, with equal access alongside men to resources, opportunities and power. Women’s empowerment involves awareness-raising, building self-confidence, expanding choices, increasing access to and control of resources and reforming institutions and structures so that they contribute to gender equality, rather than perpetuate discrimination and oppression.	WFP, 2019a
Gender	Gender refers to the range of characteristics that a society defines as being masculine or feminine. Gender describes the state of being a woman, man, girl or boy in a particular culture, at a particular point in time. Gender is connected to roles, behaviours, opportunities, the exercise of human rights, power, the valuing of contributions of women and men, and both access to and control of resources	WFP, 2019a
Gender analysis	A gender analysis is an examination and interpretation of quantitative data and qualitative information about people from a gender perspective. Gender analysis is a tool for documenting and understanding the lives of women and men, girls and boys; for example, their circumstances, needs, interests, roles, responsibilities, relations, activities, opportunities, vulnerabilities, capacities, participation, power, command of resources and exercise of human rights.	WFP, 2019a
Gender-based violence	“Gender-based Violence (GBV) is an umbrella term for any harmful act that is perpetrated against a person’s will and that is based on socially ascribed (i.e. gender) differences between males and females. It includes acts that inflict physical, sexual or mental harm or suffering, threats of such acts, coercion, and other deprivations of liberty. These acts can occur in public or in private.” (Inter-Agency Standing Committee, 2015, <i>Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action: Reducing Risk, Promoting Resilience and Aiding Recovery</i> , p5.)	WFP, 2019a
Gender equality	Gender equality refers to the equal exercise by women and men, girls and boys, of rights, opportunities, resources and rewards. Equality does not mean that women and men, girls and boys, are the same; but that their exercise of rights, opportunities and life chances are not governed, or limited, by whether they were born female or male. Rights, responsibilities, opportunities and the command of power are not dependent upon being female or male.	WFP, 2019a
Gender equity	Gender equity is the process of being fair to women and men, girls and boys. Gender equity refers to situations or acts in which women and men, girls and boys, are treated fairly, acknowledging that treatment may be different so as to meet specific needs and interests that contribute to reducing inequalities. Equity leads to equality.	WFP, 2019a
Gender mainstreaming	Gender mainstreaming is a strategy for achieving gender equality. Gender mainstreaming “is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women’s as well as men’s concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality.” (ECOSOC <i>Agreed Conclusions</i> , 1997/2)	WFP, 2019a
Gender marker	A corporate monitoring tool for tracking the integration of gender equality and women’s empowerment in WFP initiatives, including design, implementation and results.	WFP, 2019a
Gender parity	Gender parity (or “balance”) refers to equal numbers of women and men, or of girls and boys, in a particular setting, situation, forum, body etc., for example, in a school, in a workplace, on a committee, in a parliament.	WFP, 2019a
Gender sensitive	Used to describe an intervention – policy, programme, project etc. – that considers and aims to address the specific needs, interests, capacities and contexts for women, men, girls and boys, but does not address gender relations and the need to address the distribution of power between women and men, and girls and boys, for sustainable outcomes.	WFP, 2019a
Gender transformation	Substantial changes in gender relations towards equality between women and men (and girls and boys).	WFP, 2019a
Gender transformative	An initiative (law, policy, programme, project etc.) that changes gender relations in favour of the equal sharing of power by women and men, and girls and boys. The action involves revising the socio-cultural, political and economic structures and norms that underpin inequalities.	WFP, 2019a

⁵⁴ Taken from the guide to gender concepts included in the WFP gender toolkit.

Table 11 Other Definitions

Term	Definition	Source
Downstream	In this evaluation we refer to WFP activities that are focused on the actual delivery of school feeding programmes (by WFP and partners) as downstream work. (See also <i>upstream</i> .)	
Protection	Ensuring that food and livelihood assistance does not increase the protection risks of the people receiving it, but rather contributes to their safety, dignity and integrity	WFP, 2012a
Safety nets	Formal or informal non-contributory transfers provided to people vulnerable to or living in poverty, malnutrition and other forms of deprivation.	Majewski et al, 2019
Social protection	Social protection systems protect the most vulnerable from shocks and stresses throughout their lives. They usually address multiple, inter-related issues, including poverty, inequality and food security, thus facilitating the achievement of several Sustainable Development Goals (SDGs), including SDG2 on Zero Hunger. Safety nets are typical components of social protection systems. They consist of predictable and reliable transfers of food, cash, vouchers or goods to vulnerable groups.	WFP online ⁵⁵
Upstream	In this evaluation we refer to WFP activities (at global, regional and country levels) that are focused on advocacy, technical advice/assistance and capacity development towards the adoption and maintenance of nationally implemented school feeding systems as upstream work. (See also <i>downstream</i> .)	

⁵⁵ <https://www.wfp.org/social-protection-and-safety-nets> accessed 8 April 2020.

Annex E The McGovern Dole Programme in Ethiopia

Introduction

1. This annex describes the USDA's MGD International FFE and Child Nutrition Programme project to support school feeding in Ethiopia's Afar and Oromia regions. This is an operation implemented by WFP under agreement no. FFE-663-2018/013-00 between WFP and USDA. Key source documents are the project proposal (WFP, 2018b) and the most recent version of the agreement between USDA and WFP (USDA & WFP, 2019). The evaluation team has also drawn on inception phase interviews, particularly to understand the ongoing adaptations that have been necessitated by the Covid-19 pandemic and resulting school closures.

Context and scope

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

Geographical focus and targeting

3. The project's geographical focus is on Afar Region and two zones (East Hararghe and Borana) within the neighbouring Oromia Region (see Map 1 in the main text and more detailed maps in Annex B). Participating woredas had not been selected at the time of preparing the project application to USDA, and the proposed approach to targeting was as described in Box 10 below. Before the commencement of the evaluation's inception phase, the woredas and schools to be included within the project had been selected. In practice, only two of the woredas in East Hararghe and four of those in Borana are included – see Annex K for details. The baseline report will consider the extent to which the actual selection of schools matches the criteria set out in Box 10.

Box 10 Project proposal on targeting

11.5 Method of Choosing Beneficiaries

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

11.6 Target Geographic Area

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

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

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

Duration

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

Budget (from MGD project agreement)

5. The total USDA budget for this project is USD 28 million, of which USD 12.7 million is provided in cash, with the remainder covering the costs of providing commodities in kind (see Table 12 below). The commodities to be provided by USDA include vegetable oil, fortified milled rice, fortified corn soy blend (CSB Plus), and vegetable oil soy fortified bulgur wheat.⁵⁶ No formal cost sharing is shown in the USDA budget, but some other contributions are expected, including iodized salt to be provided by GoE.

Table 12 Total McGovern-Dole Food for Education Budget

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

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

6. Table 13 below shows the detailed breakdown of the cash budget, including specifications of the activities to be funded.

Table 13 Detailed breakdown of MGD FFE cash budget

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

⁵⁶ The bulgur wheat is mentioned in the commodity specifications (Attachment B-4) although not listed in the table of donated commodities of the amendment to project agreement FFE-663-2018/013-00-A (USDA & WFP, 2019).

Component	Amount USD
Activity 5 – Build Capacity	227,132.51
<ul style="list-style-type: none"> • Enable regional and federal members of the government to attend regional fora and meetings on school feeding • Policy and strategic support for the creation of a national coordination body for school meals • Training to smallholder farmer cooperatives to provide commodities to schools for nationally-led home-grown school feeding • Technical assistance to the regional bureaus of education and workshops • All other activity management costs 	<p>40,000.00</p> <p>30,000.00</p> <p>100,000.00</p> <p>50,000.00</p> <p>7,132.51</p>
Activity 6 – Promote Improved Literacy	416,875.67
<ul style="list-style-type: none"> • School Learning Materials for 160 schools • Indoor and outdoor learning materials for 160 schools • Merit-based award initiatives that are aimed at promoting teacher attendance • All other activity management costs 	<p>128,000.00</p> <p>240,000</p> <p>34,000.00</p> <p>14,875.67</p>
Activity 7 – Promote Increased Enrolment	8,620.04
<ul style="list-style-type: none"> • Covers awareness campaigns on the benefits of education (development of SBCC material in form of radio ad to be run in local language), as well as activity management costs. 	<p>8,620.04</p>
total cash budget	12,722,163.71

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

Complementary inputs

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

- The food basket will be complemented by **pulses, iodized salt and fresh foods** procured locally through non-USDA resources mobilized by the Government of Ethiopia and WFP. (p3)
- In Oromia, WFP will pilot use of **fresh vegetables and fruits** to contribute to improved dietary diversity and increased nutritional value. **Pulses, iodized salt and fresh foods** will be procured locally through non-USDA resources mobilized by the Government of Ethiopia and WFP. (p29)
- Additionally, WFP will seek complementary partnership with PSI to **provide water purification tablets (Activity 4.3)** to treat the water, and with the Regional Health Officers conduct random bacterial water quality testing at schools to ensure that water is safe for consumption. (p32)
- The project will leverage funding from the government of Ethiopia to procure 1,803 MT of **pulses** and 447 MT of **iodized salt**. (p43)
- Over the last four years, WFP mobilized about USD100,000 for procurement of iodized salt to complement ongoing MGD in-kind donation. In this project WFP will mobilize additional USD 1.2 million to complement the food basket through provision of salt and pulses for this proposal. **The communities will also be encouraged to make in-kind and cash contributions towards the implementation of school meals.** In the previous MGD grant, these contributions were estimated at USD 10.6 million. **In this project, community contribution is estimated at USD 18 million.** (p48)
- [For Activity 2 – construction of feeding shelters and store rooms] The construction shall be carried out in collaboration with the WFP Productive Safety Net Programme, and **the local communities shall be expected to contribute building materials.** (p30)
- Activity 6.3 (school administrator training) "will not utilize McGovern-Dole funds" (p35).
- Activity 5.4 (fleet system in Afar⁵⁷) is not mentioned in the MGD budget. We presume that if it proceeds it will be separately funded:

⁵⁷ WFP proposes to strengthen the capacity of the regional governments on transportation, commodity management and storage by setting up a **fleet system (Activity 5.4)** in Afar where transportation problems have led to delays in food delivery to the warehouses and schools.

Objectives

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

Activities

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

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

Activity 1 – Food Distribution

Implemented by: WFP

Location: Afar, Oromia

Partners: Government of Ethiopia, Ministry of Education

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

Activity 1 – Food Distribution

A mid-day meal and take-home ration to school children in pre-primary and primary schools in Afar and Oromia regions. includes:

- purchase and distribution of non-food items in 270 schools, used to directly implement school feeding
- Renovation of 225 kitchens, including provision of fuel-efficient stoves and assessment of effective fuel-efficient stove type⁵⁸
- visibility boards for each school
- Cost for monitoring the distribution of commodities and all other activity management costs

11. School children (“O” class, pre-primary, and primary) in approximately 450 schools in Afar and Oromia regions will receive an onsite, nutritious **midday meal (Activity 1.1)** consisting of 120g of fortified rice, 35g of pulses, 13g of fortified vegetable oil and 3g of iodized salt for 3 days alternated with a mid-

⁵⁸ Note: the fuel-efficient stoves have been repositioned under Activity 1 budget. (They were described under Activity 2 in the project proposal):

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

morning porridge of 120g of CSB+, 8g of vegetable oil, and 3g of iodized salt for two days in a week for the 176 school days in a year.⁵⁹

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

13. Girls in grades 5 and 6, and boys in grade 6 in Afar that maintain an attendance of at least 80 percent, will receive **a take-home ration (Activity 1.2)** of 12.5 kg of fortified rice each quarter.⁶⁰

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

Table 14 Annual targets for children and schools

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

Source: project proposal (WFP, 2018b)

Activity 2 – Support Improved Safe Food Preparation and Storage

Implemented by: WFP

Location: Afar, Oromia

Partners: Government of Ethiopia

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

Activity 2 – Support Improved Safe Food Preparation and Storage

- Construction of feeding shelters in 20 schools
- Rehabilitation of 40 storerooms
- Training cooks, storekeepers, community members
- All other activity management costs

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

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

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

18. To ensure **school directors, PTAs and school meals committees** (comprising administrators, teachers and parents) effectively undertake the day-to-day management of the school meals program that include operational responsibilities, reporting and performance management, WFP will continue to

⁵⁹ Although not listed here, the project agreement also includes bulgur wheat in the commodity specifications. **To be clarified.**

⁶⁰ However, according to the Evaluation Plan the THR is to be provided three times a year (WFP, 2020a), p2

systematically **train them on general school feeding management (Activity 2.5)** covering topics related to commodity management, storage and recording food commodities in storerooms, and meals preparation.

Activity 7 – Promote Increased Enrolment

Implemented by: WFP

Location: Afar

Partners: Ministry of Education, Regional Education Bureau

Objective: To boost school enrollment and teacher capacity for better literacy results

Activity 7 – Promote Increased Enrolment

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

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

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

Activity 6 – Promote Improved Literacy

Implemented by: WFP

Location: Afar

Partners: Ministry of Education, Regional Education Bureau

Objective: To boost school enrollment and teacher capacity for better literacy results

Activity 6 – Promote Improved Literacy

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

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

WFP will coordinate at the national and regional level through (1) the established unit in Ministry of Education and (2) the coordinator placed in the Regional Bureau of Education. The Ministry of Education, through GEQUIP [sic] development partner funding and its own budget, [will] support and fund the national Teachers' Development Program through Pre-Service Teacher Education Quality Improvement and In-Service Teacher Education Quality Improvement trainings. WFP, through its coordination will ensure that the targeted schools are the same as those supported by the Government-funded training of teachers in pre-primary and primary schools on **improved literacy instruction (Activity 6.1)**. Teacher training will be facilitated through a teacher training toolkit that has been developed by Ministry of Education. This project will support the development of three modules on classroom management and inclusive teaching strategies with mentoring, coaching and in-classroom support approaches. To ensure the training of teachers is effective, peer to peer sessions are organized by the Ministry of Education regularly to ensure the teachers practice their acquired skills between sessions, reflect on their practice sessions with their peers, and share their challenges. This approach maximizes cross-sharing and learning. **This sub-activity will not utilize McGovern-Dole funds.**

To augment the above, WFP will support Ministry of Education and REB to develop and directly manage a teacher recognition awards program increase **teacher attendance and recognition (Activity 6.2)**. This program will provide a team-based award to high performing teachers within the regions. Three teachers from each of the project's 32 woredas will receive an award linked to results of the Early Grade Reading Assessment EGRA and two from the National Learning Assessment for grade 4 starting year two of the

project. The awards are team based to ensure a grouping of primary school teachers teaching different subjects work together and in recognition that not one class teacher is solely responsible for the performance of students but rather a team of teachers. The project will therefore promote the strengthening of teachers working together as a multidisciplinary team to improve learning outcomes, producing well rounded students. Additionally, this team-based approach establishes a peer support and accountability system for teachers that will promote more regular attendance and shared teaching goals to jointly improve pre-primary and primary student education outcomes. REB with support from Ministry of Education and WFP will develop a system of feedback mechanism to mobilize communities to play a role in improving teacher attendance. Teachers, administrators, and Ministry of Education staff will utilize the feedback mechanism to strengthen social accountability mechanisms between communities and schools to improve teacher attendance rates.

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

This project will complement GEQUIP's [sic] capitation grant program which provides USD 2.5 per child per year and Ministry of Education's block grant to support the regional education programming for school supplies, school repairs, teacher and administrator trainings, and for off-site meetings. This grant is critical in the targeted schools but is stretched and inadequate to cover all the needs. To respond to this need **WFP will distribute the necessary school supplies, materials, and supplementary reading materials/books (Activity 6.4) in 325 schools**⁶¹ (excluding schools in the 8 woredas supported by UNICEF). This will include school literacy starter kits (notebooks, pens, pencils, markers, paper, and other literacy aides to support the local development of reading aids e.g. letter charts within the classroom). Each school will be provided with a menu of basic materials for their kit and will select what is most needed from this list.

To ensure consistency and appropriateness of the "O" class instruction, the project will work with UNICEF to create child-friendly learning environment by providing **indoor and outdoor learning and playing materials (Activity 6.5)**.⁶² This will include indoor games, teaching aid[s,] tables and chairs, and outdoor playing and instructional infrastructure in the ECCD schools. REB will mobilize teachers, administrators and community volunteers on the teaching and learning using locally available resources (TALULAR) methodology to enable community participation on creating locally sourced learning aids for pre-school children. This methodology could also support replenishment of supplies purchased by MGD.

Activity 3 – Promote Improved Nutrition

Implemented by: WFP

Location: Afar, Oromia

Partners: Government of Ethiopia

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

⁶¹ The budget for this activity in Table 13 indicates a reduced target of 160 schools. The budget also makes no mention of textbook procurement mentioned in the proposal, so we presume the following activity has been dropped:

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

⁶² According to the budget in Table 13, this will also target 160 schools.

Activity 3 – Promote Improved Nutrition

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

21. The project proposal envisaged the following activities:

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

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

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

23. Activities that are reflected in the Table 13 budget Include the following:

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

Using McGovern-Dole funding, to support nutrition education, WFP will work with UNICEF, Ministry of Health and Ministry of Education to advocate for the review of the **content of nutrition education in the curriculum (Activity 3.3)** and support the Ministry of Health to establish a regional nutrition monitoring system in schools. With support from the Ministry of Health and WFP Nutrition team, the project will support development of supplementary nutrition materials for teachers, school inspectors, school administrators, school management committees, farmer's organizations. WFP will further organize annual awareness campaigns to the communities on good nutrition and integration of local nutritive foods in the diet, and train cooks and communities on proper food preparation. WFP will provide one ToT **nutrition education training module** to 1380⁶³ [one teacher and one school health club representatives (**Activity 3.4**), in each of the targeted schools].

Activity 4 – Promote Improved Health and Hygiene Practices

Implemented by: WFP

Location: Afar and Oromia

Partners: Ministry of Health, Ministry of Education, UNICEF, PSI and WFP

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

Activity 4 – Promote Improved Health

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

⁶³ The Table 13budget has a reduced target of approx.. 900 individuals.

24. Activities included in the MGD budget include the following:

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

The project proposal envisaged construction of 620 low-cost **hand washing facilities (Activity 4.3)** –in (2 per school in Afar and 3 in Oromia).⁶⁴ in addition to **hand washing facilities (Activity 4.3)**, infrastructure maintenance is an important element and school management committees, PTA will be trained to ensure sustainability of these facilities.⁶⁵

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

25. Complementary activities, not funded by MGD, are expected to include the following:

Additionally, WFP will seek complementary partnership with PSI⁶⁶ to **provide water purification tablets (Activity 4.3)** to treat the water, and with the Regional Health Officers conduct random bacterial water quality testing at schools to ensure that water is safe for consumption

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

WFP will provide logistics support whenever necessary for the Ministry of Health’s ongoing bi-annual **deworming medication distribution (Activity 4.5)**. Deworming is provided based on the prevalence of intestinal worms in each district of the country. The recent mapping exercise showed that Oromia has relatively lower worm load compared to the national prevalence whereas in Afar the full mapping is not yet finalized. Currently, deworming tablets are provided in 29 woredas in Oromia⁶⁷ and 5 woredas in Afar. WFP will ensure the children in the targeted schools are provided with meals during the campaign to increase drug absorption as well as minimize severe drug side effect.

Activity 5 – Build Capacity

Implemented by: WFP

Location: Countrywide

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

⁶⁴ But the budget in Table 13 implies a lower target of 500 handwashing stations in 450 schools.

⁶⁵ It is not clear whether this training is funded separately from MGD.

⁶⁶ Population Services International – <https://www.psi.org/country/ethiopia/>

⁶⁷ We will seek clarification as to whether the 6 MGD woredas in Oromia are among those targeted by the deworming campaign.

Activity 5 – Build Capacity

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

26. The capacity building activities supported by the programme have countrywide significance. Activities specifically mentioned in the MGD budget (Table 13) include the following:

WFP will continue its strategic, operational and technical assistance to the Government of Ethiopia's transition towards national ownership of school meals program. To keep the momentum on the need to adopt and implement the proposed National School Meals Strategy, WFP will continue to support **South-South learning (Activity 5.1)** by sponsoring senior government officials to attend global or regional fora on school feeding, to learn good practices by other countries in the management and implementation of school meals.

To support national level coordination, oversight and advocacy for resourcing, WFP will advocate for the formation of a **national level inter-ministerial and technical coordination committee for school meals (Activity 5.2)**, to coordinate and provide oversight of the program.

In coordination with FAO and the Ministry of Agriculture, WFP will continue its **support local farmer organizations (Activity 5.5)** in Oromia to increase and diversify their agricultural production, and to provide improved links to markets to school meals. WFP will provide trainings farmers to increase the quantity and quality of their crop yields, to reduce post-harvest losses and on improved storage, transport and handling of crops. Trainings delivered to farmers will include drying, grading and bagging commodities using innovative methods and utilizing locally available materials. The support will put emphasis on value chain development and access to improved market information.

WFP will support implementation of the national school feeding strategy through prioritizing **government staff capacity building (Activity 5.3)** i.e. national and regional staff on school feeding and monitoring to track progress in literacy and school meals outcomes by seconding staff at each regional office.⁶⁸

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

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

Gender and equity dimensions

28. Gender and equity concerns are reflected in the project design in several ways: the selection of the project area and of participating woredas is based on considerations of need which incorporate gender and equity dimensions; the MGD results framework mandates a gender-sensitive approach to monitoring; the approach to school hygiene takes particular account of girls' requirements; and the girls continue to be a particular target of the THR component in Afar. However, the Terms of Reference for the baseline-

⁶⁸ Presumably linked to this sub-activity, the project proposal envisages: "To ensure sustainability in the food safety and quality (FSQ) management, WFP with support from the food technologist will develop an FSQ manual for use by the regional bureaus of education." (WFP, 2018b, p31)

endline evaluation acknowledge that there was not a comprehensive gender and equity analysis at project design stage and the evaluation team is required to address this topic more thoroughly. Our approach to doing so, along with our preliminary overview of gender issues in the project area, is described in Annex H.

Project implementation

Implementation of core school feeding activity

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

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

30. In line with this approach, WFP has concluded Field-Level Agreements (FLAs) with the regional governments of Oromia and Afar (Box 11 below). These are general agreements with the Regional Bureau of Education and the Regional Bureau of Finance and Economic Cooperation in each case. They are not exclusively concerned with the USDA MGD programme, but linked generally to the WFP Country Strategic Plan (WFP, 2020b). Project details for the MGD programme are annexed, but in some aspects have been overtaken by subsequent refinements to the programme as agreed between WFP and USDA (for example, the Oromia agreement (p37) anticipated that Guji Zone would be included along with East Hararghe and Borana). Nevertheless, the FLAs set out very detailed mutual responsibilities and accountabilities for administrative, financial and physical management of the programme.

31. The MGD project, not least in its country-wide capacity strengthening dimension, also involves a direct relationship between WFP and the Federal Government of Ethiopia, and with the Federal Ministry of Education in particular. The Ministry of Education has a school feeding section,⁶⁹ to which WFP has seconded an officer (as mentioned below).

Implementation of literacy and other ancillary components

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

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

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

⁶⁹ At present this is within the School Improvement Directorate, but moves to give school feeding a higher profile within the Ministry of Education structure are under consideration (inception interviews).

Box 11 FLAs with Governments of Afar and Oromia Regions

 <p style="text-align: center;">AGREEMENT BETWEEN THE AFAR REGIONAL BUREAU OF EDUCATION AND THE AFAR BUREAU OF FINANCE AND ECONOMIC COOPERATION AND THE WORLD FOOD PROGRAMME (WFP) ON THE IMPLEMENTATION OF SCHOOL FEEDING IN AFAR REGION, ETHIOPIA IN THE FRAMEWORK OF WFP COUNTRY STRATEGIC PLAN (CSP ET02) 2020-2025 Agreement No: ET02_Act 04_ABOE/BOFEC.01</p>	 <p style="text-align: center;">AGREEMENT BETWEEN THE OROMIA BUREAU OF EDUCATION AND THE OROMIA BUREAU OF FINANCE AND ECONOMIC COOPERATION AND WORLD FOOD PROGRAMME ON THE IMPLEMENTATION OF SCHOOL FEEDING IN OROMIA REGION IN THE FRAMEWORK OF WFP COUNTRY STRATEGIC PLAN (CSP) 2020-2025 Agreement No: ET02_Act 04_OBOE/BOFEC.01</p>				
<p>Signed at Addis Ababa</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p><u>For The Afar BOE</u> Name: Ahemed Mohammed Title: Bureau Head Date: <u>12/01/2013</u> <i>Ahmed Mohammed Bodaya</i> Head of Education Bureau <u>For Afar BOFEC</u> Name: Mohammed Hassen Title: Bureau Head Date: _____ <i>Eyste Mohammed Aden</i> Economic Sector Head</p> </td> <td style="vertical-align: top;"> <p><u>For World Food Programme</u> Name: Paul Turnbull Title: Deputy Country Director Date: <u>10 September 2020</u> <i>Paul Turnbull</i> Country Director a.i.</p> </td> </tr> </table> <p style="text-align: center;">Page 15 of 58 Afar BOE_SF</p> 	<p><u>For The Afar BOE</u> Name: Ahemed Mohammed Title: Bureau Head Date: <u>12/01/2013</u> <i>Ahmed Mohammed Bodaya</i> Head of Education Bureau <u>For Afar BOFEC</u> Name: Mohammed Hassen Title: Bureau Head Date: _____ <i>Eyste Mohammed Aden</i> Economic Sector Head</p>	<p><u>For World Food Programme</u> Name: Paul Turnbull Title: Deputy Country Director Date: <u>10 September 2020</u> <i>Paul Turnbull</i> Country Director a.i.</p>	<p>Signed at Addis Ababa</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p><u>For The Oromia BOE</u> Name: Mamo Bogale Title: Deputy Head, Oromia BOE Bureau Date: <u>16/9/2020</u> <i>Mamo Bogale</i> Deputy Head of Oromia Education Bureau</p> </td> <td style="vertical-align: top;"> <p><u>For World Food Programme</u> Name: Paul Turnbull Title: Deputy Country Director Date: <u>10 September 2020</u> <i>Paul Turnbull</i> Country Director a.i.</p> </td> </tr> </table> <p style="text-align: center;">Page 15 of 57 Oromia BOE_SF</p> 	<p><u>For The Oromia BOE</u> Name: Mamo Bogale Title: Deputy Head, Oromia BOE Bureau Date: <u>16/9/2020</u> <i>Mamo Bogale</i> Deputy Head of Oromia Education Bureau</p>	<p><u>For World Food Programme</u> Name: Paul Turnbull Title: Deputy Country Director Date: <u>10 September 2020</u> <i>Paul Turnbull</i> Country Director a.i.</p>
<p><u>For The Afar BOE</u> Name: Ahemed Mohammed Title: Bureau Head Date: <u>12/01/2013</u> <i>Ahmed Mohammed Bodaya</i> Head of Education Bureau <u>For Afar BOFEC</u> Name: Mohammed Hassen Title: Bureau Head Date: _____ <i>Eyste Mohammed Aden</i> Economic Sector Head</p>	<p><u>For World Food Programme</u> Name: Paul Turnbull Title: Deputy Country Director Date: <u>10 September 2020</u> <i>Paul Turnbull</i> Country Director a.i.</p>				
<p><u>For The Oromia BOE</u> Name: Mamo Bogale Title: Deputy Head, Oromia BOE Bureau Date: <u>16/9/2020</u> <i>Mamo Bogale</i> Deputy Head of Oromia Education Bureau</p>	<p><u>For World Food Programme</u> Name: Paul Turnbull Title: Deputy Country Director Date: <u>10 September 2020</u> <i>Paul Turnbull</i> Country Director a.i.</p>				

Logistics

33. The grant proposal includes the following undertaking on logistics and monitoring:
 "To enable activity 1.1 and 1.2, WFP will establish and operationalize a commodity pipeline, transportation, storage and handling system ensuring timely delivery of food in the warehouses in the targeted regions, and particularly handles transportation of the food to the schools in Afar region. In parallel, WFP will provide technical assistance in logistics and commodity management to the regional offices that will be designed to ensure these functions are fully handed over within the first two years of the project. School management committees and head teachers will be responsible for commodity storage and meal preparation. Monitoring and reporting will be done by both Ministry of Education and WFP Field Monitors." (WFP, 2018b, p29)

Planned outputs and outcomes

MGD results framework

34. The project's results framework is described in Annex I, which also develops an inferred theory of change that incorporates the activities detailed in paragraphs 9–27 above.

Selected indicators and targets

35. The most detailed set of indicators and targets is provided in the Performance Monitoring Plan (WFP, 2019b), which is organised with the columns listed in Table 15 below; its rows are the MGD and custom indicators adopted for the project. For full details of the project indicators see Annex L.

Table 15 Structure of Performance Monitoring Plan

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

Monitoring and evaluation

M&E plans for this operation

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

- A baseline study, mid-term review (MTR) and final evaluation will be conducted by independent third-party evaluation teams. Requirements for the baseline study and final evaluation are as set out in the TOR for the present exercise – see Annex A. Specifications for the MT are reproduced in Box 12 below. An Evaluation Reference Group will review and comment on drafts and help to safeguard against bias (WFP, 2020a, p6).⁷⁰
- Evaluations will address the USDA Learning Agenda as indicated in Box 13 below.
- The Evaluation Plan includes "preliminary key evaluation questions" (WFP, 2020a,, Table 1).These have been taken into account in preparing the full evaluation matrix in Annex J.

Box 12 Specification of the Mid Term Review

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

Specifically, the midterm review will (1) assess whether the project is likely to demonstrate relevance, effectiveness and efficiency, impact and sustainability on completion (these will be fully assessed only at final evaluation stage), (2) collect performance indicator data for strategic objectives and higher-level results, (3) assess whether the project is on track to meet the results and targets, (4) review the results frameworks and theory of change, and (5) identify any necessary mid-course corrections. The midterm review will rely on the Baseline Study for baseline data and critical

⁷⁰ For membership of the ERG, see Table 20 in Annex G>

context necessary to review the project at interim. WFP envisions that the midterm review will be conducted approximately halfway through project implementation. This review will address the questions included in Table 1 – Preliminary Evaluation Questions.

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

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

Source: WFP, 2020a, p5–6.

Box 13 Addressing the USDA Learning Agenda

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

School meal program implementation:

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

Agriculture evidence gaps

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

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

Source: WFP, 2020a, p3–4.

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

- "Once the baseline information for the project is established and informed by the results of the analysis at the inception phase, WFP will tailor its performance monitoring system to fit the project's specific needs. WFP has prepared a detailed Performance Monitoring Plan (PMP) using McGovern-Dole standard indicators and custom indicators that will be used to assess the project's progress. The monitoring system and project database will be adapted to regularly measure the performance indicators specified and described in the PMP. Furthermore, this database will allow WFP to track the number of monitoring visits to schools and distribution points against annual targets and it will verify that all beneficiaries meet the established criteria for project targeting." (WFP, 2020a, p3)
- "Regular performance monitoring data will be collected by WFP field monitors through standardized checklists including the following information: record and stock management, food distribution management, community participation, student attendance, and health and sanitation issues. This monitoring data will be entered into WFP M&E database systems and will be analyzed in real time. Output and outcome indicators will be collected monthly, quarterly, biannually, and annually and compared with set targets for all relevant MGD indicators as per the PMP. This performance monitoring data will support effective project implementation; furthermore, it will be used to review project progress, determine any necessary corrective actions and will also be used as the basis analysis of overall performance and for the evaluation of the effectiveness and efficiency of the project." (WFP, 2020a, p3)

Annex F Other School Feeding Programmes in Ethiopia

Introduction

1. This annex provides background information on the genesis and expansion of school feeding programmes in Ethiopia, including the pilot Home Grown School Feeding (HGSF) programme and the Emergency School Feeding Programme (ESFP), and the most recent Addis Ababa City Administration's School Feeding Programme.
2. This annex also summarises the earlier MGD school feeding programme (which operated in Afar and Somali Regions and notes key findings concerning its impact.
3. A final section describes how school feeding features in the WFP Country Strategic Plan 2020–2025.

The genesis and expansion of school feeding in Ethiopia

4. School feeding in Ethiopia was started in 1994 with the support of WFP. The initial pilot project covered 40 primary schools in Amhara, Tigray, Afar and Oromia Regions and further expanded to SNNPR and Somali Region in 2002, targeting chronically food insecure districts in these six regional states.
5. Since 1996/97, the GoE has implemented five phases of its multi-year Education sector Development Programme (ESDP). One of the components of the successive ESDPs is the school feeding programme the GoE has undertaken since the mid-1990s in partnership with WFP. The third phase of the ESDP gave emphasis to expanding school meals to schools in food insecure and vulnerable areas of the country, with a particular focus on pastoralist areas and chronically food deficit highland districts with lower school enrolment and higher gender disparity. School feeding was identified as a strategic instrument for increasing enrolment and retention and increasing girls' enrolment in programme areas with a view to bringing about gender parity in school enrolment.
6. In 2004/05 the GoE and WFP introduced a new community-based effort by launching a participatory planning tool called Children in Local Development (CHILD)⁷¹ with the primary goal of increasing the sustainability and impact of school meals and mainly involving capacity building for local government partners and local communities to assist communities to plan for a child-friendly school environment in order to improve the learning atmosphere as well as the community's awareness of environmental sustainability. In 2007, based on lessons learned, CHILD was expanded and became the framework for implementing school feeding. The CHILD approach focused on: i) teaching basic organizational concepts of planning and managing local development initiatives, ii) providing basic information on health, hygiene and nutrition and iii) providing training and information on small-scale horticulture to encourage the establishment of school gardens that could potentially supplement the school meals (Visser et al, 2018b).
7. While the country is experiencing a growing political support for school feeding, so far, WFP remains the largest provider of school meals while there are a few local and international NGOs working independently to provide school meals to vulnerable urban and rural school children. In the absence of a national school feeding policy and implementation framework, the efforts of these organizations are not being centrally coordinated.⁷²

⁷¹ We have found no references to CHILD in the documentation for the current phase of the MGD project.

⁷² The grant proposal notes: " WFP has been the major provider of school meals for the last two decades, and while the needs in the country are overwhelmingly high, the coverage is inadequate at only 8 percent nationally, with the highest coverage being Afar at 39 percent. Out of the 18 million primary school children in Ethiopia, about 7 million live in chronically food insecure areas of the country, and often go to school hungry." (WFP, 2018b, p7)

8. While the federal government allocates funds for school feeding during emergencies, no federal grants are available for non-emergency school feeding programmes.⁷³ The responsibility lies with regional governments to include school feeding in their budget lines, with some regions managing to do so at a much better level than others. For example, in 2019/20, Oromia has allocated ETB300 million for school feeding programming while Afar has only budgeted a mere ETB10 million (MoE inception interview).

Home Grown School Feeding (HGSF) Programme

9. There has been a growing interest to establish sustainable national school feeding programme in Ethiopia, which resulted in collaboration between WFP and MoE to pilot a Home Grown School Feeding (HGSF) programme in 37 schools in SNNPR in 2012 and later expanding to an additional 50 schools. In 2014, the HGSF model was replicated in 18 primary schools in Oromia Region, and in 2017, the HGSF programmes in Oromia and SNNPR were targeting 139,000 students in 286 schools (SABER, 2015, WFP, 2017a).

10. Originally structured around WFP's Purchase for Progress (P4P) programme, the HGSFP links the existing school feeding programme demand with local agricultural production through the provision of locally produced food purchased from smallholder farmers. The way the HGSFP is structured is also intended to build the capacity of GoE to plan and manage sustainable national school feeding programmes in Ethiopia.

11. The HGSF programme is primarily supported by WFP with contributions from the regional governments of SNNPR and Oromia, as there are no federal grants for non-emergency school feeding programmes.

12. The MGD grant proposal notes that "For the last five years, WFP has undertaken several pieces of analytical work to inform the development of cost-effective national school feeding programs. In 2013 WFP through Agriculture Transformation Agency (ATA) commissioned a study on Homegrown school feeding benefit to the agriculture sector that highlighted the potential benefits of the program to create market access for smallholder farmers [ATA,2013], WFP also negotiated on inclusion of school-age children in the national micronutrient deficiency survey and made financial contribution to the study [EPHI, 2016]. In 2017, School Feeding Investment Case study, [was] conducted in partnership with the Master Card [WFP, 2017a]. The study showed clear evidence for continual investment in school feeding given the benefits of school feeding in terms of return value on the economy." (WFP, 2018b, p17-18, bibliography references added.)

Emergency School Feeding Programme (ESFP)⁷⁴

13. As an integral part of the broader government-led response to the 2015/16 drought that resulted from the El Niño crisis, MoE developed an education in emergency response plan to provide educational supplies, WASH facilities and school feeding programme, psychosocial support and establishing temporary learning spaces to prevent children in drought affected areas from risk of dropping out of school.

14. For the first ESFP in 2015/16, around USD 53 million was required to implement the plan and MoE sought the assistance of development partners to meet this target. However, the expected funding support didn't materialize and MoE had to scale down the plan and focused its implementation on the emergency school feeding (ESF) by allocating around ETB 570 million (approximately USD27.5 million) of government budget and providing school supplies such as notebooks, pens and pencils to 739,740 students for the 2015/16 school calendar year. For the second year of implementation of the ESFP in 2017/18, the government allocated USD 19.7 million and provided school meals to 2.3 million drought-affected students throughout the country, managing to avert the negative effect of emergencies on

⁷³ Under Ethiopia's federal system, Regions meet most of their costs from an unearmarked federal grant (known as the federal subsidy), but the Federal Government also provides a variety of specific-purpose grants (such as its funding for the GEQIP programme).

⁷⁴ Visser et al, 2018b, Annex R is an extended assessment of the ESF programme.

education. As the current MGD project was launched, the ESFP was in its third year of implementation, with the government earmarking ETB 600 million for ESFP out of the total ETB 1.9 billion budgeted for all school feeding programmes for the 2019/20 school calendar year.

15. The ESFP is set up with a framework similar to that of the HGSFP, with linkages to local farmers' cooperatives in surplus producing areas of the country to provide the grains and legumes needed for the school meals. The per child meal ration provides approximately 650 kcal per day and the ingredients that go into preparing the meals vary from one region to the next depending on what is locally grown and the dietary preferences of the local population. The ESFP provides only in-school feeding and does not include THR. WFP provides technical support by seconding technical assistance staff, facilitating trainings, and providing tools for procurement and process monitoring.

Addis Ababa City Administration School Feeding Programme

16. Building on the success of *Ye Enat Weg*, a charitable association that was established in 2014 by the then First Lady of Ethiopia and worked in collaboration with the Addis Ababa City Administration to provide food and school supplies to selected highly vulnerable and impoverished students in government primary schools in all ten sub-cities of Addis Ababa, the City Administration launched a school feeding programme in late 2019 in 250 pre and primary government schools. Recognizing the need for a formal body to administer the work effectively and sustainably, the city council ratified a bill to set up that agency that will run the city's school feeding programme.

17. During its first year of implementation, the programme had a budget of ETB42 million and provided school meals and some school supplies to about 300,000 students. In addition to the students benefiting from the school meals, the initiative has created job opportunities for 10,000 mothers to work as cooks.⁷⁵

18. What makes this programme different from its predecessor *Ye Enat Weg* is that it offers its services to all pre and primary school students while *Ye Enat Weg* provided support only for only those students it identified as highly vulnerable and impoverished using a set selection criteria, including those whose families live in extreme poverty, orphaned or coming from single parent family settings, students with HIV-AIDS, and children that have migrated to the city from rural areas in search of a better life but end up living on the streets.

19. The school feeding programme came to a halt as schools all over the country closed before completing the school year due to the Covid-19 pandemic. However, as of November 2020 the City Administration had plans to double the number of students benefiting from its school feeding programme from 300,000 to 600,000 when schools re-open.⁷⁶

Previous Phase of McGovern-Dole Support (Afar and Somali Regions)⁷⁷

Programme design

Programme design

20. The McGovern-Dole programme⁷⁸ was approved in November 2012. The programme involved daily school meals provided to 289,000 primary school children, and capacity building aimed at supporting increased dietary and health practices and improved student attendance. The programme was to provide children with one hot meal per day, corresponding to 647 calories per day. In addition, a monthly Take-home Ration (THR) of two litres of vegetable oil was provided to girl pupils as an incentive to attend school (conditional on an 80 percent attendance record).

⁷⁵ <https://reliefweb.int/report/ethiopia/school-feeding-program-helps-cut-dropouts> accessed 09 November 2020.

⁷⁶ <https://newbusinessethiopia.com/education/addis-to-double-school-feeding-to-600000-students/> accessed 09 November 2020

⁷⁷ This section is drawn (verbatim except for changes of tense) from the Country Portfolio Evaluation (Lister et al, 2019) which itself summarised the impact evaluation (Visser et al, 2018b).

⁷⁸ FFE 663-2013/026-00; project number 200253.

21. The capacity-building component (about USD 1.8m or 6 percent of the total budget) comprised activities such as: teaching materials and equipment; financial and technical support to regional level Education Management Information System (EMIS), adaptation of the Child in Local Development (CHILD) manuals to pastoralist communities; provision of financial and technical support to water and sanitation; capacity development for school health and nutrition (SHN) education; promotion of health clubs and school gardens; building and rehabilitation of school facilities; provision of energy-saving stoves; training in food handling activities; strengthening of SHN planning and management capacity at woreda and school level.

22. The McGovern-Dole funded interventions sought to promote equal access for boys and girls at primary school, with a focus on marginalized food-insecure areas and vulnerable children. The envisioned outcomes included: i) increasing enrolment and attendance in the Afar and Somali regions to achieve the government target of 100 percent enrolment; and, ii) improving the management capacity of school health and nutrition programmes and of school infrastructure through participatory community planning.⁷⁹ Intermediate programme results aimed at contributing towards improving health and dietary practices. Major outcome indicators for the programme included: the percentage change in the enrolment, attendance rate, and attentiveness and gender parity index (GPI). Contrary to some of the other McGovern-Dole programmes in the region (Kenya, Rwanda) this programme did not target improving literacy or numeracy levels, because the Ministry of Education had an intervention – the General Education Quality Improvement Programme (GEQIP) – funded by several donors which has been focusing on improving quality since 2008.

23. The key counterpart ministry for the programme was the Ministry of Education, which oversaw the implementation of the programme. The Bureaus of Education for Afar and Somali regions were responsible for the overall management and implementation of the programme in their respective regions, including handling food transportation from WFP warehouses to the schools. The non-food activities that contribute to education, water, sanitation and hygiene (WASH), construction, health and dietary objectives were implemented by WFP in collaboration with the Bureaus of Education. WFP also engaged with each region’s Bureau of Urban Development on construction-related activities such as improving water and sanitation facilities in programme schools.

Budget

24. The FFE programme had a total budget of USD 40.7 million, up from the original commitment of USD 26.5 million (see Table 16 below). The programme had one extension and two budget revisions .

Table 16 McGovern-Dole school feeding programme budget, 2014–2017

	Original commitment	BR1	BR2
Additional commitment	N/A	USD 2,209,835	USD11,999,970
New total	USD26,500,000	USD 28,709,835	USD40,709,850
Date	November 2012	March 2015	July 2016

Source: Visser et al, 2018b.

Implementation

25. The programme covered 292,249 children (of whom 45 percent are girls) in 590 schools in Afar and Somali (see Table 17 below). This represents just under one third of the primary school children in these two regions (which hold 1 million pupils in total), and five percent of the total of 19 million primary school children in the country. In each targeted school, all children benefited from the school meals, and all girls received a take-home ration. The school feeding did not officially cover pre-school children.

⁷⁹ Essential to this was the use of a participatory community planning tool called Child in Local Development (CHILD) which had earlier been used in other regions of the country and under this programme was adapted for the pastoralist regions.

Table 17 McGovern-Dole school feeding beneficiaries in Afar and Somali regions

Beneficiary schools and pupils	Afar	Somali	Totals
Number of schools in the programme	361	229	590
Percentage of schools with McGovern-Dole school feeding support versus all primary schools in the region	47%	19%	33%
On-site feeding beneficiaries (boys and girls)	93,983	198,266	292,249
Female school feeding beneficiaries and percentage of total beneficiaries	43,119 (46%)	88,410 (45%)	131,529 (45%)
Percentage of pupils in Afar and Somali receiving McGovern-Dole school feeding	48%	22%	29%
Girls' THR	43,119	88,410	131,529

26. There were three modifications to the programme:

- The ration size for CSB was modified from 150gm to the actual size of 120gm retroactively, to address the imbalance between the released resources and beneficiary numbers.
- The ration was changed from CSB to CSB+ when the programme was extended.
- During the extension phase the programme was amended to include financial and technical support to the national school feeding programme.

Impact evaluation methodology

27. The evaluation used a quasi-experimental design where WFP intervention schools were compared with non-intervention schools in Afar and Somali regions through a survey that covered a total of 1,080 students in 90 randomly selected schools.⁸⁰ This was complemented by an analysis of EMIS Education Statistics of the Ministry of Education comparing programme schools with non-programme schools, a desk review and analysis of documents and data, semi-structured interviews, focus group discussions, and observations during several field visits to both regions. Primary data collection was conducted in February 2018. The evaluation also included two mini-case studies: one of the separate emergency school feeding programme (ESFP) introduced by the Government of Ethiopia; and one of the Take-Home Rations – Girls Initiative Programme within the school feeding operation. Significant limitations of the evaluation included the absence of any baseline study or data, challenges in identification of school locations due to faulty lists, and challenges in security issues which interfered with data collection.

Key findings of the McGovern-Dole school feeding impact evaluation

28. **Appropriateness:** The interventions were appropriately focused on areas that are acknowledged to be among the poorest in the country, where people live in a context marked by poverty and hunger and face significant challenges including prolonged drought; and issues like girls' education remain pertinent. The relevance and importance of the WFP-supported school feeding to children's needs were confirmed and appreciated by beneficiaries and other stakeholders at various levels.

29. The McGovern-Dole school feeding programme is generally well aligned with national policies and strategies, including in the areas of education and social protection, except with the Government's priority of home-grown school feeding, as the food is currently imported from the United States. The programme is coherent with WFP's overarching policies on school feeding and nutrition. While it is also broadly in line with WFP's gender policy, only a basic gender analysis has been conducted. The programme, however, is currently not actively collaborating with other UN or NGO programmes in the project areas.

⁸⁰ The absence of baseline data meant that a double-difference analysis between baseline and endline was not possible. To ensure that sampling met criteria, schools were replaced from a pre-established reserve list as necessary, and the evaluation team are confident that the survey findings are robust.

30. Generally, the programme’s design is appropriate. The intervention includes important aspects that are essential contributors to its success, namely water and sanitation activities and strengthening of parent-teacher associations (PTAs). However, it is questionable whether school gardens in arid zones are a realistic endeavour.

31. **Results:** Quantitative and qualitative data consistently underscore significant and important output and impact level results and provide a convincing case for the importance of school feeding for areas that are severely affected by food insecurity. The evidence demonstrates that school feeding, supplemented by specific interventions targeted at girl students, improves inclusiveness, participation and achievements in education. Specifically, the statistical analysis comparing schools with school feeding with those without shows that:

- In both Afar and Somali regions, enhanced school enrolment is associated with school feeding, and schools with school feeding have a significantly more favourable Gender Parity Index compared to those without school feeding.
- Grade repetition rates are consistently lower in McGovern-Dole programme schools in Somali region than in non- McGovern-Dole schools, although there is more limited evidence of this effect in Afar.
- Completion rates are significantly higher for McGovern-Dole schools than for non- McGovern-Dole schools, with a difference to the magnitude of 10 percent in Afar and Somali. This improvement is higher for girls than for boys.

32. Additional important outcomes include higher food consumption scores for boys and girls in McGovern-Dole schools, as well as better perceived attentiveness and lower absenteeism in these schools. All these effects are statistically significant. See also Box 14 below for more evidence of the effectiveness of the THR component.

Box 14 The effect of take-home rations (THR) on girls’ education and welfare

Historical evidence

In addition to the main school meal programme, the WFP launched ‘The Girls’ Initiative’ intervention in 2002 in food insecure pastoralist areas of four regional states (Afar, Somali, Oromia and SNNPR). The initiative had the objective of encouraging girls’ education and narrowing the gender gap in pastoralist communities. The programme provided eight litres of vegetable oil per semester (‘take-home rations’) conditional on 80 percent girl’s attendance in addition to on-site school meals. In the first semester of 2010, 81,000 girls received take-home ration. The estimated cost of take-home rations was USD 8.1 per beneficiary girl (during the first semester of 2010).

WFP carried out an impact assessment in 2011 using qualitative and quantitative methods. The assessment found that THR has positive effects on females’ participation in education. It has been most successful in the chronically food insecure communities. WFP’s assistance framework that links poverty and food insecurity with education is found to be sound and relevant for addressing gender inequality. Although the programme had attempted to enhance the capacity of stakeholders (WAO, PTA, school community), given the high turnover of trained personnel and low capacity at woreda and school levels, this was not achieved. THR was designed as a standalone programme with limited synergy with other initiatives such as WASH, separate toilets for girls, nutrition and health intervention. The baseline data was not exhaustive enough and did not include programme impact indicators. It was also found that the programme had weak monitoring systems, particularly from the partners. THR greatly increased girls’ enrolment, maintained school attendance, prevented school dropout, and narrowed gender gaps in the target schools. The initiative also motivated parents to send their daughters to school. The assessment further explored factors that affect girl’s education and also the challenges in study areas. These include pervasive chronic food insecurity and poverty, socio-cultural factors and school-related factors that are still a hindrance to girls’ schooling. The assessment also showed that there has been late delivery of THR due to lengthy process of tendering for hiring transport service. It was also felt that providing take-home rations to girls may lead to families’ withdrawal of boys from school in favour of girls (WFP, 2011a).

Results from the 2018 evaluation

Data from the survey and the interviews with various stakeholders underscores that the introduction of the THR has greatly increased girls' enrolment, maintained school attendance, prevented school dropout, and narrowed gender gaps in the target schools. The initiative motivated parents and the communities to send their daughters to school. In-depth interviews suggest that from the perspective of the community the THR are leading to a decrease in (the risk of) early marriage and is increasing the income transfer to food insecure households.

The survey data on programme status and grade completion rates shows improvement for the girls is greater than for the boys, with the girls in the non-FFE schools having higher dropout rates than for boys. In Afar completion rates are lower than in Somali region for both FFE and non-FFE schools, and the non-completion rate for girls also notably worse than in Somali. Table 28 reflects the data.

The effect of take-home ration is evident in the reducing gender gap. The data from WFP shows the gender parity index has improved and the enrolment and attendance and literacy have significantly gone up. The GPI for Afar region is 0.9 and is almost equivalent to the national GPI (0.91), while the GPI for Somali region is at 0.86.

THR have brought an effect on income transfer to parents and education benefits to their daughters. Most parents stated that the programme has contributed to supplement household food income to cover the cost of learning materials, clothing for their school age children and of course the diet diversity.

Source: Visser et al, 2018b, Annex H – Nutrition,

33. **Factors affecting results:** The school selection process was participatory but resulted in a selection of schools that were geographically spread out. This complicated support to the schools. It makes frequent monitoring costly and also reduces efficiency in conducting school visits.

34. While WFP generally has very clear guidelines and an efficient procurement system in place, issues with the timeliness of delivery were found due to regular pipeline breaks, and the first semester delivery was consistently late. There were some complaints about the quality of the food (too close to its 'best before' date and often damaged oil tins).

35. Government ownership of and commitment to school feeding, both at federal and regional levels, have increased, and various high-level persons in Government became champions for school feeding. A school feeding policy was yet to be put in place, but progress was made in terms of committing to a school feeding strategy in line with its international, regional and national commitments (such as inclusive right to food, health and education, expansion of local school meals programmes using home-grown food where possible and effective governance and sustainable financing of school feeding programmes). The ESFP, which is largely implemented with the Government's own funds, is also a good complementary programme to WFP's school feeding programme and builds on many of the lessons learned from the previous and current McGovern-Dole programmes.

36. **Challenges of operating in pastoral areas under stress:** The external operating environment at times made implementation difficult or caused disruption, e.g. schools being geographically spread out, severe droughts, school closures, or conflict-induced displacement in 2017. Extreme poverty and the specific conditions in the regions made it difficult for the programme to mobilize community resources that were assumed to be available for the implementation of an integrated package of support.

37. Some continued challenges in the implementation of the CHILD approach in both Afar and Somali regions were noted during the in-depth visits. According to the Regional Bureaus of Education, school directors and PTA members contacted during the evaluation, although the CHILD manual was adapted to the local context and training was provided on the approach, the CHILD package was less successful than anticipated because it did not succeed in mobilizing resources from the community for its implementation. The high mobility of communities, especially during drought seasons, made it generally difficult for schools to have the expected level of community participation and engagement for this approach to be transformative. The complete essential package that is promoted as part of the McGovern-Dole intervention⁸¹ was only in place in one of the nine schools visited in both regions.⁸² Visits

⁸¹ The essential package includes water, sanitary latrines, deworming, micronutrient supplementation, and health, nutrition and hygiene education.

showed that there are very few partners in Somali and even fewer in Afar that could step in to fill the gap in essential package provision in participating schools.

38. The programme design did not take into consideration the impact drought has on the ability of communities to contribute towards implementation. While community engagement has been robust for the most part, the requirements placed on communities to pay the salaries of cooks, construct a kitchen/shed and provide firewood and water necessary for meal preparations have been excessively cumbersome and put an additional burden on families during times of drought. The inability of communities to meet these obligations has caused disruptions to the provision of school meals and in a way minimized the success of the programme.

39. **Capacity challenges:** High turnover of government staff at all levels, including senior federal level management as well as regional, woreda and school level administration, presented a challenge to the efficiency of the school feeding programme and reduced the effectiveness of staff to properly manage the programme. Staff turnover at senior federal government level made it challenging for WFP to make the progress it had expected to make on strengthening the policy environment on school feeding and undermined its high-level advocacy efforts on the issue of transitioning to a national school feeding programme.

40. The capacity of the regions has been rather weak to run the programme efficiently. While transferring the responsibility of direct implementation of activities from WFP to the Government was done as a way of building government capacity and instilling a sense of ownership, it has at times compromised the quality and timeliness of the activities and negatively impacted results. With the responsibility of non-food item procurement transferred to the regional Bureaus of Education, there is a decline in the quality and quantity of items provided to the schools, with schools not having enough utensils such as bowls, spoons and cups compared to the number of students and/or the utensils being of very poor quality (non-durable) so that they break easily or sometimes melt when the hot CSB porridge is served in them.

41. **School targeting:** This has not taken into consideration clustering for impact and has been politically motivated to some extent, with the regions deciding which woredas will be included in the initial list of schools to be considered for selection. The government's view on equity over need in terms of which schools get targeted has led to school feeding resources being spread too thinly and presented a challenge for WFP to concentrate its inputs for maximum programme impact. Even more seriously, a unilateral decision by the Somali Regional Government to divert McGovern-Dole supplies to ESFP schools undermined key relationships.

42. **Synergies:** The evaluation did not find evidence of collaboration or complementarity with the work of other UN or NGO partners, or even collaboration with other WFP programmes in Ethiopia, although opportunities could exist for example for complementarity with WFP's engagement in social protection.

43. **Sustainability:** The evidence reviewed strongly suggests that with the end of the McGovern-Dole programme in Afar and Somali regions the many positive effects on households – who live in extremely precarious conditions – would not be sustained after cessation of the programme, as it would effectively require households to have the means to fill the gap (financially) that is being left through the loss of income which the school feeding and THR represent. The Government is not yet ready to finance and efficiently run a national school feeding programme, though there is clear evidence of a growing interest and commitment to establish a sustainable national school feeding programme in Ethiopia.

44. **Overall Conclusions:** The impact evaluation's overall assessment was that the direct school feeding component of the McGovern-Dole-funded school feeding intervention has many very positive features, including a demonstrable impact on attendance and enrolment, particularly by girls. However, it also raises some concerns. On the positive side, the core activity of providing nutritious daily school

⁸² The school that has all the components of the essential package as part of the MGD intervention is Deghale School in Somali, which is one of the two MGD model schools.

meals, appears to be generally well-designed, well-implemented and effective. Ethiopia’s experience of emergency school feeding suggests that key elements in terms of systems and capacity are in place. WFP’s work on school feeding is highly credited in strengthening the government capacity for planning and implementation of school feeding interventions. Deployment of technical assistance is considered very relevant and appropriate at both the regional and federal levels. WFP through the McGovern-Dole funds has provided financial and technical support to the regional education management system and to the national school feeding programme. There is evidence of learning between different models of school feeding as the McGovern-Dole model is mirrored in both the Home Grown School Feeding programme and the ESFP.

45. However, key challenges remain to be addressed. These include the nature of funding, which to date, on the government side, has come from additional allocations on an emergency basis and as such is not sustainable. Long lead times in terms of procurement, logistics and organization because of various constraints related to internal capacity and the bureaucracy (of the Ministry of Education) are a major challenge and jeopardise the purpose of addressing emergency needs. Furthermore, the programme needs a more effective and reliable M&E and reporting system.

46. **WFP performance:** WFP is recognized for its leadership and strong technical capacity in school feeding, being referred to by many, including beneficiary communities, as “the backbone” of the school feeding programme in the country, without which many would not have had the chance to go to school. The country office has developed a strong relationship with the Ministry of Education and regional Bureaus of Education. This is in part a reflection of WFP’s long engagement in school feeding in the country but it is also the result of deliberate investments WFP has made to further strengthen this relationship as well as build the capacity of the Ministry and the Regional Bureaus of Education to manage and potentially transition the school feeding programme. WFP is credited for supporting efforts to strengthen government capacity and the technical assistance it has provided through the McGovern-Dole programme is considered to be very relevant and appropriate.

47. **Monitoring and evaluation:** There is weak monitoring and reporting by WFP and by the regional Bureaus of Education. The very limited resources under the McGovern-Dole programme for monitoring and technical support have kept WFP from sufficiently staffing the project and has prevented it from conducting frequent and thorough monitoring of all school feeding programme components. Discrepancies in reporting and lack of clarity on processes and procedures start at school and woreda levels, compromising the overall quality and integrity of the reporting. Delays from Bureaus of Education in distributing school feeding registers⁸³ and logbooks to schools have also created a challenge to timely reporting. Furthermore, in the absence of a mid-term evaluation, there was not a reassessment of the programme during implementation and no systematic lesson learning.

48. Table 18 below reproduces the recommendations of the school feeding evaluation.

Table 18 Recommendations of the school feeding evaluation 2018

Recommendation	Timing	Responsibility
Strategic issues		
R1 Prioritize fundraising for the continuation of school feeding and a THR for girls to the schools that were covered under the McGovern-Dole FFE programme in Afar and Somali regions as a matter of absolute priority.	by the new school year (September 2018)	WFP CO with support from the WFP RB

⁸³ The registers are printed by WFP and handed to the education authorities for distribution.

Recommendation	Timing	Responsibility
R2 Prioritize finalization of the national strategy and use it as the basis to develop an implementation guideline with different types of school feeding scenario, including a separate guideline for the pastoralist context.	during 2018	WFP CO with support from a consultant (in collaboration with Ministry of Education)
R3 Develop and implement an adequately funded advocacy strategy that builds on the key findings of this evaluation and previous strategic work to scale up political and financial commitment to school feeding in Ethiopia. This could include developing short learning papers based on the findings of this evaluation.	by December 2018	WFP CO with support from the WFP RB
R4 Advocate with the Government to ensure that government policies and strategy include an incentive for girls' education in food-insecure /pastoral societies using funds from the Productive Safety Net Programme (PSNP).	in the course of 2018 and 2019	WFP CO
Design of future WFP school feeding interventions		
R5 Conduct an independent assessment of needs of vulnerable populations for the next McGovern-Dole FFE programme and use the findings of this assessment to identify suitable design options for school meals in pastoralist areas.	in the start-up phase of the next McGovern-Dole school feeding programme (and at the latest by mid-2019)	WFP CO with external consultancy support
R6 Include continued investment in government technical capacity for the logistical management of school feeding at federal and regional levels in all future school feeding support by WFP in Ethiopia	in time for the new school feeding programme	WFP CO
R7 Ensure future school feeding interventions include multi-year evaluations in the design of the programme with baseline, midline, follow-up and endline surveys, and recommendations for adjustments as appropriate during implementation.	In time for the new school feeding programme	WFP CO
R8 Ensure that future school feeding in Ethiopia by WFP includes attention to specific strategies, targets and indicators for increasing the participation of women and girls in school feeding design and implementation stages.	by July 2018	WFP CO with support from the WFP RB
R9 Ensure that the selection of beneficiary schools under the next phase of McGovern-Dole support to school feeding in Ethiopia is based on a clustered approach so that the distances between schools do not make monitoring overly onerous or complicated.	in time for the new school feeding programme	WFP CO with support from the WFP RB
Operational issues		
R10 Strengthen the monitoring and reporting capacity of WFP, and regional and woreda level Bureaus of Education in the area of school feeding so that the data collection allows for efficient management of school feeding.	by July 2019	WFP CO with support from the WFP RB
R11 Ensure improved coordination with other education sector stakeholders and working in complementarities for greater impact and critically assess capacity of communities to support the CHILD approach.	by July 2019	WFP CO with support from an external consultant

School Feeding in the WFP Ethiopia Country Strategic Plan 2020–2025

49. This section reproduces the core school feeding related elements of the WFP Ethiopia CSP. Box 15; Box 16 below provides more detail of anticipated activities and approach to targeting and partnerships. The CSP does not explicitly mention the MGD project, but provides the strategic context for WFP's collaboration with USDA in Ethiopia. The CSP also notes:

"Gender analysis will facilitate the mainstreaming of gender equality, disability inclusion and women's empowerment into the design and implementation of all activities, with equitable targeting of women and men." (WFP, 2020b, ¶177)

Box 15 How school feeding supports WFP CSP Strategic Outcome 2

Strategic outcome 2: Vulnerable and food-insecure populations in targeted areas have increased resilience to shocks by 2025

WFP will focus on supporting national gender-responsive social protection and safety nets, aiming to increase food and nutrition security and build households' resilience to shocks while providing technical support to the Government for the development of a shock-responsive mechanism. Target beneficiaries under this outcome will be *primary school children*, smallholder farmers and pastoralists who are vulnerable to climate change, chronically food-insecure people in rural and urban areas, and refugee and host community households.

The outcome is aligned with the Ethiopian Education Development Road Map (2018–2030)⁸⁴ and the Humanitarian Response Plan (HRP) (education cluster); the PSNP, the National Social Protection Strategy, the comprehensive refugee response framework, the draft national pastoral development policy and the national youth policy.

This outcome will be achieved through six outputs:

- *Targeted schoolchildren benefit from nutrition-sensitive school feeding programmes* (traditional and home grown) – including take-home rations to meet their basic food and nutritional needs and to increase school enrolment and attendance (linked to SDG 4).
- *Crisis-affected primary schoolchildren receive a daily nutritious meal at school* to support their school attendance and learning outcomes (linked to SDG 4).
- Nutritionally vulnerable people benefit from *increased capacity of Government institutions for the scale up of nutrition-sensitive school feeding programmes* (linked to SDG 4).
- Targeted households (PSNP core clients) receive conditional and unconditional food and nutrition assistance to meet food and nutrition gaps and make long-term contributions to the reduction of disaster risk and to climate change adaptation
- Targeted smallholder farmers and pastoralists receive nutrition-sensitive climate risk management services and livelihood support to enhance their resilience to shocks.
- Targeted households (smallholder farmers, pastoralists and refugees) receive tools and services such as post-harvest management techniques, marketing support, financial services, livestock and sustainable land management practices and technologies that increase their productivity and income, build their resilience, and reduce disaster risks.

Source: WFP, 2020b p17-18 (*emphasis added*).

Box 16 Envisaged WFP School Feeding Activities and Approach

Key activities

Activity 4: Provide safe, nutritious and reliable daily meals to primary schoolchildren and support to the ministries and bureaux of education and agriculture in scaling up nutrition-sensitive and gender-equitable school feeding programmes.

WFP will support in-kind food assistance and cash transfers to schools so that they can purchase food for home-grown school feeding (HGSF). The Ministry of Education, regional authorities and community actors will be supported in implementing these activities in the regions of Afar, Oromia, the Southern Nations, Nationalities, and Peoples' Region (SNNPR) and Somali, where education and food security outcomes are among the worst in the country.

⁸⁴ The school feeding component of the roadmap was developed in close collaboration with WFP, which provided support aimed at facilitating a transition to a Government-led programme.

Support will include efforts to link school feeding to PSNP and nutrition interventions; measures for promoting gender-transformative practices that encourage and enable equal engagement of women and men in a range of roles, including in school management and HGSF committees; market engagement and food safety interventions for smallholder farmers and cooperatives; and, where feasible, improvements in infrastructure for school feeding in order to enhance hygiene and reduce environmental impacts.

Capacity strengthening for the Ministry of Education will include support for the establishment and operationalization of a school feeding steering committee; coordination of other relevant ministries to deliver a comprehensive package of interventions for school health and nutrition, taking into consideration age, gender and disability-related dimensions; monitoring and evaluation at the national and decentralized levels; development of a standardized nutrition-dense menu for school feeding, along with nutrition education and school garden activities; and market assessments and supply chain solutions. Within the education cluster, WFP will support the Ministry of Education in implementing the multiyear resilience programme for education in emergencies as a way of providing youth-focused, shock- and gender-responsive social protection.

Partnerships

78. Activity 4 (school feeding) will be implemented through the federal Ministry of Education and regional bureaux of education, finance and agriculture. WFP’s partners for HGSF are FAO and the International Fund for Agricultural Development (IFAD). Other partners include UNICEF, UNFPA, individual smallholder farmers and farmer cooperatives.

Transition and handover strategy

81. Under activity 4, WFP will focus on providing capacity strengthening and long-term support to the Government. The phased transition has clear milestones for marking progress in strengthening government capacities in preparation for the handover of school feeding and HGSF activities. WFP will build capacities within national institutions with a view to ensuring the sustainability of resilience-building activities, nutrition activities, progress in addressing gender inequalities and WFP’s market-driven support for smallholder farmers and food value chain actors.

Targeting criteria:

Activity 4 (school feeding). Targeting of geographic areas and populations will be informed by an index of hotspots with low school enrolment rates, high gender inequalities and chronic food insecurity as established by the NDRMC. WFP’s projected geographic coverage is Afar, Somali, SNNPR and Oromia regions. Bureaux of education in other regions and the federal Ministry of Education will also be targeted for capacity development interventions.

Source: WFP, 2020b, ¶72, 73, 78, 81, 110.

Annex G Stakeholder Analysis

Stakeholders

1. Table 19 below provides a detailed stakeholder mapping. It distinguishes internal from external stakeholders, and shows stakeholder interests in the MGD International FFE and Child Nutrition Programme and in the evaluation itself. The final column identifies potential interviewees/informants (the ET is working with CO to obtain appropriate names and contact information).

Table 19 Detailed Stakeholder Mapping

Stakeholder	Interest in the MGD International FFE and Child Nutrition Programme	Involvement in Evaluation and likely use	Who specifically for the Baseline Evaluation
A. Internal (WFP) stakeholders			
Country Office (CO) Ethiopia (and sub offices)	<p>The CO has commissioned this evaluation and is also the primary WFP internal stakeholder of the evaluation.</p> <p>The CO is accountable to donors, beneficiaries and partners for performance and results. Interested in learning from experience to inform decision-making related to project implementation. It has a direct stake in the evaluation, an interest in learning from experience to inform decision-making related to project design, implementation, and/or monitoring.</p> <p>Interest in using the evaluation findings in strategic planning for the CO's engagement with the government in developing a National School Feeding Programme.</p> <p>Sub offices responsible for local planning and implementation of SF.</p>	<p>The key informant and source of information. Also primary user of (as well as being affected by) the evaluation findings and recommendations to inform programming.</p> <p>Facilitate logistical arrangements for in-country missions. Participate in briefings and de-briefing missions. Participated in inception meetings.</p> <p>Has established an evaluation reference group of WFP and external stakeholders to review and comment on the various reports. (see Table 20 below).</p>	<p>Senior Management; Technical leads for school feeding, nutrition, safety nets; gender and M&E.</p> <p>Former staff no longer in position (where relevant)</p> <p>Sub-office staff: field monitors, relevant technical staff and M&E officers.</p>
WFP Washington Office	Responsible office for managing communication with the USDA FAS related to performance management of the MGD Ethiopia grant; Has a direct stake in understanding the methodology and findings of the evaluation.	Help to involve USDA FAS in stakeholder discussions and communicate its comments on deliverables.	MGD and USDA liaison staff
Regional Bureau (RB) Nairobi	<p>Responsible for oversight of the CO and providing technical guidance and support. Interest in an independent account of operational performance and in cross-country learning from the evaluation.</p> <p>Specific role in oversight and support to decentralised evaluations.</p>	<p>Informant and source of regionally relevant information related to SF, gender, safety nets and various other technical issues; Provide technical oversight; Form part of the external reference group; Participate in debriefings and meetings; Provide comments on report.</p> <p>Participated and facilitated inception mission.</p> <p>Findings may inform programming regionally and in other countries.</p>	Selected members of Management/ Technical Staff for school feeding, nutrition, gender and M&E (as relevant), and assigned evaluation focal point

MGD school feeding in Afar and Oromia Regions – Baseline, Inception Report

Stakeholder	Interest in the MGD International FFE and Child Nutrition Programme	Involvement in Evaluation and likely use	Who specifically for the Baseline Evaluation
WFP HQ (including technical units)	Interest in lessons that emerge from evaluations, particularly as they relate to WFP strategies, policies, thematic areas or delivery modalities with wider relevance to WFP programming.	Potential source of information on WFP approaches, standards and success criteria, as well as corporate strategic directions where these may influence programming/operations	Selected technical leads of thematic units linked to thematic areas of relevance – M&E, School Feeding, Capacity Development, Safety Net nutrition, gender, WASH, etc.) as required.
Office of Evaluation (OEV)	Has a stake in ensuring the decentralized evaluations deliver quality, useful and credible evaluations.	Potential source of information through other evaluations of relevance. User of evaluation findings and recommendations.	Where relevant, selected members of OEV staff who have been involved in other school feeding or MGD related evaluations. ⁸⁵
WFP Executive Board (EB)	Has an interest in being informed about the effectiveness of WFP operations.	This evaluation will not be presented to the EB but the EB is a potential user of evaluation findings through corporate learning processes/annual syntheses.	Unlikely to be targeted directly
B. External stakeholders			
Ultimate beneficiaries	Children are the ultimate recipients of the MGD International FFE and Child Nutrition Programme, and their households are also direct beneficiaries, especially those who directly benefit from the MGD Take-Home Ration (THR). They have a stake in WFP determining whether its assistance is appropriate and effective.	Key informants for the evaluation will be consulted during site visits to determine the type of support received, whether it has been effective etc. They are likely to be affected directly or indirectly by the evaluation but are unlikely to directly engage in report findings.	Mothers and fathers of students in targeted schools, girls and boys from different groups in targeted schools; Girls in grades 5 & 6 and boys in grade 6, as beneficiaries of THR.
Indirect beneficiaries	School administrations, teachers, other school staff, parents and communities who are recipients of various training programs, equipment support and other assistance. Also, smallholder farmers and cooperatives who may be suppliers to the HGFSF elements of the programme.	Will be consulted through individual interviews and focus group discussions, as appropriate. In line with UNEG ethical guidelines for evaluation, dissemination plan will ensure that evaluation findings are communicated to participating schools in an appropriate format.	Administrators of schools, male and female teachers, male and female members of Parent Teacher Associations, Food Management Committees, smallholder farmers, Regional and District focal persons
Government of Ethiopia (GoE) (Federal, Regional and District levels)	Have a direct interest in knowing whether WFP activities in the country are aligned with their priorities, harmonised with the action of other partners, meet the expected results, if capacity has been built and what further inputs might be needed in future. As the direct institutional beneficiary, the Ministry of Education (MoE) and the Regional Education Bureaus of Afar and Oromia Regions are most interested. The Ministry of Finance and Economic	Government of Ethiopia (GoE) representatives facilitate evaluation mission(s) and participate fully in the evaluation process; has representation in evaluation reference group. Will be consulted through individual interviews and/or round table discussions, as appropriate. MoE, Regional BoEs and Borana and East Hararghe zonal education offices consulted at inception.	Relevant technical focal points of the MoE (e.g. Education Management and Information System (EMIS), Planning and Resource Mobilization Directorate, School Inspection System), MoH, MoA, MoFEC, MoLSA. At regional and zonal levels, officials and technical focal points of RBOE, for Afar and Oromia regions, plus officials and technical staff of other bureaux involved.

⁸⁵ In parallel with this baseline study, the evaluation team leader and researcher have both participated in an ongoing strategic evaluation of SF commissioned by OEV and have been able draw on its insights and its contacts at WFP HQ level.

MGD school feeding in Afar and Oromia Regions – Baseline, Inception Report

Stakeholder	Interest in the MGD International FFE and Child Nutrition Programme	Involvement in Evaluation and likely use	Who specifically for the Baseline Evaluation
	<p>Cooperation (MoFEC) leads the major coordination mechanisms for interventions under UNSDCF (formerly UNDAF).</p> <p>Issues related to handover and sustainability are also of interest to the Ministry of Health (MoH), Ministry of Agriculture (MoA) and Ministry of Labour and Social Affairs (MoLSA)</p> <p>The Ministry of Water, Irrigation and Electricity (MOWIE) has an interest in the WASH component of the programme.</p>		<p>At district level, local development officials and technical staff of various district level authorities (education, WASH, health, gender) in selected districts.</p>
Donor (USDA)	<p>USDA funds the MGD SF programme in Ethiopia and they are the primary external stakeholders and users of the evaluation. USDA has a specific interest in ensuring that operational performance reflects USDA standards and accountability requirements.</p>	<p>Potential source of information related to USDA standards and accountability requirements; Participate in discussions of findings and recommendations.</p> <p>Consulted at inception.</p> <p>Will be consulted through selected individual interviews with key members and/or round table discussions, as appropriate</p>	<p>Where relevant, selected members of USDA staff who have been involved in the Ethiopia MGD school feeding intervention will be consulted.</p>
Other Aid Agencies	<p>Aid agencies supporting the programme and/or working in the same field, including USAID and partners implementing the READ II Programme (Creative Associates, EDC, World Vision), Save the Children and other strategic partners under the Education in Emergency Cluster.</p>	<p>Key informants for the evaluation both in terms of national-level priorities/focus/policy and in terms of implementation, including technical aspects.</p> <p>Potential users of the evaluation findings for strategic orientation and wider programming.</p> <p>Will be consulted through selected individual interviews and/or round table discussions, as appropriate.</p>	<p>Representatives at national and district levels from these agencies;</p> <p>Relevant technical staff members involved in SF</p>
Strategic partners under the UN Country Team (UNCT)	<p>The UNCT country team has an important stake in the effectiveness of the SF programme and how it contributes to the realisation of the government developmental objectives.</p> <p>UNICEF is a particular important partner in SHN.</p>	<p>Informants through round table discussion; potential users of the evaluation findings for wider programming and policy discussions.</p> <p>Will be consulted through round table discussions.</p>	<p>Key technical staff of these agencies.</p>
National and international NGOs	<p>A number of NGOs are partners or parallel contributors to relevant SHN and HGSF activities. Baseline activities will include further identification of relevant NGOs in the target districts.</p>	<p>Informants for fieldwork, and may have a direct interest in evaluation findings.</p>	<p>Technical staff and field staff of relevant NGOs.</p>
Private sector	<p>In-country procurement and logistics for the programme will involve use of the private sector, including for transport and construction activities; the HGSF component will engage with local smallholder farmers.</p>	<p>Potential informants for fieldwork. Unlikely to have a direct interest in evaluation reports, but may be affected by evaluation findings and lessons.</p>	<p>Field work to take cognisance of private sector and community roles (see under "indirect beneficiaries" above).</p>

Reference Group

2. Principal stakeholders are represented on the Evaluation Reference Group (ERG), which had a virtual meeting with the evaluation team towards the end of the inception phase. The role of the ERG, as described in the Terms of Reference (Annex A), is as follows:⁸⁶

- an Evaluation Reference Group (ERG) including external stakeholders will be set up to steer the evaluation process and further support the relevance, utility and independence of the evaluation. (TOR, ¶42)
- An Evaluation Reference Group will be formed, as appropriate, with representation from various partners for the final evaluation. The ERG members will review and comment on the draft and final evaluation products and act as key informants in order to further safeguard against bias and influence. (TOR, ¶66d)

3. Membership of the ERG is shown in Table 20 below.

Table 20 Evaluation Reference Group

Name	m/f	Organization
Paul Turnbull	m	WFP Ethiopia
Alexandra Priebe	f	WFP Ethiopia
Rachel Bickford	f	USDA (FAS)
Paul Alberghine	m	USDA (FAS)
Mekuanent Dagnew	m	Federal Ministry of Education
Darasa Mohammed	m	Afar Regional Bureau of Education
Desalegn Wakjira	m	Oromia Regional Bureau of Education
Jemal Mufti	m	Oromia Regional Bureau of Education
Martha Kibur	f	UNICEF Ethiopia
Muluwork Befekadu	f	UNESCO Ethiopia
Ana Villumsen	f	UNFPA Ethiopia
Alemayehu Bogale	m	UNFPA Ethiopia
Hala Suliman	f	WFP Ethiopia
Gabrielle Tremblay	f	WFP East Africa Regional Bureau
Aydahis Afkea	m	WFP Semera SO
Fuad Adem	m	WFP Adama SO

⁸⁶ According to the Evaluation Plan: "An Evaluation Reference Group (ERG) will be formed with representation from the stakeholders mentioned. The Regional Bureau Nairobi will include Evaluation, School Meals, and Nutrition focal points. The ERG members will review and comment on the draft evaluation products and act as key informants to safeguard against bias and influence." (WFP, 2020a, p6)

Annex H Gender

Country Gender Context

1. Ethiopia has progressive gender laws and policies and is experiencing renewed political commitment to ensure gender equality. It has ratified a host of international and regional commitments on gender equality and women's empowerment, including the Convention on Elimination of All Forms of Discrimination against Women and the Beijing Platform for Action, and has signed up to the Sustainable Development Goals (SDGs), which include ending violence against women and girls by 2030 (SDG goal 5), and the Africa Renaissance Agenda 2063, committing to a specific goal on full gender equality in all spheres of life. The Constitution as well as the National Policy on Women provide guarantees on gender equality and the protection of women's rights, and the Ethiopian Women, Development and Change Strategy, developed in 2017/18, aims to increase women's economic empowerment by addressing high rates of unemployment and informality and ensuring urban job creation and food security for women. Gender discriminatory legal provisions in the Family Law and Penal Codes were revised in 2000 and 2005 respectively, aimed at tackling gender-based violence, including child marriage and harmful traditional practices. Successive national development plans (GTP I, 2010/11 – 2014/15 [GoE, 2010] and GTP II, 2015/16 – 2019/20 [GoE, 2016b]) have also aimed to achieve equity in the distribution of economic and social gains across all sectors and included a pillar on women's empowerment and mainstreaming across its other pillars. Ethiopia has also embedded gender units within the structure of many of its ministries. However, despite having progressive laws and policies that affirm women's rights and gender equality, much remains to be done in implementing the laws and policies to meaningfully address deep-rooted gender norms and close the persisting gender gaps in the spheres of health, education and economic attainment (IMF, 2018), (Mersha & Van Laerhoven, 2016), (UN Women, 2014).

2. As a result of measures put in place to close the gender gap, there have been significant improvements in access to education, healthcare and other basic social services, which have contributed to increasing net primary enrolment and reducing maternal and child mortality. The expansion of primary and adult education has played a significant role in increasing the literacy rates among women and men and boys and girls. However, gendered social norms and significant economic challenges continue to impede women's educational attainment, with almost 20 percent of girls and 12 percent of boys not receiving formal primary education and gender differences in education remaining particularly large beyond elementary school and gender gaps in tertiary enrolment standing at 50 percent. Only 5.2 percent of women and 10.9 percent of men graduating from high school attend university (WEF, 2019). Some of the major impediments for women's educational attainment include abduction and early marriage, violence against girls, division of labour that has girls focused on house-based work, parents' lack of awareness about the benefits of education, absence of gender-sensitive facilities in schools, and gender-blind teaching (IMF, 2018), (GoE, 2019b). Despite improved literacy and education enrolment rates, men are still more likely to be educated and there are gaps in literacy rates, with only 44 percent of women and 59 percent of men literate (WEF, 2019). Particularly in rural areas, women are still much more likely to be illiterate than men and the majority of women do not pursue secondary and tertiary education due to socio-economic challenges (IMF, 2018). While the achievements in increased net primary enrolment are to be applauded, much remains to be done in terms of achieving gender parity in education, which currently stands at 85 percent and places Ethiopia 140th out of 153 countries globally (WEF, 2019).

3. Cognizant of the fact that access to school does not in and of itself guarantee access to an academic environment that promotes gender equality and quality education but rather must be supported by a gender responsive teaching and learning environment, the Government of Ethiopia, through the Ministry of Education (MoE), has developed a strategy for gender equity in the education and training sector (2013) to tackle issues of heightened gender inequity that has been fostered as a result of weak gender-responsive pedagogy (GoE, 2013e). And starting in 2014, MoE has been promoting gender responsive pedagogy with the aim of training teachers in gender responsive teaching as well as addressing issues related to the various facets of education, including enrolment, attendance, curriculum, classroom interaction, students' achievement patterns, that perpetuate gender inequalities in various

spheres of the society (GoE, 2014). While these are all encouraging steps, there still remains work to be done in avoiding gender stereotyping in curricula and the pedagogy.

4. In the last couple of years, the government has made significant strides in addressing gender inequality in the government structure by appointing a gender-balanced cabinet for the first time in the history of the country. Also, a first is the appointment of women as the country's president and president of the Federal Supreme Court. Despite the significant gains made in representation in senior government and access to basic social services, women in Ethiopia continue to face significant challenges, with Ethiopia ranking 148th out of 166 countries in the 2019 Gender Development Index (GDI)⁸⁷ and 82nd out of 153 countries in the 2020 World Economic Forum Global Gender Gap Index (GGGI)⁸⁸ (UNDP, 2019), (WEF, 2019). While Ethiopia is still in a category of countries that have low gender equality ranking, the 2020 GGGI shows that it has improved the most as compared to other Sub-Saharan Africa countries, managing to achieve full parity on its health and survival sub-index and reducing almost 5 percentage points of its gap in one year and closing 70.5 percent of its gender gap to date. However, it is prudent to note that the impressive improvement in closing the gender gap is mainly due to the substantial increase in women's presence in political institutions (attaining the 16th position globally in terms of political empowerment) and less so the result of marked improvements in the other dimensions (economic participation, educational attainment, and health and survival) that comprise the index. According to UN Women Ethiopia, 80 percent of the country's female population experience some type of gender-based violence or discrimination, including early childhood marriage, female genital mutilation, domestic and sexual violence, and significant disparities when compared with males (UN Women, 2019).

5. The country has seen strong economic growth in the past two decades and an economic growth rate of 11 percent on average, which is well above the Sub-Saharan average. However, despite the country's constitutional guarantees for gender equality and progressive policies on gender, women, who account for 50 percent of the population and play a pivotal role as productive members of the society, do not equally participate in and benefit from this growth and development. The historical legacy of gender inequality and discrimination are deep Rooted and cultural beliefs and social attitudes continue to limit women's ability to participate equally in society and the economy and many household and community decisions, even those that pertain to women, are usually made by men (IMF, 2018). Investments in human capital are generally insufficient, translating to a talent pool with low employment performance, but trends show that women are even more disadvantaged and have less economic opportunities than men (IMF, 2018), (WEF, 2019). Wages and income are low in general, but gender gaps are still significant, with women earning 51 percent less in wages and 42 percent less income than men and making up only 32.6 percent of the skilled labour force and 26.5 percent of managers and senior officials (WEF, 2019), with even high ability women facing significant barriers to entry into the labour force compared to high ability men (IMF, 2018).

6. In Ethiopia, where 80 percent of the population resides in rural areas and earn a living from settled agriculture or pastoralist livestock rearing, women provide 55 percent of the agricultural labour but face significant challenges in accessing agricultural services and inputs, which results in women farmers being less productive than their male counterparts. As the ones responsible for food selection and preparation as well as the care and feeding of children, women have a key role to play in the food and nutritional security of their households However, women's access to resources and community participation are usually mediated through men, either their fathers or husbands, and their agricultural contributions often go largely unrecognized. The division of labour in farming activities, which is defined

⁸⁷ "The GDI measures gender gaps in human development achievements by accounting for disparities between men and women in three basic dimensions of human development - health, knowledge and living standards using the same component indicators as in the HDI. The GDI is the ratio of the HDIs calculated separately for females and males using the same methodology as in the HDI. It is a direct measure of gender gap showing the female HDI as a percentage of the male HDI." <http://hdr.undp.org/en/content/gender-development-index-gdi>

⁸⁸ The four dimensions that comprise the Global Gender Gap Index are economic participation, educational attainment, health and survival, and political empowerment. As the overall gender gap performance is a synthesis of performances across the four dimensions that comprise the index, it masks significant differences in gender gaps across dimensions.

by customary laws and cultural practices, and the higher burden of unpaid household activities that women bear typically result in women spending less time on farm work, making women the secondary earners of the household (IMF, 2018). The individual, community and institutional barriers rural women face in exercising their full rights are further exacerbated by their limited decision-making power within households and low levels of formal education. The fact that women in rural Ethiopia have diminished control over resources, where decision-making remains in the control of men, implies that economic shocks may have a greater impact on women than men (UNDP et al., n.d.).

7. The economic losses Ethiopia bears due to gender gaps should not be underestimated. A study conducted by IMF and UNWomen on the macroeconomic returns of closing gender gaps in labour force participation and education levels between men and women suggest that eliminating gender gaps in in both educational attainment and formal sector employment could increase the country's output by 24.1 percent over time (IMF, 2018).

Gender Context in MGD Project Areas

8. Pastoralist communities in Ethiopia reside in the lowlands of the country, including Eastern and Western Hararghe and Borana zones of Oromia Region and Afar Region, where the MGD school feeding programme is operating. As is the case the world over, pastoralist communities in Ethiopia remain at the margins of national, economic and political life, with pastoral women experiencing double marginalization as they face the same discrimination and marginalization other women in Ethiopia face while at the same time also living in remote and under-served areas with very limited or no access to basic social services.

9. While pastoralist women perform laborious household tasks as well as contribute significant time and labour tending to their families' livestock, the final decision on whether to slaughter, sell or give away the livestock rests with the male heads of households. Overall, pastoral women's workload is higher than men's, although the disparity varies between pastoral groups and with season. Cultural norms, the gendered division of labour and their status and social capital in their particular society dictate pastoral women's control over their own labour (UNDP et al., n.d.).

10. Seasons of drought mean men and most boys migrate with their livestock in search of water and pasture, which leaves women with reduced access to livestock products that they would have otherwise had to feed their families and earn an income from. Migration of male family members, which causes a temporary albeit extended separation of the pastoral household, also causes women to lose some of the social power that is otherwise mediated by their men and also increases their vulnerability to coming under attack by livestock raiders from other pastoral communities (UNDP et al., n.d.).

11. Poverty combined with the dire situations brought by seasonal droughts force households to, at times, resort to negative coping mechanisms. Households undertake abnormal migrations, which negatively impacts the lives and livelihoods of affected communities. Households de-stock their livestock or drop out of pastoralism to find themselves with no viable alternative livelihoods. Families also share relief assistance to survive through lean times. It is during such times that rates of student drop out and early marriage for girls increase (WFP, 2018b).

12. Inaccessibility of basic services is a key challenge in pastoralist areas of Ethiopia and Afar and Oromia regions are no exception. In Afar, poverty rates are high, with 1.1 million out of 1.5 million people in the region depending on relief assistance and social indicators significantly lower than the national average. Although Oromia region is mostly fertile and considered the breadbasket of Ethiopia, the arid pastoralist and agro-pastoralist parts of the region, including Borana and East Hararghe zones, suffer from high prevalence of food insecurity and malnutrition. According to the 2016 Demographic and Health Survey (DHS) carried out in Ethiopia, Afar has the highest under-five mortality rate with 125 deaths per 1,000 live births while Oromia's is 79 deaths per 1,000 live births. Afar also has the lowest percentage of newborns delivered at a health facility (15 percent), with Oromia at 19 percent (CSA & DHS Program, 2016).

13. While there have been significant improvements in access to early childhood education, ensuring continued and increased access to early childhood education in pastoralist areas remains a challenge, as is shown in Afar's staggeringly low Gross Enrolment Ratio (GER) of 8 percent (8.3 percent for females and 7.8 percent for males) and Net Enrolment Ration (NER) of 7.1 percent (6.8 percent for females and 7.3

percent for males) (WFP, 2018b, Figure 3). As described in WFP's USDA proposal for the current McGovern-Dole project, only 11 percent of primary schools nationwide have safe water facilities, with only 2 percent of schools in Afar and 4 percent of schools in Oromia having improved sanitation or latrine provisions and many of these schools lacking separate facilities for boys and girls, thus unable to make provisions for menstrual hygiene.

14. HTPs such as child marriage and FGM, driven by harmful gender norms, are declining but remain prevalent and impact on girls' access to education. At the national level, child marriage by age 18 accounts for 58% of total marriages, with 16 and 17 years being the median age at first marriage in Afar and Oromia respectively. Afar registers the second highest (after Somali) FGM prevalence rate among women aged 15-49, at 91 percent, while Oromia records the fourth highest prevalence rate in the country at 76 percent (CSA & DHS Program, 2016).

15. The significant role education plays in addressing child marriage and FGM cannot be overstated, with data showing median age at first marriage going up with increasing education from 16.3 years among women with no education to 24 years among women with more than secondary education. Opinion of men and women on whether FGM is required by religion also shows drastic change with level of education - 31 percent of women and 24 percent of men with no education state that FGM is required by religion, compared with 8 percent of women and 12.7 percent of men with secondary education who believe the same (CSA & DHS Program, 2016).

16. Findings from the final evaluation of the McGovern Dole school feeding support in Afar and Somali regions from 2013 to 2017 show significant and important results that demonstrate school feeding, supplemented by specific interventions targeted at girl students such as take-home rations (THRs), improves inclusiveness, participation and achievements in education. Enhanced school enrolment is associated with school feeding, and schools with school feeding have a significantly more favourable Gender Parity Index (GPI) compared to those without. In the case of Afar, the GPI, which was at 0.71:1 at baseline in 2013 had reached 0.90:1 at the end of the past Mc Govern-Dole project in 2017, which was almost equivalent to the national GPI of 0.91:1 (Visser et al, 2018b).

Approach to gender analysis in the evaluation

17. The adoption of the Sustainable Development Goals (SDGs) and the Education 2030 Framework for Action has put equity front and centre in the international development agenda, with SDG 4 Target 5 explicitly focusing on equity in education – *“By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations”*.

18. WFP's Gender Policy 2015-2020 states its goal is to “enable WFP to integrate gender equality and women's empowerment into all of its work and activities, to ensure that the different food security and nutrition needs of women, men, girls and boys are met.” (WFP, 2015b). As standard good evaluation practice and in line with WFP's Gender Policy 2015-2020 and the agency's commitment to ensuring Gender Equality and Empowerment of Women (GEEW) in the evaluation process, the ET will look into the gender as well as equity aspects of the school feeding programme within the context of the cultural and socio-economic realities of Afar region and Borana and East Hararghe zones of Oromia region.

19. All aspects of the evaluation will be viewed through a gender lens, which goes beyond simply collecting sex-disaggregated data, while EQ 1, EQ 3, EQ5 and EQ 10 will pay particular attention to the subject in assessing the relevance, effectiveness and sustainability of the MGD school feeding programme. In the course of these enquiries, the ET will also explore the quality of women's involvement in local school feeding management and support committees; the continuing challenge of early marriage of girls, typically terminating their education; the effect of girls' burden of household labour on their regular attendance at school; the problems older girls face in reaching often remote secondary schools; and the status of women teachers. In addition, the ET will review in depth the THR programme for girls and boys in Afar by interviewing the parents, teachers and the students.

20. Recognizing existing gender inequalities in Ethiopia as well as the impact of food insecurity on gender-specific vulnerabilities, the ET will gather and analyse data by sex, age and other relevant drivers

of inequality such as disability. In its data gathering, analysis and reporting, the evaluation will follow the United Nations Evaluation Group (UNEG) *Ethical Guidelines for Evaluation* (UNEG, 2020) and the 2014 UNEG *Guidance on Integrating Human Rights and Gender Equality in Evaluation* (UNEG, 2014).

21. The data collection methods and tools are tailored to gather gender-responsive information so that the data are monitored during the course of the programme implementation and can feed into gender-related analysis to explain the different effects of the school feeding programme on boys and girls, and men and women. The sampling frame factors in the diversity of stakeholders and a mixed-method approach, including document review, surveys, focus group discussions (FGDs), key informant interviews (KIIs), will be employed to gather, triangulate and validate data, ensuring the participation and consultation of women, men, boys and girls while also making considerations for the diversity that exists in each of these groups, including age and disability.

22. The evaluation will address questions related to gender and equity at several levels:

- The document analysis will assess the quality of the need assessment and context analysis (in the absence of a comprehensive GEEW analysis prior to designing the MGD programme) that informed the design of the MGD school feeding programme in Afar and Oromia regions regarding their identification of gender-specific needs;
- The analysis of the results of the McGovern-Dole school feeding programme will explore whether there are any gender and equity-related differences in perceptions on the appropriateness of the intervention to the needs of male and female students and their parents (EQ4 and EQ5);
- The analysis of the results, both at output and outcome levels, will look at any gender and equity-related differences in what the programme has achieved in terms of access to education and gender parity as well as achievements of learning objectives and completion rates.
- The school-level survey as well as the Key Informant Interviews (KIIs) will record the respondents' gender and if they have any disability so that potential differences in the perception of male, female and student respondents with disabilities can be identified;
- The baseline and final evaluation, as well as the MTR, will ensure that gender-balanced stakeholder groups will be consulted, and the ET will strive to ensure a gender-balanced teams of enumerators and seek to have a gender balance in the survey to be conducted at school-level. Within the limitations of logistics and culture, female students will be interviewed by female enumerators and opportunities will be created for women's views to be sought in women-only groups.

23. The OEV Technical Note states that "Gender equality responsive evaluations add and incorporate principles of equality, inclusion, participation non-discrimination and fair power relations into the evaluation process and product(s)" (WFP, 2016d). This evaluation will therefore seek to investigate where and how those principles have been included in both the design and the implementation of the school feeding programme, in particular focusing on the roles that men and women, girls and boys, have played in programming and the measures taken to ensure gender and equity issues are considered during the design and implementation of the programme, including evidence of dialogue and analysis on inequalities and power relations.

Conducting a comprehensive GEEW analysis

24. The ToR for this evaluation states that a comprehensive GEEW analysis has not been undertaken for the McGovern-Dole school feeding program and requires the ET to conduct one as part of the baseline study. The absence of a comprehensive GEEW analysis was also identified in final evaluation for the McGovern-Dole School feeding support in Afar and Somali regions, which noted that the gender analysis that was carried out before the programme started was superficial and baseline information was poor (Visser et al, 2018b), and one of the recommendations of WFP Ethiopia's gender baseline study is the systematic inclusion of qualitative gender analysis in order to inform programme design that takes into account the views of the communities WFP serves (UNDP et al., n.d.).

25. Gender analysis is a tool to bring about empowered change towards gender equality. It is key to understanding differences between and among men, women, boys and girls in terms of their division of labour, roles and responsibilities as well as their relative distribution of resources, opportunities, constraints and power in a given context. Conducting such an analysis prior to project formulation allows for the intervention to be designed in such a way that it is better positioned to address gender-based inequalities and meet the needs of different population groups. The successful integration of gender into an evaluation calls for assessing the quality of the gender analysis that was undertaken before the intervention was designed and is one of the requirements set out in the OEV Technical Note on *Integrating Gender in Evaluation* (WFP, 2016d) and the United Nations Evaluation Group (UNEG) *Guidance Document on Integrating Human Rights and Gender Equality in Evaluation* (UNEG, 2014).

26. Gender analysis has to be participatory, if it is indeed meant to be transformative. To have a robust contextual analysis of gender, especially in a country as diverse as Ethiopia, it is critical to understand the different gender and equity dynamics at play in different regional contexts (Lister et al, 2019).

27. With this in mind, the evaluator/qualitative lead will endeavour to conduct a rapid gender assessment, in conjunction with the planned field visits to selected woredas in Afar and Oromia regions during the survey work. Participatory gender analysis tools and approaches will be employed to understand gender dynamics in the household, schools as well as in the community. Primary qualitative data collection will be through FGDs and KIIs and direct observation of specific situations, including attitudes and practices on gender-based stereotypes relevant to the study and overall representation of women and girls in the community. The findings of the gender analysis could be used to make necessary implementation adjustments, as appropriate, during the programme lifetime. Therefore, the gender analysis will:

- a) identify if there are any key gender issues that are highlighted by the community but not included in the programme design and recommend ways for amending the programme implementation to ensure that men and women, girls and boys benefit equally;
- b) identify what types of data should be collected to monitor and report on the gender-related programme impacts;
- c) see if any potential unintended consequences of the school feeding intervention have been identified, and if so, suggest how the programme or activity could counteract the unintended consequences;
- d) identify any entry points/opportunities for empowering vulnerable and/or marginalized groups that are part of the intervention and/or the larger school community.

28. However, it is important to point out that the ET will need to balance its effort on gender analysis with other dimensions of qualitative work as described in the previous section; we expect that our rapid gender analysis will add value, but it will not be able to achieve the same depth as a full scale gender study.

Annex I Theory of Change

Introduction

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

The MGD results framework

Results chain and indicators

2. The MGD results framework prepared for the project proposal⁸⁹ incorporates the indicators linked to different outputs and outcomes; it is presented in three parts: Figure 3 shows the results linked to MGD SO1 (literacy); Figure 4 shows the results linked to MGD SO2 (health and dietary practices); while Figure 5 shows the "foundational results" oriented towards strengthening various dimensions of capacity for school feeding, nationally as well as in the districts where WFP is operating. The MGD indicators incorporated in the results framework are reviewed in detail in Annex L.

Critical assumptions

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

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

⁸⁹ Powerpoint file at A2-4 in the e-library.

Figure 3 WFP Ethiopia FY2018 McGovern-Dole Proposal: Results Framework #1

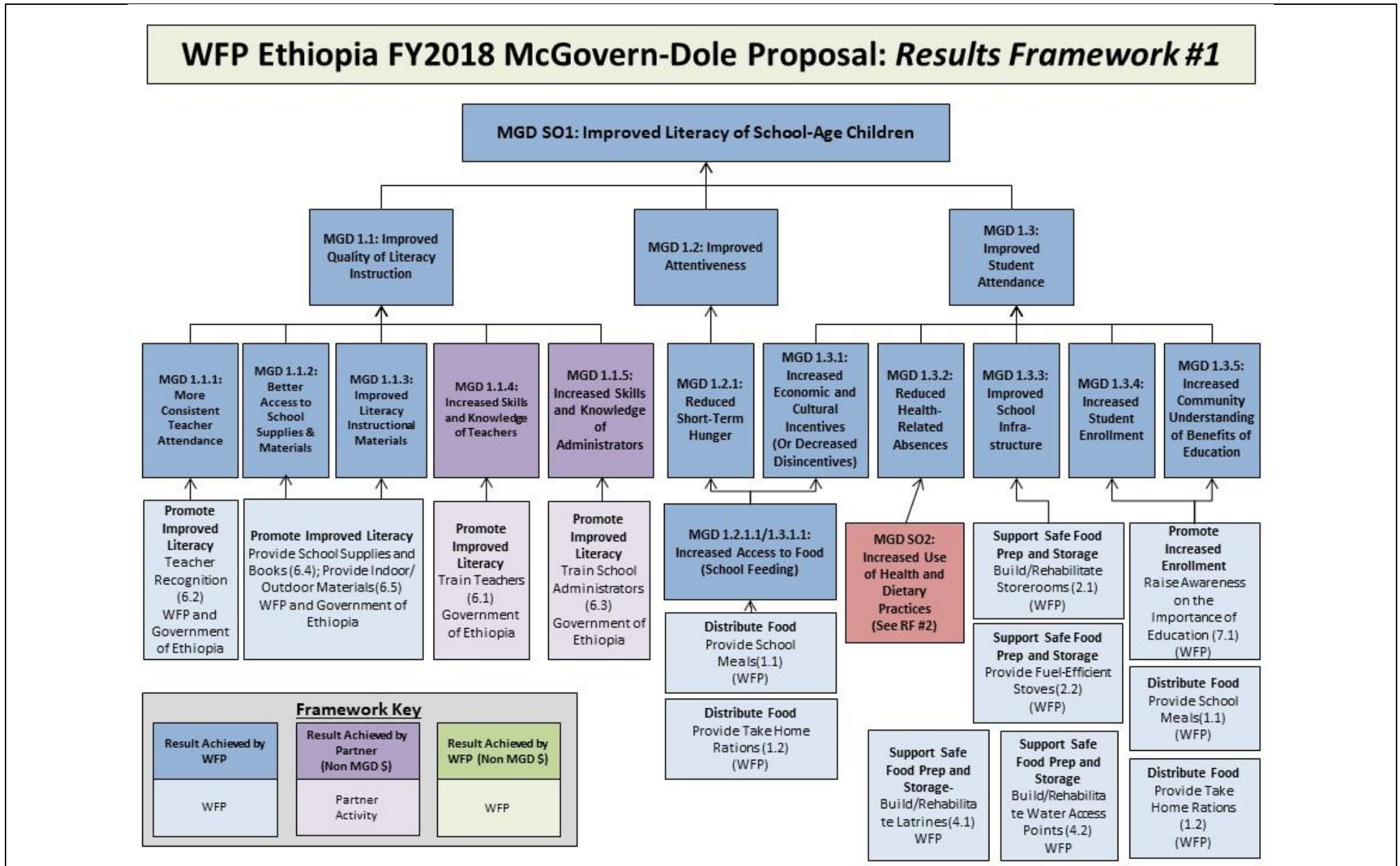


Figure 4 WFP Ethiopia FY2018 McGovern-Dole Proposal: Results Framework #2

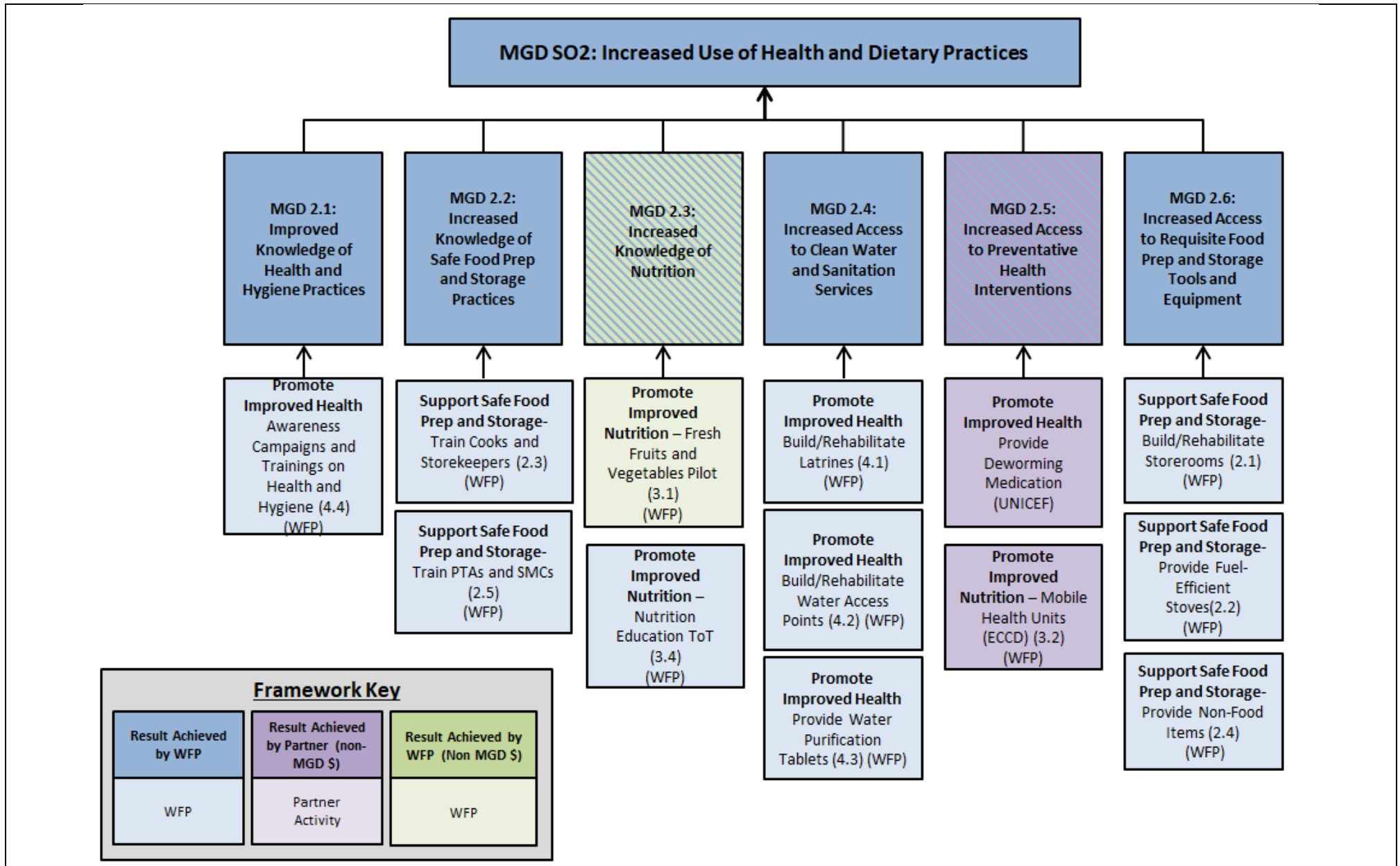
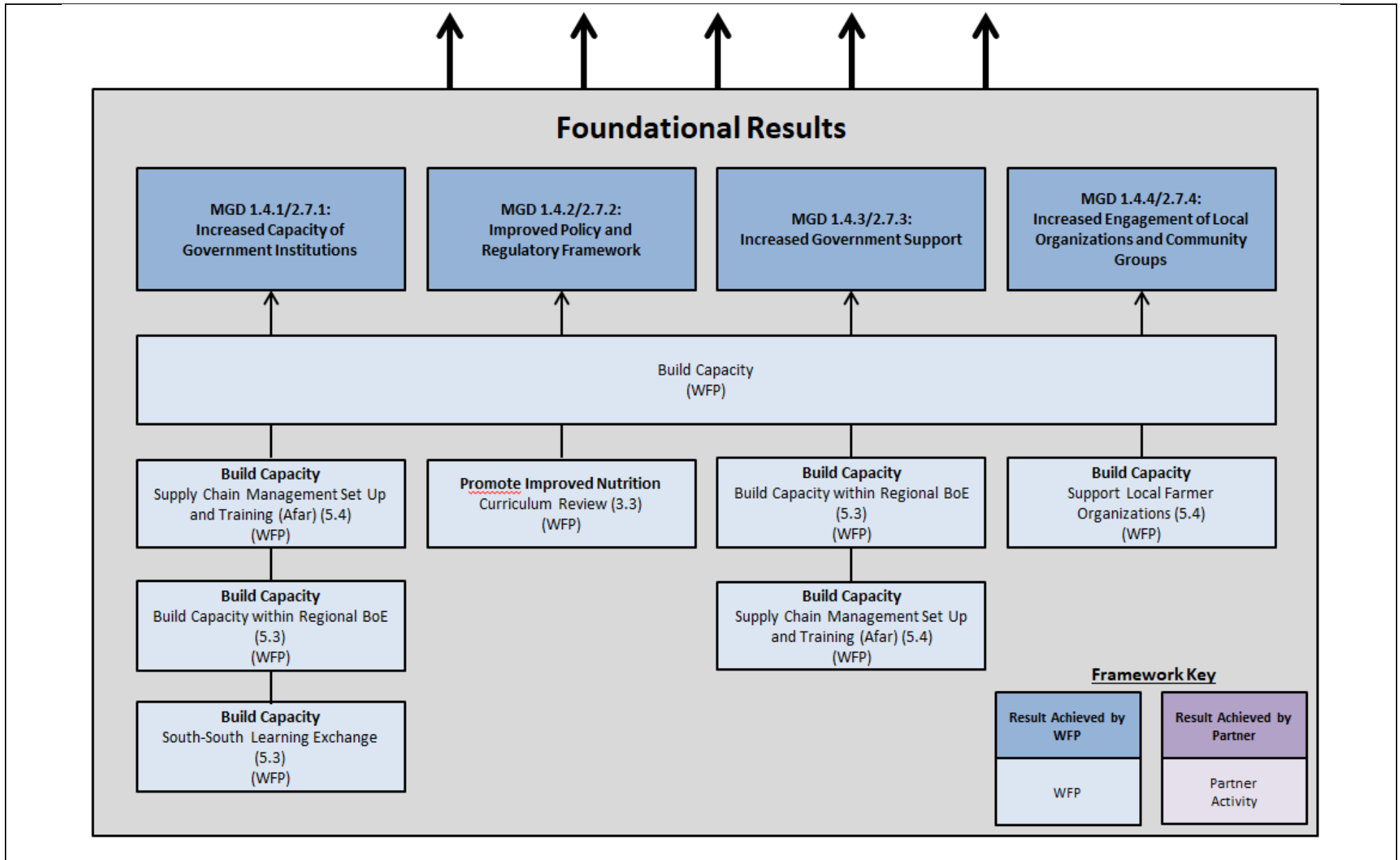


Figure 5 WFP Ethiopia FY2018 McGovern-Dole Proposal : *Foundational Results*



Inferred theory of change

ToC diagram

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

5. The evaluation team has developed an inferred theory of change which builds on the standard MGD results framework and its main Strategic Objectives, but also factors in some of the wider objectives that are simultaneously important to WFP and the Government of Ethiopia. Thus the two main MGD strategic objectives are improved literacy of school-age children (MGD SO1) and increased use of health and dietary practices (MGD SO2) but both GoE and WFP also value the function of school feeding as a safety net, supporting improved incomes and resilience of food-insecure households, and the project is also oriented towards strengthening national school feeding capacity, and supporting progress towards nationally operated and financed school feeding systems. The inferred theory of change is shown in Figure 6.

6. Arrows are intended as an approximate representation of causality, but this is only schematic. Arrows from the various 'input' boxes on the left show contributions to the programme overall, not just to the activities immediately to the right of each input category. The vertical, two-headed arrows next to the 'input' boxes are thus meant to show that resources will be variously pooled and complementary in their assorted contributions to different elements of the programme. In the activities column, we show the same set of numbered activities that appears in the project proposal and in its detailed budget (see Table 13 in Annex E).

ToC assumptions

7. The numbered boxes on the diagram are linked to the set of assumptions shown in Table 21 below; their positioning on the diagram is inevitably approximate, but shows roughly which component of the programme each assumption mainly concerns, and also which level (e.g. assumptions 2 – 6 concern inputs to activities, assumptions 13 – 17 concern outcomes to impact).

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

Figure 6 Inferred Theory of Change

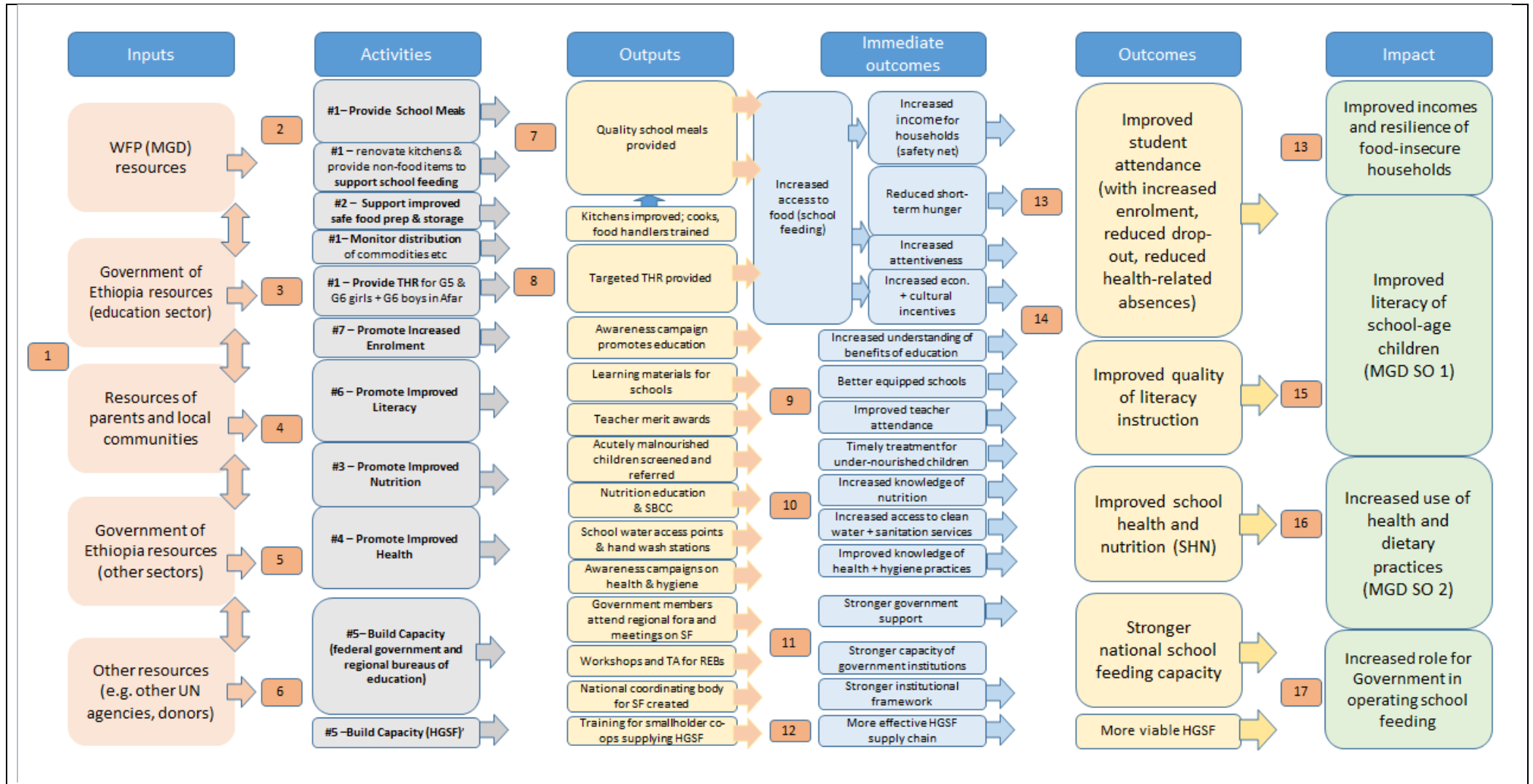


Table 21 Theory of Change – Main Assumptions

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

Annex J Full Evaluation Matrix

Main evaluation questions

1. Table 4 in the main text lists the main evaluation questions (EQs) and shows which evaluation criteria are most relevant in assessing each EQ. Definitions for the evaluation criteria are given in the glossary (Annex D, Table 8; see also Box 8 for commentary on the updated OECD DAC evaluation criteria). The full evaluation matrix is in Table 24 below.
2. The questions posed in the TOR (Annex A) have all been incorporated in the evaluation matrix. but two additional questions have been added for completeness:
 - To what extent was the intervention design based on sound analysis of gender and equity , and sensitive to GEEW? Were other cross-cutting issues, including protection and accountability towards affected populations adequately factored in? (EQ3, relevance)
 - To what extent will household food security for school going boys and girls be sustained without / beyond USDA/WFP funding? (EQ12, sustainability)
3. Table 22 below shows where each question in the TOR is incorporated in the evaluation matrix as elaborated by the evaluation team.

Table 22 Mapping TOR questions to revised EQs and Evaluation Matrix

Focus Area	Key Questions for Baseline and Final Evaluation (from TOR Figure 4)	Now covered by:
Relevance	Did the project reach the intended beneficiaries with the right mix of assistance?	EQ1
	Is the project aligned with national governments and donor education and school feeding policies and strategies?	EQ2
Effectiveness and efficiency	Did the interventions produce the expected results and outcomes – were the set targets achieved?	EQ4
	Did the intervention deliver results for men and women, boys and girls?	EQ5
	To what degree have the interventions resulted in the expected results and outcomes – is the project on track to reach set targets?	EQ4
	What was the efficiency of the program, in terms of transfer cost, cost/beneficiary, logistics, and timeliness of delivery?	EQ6
	What was most effective methods for ensuring food safety within school meal program taking into consideration the different system of national, regional, local and community governance?	EQ7
	What community-level systems of governance and management are required for the successful implementation and sustainability of school meal programs?	EQ8, EQ14
Impact	What are the effects of the project on beneficiaries, as well as community-level systems of governance and management?	EQ4, EQ8
	Have there been any unintended outcomes, either positive or negative?	EQ4
	What were the gender-specific effects? Did the intervention influence the gender context?	EQ5
	What internal and external factors affected the project’s ability to deliver impact?	EQ6 – EQ10
Sustainability	Is the program sustainable in the following areas: strategy for sustainability; sound policy alignment; stable funding and budgeting; quality program design; institutional arrangements; local production and sourcing; partnership and coordination; community participation and ownership?	EQ11
	What needs remain to achieve a full handover and nationally-owned school feeding program?	EQ11

Focus Area	Key Questions for Baseline and Final Evaluation (from TOR Figure 4)	Now covered by:
	How can a combination of local procurement during harvest time be supplemented with international food aid to promote locally and/or nationally sustainable school meals program?	EQ13
General	What are lessons learned from the project? How can WFP improve future programming, in the context of these lessons learned?	EQ14, EQ15 EQ15

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

Table 23 Mapping Theory of Change Assumptions to Evaluation Questions

Assumption	relevant EQ
General	
1. Absence of natural or other shocks that disrupt the education system and prevent school feeding being delivered as planned	EQ10
Inputs to Activities'	
2. MGD food will be delivered in a timely manner and in the required quantities, along with agreed cash support.	EQ6
3. Federal and regional governments allocate sufficient funds and human resources to the school meals programme.	EQ6, EQ11
4. Communities are able to contribute to the programme in spite of stresses they may be experiencing.	EQ8, EQ11
5. Federal and regional governments provide adequate resources and efforts for complementary programmes (especially SHN and agriculture)	EQ6, EQ10, EQ11
6. Availability of complementary initiatives (for literacy, SHN, HGSF) supported by development partners.	EQ10, EQ11
Activities to Outputs	
7. Food served regularly and in required quantities	EQ6
8. Take Home Rations effectively targeted and delivered.	EQ1, EQ6
Outputs to Outcomes	
9. Complementary (non MGD/WFP) outputs to support delivery of literacy programme	EQ10
10. Complementary (non MGD/WFP) outputs to support school nutrition and health programmes	EQ10
11. Sufficient continuity and commitment (by all parties) for capacity strengthening efforts to be effective	EQ10, EQ11
12. WFP efforts feed into broader HGSF efforts	EQ10, EQ11
13. School feeding incentive strong enough to outweigh other factors (safety net)	EQ1, EQ10
14. School feeding and THR incentive not outweighed by other factors (girls' enrolment)	EQ1, EQ3, EQ10
Outcomes to Impact	
15. Quality of broader education system is sufficient to enable literacy efforts to be effective	EQ10
16. Improved nutrition and health practices spread beyond school into community	EQ10
17. Government continues to prioritise school feeding despite other calls on resources	EQ10

Full evaluation matrix

5. Table 24 below is the full evaluation matrix which is the guiding framework for the evaluation. It underpins the discussion guides for interviews and FGDs that are presented in Annex P. The matrix will be updated in the light of baseline findings on availability of indicators and their initial values.

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

Table 24 Evaluation Matrix

Specific questions	Analysis/indicators	Main sources of information	Triangulation approach
Key Question 1: How appropriate was the programme?			
<p>EQ1. What was the quality of project design, in terms of focusing on the right beneficiaries with the right mix of assistance?</p> <p>OECD DAC criteria: relevance/continuing relevance</p>	<ul style="list-style-type: none"> Assessment of needs and preferences of target population at design stage, and significant trends Check of alignment of programme's strategies with those needs, and preferences at design and currently Check design choices vs. alternatives considered, and generic evidence on likely effectiveness and efficiency of design adopted <p>Relevant ToC assumptions to consider: #8 (Take Home Rations effectively targeted and delivered.); #13 (School feeding incentive strong enough to outweigh other factors (safety net)); #14 (School feeding and THR incentive not outweighed by other factors (girls' enrolment)).</p>	<ul style="list-style-type: none"> Programme documentation Analysis of data (reflecting the situation at the start of the programme and other assessments) of needs and preferences of girls, boys, women and men in the target population Expressed views of target population (girls, boys, women and men) as recorded at design stage, since, and during mission field work Analytical opinions of expert informants (national and regional governments, DPs, other actors). 	<ul style="list-style-type: none"> Compare needs as summarised in formal documentation with those expressed by target groups. Compare needs as interpreted in the design and implementation of the programme with the interpretation of expert analytical informants <p><i>Strength of evidence: Good</i></p>
<p>EQ2. How well was the project aligned with the education and school feeding policies of the government and of donors?</p> <p>OECD DAC criteria: relevance; external coherence, internal coherence</p>	<ul style="list-style-type: none"> Check of alignment of programme's objectives, targeting and activities with those stated/ prioritised in national policies on education, food security and nutrition and gender (including gender elements of sector policies) Check of alignment of programme's design objectives and targeting (and any subsequent revisions thereof) with corporate WFP and UN strategies, policies and standards: school feeding, resilience, nutrition, gender. Was the design based on specific analysis of the contexts in Afar and Oromia Regions? 	<ul style="list-style-type: none"> Programme documentation National policy and strategy documentation WFP and UN corporate policy and strategy documentation USDA corporate documentation Interviews 	<ul style="list-style-type: none"> Compare the views of GoE, WFP, DPs and other informants Compare issues as summarised in formal documentation with those expressed by key informants. <p><i>Strength of evidence: Good</i></p>

Specific questions	Analysis/indicators	Main sources of information	Triangulation approach
<p>EQ3. To what extent was the intervention design based on sound analysis of gender and equity, and sensitive to GEEW? Were other cross-cutting issues, including protection and accountability towards affected populations adequately factored in?</p> <p>OECD DAC criteria: relevance</p>	<ul style="list-style-type: none"> Analysis of programme's priorities and gender and equity strategies compared with national, WFP and other relevant policy and strategies Analysis of programme design against WFP and UN policies on protection and accountability to affected populations <p>Relevant ToC assumptions to consider: #14 (School feeding and THR incentive not outweighed by other factors (girls' enrolment));</p>	<ul style="list-style-type: none"> Programme documentation GoE, DP, WFP and UN corporate documentation Opinions of target groups on relevant gender issues, as expressed at the design stage Gender analysis component of fieldwork Interviews with key informants from GoE, DPs, WFP, UN and other actors 	<ul style="list-style-type: none"> Compare issues as summarised in formal documentation with those expressed by target groups. Compare the views of GoE, WFP, other UN and DP informants <p><i>Strength of evidence: Good, documentation mostly available. Remaining information to be collected through interviews and fieldwork.</i></p>
<p>Key Question 2: What are the results of the programme?</p>			
<p>EQ4. To what extent have planned outputs and outcomes been attained? Have there been any unintended results (positive or negative)?</p> <p>OECD DAC criteria: effectiveness</p>	<ul style="list-style-type: none"> With reference to the agreed set of indicators for the programme: <ul style="list-style-type: none"> Comparison of most recent output data with baseline and targets Comparison of most recent outcome data with baseline and targets Qualitative analysis by GoE, WFP, DPs and other federal and local observers/actors of outcome-level performance Qualitative analysis of the views expressed by beneficiaries at local level (parents, pupils, community leaders) 	<ul style="list-style-type: none"> Survey WFP performance data Analysis of EMIS data Analysis of school inspection data Interviews at federal, regional, woreda and school level Programme documentation and Government reports 	<ul style="list-style-type: none"> Cross-check recorded output and outcome data with programme/government documentation and informants in GoE and at schools visited in field Triangulate views on the key outcomes between different informant groups EMIS, Inspection, WFP monitoring data and survey results will be triangulated to evaluate data reliability and consistency. <p><i>Strength of evidence: Moderate.</i> <u><i>This assessment to be revisited/elaborated in the light of baseline findings concerning availability and quality of data relating to agreed indicators.</i></u></p>

Specific questions	Analysis/indicators	Main sources of information	Triangulation approach
<p>EQ5. What have been the gender and equity dimensions of the programme's results?</p> <p>OECD DAC criteria: effectiveness</p>	<ul style="list-style-type: none"> • Analysis of output- and outcome-level performance data compared with design targets • Qualitative analysis by GoE, WFP, DP and NGO observers of programme's gender equality and equity performance against WFP and GoE criteria • Qualitative analysis of interviews with beneficiaries • Analysis of the impact of the take-home rations on girls and boys and at household level 	<ul style="list-style-type: none"> • Survey • WFP performance data • WFP internal reporting, and documentation/reports by other partners • Analysis of EMIS data • Interviews, 	<ul style="list-style-type: none"> • Cross-check recorded performance data and survey data with informants in GoE and at schools visited in field • Compare WFP perceptions of gender equality and protection performance with those of GoE and DP, NGO informants <p><i>Strength of evidence: Moderate.</i> <u><i>This assessment to be revisited/elaborated in the light of baseline findings concerning availability and quality of data relating to agreed indicators.</i></u></p>
<p>Key Question 3: What factors affected the results?</p>			
<p>EQ6. What was the efficiency of the program, in terms of transfer cost, cost/beneficiary, logistics, and timeliness of delivery?</p> <p>OECD DAC criteria: efficiency</p>	<p>To be analysed in terms of:</p> <ul style="list-style-type: none"> • logistics efficiency – timeliness of deliveries, pipeline breaks etc. • extent to which complementarities were achieved between the programme's interventions and interventions of relevant humanitarian and development partners as well as other WFP country office interventions in the country? How did these complementarities contribute to savings and efficiency? • cost-efficiency – relevant unit cost comparisons • to what extent were programme management practices and tools adequate to implement the programme? • were programme resources adequate and available on time to implement the activities as planned? <p>Relevant ToC assumptions to consider: #2 (MGD food will be delivered in a timely manner and in the required quantities, along with agreed cash support);</p>	<ul style="list-style-type: none"> • Programme reporting and other relevant WFP documentation • Reports by GoE and other DPs on events and trends during the review period • Review of WFP SPRs and other reporting for commentary on internal factors positively or negatively affecting performance: including staffing levels, financial resources, pipeline issues • Qualitative assessment by GoE, WFP and community/school level informants of positive or negative influence of external and internal WFP factors 	<ul style="list-style-type: none"> • Compare assessment by responsible WFP personnel and views of external stakeholders and observers and compare views at different levels (federal, regional, woreda, schools) <p><i>Strength of evidence: Moderate (it is known to be difficult to extract meaningful unit cost data from WFP systems)</i> <u><i>This assessment to be revisited/elaborated in the light of baseline findings concerning availability and quality of data</i></u></p>

MGD school feeding in Afar and Oromia Regions – Baseline, Inception Report

Specific questions	Analysis/indicators	Main sources of information	Triangulation approach
	<p>#3 (Federal and regional governments allocate sufficient funds and human resources to the school meals programme);</p> <p>#5 (Federal and regional governments provide adequate resources and efforts for complementary programmes (especially SHN and agriculture));</p> <p>#7 (Food served regularly and in required quantities);</p> <p>#8 (Take Home Rations effectively targeted and delivered.).</p>		
<p>EQ7. How well has food safety been ensured taking into consideration the different systems of national, regional, local and community governance?</p> <p>OECD DAC criteria: effectiveness, efficiency, coherence</p>	<ul style="list-style-type: none"> Consider relevant food safety issues at each stage along the chain from procurement-transport-storage-preparation and serving of meals, with special reference to potential and actual food safety lapses Level of awareness of food safety issues among those involved in school feeding, including beneficiaries 	<ul style="list-style-type: none"> Interviews with expert personnel of WFP interviews with other stakeholders involved in food management and public health issues school-level observation survey findings on training of school meals personnel KAP survey 	<ul style="list-style-type: none"> Compare findings across different sources of information and different stakeholders <p><i>Strength of evidence: Moderate</i> <u><i>This assessment to be revisited/elaborated in the light of baseline findings concerning availability and quality of informationa</i></u></p>
<p>EQ8. How well did community-level systems of governance and management contribute to the effectiveness and efficiency of implementation?</p> <p>OECD DAC criteria: efficiency, effectiveness, external and internal coherence</p>	<ul style="list-style-type: none"> Assessment of systems from perspectives of consistency, complexity, levels of demands on men and women involved, effectiveness Participants' assessments in terms of legitimacy, clarity, efficiency, sustainability, challenges experienced Comparison with experiences of related initiatives (e.g. PSNP, school grants linked to GEQIP) <p>Relevant ToC assumptions to consider: #4 (Communities are able to contribute to the programme in spite of stresses they may be experiencing).</p>	<ul style="list-style-type: none"> Previous reports' and evaluations' assessment of school feeding governance and community involvement Discussions at school, kebele and woreda level Interviews with key informants from GoE, DPs, WFP, UN and other actors 	<ul style="list-style-type: none"> Compare findings across different sources of information and different stakeholders Compare different models found, and how models operate in different contexts <p><i>Strength of evidence: Moderate</i> <u><i>This assessment to be revisited/elaborated in the light of baseline findings concerning availability and quality of information.</i></u></p>

Specific questions	Analysis/indicators	Main sources of information	Triangulation approach
<p>EQ9. What was the quality of the monitoring and reporting system? Did this enhance or impair the performance of the programme?</p> <p>OECD DAC criteria: efficiency, effectiveness</p>	<ul style="list-style-type: none"> Review quality of WFP, McGovern-Dole and GoE monitoring and reporting against key objectives of the programme and standards of good practice Analyse content, timeliness and external perceptions of monitoring and reporting arrangements and the extent to which these have been (or can be) used to inform decision making Determine whether monitoring reports are just a procedural statement of performance data or offer any analysis of issues affecting performance Assess to what extent M&E information was/is being used to adapt and improve implementation Assess to what extent there has been flexibility in programme implementation 	<ul style="list-style-type: none"> WFP reports and M&E systems Records of meetings between WFP and GoE and of key decisions taken SABER Interviews with WFP staff, GoE, and external stakeholders at different levels 	<ul style="list-style-type: none"> Compare assessments by WFP staff and GoE <p><i>Strength of evidence: Good</i></p>
<p>EQ10. What other internal or external factors affected the project's ability to deliver results?</p> <p>OECD DAC criteria: all</p>	<ul style="list-style-type: none"> Internal factors : the processes, systems and tools in place to support the programme design, implementation, monitoring, reporting and evaluation; the governance structure and institutional arrangements (including issues related to staffing, capacity and technical backstopping from RB/HQ); the partnership and coordination arrangements; etc. External factors: the external operating environment; the funding climate; external incentives and pressures etc. <p>Relevant ToC assumptions to consider:</p> <p>#1 (Absence of natural or other shocks that disrupt the education system and prevent school feeding being delivered as planned);</p> <p>#5 (Federal and regional governments provide adequate resources and efforts for complementary programmes (especially SHN and agriculture));</p> <p>#6 (Availability of complementary initiatives (for literacy, SHN, HGSE) supported by development</p>	<ul style="list-style-type: none"> Project time-line Programme reporting and other relevant WFP documentation Reports by GoE and other DPs on relevant political and policy events and trends during the review period Interviews 	<ul style="list-style-type: none"> Compare assessment of factors by WFP CO and field staff Compare assessment of factors by WFP and GoE staff Compare assessment of factors by WFP staff and community/school level informants <p><i>Strength of evidence: Good</i></p> <p><u>Effects of, and responses to, the Covid-19 pandemic will be of particular interest during the baseline study.</u></p>

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

Specific questions	Analysis/indicators	Main sources of information	Triangulation approach
Key Question 4: To what extent are the programme results sustainable?			
<p>EQ11. Is the program sustainable in the following areas: strategy for sustainability; sound policy alignment; stable funding and budgeting; quality program design; institutional arrangements; local production and sourcing; partnership and coordination; community participation and ownership?</p> <p>OECD DAC criteria: sustainability</p>	<ul style="list-style-type: none"> At baseline establish evidence base for each of the dimensions listed in the EQ. At final evaluation assess prospects for sustainability against each dimension. <p>Relevant ToC assumptions to consider: #3 (Federal and regional governments allocate sufficient funds and human resources to the school meals programme); #4 (Communities are able to contribute to the programme in spite of stresses they may be experiencing); #5 (Federal and regional governments provide adequate resources and efforts for complementary programmes (especially SHN and agriculture)); #6 (Availability of complementary initiatives (for literacy, SHN, HGSF) supported by development partners); #11 (Sufficient continuity and commitment (by all parties) for capacity strengthening efforts to be effective); #12 (WFP efforts feed into broader HGSF efforts);</p>	<ul style="list-style-type: none"> Programme design performance documentation SABER Analysis of funding trends by GoE to school feeding Interviews Focus group discussions during mission field work 	<ul style="list-style-type: none"> Compare the views of WFP, GoE and other policy and programme observers Compare assessment in Addis Ababa and regional capitals with that in sample communities and schools <p><i>Strength of evidence: Good/Moderate</i> <i><u>EQ applies more to final evaluation than baseline; answers are inevitably speculative.</u></i></p>
<p>EQ12. To what extent will household food security for school going boys and girls be sustained without / beyond USDA/WFP funding?</p> <p>OECD DAC criteria: sustainability</p>	<ul style="list-style-type: none"> Analysis of evidence collected through in-depth interviews with beneficiaries of school feeding and take-home rations Analysis of documentary evidence from other regions where school feeding has ended (e.g. under the emergency school feeding programme) 	<ul style="list-style-type: none"> Interviews Document review 	<ul style="list-style-type: none"> Document review and analysis of financial data to judge the trajectory of sector funding against components with commitments, track record, political outlook... <p><i>Strength of evidence: Good/Moderate</i> <i><u>EQ applies more to final evaluation than baseline; answers are inevitably speculative</u></i></p>

Specific questions	Analysis/indicators	Main sources of information	Triangulation approach
Key Question 5: What are the main lessons that can be learned from this programme?			
<p>EQ13. How can a combination of local procurement during harvest time be supplemented with international food aid to promote locally and/or nationally sustainable school meals program?</p> <p>OECD DAC criteria: all</p>	<ul style="list-style-type: none"> Analyse experience with local procurement and added diversity of meals. Effects on diversity of meals Effects on local economy and smallholders (including women) 	<ul style="list-style-type: none"> performance data for this MGD programme and other HGSF activities in Ethiopia perceptions of participants and beneficiaries perspectives of GoE, WFP, DP and other informants 	<ul style="list-style-type: none"> compare this programme's experience with others in Ethiopia and elsewhere of which the evaluators have knowledge <i>Strength of evidence: Good</i>
<p>EQ14. What community-level systems of governance and management are required for the successful implementation and sustainability of school meal programmes?</p> <p>OECD DAC criteria: all</p>	<ul style="list-style-type: none"> draw together analysis from previous EQs, especially EQ8 	<ul style="list-style-type: none"> based on findings against the previous EQs. 	<ul style="list-style-type: none"> compare this programme's experience with others in Ethiopia and elsewhere of which the evaluators have knowledge <i>Strength of evidence: Good</i>
<p>EQ15. What lessons from this programme should influence future programmes (Including good practices to be emulated and weaknesses to be mitigated)?</p> <p>OECD DAC criteria: all</p>	<ul style="list-style-type: none"> draw together analysis from previous EQs 	<ul style="list-style-type: none"> based on findings against the previous EQs. 	<ul style="list-style-type: none"> compare this programme's experience with others in Ethiopia and elsewhere of which the evaluators have knowledge <i>Strength of evidence: Good</i>

Annex K The Survey – Approach to Sampling

Geographical focus of MGD programme

1. The MGD programme is mainly focused on government primary schools (though pre-school children will be included where a primary school within the programme also has pre-school classes). The programme is active in Afar Region and in two Zones (Borana and East Hararghe) of Oromia Region.

Afar Region

2. Afar Region has a population of approximately 1.5 million.⁹⁰ It is divided into five Zones and (according to the EMIS data) 38 woredas, with the MGD project active in 30 of them (see Table 25 below).

Table 25 Zones and Woredas in Afar Region⁹¹

Zone	Woreda	MGD active, y/n	Zone	Woreda	MGD active, y/n
Zone 1	Adear	Y	Zone 3	Amibara	Y
Zone 1	Afambo	N	Zone 3	Argoba	Y
Zone 1	Aysaita	N	Zone 3	Awash City Administration	N
Zone 1	Ayesaita kentiba	N	Zone 3	Bure-mudaitu ⁹²	Y
Zone 1	Chifra	Y	Zone 3	Dulecha	Y
Zone 1	Dubti	Y	Zone 3	Fentale ⁹³	Y
Zone 1	Dubti kentiba	Y	Zone 3	Gewane	Y
Zone 1	Elidar	Y	Zone 4	Awra	Y
Zone 1	Gereni	N	Zone 4	Ewa	Y
Zone 1	Kori	Y	Zone 4	Gulina	Y
Zone 1	Mille	Y	Zone 4	Teru	Y
Zone 1	semera Logiya	N	Zone 4	Yalo	Y
Zone 2	Abala	N	Zone 5	Dalifage	Y
Zone 2	Abe'ala kentiba	N	Zone 5	Dewe	Y
Zone 2	Afdera	Y	Zone 5	Hadeleela	Y
Zone 2	Berhale	Y	Zone 5	Semurobi	Y
Zone 2	Bidu	Y	Zone 5	Telalak	Y
Zone 2	Dallol	Y			
Zone 2	Erebt	Y			
Zone 2	Koneba	Y			
Zone 2	Megale	Y			
Zone 3	Amibara	Y			

Oromia Region, East Hararghe Zone

3. Oromia is Ethiopia's largest region, divided into 20 zones. East Hararghe alone has a population of over 3 million and is divided into 17 woredas (see Box 17 below). However, the schools to be included

⁹⁰ Regional populations are based on projections from the 2007 census. Some sources (e.g. the UNICEF situation analysis) give a higher figure of 1.9m million for 2019.

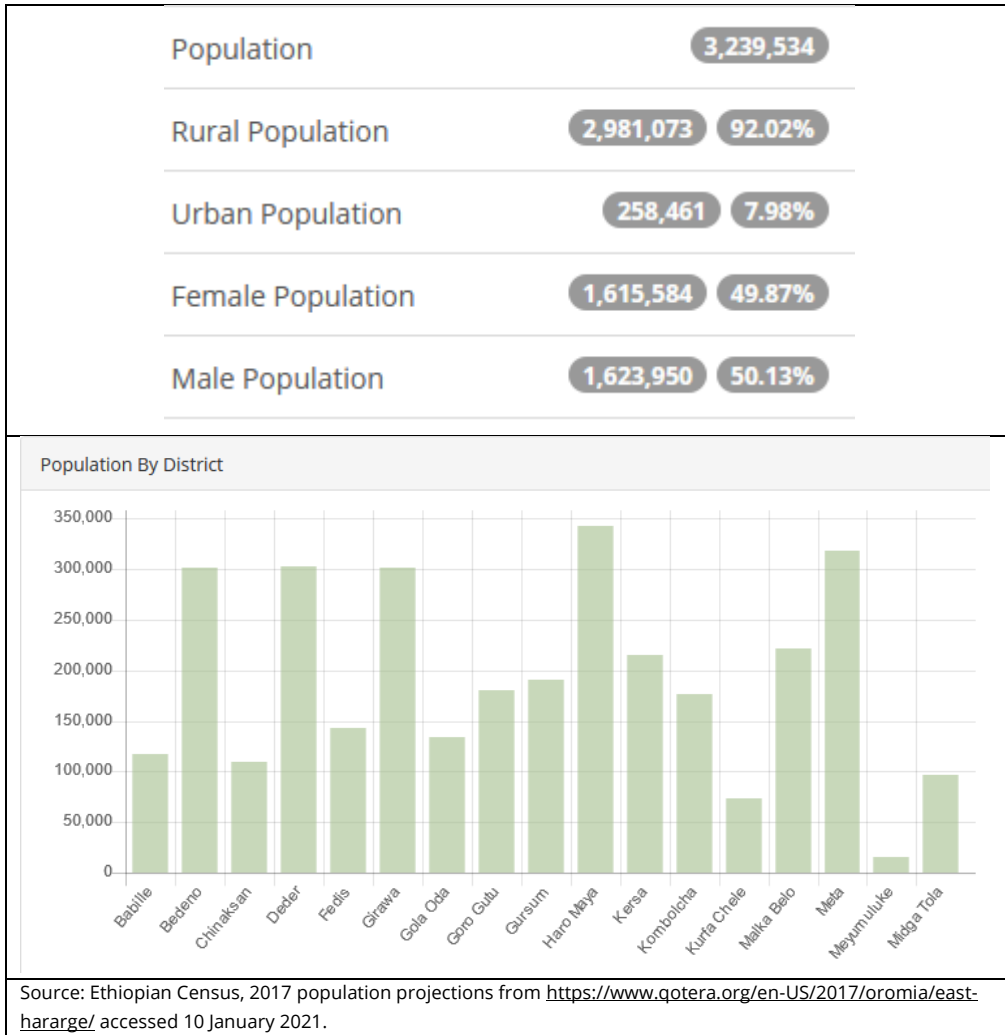
⁹¹ As listed in the EMIS spreadsheet (described under data sources below).

⁹² This woreda featured in the 2013 GEQIP social assessment (GoE, 2013f).

⁹³ This woreda probably featured in the 2013 GEQIP social assessment, which refers to "Awash Fentale" as a peri-urban woreda (GoE, 2013f).

in the MGD programme are drawn from only two of the woredas (Baabillee and Cinaaqsan), each with an estimated population of a little more than 100,000.

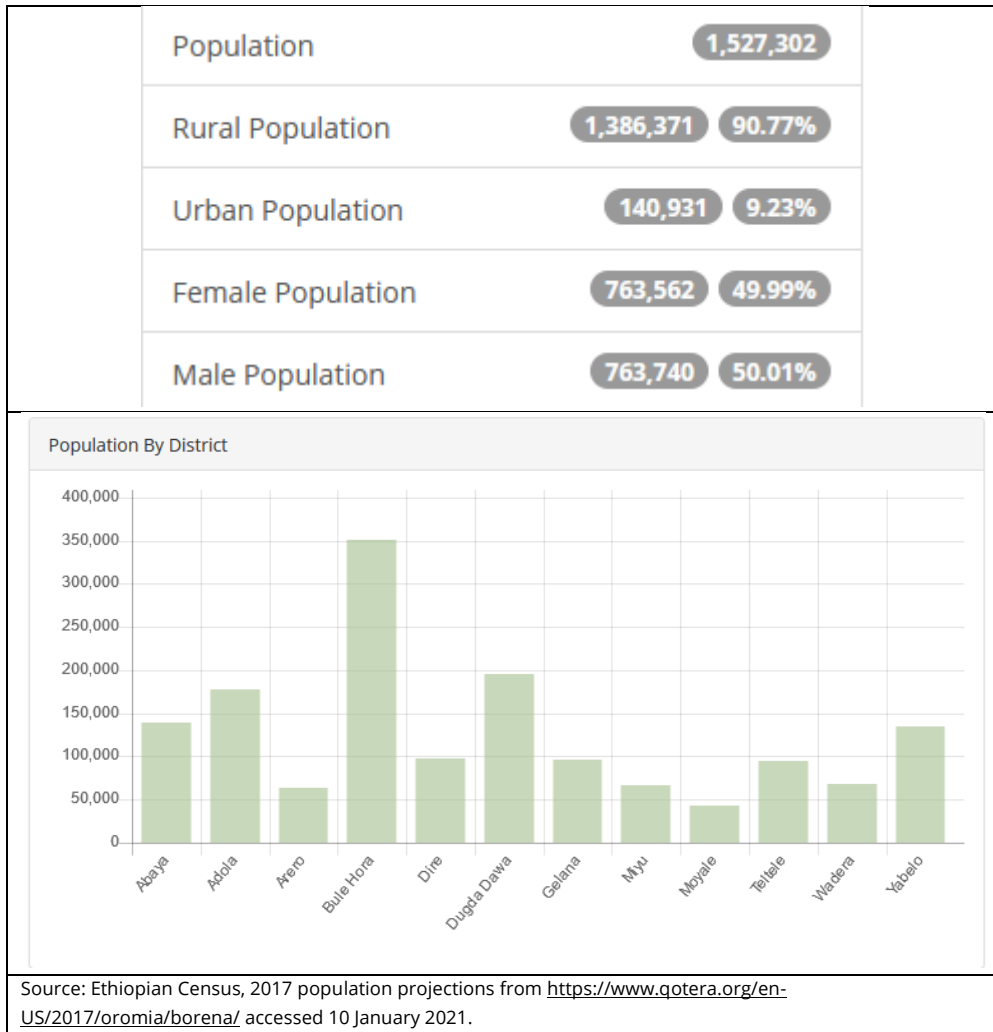
Box 17 Administrative units and population of East Hararghe Zone



Oromia Region, Borana Zone

4. Borana Zone has an estimated population of over 1.5 million, and is divided into 12 woredas (see Box 18 below), but the MGD schools are drawn from only four of the woredas (Areeroo, Miyoo, Taltallee and Yaaballoo).

Box 18 Administrative units and population of Borana Zone



5. We have assumed that only the six participating woredas from Oromia (two in East Hararghe and four in Borana) are of concern for the baseline and endline study.

Data sources relevant to sampling

6. There are three key sources of data when considering sampling – EMIS data, data on school inspections, and the MGD project records on participating schools.

EMIS data

7. The *Education Management Information System (EMIS)* is the authoritative source of official education statistics for Ethiopia. EMIS data should cover all government primary schools in the Regions and woredas where the MGD project is active. The evaluation team has been provided with selected EMIS data at school level, which ought to cover all government primary schools within the project areas.

8. The evaluation team has been provided with more up-to-date and comprehensive EMIS data since this Inception Report was first drafted. On 17 February, 2021, the Mokoro evaluation team received a Microsoft Excel document entitled *Afar_Oromia2Zones_1_6 (1)..csv*.⁹⁴ The document contains data for

⁹⁴ An unaltered copy is in Dropbox folder A2.3.1.

2,483 unique government primary schools, 729 in Afar and 1,754 in Oromia. Table 26 and Table 27 below contain breakdowns of these numbers by zone and woreda .

9. In the Afar data, there are schools from 38 different woredas; and in the Oromia data, there are (also) schools from 38 different woredas. For Oromia, this is a larger number than appears from Box 17 and Box 18 above, and is almost certainly explained by recent division of some woredas into two. However, the six Oromia woredas involved in the MGD programme are all clearly identified within the data.

10. We have filtered the EMIS data to focus only on government-owned primary schools, and we understand that the spreadsheet now provided includes all such schools that are recorded in EMIS. It should therefore represent the universe of government primary schools from which the MGD participating schools are drawn.

11. Table 26 below shows the number of government primary schools in each zone and woreda of Afar Region, according to the EMIS data. Table 27 below provides the same information for the woredas of E Hararghe and Borana Zones in which the MGD project is active.

Table 26 Afar Government Primary Schools by Woreda (from EMIS Data)

Afar Zone 1 Total Schools		Afar Zone 2 Total Schools		Afar Zone 3 Total Schools	
Adear	12	Abala	25	Amibara	33
Afambo	18	Abe'ala kentiba	17	Argoba	13
Aysaita	26	Afdera	28	Awash City Administration	4
Ayesaita kentiba	10	Berhale	39	Bure-mudaitu	16
Chifra	39	Bidu	8	Dulecha	23
Dubti	15	Dallol	44	Fentale	16
Dubti kentiba	6	Erebti	15	Gewane	20
Elidar	17	Koneba	28		
Gereni	8	Megale	25		
Kori	11				
Mille	14				
semera Logiya	5				
Afar Zone 4 Total Schools		Afar Zone 5 Total Schools			
Awra	20	Dalifage	20		
Ewa	26	Dewe	19		
Gulina	22	Hadeleela	13		
Teru	17	Semurobi	20		
Yalo	19	Telalak	18		

Table 27 Government Primary Schools in MGD Woredas of East Hararghe and Borana (EMIS Data)

Zone	Woreda	No. of government primary schools
E Hararghe	Baabillee	40
E Hararghe	Cinaaqsan	47
Total E Hararghe		87
Borana	Areeroo	49
Borana	Miyoo	41
Borana	Taltallee	44
Borana	Yaaballoo	24
Total Borana		158

Data from the national school inspections system

12. The evaluation team has also been provided with school-level inspection data for Afar Region and the Oromia Zones of Borana and East Hararghe.⁹⁵ As described in Annex O, the inspection system offers a systematic assessment of multiple dimensions of school performance. Inspections are repeated at intervals, so these data (along with data from future rounds of inspection) may usefully augment the baseline-endline survey data in seeking to link various aspects of school performance to the school feeding programme.

13. Not every school has been inspected (though some have been inspected twice). However, given the potential significance of the inspection data about schools' performance, we reviewed whether inspection status might be a useful criterion in drawing the sample for the survey. If it were possible to draw our survey sample from among inspected schools we would be able to utilise enhanced performance data on all the surveyed schools. However, it emerged that non-inspected schools were too numerous in some localities, especially in Borana, and a proper sample could not be formed if it was considered. Nevertheless, it will be important to be able to match up the inspection data (where it exists) with the survey data for each school.

14. The spreadsheet for the first round of Afar inspections contains data for 407 unique schools. 400 of these are government schools while the remaining 7 are non-government. There are 390 primary schools and 17 secondary schools in the list. All the non-government schools included in the list are primary schools.

15. The spreadsheet for the second round of Afar inspections contains data for 617 unique schools. 596 of these are government schools while 21 are non-government. There are 587 primary schools and 30 secondary schools in the list. As in the first round of Afar data, all non-government schools in the list are primary schools.

16. We checked each sheet for duplicates and found none. However, we found that 348 schools were inspected in both the first and second round of Afar inspections (342 government schools; 6 non-government schools; 332 primary schools; 16 secondary schools).

17. The combined inspection data for Afar contain entries for 623 unique government primary schools, broken down by zone and woreda as shown in Table 28 below.

Table 28 Afar Government Primary Schools by Woreda (from Inspection Data)

Afar Zone 1 Total Schools	140	Afar Zone 2 Total Schools	197	Afar Zone 3 Total Schools	110
Adear	9	Abala	40	Amibara	28
Afambo	18	Abe'ala kentiba	0	Argoba	13
Aysaita	23	Afdera	21	Awash City Administration	3
Ayesaita kentiba	0	Berhale	33	Bure-mudaitu	13
Chifra	31	Bidu	4	Dulecha	22
Dubti	20	Dallol	40	Fentale	15
Dubti kentiba	0	Erebt	14	Gewane	16
Elidar	15	Koneba	24		
Gereni	0	Megale	21		
Kori	8				
Mille	11				
semera Logiya	5				
Afar Zone 4 Total Schools	95	Afar Zone 5 Total Schools	81		
Awra	20	Dalifage	20		
Ewa	19	Dewe	17		
Gulina	21	Hadeleela	13		
Teru	17	Semurobi	15		
Yalo	18	Telalak	16		

⁹⁵ The original inspection report spreadsheets received are in folder TO 5.2. The data received up to 22 December 2020 has been consolidated in the spreadsheet at TO 5.0.2-1.

18. As shown in Table 29 below, inspection data show 74 unique inspected government primary schools in the MGD-active woredas of E Hararghe Zone, and 144 in the MGD-active woredas of Borana Zone.

Table 29 Government Primary Schools in MGD Woredas of East Hararghe and Borana (Inspection Data)

Zone	Woreda	No. of inspected primary schools
E Hararghe	Baabilee	36
E Hararghe	Cinaaqsan	38
Total E Hararghe		74
Borana	Areeroo	47
Borana	Miyoo	42
Borana	Taltallee	36
Borana	Yaaballoo	19
Total Borana		144

Comparing EMIS and Inspection lists of government primary schools

19. To check the consistency between EMIS and Inspection data, and also as a preliminary check for bias in the selection of schools for inspection, Table 30 below compares primary schools per woreda from the EMIS and Inspection records. Logically, the number of unique schools inspected should never exceed the comprehensive EMIS list; a few possible anomalies are highlighted in the table (see comment column).

Table 30 Primary schools by woreda, comparison of EMIS and Inspection data

Region/Zone	Woreda	EMIS	Inspection	Inspected as % of EMIS	Comment
Afar Region					
Zone 1	Adear	12	9	75.0%	
Zone 1	Afambo	18	18	100.0%	
Zone 1	Aysaita	26	23	63.9%	• We assume that Aysaita and Ayesaita kentiba were originally a single woreda, but this needs to be verified
Zone 1	Ayesaita kentiba	10	0		
Zone 1	Chifra	39	31	79.5%	
Zone 1	Dubti	15	20	87%	• We assume that Dubti and Dubti kentiba were originally a single woreda, but this needs to be verified. (Dubti kentiba is the urban area of Dubti).
Zone 1	Dubti kentiba	6	0		
Zone 1	Elidar	17	15	88.2%	
Zone 1	Gereni	8	0	0.0%	
Zone 1	Kori	11	8	72.7%	
Zone 1	Mille	14	11	78.6%	
Zone 1	Semera Logiya	5	5	100.0%	
Zone 1 total		181	140	77.3%	
Zone 2	Abala	25	40	95.2%	We assume that Abala and Abe'ala kentiba were originally a single woreda, but this needs to be verified. (Abe'ala kentiba is the urban area of Abe'ala.)
Zone 2	Abe'ala kentiba	17	0		
Zone 2	Afdera	28	21	75.0%	
Zone 2	Berhale	39	33	84.6%	
Zone 2	Bidu	8	4	50.0%	unusually low figure to be checked
Zone 2	Dallol	44	40	90.9%	
Zone 2	Erebtu	15	14	93.3%	
Zone 2	Koneba	28	24	85.7%	
Zone 2	Megale	25	21	84.0%	

Region/Zone	Woreda	EMIS	Inspection	Inspected as % of EMIS	Comment
Zone 2 total		229	197	86.0%	
Zone 3	Amibara	33	28	84.8%	
Zone 3	Argoba	13	13	100.0%	
Zone 3	Awash City Administration	4	3	75.0%	
Zone 3	Bure-mudaitu	16	13	81.3%	
Zone 3	Dulecha	23	22	95.7%	
Zone 3	Fentale	16	15	93.8%	
Zone 3	Gewane	20	16	80.0%	
Zone 3 total		125	110	88.0%	
Zone 4	Awra	20	20	100.0%	
Zone 4	Ewa	26	19	73.1%	
Zone 4	Gulina	22	21	95.5%	
Zone 4	Teru	17	17	100.0%	
Zone 4	Yalo	19	18	94.7%	
Zone 4 total		104	95	91.3%	
Zone 5	Dalifage	20	20	100.0%	
Zone 5	Dewe	19	17	89.5%	
Zone 5	Hadeleela	13	13	100.0%	
Zone 5	Semurobi	20	15	75.0%	
Zone 5	Telalak	18	16	88.9%	
Zone 5 total		90	81	90.0%	
AFAR REGION TOTAL		729	623	85.5%	
Oromia Region					
E Hararghe	Baabillee	40	36	85.7%	
E Hararghe	Cinaaqsan	47	38	79.2%	
E Hararghe total		87	74	82.2%	
Borana	Areeroo	49	47	90.4%	
Borana	Miyoo	44	42	95.5%	
Borana	Taltallee	41	36	81.8%	
Borana	Yaaballoo	24	19	73.1%	
Borana total		158	144	84.2%	
OROMIA REGION TOTAL		245	218	83.5%	

20. Overall, it appears that about 86% of government primary schools in Afar have been inspected at least once, and for the relevant woredas in Oromia, the figure is about 84%. This implies that inspection data will be available for the vast majority of schools surveyed, even if the selection of schools does not use inspected/uninspected status as a criterion.

School lists from the MGD project managers (WFP Ethiopia)

21. Schools to be included in the MGD school feeding programme have already been selected, and the evaluation team has been provided with a list.⁹⁶ The source spreadsheet ostensibly lists all [government primary] schools in Afar and the participating woredas of Borana and E Hararghe, and indicates which ones are in or out of the MGD programme. The administrative code and the school name are provided in most cases (with some school codes missing), along with figures for numbers of male and female pupils.

22. Table 31 below compares the woreda-level MGD data with the figures already presented from the EMIS and inspection data sets.

⁹⁶ See the spreadsheet at A2.3-9 for the data provided on 16 February 2021.

Table 31 Primary schools by woreda, comparing EMIS and Inspection data with MGD status

Region/Zone	Woreda	EMIS	Inspection	MGD
Afar Region				
Zone 1	Adear	12	9	12
Zone 1	Afambo	18	18	
Zone 1	Aysaita	26	23	
Zone 1	Ayesaita kentiba	10	0	
Zone 1	Chifra	39	31	37
Zone 1	Dubti	15	20	24
Zone 1	Dubti kentiba	6	0	
Zone 1	Elidar	17	15	17
Zone 1	Gereni	8	0	
Zone 1	Kori	11	8	11
Zone 1	Mille	14	11	11
Zone 1	Semera Logiya	5	5	
Zone 1 total		181	140	112
Zone 2	Abala	25	40	
Zone 2	Abe'ala kentiba	17	0	
Zone 2	Afdera	28	21	24
Zone 2	Berhale	39	33	36
Zone 2	Bidu	8	4	8
Zone 2	Dallol	44	40	43
Zone 2	Erebt	15	14	15
Zone 2	Koneba	28	24	25
Zone 2	Megale	25	21	25
Zone 2 total		229	197	176
Zone 3	Amibara	33	28	30
Zone 3	Argoba	13	13	12
Zone 3	Awash City Administration	4	3	
Zone 3	Bure-mudaitu	16	13	12
Zone 3	Dulecha	23	22	23
Zone 3	Fentale	16	15	15
Zone 3	Gewane	20	16	19
Zone 3 total		125	110	111
Zone 4	Awra	20	20	16
Zone 4	Ewa	26	19	20
Zone 4	Gulina	22	21	20
Zone 4	Teru	17	17	17
Zone 4	Yalo	19	18	17
Zone 4 total		104	95	90
Zone 5	Dalifage	20	20	21
Zone 5	Dewe	19	17	18
Zone 5	Hadeleela	13	13	12
Zone 5	Semurobi	20	15	18
Zone 5	Telalak	18	16	17
Zone 5 total		90	81	86
AFAR REGION TOTAL		729	623	575
Oromia Region				
E Hararghe	Baabilee	40	36	40
E Hararghe	Cinaaqsan	47	38	47
E Hararghe total		87	74	87
Borana	Areeroo	49	47	49
Borana	Miyoo	44	42	44
Borana	Taltallee	41	36	41
Borana	Yaaballoo	24	19	19
Borana total		158	144	153
OROMIA REGION TOTAL		245	218	240

Reconciling data sources

23. Unfortunately, reconciling these data sources is not necessarily straightforward. In principle, every school should have a unique identification code which incorporates its region/zone/woreda location. In practice there are significant discrepancies which may arise from such factors as the creation

of new woredas, or new schools, or simple data entry errors. Resolving conflicts is complicated by alternative spellings of school and woreda names. Even if there appears to be consistency at aggregate level (e.g. in terms of total numbers of schools per woreda) it may not be straightforward to match up individual schools across the different data sets. Table 32 below illustrates the challenge, using the example of Dubti Woreda. It will be especially important to resolve any uncertainties about the status and the physical location of schools included in the survey sample prior to conducting the survey.

Table 32 Matching up schools in Dubti Woreda, Afar Region⁹⁷

Dubti Schools According to EMIS List		Dubti Schools According to Inspection List		Dubti Schools According to MGD List	
22 unique schools		20 unique schools		24 unique schools	
full 3-way match					
S0201051122	Alawuli	S0201051122	Alawuli	S0201051122	Alawuli
S0201050012	Bergile	S0201050012	Bergile	S0201050012	Bergile
possible 3-way match					
S0201050662	gurumudali	S0201050662	gurumudali	S0201050902	gurumudali
S0201050952	uonda buri	S0201050952	uonda buri	No code	uonda buri
S0201050742	Serdo	S0201050742	Serdo	No code	Serdo
S0201110032	DUBTI ANDEGNA ERISHA	S0201050732	DUBTI ANDEGNA ERISHA	S0201050932	DUBTI ANDEGNA ERISHA ⁹⁸
S0201051162	sekoyta	S0201050442	Sakoyeta	S0201050952	Sakoyeta ⁹⁹
2-way match (EMIS + MGD)					
S0201050842	Bebedeta			S0201050842	Bebedeta
S0201050062	SAHA			S0201050742	SAHA
S0201050932	Dodebli			S0201050752	Dodebli
2-way match (Inspection + MGD)					
		S0201050672	Detbahri andegna melestgna	S0201050672	Detbahri andegna melestgna
		S0201050732	Dubti Aretegna Ersha	S0201050722	Dubti Aretegna Ersha
		S0201050752	Detbahri Huletegna Ersha	No code	Detbahri Huletegna Ersha
		S0201050762	Arado	S0201050762	Arado
		S0201050772	Megenta	S0201050062	Megenta
		S0201050022	Anduli buri	S0201050022	Anduli buri
		S0201050782	lahigoh	S0201050772	lahigoh
		S0201050872	Lahifage	S0201050782	Lahifage
		S0201050902	hmukili	S0201050872	hmukili
2-way match (EMIS + Inspection)					
S0201110022	Dubti Atekalayi Andegina derej	S0201050702	Dubti Atekalayi Andegina derej		
S0201110012	dubti awasheshelko	S0201050972	dubti awasheshelko		

⁹⁷ Analysis of data from file *Dubti Comparison.xlsx*. The EMIS data includes Dubti kentiba, which does not appear separately in the other sources.

⁹⁸ Exact spelling match, 3 different numbers.

⁹⁹ Inexact spelling match; 3 different numbers.

Dubti Schools According to EMIS List		Dubti Schools According to Inspection List		Dubti Schools According to MGD List	
Singletons					
				s0201050662	<i>Gumat Meli</i>
				S0201050452	<i>Gali mada</i>
		S0201050072	tangayekoma		
s0202060472	bersu				
S0201050452	Gasuri				
S0201050712	BEYAHLE				
s0201050942	alelo				
S0201050732	BOYNA				
S0201051132	GUMENTMELI				
S0201110052	KEYE AFER				
S0201110162	Ali ese primery				

Objectives, sample size and sample selection

Issues for sample size

24. In Mokoro's original proposal, 120 sample schools in a stratified sample between Afar and Oromia regions were proposed for the baseline survey, with the endline being a sample with partial replacement, involving some schools that are retained for a longitudinal study, and others that are re-selected. However, in the proposal, it was also noted that a sample size of 80 schools would be theoretically sufficient to detect differences of 10% between in and out of program schools.

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

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

Sampling process

27. Early in the inception process we undertook a provisional sampling exercise, based on a target sample of 120 schools. We drew a possible sample (and used this for illustrative purposes in our presentation to the ERG). However, the sample required to be redrawn, not only because of the reduced sample size, but also to take account of any security considerations.¹⁰⁰ School list information has also been substantially revised during the inception process. In order to avoid more rounds of detailed sample verification than are strictly necessary, we undertook the final sampling exercise as close as

¹⁰⁰ We were advised that because of conflict in Tigray it might not be possible to include Afar Zone 2 in the survey. As of the date of this report we understand that Zone 2 is again accessible for our purposes, but obviously we will take account of the latest security advice for both Regions in making final decisions on sampling and school visits.

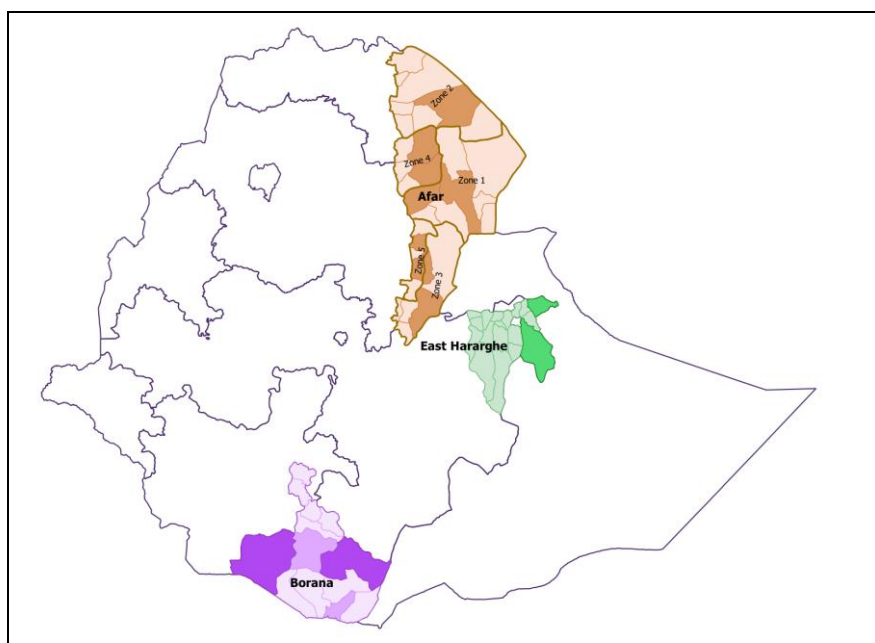
possible to the time of the survey itself, so as to base it on the most up-to-date security information and to allow as many as possible of the discrepancies between different data sources to have been resolved.

28. Selection of woredas within zones, and of schools within woredas, was made randomly, with equal probability of selection of each unit at each stage.¹⁰¹ The within-woreda sample of 7 schools is split between in and out of program schools, to choose 5 in-program schools, and 2 out of program schools as a control or counterfactual sample.

Sampling methodology

29. The sample is stratified at the top level by region, between Oromia and Afar. Within Oromia, only two zones (East Hararghe and Borana) are included in the MGD program. In Afar, all 5 zones are in the program and have been included in the sample.

Map 5 Sample zones and woredas (February 2021)



30. Map 5 above illustrates the sample drawn in February 2021. The darker coloured woredas in each region are those provisionally selected for sampling. In E Hararghe, only two woredas are included in the MGD program; both are sampled (darker green). In Borana, 4 woredas are in the MGD program, of which two are randomly selected (darker mauve colour).

31. Table 33 below summarises the details for the selected zones and woreda. In each woreda, seven schools will be sampled. Based on available prior information from WFP, this will be five in-program and two out-of-program schools. In the event, some schools may move between these categories, but analysis will not assume a balanced sample, rather using a general linear model approach to calculate significant effects, so any lack of balance in the sample will not lead to loss of data.

Table 33 Sampled Zones and Woredas, with school statistics.

Region	Zone	Woreda	Schools			Enrolment			Sample size	
			In MGD	Non-MGD	Total	Boys	Girls	GPI	Schools	Fraction
Afar	One	Chifra	33	6	39	4108	3868	0.94	7	0.18

¹⁰¹ Although choice in Oromia is constrained because only two woredas in East Hararghe Zone and four in Borana Zone are included in the MGD programme.

		Dubti	10	5	15	1040	637	0.61	7	0.47
	Two	Afdera	24	4	28	2625	1701	0.65	7	0.25
	Three	Amibara	30	3	33	3684	3066	0.83	7	0.21
		Bure-mudaitu	11	5	16	1099	1011	0.92	7	0.44
	Four	Awra	15	5	20	1549	1381	0.89	7	0.35
		Teru	14	3	17	1526	665	0.44	7	0.41
	Five	Dewe	16	3	19	1333	1014	0.76	7	0.37
		Hadeleela	11	2	13	2017	1437	0.71	7	0.54
Oromia	E Hararghe	Baabbilee	37	3	40	11033	6918	0.63	7	0.18
		Cinaaqsan	35	12	47	10850	7058	0.65	7	0.15
	Borana	Areeroo	31	18	49	4812	4041	0.84	7	0.14
		Taltallee	26	15	41	6402	5602	0.88	7	0.17
Total	13	293	84	377	52078	38399	0.74	91	0.24	

32. Table 34, summarised from the above data, shows the mean numbers of pupils and Gender Parity Index (GPI) for the sample woredas in each region. Oromia schools are typically larger than for Afar. Comparing Table 33 with Table 34 shows there is much more variation in GPI between woredas than there is, on average, between Regions.

Table 34 School numbers and size in sampled woredas, by Region¹⁰²

Region	Schools	Mean No. Pupils		GPI
		<i>m</i>	<i>f</i>	
Afar	200	94.9	73.9	0.78
Oromia	177	187.0	133.4	0.71

33. The sample is split between 63 schools from nine woredas in Afar. These 9 woredas are randomly selected from the total of 30 woredas in Afar where MGD is active.¹⁰³ In Oromia, 6 woredas are involved in the MGD programme, four in Borana, and two in East Hararghe. Four of these woredas will be sampled.

34. Information on the total population of schools is provisional, due to the discrepancies between the various lists supplied, but Table 30 above shows 729 for Afar and 245 for Oromia. This will be reviewed and updated at the time of analysis. The R *survey* package¹⁰⁴ will be used to analyse this two-stage stratified design with unequal sample sizes. Prior information is available from EMIS on enrolment by gender and grade for all schools, and can be used to supply accurate sample weights to the survey analysis procedures.

35. The data to be collected in the schools is described in Annex N. It includes school level statistics and facilities, student interviews in grades 2-8 (grade 1 being mostly too young for interviews), and family interviews on nutrition indicators. A subset of schools will be selected for an additional KAP survey (see Annex M), and the surveys will be complemented by qualitative field work involving interviews and FGDs, as described in section 5.2 of the main report.

Sampling Logistics

36. Annex N describes the within-school sampling processes, which are expected to require about 1 day per school for a team of 4 enumerators plus supervisor. Four teams will be deployed, and expected

¹⁰² School totals from Table 31. School sizes may be underestimated in some cases, because our EMIS data thus far do not include enrolment in Grades 7 and 8.

¹⁰³ See Table 25 above.

¹⁰⁴ <https://www.rdocumentation.org/packages/survey>. See also: Lumley, T (2010) Complex Surveys. John Wiley & Sons, Inc, New Jersey, ISBN-978-0-470-28430-8, 276 pp.

duration of field work will therefore be about 91/4 or 23 weekdays.¹⁰⁵ Initially, one team will operate in East Hararghe, another in Borana, and two in Afar, but this will be reviewed as the work progresses for optimum deployment. The Borana and E Hararghe teams can be expected to finish in about two weeks, and thereafter it is likely the E Hararghe team will augment the efforts in Afar.

37. The Covid pandemic has resulted in some move towards a 2-shift system in schools. This will affect the class sampling, but the methodology has been adjusted for within-school sampling, as described in Annex N, to adapt to this where it is operative.

Baseline-Endline considerations

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

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

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

Exact school locations

41. The situation regarding school map coordinates remains to be fully resolved in consultation with MoE EMIS unit and with WFP CO. Coordinates for schools in Borana and E Hararghe are available, and a partial list for Afar. We also have an older list for Afar, based on UNICEF work in 2013, which was used for the 2018 endline appraisal. However, as already noted, matching up the school identities is not a simple task, due to the variations in spelling of school names and the fact that the EMIS administrative codes, which should uniquely identify schools, have some anomalies that have yet to be fully resolved. However, as soon as schools have been matched with coordinates, this file will be shared as a latitude-longitude list compatible with common mapping software for the survey tablets and field navigation.

42. The eventual list of schools to be surveyed will remain somewhat provisional due to various contingencies that may arise in the field. Schools sometimes cannot be found, have merged or split or are not as described (i.e. government-owned primary schools). Security issues can also disturb field work at short notice. For this reason, a secondary list, in random order, will be supplied for use in the field, of substitute schools that may be selected without introducing any sample bias.

¹⁰⁵ Additional time will be required in the 13 schools where the KAP survey is also administered, and this may have knock-on effects; we have estimated that this will, on average, require each team to spend an extra day in the field.

Annex L Review of Key Indicators

INTRODUCTION

1. This annex provides details on the McGovern-Dole indicators and custom indicators that are proposed for use in monitoring and evaluating this operation. These are factored in, where applicable, to specification of the Survey Instrument (see Annex N).

THE MCGOVERN-DOLE INDICATORS – SUMMARY

2. Table 35 shows the full set of standard MGD indicators; the ones shaded have not been deployed for the present operation. The final column gives ET comments on how each indicator may feature in the baseline work.

Table 35 Available MGD Indicators used /not used¹⁰⁶

Indicator Number	Result #	Title in MGD Results Framework	Indicator Type	Indicator	Unit of Measure	Frequency of Reporting	Implications for baseline
1	MGD SO1	Improved Literacy of School Age Children	outcome	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	Percent	<i>Baseline, Midterm and Endline</i>	Not possible to administer reading assessments, but ET will take stock of available literacy performance indicators.
2	MGD 1.3	Improved Student Attendance	outcome	Average student attendance rate in USDA supported classrooms/schools	Percent	Biannual	check whether schools keep daily attendance records
3	MGD 1.1.2	Better Access to School Supplies and Materials	output	Number of teaching and learning materials provided as a result of USDA assistance	Number	Biannual	Process monitoring during project. But endline might check what has accumulated.
4	MGD 1.1.4	Increased Skills and Knowledge of Teachers	outcome	Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance	Number	Annual	
5	MGD 1.1.4	Increased Skills and Knowledge of Teachers	output	Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	Number	Biannual	
6	MGD 1.1.5	Increased Skills and Knowledge of School Administrators	outcome	Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	Number	Annual	
7	MGD 1.1.5	Increased Skills and Knowledge of School Administrators	output	Number of school administrators and officials trained or certified as a result of USDA assistance	Number	Biannual	

¹⁰⁶ Source: USDA, 2019b, McGovern-Dole standard indicators summary, p67.

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Indicator Number	Result #	Title in MGD Results Framework	Indicator Type	Indicator	Unit of Measure	Frequency of Reporting	Implications for baseline
8	MGD 1.3.3/ 2.4	Improved School Infrastructure/ Increased Access to Clean Water and Sanitation Services	output	Number of educational facilities (i.e. school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance	Number	Biannual	Baseline to check current status of school infrastructure – water supply, toilets (including separate m/f facilities and disability access)
9	MGD 1.3.4	Increased Student Enrollment	outcome	Number of students enrolled in school receiving USDA assistance	Number	Annual	Baseline to obtain full enrolment data; students by grade, m/f,.
10	MGD 1.4.2/ 2.7.2	Improved Policy and Regulatory Framework	output (stages 1 & 2) outcome (stages 3, 4 & 5)	Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance	Number	Annual	Baseline stocktake of existing institutional and policy framework.
11	MGD 1.4.3/ 1.4.4	Increased Government Support/ Increased Engagement of Local Organizations and Community Groups	output	Value of new USG commitments, and new public and private sector investments leveraged by USDA to support food security and nutrition	U.S. Dollar	Annual	
12	MGD 1.4.4	Increased Engagement of Local Organizations and Community Groups	output	Number of public-private partnerships formed as a result of USDA assistance	Number	Biannual	
13	MGD 1.4.4	Increased Engagement of Local Organizations and Community Groups	output	Number of Parent-Teacher Associations (PTAs) or similar “school” governance structures supported as a result of USDA assistance	Number	Biannual	Survey to ask if schools have such bodies.
14	MGD 2.1/ 1.3.1/ 1.2.1.1/ 1.3.1.1	Reduced Short-Term Hunger/ Increased Economic and Cultural Incentives/ Increased Access to Food (School Feeding)	output	Quantity of take-home rations provided (in metric tons) as a result of USDA assistance	Metric Tons	Biannual	Ask if there is any previous history of THR at this school. Ask if THR are currently being provided, if so – next question
15	MGD 1.2.1/ 3.1/ 1.2.1.1/ 1.3.1.1	Reduced Short-Term Hunger/ Increased Economic and Cultural Incentives/ Increased Access to Food (School Feeding)	output	Number of individuals receiving take-home rations as a result of USDA assistance	Number	Biannual	Number of girls/boys registered for THR, their grades and ages
16	MGD 1.2.1/ 3.1/ 1.2.1.1/ 1.3.1.1	Reduced Short-Term Hunger/ Increased Economic and Cultural Incentives/ Increased Access to Food (School Feeding)	output	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	Number	Biannual	How many meals a day are currently being provided? (NB to include any pre-primary recipients)
17	MGD 1.2.1/ 3.1/ 1.2.1.1/ 1.3.1.1	Reduced Short-Term Hunger/ Increased Economic and Cultural Incentives/ Increased Access to Food (School Feeding)	output	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	Number	Biannual	Does SF cover all grades in the school? [If so recipients =enrolment, otherwise?]

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Indicator Number	Result #	Title in MGD Results Framework	Indicator Type	Indicator	Unit of Measure	Frequency of Reporting	Implications for baseline
18	MGD 1.2.1/ 3.1/ 1.2.1.1/ 1.3.1.1/ 2.5	Reduced Short-Term Hunger/ Increased Economic and Cultural Incentives (Or Decreased Disincentives)/ Increased Access to Food (School Feeding)/Increased Access to Preventative Health Interventions	output	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	Number	Annual	NA for survey, but baseline to explore links between school feeding program and PSNP etc
19	MGD SO2	Increased Use of Health, Nutrition and Dietary Practices	outcome	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	Number	Annual	NA at baseline but see KAPS section
20	MGD SO2	Increased Use of Health, Nutrition and Dietary Practices	outcome	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	Number	Annual	NA at baseline
21	MGD SO2	Increased Use of Health, Nutrition and Dietary Practices	outcome	Percent of participants of community-level nutrition interventions who practice promoted infant and young child feeding behaviors	Percent	Annual	
22	MGD 2.2	Increased Knowledge of Safe Food Prep and Storage Practices	output	Number of individuals trained in safe food preparation and storage as a result of USDA assistance	Number	Biannual	Has there been training associated with the start- up of SF?
23	MGD 2.3	Increased Knowledge of Nutrition	output	Number of individuals trained in child health and nutrition as a result of USDA assistance	Number	Biannual	NA but see KAPS section
24	MGD 2.3	Increased Knowledge of Nutrition	output	Number of children under five (0-59 months) reached with nutrition-specific interventions through USDA-supported programs	Number	Annual	
25	MGD 2.3	Increased Knowledge of Nutrition	output	Number of children under two (0-23 months) reached with community-level nutrition interventions through USDA-supported programs	Number	Annual	
26	MGD 2.3	Increased Knowledge of Nutrition	output	Number of pregnant women reached with nutrition specific interventions through USDA-supported programs	Number	Annual	
27	MGD 2.4	Increased Access to Clean Water and Sanitation Services	output	Number of schools using an improved water source	Number	Biannual	Baseline information on existing source
28	MGD 2.4	Increased Access to Clean Water and Sanitation Services	output	Number of schools with improved sanitation facilities	Number	Biannual	
29	MGD 2.5	Increased Access to Preventative Health Services	output	Number of students receiving deworming medication(s)	Number	Biannual	
30	MGD SO1 and SO2	Improved Literacy of School Age Children/ Increased Use of Health, Nutrition and Dietary Practices	output	Number of individuals participating in USDA food security programs	Number	Annual	[implicitly collected for the sample schools by other questions]

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Indicator Number	Result #	Title in MGD Results Framework	Indicator Type	Indicator	Unit of Measure	Frequency of Reporting	Implications for baseline
31	MGD SO1 and SO2	Improved Literacy of School Age Children/ Increased Use of Health, Nutrition and Dietary Practices	output	Number of individuals benefiting indirectly from USDA-funded interventions	Number	Annual	The indicator (see detail below) assumes 4 household members benefit per child eating a school meal. We could check credibility of this in a subset of schools by asking the interviewed children: how many people eat/live together/eat together in your household? and do you have a sibling in this school).
32	MGD SO1 and SO2	Improved Literacy of School Age Children/ Increased Use of Health, Nutrition and Dietary Practices	output	Number of schools reached as a result of USDA assistance	Number	Biannual	Administrative data

MGD AND CUSTOM INDICATORS – DETAILED SPECIFICATION AND TARGETS

3. This section provides full details on each indicator. It draws information from the Performance Monitoring Plan (WFP, 2019b) as well as the grant proposal (WFP, 2018b) and includes the full definition of each MGD indicator from USDA, 2019b. A yellow-shaded box provides ET comments on each indicator. Available details on the Custom Indicators are also incorporated. **Green shading** is used to draw attention to points of special significance for the present exercise.

#1 – Early grade reading

Indicator Number	Standard/Custom	Result	Performance Indicator	Definition	Unit of Measure	Indicator Level				
#1	Standard #1	MDG SO1	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text							
Data Collection		Data Analysis, Use and Reporting		Baseline	Targets					Life of project
When	Who	Why	Who		Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023	Year 5 2024	
				32%	37%	42%	47%	52%	57%	57%
Data Source	Method. Approach to Data Collection	Disaggregation		Notes on Indicator and Target			ET comments			
		Afar/Oromia m/f		<p>Data for this indicator is collected every 4 years by the MoE through a national assessment; Baseline as 32% is based on the national average reading assessment that was conducted in 2018. The annual target for the project period is taken to be 5% annual increment.</p>			<p>The national baseline is of little value for assessing project effects. The grant proposal suggests: " to track impact and measure progress made from literacy interventions in Ethiopia since 2010, WFP will, at baseline, midline and endline, commission a third-party evaluator to conduct an Early Grade Reading Assessment." However, based on discussions with literacy experts during the inception phase, this is clearly impractical. The baseline report will review options for using proxies, such as the school inspection data, to detect difference between program and non-program school performance.</p>			

Full Indicator Definition

MGD RESULTS FRAMEWORK 1: Improved Literacy of School-Age Children	MGD SO1: Improved Literacy of School-Age Children
MGD INDICATOR 1: Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	
<p>DEFINITION: Proportion of learners who attain the specified threshold at the end of two grades of primary schooling, the beginning of the third year of primary schooling, or the equivalent levels of accelerated learning programs. Students and learners in formal and non-formal education programs should be included. Measures of the indicator will be determined in consultation with the country, and informed by national (or regional, if applicable) curriculum standards, and by international experience.</p> <p>Illustrative examples include country-specific benchmarks on national assessments that have satisfactory psychometric validity and reliability and limited corruption issues or levels of oral fluency based on acceptable oral assessments, e.g. demonstrating satisfactory levels of comprehension as measured by comprehension questions on grade 2 texts, or reading a country-determined number of words correct per minute. The language(s) of assessment will be determined by country policies. Any assessment system with adequate psychometric validity and reliability is acceptable, e.g. ASER, EGRA, and national assessments.</p> <p>A census of all the students and learners who received the treatment or intervention is not necessary. Rather, a statistical sample that is representative of that population is adequate. Those findings then may be extrapolated to the population.</p>	
$MGD\ indicator\ 1 = \frac{\#\ of\ students\ and\ learners\ reading\ with\ sufficient\ understanding\ at\ the\ end\ of\ the\ first\ two\ grade\ of\ primary\ schooling}{Total\ \#\ of\ students\ and\ learners\ at\ the\ end\ of\ the\ first\ two\ grades\ of\ primary\ schooling}$	
RATIONALE: The indicator is useful for measuring the impact of USDA projects in improving the literacy of school age children.	

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INDICATOR CHARACTERISTICS			
UNIT OF MEASURE: Percent	INDICATOR LEVEL: Outcome	DIRECTION OF CHANGE: Higher is better	FREQUENCY OF REPORTING: Baseline, midterm, and endline
DISAGGREGATION: Sex: Male, Female			
DATA SOURCE: WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients.			
HOW SHOULD IT BE COLLECTED: For students and learners in both formal and non-formal education programs, data will be generated through early grade reading assessments (most likely oral). Assessments should be done at baseline, midterm, and endline, using comparable assessments given at the same grades or their equivalents (at the end of grade two, the beginning of grade 3, or at the equivalent level of accelerated learning programs). These assessments may be carried out by or in partnership with host governments or other organizations, national or international.			
MEASUREMENT NOTES: Note that the sampling approach must generate data representative at the level of USDA interventions. If, for instance, programs intervene in only two provinces, data representative of those two provinces must be collected.			
Nationally-representative data cannot be disaggregated by province unless the sampling frame was designed to do so, and is large enough for this type of disaggregation.			
Testing data should be collected at the same time during each school year, if feasible.			
If EGRA is used for literacy testing, evaluators must follow the standards articulated in the most recently published EGRA Toolkit (example: https://www.globalreadingnetwork.net/eddata/early-grade-readingassessment-toolkit-second-edition-2016).			
BASELINE INFO: This indicator will have a non-zero baseline percentage, representing the actual percentage of students in targeted project schools who can read and understand the meaning of grade level text before the project begins.			

#2 – Student attendance rate

Indicator Number	Standard/Custom	Result	Performance Indicator	Definition	Unit of Measure	Indicator Level				
#2	Standard #2	MGD 1.3	Average student attendance rate in USDA supported classrooms/schools	This indicator measures the number of males and females attending school regularly. The indicator goes beyond a one-time measure of attendance collected at a single point in time during the school year and attempts to measure consistent school attendance during a given school year.	Percent	Outcome				
			Baseline	Targets					Life of project	
Data Collection		Data Analysis, Use and Reporting		Year 1	Year 2	Year 3	Year 4	Year 5		
When	Who	Why	Who	2020	2021	2022	2023	2024		
				32%	37%	42%	47%	52%	57%	57%
Data Source		Method. Approach to Data Collection		Disaggregation	Notes on Indicator and Target			ET comments		
School attendance records		Individual student data from school/teacher attendance records will be collected and analyzed		Male, Female	Indicator assumes that at baseline, 70% of children will attend class at least 78% of the time. That average increases slightly over time. The disaggregation by gender is reflective of the targeted gender ratio under the program. Year 5 target is based on 6 month attendance.			Baseline to check availability and quality of attendance records		

Full indicator definition

MGD RESULTS FRAMEWORK 2: Improved Literacy of School-Age Children		MGD 1.3: Improved Student Attendance	
MGD INDICATOR 2: Average student attendance rate in USDA supported classrooms/schools			
<p>DEFINITION: This indicator measures the average attendance rate of males and females attending USDA supported schools. The indicator tracks any change over time in the attendance rate. The indicator doesn't rely on tracking individual student's attendance, but rather reflects an "attendance rate" calculated by how many children are in attendance at a given time compared to how many could be (based on enrollment).</p> <p>"Students" are learners of school-age in formal or non-formal schools or non-school based settings for the purpose of acquiring academic basic education, knowledge, or skills.</p> <p>"USDA supported classrooms/school" is defined as those classrooms or schools that receive direct services from a USDA-supported program. Services include, for example, school meals and/or take home rations; subsidies for school books, uniforms, and transportation fees; school enrollment fees; and activities focused on increasing parents' and communities' knowledge of the importance of schooling.</p> <p>RATIONALE: The indicator is useful for measuring the impact of USDA projects in boosting the number of students that attend school. The McGovern-Dole program legislation targets low-income areas where children's enrollment and attendance in school is low or female enrollment and participation in preschool or school is low. Increased attendance gives students increased opportunities to learn.</p>			
INDICATOR CHARACTERISTICS			
UNIT OF MEASURE: Percent	INDICATOR LEVEL: Outcome	DIRECTION OF CHANGE: Higher is better	FREQUENCY OF REPORTING: Biannually covering the periods: October 1 – March 31 and April 1 – September 30
<p>DISAGGREGATION: <u>Sex:</u> Male, Female</p>			
<p>DATA SOURCE: WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients.</p> <p>HOW SHOULD IT BE COLLECTED: Depending on the accuracy of school records, student data from school/teacher attendance records can be collected and analyzed, or data collected by Recipients during visits using real-time headcounts and enrollment data may be used.</p>			
<p>MEASUREMENT NOTES: Data should be collected by recipients in a representative sample of schools that the project is operating in during the reporting period. Data should be collected two or more times during the reporting period and combined when reporting to mitigate the risk of an attendance anomaly on a single day. Recipients should aim to collect data on "typical" school days where attendance levels are expected to realistically reflect students' attendance. The attendance rate may rely on school records when those records appear accurate, but should instead rely on headcounts by recipient staff when there is doubt about the accuracy of records.</p> <p>External evaluators should replicate the attendance rate data collection and calculation method during each evaluation to triangulate project monitoring data.</p>			
<p>BASELINE INFO: The baseline will be a non-zero number, reflecting the average attendance rate in schools before the project begins.</p>			

#3 – Teaching and learning materials provided

Indicator Number	Standard/Custom	Result	Performance Indicator	Definition	Unit of Measure	Indicator Level				
#3	Standard #3	MGD 1.1.2	Number of teaching and learning materials provided as a result of USDA assistance	This indicator measures the number of teaching and learning materials provided as a result of USDA assistance. This may represent a range of final 'products', including materials that are designed and then printed and published, or documents that are purchased and distributed. For the purposes of this indicator, however, the same material should only be counted once: in its final stage of USG support.	Number: teaching/ learning materials	Output				
Data Collection				Targets					Life of project	
Data Collection		Data Analysis, Use and Reporting		Baseline	Year 1	Year 2	Year 3	Year 4		Year 5
When	Who	Why	Who		2020	2021	2022	2023		2024
Semi-Annual	WFP	To assess improvement in quality of education	WFP CO USDA WFP HQ	0	140,000	140,000	0	0	0	280,000
Data Source		Method. Approach to Data Collection		Disaggregation		Notes on Indicator and Target		ET comments		
Distribution records/project records		Data collected from program participant records and reports, school administrator/teacher records		n/a		Indicator assumes that the sum of all different educational materials provided from grade 1-8 in the targeted schools		relevant for MTR and final evaluation		

Full indicator definition

MGD RESULTS FRAMEWORK 1: Improved Literacy of School-Age Children	MGD 1.1.2: Better Access to School Supplies and Materials
MGD INDICATOR 3: Number of teaching and learning materials provided as a result of USDA assistance	
<p>DEFINITION: This indicator measures the number of teaching and learning materials provided as a result of USDA assistance. This may represent a range of final 'products', including materials that are designed and then printed and published, or documents that are purchased and distributed. For the purposes of this indicator, however, the same material should only be counted once: in its final stage of USDA support.</p> <p>Teaching and learning materials may include:</p> <ul style="list-style-type: none"> • textbooks • student workbooks • supplementary reading books, including library books or materials • educational tapes, CDs and DVDs • reference material in hard or electronic copies for use in preschool, primary, secondary, adult education, and/or teacher training classes. • support materials for educational radio, cassette, CD or TV broadcasts <p>Small materials and supplies (e.g. pencils, small materials produced as hand-outs in training etc.), even if paid for by USDA funds should not be counted.</p>	

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RATIONALE: Learning materials, including an adequate amount of materials per student, are critical to supporting educational quality. This measure provides an overall sense of the scope of products resulting from investments in this area.

INDICATOR CHARACTERISTICS

UNIT OF MEASURE: Number: Teaching/ Learning Materials	INDICATOR LEVEL: Output	DIRECTION OF CHANGE: Higher is better	FREQUENCY OF REPORTING: Biannually covering the periods: October 1 – March 31 and April 1 – September 30
--------------------------------------------------------------------	--------------------------------	-------------------------------------------------	--------------------------------------------------------------------------------------------------------------------

DISAGGREGATION: None ¹⁰⁷

DATA SOURCE:

WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients.

HOW SHOULD IT BE COLLECTED: Data will be collected from program participant records and reports, school administrator/teacher records.

MEASUREMENT NOTES: None

¹⁰⁷ ET comment: surely has to be disaggregated by type of material, otherwise a meaningless aggregation of apples and oranges.

#8 – Educational facilities rehabilitated / constructed

Indicator Number		Standard/Custom	Result	Performance Indicator		Definition			Unit of Measure	Indicator Level
#8		Standard #8	MGD 1.3.3	Number of educational facilities (i.e. school buildings, classrooms, and latrines) rehabilitated/constructed as a result of USDA assistance		This indicator measures the number of classrooms/schools/latrines rehabilitated or constructed during the project.			Number: facilities	Output
Data Collection		Data Analysis, Use and Reporting		Baseline	Targets					Life of project
When	Who	Why	Who		Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023	Year 5 2024	
Semi-Annual	WFP	To assess improvement in quality of educational facilities	WFP CO USDA WFP HQ	0	50	173	50	0	0	273
Data Source		Method. Approach to Data Collection		Disaggregation		Notes on Indicator and Target			ET comments	
Project records and implementation report		Data collected from program participant records and reports.		Type: storerooms, latrines		Cumulative aggregation of annual targets.			target not disaggregated – surely makes sense to disaggregate between regions/zones. Also where appropriate, second level disaggregation by type of facility constructed/rehabilitated such as the number of latrines for female/male student Biannual reporting periods should reflect Ethiopian school calendar.	

Full indicator definition

<p>MGD RESULTS FRAMEWORK 1: Improved Literacy of School-Age Children</p>	<p>MGD 1.3.3: Improved School Infrastructure</p>
<p>MGD RESULTS FRAMEWORK 2: Increased Use of Health, Nutrition and Dietary Practices</p>	<p>MGD 2.4: Increased Access to Clean Water and Sanitation Services</p>
<p>MGD INDICATOR 8: Number of educational facilities (i.e. school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance</p>	
<p>DEFINITION: This indicator measures the number of classrooms/schools/latrines/improved water sources rehabilitated or constructed in whole or in part by a USDA-funded project.</p> <p>Rehabilitation ranges from cosmetic upgrades such as whitewashing walls, to structural improvements (replacing broken windows, fixing leaking roofs, rebuilding damaged walls or roofs, repairing latrines, and upgrading fixing school kitchens), and mending broken furniture. Latrines (or toilets) that are repaired must meet set local government standards and should also be counted. Latrines (or toilets) counted are only those that have hand washing facilities within or near the toilets.</p> <p>Classrooms are expected to be safe and secure spaces in which organized group learning takes place. Classrooms range from environmentally-appropriate, roofed structures without walls, to traditional four-walled structures with a roof and windows. Latrines (or toilets) constructed must allow for gender-specific latrines (or toilets) and must meet host country standards regarding the ratio of students per squat hole.</p> <p>If a classroom block is rehabilitated/constructed, the number of classrooms in that block affected by the repair/construction should be counted. Similarly, if a block of latrines is rehabilitated/constructed, the number of latrines affected should be counted. This indicator does not include temporary classrooms (such as tents, open spaces set aside for instruction) frequently found in refugee settings.</p> <p>An improved water source is an infrastructure improvement to a water source, a distribution system, or a delivery point. By nature of its design and construction, the improvement is likely to protect the water source from external contamination, in particular fecal matter.</p> <p>Improved water sources are:</p> <ul style="list-style-type: none"> • Piped water into dwelling, plot, or yard • Public tap/standpipe • Tube well/borehole • Protected dug well • Protected spring • Rainwater collection <p>If the water source is rehabilitated or constructed but does not meet the criteria of “improved”, it should not be counted as it is not likely to yield potable water. Note that MGD Indicator 27 counts the number of schools with an improved water source, whereas the number of improved water sources that the project rehabilitates or constructs is counted using this indicator. See MGD Indicator 27 for more detail on improved water sources.</p>	
<p>RATIONALE: Classrooms of acceptable quality are an essential component of education, making instruction possible, more enjoyable and more acceptable for children. Classroom construction can also encourage parents to send their children to school especially in areas where schools were previously too far away. Schools in flagrant disrepair are a deterrent to attendance, especially for females, a distraction from instruction, and frequently unsafe and inadequate for teaching and learning in inclement weather. Adequate school buildings positively impact school attendance.</p>	

INDICATOR CHARACTERISTICS			
UNIT OF MEASURE: Number: Facilities	INDICATOR LEVEL: Output	DIRECTION OF CHANGE: Higher is better	FREQUENCY OF REPORTING: Biannually covering the periods: October 1 – March 31 and April 1 – September 30
DISAGGREGATION: <u>Type of Facility:</u> <ul style="list-style-type: none"> • Classrooms • Kitchens, cook areas • Improved Water Sources • Latrines • Other school grounds or school buildings 			
DATA SOURCE: WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients. HOW SHOULD IT BE COLLECTED: Data will be collected by observation or from program participant records and reports.			
MEASUREMENT NOTES: Facilities at schools should only be counted if they receive direct assistance whether in whole or in part from a USDA project.			
BASELINE INFO: Baseline is zero.			

#9 – Students enrolled in USDA assisted schools

Indicator Number	Standard/Custom	Result	Performance Indicator	Definition	Unit of Measure	Indicator Level				
#9	Standard #9	MGD 1.3.4	Number of students enrolled in school receiving USDA assistance	This is an outcome indicator measuring the number of school-age students or learners formally enrolled in the USDA supported schools in the two regions, Afar and Oromia.	Number: students	Outcome				
Data Collection		Data Analysis, Use and Reporting		Baseline	Targets					Life of project
When	Who	Why	Who		Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023	Year 5 2024	
Annual	WFP	To track progress towards increasing student enrolment	WFP CO USDA WFP HQ	94,000	187,425	174,420	163,640	151,762	139,000	218,866
Data Source		Method. Approach to Data Collection		Disaggregation		Notes on Indicator and Target		ET comments		
School records		Data collected from attendance register/ government EMIS		Gender: Male, Female		Targets take into account an increase in enrollment figures in assisted schools that increases each year. The life of project assumes 5% new entries each year; It is a cumulative of new entries plus the first year beneficiaries. The targets are reflective of the targeted gender ratio throughout the course of the project.		population data to establish GER? disaggregation also by Region/Zone? and by Grade? 94,000 baseline presumably represents the enrolment in Afar schools continuing in the programme.		

Full indicator definition

MGD RESULTS FRAMEWORK 1: Improved Literacy of School-Age Children	MGD 1.3.4: Increased Student Enrollment
MGD INDICATOR 9: Number of students enrolled in schools receiving USDA assistance	
DEFINITION: This is an outcome indicator measuring the number of school-age students or learners formally enrolled in school or equivalent non-school based settings for the purpose of acquiring academic basic education skills or knowledge. This number may include learners enrolled in educational radio and/or TV programming.	
Only students enrolled at schools that are directly benefitting from USDA assistance should be counted under this indicator. For this indicator, USDA assistance to schools includes the provision of commodities for school feeding and/or the rehabilitation of school infrastructure.	
RATIONALE: Student enrollment is typically a precursor to attendance, as children usually must be formally enrolled in order to attend class. Children must regularly attend school in order to improve their reading skills and understanding of grade-level text.	

INDICATOR CHARACTERISTICS			
UNIT OF MEASURE: Number: Students	INDICATOR LEVEL: Outcome Higher is	DIRECTION OF CHANGE: better Annually covering the	FREQUENCY OF REPORTING: period: October 1 – September 30
DISAGGREGATION: School Level: <ul style="list-style-type: none"> • Pre-Primary • Primary • Secondary SECOND LEVEL: <ul style="list-style-type: none"> o Sex: Male, Female 			
DATA SOURCE: WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients. HOW SHOULD IT BE COLLECTED: Data will be collected from program participant records and reports, and school/teacher enrollment records.			
MEASUREMENT NOTES: BASELINE INFO: The baseline for this indicator is a non-zero number. The baseline should reflect the actual enrollment in project schools before the project begins.			

#10 – Development of policies, regulations. administrative procedures

Indicator Number		Standard/Custom	Result	Performance Indicator			Definition			Unit of Measure	Indicator Level
#10		Standard #10	MGD 2.7.2	Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance			This indicator measures the number of policies/ strategies, guidelines and tools developed by the Government of Ethiopia as a result of USDA assistance			Number: policies	Stages 1 & 2: Output
Data Collection		Data Analysis, Use and Reporting		Baseline	Targets					Life of project	
When	Who	Why	Who		Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023	Year 5 2024		
Annual	WFP/ MoE	To monitor the policy reform process and accordingly undertake follow up actions. Contribute to donor and corporate report		WFP CO USDA WFP HQ	0	1	1	0	0	0	2
Data Source		Method. Approach to Data Collection		Disaggregation		Notes on Indicator and Target			ET comments		
Project records and implementation report		Data collected at the project level, through records of activities and capacity building carried out by the project, observation and analysis of the host government legal status of the various policies being addressed. Policies, legislation, regulations should be submitted to USDA and attached in project reports.		Type of policy: educational, child health nutrition		The SF strategy is at stage two this project will support the consultation workshops with key stakeholders and the approval process of the strategy. Do not suggest disaggregating this, because this refers to the national school feeding strategy, which incorporates elements of education, child health, and nutrition policies.			applies only to national SF strategy? keypoint is whether the policy etc concerned moves from one stage to the next		

Full indicator definition

<p>MGD RESULTS FRAMEWORK 1: Improved Literacy of School-Age Children MGD RESULTS FRAMEWORK 2: Increased Use of Health, Nutrition and Dietary Practices</p>	<p>MGD 1.4.2 Improved Policy and Regulatory Framework MGD 2.7.2 Improved Policy and Regulatory Framework</p>
<p>MGD INDICATOR 10: Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance</p>	
<p>DEFINITION: Number of education enabling environment policies/regulations/administrative procedures in the areas of education, including school feeding, school finance, assessment, teacher recruitment and selection, etc., that:</p> <p>Stage 1: Underwent the first stage of the policy reform process i.e. analysis (review of existing policy/regulation/administrative procedure and/or proposal of new policy/regulations/administrative procedures Stage 2: Underwent the second stage of the policy reform process. The second stage includes public debate and/or consultation with stakeholders on the proposed new or revised policy/regulation/administrative procedure Stage 3: Underwent the third stage of the policy reform process (policies were presented for legislation/decre to improve the policy environment for education) Stage 4: Underwent the fourth stage of the policy reform process [official approval (legislation/decre) of new or revised policy/regulation/administrative procedure by relevant authority] Stage 5: Completed the policy reform process (implementation of new or revised policy/regulation/administrative procedure by relevant authority) Other: Or were otherwise shaped by the recipient's direct involvement.</p> <p>This indicator is disaggregated by two types of policies/ regulation/ administrative procedures: educational, and child health and nutrition. To be counted under education, actions must have, as their ultimate purpose, improving equitable access to or the quality of education services. Child health may include government health facilities, established procedures, materials, public information, or training. Nutrition may include public sector investment allocated to nutrition, nutritional content of agricultural products as provided to consumers, nutritional products, nutrition service delivery, provision of deworming medication, school-based WASH, etc.,</p> <p>Policies, regulations or administrative procedures that focus on <i>school feeding</i> should be captured as educational policies, regardless of which local ministry or agency is involved. Child health and nutrition actions besides those which focus on school feeding should be captured as child health and nutrition policies.</p> <p>Count the highest stage completed during the reporting year.</p> <p>RATIONALE: The indicator measures the number of policies/regulations/administrative procedures in the various stages of progress towards an enhanced enabling environment for education and child health and nutrition. It includes the development, implementation, and enforcement of policies and regulations that support the achievement of one or more results in the MGD framework focused on improving literacy of school-age children, or focused on increasing use of health, nutrition and dietary practices</p>	

INDICATOR CHARACTERISTICS			
UNIT OF MEASURE: Number: Policies, regulations, and/or administrative procedures and supplementary narrative	INDICATOR LEVEL: Stages 1 & 2: Output Stages 3, 4 & 5: Outcome	DIRECTION OF CHANGE: Because this indicator tracks individual policies through the disaggregated stages, one should see the disaggregate for each stage change over time in certain ways. One should expect the value of disaggregates measuring the earlier stages to decline and the disaggregates measuring later stages of progress to increase as the enabling environment is strengthened (i.e. move from analysis to adoption and implementation of reforms)	FREQUENCY OF REPORTING: Annually covering the period: October 1-September 30
DISAGGREGATION: <u>Type of policy:</u> <ul style="list-style-type: none"> • Educational • Child Health and Nutrition <u>Stage:</u> Disaggregates will be shown by stages (1-5) and 6 as noted above.			
DATA SOURCE: WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients. HOW SHOULD IT BE COLLECTED: Data collected at the project-level, through project records of activities and capacity building carried out by the project, observation, and analysis of the host government legal status of the various policies being addressed. Policies, legislation, and regulations should be submitted to USDA and attached in project reports.			
MEASUREMENT NOTES: Only count policies specifically addressed and supported with USDA assistance. Enter the name of the policy/regulation/administrative procedure and its stage in order to track movement through the stages. Count the highest stage completed during the reporting year. This indicator tracks the policy, regulation, or administrative procedure. Multiple project participants working in the same country or region (with regard to regional policies) may report the same policy, regulation, or administrative procedure as long as the program participant participated in the process and provided assistance to the development, drafting, or formation of the law or policy.			
BASELINE INFO: Baseline is zero.			

#13 – PTAs etc (school governance)

Indicator Number	Standard/Custom	Result	Performance Indicator	Definition	Unit of Measure	Indicator Level				
#13	Standard #13	MGD 1.4.4	Number of Parent-Teacher Associations (PTAs) or similar “school” governance structures supported as a result of USDA assistance	This indicator will keep track of how many PTAs have formed and been supported as a result of USDA assistance. PTAs include teachers, school administrators, parents, and are integral to all school decisions.	Number: PTAs or similar	Output				
Data Collection				Targets					Life of project	
Data Collection		Data Analysis, Use and Reporting		Baseline	Year 1	Year 2	Year 3	Year 4		Year 5
When	Who	Why	Who		2020	2021	2022	2023		2024
Semi-annual	WFP	Data will be used to assess the change in engagement of community groups/organizations at schools in the intervention areas.	WFP CO USDA WFP HQ	0	450	0	395	0	0	450
Data Source		Method. Approach to Data Collection		Disaggregation		Notes on Indicator and Target		ET comments		
School records		Data from project, school, community and/or administrative records.		n/a		This refers to strengthening the PTA structure to manage and supervise the school feeding programme		Include baseline information from survey scope for qualitative assessment, beyond Basic question of whether such a body is operational at baseline Relevant to learning agenda line of enquiry Qualitative analysis to take account of gender of PTA activists Also, check if there is a legacy effect from earlier MGD project in Afar.		

Full indicator definition

MGD RESULTS FRAMEWORK 1: Improved Literacy of School Age Children		MGD 1.4.4: Increased Engagement of Local Organizations and Community Groups	
MGD INDICATOR 13: Number of Parent-Teacher Associations (PTAs) or similar “school” governance structures supported as a result of USDA assistance			
<p>DEFINITION: A PTA, School Management Committee (SMC), or other similar governance body for an individual school (or equivalent non-school setting) can be identified as:</p> <ul style="list-style-type: none"> • meeting at least four times during the school year • participating in education activities by meeting with school officials quarterly • contributing to school governance by reviewing all policies and procedures • OR in any other way engaging to be more supportive of the school or non-school equivalent education setting. <p>Within the context of each school community, Recipients may determine whether such a structure exists, and then determine whether support in creating such a body or strengthening the existing body is relevant.</p> <p>This indicator tracks the number of such groups that are supported by USDA during the reporting period. USDA support includes, but is not limited to, direct financial support (grants), coaching/ mentoring provided to the group, and/or training in skills related to serving on a PTA, SMC, or equivalent governance body.</p>			
<p>RATIONALE: Support for PTA or other school governance structures is an important way to promote capacity building at the grassroots, local level. Such structures promote opportunities for democracy in action as well as improved local ownership, accountability, and educational quality.</p>			
INDICATOR CHARACTERISTICS			
UNIT OF MEASURE: Number: PTAs or similar	INDICATOR LEVEL: Output	DIRECTION OF CHANGE: Higher is better	FREQUENCY OF REPORTING: Biannually covering the periods: October 1 – March 31 and April 1 – September 30
DISAGGREGATION: None			
<p>DATA SOURCE: WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients. HOW SHOULD IT BE COLLECTED: Data from project, school, community, and/or administrative records.</p>			
<p>MEASUREMENT NOTES: The definitional criteria listed are intended to help identify what a PTA or similar school governance structure may look like, though ultimately Recipients may determine in context whether such structures exist. The indicator itself does not count how many meet the suggested criteria, but rather tracks how many such groups were supported as a result of USDA assistance.</p>			
<p>BASELINE INFO: Baseline is zero.</p>			

#14 – Quantity of THR

Indicator Number		Standard/Custom	Result	Performance Indicator		Definition			Unit of Measure	Indicator Level
#14		Standard #14	MGD 1.2.1.1	Quantity of take-home rations provided as a result of USDA assistance		This indicator will track the quantity of food provided as a take home ration as a result of USDA assistance			Number: quantity of rations	Output
Data Collection		Data Analysis, Use and Reporting		Baseline	Targets					Life of project
When	Who	Why	Who		Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023	Year 5 2024	
Semi-Annual	WFP	Data will be used to analyse the extent of attendance of the target group	WFP CO USDA WFP HQ	0	100	140	140	130	120	630
Data Source		Method. Approach to Data Collection		Disaggregation		Notes on Indicator and Target			ET comments	
Project records and implementation report		Data collected from the monthly and quarterly distribution report and school administrative records		Gender: Male/ Female		Take Home Rations and beneficiaries are a targeted intervention that is aimed at girls in grade 5 and 6, and boy in grade 6 in Afar. These two specific categories see increased dropout rates and low enrollment figures in the targeted grades. The take home ration is meant to provide an incentive for the children, and the parents.			Baseline survey will check planned scale of THR and participants' expectations	

Full indicator definition

MGD RESULTS FRAMEWORK 1: Improved Literacy of School-Age Children		MGD 1.2.1: Reduced Short-Term Hunger MGD 1.3.1: Increased Economic and Cultural Incentives MGD 1.2.1.1/ 1.3.1.1: Increased Access to Food (School Feeding)	
MGD INDICATOR 14: Quantity of take-home rations provided (in metric tons) as a result of USDA assistance			
DEFINITION: This indicator will collect the total quantity of take-home rations provided during the reporting period, in metric tons. Take-home rations are provided to a student, family, teacher, or other person in a USDA-supported project.			
Take-home rations transfer food resources to families conditional upon school enrollment and regular attendance of children, especially females. Rations are given to families typically once a month or once a term. They increase school participation and probably learning. Their effect depends on whether the value of the ration offsets some of the costs of sending the child to school.			
Rations may also be given as an incentive to teachers or cooks in return for their time or service.			
RATIONALE: School meals, coupled with take home rations, can serve as an effective mechanism for encouraging attendance, particularly among females, and attentiveness in school. Take home rations also increase household access to food in the short term.			
INDICATOR CHARACTERISTICS			
UNIT OF MEASURE: Number: Metric tons	INDICATOR LEVEL: Output	DIRECTION OF CHANGE: Higher is better	FREQUENCY OF REPORTING: Biannually covering the periods: October 1 – March 31 and April 1 – September 30

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DISAGGREGATION: <u>Commodity type</u>
DATA SOURCE: WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients. HOW SHOULD IT BE COLLECTED: Participating partners will track the quantity of rations distributed during the reporting period.
MEASUREMENT NOTES: The quantity of take-home rations provided is counted under Indicator 14, while the number of <i>individuals</i> receiving take-home rations is counted under MGD Indicator 15. The number of daily school meals provided to school-age children is counted under MGD Indicator 16 and the number of <i>individual school-age children</i> receiving school meals is counted under MGD Indicator 17.
BASELINE INFO: Baseline is zero.

#15 – Recipients of THR

Indicator Number	Standard/Custom	Result	Performance Indicator	Definition	Unit of Measure	Indicator Level				
#15	Standard #15	MGD 1.2.1.1	Number of individuals receiving take-home rations as a result of USDA assistance	This indicator will track the number of students that receive take home rations as a result of USDA assistance in the 450 schools in Afar and Oromia.	Number: individuals	Output				
Data Collection		Data Analysis, Use and Reporting		Baseline	Targets					Life of project
When	Who	Why	Who		Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023	Year 5 2024	
Semi-Annual	WFP	To measure the percentage of students reached with a daily school meal [??]	WFP CO USDA WFP HQ	0	3,976	3,837	3,651	3,405	3,132	4,337
Data Source		Method. Approach to Data Collection	Disaggregation	Notes on Indicator and Target			ET comments			
Project records and implementation report		Data collected from the monthly food distribution report/implementation report and school attendance record	Gender: Male, Female and New/ Continuing	This indicator assumes considering the proportion of girls and boys in Afar; and proportion of grade 6 boys and grade 5 boys.			baseline to establish numbers eligible in Afar, and their historic dropout rates note USDA guidelines on double-counting			

Full indicator definition

MGD RESULTS FRAMEWORK 1: Improved Literacy of School-Age Children		MGD 1.2.1: Reduced Short-Term Hunger MGD 1.3.1: Increased Economic and Cultural Incentives MGD 1.2.1.1/ 1.3.1.1: Increased Access to Food (School Feeding)	
MGD INDICATOR 15: Number of individuals receiving take-home rations as a result of USDA assistance			
DEFINITION: Take-home rations transfer food resources to families conditional upon school enrollment and regular attendance of children, especially females. Rations are given to families typically once a month or once a term. They increase school participation and probably learning. Their effect depends on whether the value of the ration offsets some of the costs of sending the child to school. Rations may also be given as an incentive to teachers or cooks in return for their time or service.			
RATIONALE: School meals, coupled with take home rations, can serve as an effective mechanism for encouraging attendance, particularly among females. Take home rations also increase household access to food in the short term.			
INDICATOR CHARACTERISTICS			
UNIT OF MEASURE: Number: Individuals	INDICATOR LEVEL: Output	DIRECTION OF CHANGE: Higher is better	FREQUENCY OF REPORTING: Biannually covering the periods: October 1 – March 31 and April 1 – September 30
DISAGGREGATION: <u>Duration:</u> <ul style="list-style-type: none"> • New = this reporting period is the first period the individual received take-home rations • Continuing = the person first received take-home rations in the previous period and continues to receive them <u>Type of Beneficiary:</u> • Male Students • Female Students • Pregnant and Lactating Women • Others 			
DATA SOURCE: WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients. HOW SHOULD IT BE COLLECTED: Participating partners will count the total number of individuals receiving take home rations at the project level, through reports and program data.			
MEASUREMENT NOTES: The quantity of take-home rations provided is counted under MGD Indicator 14. The number of daily meals provided to school age children is counted under MGD Indicator 16 and the number of school-age children receiving school meals is counted under MGD Indicator 17. Individuals should not be double counted in a given fiscal year. The individual should be counted the first time that they receive a take-home ration in that fiscal year. Individuals that receive a take-home ration in multiple fiscal years may be counted once in each fiscal year, but only once in the life-of-project total.			
BASELINE INFO: Baseline is zero.			

#16 – Number of school meals provided

Indicator Number	Standard/Custom	Result	Performance Indicator	Definition	Unit of Measure	Indicator Level				
#16	Standard #16	MGD 1.2.1.1	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	A school meal may include a breakfast or lunch meal or a snack provided in the mornings or afternoon during the school period. In this case, meals will be provided in the form of a midmorning porridge for three days alternated with two days a week with rice and oil for the 176 school days in the school year.	Number: meals	Output				
Data Collection		Data Analysis, Use and Reporting		Baseline	Targets					Life of project
When	Who	Why	Who		Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023	Year 5 2024	
Semi-annual	WFP	To monitor and report on the distribution progress. The information will contribute to periodical project review and reporting to donor and HQ	WFP CO USDA WFP HQ	0	32,986,800	30,697,920	28,800,640	26,710,112	24,464,000	143,659,472
Data Source		Method. Approach to Data Collection		Disaggregation		Notes on Indicator and Target		ET comments		
Project records and implementation report		Data collected from the monthly food distribution report/implementation report and school attendance record		Gender: Male, Female and New/ Continuing		This target counts the number of meals served in the school in a given academic year and the project life time		Evaluability: how robust is the data from implementation reports etc likely to be? During implementation actual number of feeding days will be a key issue to investigate.		

Full indicator definition

MGD RESULTS FRAMEWORK 1: Improved Literacy of School-Age Children	MGD 1.2.1: Reduced Short-Term Hunger MGD 1.3.1: Increased Economic and Cultural Incentives MGD 1.2.1.1/ 1.3.1.1: Increased Access to Food (School Feeding)
MGD INDICATOR 16: Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	
DEFINITION: A school meal may include a breakfast or lunch meal or a snack provided in the mornings or afternoon during the school period.	
A school meal is counted each time it is provided to a student in a USDA-supported project.	
A school feeding program provides meals, where the primary objective is generally to provide breakfast, mid-morning meals, lunch, or a combination (depending on the duration of the school day) to alleviate short-term hunger, increase attention span, facilitate learning, and obviate the need for children to leave the school to find food. School meals can be prepared in schools or in the community, or can be delivered from centralized kitchens. They can be an important source of micronutrients if prepared using fortified commodities, or if micronutrient powder is added during or after preparation.	

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RATIONALE: School meals, provided early in the school day to alleviate hunger before or while classes are in session, will help children to be more attentive and improve concentration. Ultimately, these children will be more successful in school and progress further and more quickly. School meals or snacks can also alleviate specific nutritional deficiencies of school-age children. The alleviation of hunger via school meals can be critical to improving the capacity of children to learn.

INDICATOR CHARACTERISTICS

UNIT OF MEASURE: Number: Meals	INDICATOR LEVEL: Output	DIRECTION OF CHANGE: Higher is better	FREQUENCY OF REPORTING: Biannually covering the periods: October 1 – March 31 and April 1 – September 30
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DISAGGREGATION: None

DATA SOURCE:

WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients.

HOW SHOULD IT BE COLLECTED: Participating partners will count the total number of school meals at the project level, through reports and program data. For this indicator, count the number of meals without distinguishing whether the same person received multiple meals. In that case, the person would be counted several times, which is acceptable for this indicator.

MEASUREMENT NOTES: The number of school age children receiving school meals is counted under MGD Indicator 17. The quantity of take home rations is counted under MGD Indicator 14 and the number of individuals receiving take-home rations in counted under Indicator 15.

BASELINE INFO: Baseline is zero.

#17 – Number of children receiving school meals

Indicator Number		Standard/Custom	Result	Performance Indicator	Definition	Unit of Measure	Indicator Level			
#17		Standard #17	MGD 1.2.1.1	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	A school meal may include a breakfast or lunch meal or a snack provided in the mornings or afternoon during the school period. In this case, meals will be provided in the form of a midmorning porridge for three days alternated with two days a week with rice and oil for the 176 school days in the school year.	Number: children	Output			
Data Collection				Baseline	Targets					Life of project
When		Who			Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023	Year 5 2024	
Semi-annual		WFP		0	187,425	174,420	163,640	151,762	139,000	218,866
Data Source		Method. Approach to Data Collection		Disaggregation		Notes on Indicator and Target		ET comments		
Project records and implementation report		Data collected from the monthly food distribution report/implementation report and school attendance record		Gender: Male, Female and New/ Continuing		The targets are reflective of the targeted gender ratio throughout the course of the project. The LOP target assumes 5% of total beneficiaries are new each year		So is this an estimate of the number of unique recipients of SMs? See USDA specification below on double-counting.		

Full indicator definition

MGD RESULTS FRAMEWORK 1: Improved Literacy of School-Age Children	MGD 1.2.1: Reduced Short-Term Hunger MGD 1.3.1: Increased Economic and Cultural Incentives MGD 1.2.1.1/ 1.3.1.1: Increased Access to Food (School Feeding)
MGD INDICATOR 17: Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	
DEFINITION: A school meal may include a breakfast or lunch meal or a snack provided in the mornings or afternoon during the school period.	
A school feeding program provides meals, where the primary objective is generally to provide breakfast, mid-morning meals, lunch, or a combination (depending on the duration of the school day) to alleviate short-term hunger, increase attention span, facilitate learning, and obviate the need for children to leave the school to find food. School meals can be prepared in schools or in the community, or can be delivered from centralized kitchens. They can be an important source of micronutrients if prepared using fortified commodities, or if micronutrient powder is added during or after preparation.	
RATIONALE: School meals, provided early in the school day to alleviate hunger before or while classes are in session, will help children to be more attentive and improve concentration. Ultimately, these children will be more successful in school and progress further and more quickly. School meals or snacks can also alleviate specific nutritional deficiencies of school-age children. The alleviation of hunger via school meals can be critical to improving the capacity of children to learn.	

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INDICATOR CHARACTERISTICS			
UNIT OF MEASURE: Number: Children	INDICATOR LEVEL: Output	DIRECTION OF CHANGE: Higher is better	FREQUENCY OF REPORTING: Biannually covering the periods: October 1 – March 31 and April 1 – September 30
DISAGGREGATION: <u>Sex:</u> Male, Female <u>Duration:</u> <ul style="list-style-type: none"> New = this reporting period is the first period the individual received daily school meals Continuing = the individual first received daily meals in the previous period and continues to receive them 			
DATA SOURCE: WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients. HOW SHOULD IT BE COLLECTED: Participating partners will count the total number of school-age children receiving school meals at the project level, through reports and program data.			
MEASUREMENT NOTES: The number of school meals provided is counted under MGD indicator 16. The quantity of take home rations is counted under MGD Indicator 14 and the number of individuals receiving take-home rations is counted under Indicator 15. Students should not be double counted in a given fiscal year. The student should be counted the first time that they receive a school meal in that fiscal year. Students that receive a school meal in multiple fiscal years may be counted once in each fiscal year, but only once in the life-of-project total.			
BASELINE INFO: Baseline is zero.			

#18 – Number of social assistance beneficiaries

Indicator Number	Standard/Custom	Result	Performance Indicator	Definition	Unit of Measure	Indicator Level				
#18	Standard #18	MGD 1.2.1.1/1.3.1.1/2.5	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	This indicator is reflective of all social assistance beneficiaries, which will be equal to the children receiving school meals as well as those receiving take home rations.	Number: individuals	Output				
Data Collection				Targets				Life of project		
Data Collection		Data Analysis, Use and Reporting		Baseline	Year 1	Year 2	Year 3		Year 4	Year 5
When	Who	Why	Who		2020	2021	2022		2023	2024
Semi-Annual	WFP	To measure the number of students participating in productive safety nets	WFP CO USDA WFP HQ	0	191,401	178,257	167,291	155,167	142,132	223,203
Data Source		Method. Approach to Data Collection		Disaggregation		Notes on Indicator and Target		ET comments		
Project records and implementation report		Data collected from the monthly food distribution report/implementation report and school attendance record		Gender: Male, Female and New/ Continuing		The targets are reflective of the targeted gender ratio throughout the course of the project. The targets incorporate school meals and THR beneficiaries.		Risk of double-counting the THR recipients – all of them should be getting SMs too <i>We need to investigate why the target for this indicator is higher than for #17, given that THR recipients are not supposed to be counted twice.</i>		

Full indicator definition

MGD RESULTS FRAMEWORK 1: Improved Literacy of School-Age Children MGD RESULTS FRAMEWORK 2: Increased Use of Health and Dietary Practices		MGD 1.2.1: Reduced Short-Term Hunger MGD 1.3.1: Increased Economic and Cultural Incentives MGD 1.2.1.1/1.3.1.1: Increased Access to Food (School Feeding) MGD 2.5: Increased Access to Preventative Health Interventions	
MGD INDICATOR 18: Number of USDA social assistance beneficiaries participating in productive safety nets			
<p>DEFINITION: Productive safety nets are programs that protect and strengthen food insecure households’ physical and human capital by providing regular resource transfers in exchange for time or labor. School feeding programs build human capital as it is used to encourage children’s attendance in school and help them benefit from the instruction received. School meals and especially take-home rations provided are the resources transferred to assist children in attending school and may offset the opportunity costs to households that may, for example, rely on their children’s income from work. Generally, there are three kinds of activities that can provide the foundation of a “productive safety net” program. These are:</p> <ul style="list-style-type: none"> • Activities which strengthen community assets (e.g. public works); • Activities which strengthen human assets/capital (e.g. literacy training, school feeding, maternal and child health visits such as prenatal and well-baby visits); and/or • Activities which strengthen household assets (e.g. take-home rations) <p>What sets productive safety nets apart from other social assistance programs is that the assistance—a predictable resource transfer—is provided in exchange for labor or to offset the opportunity cost of an investment of time. For this reason they are sometimes referred to as “conditional” safety net programs. Another difference is an expectation that, over time, individuals or households enrolled in a productive safety net program will “graduate” from that program.</p> <p>RATIONALE: Provides information on USDA assistance aimed at increasing self-sufficiency in vulnerable populations. School feeding programs build human capital as they are used to encourage children’s attendance in school and help them benefit from the instruction received. School feeding programs as a social safety net provide an explicit or implicit transfer to households of the value of the food distributed. The value of the transfers varies from school snacks to large take-home rations.</p>			
INDICATOR CHARACTERISTICS			
UNIT OF MEASURE: Number: Individuals	INDICATOR LEVEL: Output	DIRECTION OF CHANGE: Higher is better	FREQUENCY OF REPORTING: Annually covering the period: October 1 – September 30
<p>DISAGGREGATION: <u>Type of Asset strengthened:</u> Community assets, Human assets/capital, and Household assets <u>Sex:</u> Male, Female <u>Duration:</u></p> <ul style="list-style-type: none"> • New = this is the first year the person participated in a productive safety net • Continuing = this person participated in the previous reporting year and continues to participate in the current reporting year 			
DATA SOURCE:			
WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients.			
HOW SHOULD IT BE COLLECTED: Data will be collected from program participant administrative records and reports. Recipients should keep detailed lists of all participants.			

MEASUREMENT NOTES: The key to qualifying as a social assistance beneficiary under this indicator is the receipt of a cash or in-kind resource transfer. A conditional cash or in-kind transfer “provides poor households with cash, food, or other benefits on condition that they keep children in school, attend health clinics, or make other desired behavioural changes.” Therefore, students that received school meals and/or take-home rations should be counted as social assistance beneficiaries for this indicator. **If the take-home ration size is calculated taking household requirement into account (i.e. with the objective of providing support to the family rather than the individual) then all family members should be counted as direct beneficiaries under this indicator.** Teachers, cooks, and other school administrators that receive school meals as a form of payment for their services should not be counted as a beneficiary under this indicator. This indicator is usually a subset of the count of direct beneficiaries in a project because it tracks only those listed above, recipients of a cash or in-kind resource transfer, whereas direct beneficiaries include any participant who takes part in any project activity, including for example government officials or administrators who are trained, or PTA leaders who are mentored.

To avoid double counting, persons should not be counted multiple times in one fiscal year or in the life-of-project total. For example, **a participant (student) receiving a school meal and a take home ration each year would be counted once each year, and once in the life-of-project total.**

BASELINE INFO: Baseline is zero.

#19 – Individuals using new CHN practices

Indicator Number	Standard/Custom	Result	Performance Indicator	Definition	Unit of Measure	Indicator Level				
#19	Standard #19	MGD SO 2	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	This is an outcome indicator measuring the number of health professionals or others trained in child health and nutrition directly as a result of USDA funding in whole or in part and demonstrate the knowledge gained as a result of the assistance.	Number: individuals	Outcome				
Data Collection		Data Analysis, Use and Reporting		Baseline	Targets					Life of project
When	Who	Why	Who		Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023	Year 5 2024	
Annual	WFP	Data will be used to assess the change in child health and nutrition practices	WFP CO USDA WFP HQ	0	0	255	255	255	0	510
Data Source		Method. Approach to Data Collection		Disaggregation		Notes on Indicator and Target		ET comments		
Project records and implementation report		Data collected through survey and data from health post		n/a		This indicator reflects an accumulation of annual targets. It assumes a retention rate of 85% of all those trained.		Data from health posts to be collected annually by WFP - what survey? and how will use of practices be demonstrated (?KAPS related?) Problematic to demonstrate that people are doing something <i>that they weren't doing before.</i>		

Full indicator definition

MGD RESULTS FRAMEWORK 2: Increased Use of Health, Nutrition and Dietary Practices		MGD SO2: Increased Use of Health, Nutrition and Dietary Practices	
MGD INDICATOR 19: Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance			
DEFINITION: This indicator measures the total number of individuals who are applying the new knowledge and skills received in USDA-supported training and certification programs.			
Examples of practices include: incorporating child health, nutrition and hygiene into a school curriculum, practices supporting dietary diversity, practices supporting proper handwashing at critical times, diarrhea treatment and management, sanitation practices (i.e., solid waste collection and management, safe water treatment and storage, etc.) and preventative health practices (i.e., administering deworming medication and micronutrient supplements, where applicable).			
Individuals should demonstrate the use of at least one new practice in their lives or work intended to improve children’s health or nutritional status.			
RATIONALE: Increasing the skills and knowledge of individuals who can affect children’s health and nutritional status builds human capital and supports institutional capacity building in countries. Applying new practices gained from training can ultimately have a positive effect on children’s health.			
INDICATOR CHARACTERISTICS			
UNIT OF MEASURE: Number: Individuals	INDICATOR LEVEL: Outcome	DIRECTION OF CHANGE: Higher is better	FREQUENCY OF REPORTING: Annually covering the period: October 1-September 30
DISAGGREGATION: Sex: Male, Female			
DATA SOURCE: WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients.			
HOW SHOULD IT BE COLLECTED: Data will be collected from program observations, interviews, site visits, and reports.			
MEASUREMENT NOTES: This indicator counts the <i>application</i> of new practices developed through USDA sponsored training, whereas the count of individuals trained is reported under MGD Indicator 23. The number of people demonstrating use of new practices can be used as the numerator, and the number of people trained in new practices as the denominator, to calculate the percentage of trainees who demonstrate what they learned. USDA and recipients may use this calculation to meaningfully discuss training effectiveness and project implementation.			
BASELINE INFO: Baseline is zero.			

#20 – Individuals using new food preparation practices

Indicator Number		Standard/Custom	Result	Performance Indicator		Definition			Unit of Measure	Indicator Level
#20		Standard #20	MGD SO2	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance		This indicator will track the extent to which the safe food prep and storage practices that were taught are being retained by trainees.			Number: individuals	Outcome
Data Collection		Data Analysis, Use and Reporting		Baseline	Targets					Life of project
When	Who	Why	Who		Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023	Year 5 2024	
Annual	WFP	Data will be used to assess the change in safe food preparation and storage practices in schools	WFP CO USDA WFP HQ	0	0	1,125	263	0	0	1,388
Data Source		Method. Approach to Data Collection		Disaggregation		Notes on Indicator and Target		ET comments		
Project records and implementation report		Data collected through annual survey		n/a		This assumes at least 75% of all trained people will be able to use the new knowledge by year three		Relationship between this annual survey, KAPS and Mokoro baseline? Might be easier to observe whether standards in a school have risen than to demonstrate that the individuals involved have changed behaviour as a result of USDA training... Should baseline include a way of assessing food prep standards now?		

Full indicator definition

MGD RESULTS FRAMEWORK 2: Increased Use of Health, Nutrition and Dietary Practices	MGD SO2: Increased Use of Health, Nutrition and Dietary Practices
MGD INDICATOR 20: Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	
DEFINITION: This indicator measures the total number of individuals who are applying the new knowledge and skills received in USDA-supported training and certification programs.	
Examples of practices include: proper stacking, storage and handling of food; accounting for commodity receipt and distributions using stack cards and related efforts to maintain commodity quality and prevent loss and damage; hygienic and sanitary meal preparation in accordance with nutritional guidelines, regional culture and local diet; proper cleaning and disinfection of all food preparation tools, utensils and dishes prior to use; mandatory hand washing before cooking and eating; and ensuring adequate school warehouse standards.	
Individuals should demonstrate the use of at least one new practice in their lives or work that supports safe food preparation and storage.	
RATIONALE: Safe food preparation and storage can ultimately affect health. Increasing the skills and knowledge of individuals who can affect children’s health and nutritional status builds human capital and supports institutional capacity building in countries. Applying new practices gained from training can ultimately have a positive effect on children’s health.	

INDICATOR CHARACTERISTICS			
UNIT OF MEASURE: Number: Individuals	INDICATOR LEVEL: Outcome Higher is	DIRECTION OF CHANGE: better Annually covering the	FREQUENCY OF REPORTING: period: October 1-September 30
DISAGGREGATION: Sex: Male, Female			
DATA SOURCE: WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients.			
HOW SHOULD IT BE COLLECTED: Data will be collected from program observations, interviews, site visits, and reports.			
MEASUREMENT NOTES: This indicator counts the <i>application</i> of new practices developed through USDA sponsored training, whereas the count of individuals trained is reported under MGD Indicator 22. The number of people demonstrating use of new practices can be used as the numerator, and the number of people trained in new practices as the denominator, to calculate the percentage of trainees who demonstrate what they learned. USDA and recipients may use this calculation to meaningfully discuss training effectiveness and project implementation.			
BASELINE INFO: Baseline is zero.			

#22 – Individuals trained in food preparation practices

Indicator Number	Standard/Custom	Result	Performance Indicator	Definition	Unit of Measure	Indicator Level				
#22	Standard #22	MGD 2.2	Number of individuals trained in safe food preparation and storage as a result of USDA assistance	This is an output indicator measuring the number of individuals (cooks, school administrators, teachers) trained in safe food preparation and storage directly as a result of USDA funding in whole or in part.	Number: individuals	Output				
Data Collection		Data Analysis, Use and Reporting		Baseline	Targets					Life of project
When	Who	Why	Who		Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023	Year 5 2024	
Semi-Annual	WFP	Data will be used to assess the change in safe food preparation and storage practices in schools	WFP CO USDA WFP HQ	0	1,500	350	0	0	0	1,850
Data Source		Method. Approach to Data Collection		Disaggregation		Notes on Indicator and Target		ET comments		
Project records and implementation report		Data collected from implementation reports and participants training records		Gender: male, female		This assumes retention rate of 65% cooks trained in Yr 1		Should baseline include a way of assessing food prep standards now? Any evidence of legacy effect from previous MGD phase in Afar?		

Full indicator definition

MGD RESULTS FRAMEWORK 2: Increased Use of Health Nutrition and Dietary Practices		MGD 2.2: Increased Knowledge of Safe Food Prep and Storage Practices	
MGD INDICATOR 22: Number of individuals trained in safe food preparation and storage as a result of USDA assistance			
<p>DEFINITION: This is an output indicator measuring the number of health professionals or others trained or certified in safe food preparation and storage directly as a result of USDA funding in whole or in part. This includes health professionals, primary health care workers, community health workers, cooks, school personnel, volunteers, or other non-health personnel trained in safe food preparation and storage through USDA-supported programs during the reporting year.</p> <p>Training on safe food preparation and storage may cover, for example: proper procedures for storage, preparation, cooking, serving, preservation, sanitization of food contact surfaces, and the prevention of food contamination and food borne illnesses.</p> <p>Successful completion requires that trainees meet the completion requirements of the structured training program as defined by the program offered. Training should be at least two working days (16 hours) in duration.</p>			
RATIONALE: Development of human capacity through training is a major component of USDA-supported health area programs in this element. Training health professionals and other community members builds human capital and supports institutional capacity building in countries.			
INDICATOR CHARACTERISTICS			
UNIT OF MEASURE: Number: Individuals	INDICATOR LEVEL: Output	DIRECTION OF CHANGE: Higher is better	FREQUENCY OF REPORTING: Biannually covering the periods: October 1 – March 31 and April 1 – September 30
DISAGGREGATION: Sex: Male, Female			
DATA SOURCE: WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients.			
HOW SHOULD IT BE COLLECTED: Data will be collected from program participant training records and reports. Recipients should keep detailed training lists for all training sessions.			
MEASUREMENT NOTES: Trainings should be counted only if they are at least two working days in duration (16 hours); however trainings may not necessarily occur over consecutive days. If a trainee is trained in more than one area or instance in a given reporting period, s/he should only be counted once in that reporting period. Participants may be counted in multiple fiscal years if they continue to receive training across fiscal years, but only once in the life-of-project total.			
This indicator counts the individuals trained through USDA sponsored training, whereas the <i>application</i> of new practices is reported under MGD Indicator 20. The number of people demonstrating use of new practices can be used as the numerator, and the number of people trained in new practices as the denominator, to calculate the percentage of trainees who demonstrate what they learned. USDA and recipients may use this calculation to meaningfully discuss training effectiveness and project implementation.			
BASELINE INFO: Baseline is zero.			

#23 – Individuals trained in CHN

Indicator Number	Standard/Custom	Result	Performance Indicator	Definition	Unit of Measure	Indicator Level				
#23	Standard #23	MGD 2.3	Number of individuals trained in child health and nutrition as a result of USDA assistance	This is an output indicator measuring the number of individuals (cooks, school administrators, teachers) trained in child health and nutrition directly as a result of USDA funding in whole or in part.	Number: individuals	Output				
Data Collection		Data Analysis, Use and Reporting		Baseline	Targets					Life of project
When	Who	Why	Who		Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023	Year 5 2024	
Semi-Annual	WFP	Data will be used to assess the change in child health and nutrition practices	WFP CO USDA WFP HQ	0	300	300	300	0	0	900
Data Source		Method. Approach to Data Collection		Disaggregation		Notes on Indicator and Target		ET comments		
Project records and implementation report		Data collected from implementation reports and participants training records		Gender: male, female				No. of trainees will not demonstrate change in practices, but see #19 Disaggregate also by type of profession (cook, teacher, etc.		

Full indicator definition

MGD RESULTS FRAMEWORK 2: Increased Use of Health and Dietary Practices	MGD 2.3: Increased Knowledge of Nutrition
MGD INDICATOR 23: Number of individuals trained in child health and nutrition as a result of USDA assistance	
DEFINITION: This is an output indicator measuring the number of health professionals or others trained or certified in child health and nutrition directly as a result of USDA funding in whole or in part. This includes health professionals, primary health care workers, community health workers, volunteers, non-health personnel trained in child health and child nutrition through USDA-supported programs during the reporting year. Successful completion requires that trainees meet the completion requirements of the structured training program as defined by the program offered. Training should be at least two working days (16 hours) in duration.	
RATIONALE: Development of human capacity through training is a major component of USDA-supported health area programs in this element. Training health professionals and other community members builds human capital and supports institutional capacity building in countries.	
INDICATOR CHARACTERISTICS	
UNIT OF MEASURE: Number: Individuals	INDICATOR LEVEL: Output
DIRECTION OF CHANGE: Higher is better	FREQUENCY OF REPORTING: Biannually covering the periods: October 1 – March 31 and April 1 – September 30
DISAGGREGATION: <u>Sex:</u> Male, Female	

<p>DATA SOURCE: WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients.</p> <p>HOW SHOULD IT BE COLLECTED: Data will be collected from program participant training records and reports. Recipients should keep detailed training lists for all training sessions.</p> <p>MEASUREMENT NOTES: Trainings should be counted only if they are at least two working days in duration (16 hours); however trainings may not necessarily occur over consecutive days. If a trainee is trained in more than one area or instance in a given reporting period, s/he should only be counted once in that reporting period. Participants may be counted in multiple fiscal years if they continue to receive training across fiscal years, but should only be counted once in the life-of-project total.</p> <p>This indicator counts the individuals trained through USDA sponsored training, whereas the <i>application</i> of new practices is reported under MGD Indicator 19. The number of people demonstrating use of new practices can be used as the numerator, and the number of people trained in new practices as the denominator, to calculate the percentage of trainees who demonstrate what they learned. USDA and recipients may use this calculation to meaningfully discuss training effectiveness and project implementation.</p> <p>BASELINE INFO: Baseline is zero.</p>

#27 – School water sources improved

Indicator Number	Standard/Custom	Result	Performance Indicator	Definition	Unit of Measure	Indicator Level				
#27	Standard #27	MGD 2.4	Number of schools using an improved water source	This indicator measures the number of project/targeted schools using an improved water source. This includes schools that already had an improved water source prior to the start of this program.	Number: schools	Output				
Data Collection		Data Analysis, Use and Reporting		Baseline	Targets					Life of project
When	Who	Why	Who		Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023	Year 5 2024	
Semi-Annual	WFP/ MoE	Data will be used to assess the improvement in water sources used at schools	WFP CO USDA WFP HQ	161	0	48	0	0	0	209
Data Source	Method. Approach to Data Collection		Disaggregation	Notes on Indicator and Target				ET comments		
Project records and implementation report	Regional education bureau EMIS data / implementation report and records		n/a	This indicator reflects an accumulation of annual targets. This assumes a baseline of 161 schools in the two regions already have access to improved water sources (based on data from the government, 35% of schools in Afar and 38% of schools in Oromia already have access to improved water sources).				Does EMIS have this data? Should baseline verify its accuracy for sampled schools?		

Full indicator definition

MGD RESULTS FRAMEWORK 2: Increased Use of Health and Dietary Practices		MGD 2.4: Increased Access to Clean Water and Sanitation Services	
MGD INDICATOR 27: Number of schools using an improved water source			
<p>DEFINITION: This indicator measures the number of project/targeted schools using an improved water source. To determine whether a school is using an improved water source, the school administrator is asked:</p> <ol style="list-style-type: none"> 1. To identify the main source of water for the school 2. Whether the water is normally available from the identified source(s) 3. Whether the water was unavailable from the identified source(s) in the past two weeks for a day or longer <p>An improved water source is an infrastructure improvement to a water source, a distribution system, or a delivery point. By nature of its design and construction, the improvement is likely to protect the water source from external contamination, in particular fecal matter.</p> <p>Improved water sources are:</p> <ul style="list-style-type: none"> • Piped water into dwelling, plot, or yard • Public tap/standpipe • Tube well/borehole • Protected dug well • Protected spring • Rainwater collection <p>Unimproved water sources are:</p> <ul style="list-style-type: none"> • Unprotected dug well • Unprotected spring • Cart with small tank/drum • Tanker truck • Surface water (river, dam, lake, pond, stream, canal, or irrigation channel) • Bottled water <p>Note: Bottled water is considered unimproved water by default. However, organizations can opt to consider “bottled water” an improved drinking water source if they can determine that the bottled water is of reliable quality and that the all students, teachers, and cooks use bottled water for all drinking, cooking, and personal hygiene.</p>			
RATIONALE: Poor sanitation, water and hygiene have many serious repercussions. Inadequate access to safe water and sanitation services, coupled with poor hygiene practices, kills and sickens thousands of children every day. Illness prevents children from attending school. Access to clean water at the schools is vital to ensure safe food preparation and improved hygiene practices, including hand washing before meals.			
INDICATOR CHARACTERISTICS			
UNIT OF MEASURE: Number: Schools	INDICATOR LEVEL: Output	DIRECTION OF CHANGE: Higher is better	FREQUENCY OF REPORTING: Biannually covering the periods: October 1-March 31 and April 1-September 30
DISAGGREGATION: None			

DATA SOURCE: WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients.
HOW SHOULD IT BE COLLECTED: Data will be collected at the project level, through reports and program data.
MEASUREMENT NOTES: This indicator measures the number of schools using a clean water source. The water source must be accessible to the school for use every day of the school year for the school to be considered one that has access to a clean water source. The water source does not need to be implemented or installed by the project to be counted as a clean water source. The improved water source should be functioning as designed, not “present but dysfunctional”, to count.
BASELINE INFO: Recognizing that some schools may have an improved water source prior to project start, this indicator may have a non-zero baseline.

#30 – Direct beneficiaries of USDA

Indicator Number	Standard/Custom	Result	Performance Indicator	Definition	Unit of Measure	Indicator Level				
#30	Standard #30	MGD SO1/ MGD SO2	Number of individuals participating in USDA food security programs (direct beneficiaries)	This output indicator will help WFP and partners track all beneficiaries that have received an intervention as a result of USDA assistance. Specific to the project, beneficiaries are recipients of trainings and school meals.	Number: individuals	Output				
Data Collection		Data Analysis, Use and Reporting		Baseline	Targets					Life of project
When	Who	Why	Who		Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023	Year 5 2024	
Annual	WFP	To measure the number of direct individuals benefiting of USDA funded intervention; Indicates the breadth and scale of the project's impact in the target departments	WFP CO USDA WFP HQ	0	193,201	178,907	167,591	155,167	142,132	225,953
Data Source		Method. Approach to Data Collection		Disaggregation		Notes on Indicator and Target		ET comments		
Project records and implementation report		Data collected from partners distribution reports , training records and school administrative records		Gender: male/female, Type: government official, smallholder farmer, civil society, Age: 3-15, 15-59		This refers to the number of direct beneficiaries under the MGD program.		Some other indicators above will contribute to the total figure It has been agreed not to include family members of THR recipients.		

Full indicator definition

<p>MGD RESULTS FRAMEWORK 1: Improved Literacy of School-Age Children MGD RESULTS FRAMEWORK 2: Increased Use of Health and Dietary Practices</p>	<p>MGD SO1: Improved Literacy of School-Age Children MGD SO2: Increased Use of Health, Nutrition and Dietary Practices</p>
<p>MGD INDICATOR 30: Number of individuals participating in USDA food security programs</p>	
<p>DEFINITION: This is an output indicator measuring the number of individuals directly participating in USDA-funded interventions, including those we reach directly and those reached as part of a deliberate service strategy. An individual is a participant if s/he comes into direct contact with the set of interventions (goods or services) provided or facilitated by the activity. Individuals merely contacted or involved in an activity through brief attendance (non-recurring participation) do not count under this indicator. A participating individual counts if one can reasonably expect, and hold recipients responsible for achieving progress toward, changes in behaviors or other outcomes for these individuals based on the level of services and/or goods provided or accessed.</p>	
<p>This indicator counts, with some exceptions listed below, all the individuals participating in MGD activities, including:</p>	
<ul style="list-style-type: none"> • School-aged children who are recipients of USG school feeding programs • Teachers, administrators, government personnel, parents, other community members, and anyone participating in training • Members of households reached with household-level interventions (households with new access to basic sanitation through our work, households receiving family-sized rations); • Adults that projects or project-supported actors reach directly through nutrition-specific and community-level nutrition interventions, (e.g. parents and other caregivers participating in community care groups, healthcare workers provided with in-service training on how to manage acute malnutrition), but <u>not children</u> reached with nutrition-specific or community-based interventions, who are counted under MGD indicators 24 and 25 instead; • People reached by productive safety nets, community-based micro-finance and diversified livelihood activities through our assistance; • People in civil society organizations and government whose skills and capacity have been strengthened by projects or project-supported actors; 	
<p>Individuals should not be double counted. Individuals may receive multiple interventions in one fiscal year but should only be counted upon first receipt of project interventions. For example, if one individual participates in multiple USDA-sponsored training courses in a given fiscal year, they will only be counted one time in that fiscal year. Individuals participating in USDA-sponsored training courses in multiple fiscal years may be counted once in each fiscal year, but only once in the life-of-project total.</p>	
<p>RATIONALE: This indicator is designed to capture the breadth of our food security work. The indicator tracks access to services and overall project direct beneficiaries.</p>	

INDICATOR CHARACTERISTICS			
UNIT OF MEASURE: Number: Individuals	INDICATOR LEVEL: Output	DIRECTION OF CHANGE: Higher is better	FREQUENCY OF REPORTING: Annually covering the period: October 1 – September 30
<p>DISAGGREGATION: FIRST LEVEL</p> <p>➤ <u>Sex</u>: the <u>unique</u> number of individuals should be entered here (i.e. no double-counting of individuals across disaggregate choices here)</p> <ul style="list-style-type: none"> • Male; • Female; <p>○ <u>Age Category</u>: the <u>unique</u> number of individuals should be entered here (i.e. no double-counting of individuals across disaggregate choices here)</p> <ul style="list-style-type: none"> • School-aged children (only to be used for counting those reached by USG school feeding programs; report the total reached with school feeding regardless of actual age) • 15-29; • 30+ <p>○ <u>Type of Individual</u>: double-counting individuals across types is permitted here</p> <ul style="list-style-type: none"> • Parents/caregivers; • Household members (household-level interventions only), such as new access to basic sanitation and/or receipt of family rations; • School-aged children (i.e. those participating in school feeding programs); • People in government (e.g. policy makers, extension workers, healthcare workers); • Proprietors of USDA-assisted private sector firms (e.g. agrodealers, traders, aggregators, processors, service providers, manufacturers); • People in civil society (e.g. NGOs, CBOs, CSOs, research and academic organizations, community volunteers) <i>While private sector firms are considered part of civil society more broadly, only count their proprietors under the "Private Sector Firms" disaggregate and not the "Civil Society" disaggregate</i> • Laborers (Non-producer diversified livelihoods participants); • Producers (e.g. farmers, fishers, pastoralists, ranchers); <i>Producers should be counted under the "Producers" disaggregate, not the "Private Sector Firms" disaggregate</i> <p>SECOND LEVEL (only for the first-level disaggregate of "Producers") o <u>Size</u>:</p> <ul style="list-style-type: none"> ✦ Smallholder (see definition below); ✦ Non-smallholder; ✦ Not applicable (for aquaculture); <p><i>Smallholder Definition: While country-specific definitions may vary, use the Feed the Future definition of a smallholder producer, which is one who holds 5 hectares or less of arable land or equivalent units of livestock, i.e. cattle: 10 beef cows; dairy: two milking cows; sheep and goats: five adult ewes/does; camel meat and milk: five camel cows; pigs: two adult sows; chickens: 20 layers and 50 broilers. The farmer does not have to own the land or livestock.</i></p>			
<p>DATA SOURCE: WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients.</p> <p>HOW SHOULD IT BE COLLECTED: Data will be collected from program participant tracking records and reports, firm records, or through census or sampling of participating firms/farms/families/individuals, etc.</p>			

MEASUREMENT NOTES: This indicator provides a unique count of total project participants.

Individuals who are trained by a recipient as part of a deliberate service delivery strategy (e.g. cascade training) that then go on to deliver services directly to individuals or to train others to deliver services should be counted as direct participants of the project—the capacity strengthening is key for sustainability and an important outcome in its own right. The individuals who then receive the services or training delivered by those individuals are also considered participants. However, spontaneous spillover of improved practices to neighbors does not count as a deliberate service delivery strategy; neighbors who apply new practices based on observation and/or interactions with participants who have not been trained to spread knowledge to others as part of a deliberate service delivery strategy should not be counted under this indicator. Neighbors can be counted under MGD indicator 31 *Number of individuals benefiting indirectly from USDA-funded interventions*.

Only direct beneficiaries should be counted. **Indirect beneficiaries should not be counted under this indicator.** Individual beneficiaries should come into direct contact or receipt of an intervention or set of interventions (i.e. children who receive school meals, tuition waivers, uniforms, books). Family members benefiting from take home rations would all count but if children in the family also receive school meals they should not be double counted.

BASELINE INFO: Baseline is zero.

#31 – Indirect beneficiaries of USDA

Indicator Number	Standard/Custom	Result	Performance Indicator	Definition	Unit of Measure	Indicator Level				
#31	Standard #31	MGD SO1 / MGD SO2	Number of individuals benefiting indirectly from USDA-funded interventions	This output indicator will help WFP and its partners track all indirect beneficiaries that have been affected by a family member that received an intervention as a result of USDA assistance. Specific to the project indirect beneficiaries are counted as the family members of school children.	Number: individuals	Output				
Data Collection		Data Analysis, Use and Reporting		Targets					Life of project	
When	Who	Why	Who	Baseline	Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023		Year 5 2024
Annual	WFP	To measure the number of direct individuals benefiting of USDA funded intervention; Indicates the breadth and scale of the project's impact in the target departments	WFP CO USDA WFP HQ	0	15,904	15,348	14,604	13,620		12,528
Data Source		Method. Approach to Data Collection		Disaggregation		Notes on Indicator and Target		ET comments		
Project records and implementation report		Data collected from partners distribution reports , training records and school administrative records		Gender: male/female, New/Continuing		This assumes members of the HH also benefit from THRs. This takes into consideration that 4 family members will benefit per Child.		should baseline include questions about children's household sizes? note the clarification about family members as beneficiaries of THR.		

Full indicator definition

MGD RESULTS FRAMEWORK 1: Improved Literacy of School-Age Children		MGD SO1: Improved Literacy of School-Age Children	
MGD RESULTS FRAMEWORK 2: Increased Use of Health and Dietary Practices		MGD SO2: Increased Use of Health, Nutrition and Dietary Practices	
MGD INDICATOR 31: Number of individuals benefiting indirectly from USDA-funded interventions			
<p>DEFINITION: This is an output indicator measuring the number of individuals indirectly benefitting from USDA-funded interventions. The individuals will not be directly engaged with a project activity or come into direct contact with a set of interventions (goods or services) provided by the project. This may include, for example, family members of students receiving school meals. Participants' neighbors that, due to spontaneous spill over, apply USDA-promoted improved practices or technologies may also be counted as indirect beneficiaries if Recipients use clearly documented assumptions that are regularly validated through spot surveys or similar methods.</p> <p>Individuals should not be double counted. Individuals may benefit from multiple interventions in one fiscal year but should only be counted once per fiscal year. If an individual is already counted as a direct beneficiary, the individual should not also be counted as an indirect beneficiary if they are indirectly benefitting from other project interventions. For example, if a family receives take home rations, the family members would be counted as direct beneficiaries and should not also be counted as an indirect beneficiary as a family member of a student receiving meals at the school.</p>			
RATIONALE: This indicator tracks indirect impact of project on community or area of intervention.			
INDICATOR CHARACTERISTICS			
UNIT OF MEASURE: Number: Individuals	INDICATOR LEVEL: Output	DIRECTION OF CHANGE: Higher is better	FREQUENCY OF REPORTING: Annually covering the period: October 1 – September 30
DISAGGREGATION: None			
DATA SOURCE: WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients.			
HOW SHOULD IT BE COLLECTED: Data will be collected from program participant beneficiary tracking records and reports.			
MEASUREMENT NOTES: Only indirect beneficiaries should be counted under this indicator. Individual beneficiaries should not come into direct contact or receipt of an intervention or set of interventions, but should indirectly benefit from one or more of the project's interventions.			
BASELINE INFO: Baseline is zero.			

#32 – Schools reached by USDA assistance

Indicator Number		Standard/Custom	Result	Performance Indicator		Definition			Unit of Measure	Indicator Level
#32		Standard #32	MGD SO1 / MGD SO2	Number of schools reached as a result of USDA assistance		This output indicator refers to the number of schools targeted throughout the life of this project.			Number: schools	Output
Data Collection		Data Analysis, Use and Reporting		Baseline	Targets					Life of project
When	Who	Why	Who		Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023	Year 5 2024	
Annual	WFP/ MoE	To measure the number of schools benefiting from USDA assistance.	WFP CO USDA WFP HQ	0	450	432	411	377	348	450
Data Source		Method. Approach to Data Collection		Disaggregation	Notes on Indicator and Target			ET comments		
Project records and implementation report		Regional BOE data / data collected from implementation report and records		n/a	For Afar Region, existing schools will continue to be targeted. For Oromia, joint assessment will be conducted to agree on the list of targeted schools once proposed by BOE to ensure alignment with literacy programme.			Possible that Afar sample will include some schools included in the 2017 survey: implications? Does it matter, or offer opportunities?		

Full indicator definition

MGD RESULTS FRAMEWORK 1: Improved Literacy of School Age Children		MGD SO1: Improved Literacy of School-Age Children	
MGD RESULTS FRAMEWORK 2: Increased Use of Health, Nutrition and Dietary Practices		MGD SO2: Increased Use of Health, Nutrition and Dietary Practices	
MGD INDICATOR 32: Number of schools reached as a result of USDA assistance			
DEFINITION: The indicator tracks the number of schools reached during the reporting period by any project activity. While this will commonly be schools reached with school feeding, it will also count schools reached with any other activity (even absent feeding), such as teacher training or other capacity-building activities, facilities improvements, PTA strengthening, etc.			
RATIONALE: The school is the hub of many program activities and having a simple school count is useful in reflecting the breadth of the program.			
INDICATOR CHARACTERISTICS			
UNIT OF MEASURE: Number: Schools	INDICATOR LEVEL: Output	DIRECTION OF CHANGE: Higher is better	FREQUENCY OF REPORTING: Biannually covering the periods: October 1 – March 31 and April 1 – September 30
DISAGGREGATION: None			
DATA SOURCE: WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients. HOW SHOULD IT BE COLLECTED: Data will be collected from recipient records.			
MEASUREMENT NOTES: BASELINE INFO: Baseline is zero.			

#CI1 – Gender Parity Index¹⁰⁸

Indicator Number	Standard/Custom	Result	Performance Indicator	Definition	Unit of Measure	Indicator Level				
CI1	Custom #1	MGD SO 2	Gender Parity Index							
Data Collection		Data Analysis, Use and Reporting		Baseline	Targets					Life of project
When	Who	Why	Who		Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023	Year 5 2024	
Data Source		Method. Approach to Data Collection		Disaggregation		Notes on Indicator and Target		ET comments		
								Could be calculated for baseline schools Interesting to disaggregate by year (often males dominate in later years of schooling)		

Full indicator definition

From Wikipedia:

The **Gender Parity Index (GPI)** is a socioeconomic index usually designed to measure the relative access to education of males and females. This index is released by UNESCO. In its simplest form, it is calculated as the quotient of the number of females by the number of males enrolled in a given stage of education (primary, secondary, etc.). A GPI equal to one signifies equality between males and females. A GPI less than one is an indication that gender parity favors males while a GPI greater than one indicates gender parity that favors females. The closer a GPI is to one, the closer a country is to achieving equality of access between males and females.

¹⁰⁸ Listed in Performance Monitoring Plan, but no details provided.

#CI2 – Screenings of ECD children

Indicator Number	Standard/Custom	Result	Performance Indicator	Definition	Unit of Measure	Indicator Level				
CI2	Custom #2	MGD SO 2	Number of screenings of ECD children conducted	This indicator will track the number of screenings of ECD children as a result of USDA assistance	Number: children	Output				
Data Collection		Data Analysis, Use and Reporting		Baseline	Targets					Life of project
When	Who	Why	Who		Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023	Year 5 2024	
Annual	MoH		WFP CO USDA WFP HQ	0	10	10	10	10	0	40
Data Source		Method. Approach to Data Collection		Disaggregation		Notes on Indicator and Target		ET comments		
MoH data		Data will be collected by Mobile Health Units		n/a				[check how this relates to school feeding programme]		

#CI3 – Schools with clean utensils etc

Indicator Number	Standard/Custom	Result	Performance Indicator	Definition	Unit of Measure	Indicator Level				
CI3	Custom #3	MGD SO 2	Number of schools with clean utensils and appropriate serving modalities	This output indicator will track the number of schools that receive clean utensils and serving modalities as a result of USDA assistance	Number: schools	Output				
Data Collection		Data Analysis, Use and Reporting		Baseline	Targets					Life of project
When	Who	Why	Who		Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023	Year 5 2024	
Annual	WFP		WFP CO USDA WFP HQ	0	315	324	329	320	313	405
Data Source		Method. Approach to Data Collection		Disaggregation		Notes on Indicator and Target		ET comments		
Project records and implementation report		Data collected from partners distribution reports , training records and school administrative records		n/a		Starting with 70% of schools, ending up with 90%. Cumulative aggregation of annual targets.		baseline check on status? Criteria?		

#CI4 – Handwashing stations constructed

Indicator Number	Standard/Custom	Result	Performance Indicator	Definition	Unit of Measure	Indicator Level				
CI4	Custom #4	MDG SO 2	Number of handwashing stations constructed as a result of USDA assistance	This output indicator will track the number of schools that have handwashing stations as a result of USDA assistance	Number: schools	Output				
Data Collection		Data Analysis, Use and Reporting		Baseline	Targets					Life of project
When	Who	Why	Who		Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023	Year 5 2024	
Annual	WFP		WFP CO USDA WFP HQ	5	530	0	0	0	0	530
Data Source		Method. Approach to Data Collection		Disaggregation		Notes on Indicator and Target		ET comments		
Project records and implementation report		Data collected from partners distribution reports , training records and school administrative records		n/a				Note presence of handwashing facilities or not in baseline assessment		

#CI5 – Student attentiveness

Indicator Number	Standard/Custom	Result	Performance Indicator	Definition	Unit of Measure	Indicator Level				
CI5	Custom #5	MDG SO 1	Percent of students identified as attentive in classrooms during the class or instruction	This is an outcome indicators that will measures teachers' preception of children to concentrate	Number: teachers	Outcome				
Data Collection		Data Analysis, Use and Reporting		Baseline	Targets					Life of project
When	Who	Why	Who		Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023	Year 5 2024	
Annual	WFP		WFP CO USDA WFP HQ	50%	55%	65%	75%	85%	95%	95%
Data Source		Method. Approach to Data Collection		Disaggregation		Notes on Indicator and Target		ET comments		
Teachers		Data collected from focus groups		n/a		Baseline will decided during baseline survey		Trends in attentiveness would be extremely difficult to measure. Approach will be mainly to see if there are differential assessment between program and non-program schools.		

Annex M Proposed Knowledge, Attitude, Practices Survey (KAPS)

Overview

1. The annex considers the information sought from a Knowledge, Attitudes and Practices Survey (KAPS) and how it might be linked to the baseline Survey Instrument (SI). The need for a KAPS arises from the following commitments in the project agreement (USDA & WFP, 2019):

WFP, together with partners, will support the development of social behavioral communication (SBCC) materials, and organize and deliver annual awareness campaigns to communities and cooks at target schools where there is overlap with Government of Ethiopia's (GOE) "One WASH" program on good nutrition practices, and integration of locally available nutrient-dense foods in the diet.

WFP will incorporate a Knowledge Attitudes and Practices (KAP) survey in the baseline survey to inform the design of the nutrition education activities. Based on this survey, WFP will provide nutrition education trainings to approximately 175 stakeholders at all levels, including those at the regional BOEs, school teachers, administrators, PTAs, and school directors. In addition, this training will take place in 100 participating schools for child nutrition clubs. WFP will work with the MOH to use their previously developed package for the training. Trainings will take place in year one and two of the program.

2. According to Table 13 in Annex E, the available budget lines for activities that could be designed in the light of the KAPS are:

Activity 2 – Support Improved Safe Food Preparation and Storage

Training cooks, storekeepers, community members	USD 117,500
-------------------------------------------------	-------------

Activity 3 – Promote Improved Nutrition

Nutrition education for approx. 900 individuals	USD 137,250
-------------------------------------------------	-------------

Activity 4 – Promote Improved Health

Awareness campaigns (e.g. posters, radio) on health and hygiene	USD 31,115
-----------------------------------------------------------------	------------

3. The TOR specify the KAPS as follows:

Promote Improved Nutrition: WFP, together with the Regional Bureaus of Education (REBs), will conduct a Knowledge Attitudes and Practices (KAP) survey to inform the design of the nutrition education activities. Based on this survey, WFP will provide nutrition education trainings to stakeholders at all levels, including those at the REB, school teachers, administrators, PTAs, and school heads in the child nutrition clubs. WFP will work with the Ministry of Health to use their previously developed package for the training. Trainings will take place during the first year and then again as a refresher course later in the program. (Source: TOR, ¶19.)

4. It is important that the survey is designed specifically to inform the training activities proposed by the MGD programme, and that the scale (and cost) of the survey are in proportion to the budgets available for the training activities.

Proposed Survey

5. Although it was not specified in the TOR as part of the ET role, the CO has asked the ET to incorporate a KAPS into its survey, to support WFP's inputs to Activity 3 (Promote Improved Nutrition). As noted above (¶2), the survey could also be relevant to Activity 2 and Activity 4.

6. We propose to administer the KAPS survey in 13 program schools, i.e. in one randomly chosen program school from among those being surveyed in each woreda. Survey results will be written up by the team leader and the qualitative lead.

7. Draft questions to be asked and their target respondents are described in Table 36 and Table 37; based on these, the ET will liaise with the EM and CO to finalise the KAPS instrument. A number of the proposed questions are addressed in the main survey instrument (see Annex N), and the last column of Table 36 shows the overlap).

8. The KAP manual published by FAO (FAO, 2014a) is a very useful guide to the design and use of a KAPS, and its model questions are available in a Word version (FAO, 2014b). It appears to have influenced the preliminary questions suggested, and may be drawn on for completing the proposed set of questions – see comments in final column of Table 36.

9. Provided the overall questionnaire can remain short enough, it would be efficient to administer a slightly expanded child-level questionnaire in the 13 schools chosen for the KAPS. In those schools there would also need to be additional questionnaires for teachers/administrators, and cooks.

10. Since the first draft of this Inception Report was submitted, the CO has revised and completed its proposed KAPS questionnaires; the student questionnaire is being dovetailed with the main baseline student questionnaire (supplementary questions for the 13 KAPS schools) and the questionnaires for cooks and for administrators will be separately administered in the same 13 schools.

Table 36 Possible questions for Knowledge, Attitudes, Practices Survey¹⁰⁹

Proposed Questions		Reply details	Relevant questions in main SI and KAP manual /comments
Season		0=Low food season 1=High food season	
PRACTICES			
I. MEAL CONSUMPTION			
P.1	Did you have breakfast before going to school? [Did you have breakfast this morning?]	Yes, No, DK/NR	SI: CQ7
P.1.1 (if P.1. – yes)	At what time?	6-9am, 9-noon, noon-3pm	
P.1.2 (if P.1. – yes)	Where?	Home, School, Elsewhere (specify)	
P.2	Did you have lunch yesterday? [If the interview is being conducted after lunchtime - Did you have lunch today?]	Yes, No, DK/NR	SI questions CQ11, CQ12, CQ13 ask similar question about school meals, so these questions may be redundant
P.2.1 (if P.2. – yes)	At what time?	9-noon, noon-3pm, 3-6pm	
P.2.2 (if P.2. – yes)	Who prepares your lunch?	Home, School, Lunch is bought with pocket money, Other (specify)	
P.3	Did you have dinner yesterday?	Yes, No, DK/NR	SI: CQ9
P.3.1 (if P.3. – yes)	At what time?	3-6pm, 6-9pm, 9pm-midnight	
P.3.2 (if P.3. – yes)	Where?	Home, School, Elsewhere (specify)	
P.4	During the day and night, did you eat anything between the meals?	Yes, No, DK/NR	
P.4.1 (if P.4. – yes)	What did you eat?		
II. Food intake in the last 24 hours			
(tbc)			SI: CQ18 (dietary diversity over last week)
III. HYGIENE			
(tbc)			Consider, from Module 9 (food safety),

¹⁰⁹ Source document is at A2.4-1.

Proposed Questions		Reply details	Relevant questions in main SI and KAP manual /comments
			Question P1 – cleaning of surfaces, utensils etc;
FOOD SAFETY			
FS1	Washing hands with water and soap before preparing foods	Always, Sometime, Never	
FS2	Washing hands with water and soap after preparing food	Always, Sometime, Never	
FS3	Still work when have symptoms of illness (cough, sore throat, fever, diarrhea)	Always, Sometime, Never	
FS4	Wash vegetables before slicing	Always, Sometime, Never	
FS5	Keep cooked meat at room temperature for more than 4 hours	Always, Sometime, Never	
FS6	Allowing fingernails to grow	Always, Sometime, Never	
FS7	Wearing PPE, such as mask, when preparing and serving food	Always, Sometime, Never	
KNOWLEDGE			
I. FOOD and NUTRITION			
K1	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?	Children have short attention/have low concentration/cannot study well/ do not do as well at school as they should, Other, DK	Module 3, Question K1
K2	How can you recognize that someone is not having enough food?	Lack of energy/weakness: cannot work, study or play as normal (disability), Weakness of the immune system (becomes ill easily or becomes seriously ill), Loss of weight/thinness, Children do not grow as they should (growth faltering), Other, Don't know	Module 5, Question K1
	What are the reasons why people are undernourished?	Not getting enough food, Food is watery, does not contain enough nutrients, Disease/ill and not eating food, Other, Don't know	Module 5, Question K2
	What are the reasons why people do not get enough food?	Not having enough money to buy food, Food is not available, Other, Don't know	Module 5, Question K2
FOOD SAFETY			
FS1	Eating raw or partially cooked food carries low risk of food poisoning	True/False	
FS2	Unwashed vegetables have many risks of contamination	True/False	

Proposed Questions		Reply details	Relevant questions in main SI and KAP manual /comments
FS3	Preparing food without washing your hands can cause food borne illnesses	True/False	
FS4	Insects such as cockroaches and flies might transmit food borne pathogens	True/False	

Table 37 KAPS domain by target group (students/teachers/cooks)¹¹⁰

PRACTICES	Student	Teachers/School Admin	Cooks
Individual (student) Meal Consumption (Breakfast - this morning, Lunch - dependent on time of survey - today/yesterday, Dinner - yesterday, Snacks - yesterday)	X	X - meals at school	X - meals at school
Food groups consumed in last 24 hours	X	X - meals at school	X - meals at school
WASH - Handwashing practices/Handwashing facilities	X	X	X
WASH - Sanitation practices - facilities/open defecation	X	X	
WASH - Main source of water for drinking, food preparation and handwashing; water storage practices, water treatment practices	X	X	X
Health/COVID-19 prevention	X	X	X
Food safety - food preparation practices, food handler safety			X
Food storage - existing storage facilities, food conservation practices,			X
KNOWLEDGE	Student	Teachers/School Admin	Cooks
Signs of Malnutrition/Undernutrition	X - the impacts of skipping breakfast on learning	X - signs of	
Food groups – nutrition	X	X	X
Anemia prevention in adolescents		X	
General Health and Hygiene- what are germs, how do you prevent the spread	X	X	X
COVID - knowledge of, prevention	X	X	X
Handwashing - when do you wash your hands, how do you wash your hands properly	X	X	X
Sanitation - health impacts of using a latrine vs open defecation	X	X	X
Safe food handling			X
Food storage			X
ATTITUDES	Student	Teachers/School Admin	Cooks
Having breakfast before going to school - perceived benefits/barriers	X		
Having different types of foods at meal times - perceived benefits/barriers	X	X	X
Having three meals a day and snacks - barriers/benefits	X		
Targeting adolescent girls for nutrition and health - perceived benefits/barriers	X	X	
Safe water -perceived benefits/barriers	X	X	X
Handwashing -perceived benefits/barriers	X	X	X
Sanitation/open defecation - benefits of using pit latrines, etc./barriers to ending open defecation practices	X	X	X
COVID prevention measures - perceived benefits/barriers	X	X	X
Safe food handling - perceived benefits/barriers			X
Food storage - perceived benefits/barriers			X

¹¹⁰ Source document is at A2.4-2.

Food Groups:

1. Cereals, roots and tubers : maize, porridge, rice, pasta, bread, injera, other cereals & their products, root crops and tubers such as potato, yam, cassava, white sweet potato
2. Beans, peas, groundnuts, and other pulses
3. Vegetables including dark green and orange vegetables: spinach, onion, tomatoes, carrots, peppers, green beans, lettuce, etc
4. Fruits including Vit-A rich: banana, apple, lemon, mango, papaya, avocado, guava, etc
5. Meat, fish and eggs: goat, beef, chicken, blood, fish including canned tuna, and / or other seafood, eggs
6. Milk, yoghurt, cheese and other milk products – (exclude butter)
7. Oils, fat and butter
8. Sugar and sugar products

Annex N Survey Instrument

General description of method

1. This annex explains the approach to conducting the baseline survey and includes a full specification of the survey instrument (SI). For a detailed explanation of the indicators to be investigated through the survey see Annex L above; for explanation of the methodology for sampling, see Annex K above.
2. 91 government primary schools in Afar and Oromia will be visited for the baseline study, which is expected to be conducted in March/April 2021¹¹¹ – see the detailed evaluation timeline in Table 6 of the main report and the field work schedule in Annex S.
3. Each school will be visited by a survey team comprising a supervisor and male and female enumerators. They will undertake the interviews, with girls being interviewed by a female enumerator and boys by a male. The questions comprise both school-level and child-level questions.
4. Twelve children in each school, drawn from Grades 2-8 will be selected for child-level questions. Classes in each grade will be selected randomly (see Box 19 below for detail of the selection criteria), and then within classes, two boys and two girls will be randomly selected for individual interviews. Grade 1 is not sampled as the children will be mostly too young.
5. The school level information comprises questions about school records on enrolment, attendance, grade completion, and facilities (books, storerooms, classrooms, water, electricity, cooking, sanitation etc.).
6. All data is recorded on tablets, which will also provide tools for the random selection of classes and children. There will therefore be one set of school-level responses, and 12 sets of child responses per primary school sampled.
7. The survey instrument is coded in ODK as an Excel file with various options for questions, conditional responses, and lists where appropriate of possible response values. This is a standard system that works via the XLSForms standard on Android devices. In order to allow for separate interviews and tablet devices for the supervisor (school level questions) and enumerators (child interviews), these are coded as separate forms, linked by a unique school identifier (SCID).
8. The datasets will be reviewed and processed by the international consultant responsible using R statistical software. Apart from primary screening done at data entry, the main analysis of the survey data will take place at final evaluation stage, when a second round of data has been collected. Further validation will include range checks for outliers, digit preference checks and distribution checks and tests, all using R software. Analysis will then be undertaken on the main dependent variables (enrolment rates, gender parity, dropout rates, attendance estimates) with explanatory variables including factors based on school feeding (MGD or other sources), school resources (class/student, student/teacher) ratios, and other supporting factors. As there are many possible variables and it is not known *a priori* which will have the greatest influence, an exploratory approach will be adopted using multivariate analysis. GLMs (General Linear Models) will be used that combine discrete factors and continuous variables. A difference-in-difference approach will also be used to consider the influence of the initial performance of the school prior to the program to its subsequent trajectory. The objective of this analysis will be to determine if there are statistically significant net effects that can be attributed to the MGD FFE program and how these interact with the other factors examined.

¹¹¹All years and dates in this Annex are given according to the international (Gregorian) calendar. The usual academic year 2020/21 *etc.* runs from early September 2020 to early July 2021.

School-level SI organisation and questionnaire

9. Table 38 below shows the school-level question groups, target respondent, a general description, and the relationship of the question to specific MGD indicators, as listed in Annex L above. Questions that do not bind to specific MGD indicators are required for survey structural and analysis purposes (such as school, supervisor, class identifications, school location). **These are shown** greyed out in the final column of Table 38. The code (first column of the table) is the question number prefix, and relates to the more detailed description of the Survey instrument given in Table 39 and Table 40. It is used as an identifier within XLSForms and for the output data fields.

Table 38 SI questions and related MGD Indicators

Code	Question/ question group	Details	MGD Indicators
School Level questions			
SI	School identification	Region, Zone, Woreda from pre-loaded lists. Kebele as text input. School name from list or entered and text. GPS coordinates, time, date, Form ID from tablet.	
PQ	Principal Questions	Identification, informed consent affirmation, details of main respondent (typically principal or senior staff present). Qualifications. Confirm school type and grades taught (including presence or not of pre-primary classes).	
SS	School Statistics	For the 2018/19 academic year, ¹¹² Grades 1-6, from school records, separately for boys and girls, enrolment at start of year, number completed grade (promoted), number repeating grade (repetition).	2,9,30, 32, CI1
SF	School Facilities	Number of classes and class rooms, books, library, kitchen, storeroom, electricity, water, latrines and WASH (including gender and equity specific questions), recent improvements, supporting organisations.	3-8,13, 20, 27-28, CI 3, CI 4
DB	Disability support	Questions relating to number, type and facilities for children with disabilities	
SM	School Meals	Past school feeding support, sources, type, frequency, quantity, community support	14, 1, 1, 17, 19, 20, 22, 23
CB	Capacity Building	Training or kits, infrastructure improvements from external organisations including e.g. WFP, UNICEF, SCF.	5, 7, 22, 23,
Child Level questions (addressed to selected boys and girls from grades 2-6)¹¹³			
CF	Child form set-up	Enumerator-completed actions to set up the child questionnaires as a group (once per enumerator)	
CG	Grade/class level questions	Questions to teacher of the class, FPIC (free, prior and informed consent) statement, class grade and identification, number of pupils, languages of instruction	

¹¹² This was the last academic year unaffected by Covid-19 and therefore an important reference point. To the extent they are available we also record the equivalent data for 2019/20.

¹¹³ As explained below, not every Grade will be sampled in each school, but the aggregate sample will be sufficient to cover all Grades from 2-6.

Code	Question/ question group	Details	MGD Indicators
CQ	Child Questions	Frequency of attendance, distance travelled, last meal type, nutrition groups eaten in last week, time, school rations, carrying water or wood to school.	14-17, CI 5
CT	Teacher Questions	Child's grade, age, performance and attendance record. Teacher/child consent.	

10. Table 39 shows the detailed school-level questions in the SI with expected responses. The question codes (Qno) and numbers will appear in the dataset as field names, with the row names being the school or pupil ID. Questions are either numeric, categoric or text. Categoric questions have a list of possible answers, the simplest case being Yes/No/Unsure. Where the list of possible answers is too long to show in the table, it is explained (e.g. 'List of woredas').

11. Table 40 shows child-level questions. These are functionally separate questionnaires, and can be loaded on to different tablets to allow separate enumerators to work in parallel within the school (school-level questions, male and female enumerators for the children). The school ID is used to bind the various reply sets to a single school.

12. Some lists, such as woreda and school names, allow an 'Other' answer which can be typed in. This is necessary to allow flexibility in the field. Such lists are indicated in the table with an asterisk (*).

13. Some full text replies are allowed, such as the name of the respondent (only used for adults, not the children, who are always anonymous). Full-text replies are as limited as possible as such responses are slow to type on the tablet and error-prone. All such discursive or open-response type questions are rather moved to the KII or FGD qualitative discussions, where appropriate recording and translation facilities may be available, and do not form part of this statistical survey.

14. Questions that form part of the statistical framework are obligatory, such as zone, woreda, name of school, EMIS admin code. These are shown with a † (dagger) in the Type column of the tables. A sequential school admin code is created by the software for the school-level questionnaire, and is obligatory in the child questionnaires, to bind them to the school. The remaining questions have the option of being either inapplicable, or cannot be answered due to the context. Such questions remain as null values in the dataset, and are treated in the statistical analysis as missing values (NA in the R language).

15. The Type column of the tables shows the type of answer allowed. This may be numeric (N), a single alternative (S), multiple, check-box style (M), or free text (T). Where an 'Other' response is permitted for S- or M-type questions, an asterisk (*) is shown. Obligatory questions are shown with † (dagger). The software will not allow the form to move to the next question unless these are completed. A further question type shown is G (Generated), for location or form ID. This is generated internally by the tablet. Location data is from the tablet's built-in GPS. If an external GPS is available, this is also used for verification and entered manually.

Table 39 School-level questionnaire

Qno	Question	Type	Reply details
SI - School identification			
SI01	Master Form ID	G†	Generated by tablet, Tablet ID+Form number
SI02	Date and time stamp	G†	Date and time, generated by tablet clock.
SI03	Location	G†	GPS coordinates from tablet
SI04	Team supervisor ID	S†	Badge ID of supervisor
SI05	Region	S†	List of regions (Afar/Oromia)
SI06	Zone	S†	List of Zones in selected Region
SI07	Woreda	S†	List of Woredas in selected Zone
SI08	Kebele	T	Kebele name (free text)
SI09	School name	S*†	From list or entered as text if not found.
SI10	EMIS admin code	N	Numeric code. Format and range checked.
SI11	External GPS coordinates	N,N	Decimal longitude and latitude. Range checked.

Qno	Question	Type	Reply details	
PQ – Principal Questions				
PQ01	Respondent's name	T†	Full name	
PQ02	Position	S*†	Head/Deputy Head/Teacher/Administrator/Other	
PQ03	Informed Consent	S†	<i>Explain survey and read informed consent notice to senior school staff on site and obtain consent (Yes/No).</i>	
PQ04	Gender	S†	Male/Female	
PQ05	Qualification (highest)	S*†	Post-graduate/ Degree/Teaching Diploma/Other Diploma/Training Certificate/None/Other	
PQ06	Confirm school is government, includes at least grades 1-4	S†	<i>If No, survey must terminate at this point, so verify this informally at outset. (Yes/No)</i>	
SS – School Statistics				
SS01	"Grade 0" pre-primary boys enrolled 2019/20	N	<p><i>This block of questions will normally require collecting school records, so may involve a second staff member. The tablet form must therefore allow reversion to this question after completing sections SF, SM etc. A similar comment applies to later sections, which may need to be completed out of sequence depending on available staff.</i></p> <p><i>SS27, SS28 provide a manual checksum on the data, as a cross-check against data entry errors.</i></p>	
SS02	"Grade 0" pre-primary girls enrolled 2019/20	N		
SS03	Grade 1 – Boys enrolled 2019/20	N		
SS04	Grade 1 – Girls enrolled 2019/20	N		
SS05	Grade 1 – Boys completed 2019/20	N		
SS06	Grade 1 – Girls completed 2019/20	N		
SS07	Grade 2– Boys enrolled 2019/20	N		
SS08	Grade 2– Girls enrolled 2019/20	N		
SS09	Grade 2– Boys completed 2019/20	N		
SS10	Grade 2– Girls completed 2019/20	N		
SS11	Grade 3– Boys enrolled 2019/20	N		
SS12	Grade 3– Girls enrolled 2019/20	N		
SS13	Grade 3– Boys completed 2019/20	N		
SS14	Grade 3– Girls completed 2019/20	N		
SS15	Grade 4– Boys enrolled 2019/20	N		
SS16	Grade 4– Girls enrolled 2019/20	N		
SS17	Grade 4– Boys completed 2019/20	N		
SS18	Grade 4– Girls completed 2019/20	N		
SS19	Grade 5– Boys enrolled 2019/20	N		
SS20	Grade 5– Girls enrolled 2019/20	N		
SS21	Grade 5– Boys completed 2019/20	N		
SS22	Grade 5– Girls completed 2019/20	N		
SS23	Grade 6– Boys enrolled 2019/20	N		
SS24	Grade 6– Girls enrolled 2019/20	N		
SS25	Grade 6– Boys completed 2019/20	N		
SS26	Grade 6– Girls completed 2019/20	N		
SS27	Grade 7– Boys enrolled 2019/20	N		
SS28	Grade 7– Girls enrolled 2019/20	N		
SS29	Grade 7– Boys completed 2019/20	N		
SS30	Grade 7– Girls completed 2019/20	N		
SS31	Grade 8– Boys enrolled 2019/20	N		
SS32	Grade 8– Girls enrolled 2019/20	N		
SS33	Grade 8– Boys completed 2019/20	N		
SS34	Grade 8– Girls completed 2019/20	N		
SS35	Total enrolled boys and girls grades 1-8, 2019/20	N		<p><i>Tablet checks against totals for SS03-SS034. Requests verification if incorrect checksums.</i></p>
SS36	Total completed boys and girls grades 1-8, 2019/20	N		
SF – School facilities				
SF01	How many teachers does the school have? (including yourself)	N, N	Male and female numbers disaggregated.	
SF02	How many cooks and assistants?	N, N		
SF03	How many storekeepers, admin staff and other assistants?	N, N		

Qno	Question	Type	Reply details
SF04	To your knowledge, how many teachers have teacher training?	N, N	<i>Question left blank (unanswered) if don't know. Only approximate answer required, to inform future provision of short courses. Give numbers disaggregated by gender.</i>
SF05	To your knowledge, how many cooks have training certificates?	N, N	
SF05	How many staff have had WASH (water, sanitation, hygiene) training?	N, N	
SF07	How many classrooms are there in the whole school?	N	
SF08	Is there a library?	S	Yes/No
SF09	On average, how many children have to share one text book?	N	
SF10	Is there a separate storeroom for food?	S	Yes/No
SF11	Is there a kitchen for food preparation?	S	Yes/No
SF12	Is there a covered eating area or dining room for the children?	S	Yes/No
SF13	What type of latrines does the school have?	S	None/Earth Pit/Concrete Slab/Flush toilet
SF14	Are there separate latrines for boys and girls?	S	Yes/No
SF15	What is the main water storage?	S	Containers/Drum/Rotto/Tank/Well/PipeWater/Other
SF16	What is the water source?	S	Hand-carry/Tanker/Rain water/Well Stream/River/Borehole/PipeWater/Other
SF17	What is the electricity supply?	S	None/Generator/Solar/Mains
SF18	Were there any <u>new</u> or <u>improved</u> facilities added over the last 3 years?	M	Classrooms/Library/Storeroom Kitchen/Eating area/Latrines Water storage/Water Supply Electricity/Other
SF19	Who supported these improvements?	M	Government/Community/Private/WFP/UNICEF/SCF/Other
DB - Disability support and teaching			
DB01	Does this school have any children with disabilities for whom you need to make special provision?	S	Yes/No <i>If No, the rest of this section can be skipped.</i>
DB02	How many children do you have who have serious visual impairment, or are blind?	N, N	Number of boys, girls
DB03	How many children do you have who have serious hearing impairment, or are deaf?	N,N	Number of boys, girls
DB04	How many children do you have who have significant difficulty in movement (e.g. cerebral palsy, paralysis, amputation)?	N, N	Number of boys, girls
DB05	How many children do you have who have significant mental and cognitive disabilities?	N, N	Number of boys, girls
DB06	How many children do you have who have significant chronic health conditions?	N, N	Number of boys, girls
DB07	How many teachers do you have with appropriate specialist training for these children?	N, N	Number of specially-trained teachers, male and female
DB08	Indicate which special aids or equipment you have to support these children?	M	Braille books or teaching aids/Sign language teaching aids/Access ramps for classrooms/ latrines for physically disabled children
DB09	Does the school provide targeted learning support for students with disabilities?		Special guidance/tutorials/...

Qno	Question	Type	Reply details
SM – School Meals Support			
SM01	Has the school received any external support with school meals over the last 3 years?	S	Yes/No <i>If No, the rest of this section can be skipped</i>
SM02	If yes, were school meals still being provided at the point when schools were closed for coronavirus?	S	Yes/No
SM03	Who has been supporting your school meals?	M	Government / WFP / UNICEF / SCF / other NGO / Private sector / Community
SM04	Of these, which has been the main source of support?	S	Government / WFP / UNICEF / SCF / other NGO / Private sector / Community
SM05	Has the outside school meal support you have received had a noticeable effect on any of the following:	M	Reduced absenteeism/Improved attendance/Improved attentiveness/Improved concentration
SM06	Are your facilities to manage school meals inadequate in terms of any of the following:	M	Storage/Food preparation/Water supply/Dining area
CB – Capacity Building			
CB01	Have any of your staff received specialist training in the last three years?	S	Yes/No <i>If No, go to end of questionnaire</i>
CB02	How many staff received training in WASH (water, sanitation, hygiene)	N, N	Number of staff trained, male and female
CB03	How many staff received training in nutrition, food preparation, recipes?	N, N	
CB04	How many staff received training in gender issues, support for girls	N, N	
CB05	How many staff received training in use of literacy kits and materials.	N, N	
CB06	How many staff received specialized training to support students with disabilities?	N, N	
EQ – End of Questionnaire			
EQ01	Mark end of questionnaire	G†	Time stamp

Child questionnaires

16. A total of 12 children (6 boys and 6 girls) will be randomly selected for interview from each of the grades (2 to 8) in session at the time of the visit. Three classes will be chosen at random across the range of grades taught in the school, always including one from the lower grades (down to grade 2), one from the median, and one from the highest grades taught (see Box 19 below).

Box 19 Protocol for choosing grades to sample

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

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

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

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

17. The interviews will be held near the classroom, and ideally in sight of it but out of earshot, so that the replies are not directly audible to the teacher or other children. The process will be explained to the class, and any child may refuse to be interviewed if they do not want to. The questions are simple and direct, and do not rely on subjective judgements.

18. The random selection process will use a random number generator (RNG) app on the tablet. Classes in progress will be listed, in grade order. A random number will be used to select one class from the list. This will be repeated for 2 additional classes, but any selections that occur in the same grade will be discarded, so that all classes selected are in different grades (according to the rules in Box 19 above).

19. Within the class, the total number of boys and of girls will be counted. For each gender, 2 numbers, up to the respective total, will be selected. Then counting from left front of the class, those children in sequence will be invited to participate. If they prefer not to, another random draw will be made. This is the same as the system used in the 2018 endline survey, except in that case, pre-printed tables of random numbers were used instead of an RNG on a tablet.

20. Prior to starting the process, the enumerators (usually two, one male and one female) will have noted the Master Form ID (SI01) from the supervisor's tablet. This must be entered at the top of each child form, and binds the child data to the school. Table 40 below gives the details of the Child Questionnaire.

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

Table 40 Child-level questionnaire

Qno.	Question	Type	Reply details
CF - Child interview form set-up			
<i>completed once for all child questionnaires</i>			
CF01	Master Form School ID	T†	Taken from School-level form, SI01.
CF02	Date and time stamp	G†	Date and time, generated by tablet clock.
CF03	Location	G†	GPS coordinates automatically taken from tablet. (helps to bind forms together)
CF04	Enumerator ID	S†	Badge ID of enumerator
CG - Grade/class-level questions			
<i>This and following sections repeat for each class in survey. Responses from teacher.</i>			
CG01	Grade and section	T†	Grade 2-6 plus a number or letter. e.g. 2.a or 2.1, according to usage in school.
CG02	Teacher's name	T	Anonymised, but useful for reference during the visit.
CG03	Gender	S	M/F
CG04	Teaching languages used in class	M	Multi-select from list of languages
CG05	Scripts (alphabets) taught	M	Multi-select from list of scripts
CG06	Main language used for instruction	S	Select one from list
CQ- Child Interview			
<i>CI and CT question groups repeat for each child</i>			
CQ01	Gender	S†	M/F
CQ02	How old are you?	N	Age in years
CQ03	What language do you speak at home?	S	Select from list of languages
CQ04	How many people in your household?	N, N	Record by gender. Do not include those who have left home. Include parents, grandparents etc if living in the household.
CQ05	How many of those are in school with you here?	N, N	Record by sex.
CQ06	How many days a week do you come to school?	S	Never / 1-2 days / 3-4 days / Every day

Qno.	Question	Type	Reply details																			
CQ7	Do you eat at home in the morning before coming to school?	S	Never / 1-2 days / 3-4 days / Every day																			
CQ8	How often in a week do you eat in the school?	S	Never / 1-2 days / 3-4 days / Every day																			
CQ9	Do you eat in the evening, after going home?	S	Never / 1-2 days / 3-4 days / Every day																			
CQ10	Do you feel sleepy or tired when you come to school?	S	Not at all / A little / Quite tired / Very tired																			
CQ11	Do you like eating the school food?	S	Yes / Not much / No																			
CQ12	Is the food enough?	S	Too much/ Enough / Not quite enough / Too little																			
CQ13	Do you feel satisfied after eating?	S	Yes / Not quite / No																			
CQ14	Do you bring firewood or water to school?	S	Never / 1-2 days / 3-4 days / Every day																			
CQ15	During this school year did you get some rice to take ¹¹⁴ home?	S	Yes / No If No, skip																			
CQ16	How often did you get the rice?	S	Every month / every three months / less often																			
CQ17	Do you know what your family does with the rice?	S	Don't know / Cooks with it / Sells or trades it																			
CQ18	<p>Thinking about your food at home, how many days in the last week have you had the following:</p> <p><i>(note food groups will be translated into local language equivalents on the final forms)</i></p>	<table border="1"> <thead> <tr> <th>Types of food</th> <th>How many days eaten in a week?</th> <th>Note</th> </tr> </thead> <tbody> <tr> <td>Staple tubers and grains</td> <td></td> <td rowspan="8">Question carefully what they eat and how often in the last 7 days, and translate the answers as best as possible into number of days for each food group.</td> </tr> <tr> <td>Green leaves, vegetables</td> <td></td> </tr> <tr> <td>Beans, peas</td> <td></td> </tr> <tr> <td>Fruits</td> <td></td> </tr> <tr> <td>Milk, cheese</td> <td></td> </tr> <tr> <td>Meat, chicken, fish</td> <td></td> </tr> <tr> <td>Oil, butter</td> <td></td> </tr> <tr> <td>Sweet things (sweets, biscuits)</td> <td></td> </tr> </tbody> </table>	Types of food	How many days eaten in a week?	Note	Staple tubers and grains		Question carefully what they eat and how often in the last 7 days, and translate the answers as best as possible into number of days for each food group.	Green leaves, vegetables		Beans, peas		Fruits		Milk, cheese		Meat, chicken, fish		Oil, butter		Sweet things (sweets, biscuits)	
Types of food	How many days eaten in a week?	Note																				
Staple tubers and grains		Question carefully what they eat and how often in the last 7 days, and translate the answers as best as possible into number of days for each food group.																				
Green leaves, vegetables																						
Beans, peas																						
Fruits																						
Milk, cheese																						
Meat, chicken, fish																						
Oil, butter																						
Sweet things (sweets, biscuits)																						
CT - Questions for teacher about the child																						
CT1	How was the child's academic performance over the last year?	S	Poor / Satisfactory / Good / Very Good																			
CT2	How would you rate their concentration or attentiveness?	S	Inattentive, poor / Adequate, not very good / Good, generally attentive / Excellent, highly attentive																			
CT3	How would you rate their performance compared with the rest of the class?	S	Well below average / A little below average / Average / A little above average / Well above average																			
CT4	End of child questionnaire	G	Data and time stamp from tablet.																			

¹¹⁴ This question will be elaborated to be consistent with WFP criteria for assessing food consumption score (FCS).

Annex O Using School Inspection Data

1. A nationwide system of standardised school inspections has been developed since 2013. A school inspection framework (GoE, 2013a) defines a range of performance standards, and is accompanied by school inspection guidelines (GoE, 2013b). Reports from successive rounds of inspection provide comparisons across Regions as well as comparisons between recent and earlier inspection results (see for example GoE, 2019c).

2. National reports are highly aggregated, but the Ministry of Education has shared school-level inspection data with the evaluation team, as discussed in Annex K. The five focus areas of school inspection in relation to inputs, processes and outputs are presented in Table 41 below. Table 42 shows the indicators that are considered in awarding scores against each of the inspection standards.

3. The school-level data that have been shared with the ET show the scores awarded against each of the standards. Unfortunately, this means that more disaggregated indicator scores are unavailable at school level (e.g. it is not possible to pull out all the indicators that reflect gender, or disability assessments; these contribute to various standards but are not separately assessed). Nevertheless, the standards provide an overall assessment of school performance that offers possibilities for comparing school performances over time and across schools, so may, for example, provide insights on the performance of in-program vs. out of program schools, and can augment the data generated by the evaluation's own baseline-endline survey.

Table 41 Focus area for school inspection

Criteria	Focus Area
Input	Focus Area 1: School facility, buildings, human and financial resources Focus Area 2: The learning environment
Process	Focus Area 3: Learning and teaching Focus Area 4: The school's engagement with parents and the community
Output	Focus Area 5: Student outcomes and ethics

Table 42 School Inspection Standards

Aspects	Standards	Indicators	Examples of Evidence
1. Inputs (25%)			
1.1 School facilities, buildings, human and financial resources	1: The school has fulfilled classroom and other buildings, facilities, pedagogical resources and implementing documents in line with the set standards. /4%	<ul style="list-style-type: none"> The school's classrooms and other buildings are based on the set standard (sufficient light, size and floor) and meets the needs of students with special needs The school has met the standard for student- textbook, student-section ratio, teacher guide, reference books and Braille The school has met the standard for library, laboratory, pedagogical centre, play area for students and other facilities The school has documents such as National Education and Training Policy, blue prints, national and regional programmes and frameworks, the Constitution of F.D.R.E, etc and relevant guidelines and the school's internal rules 	Observation of the building and classrooms Inventory of furniture, facilities Discussion with students, teachers, support staff Review of documents

Aspects	Standards	Indicators	Examples of Evidence
	2: The school has fulfilled financial resources to improve the teaching-learning process and execute its priority areas /4%/	<ul style="list-style-type: none"> • The school has received the Block Grant and used it properly • The school has received the School Grant and used it properly • The school has raised resources (in cash, in kind and labour) from parents and the community • The school has generated its own income to boost its financial capacity • The school has raised funds from Non-Government Organizations (NGOs), individuals /former students, local residents, etc/ • The school has well organized financial documents 	Documentation of finances
	3: The school has sufficient suitably qualified directors, teachers and other staff /4%/	<ul style="list-style-type: none"> • All the directors and teachers are licensed and have recognised and validated certification • All the support staff of the school have the required certification • The school has a Guidance and Counselling expert • The school has teachers who are qualified in Special Needs Education 	Documentation of profile of teachers Discussion with the director
1.2 Learning Environment	4: The school has created a conducive teaching-learning environment which is safe, secure for the school community/4%/	<ul style="list-style-type: none"> • The school's area size is as per the standard • The school has a validated certificate of ownership • The buildings are user friendly for all including for those with special needs • The school site is fenced • The school is safe and secure from all things that disrupt the teaching-learning process • There are sufficient numbers of toilets with water and soap that are cleaned daily. The toilets are separate for male and female students, teachers and other staff. The school provides adequate, clean and treated water 	Observation of the school courtyard and ownership document Observation of document Observation of buildings and facilities Record of repairs and safety checks Discussion with the school community
	5: The school has created a well-organized Education Development Army./3%/	<ul style="list-style-type: none"> • The school has established a management system appropriate to implement its objectives and missions • An Education Development Army which understands and is ready to execute the school's objectives, goals and mission has been created • The necessary professional skills and leadership competence that would enable to effectively execute tasks has been created. 	Discussion with students Discussion with teachers Discussion with directors Discussion with stakeholders

Aspects	Standards	Indicators	Examples of Evidence
1.3 Leadership	6: The school has shared vision, mission and values./3%/	<ul style="list-style-type: none"> The school has prepared its vision, mission and values by involving stakeholders 	<p>Discussion with the director, teachers, support staff and parents</p> <p>Results of questionnaire prepared for teachers, parents and students</p> <p>Observing the school while at work</p> <p>Information about the school</p>
	7: The school has prepared participatory school improvement plan	<ul style="list-style-type: none"> The school has identified its priorities by involving stakeholders The school has prepared a three year strategic and annual plans by involving stakeholders 	<p>Discussion with director and SIP committee</p> <p>Document of the school self evaluation</p>
2. Process (35%)			
2.1 Learning	8: Students' learning and participation has increased/3%/	<ul style="list-style-type: none"> Students persevere with their tasks Students have actively participated in asking and answering questions Students support each other using 1 to 5 (Network) formation Students are actively participating in various clubs Students are participating as well as making decisions by involving in Children's Parliament and Student Council 	<p>Observation of students' textbook</p> <p>Classroom observation</p> <p>Discussion with teachers and the director</p> <p>Observation of documents</p>
	9: Students make progress in their learning/3%?	<ul style="list-style-type: none"> Students make effective use of their time. Students take the initiative to invent, research and solve their own problems and that of others. Students give equal importance to all the subjects Students are aware that copying from other students during examination/ assessment is despicable 	<p>Observation of attendance</p> <p>Observation of list of late comers, absentees, dropouts, repeaters ,and roster</p> <p>Classroom observation</p> <p>Discussion with students, teachers and directors</p>
	10: Students show positive attitudes towards their schools/2%/	<ul style="list-style-type: none"> Students are satisfied with the services of their school Students provide support to the school's activities Students are able to properly evaluate their teachers Students give due respect to the entire school community Students have accepted and applied the school's rules and regulation 	<p>Observation of documents</p> <p>Discussion with students, teachers, directors and support staff</p> <p>Documentation of disciplinary measures</p>

Aspects	Standards	Indicators	Examples of Evidence
2.1.2 Teaching	11: Teaching is well planned, supported by suitable teaching-learning materials, and is aimed to achieve high educational results/3%/	<ul style="list-style-type: none"> ● Teachers lesson plan includes lesson objectives, contents and methodology, etc as appropriate ● Teachers have prepared and used teaching aids ● Teachers have made appropriate use of information and communication technology such as radio, plasma screens, TV, computer, etc ● Teachers have appropriate use of laboratories ● Teachers encourage students to use locally available materials in order to make science and technology education effective ● Teachers have provided tutorial classes in order for students to improve in their education and attainments 	Lesson plan Observation of the pedagogical centre Classroom observation Observation of ICT centre Observation of the laboratory plan and discussion with the beneficiaries Observation of the school's work Discussion with students, teachers and directors
	12: Teachers have adequate knowledge of the subject they teach (3%)	<ul style="list-style-type: none"> ● Teachers have adequate knowledge and skills of the subject they teach ● Teachers clarify the content using appropriate and easy to understand language ● Teachers clarify key concepts clearly 	Classroom observation Discussion with Students' Parliament/ Council, teachers, homeroom teachers and directors
	13: The leadership of the school and teachers have used appropriate and modern teaching methods and that helped to increase the participation of all students' (3%)	<ul style="list-style-type: none"> ● Teachers use various active learning methods that encouraged students to investigate, be creative, solve problems and think independently ● The school leadership have created favourable conditions for the implementation of modern and participatory teaching methods ● Teachers have used pair work, group work, individual work with their students as appropriate ● Teachers have provided special support to female students ● Teachers have provided special support to students with special needs ● Teachers have done Action Research in order to solve the learning-teaching problems 	Classroom observation Discussion with Students' Parliament/ Council, teachers, homeroom teachers and directors

Aspects	Standards	Indicators	Examples of Evidence
	14: The school keeps records of data regarding female students and students with special needs; it provides special support (3%)	<ul style="list-style-type: none"> ● The school keeps record of data regarding students with special needs ● The school provides special support to increase attainment of students with special needs ● The school provides special support to increase attainment of female students 	<p>Discussion with students, teachers and directors</p> <p>Observation of documents</p>
	15: Teachers, directors and supervisors have undertaken continuous professional development (CPD) programme (2%)	<ul style="list-style-type: none"> ● Veteran teachers, directors and supervisors undertake suitable continuous professional development activities for at least 60 hours each year by prioritizing the school's problems and developing modules ● New teachers have completed Induction Courses working with mentors 	<p>School's CPD plan and self evaluation plan</p> <p>Portfolio</p> <p>Discussion with teachers</p> <p>Classroom observation</p>
	16: The school leaders, teachers, students and support staff are working as a team organized in Development Army, (3%)	<ul style="list-style-type: none"> ● The school leaders, teachers, students and support staff, organized in Development Army, are working effectively; they have been involved in decision making; they have supported each other through internal supervision ● The school leaders, teachers, students and support staff are disciplined, have sense of professionalism, and are committed to serve the school 	<p>Discussion with teachers, the director, students and support staff</p> <p>Observation of documents</p>
2.2 Curriculum	17: Teachers evaluate, give feedback on whether the curriculum is meaningful, participatory and meets the development level and needs of students and improve it(2%)	<ul style="list-style-type: none"> ● Teachers are well aware of the current school curriculum ● The lessons matches with the national and regional curriculum ● Feedback was given on whether or not the syllabi and other curriculum materials have considered the development level and needs of students 	<p>Classroom observation</p> <p>Investigation of curriculum plans and materials</p> <p>Extracurricular products</p> <p>Discussion with teachers and students</p>

Aspects	Standards	Indicators	Examples of Evidence
2.3 Assessment	18: The assessment of students' performance is accurate; students are given appropriate feedback (3%)	<ul style="list-style-type: none"> ● The school prepares tests in accordance with the curriculum and Table of Specifications ● Students are assessed by tests prepared under the auspices of regional/city administration, zone/sub-city, woreda and cluster centres ● Teachers undertake continuous assessment of students' work as per the minimum learning competency (MLC), balancing theory and practice ● Teachers mark students' work accurately and give them guidance on how to improve their performance ● Teachers provide support to students by undertaking analysis of students' results ● The school receives feedback from parents about students' attainment 	<p>Discussion with home-room teachers and curriculum committees</p> <p>Discussion with teachers, directors and supervisors</p> <p>Records of continuous assessment</p> <p>Discussion with parents</p> <p>Observation of various documents</p>
2.4 Monitoring and evaluation, leadership	19: The school's leadership and responsible bodies of various arrangements monitor whether or not the plans are implemented as per the required time, quality and quantity (2%)	<ul style="list-style-type: none"> ● The school's community monitors whether or not Development Army's plans are properly planned and implemented; provides solutions to problems ● SIP committee monitors implementation of School Improvement Programme; provides support ● CPD committee monitors training and implementation of Continuous Professional Development; identifies areas of improvement; provides support ● The school's leadership monitors the learning-teaching process and implementation of club's plans; provides support ● The school encourages bodies that record better achievements; gives recognition 	<p>School self evaluation document</p> <p>Questionnaire filled out by parents, teachers and students</p> <p>School's 1 and 3 year plan</p> <p>School Improvement Committee minutes and related documents</p> <p>Discussion with the director</p> <p>Discussion with supervisor</p>

Aspects	Standards	Indicators	Examples of Evidence
Monitoring & Evaluation- Management	20: The school has established and implemented a system for a proper utilization of human, financial and material resources (2%)	<ul style="list-style-type: none"> ● The school has established and implemented a system for data collection, storage and utilization ● Teachers are teaching in the subject they are qualified ● Directors and support staff are working in the subject they are qualified ● The school's buildings, facilities and additional inputs are properly utilized ● The school's budget is properly used for priority areas of SIP plans and is in line with the decision made by appropriate bodies 	<p>Observation of the building and other facilities</p> <p>Discussion with the director, teachers, and other staff</p> <p>Inventory of financial and other data</p>
2.5 Engagements of , parents and the community	21: The school has strong, effective partnership with parents and the local community (2%)	<ul style="list-style-type: none"> ● The school encourages parents to actively participate in the learning-teaching process in the school; it also encourages parents to make meaningful participation at school and classroom level ● The school provides regular information to parents and the local community about students' learning, 195his area, financial utilization and other issues; it also receives feedback ● Parents provide support to children in their learning at home ● Parents actively participate in parents, teachers, students association (PTSA) activities ● In relative terms, the school serves as a centre of excellence to the local community ● Documents show that parents express satisfaction with the performance of the school 	<p>Discussion with parents</p> <p>Report submitted to parents</p> <p>Minutes of meeting with parents</p> <p>Questionnaires submitted by parents</p> <p>Discussion with the director and other relevant staff</p>

Aspects	Standards	Indicators	Examples of Evidence
3. Output (40%)			
3.1 The school's and students' attainment	22: The school has successfully met the national education access, internal efficiency and education sector development program goals (10%)	<ul style="list-style-type: none"> ● All school-age children have been enrolled to the school ● The school has met its plan of gross enrolment rate ● The school has met its plan of net enrolment rate ● The school has met its plan of gender ratio ● The school's dropout rate has reduced as per its plan ● The school's repetition rate has reduced as per its plan 	<p>Students' enrolment document</p> <p>Students' attendance list</p> <p>Discussion with the director</p> <p>Discussion with parents and the local community</p>
	23: The students' classroom, regional and national examination results have improved in relation to regional and national expectations of performance of their age groups (8%)	<ul style="list-style-type: none"> ● All students have scored 50% and above in each subject of the classroom examination ● All female students have scored 50% and above in each subject of the classroom examination due to the special support of the school ● All students with special needs have scored 50% and above in each subject of the classroom examination due to the special support of the school ● Students' regional and national results are in line with the plan of the school 	<p>Students' test and final examination mark list</p> <p>Discussion with the director</p>
3.1..2 Students' personal development	24: Students have demonstrates that they have responsible behaviour, ethical values, cultural understanding and take responsibility for the protection of their environment (10%)	<ul style="list-style-type: none"> ● Students are disciplined, respect the school's community, respect& help each other and fight rent-seeking practice. ● Students have protected the school's properties ● Students have achieved concrete results as they are aware of and applied the school's values, rules and regulations ● There is a culture of co-existence and solving differences through dialogue among students ● Students have protected the school and their environment 	<p>Discussion with students</p> <p>Classroom observation</p> <p>Observation of students' activities in the school compound</p>

Aspects	Standards	Indicators	Examples of Evidence
	<p>25: There is good communication and interaction among the school's teachers, leaders and support staff; there is also a sense of accountability and fighting rent-seeking practices (6%)</p>	<ul style="list-style-type: none"> • Students' learning has increased due to the respect given to students by the school teachers, leaders and support staff • There is a culture of cooperation and positive working relation among the school's teachers, leaders and support staff • The school's teachers, leaders and support staff abhor the attitude and practice of rent-seeking; they work with the sense of accountability 	<p>Classroom observation Discussion with teachers and students</p>
<p>3.4 Involvement of parents and the local community</p>	<p>26: The school has secured support due the strong relations it has forged with parents, local community and partner organizations (6%)</p>	<ul style="list-style-type: none"> • The school has obtained support as a result of its strong relation with parents, local community and partner organizations • Leading the school with a sense of ownership has developed as a result of the increase in participation of parents and the local community 	<p>Discussion with the director, teachers, local community and other staff Documents of school activities Documents of expense ledger</p>

Annex P Approach to Interviews and school level observations

INTERVIEW APPROACH

Stakeholder interviews

1. Interviews will be a key source of information for the evaluation. They will be a means to obtain more in-depth insight into issues that have been covered by the Survey Instrument, (Annex N) as well as adding depth to the evaluation team's understanding of context and addressing broader issues that may not be directly covered in the survey.
2. The interviews will also ensure that evidence drawn from other sources and the document review are triangulated.
3. The ET will target a comprehensive range of stakeholders that fully represents all significant institutional, policy and beneficiary interests. The stakeholder analysis (Annex G) will inform the selection of interviewees at all levels (federal, regional and local).
4. The evaluation's reports will list all those individually interviewed (unless they ask for their details to be withheld), along with their principal organisational affiliation (where relevant) and their sex.

Interview process and note keeping

5. Key points to be covered in each of the interviews and focus group discussions with various categories of informants are presented below. These guidelines will be flexibly used, and not all interviews will cover all the points. The choice of the interview questions will be left to the interviewer/facilitator and will be made in line with priority gaps, and the time available.
6. Interviews will be confidential. Most interviews will be conducted on a one-to-one basis. Reports will not quote informants by name and will not include direct quotes or attribution without prior consent. Interviews at woreda, kebele and school level will be done through an interpreter when necessary.
7. While it may be appropriate for WFP personnel to accompany evaluation team members to interview sites and introduce them to interviewees, they will be respectfully expected to leave once the introductions have been made, so as to enable interviewees to speak more freely.
8. Interview notes will be written up, consolidated into an interview compendium and shared among team members via the internal team-only e-library. To respect interviewee confidentiality, the interview notes will be accessible only to team members. The compendium of interview notes will facilitate analysis across all interviews and will enable searches on key thematic terms. This will maximise the analytical potential of interviews and the possibilities for triangulation.

DISCUSSION AND OBSERVATION GUIDES

Please note that these guidelines are not intended as questionnaires but rather as generic questioning and observation guides. Team members will use their judgment to focus on areas which are likely to add most to the ET's existing knowledge, while allowing interviewees and groups to highlight the issues of most importance to them.

These discussion guides are specific to the field work for the baseline phase of the evaluation, and relate to interviews, focus group discussions and observations that will be undertaken in addition to the quantitative survey that is specified in Annex N.

The Inception Report for the final evaluation will include discussion guides that reflect the more retrospective and evaluative nature of enquiries at that stage.

Observation guide for school feeding

Storage of the food

1. How appropriate is the space in terms of:
 - Ventilation
 - Protection against rodents
 - Are bags stacked
 - Screens on windows
 - Records and registers
 - Security
 - Other observations
2. Registration/record keeping at school level including attendance records
 - How good is record keeping on food received and used?
 - Is there are record of the composition of the meals on a daily basis?
 - Is there a record of daily school attendance by children?
 - Is there a record of store entries and use of food ?
 - Is there are record of beneficiaries of the THR ?

Community contributions in kind

3. Are communities contributing:
 - Food
 - Firewood
 - Water
 - Local produce
 - Through labour
 - Other
4. How is this is organized?

Food preparation

5. Arrangements for food preparation: is there:
 - Appropriate and sufficient space
 - Adequate hygiene
 - Adequate organization
 - Availability of water
 - Availability of (sufficient) utensils
 - Soap for cleaning
6. Are fuel saving stoves used?

Serving meals

7. Arrangements for meal times: is there:
 - Appropriate space/organization
 - Accessibility of space for students with disability
 - Composition of meals
 - Utensils for eating
 - Drinking water
 - Facility for hand washing

8. Are meals served in a way that provides equal portions and treatment to boys/girls/students with disabilities?
9. Are there latrines for boys and girls ?
10. Are the latrines :
 - Clean
 - Well maintained
 - Appropriately placed
 - Accessible for students with disability

Reporting

11. Reporting tools and processes (what are the tools, how are they used/understood, who is responsible, frequency and quality of reporting compared to expected standards)

Discussion guide for school staff

Introduction

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

Background and expectations

1. Please explain briefly when and how the school feeding programme came to this local school, and what the roles and contributions of the various stakeholders were and are.
2. How was the introduction (or reintroduction) of school feeding affected by the Covid-19 pandemic?
3. Do you think that the school feeding programme is needed at your school? Why?
4. Is it equally important for boys and for girls?
5. Do you think the programme is providing the right kind of food?
6. How could the school feeding programme be improved?

Discussion guide for school children

Approach

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

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.

Questions will be posed in simple personal terms (Do you like the food? Do you always eat it? Do you eat before you come to school? What did you eat today before coming to school? What did you eat yesterday after the school?)

- Introduction of team member(s) present
- Explain purpose of evaluation
- Explain confidentiality and next steps

Appropriateness and effectiveness of delivery

1. Do you think that the school feeding programme is needed at your school? Why?

2. Do you think the programme is providing the right kind of food?
3. Do you know children of school age who do not get school feeding? If so, why not?
4. Do you like the food? Why or why not?
5. Are there any problems with the school feeding programme? If so, what are they?
6. What difference does the school feeding programme make to you?
7. Does the school feeding have a different effect for girls and boys?
8. Do any of you get a take home ration? If so, how important is it?
9. How has school feeding been affected by the Covid-19 pandemic?
10. How could the school feeding programme be improved? How would you change the school feeding programme if you could decide?

For the girls only:

11. Do you know of any girls who are no longer coming to school? What is the reason for this?
12. Are there days that you are not able to come to school? What are the reasons for this?
13. Have you regularly received the take home ration of rice? If not, why not?

For boys only:

14. Do you know boys who are no longer coming to school? What is the reason for this?
15. Are there days that you are not able to come to school? What are the reasons for this?
16. Have you regularly received the take home ration of rice? If not, why not?

Discussion guide for PTA and community groups

Introduction

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

Background and expectations

1. Please explain briefly when and how the school feeding programme came to this local school, and what the roles and contributions of the various stakeholders were and are.
2. How was the introduction (or reintroduction) of school feeding affected by the Covid-19 pandemic?
3. What do you think are the most important benefits of the school feeding programme?
4. How appropriate are the PTA/community contributions that are expected?
5. Does school feeding fit well alongside other support programmes in this area (e.g. school grants, PSNP, other programmes run by government, communities or NGOs)?
6. How could the school feeding program be improved?

Discussion guide for Government personnel (local level)

Introduction

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

Background and expectations

1. Please explain briefly when and how the school feeding programme came to this area/ school, and what the roles and contributions of the various stakeholders were and are.
2. How was the introduction (or reintroduction) of school feeding affected by the Covid-19 pandemic?
3. Do you think that the school feeding programme is needed in your area? Why?
4. Is it equally important for boys and for girls?
5. Do you think the programme is providing the right kind of food?
6. How could the school feeding programme be improved?
7. Are there other school feeding providers in this area? If so, how do their programmes compare with WFP school feeding?
8. How does school feeding relate to other programmes concerned with education, health, nutrition, safety nets? [If necessary, prompt with mention of literacy, nutrition, and other objectives of the MGD programme, and mention possible collaborators such as UNICEF, NGOs etc and related programmes such as PSNP]

Discussion guide for WFP personnel (local level)

Introduction

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

Background and expectations

1. Please explain briefly how the MGD school feeding programme has been / is being rolled out?
2. How does it compare with the previous phase of MGD school feeding (before 2018)?
3. How was the introduction (or reintroduction) of school feeding affected by the Covid-19 pandemic?
4. Do you think that the school feeding programme is needed in your area? Why?
5. Is it equally important for boys and for girls?
6. Do you think the programme is providing the right kind of food?
7. How could the school feeding programme be improved?
8. Are there other school feeding providers in this area? If so, how do their programmes compare with WFP school feeding?
9. Are you involved in other WFP programmes in this area (e.g. PSNP or TSFP)? If so, how do the different WFP programmes relate to each other?
10. How is the school feeding programme coordinating with other relevant programmes and programme providers? [If necessary, prompt with mention of literacy, nutrition, and other objectives of the MGD programme, and mention possible collaborators such as UNICEF, NGOs etc]

Annex Q Team Roles and Responsibilities

Core team members' expertise

1. **Stephen Lister (Team Leader)** is one of the founder members of Mokoro Limited. He has over 30 years' consultancy experience in many countries of Africa, Eastern Europe, Asia and the Pacific, including extensive experience in Ethiopia. He has specialised in the management of aid and public expenditures, and has led and participated in many studies and evaluations of aid and aid modalities, including sector approaches and budget support. Stephen has extensive experience in undertaking and managing complex evaluations, including large-scale aid programmes at country and regional, as well as at policy, level. Stephen has worked extensively with WFP in recent years and has developed significant oversight of school feeding programmes and the design of suitable evaluation methodologies: he is Deputy Team Leader for the ongoing Strategic Evaluation of WFP's School Feeding Contribution to SDGs, and recently led the Evaluation of WFP's Portfolio in Ethiopia (2018). He was also the technical evaluation manager of the Final Evaluation of WFP's USDA McGovern-Dole International Food for Education and Child Nutrition Programme's Support in Afar and Somali Regions in Ethiopia 2013–2016 (2017) and the technical evaluation manager of three simultaneous midterm evaluations of WFP USDA MGD School Feeding Programmes in Bangladesh, Laos and Nepal. Stephen was also the team leader of the Global Evaluation of WFP's School Feeding Policy (2011), the WFP Nutrition Policy Evaluation (2014-15) and WFP country portfolio evaluations for Sri Lanka (2016) and Timor-Leste (2012-13). Stephen is very familiar with the D/EQAS quality support system and has engaged with WFP on the DEQAS system and its implementation. Stephen's leadership experience also includes the Emergency Nutrition Network (ENN) evaluation (2015) and the Independent Comprehensive Evaluation of SUN (Scaling Up Nutrition) Movement (2014). Stephen has been involved with Ethiopia over many decades, and has worked particularly on public expenditure, education sector and aid management issues.

2. **Dr Denis Alder (Evaluator/Survey Specialist)** is a specialist statistician and data analyst with more than 40 years' experience of supporting research in international development through supporting and leading survey design, statistical modelling and data analysis for monitoring and assessment of indicators. His knowledge and expertise includes use of R statistical modelling, SQL database design, GIS, design of sample surveys including stratified, cluster, multi-stage, multi-phase models, linear and nonlinear models and regression and Bayesian methods. Denis has designed, led and analysed many complex and large-scale surveys of forest and agriculture resources, productivity, marketing and use for DFID, the World Bank, UNDP, WFP, FAO, USAID and other agencies. He has analysed health studies and trials for the NHS in the UK, and worked on nutrition, WASH, and household surveys. Denis was a Senior Evaluator and Statistician for the WFP's USDA McGovern-Dole International Food for Education and Child Nutrition Programme's Support in Afar and Somali Regions in Ethiopia 2013–2016 (2017), for which he was responsible for the statistical and data management aspects of the survey, including supporting the design of data collection instruments, sampling strategy and evaluation methodology. He provided support to data management, including oversight of the data cleaning process and the analysis of survey data.

3. **Gadissa Bultosa (Evaluator and Survey Coordinator)** is a highly qualified Social Statistician and evaluator with over 36 years of experience in: socio-economic and baseline surveys; feasibility studies; data management; rapid appraisal methods; project/programme design, implementation and management; impact assessment, monitoring and evaluation; and social accountability instruments and processes. An expert in programme monitoring and evaluation, Gadissa worked to oversee the implementation of a statistically rigorous survey as part of the WFP's USDA McGovern-Dole International Food for Education and Child Nutrition Programme's Support in Afar and Somali Regions in Ethiopia 2013–2016 (2017): delivering thematic expertise in rural development, capacity development and statistical analysis. Gadissa supported the design of the survey instruments and was responsible for coordinating survey implementation, including the recruitment and training of enumerators. Gadissa also supported the evaluation of Finland's country strategies and country strategy modality as a team member and senior evaluator of the Ethiopia evaluation team (2015-16). He was also the deputy team leader, statistician and M&E expert for a Programme Level Monitoring & Evaluation for the Climate High Level Investment

Programme (CHIP), and for the Strategic Climate Institutions Programme (SCIP) (DFID, 2012-16). More recently, Gadissa has supported an assignment to provide additional analytical capacity to Productive Safety Net Programme (PSNP) Ethiopia donors to analyse new data sets and inform programme design and implementation (DFID, 2019). He has also worked on an assignment to assist the Ministry of Finance and Economic Cooperation in streamlining internal coordination and reporting mechanisms with regards to the provision of budget support by the European Commission to Ethiopia's Health Transformation Plan 2016-2020 (EC, 2019). Gadissa's relevant sectoral expertise includes conducting a midterm review of a Pastoral Community Development Project in the Somali, Afar, Oromia and SNNP regions of Ethiopia (2011). Gadissa has also supported numerous food security assignments, including the Western Ethiopia Integrated Environment and Food Security Development Programme, for which he was a Programme Adviser (2011). He was also a Socio-Economic/M&E expert for the evaluation of the Mena-Sibu Integrated Food Security Project, and Project Design for Mena-Sibu Environmental Rehabilitation and Food Security Project (2011). An Ethiopian national with extensive country experience, Gadissa brings extensive regional knowhow to the team, along with experience of working with government agencies as well as donor agencies and international organizations.

4. **Doe-e Berhanu (Evaluator and Qualitative Lead)** is an experienced researcher and evaluator with broad international development experience and an academic background in sociology, international affairs and sustainable development. Professionally, she has worked across programmes, fundraising and communications, and has extensive experience in policy analysis and strategy development, with work experience in countries including Ethiopia, South Sudan and USA. As Programme Coordinator at Lutheran World Federation (2010-11) in Ethiopia, and then as Programme Officer at WFP South Sudan (2012-14), Doe-e developed a strong results-based programming orientation, and during her time at WFP she led the development of a results-based M&E system for the National Strategic Food Reserve (NFSR) Special Operation. Since moving into consultancy, Doe-e has brought her programmatic and research and analysis expertise to bear on a range of evaluations that have focused on various sectors in Ethiopia, including education, agriculture, nutrition, and humanitarian and refugee assistance. Her experience of consultancy assignments for WFP includes participating on Mokoro-led teams for the USDA McGovern-Dole School Feeding Evaluation in Ethiopia (2017-18) and the Ethiopia Country Portfolio Evaluation (2018). Doe-e is a fluent English speaker with native proficiency in Amharic and basic proficiency in Afaan Oromo.

5. **Eskindir Tenaw (Survey Statistician)** is a statistician with over 28 years of experience in designing survey methodologies and managing large-scale surveys for a variety of national and international projects and programmes and for multilateral, bilateral, government and NGO partners including USAID, European Commission, DFID, WB, FHI, WV, Central Statistical Agency of Ethiopia, Government of Norway and Government of Netherlands. He brings considerable expertise in the design and testing of survey instruments, the development of instruction manuals and the training of field coordinators, the processing and analysis of quantitative and qualitative data using programmes such as CSPRO and SPSS. Eskindir has experience coordinating studies across Ethiopia and has designed and implemented evaluations including baseline and endline surveys on food security, health, agriculture, value chain development and capacity building. He is highly experienced in supervising survey teams in the entry, cleaning and coding of data and in the analysis and validation of results.

6. **Dr Muriel Visser (Quality Support Advisor)** has over 25 years' consultancy experience, with particular expertise in policy analysis, programme design, evaluation and aid management, as well as technical specialisms in gender analysis, health, and education (including school feeding). Muriel is a highly experienced evaluator and team leader and has led large multi-donor country programme evaluations for various bilateral and multilateral agencies. She has a strong record in evaluating nutrition interventions and WFP strategy and operations on school feeding: she currently leads WFP's Strategic Evaluation of School Feeding Contribution to SDGs; she is the Deputy Team Leader for the Evaluation of Emergency School Feeding; she leads the Evaluation (including a baseline and outcome monitoring) of Outcome 2 (Sustainable Food Systems Programme), of WFP Kenya Country Strategic Plan, in arid and semi-arid areas of Kenya from 2018 to 2023; she led the baseline evaluation of School Feeding in Kenya in 2016; and led the team undertaking the school feeding programme evaluation in Sao Tome. Muriel's involvement as team leader in global evaluations includes the UNICEF strategic evaluation of its Contribution to Education in Humanitarian Settings with case studies in nine countries; the major

evaluation of the 11th European Development Fund, the largest of the EU's Financing Instruments (2016); and the evaluation of the inter-agency initiative REACH (Renewed Efforts Against Child Hunger), which included global level engagement and analysis, as well as eight in-depth country case studies (WFP,2015). Muriel also has extensive experience in leading gender evaluations including the Global Evaluation of the United Nations Girls' Education Initiative (UNGEI). Muriel has provided QS to several assignments and has considerable expertise in statistical analysis, with a PhD in Health Communication with a minor in Measurement and Statistics from the University of Florida (2004).

7. **Jane Keylock (Quality Support Advisor)** is a Food Security and Nutrition Specialist with more than 15 years' experience and a particular focus on child health and nutrition and the delivery of nutrition in response to emergencies. She has extensive experience of managing and implementing emergency nutrition programmes, mainly the community-based management of acute malnutrition (CMAM), as well as supporting national governments, UNICEF Country Offices and NGOs to deliver nutrition services. She is well versed in a wide range of nutritional research analysis techniques – including spatial stakeholder and nutrition landscape mapping – and has significant experience contributing her expertise to major evaluations and reviews for various UN agencies. Jane has brought her nutrition expertise to bear on a number of WFP evaluations, including: the midterm evaluation of the WFP USDA MGD School Feeding Programme Laos (2016-17), an evaluation of WFP nutrition policy (2014-15), WFP CPE in Indonesia (2013-14), WFP CPE in Timor-Leste (2012- 2013), and the WFP CSPE in Timor-Leste for which she is providing QS. Elsewhere she has participated in complex evaluations, including a number of Scaling Up Nutrition (SUN) programmes including, Nigeria, Pakistan, Uganda and Laos. Jane's SUN assignments have included strengthening the functional capacity of the DFID-funded MQSUN+ initiative (2018), supporting the development of a multi-sectoral Common Results Framework (2014) and providing expertise towards the costing of the strategy (2015). Her recent experience also includes a UNICEF evaluation of Vulnerable Groups Feeding Programme in Botswana (2019), a Rapid Diagnostic of UNICEF's nutrition programme in Yemen (2016); the Evaluation of FAO Country Programme in Lao PDR (2015); and an Evaluability Assessment of DFID's humanitarian funding to UN agencies through Evaluation Quality Assurance and Learning Services (2017). Jane has contributed her technical expertise to the design, strengthening, and implementation of many nutrition programmes, including developing guidelines and training materials nutrition programs. Jane has extensive experience of working in Ethiopia and the region, which includes longer-term inputs to the Ethiopian Ministry of Health as a Programme Support Officer, in which she developed long term strategy for routine treatment of severe acute malnutrition in the Ethiopian health service. She also developed a community-based growth promotion module addressing chronic malnutrition for the government Health Extension Worker training programme.

Roles and responsibilities

8. Table 43 below focuses primarily on the roles in the assignment required for the inception and baseline. Details of the roles for the end evaluation will be clarified within the Baseline Report, once a more detailed approach to the evaluation phase will have been clarified. As indicated, most inception work has been conducted remotely.

Table 43 Evaluation team roles and responsibilities

Team member	Roles
Core Team	
<p>Stephen Lister Team Leader (TL)</p>	<ul style="list-style-type: none"> • Team Leader with overall responsibility for all aspects of the evaluation, including: <ul style="list-style-type: none"> • professional point of contact with the Evaluation Manager; • supervision of evaluation team members, and liaison with Quality Support advisers; • lead author of Inception, Baseline and Evaluation Reports through successive iterations to finalisation; • ensuring the finalisation of the reports through the DEQAS process and to agreed timelines. • Leads on education and nutrition elements of school feeding and overall M&E approach and methodology for the evaluation. • Undertakes inception and field work in Ethiopia as shown in the overall schedule. • Leads the situation analysis and qualitative data collection for the evaluation. • Coordinates and leads debriefing to WFP after fieldwork is completed.
<p>Denis Alder Evaluator / Survey Specialist</p>	<ul style="list-style-type: none"> • Thematic responsibility for the statistical and data management aspects of the survey, including supporting the design of data collection instruments, sampling strategy and evaluation methodology. Support to data management, including providing oversight of data cleaning process. Support to the analysis of survey data. Joins briefings and inception workshop • Joins (virtual) inception mission in Ethiopia. • Contributes to Inception Report, Baseline Report, and Evaluation Report.
<p>Gadissa Bultosa Evaluator & Survey Coordinator</p>	<ul style="list-style-type: none"> • Brings thematic expertise in rural development, capacity development, survey methodologies, survey implementation, and statistical analysis. • Participates in inception mission and detailed design of the SI • Responsible for coordinating survey implementation, including the recruitment and training of enumerators, sourcing translation services as required, assisting in the procurement of survey tools as required (such as electronic tablets), sourcing vehicles and assisting in the coordination of local transport as required. • Works with the Survey Specialist to oversee the implementation of a statistically rigorous survey, and provides comprehensive quality assurance of work undertaken by the overall survey team. • Provides oversight of the survey fieldwork design, identification of sampling frame, and sampling process, and decisions on the methodology for training of field survey team. • Provides oversight of, and guidance for, data cleaning and analysis process. • Coordinates arrangements for training and conducts selected elements of survey team training. • Contributes to Inception Report, Baseline Report, and Evaluation Report.
<p>Doe-e Berhanu Evaluator & Qualitative Lead</p>	<ul style="list-style-type: none"> • Ethiopia based evaluator focusing on qualitative evaluation to supplement the statistical survey. Works with the Team Leader on all aspects of the situation analysis, including focus on the learning agenda issues • Participates in the inception mission and field work. • Lead responsibility for GEEW assessment at baseline. • Assists the TL in liaison with WFP Ethiopia CO, and in preparation of the (non-survey) fieldwork programme • Leads the gender analysis of the evaluation and on food security. • Participates in inception and field missions, and assists liaison between Mokoro and WFP Ethiopia CO between missions. • Assists in gathering data and documents, in liaison with the Oxford-based researcher. • Contributes to the Inception Report, Baseline Report, and Evaluation Report, and supports the Team Leader in compiling reports and responding to comments from stakeholders and DEQAS.

Team member	Roles
Eskindir Tenaw Survey Statistician	<ul style="list-style-type: none"> • Participates in inception mission and detailed design of the survey fieldwork, identification of sampling frame, and sampling process, and on the development of methodology for training of field survey team. • Responsible for setting up the tool on ODK/ tablets and ensuring that data collected is stored securely and transferred from the tablets onto WFP server. • Works alongside the Survey Coordinator to ensure adequate preparation in advance of the main field work mission including leading the survey fieldwork preparation in country. • With the Survey Coordinator agrees a methodology for delivering training to field survey team and coordinates content for appropriate training and conducts training (with focus on technical aspects of the SI as well as approaches & methods). • Undertakes pilot testing of the proposed survey tools. • Responsible for follow up of the survey field work data collection, and provides comprehensive quality assurance of work undertaken by the enumerators and supervisors. • Maintains regular communication with the Survey Supervisors at pre-agreed intervals, including supervision. • Does data processing, coding, data cleaning, data analysis and presentation following the survey, and manages the centralised database (through the server). • Contributes to the survey findings section(s) of the Baseline Report and Endline Report.
Advisory & quality support	
Jane Keylock Advisor / Quality Support	<ul style="list-style-type: none"> • Will draw on her extensive evaluation experience and sectoral expertise on school feeding and Ethiopian context: • Advise the TL on the relevance, credibility and practicality of the evaluation approach, and review the draft Inception Report accordingly; • Review and comment on the draft Baseline and Evaluation Reports, taking account of DEQAS criteria for decentralised evaluations; • Provide particular advice on the assessment of nutrition outcomes, and other ad hoc advice to the TL on request. • Reviews and comments on the main evaluation products before their submission.
Muriel Visser Advisor / Quality Support	<ul style="list-style-type: none"> • Will draw on her extensive evaluation and sectoral experience (including particular experience of school feeding, education, gender and social protection issues) and M&E approach to baseline evaluations to: • Advise the TL on the relevance, credibility and practicality of the evaluation approach, and review the draft Inception Report accordingly; • Review and comment on the draft Baseline and Evaluation Reports, taking account of DEQAS criteria for decentralised evaluations; • Provide other ad hoc advice to the TL on request. • Reviews and comments on the main evaluation products before their submission.
In-house research support and assignment management	
Liam Bluer Research Support	<ul style="list-style-type: none"> • Assists in sourcing documents and data, and managing the team's e-library. • Under TL direction, undertakes literature review and data analysis, and remote planning of the field visits, including coordinating logistics for the evaluation team. • Provides assistance to the in-country Research Coordinator as required, supporting key research processes and ensuring compliance with DEQAS in all research processes employed and templates used.

Team member	Roles
<p>Céline Cornereau Assignment Manager</p>	<ul style="list-style-type: none"> • Responsible for assignment administration, contracts and logistics; administrative liaison with client. • Assesses and ensures effective management of risks, taking account of Mokoro's duty of care. • Monitors assignment budget and invoicing. • Coordinates administrative support to the assignment team. • With the TL and research support, ensures that assignment deliverables meet the agreed design/presentational standards.

Annex R Evaluation Timeline and Approach (post-baseline)

Events and activities (TOR Annex 6)	Proposed timing		Mokoro proposed workplan
	TOR	Mokoro	
Mid-Term Review (MTR)			
2022?			
Preparation, undertaking and reporting from MTR of the programme	not included in TOR for baseline and final evaluation	first half of 2022?	<p>The MTR itself is not covered by the TOR and will be contracted separately. However, it will be an important stepping-stone between baseline and endline, and Mokoro's baseline report will include recommendations on the appropriate scope, focus and timing of the MTR as a contribution to the lifetime evaluation of the MGD programme.</p> <p><i>Although the MGD programme has had a delayed start due to the Covid-19 pandemic, it probably makes sense to keep to the original timing, as revisions to implementation are likely to make the MTR more important and mid-course adjustments more relevant. Assuming normal field work is possible in 2022, the MTR may usefully augment some of the baseline analysis.</i></p>
Final Evaluation			
Oct 2023–May 2024			
<p>Inception Phase (Final Evaluation):</p> <ul style="list-style-type: none"> Review and adjust evaluation questions, evaluation design and methodology (including sampling strategy), and draft an inception report for agreement (evaluation team). Quality assure the draft inception report through DEQS (WFP) Seek Evaluation Reference group's comments on inception report (WFP) Finalize the inception report for approval (Evaluation team) Arrange field visits (evaluation team, WFP) 			<p>The baseline report will include detailed proposals and a proposed timetable for the final evaluation, drawing on the experience of conducting the baseline and the issues it reveals. Our working assumptions are:</p> <ul style="list-style-type: none"> The final survey should take place at the same time of year (during the same school term) as the baseline, so as to maximise comparability between baseline and endline. The final evaluation will require a somewhat higher level of effort than the baseline, because it will need to analyse performance across a range of indicators (as opposed to simply establishing benchmarks).
<p>Data collection phase (Final Evaluation):</p> <ul style="list-style-type: none"> Conduct field visits (evaluation team) Conduct end line survey (evaluation team) Conduct key stakeholder focus groups and key informant interviews (evaluation team) Enter, clean, and analyse data (evaluation team) 			<ul style="list-style-type: none"> It will also need to factor in additional work on the learning agenda and the other key issues. If necessary Mokoro may field additional specialist evaluators to assist in addressing such issues.

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Events and activities (TOR Annex 6)	Proposed timing		Mokoro proposed workplan
	TOR	Mokoro	
Reporting Phase (Final Evaluation): <ul style="list-style-type: none"> • Draft end line report (evaluation team) • Quality assure the report through DEQAS • Seek Evaluation Reference group’s comments on the draft end line report (WFP) • Develop a final evaluation report (evaluation team) 			
Follow-up and Dissemination			
Follow-up and Dissemination Phase: <ul style="list-style-type: none"> • Disseminate evaluation findings to key stakeholders including ERG (Evaluation team, WFP, Government) • Prepare management response (WFP) 			<p style="text-align: center;">Jun-Dec 2024</p> <p>As noted earlier, the full baseline report will include proposals for the evaluation team's contribution to dissemination.</p>

Annex S Detailed Field Work Schedules

1. Table 44 below shows the detailed timetable for preparation and undertaking of the quantitative survey.

Table 44 Schedule for preparation and conduct of the quantitative survey

#	Activity	Dates	Team member	Locations/sites	Stakeholders / liaison
1.	ET proceeds with programming of Survey Instrument.(including KAPS component) ET draws final survey sample, to allow detailed fieldwork planning and preparation	from 1 February	Gadissa, Eskindir, Denis (supported by Liam on data reconciliation)_	Addis Ababa and Europe	WFP CO
2.	Mobilization, administrative work such as agreeing on data repository server, tablets, complete data entry interface design, and translate questionnaire into local languages to serve as a reference/guidance	15 February – 15 March	Gadissa and Eskindir, supported as necessary by Denis, Stephen and Doe-e	Addis Ababa (and remote from UK)	WFP CO
3.	Liaison with WFP (CO and SOs) and REBs re specific schools to visit, itinerary and facilitation Collate available information about specific woredas and schools being visited	01–15 March		Communication from Addis Ababa	WFP CO and SOs; MoE, REBs
4.	Training of 4 supervisors and 8 enumerators recruited in A/A for Oromia zones survey	12–15 March	Gadissa and Eskindir	Addis Ababa	
5.	Travel (from A/A to Afar region); contact entree facilitators; accommodation; visit to BoE & admin work (mainly liaising the ST with the zones & sample woredas)	16–18 March	ST1 & ST2, (Afar); (ST=survey team)	Semera, Afar	Afar Bureau of Education (BoE)
6.	Oromia BoE in A/A; contact entree facilitators; visit to BoE & admin work (mainly liaising the STs with the zones & sample woredas)	16 March	ST3 & ST4	A/A, Oromia	Oromia BoE
7.	Training enumerators (at Semera) ¹¹⁵	19–20 March	STT1 & ST2	Semera, Afar	Afar BoE
8.	Travel (from A/A to E Hararghe and Borana zones); visit Education Office of the respective zones to inform teams' presence	17–20 March	ST3 (E Hararghe) & ST4 (Borana)	Oromia	Education Office of the respective zones
9.	Travel; admin work; school level interviews (with relevant teachers & students: girls & boys); data transmission; collation of recorded statistics (from EMIS & the like)	21 March – 08 April	ST1 (the team will be assisted by ST3)	Afar (Zones 4 & 5) ¹¹⁶	Education office of sample Woredas & schools (of the respective zones)
10.	Travel; admin work; school level interviews (with relevant teachers & students: girls & boys); data transmission; collation of recorded statistics (from EMIS & the like)	21 March – 08 April	ST2 (the team will be assisted by ST3)	Afar (Zones 1, 2 & 3)	Education office of sample Woredas & schools (of the respective zones in Afar)

¹¹⁵ The supervisors will manage the training of enumerators; senior supervisors capable of this role will be recruited.

¹¹⁶ NB Zonal focus of STs may be adjusted as detailed itineraries to specific school are worked out.

#	Activity	Dates	Team member	Locations/sites	Stakeholders / liaison
11.	Travel; admin work; school level interviews (with relevant teachers & students: girls & boys); data transmission; collation of recorded statistics (from EMIS & the like)	21 March – 02 April	ST3	Oromia (E/Hararghe)	Education office of sample Woredas & schools (E Hararghe zone in Oromia)
12.	Travel; admin work; school level interviews (with relevant teachers & students: girls & boys); data transmission; collation of recorded statistics (from EMIS & the like)	03–08 April	ST3	Afar (to support ST2 & ST1)	Education office of sample Woredas (in Afar)
13.	Travel; admin work; school level interviews (with relevant teachers & students: girls & boys); data transmission; collation of recorded statistics (from EMIS & the like)	21 March – 02 April	ST4	Oromia (Borana)	Education office of sample Woredas & schools (Borana zone in Oromia)
14.	Travel back to A/A	03 April (ST4) 09 April (ST1, ST2 & ST3);	ST1, ST2 & ST3; ST4	Afar & Oromia	
15.	Data scrutiny, verification & transmit to Survey Specialist (Denis Alder)	04– 06 April (ST4) 10 – 14 April (ST1, ST2 & ST3);	ET	Afar & Oromia	DA & ET will design data entry interface prior to survey completion

2. Table 45 below shows the outline schedule for the qualitative field visits, to be undertaken by the qualitative lead, Doe-e Berhanu. Schools will be selected purposively (avoiding schools included in the quantitative survey) to cover a range of contexts (livelihoods, location ...) and also to include at least one school in Oromia and two in Afar that are designated as disability friendly and/or schools that have Grade 0. In Afar, the sample will include a mix of schools that were part of the previous MGD program and those that are new. The selection of schools will also have to factor in the travel time between locations.

Table 45 Outline schedule for qualitative field work

Date	Activity	Comments
21 – 27 March	Field work in Afar Region	Aim is to visit 6 schools in 3 Woredas, probably in Zones 1 and 3. These will be schools not visited by the quantitative survey teams, and will include at least one school classified as disability-friendly.
Sunday 21 March or early Monday 22 March	Fly Addis Ababa to Semera	
Monday 22 March	Visit School #1 and meet with local education authorities	In order to fit in 6 schools in 3 woredas as per the plan, there needs to be one day that covers 2 schools that are relatively close to each other. If time allows, will seek interviews with staff of NGOs and other agencies working in social protection and SHN related areas. Could fly back on Saturday afternoon if WFP/BoE meetings can be scheduled for Saturday morning.
Tuesday 23 March	Visit schools #2 and #3	
Wednesday 24 March	Visit School 4 and meet with local education authorities	
Thursday 25 March	Visit School #5	
Friday 26 March	Visit School #6 and meet with WFP sub-office staff and Regional BoE	
Saturday 27 March	Return flight to Addis Ababa	
31 March – 02 April	Oromia, E Hararghe Zone	To visit 2 schools in 1 woreda (probably Baabilee), plus woreda officials etc, Overnight in Harar.
Wednesday 31 March	Fly to Dire Dawa and drive to school #1	
Thursday 01 April	visit school #2	Also meet NGOs, other SGN agencies if time allows
Friday 02 April	meet with zonal education office, WFP staff Return flight to Addis Ababa	

Date	Activity	Comments
07 – 10 April	Oromia, Borana Zone	WFP to advise on the quickest route from AA. Maybe flying to Arba Minch and driving down to Borana?
Wednesday 7 April	Travel to Borana Zone	
Thursday 8 April	Visit School #1 and meet with local education officials	Will visit 2 schools in 1 woreda (Areero or Taltalee)
Friday 9 April	Visit School #2 and meet with WFP staff	Also to meet WFP and zonal/woreda education staff pous, if time allows, other agencies involved in social protection and SHN.
Saturday 10 April	Travel back to Addis Ababa	

Annex T Outline for Baseline Report

Main Chapters	
Executive Summary	
1.	Introduction <ul style="list-style-type: none"> • overview of evaluation subject and role of baseline study • implementation of baseline study
2.	Context – Situation Analysis <ul style="list-style-type: none"> • country context • school feeding context
3.	The McGovern-Dole Programme <ul style="list-style-type: none"> • concise description (details in annex) • key stakeholders
4.	Evaluation Methodology
5.	Baseline findings <ul style="list-style-type: none"> • quantitative survey findings • KAPS findings • qualitative findings • gender and equity assessment • preliminary assessment of issues related to USDA learning agenda (community level of school feeding implementation, and combining local procurement with international food aid to support sustainable national programmes)
6.	Discussion and implications including: <ul style="list-style-type: none"> • issues in programme implementation (any adjustment recommended?) • issues in evaluability (generally and for specific indicators), linked to refinement of evaluation methodology • implications for ongoing monitoring and reporting • implications for MTR • implications for final evaluation
7.	Summary of Recommendations
Annexes	
A.	Terms of Reference
B.	Details of baseline implementation , including people consulted
C.	Programme Description <ul style="list-style-type: none"> • Update of Inception Report Annex E
D.	Maps
E.	Details of Methodology <ul style="list-style-type: none"> • overall approach • theory of change • data collection tools
F.	Full Evaluation Matrix
G.	Baseline Survey <ul style="list-style-type: none"> • approach • findings
H.	Gender Analysis
I.	Knowledge, Attitudes and Practices Survey <ul style="list-style-type: none"> • approach • findings
J.	<i>other annexes as necessary.....</i>
K.	Bibliography

Annex U Preliminary Issues for Mid Term Review

1. This annex notes some preliminary thinking concerning the Mid Term Review (MTR). Proposals for the MTR will be more fully developed in the Baseline Report.

Evaluation questions for the MTR

2. A preliminary set of evaluation questions (EQs) for the MTR is included in the Evaluation Plan (WFP, 2020a). We anticipate some modifications to those questions, in line with the refinements to the EQs for the final evaluation, as presented in Annex J. A set of draft questions that follows the same pattern as the EQs for the final evaluation is presented in Table 46 below. Table 47 shows how these draft questions would cover the issues raised in the evaluation plan.

3. Note that we propose to add a specific question about gender and equity (EQ3), and would also suggest that the MTR would be a good opportunity to take stock of how the project has been affected by, and has adapted to, the Covid-19 pandemic (EQ7).

4. It should be noted that the MTR is not a full evaluation, and will not be expected to apply the same standards as the baseline and endline evaluation reports. As noted in the glossary (Annex D), WFP defines a review as follows:

Periodic or ad hoc assessment of the performance of a programmatic intervention, or a specific aspect of a programme intervention, intended to inform decision-making and/or learning. A review tends to focus on operational issues and is typically managed internally, to enable timely decision-making and potential adjustments to an ongoing programme. Some reviews may be conducted by external reviewers, or by a mix of internal and external. Reviews do not have to conform to international norms or standards, or to publication requirements.

Table 46 Draft EQs for the Mid Term Review

Questions for mid term review	Evaluation criteria
Key Question A : How appropriate was the programme?	
EQ1. What is the quality of the project design, mainly in terms of beneficiary targeting and ability to reach the right people with the right type of assistance?	continuing relevance
EQ2. How well is the project aligned with the education and school feeding policies of the government and of donors?	continuing relevance internal coherence external coherence
EQ3. How well is the project adapted to context in terms of gender, equity, and other cross-cutting issues?	continuing relevance
Key Question B: What are the results of the programme?	
EQ4. How well is project implementation progressing? Is the project on track to carry out all planned activities and achieve planned outputs?	effectiveness
EQ5. What are the intermediate effects of the project (including any unexpected effects. positive or negative)?	effectiveness
EQ6. Is the project monitoring on track to measure planned outputs and outcomes, including gender and equity dimensions, at endline?	effectiveness
EQ7. How well did the project adjust to the Covid-19 pandemic and any other unforeseen factors?	relevance, effectiveness, efficiency
Key Question C: What factors affected the results?	
EQ8. What has been the efficiency of the program, in terms of transfer cost, cost/beneficiary, logistics, and timeliness of delivery??	efficiency
EQ9. How well is food safety being managed taking into consideration the different system of national, regional, local and community governance?	efficiency

Questions for mid term review	Evaluation criteria
EQ10. Are local communities (PTAs, farmers groups, etc.) fully involved in and contributing toward school feeding and education activities?	relevance, coherence
EQ11. How have other factors affected implementation and results so far?	all
Key Question D: To what extent are the project results sustainable?	
EQ12. What progress has the government made towards developing and implementing a nationally owned school feeding program?	effectiveness, sustainability
EQ13. Are local communities (PTAs, farmers groups, etc.) fully involved in and contributing toward school feeding and education activities?	relevance, sustainability
Key Question E: What lessons can be learned from this project so far?	
EQ14. How can a combination of local procurement during harvest time be supplemented with international food aid to promote locally and/or nationally sustainable school meals program?	relevance, effectiveness, efficiency
EQ15. Are there other interim lessons to note?	all
EQ16. Are there any recommendations for mid-course corrections to improve the project's relevance, efficiency, effectiveness, impact, and/or sustainability?	all

Table 47 Mapping draft MTR questions onto revised EQs for MTR

Focus Area	Key Questions – Mid-term Review	now covered by:
Relevance	What is the quality of the project design, mainly in terms of beneficiary targeting and ability to reach the right people with the right type of assistance?	EQ1
	Is the project aligned with national government and donor's education and school feeding policies and strategies?	EQ2
Effectiveness and Efficiency	What are the outputs and the progress of project implementation – is the project on track to carry out all activities as planned?	EQ4,
Impact	What are the intermediate effects of the project?	EQ5
	Have there been any unintended outcomes, either positive or negative?	EQ5
	What internal and external factors are likely to affect the project's achievement of intended results?	EQ11
Sustainability	What progress has the government made toward developing and implementing a nationally owned school feeding program?	EQ12
	Are local communities (PTAs, farmers groups, etc.) fully involved in and contributing toward school feeding and education activities?	EQ10
	How can a combination of local procurement during harvest time be supplemented with international food aid to promote locally and/or nationally sustainable school meals program?	EQ14
General	What are lessons learned from the project up to this point?	EQ15
	Are there any recommendations for mid-course corrections to improve the project's relevance, efficiency, effectiveness, impact, and/or sustainability?	EQ16

Annex V Bibliography

1. In this Annex we provide bibliographical references for documents cited in the Inception Report, plus entries for other key documents from the evaluation team's electronic library.
2. "Location" in the listing below refers to folder and document numbers in the evaluation team's electronic library of documents
3. The bibliography will be continually updated as the evaluation proceeds.

Short ref	Full ref	Location
Afar & WFP, 2020	<i>Agreement Between the Afar Regional Bureau of Education and the Afar Bureau of Finance and Economic Cooperation and The World Food Programme (WFP) on the Implementation of School Feeding in Afar Region, Ethiopia in the Framework of the WFP Country Strategic Plan (CSP ET02) 2020-2025.</i> Agreement No: ET02_Act 04_ABOE/BOFEC.01	A2-7
ALNAP, 2016	<i>Evaluation of Humanitarian Action Guide</i> , ALNAP 2016	C3-1
Assefa, 2015	<i>The impact of school feeding programme on students' academic performance: the case of selected elementary schools in Debre Libanos Wereda, Oromia Region.</i> A thesis submitted to the School of Psychology Addis Ababa University. Ermias Assefa: Addis Ababa, June 2015.	B0.3-2
ATA,2013	<i>HGSF – Home-Grown School Feeding in Ethiopia</i> , Final report 2113/07/25, Ethiopian ATA _ Agricultural Transformation Agency.	A3.3.3-12
AU et al, 2014a	<i>The Cost of Hunger in Africa: Social and Economic Impact of Child Undernutrition in Egypt, Ethiopia, Swaziland and Uganda.</i> African Union Commission, NEPAD Planning and Coordinating Agency, UN Economic Commission for Africa, and UN World Food Programme. Addis Ababa: UNECA, 2014.	B0.2.3
AU et al, 2014b	<i>The Cost of Hunger in Ethiopia: Implications for the Growth and Transformation of Ethiopia.</i> African Union Commission, NEPAD Planning and Coordinating Agency, UN Economic Commission for Africa, and UN World Food Programme. Addis Ababa: UNECA, 2014.	B0.2.4
Bundy et al, 2009	<i>Rethinking School Feeding: Social Safety Nets, Child Development and the Education Sector.</i> Bundy, D., Burbano, C., Grosh, M., Geli, A., Jukes, M., Drake, L. (2009),The World Bank.	D1-2
CSA & DHS Program, 2016	<i>Ethiopia – Demographic and Health Survey 2016.</i> Central Statistical Agency & The DHS Program, ICF: Addis Ababa, Ethiopia & Rockville, Maryland, USA: July 2017.	B2.2-2
EPHI, 2016	<i>Ethiopian National Micronutrient Survey Report</i> , Ethiopian Public Health Institute, September 2016	B0.2-8
EPHI, 2020	<i>A Directive issued for the Prevention and Control of the COVID-19 Pandemic No. 30/2020</i> , Ethiopian Public Health Institute, 5 October 2020.	B1.7-4
FAO, 2014a	<i>KAP manual: Guidelines for assessing nutrition-related Knowledge, Attitudes and Practices</i> , by Yvette Fautsch Macías R.D., M.Sc., FAO Nutrition Consultant, with Peter Glasauer Ph.D., FAO Nutrition Division, Food and Agriculture Organization of the United Nations, Rome, 2014.	C3-5
FAO, 2014b	<i>KAP manual: Guidelines for assessing nutrition-related Knowledge, Attitudes and Practices</i> , by Yvette Fautsch Macías R.D., M.Sc., FAO Nutrition Consultant, with Peter Glasauer Ph.D., FAO Nutrition Division, Food and Agriculture Organization of the United Nations, Rome, 2014. [model questionnaires, Word version]	C3-6
FAO, 2017	<i>Chronology of hotspot classification in Ethiopia – February 2015 – June 2017.</i> Food and Agriculture Organization of the United Nations: 2017.	B6.3-3

Short ref	Full ref	Location
Gardiner et al, 2016	<i>Home Grown School Feeding (HGSF) Pilot Programme in Southern Nations Nationalities and Peoples Region, Ethiopia – Programme Evaluation</i> , Iain Gardiner, Elodie Yard, Ginjo Giya and Nigussie Geletu Dejene, December 2016.	[SEL]
GoE & UNICEF, 2012	<i>Study on Situation of Out of School Children (OOSC) in Ethiopia</i> . Ministry of Education and UNICEF Ethiopia Country Office: Addis Ababa: July 1012.	B1.5-1
GoE, 2012	<i>National School Health and Nutrition Strategy</i> . Ministry of Education. Federal Democratic Republic of Ethiopia: Addis Ababa: October 2012.	B2.1-0
GoE, 2010	<i>Growth and Transformation Plan (GTP) 2010/11-2014/15</i> . Ministry of Finance and Economic Development, Federal Democratic Republic of Ethiopia: Addis Ababa: September 2010.	B2.1-8
GoE, 2013a	<i>National General Education Inspection Framework</i> , Ministry of Education, September 2013	B1.8-1
GoE, 2013b	<i>National school inspection guidelines</i> , Ministry of Education, September 2013.	B1.8-2
GoE, 2013c	<i>Social Protection Policy</i> . Federal Democratic Republic of Ethiopia: Addis Ababa, October 2013.	B2.1-5
GoE, 2013d	<i>Education Statistics Annual Abstract 2005 EC (2012/13 GC)</i> . Ministry of Education. EMIS, Planning and Resource Mobilization. Government of the Federal Democratic Republic of Ethiopia: Addis Ababa, November 2013.	B1.2-2
GoE, 2013e	<i>Strategy for Gender Equity in the Education and Training Sector</i> . Ministry of Education, Federal Democratic Republic of Ethiopia, 1 June 2013.	B1.6-1
GoE, 2013f	<i>Social Assessment of the General Education Quality Improvement Program Phase 2</i> , Ministry of Education, Ethiopia, July 2013	B1.4-2
GoE, 2014	<i>Gender Responsive Pedagogy Manual For Pre-service and In-service Teacher Training</i> . Ministry of Education, Federal Democratic Republic of Ethiopia, Addis Ababa: September 2014.	B1.6-2
GoE, 2015a	<i>Education Sector Development Programme V (ESDP V). 2008 – 2012 E.C. 2015/16 – 2019//20 G.C. Programme Action Plan</i> . Federal Ministry of Education. Federal Democratic Republic of Ethiopia: Addis Ababa, 2015.	B1.1-3
GoE, 2015b	<i>Education Statistics Annual Abstract. 2006 E.C (2013/2014)</i> . Ministry of Education. EMIS and ICT Directorate. Government of the Federal Democratic Republic of Ethiopia: Addis Ababa, June 2015.	B1.2-3
GoE, 2015c	<i>Plan to address the effects of El Niño caused drought on students' school attendance (Amharic)</i> . Ministry of Education, Government of the Federal Democratic Republic of Ethiopia: Addis Ababa, September 2015.	B1.0.1-3
GoE, 2016a	<i>National Social Protection Strategy of Ethiopia</i> . Federal Democratic Republic of Ethiopia: Addis Ababa, January 2016.	B2.1-1
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Acronyms and abbreviations

ABE	Alternative Basic Education
ALNAP	Active Learning Network for Accountability and Performance
ATA	Agricultural Transformation Agency
BoE	Bureau of Education
CHILD	Children in Local Development
CO	Country Office
Covid-19	Coronavirus Disease 2019
CP	Country Programme
CPD	Continuous Professional Development
CRRF	Comprehensive Refugee Response Framework
CSA	Central Statistical Agency
CSB	Corn Soya Blend
CSP	Country Strategic Plan
CSPro	Census and Survey Processing System
CQ	Child questionnaire
DEQAS	Decentralized Evaluation Quality Assurance System
EB	Executive Board
EC	Evaluation Committee / European Commission
ECE	Early Childhood Education
ECCD	Early Childhood Care and Development
EDC	Education Development Centre
EFA	Education for All
EGRA	Early Grade Reading Assessment
EM	Evaluation Manager
EMIS	Educational Management Information System
EP	Evaluation Plan
EQ	Evaluation Question
EQAS	Evaluation Quality Assurance System
ERG	Evaluation Reference Group
ESDP	Education Sector Development Programme
ESFP	Emergency School Feeding Programme
ET	Evaluation team
ETB	Ethiopian Birr
EthCO	Ethiopia Country Office
FAO	Food and Agriculture Organisation
FAS	Foreign Agricultural Service
FDRE	Federal Democratic Republic of Ethiopia
FFE	Food For Education
FGD	Focus Group Discussion
FGM/C	Female Genital Mutilation/ Cutting
FLA	Field-Level Agreement
FSQ	Food Safety and Quality

GDI	Gender Development Index
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GEEW	Gender Equality and Women’s Empowerment
GEQIP	General Education Quality Improvement Programme
GGGI	Global Gender Gap Index
GIP	Girls Initiative Programme
GIZ	Deutsche Gesellschaft fur Internationale Zusammenarbeit
GLM	General Linear Modelling
GoE	Government of Ethiopia
GPI	Gender Parity Index
GPS	Global Positioning System
GTP	Growth and Transformation Plan
HDI	Human Development Index
HGER	Home Grown Economic Reform
HGSF	Home Grown School Feeding
HH	Household
HRP	Humanitarian Response Plan
HTP	Harmful Traditional Practices
ICSP	Interim Country Strategic Plan
IP	In programme
HQ	Headquarters
IEC	Internal Evaluation Committee / Information Education Communication
IMF	International Monetary Fund
IR	Inception Report
IRC	International Rescue Committee
KAPS	Knowledge, Attitudes and Practices Survey
KII	Key Informant Interviews
LTA	Long-Term Agreement
M&E	Monitoring and Evaluation
MAM	Moderate Acute Malnutrition
MGD	McGovern–Dole
MoA	Ministry of Agriculture
MOE	Ministry of Education
MoFEC	Ministry of Finance and Economic Cooperation
MOFED	Ministry of Finance and Economic Development
MoH	Ministry of Health
MoLSA	Ministry of Labour and Social Affairs
MT	Metric Tons
MTR	Mid-Term Review
NDRMC	National Disaster Risk Management Commission
NER	Net Enrolment Rate
NGO	Non-Governmental Organization
NSFP	National School Feeding Programme

ODK	Open Data Kit
OECD	Organisation for Economic Co-operation and Development
OECD-DAC	Organisation for Economic Co-operation and Development - Development Assistance Committee
OEV	Office of Evaluation
OP	Out programme
OTP	Outpatient Therapeutic Programme
P4P	Purchase for Progress
PCI	Project Concern International
PMP	Performance Monitoring Plan
PRF	Project Results Framework
PSI	Population Services International
PSNP	Productive Safety Net Programme
PTA	Parent Teacher Association
Qno	Question Code
QS	Quality Support
RB	Regional Bureau
RBN	Regional Bureau Nairobi
REACH	Renewed Efforts Against Child Hunger
REB	Regional Education Bureau
REO	Regional Evaluation Officer
RNG	Random Number Generator
SABER	Systems Approach for Better Education Results
SAM	Severe Acute Malnutrition
SBCC	Social and Behaviour Change Communication
SCID	School Identifier
SDG	Sustainable Development Goal
SF	School Feeding
SFP	School Feeding Programme
SHN	School Health and Nutrition
SI	Survey Instrument
SIP	School Improvement Programme
SNNP	Southern Nations Nationalities and People
SO	Strategic Objective
SPR	Standard Project Report
SPSS	Statistical Package for Social Sciences
SQ	School questionnaires
ST	Survey Team
TALULAR	Teaching and Learning Using Locally Available Resources
THR	Take Home Ration
TL	Team Leader
TOC	Theory of Change
TOR	Terms of Reference
TOT	Training of Trainers

TSFP	Targeted Supplementary Feeding Programme
UNCT	United Nations Country Team
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme
UNDSS	United Nations Department of Safety & Security
UNEG	United Nations Evaluation Group
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
UN-OCHA	United Nations Office for the Coordination of Humanitarian Affairs
UNSDCF	United Nations Sustainable Development Cooperation Framework
USAID	United States Agency for International Development
USD	United States dollar
USDA	United States Department of Agriculture
WASH	Water, Sanitation and Hygiene
WEF	World Economic Forum
WFP	World Food Programme

WFP Ethiopia

<http://www1.wfp.org/countries/ethiopia>



World Food Programme