ENDLINE EVALUATION OF UNITED STATES DEPARTMENT OF AGRICULTURE (USDA) MCGOVERN-DOLE INTERNATIONAL FOOD FOR EDUCATION AND CHILD NUTRITION PROGRAMME'S SUPPORT IN AFAR AND OROMIA REGIONS IN ETHIOPIA (2019 - 2025)

Decentralized Evaluation
WFP Ethiopia Country Office

DE/ETCO/2022/003

15 August 2025

Endline Evaluation of United States Department of Agriculture (USDA) McGovern-Dole International Food for Education and Child Nutrition Programme's Support in Afar and Oromia Regions in Ethiopia (2019 - 2025)

Program: McGovern-Dole International Food for Education and Child Nutrition

Agreement Number: FFE-663-2018/013-00

Funding Year: Fiscal Year 2018

Project Duration: 2019 - 2025

Implemented by: World Food Programme, Ethiopia

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Acknowledgements

The Evaluation Team expresses its gratitude to the staffs of the federal Ministry of Education and the education authorities in Afar and Oromia for their support to the preparation of this evaluation. The team also thanks the school feeding team and other WFP staff in the Ethiopia Country Office, with special mention for the Evaluation Manager, Dawit Habtemariam.

This report would not have been possible without the assistance of all the students, teachers, other staff and local stakeholders who responded to surveys and collaborated with our qualitative fieldwork. We are also very grateful to the Ministry of Education for sharing granular education data, and to the Afar and Oromia Regional Education Bureaus and their zonal and woreda staff for assisting this study.

Thanks also to Bereket Mulatu, who joined the fieldwork team, and Kiflu Tesfaye, who supported the data analysis.

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

Ethiopian Calendar (EC)	Gregorian Calendar, (GC) – Academic Year
2005	Sep 2012 – Jul 2013
2006	Sep 2013 – Jul 2014
2007	Sep 2014 – Jul 2015
2008	Sep 2015 – Jul 2016
2009	Sep 2016 – Jul 2017
2010	Sep 2017 – Jul 2018
2011	Sep 2018 – Jul 2019
2012	Sep 2019 – Jul 2020
2013	Sep 2020 – Jul 2021
2014	Sep 2021 – Jul 2022
2015	Sep 2022 – Jul 2023
2016	Sep 2043– Jul 2024
2017	Sep 2024 – Jul 2025

EXECUTIVE SUMMARY

Evaluation subject and objectives

Project overview

S1.   The World Food Programme (WFP) in Ethiopia has been implementing a five- year (2019-2025) McGovern-Dole International Food for Education and Child Nutrition project, funded by the United States Department of Agriculture (USDA). The project, with a total budget of USD 28,373,187.50, focuses on Afar Region and two Zones of Oromia Region (Borana and East Hararghe) – see map.

S2.   The project provides school meals for primary schools (Grades 1–8), and for pre-primary children on the same sites. The project's initial targets were to feed 187,425 children from 450 schools in Year 1, tapering down to 139,000 children from 348 schools in Year 5. A small component used Take-Home Rations (THR) as an incentive to encourage certain categories of children in Afar to stay on in school.)

Areas covered by the McGovern-Dole Project in Ethiopia

Source: WFP

S3.   The Government of Ethiopia (GoE) is WFP's main implementation partner, primarily through the education authorities at relevant levels of Ethiopia's federal system. The project's objectives align to McGovern-Dole's overall strategic objectives (SOs) concerning improved literacy of school-age children and increased use of health and dietary practices. A further important objective is to improve the income and resilience of food-insecure households.
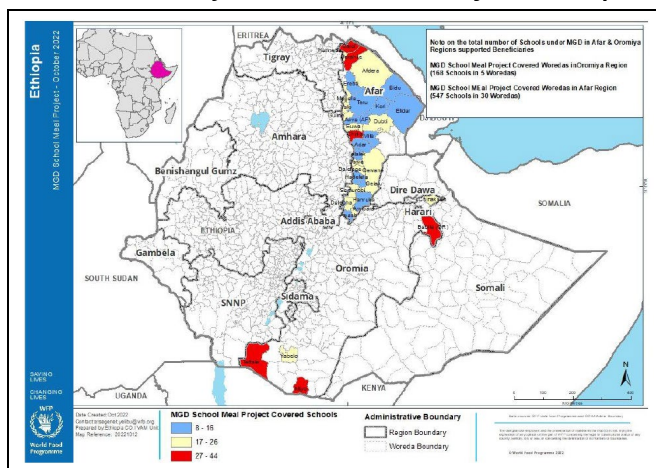
Context

S4.   WFP has supported school feeding in Ethiopia for many years, and also managed a previous McGovern-Dole project in Afar and Somali Regions from 2013-2018. Like its predecessor, the current project focuses on pastoralist areas which are disadvantaged educationally and in terms of food security. The project has had to cope with multiple stresses including the Covid-19 pandemic, the northern war, other conflicts, and persistent droughts.

Evaluation objectives and users

S5.   This endline evaluation was commissioned to provide an evidence-based, independent assessment of project performance, both for accountability and to influence future school feeding programmes. It builds on a baseline study completed in 2021 and a mid-term evaluation undertaken in 2023-24. The key evaluation questions concern the quality of project design, the results of its implementation, its sustainability, and lessons that can be learned from the project.

S6.   Evaluation findings, conclusions and recommendations are expected to influence design and implementation of the successor project, to support dialogue around school feeding across Ethiopia, and to contribute to wider lesson learning. Users of the evaluation will include those directly involved in implementing the project and its successor, and also a wider circle of stakeholders in school feeding.

Methodology

S7.   The baseline, mid-term and endline evaluations have all been framed as theory-based evaluations using mixed methods, and set up with a longitudinal design to allow for comparison over the

years. The school feeding theory of change was reconstructed for this evaluation; it made explicit the causal pathways linked to various outputs and outcomes sought by the McGovern-Dole project and was used to inform the evaluation design. In addressing the evaluation questions, the endline evaluation paid equal attention to relevant project data and to assessing the validity of key theory of change assumptions.

S8.   An endline survey mirrored the baseline survey, enabling rigorous comparisons across three types of school – some that were never part of the project, others that were supported by the project throughout, and a third group that had been graduated from the project. Early Grade Reading Assessments (EGRAs) in 2023 and 2024 provided evidence on literacy performance, and an endline Knowledge, Attitudes and Practices Survey (KAPS) echoed the KAPS conducted at baseline, focusing on the health, hygiene and nutrition dimensions of the project.

S9.   Surveys were complemented by qualitative data gathering including visits to project sites and graduated schools in February 2025. The evaluation team followed the evaluation standards and the ethical requirements set by USDA, the United Nations Evaluation Group (UNEG), and WFP's Decentralised Evaluation Quality Assurance System (DEQAS). Consideration of social dimensions was mainstreamed throughout.

Findings and conclusions

Overall conclusion

S10.   In a challenging context, school feeding has been a valuable safety net for children and their families. The evaluation demonstrates that school feeding contributes to educational objectives, though education quality remains weak. Project interventions also helped to improve knowledge on health, hygiene and nutrition, but constraints on school facilities, especially water, make it hard to put knowledge into practice. School feeding has strong government and community support, but raising government-led Home Grown School Feeding (HGSF) provision to the project's levels of coverage and quality will be a long-term endeavour and will require sustained support and partnerships to be achievable.

Relevance and adaptation

S11.   The project's focus on food-insecure populations in pastoralist areas has been highly relevant. The project's design was internally coherent with complementarity between different components and it remained well aligned with the policies and programmes of government and other donors. Unfavourable changes in context (including Covid-19, drought, and conflicts) increased the relevance and value of school meals to students and their households. Adaptations to unexpected situations were appropriate (most notably in distributing Take-Home Rations (THR) when schools were closed during the Covid-19 pandemic). The menu was appropriate but there was limited progress towards diversifying it with fresh foods.

Effectiveness and efficiency of implementation

S12.   The project covered the envisaged districts, although the number of schools involved was higher than anticipated. The number of immediate beneficiaries (children enrolled in participating schools) was slightly above target (192,594 in 2020/21 reducing to 182,621 in 2023/24), and total beneficiaries (including students' households, ranged from about 963,000 in 2020/21 down to 913,000 in 2023/24. However, the number of school meals served was only 55 percent of what was planned (Panel A in the diagram below). Use of THR during the Covid-19 pandemic was an appropriate response, but subsequent THR distributions were less strategic, and unplanned THR after the pandemic accounted for almost 15 percent of commodity distributions (Panel B).The largest single factor in failure to meet the target for number of school meals served was the disruption caused by the Covid-19 pandemic during FY21; it made sense to distribute food directly to families while school closures were in force, but subsequent unplanned use of THR largely reflected leftover stocks of food at school-level (Panel D). Deliveries often arrived after the beginning of a semester, but it is likely that lower-than-anticipated

attendance levels (Panel C) were another factor in the accumulation of leftovers. Their distribution as THR was a second-best solution to avoid food wastage.

School meals vs take-home rations (THR)

A. Planned and actual number of school meals delivered up to September 2024	B. Balance between school meals and THR

C. Planned enrolment vs actual attendance	D. Reasons for unplanned THR
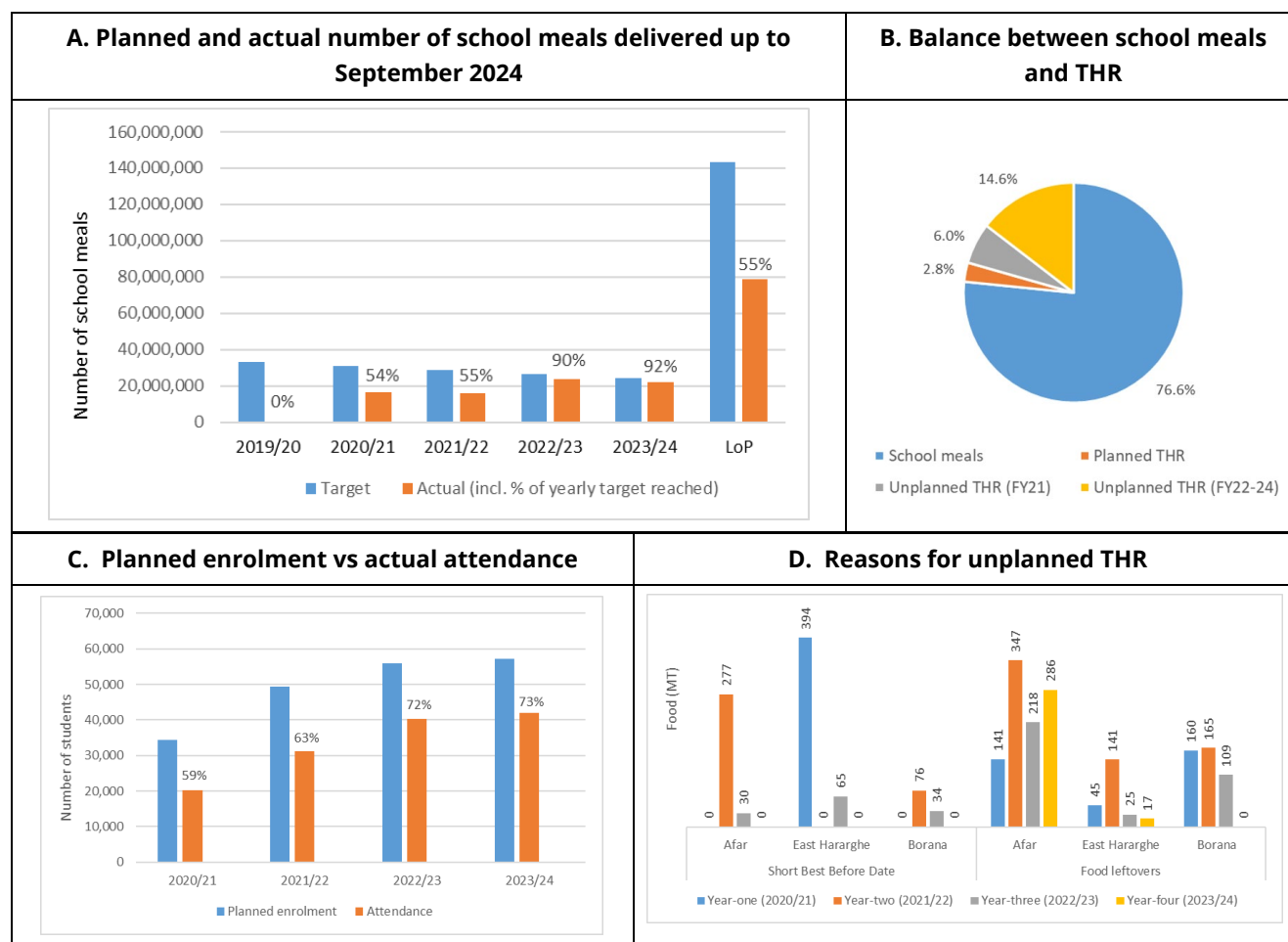
S13.   The evaluation team observed some improvements in school-level management of meals, e.g. by serving classes in sequence, but operational challenges to the quality of the school meal service include wide variations in the quality of cooking and dining facilities, shortages of cooking utensils, plates and cutlery, and difficulties in ensuring adequate hygiene in the face of water scarcity. The evaluators observed several examples of unintended negative effects, including loss of teaching time and disadvantaging of girls in the way meals were being served. These have implications for school-level management of meals and for planning of HGSF.

Results of the project

S14.   On **food security**, the project made a substantial contribution to household resilience in food insecure areas during a period of exceptional stresses. The safety -net role of school feeding is enhanced in vulnerable contexts; school meals are treated as part of a household's overall food security strategy, and the value of the implicit income-transfer is substantial, especially for the poorest households.

S15.   On **educational results**: the EGRAs in 2023 and 2024 confirm that early-grade literacy outcomes are weak in both regions, and especially Afar (where mother-tongue teaching was more recently introduced). In 2024 58 percent of Grade 2 and 52 percent Grade 3 children tested in Afar failed to register a score on the test of oral reading fluency; in Oromia t42 percent of Grade 2 and 24 percent of Grade 3 children were also "zero readers". However, there are clear signs of improvement between 2023 and 2024,

with Afar making bigger gains. The role of school feeding in supporting education results is confirmed by survey evidence of a positive association between participation in the school feeding project and grade completion rates (see Box below), and by additional qualitative and quantitative evidence of school feeding's influence on enrolments, attendance and children's readiness to learn.

Box: Changes in grade completion rates vs involvement in the McGovern-Dole project

With a longitudinal sample of 39 schools assessed at both baseline and endline, it was possible to check whether participation in the project had a positive effect on grade completion results. For this a difference-in-difference approach with a general linear model was used.

For the schools that either remained in the project throughout, or joined it during the project period, there was an increase in grade completion rates and these increases were statistically significant.

The longitudinal sample therefore provides strong evidence for the direct impact of McGovern-Dole school meals on grade completion rates. Schools that were always out of the project or left it, had on average a 22.7 percent decrease in completion rates compared with their baseline results. On the other hand, schools that were always in the project, or entered it, had an 11.8 percent increase in completion rates.
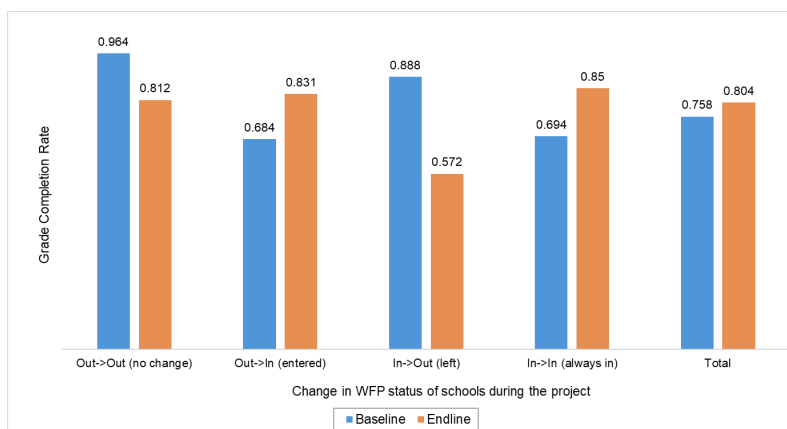
S16.   On **health and nutrition results**: the endline KAPS indicates significant improvement in knowledge about hygiene and nutrients, especially in Afar, which started from a lower base. The project has contributed to this, but putting knowledge into practice is difficult without adequate water and sanitation. A nutrition screening component was conceptually sound, but its implementation was limited in scope and effectiveness.

S17.   As regards **social effects**: school feeding programmes are having a positive influence on girls' education in pastoral communities, but girls continue to face serious disadvantages, and these are exacerbated by environmental and conflict related crises. Recent analytical work on the social dimensions of school feeding will be a useful input to future programming, but progress in making education accessible to children with disabilities has been slow and partnerships have not been able to fill the gap.

Monitoring, evaluation and learning

S18.   Since the project was designed, WFP has taken important steps to strengthen its monitoring and reporting. These include strengthened staffing for the monitoring and evaluation function, a shift to electronic data gathering and the better articulation of responsibilities and procedures for both WFP and its cooperating partners. However, the endline evaluation identifies many specific areas for improvement. The project's initial Project Monitoring Plan (PMP) was weak, and this led to persistent weaknesses in reporting. Baseline and mid-term recommendations for strengthening monitoring and reporting were not well followed up. As well as hindering project evaluability, weaknesses in monitoring and reporting meant that available data (e.g. on attendance rates) was not well used for management of the project, There is scope for better use of monitoring data to tailor food deliveries to actual requirements and to help understand reasons for poor attendance and lost school feeding days. Moving forward, Monitoring, Evaluation and Learning (MEL) will be a more important, but likely more difficult, challenge as WFP steps back from direct delivery of school meals in Oromia Region.

The outlook for sustainability and the HGSF approach

S19.　　　Capacity development, community support and sustainability are interlinked. Capacity development has been integral to the project design, and both the Government and local communities have shown strong commitment to school feeding. However, handovers from the project to Government have been limited. During 2024/25 (a no-cost extension year for the project) McGovern-Dole deliveries ceased, and most schools (especially in Oromia) had to rely on HGSF supplies. Experiences during this year have highlighted the gap in coverage and quality between the project's standards for school feeding and what government programmes are realistically able to deliver.

S20.　　　It was always optimistic to expect a seamless handover to Government provision at the end of the current phase of the project, and the crises Ethiopia faced during project implementation have made this even less practical. Communities are actively engaged in supporting schools and school feeding in particular. This demonstrates the value they attach to school feeding. However, community resources are limited and cannot realistically sustain the school meals service without external support. The project itself does not address the underlying causes of household food insecurity and the cessation of external funding will increase vulnerability.

S21.　　　The Government's long-term strategy is to base national school feeding programmes on a HGSF approach, and the evaluation offers some tentative lessons for further development of the approach. Project efforts to link school feeding to local procurement, and to support for smallholder farmers, are still in their early stages, but the evaluation noted a need to distinguish the roles of school gardens from larger school farms; also to ensure that farm production reflects agronomic and commercial opportunities; to be aware of the likelihood that local produce will require increased attention to food safety issues; to ensure that expectations of community contributions to school farms are realistic, and that additional demands on teachers' time do not have a high educational cost. Finally, efficient management of HGSF requires attention not just to the procurement of food from smallholders but also to the whole supply chain, from initial budgeting to last-mile delivery to schools.

Recommendations

S22.　　　Three recommendations relate directly to the design and operation of the successor project in Afar and Oromia. A fourth recommendation concerns the wider lessons that have strategic relevance for school feeding programmes in Ethiopia and more generally.

Recommendation 1. Strengthen monitoring and reporting of the successor project from the outset and reinforce analysis and learning as the project proceeds.

    (a)　Use the inception phase of the baseline study for the next McGovern-Dole project to agree a format for annual reporting that fulfils the requirements of all USDA and Ethiopia government mandated indicators.

    (b)　Revise the next project's PMP to reflect this format and agreed indicator specifications, and to ensure the use of correctly evidence-based baseline values for indicators.

    (c)　Ensure adequate sex-disaggregation of reporting.

    (d)　Strengthen WFP's school feeding monitoring procedures in line with the improved indicator specifications.

    (e)　Ensure that project records *always* include the EMIS IDs of project schools.

    (f)　Ensure, wherever possible, separate data for Borana and East Hararghe, even if this is not specifically required for USDA purposes.

    (g)　Ensure a timely mid-term evaluation and a rapid management response to its recommendations.

Recommendation2. Ensure real-time monitoring of the successor school feeding project in Oromia and Afar and use management information to improve efficiency.

    (a) Strengthen monitoring of school attendance rates and actual days of school feeding in project schools.

    (b) Continue to focus on resolving shortages of Non-Food Items (cooking utensils, plates and cutlery},.

    (c) Improve awareness of the complaints and feedback mechanism.

Recommendation 3. For the successor project, prioritise capacity-strengthening measures to address issues in equity and efficiency.

    (a) Focus on capacity-strengthening for procurement and delivery of HGSF commodities (Oromia).

    (b) Carefully monitor and learn from innovations in local procurement and the promotion of school gardens and farms in the project areas.

    (c) To encourage recruitment and retention of rural teachers, encourage Productive Safety Net Programme (PSNP) and community provision of staff housing (but without placing excessive demands on community contributions).

Recommendation 4. Feed lessons from this project into the broader design and implementation of school feeding programmes across Ethiopia. Areas for learning and action include:

    (a) Ensure project designs are informed by comprehensive social analyses in project areas; incorporate the lessons from recent social analyses to address critical gaps and barriers through context-specific programming that promotes girls' education and strengthens protection outcomes.

    (b) The importance of working with broad coalitions to support education and school health and nutrition to maximise school feeding complementarities, and address weaknesses in school feeding theories of change.

    (c) The value of community support, but the need to be realistic about the level of resources that can be raised from poor and crisis-stressed communities.

    (d) The need to reinforce capacity strengthening elements of SFPs, while also being realistic about timetables for handover to government programmes.

    (e) The importance of having effective monitoring and reporting systems in place from the outset of a school feeding programme (as illustrated by Recommendation 1).

    (f) The need for continued support to national efforts to develop and implement a resource mobilisation strategy for school feeding.

1. INTRODUCTION

1.1 EVALUATION FEATURES

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

1. The World Food Programme (WFP) in Ethiopia has been five-year (2019-2025) McGovern-Dole International Food for Education and Child Nutrition project funded by the United States Department of Agriculture (USDA). The project, with a total budget of United States Dollar (USD) 28,373,187.50, focuses on Afar Region and two Zones of Oromia Region (Borana and East Hararghe) – see Map 1 below. The project provides school meals for primary schools (Grades 1–8), and for pre-primary children on the same sites. The project's initial targets were to feed 187,425 children from 450 schools in Year 1, tapering down to 139,000 children from 348 schools in Year 5.[1] In Afar, the project included take-home rations (THR) for girls in Grades 5 and 6 and boys in Grade 6. Various support activities aim to promote literacy, health, nutrition and capacity strengthening.

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

3. The project, a financial year 2018 (FY18) award by USDA, 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 feeding was delayed by school closures during the Covid-19 pandemic. A No-Cost Extension (NCE) extended the project period to September 30, 2025 (USDA & WFP, 2023a).

4. The project is fully described in Annex 8. Section 1.3 below provides a summary including the project's implementation to date.

Evaluation objectives and role of the endline evaluation[2]

5. The project design provided for a baseline study at project commencement, to be linked to an endline evaluation. The endline evaluation would be conducted before the project ended in order to provide an evidence-based, independent assessment of project performance in time to influence the design of any successor project. In the exceptional circumstances of the Covid-19 pandemic, the project was allowed to commence before the baseline study was undertaken.

6. Mokoro Limited were selected as the independent evaluators for the baseline and endline. The survey which formed the centrepiece of the baseline study was conducted in March/April 2021, and the baseline report was finalised in March 2022 (Lister et al, 2022a).[3] The evaluation plan for the project included a mid-term review to assess if the project was on track and to support mid-course corrections (WFP, 2020a, p5–6); this was subsequently upgraded to a fuller mid-term evaluation (MTE), for which Mokoro was also contracted. The MTE commenced in September 2023 and its final Report (Lister et al, 2024a) is dated 05 June 2024.[4]

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[1] For revised targets see Table 6 in section 1.3 below.

[2] The terms "final evaluation" and "endline evaluation" are used interchangeably in the Terms of Reference.

[3] However, it was not approved by USDA until May 2023.

[4] USDA confirmed its approval of the report on 27 August 2024.

7.   The original Terms of Reference (TOR) for the baseline-endline evaluation are at Annex 1. They give equal weight to accountability and learning (Annex 1,6-7), and emphasise that the endline evaluation should build on the baseline and mid-term evaluations.

8.   An addendum to the original TOR Annex 1A) required the evaluators to incorporate repeats of the Knowledge, Attitudes and Practices Survey (KAPS) conducted at baseline, and of the Early Grade Reading Assessment (EGRA) first conducted during the MTE.[5]

9.   The TOR stipulated that the methodology developed at baseline would apply to the whole baseline-endline evaluation (Annex 1, 30). Accordingly, many elements from the baseline provide the methodological framework for the endline evaluation. Annex 1B highlights these aspects and the other ways in which the endline evaluation is shaped by developments since the original baseline-endline TOR were prepared.[6]

10.   Gender, equity and wider inclusion issues were highlighted in the TOR (Annex 1, 9, 28, 33). The evaluation is expected to mainstream gender equality and women's empowerment (GEWE), and the baseline study was required to include a gender analysis.[7]

Evaluation stakeholders and users

11.   The primary users of this evaluation are the stakeholders directly involved in implementing the project. These include WFP's Ethiopia country office (ETCO) 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 of direct interest to USDA,[8] to WFP headquarters, and to WFP's Regional Bureau in Nairobi (RBN), which supports and oversees ETCO. Organisations on the Evaluation Reference Group (ERG) also have a direct interest.[9] The evaluation should be of use in shaping and implementing the successor project, in supporting dialogue around school feeding across Ethiopia, and in contributing to wider lesson learning.

Preparation of the Endline Evaluation Report

12.   There was continuity in the core evaluation team (ET) through baseline, MTE and endline evaluation (see Annex 4 for team details). The endline inception phase began in September 2024 and included an inception mission to Addis Ababa between 2-9 September. It included a document review and collation of available data, and an evaluability analysis. The ET worked with ETCO to refine the endline approach and timeline. Phase 2, running from the start of November 2024 to the end of February 2025, consisted of the main fieldwork and data collection. Quantitative fieldwork was conducted from 18 November – 20 December followed by the qualitative fieldwork from 3-28 February 2025. The reporting phase began in March. Figure 1 below presents the endline evaluation phasing and a full overview of the evaluation timeline is provided in Annex 2.

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[5] See Volume 2 of Lister et al, 2024a.

[6] Key points include:
- The extended project duration.
- The revision of indicator targets in a revised project agreement in 2023.
- The fine-tuning of the evaluation questions (EQs) during Inception.
- The theory of change prepared at baseline and revised during the MTE which will underpin the final evaluation.

[7] An extended version of the gender analysis was included as Annex M of the Baseline Report (Lister et al, 2022a).

[8] According to USDA FAS FAD Monitoring and Evaluation Policy (February 2019), each project is required to undergo a comprehensive, independent final evaluation. The purpose of the final evaluation is to assess whether the project has achieved the expected results as outlined in the project-level results framework.

[9] Besides WFP, USDA and GoE representatives, the ERG membership includes UNICEF and UNESCO.

Figure 1. Endline evaluation phasing and timetable
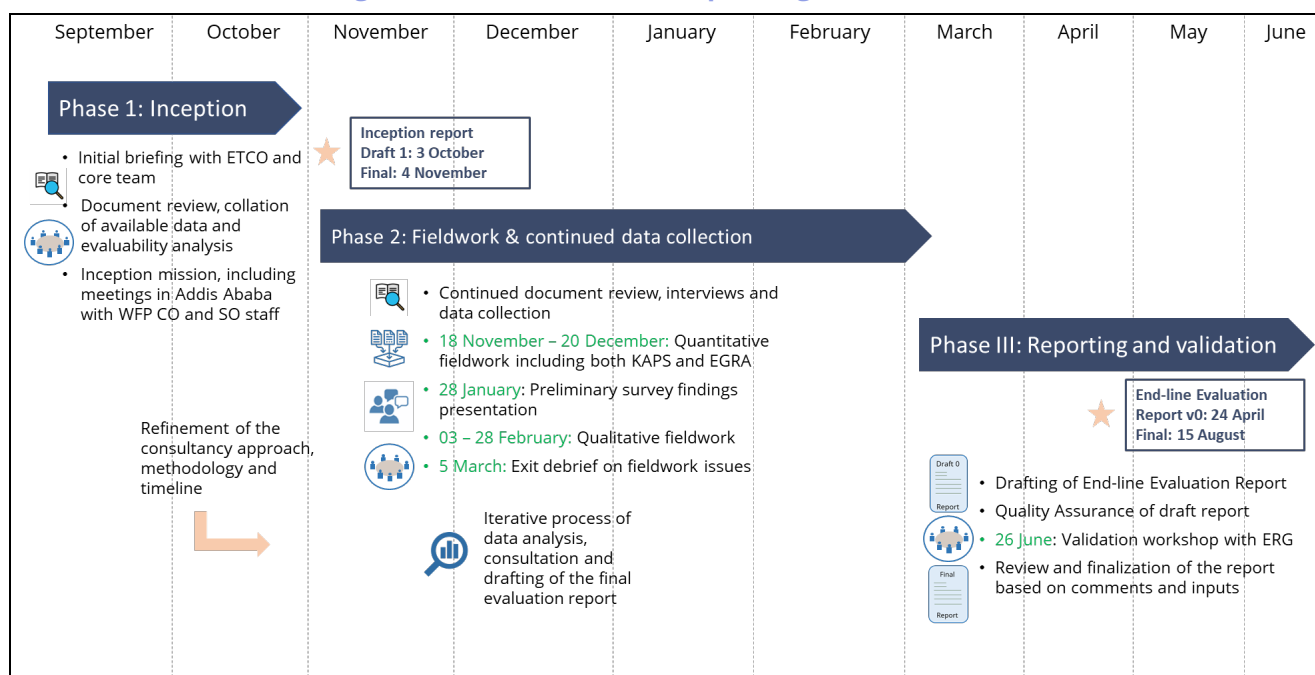
13.   The evaluation team is independent. None of its members has a material conflict of interest in relation to this project; all have signed conflict of interest forms as well as the United Nations Evaluation Group (UNEG) Pledge of Ethical Conduct in Evaluation (see Annex 5).

1.2 CONTEXT

Social and political context

14.   Ethiopia has a highly diverse population of almost 130 million people with nearly 40 percent aged under 15 and only 3 percent over 65.[10] Around 80 percent live in rural areas and mostly depend on rain-fed agriculture. Significant pastoralist populations tend to be poorer, more vulnerable to climate-related shocks, and lagging in access to education and other services. The largest pastoralist populations are in Afar and Somali Regions and parts of Oromia.

15.   Ethiopia is a federal state. Regions[11] have considerable autonomy in service delivery, within the framework of federal policies and strategies. Regions' largest source of funding is a federal block grant that is not earmarked to specific purposes, but Regions have little discretionary expenditure after funding basic services, including education. Regional administrations are further decentralised to Zone and woreda (district) level.

16.   The McGovern-Dole project is spread over a very large and discontinuous area in Afar and Oromia Regions– see Map 1 below. Afar Region (population approximately 1.5 million[12]) has five Zones and 38 woredas, 32 of which are part of the McGovern-Dole project. The Region is exceptionally vulnerable to

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[10] According to UNFPA's World Population dashboard see https://www.unfpa.org/data/world-population/ET. However there has not been a census since 2013, and official projections by the Central Statistical Agency. 2013. *Population projections for Ethiopia, 2007–2037* at http://www.csa.gov.et/census-report/population-projections are much lower.

[11] Also the two designated city administrations of Addis Ababa, the capital, and Dire Dawa.

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

chronic food insecurity, which is reflected in high incidence of child malnutrition.[13] The Region was severely affected by the El Niño-induced drought from 2016–18, which increased food insecurity.[14]

Map 1   Areas covered by the McGovern-Dole Project in Ethiopia
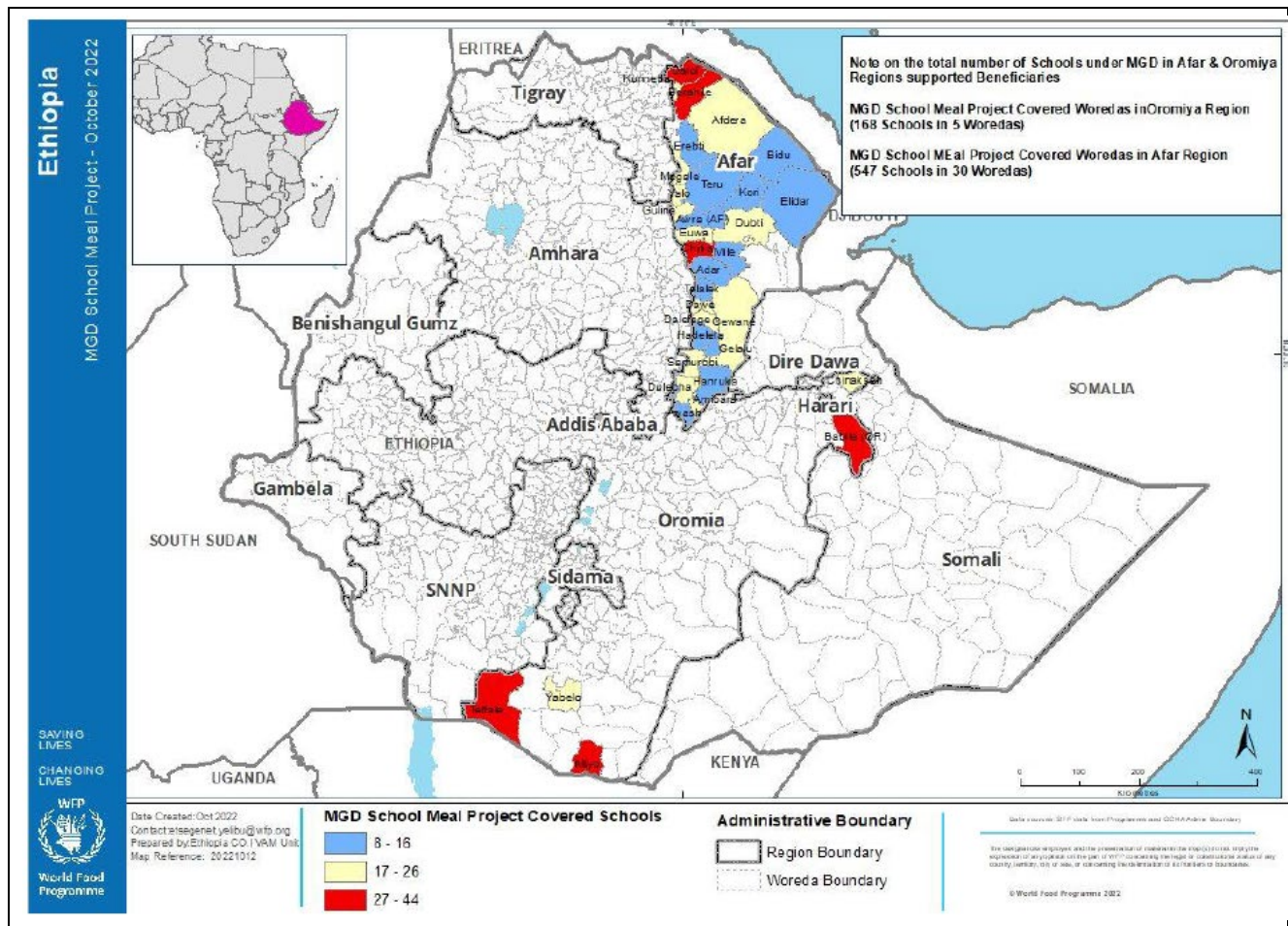
<div align="right">Source: WFP – from MTE TOR Annex 1.</div>

17.   Oromia is Ethiopia's largest region, with a population of over 35 million, and divided into 20 Zones. East Hararghe alone has a population of over 3 million and is divided into 17 woredas. The McGovern-Dole project focuses on two pastoral woredas (Babile and Chinaksen), each with an estimated population of a little more than 100,000. Borana Zone has an estimated population of over 1.5 million, and is divided into 12 woredas; the McGovern-Dole project focuses on three of the woredas (Miyo, Taltale and Yabello).[15]

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

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[13] 43 percent of children under five are stunted compared to the national average of 37 percent, and 32 percent are underweight (the highest prevalence in Ethiopia) against 21 percent at national level. (UNICEF, n.d. (a))

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

[15] Full details are in the Baseline Inception Report Annex K. The project withdrew from a fourth woreda. Arero,, due to security concerns,

National objectives and the SDGs

19.   Ethiopia's Ten-year Development Plan (TYDP, 2021-2030, GoE, 2022a) is aligned with the Sustainable Development Goals (SDGs). Ethiopia's most recent SDG Voluntary National Review (VNR, GoE, 2022b, HLPF, 2022), claimed substantial progress from 2015/16 to 2020/21 against the five pillars of People, Prosperity, Planet, Peace and Partnerships. However, the crises discussed next have seriously undermined subsequent performance.

Economic context and the effects of crises

Overview

20.   For most of this century, Ethiopia experienced strong economic growth and improving social indicators, but there has been political and social turbulence in recent years. A change of leadership in early 2018 brought widespread political, economic, and security reforms. While this largely garnered popular support, long-suppressed ethnic differences surfaced and are still expressed, often violently, leading to rising tensions, population displacements and serious humanitarian crises that are stretching the resources and capacities of GoE and its partners. Figure 2 below shows the sequence of major crises, all of which have had substantial effects on the project areas.

21.   The United Nations Country Team (UNCT), updated its Common Country Assessment (CCA) focusing on "Socio-economic impacts of overlapping shock and crises since 2020" and its analysis underpins the sections which follow. The CCA noted considerable economic resilience, and positive economic growth, albeit slower than the double-digit growth of the previous decade. Nevertheless, crises have led to increased poverty, reduced fiscal space and reduced access to services. (UNCT Ethiopia, 2023)

Figure 2. Timeline of overlapping shocks and crises since 2020
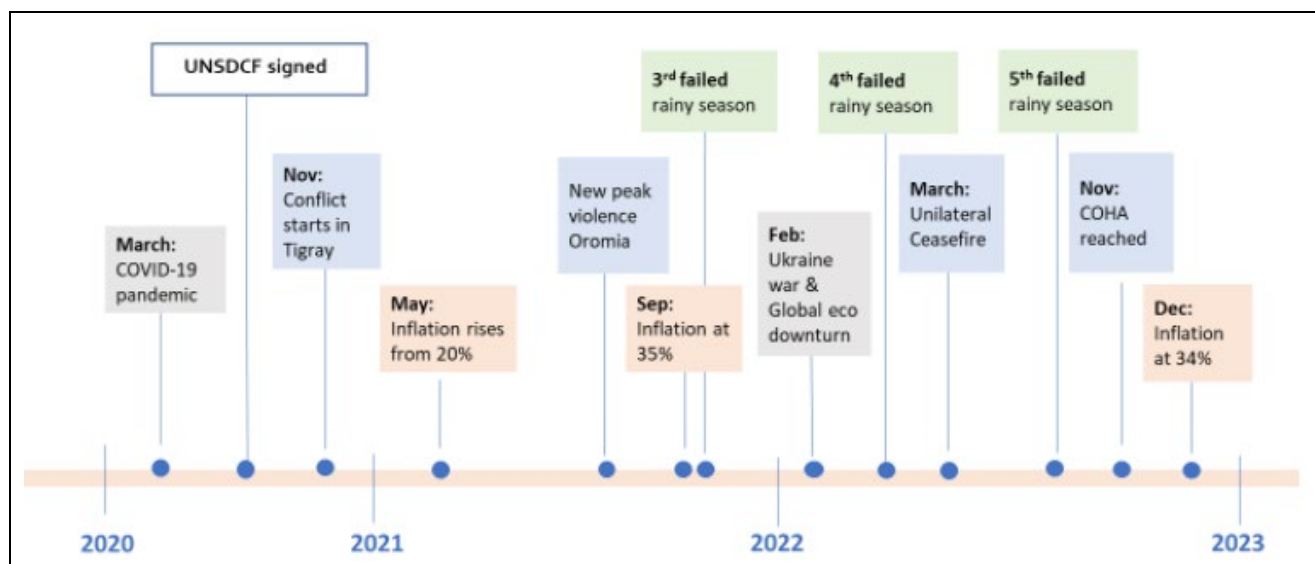
Source: CCA 2023 (UNCT Ethiopia, 2023)

Environmental change and drought

22.   Ethiopia, with its reliance on rain-fed agriculture and pastoralism in drought-affected areas, is very vulnerable to long-term changes in weather patterns. Climatic shocks such as drought and floods are recurring events in Ethiopia, but the frequency and duration of droughts is increasing. Unprecedented

droughts provided a backdrop to other crises.[16] The McGovern-Dole project areas were among those worst affected. Separate figures for Borana and East Hararghe are not readily available, but the CCA cites the following escalation in people needing humanitarian assistance in Afar:

2019	2020	2021	2022	
241,889	303,904	1,025,135	1,262,452	(UNCT Ethiopia, 2023, Table 17)

Covid-19

23.   The **Covid-19 pandemic** had major effects, both economically and on the education sector. Ethiopia's first confirmed case of Covid-19 was reported on 13 March 2020. By 23 November 2021, 370,522 confirmed cases and 6,704 deaths were reported.[17]   In response, the national Government closed all schools, and suspended all public gatherings and events from 16 March 2020.[18] A state of emergency declared on 8 April lasted until 6 September 2020. Most school feeding ceased, but WFP provided support to a government-led THR response in Oromia and SNNPR.[19] In late October 2020, schools started to re-open on a staggered basis, with priority for rural areas,[20] but learning continued to be affected by Covid-19 guidelines[21] and WFP reported that Covid-19 restrictions were limiting WFP staff mobility to provide technical and monitoring support to the areas of operation. WFP continued to conduct monitoring remotely and meetings virtually (WFP, 2021a).[22] Although pandemic restrictions no longer apply, the pandemic's effects are still being felt, in the education sector and more widely.

Conflicts

24.   **Intercommunal tension and violence** over competing claims over resources, land rights, administrative boundaries and political influence have continued to plague many of the regions in Ethiopia, with hotspots in Afar, and Oromia, among others.

25.   The **northern Ethiopia conflict**, which began in early November 2020 between the Tigray People's Liberation Front (TPLF) on one side and the Ethiopian National Defence Forces (ENDF) and its allies on the other, caused huge loss of life and had a devastating impact on the economy, infrastructure, the functioning of social services, and livelihoods. This conflict directly affected bordering areas of Afar, starting in July 2021. Humanitarian access to Tigray and parts of Afar and Amhara and freedom of movement for affected people were severely constrained during the two-year conflict. After the Government and TPLF signed a Cessation of Hostilities Agreement (COHA) in November 2022, humanitarian access started to improve significantly.

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[16] The CCA notes that "multiple years of drought in parts of the country escalated in scale and impact during the first quarter of 2022, resulting in an unprecedented displacement of people and livestock in search of grasslands, and an increase in the number of livestock deaths due to diminishing health conditions, fatigue, lack of water, and long trekking distances. At the height of the drought, roughly 13 million people were living in drought-affected areas."

[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] See Box 1 in Lister et al, 2022a. This involved distribution of locally-sourced commodities and was separate from the THR provided under the McGovern-Dole project.

[20] 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.

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

[22] In September 2021, WFP reported that "the full-scale teaching and learning process was [still being] disrupted, forcing students to attend school only three days a week" (WFP, 2021b).

Map 2   Ethiopia Access Maps (OCHA, April 2023 and June 2024 - below)
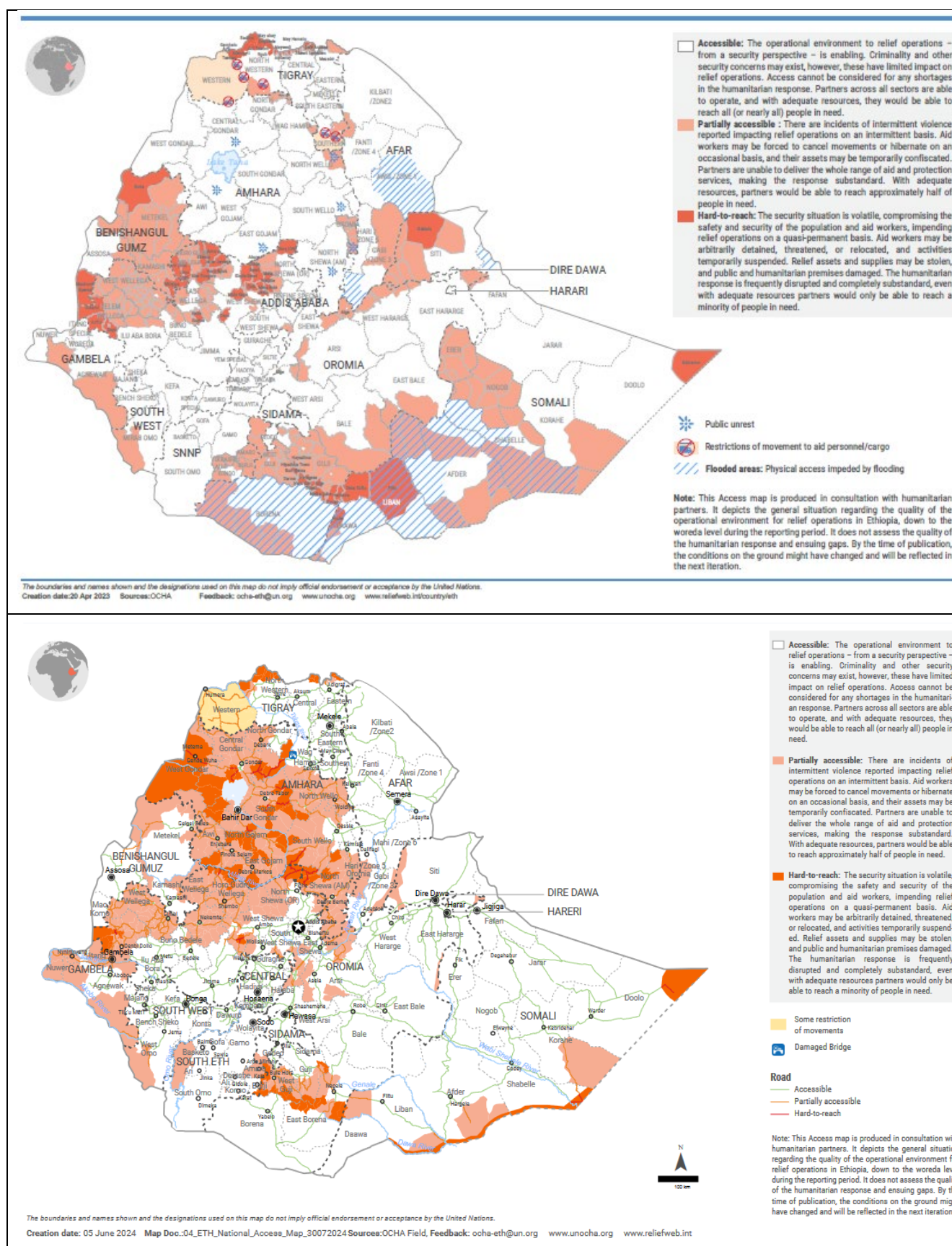
26.   Despite these improvements, some areas remained hard-to-reach or only partially accessible, including areas in Zone 2 and Zone 4 of Afar (see the April 2023 and June 2024 OCHA access maps above).

The June 2024 map (also above) showed improved access for the project areas but with some continuing issues, notably in Borana.

Implications for food security (SDG2)

27.   Addressing food insecurity has remained a major challenge.[23] Thirty-one percent of households (more than 30 million people) have inadequate energy intake.[24] Since 2005, an average of 14 million people have required food assistance every year under the government-led Productive Safety Nets Programme (PSNP)[25] and the Government/United Nations humanitarian response plan (HRP) (WFP, 2024a).The CCA notes that the national food-assistance caseload rose from 8.1 million people in 2019 to 24.1 million by 2023, driven primarily the conflict in the North but also the prolonged drought. Continuous high inflation – exacerbated by multiple shocks – has resulted in limited access to food, and especially nutritious food, through markets.

28.   The WFP Country Strategic Plan (CSP) for 2020-2025 identified underlying factors related to other SDGs that inhibit progress towards SDG2. These include: continuing chronic poverty (SDG1) with highest poverty rates in pastoral lowlands; the low level and quality of education (SDG4); inequalities between women and men (SDG5); conflict and insecurity (SDG16) and capacity gaps in national systems for delivering services (SDG17). (WFP, 2020b, p8-9)

Implications for national capacity and partnerships (SDG17)

29.   Government leadership and ownership of Ethiopia's development and humanitarian agenda is strong, but implementation of policy directives is limited by capacity constraints.[26] The CCA in 2019 identified major gaps in monitoring and evaluation, collection and analysis of disaggregated data, and accountability mechanisms. Both the Government's capacity and its relationships with development partners have been strained by the ongoing conflicts described above.

Implications for the education system

30.   Basic education has been a longstanding Government priority and a focus for multi-partner collaboration through successive Education Sector Development Plans (ESDPs), most recently ESDP VI for *2020/21–2024/25* (GoE, 2021c). The World Bank-led General Quality Improvement Program for Equity (GEQIP-E) is the largest multi-donor support programme for basic education, and has been adapted to support pre-primary education and education in emergency contexts.[27] International agencies actively supporting education in Ethiopia include the Global Partnership for Education (GPE), UNICEF and Education Cannot Wait (ECW). However, the CCA notes a general deterioration in the provision of basic social services:

> Ethiopia has seen a 20 percent decline in real-term public investments across social services in the period between 2017/18 to 2022/2023. (UNCT Ethiopia, 2023)

31.   Net primary school enrolment has been increasing, but in mid-2024 an estimated 8.32 million children were out of school or had only intermittent access to schooling because of humanitarian emergencies and crises (GEC, 2024). Primary education dropout rates are high, and graduation from

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[23] As summarised in the WFP's Annual Country Report (ACR) for 2023.

[24] <2,550 kcal per adult-equivalent per day (WFP & CSA, 2019)

[25] The PSNP has been supported by several donors including the United Kingdom, the European Union, UNICEF, USAID, the World Bank and WFP.

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

[27] https://www.worldbank.org/en/news/video/2024/09/04/equitable-access-to-quality-education-in-afe-ethiopia

primary education remains low, with only 61 percent completing a full eight years of schooling.[28] Compared to 10 years ago the completion rate to Grade 8 had increased from 46.7 percent to 61 percent in 2022/23, but the poor quality of education and low educational attainment of students are abiding concerns, especially in Afar region which had the lowest Grade 6 completion rate in the country at 30.6 percent for boys and 26.3 percent for girls in 2022/23 (GoE, 2023a).

Effects on vulnerable groups

32.   Box 1 below illustrates the impacts of overlapping crises on vulnerable groups.

Box 1 Impacts of poverty and food insecurity on vulnerable groups

Multiple shocks in recent years have increased the number of people who are at risk in Ethiopia and exacerbated the situation for those who were already vulnerable. The UN's Common Country Analysis (UNCT Ethiopia, 2023) demonstrates the interconnectedness of increasing vulnerabilities as drought, economic crisis and conflict are all contributing to food insecurity and malnourishment. The impacts of these threats vary for different groups.

Coping mechanisms for malnourished families are linked to the increased social issues, such as early marriages. In East Hararghe, a 51 percent increase in child marriage as a result of food insecurity has been reported between 2021–2022 and an average of 131 percent increase across Somali, Oromia and SNNP regions over the same period. This can lead to additional risks as malnourished women and adolescent girls give birth to smaller infants with higher risk of stunting and wasting. Increased survival sexual transactions are also linked to malnourishment and there is the potential for widespread increases in HIV incidence, particularly for women and adolescent girls in conflict-affected regions.

Children are another group that have been severely impacted by conflict in the country such as through interruptions in education, recruitment of children by armed groups and as direct victims of the conflict in terms of injury, deaths, sexual and gender-based violence (SGBV) and other violations to their human rights. The varied crises in Ethiopia have had a multitude of physical, psychological and social consequences. Progress made in reducing chronic malnutrition in under-fives is at risk due to the ongoing shocks.

The situation in Ethiopia has also impacted older people particularly in relation to rising food and fuel prices. High inflation has had a significant negative impact on older people with 87 percent reporting that the crisis has reduced the diversity and quantity of food available to them and their households. The economic vulnerabilities of people living with disabilities have also been heightened as a result of multiple crises and the increase in the cost of living. Persons with disabilities have fewer opportunities to find sources of income.

Covid-19 is an additional threat that has had varied impacts on different groups. The pandemic disproportionately affected women, especially those who worked in the informal sector. Inadequate statistics of the informal sector meant that Covid-19 support was limited and did not consider needs of women and the prospect for recovery. For instance, the majority of support was provided to industries that are male dominated including tourism, manufacturing and construction. The impacts of Covid-19 on women's income alongside crop failures and increasing food prices have severely affected the food security of whole families, but with a disproportionate effect on women and girls. Economic factors combined with discriminatory social and gender norms limit the access of women and girls to nutritious diets and health services. Acute malnourishment of pregnant and breastfeeding women increased from 1.7 million in 2020 to almost 2 million in 2022. The incidence of gender-based violence (GBV) also rose as a result of the impacts of Covid-19.

Source: UNCT Ethiopia, 2023, pages 44-60, which gives detailed sources for the data quoted.

Aid flows and humanitarian requirements

33.   Ethiopia is a major recipient of development assistance and humanitarian aid. The Organisation for Economic Co-operation and Development - Development Assistance Committee (OECD-DAC) listed

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[28] According to the latest (2023) MoE Education Statistics Annual Abstract, the G8 completion rate was the same for girls and boys.

Ethiopia as receiving USD 5.40 billion in net ODA in 2023[29] (3 percent of Gross National Income (GNI), and USD 33 per capita[30]). In that period, Ethiopia's principal OECD-DAC donors were the World Bank (USD 1.49 billion), the United States (USD 1.06 billion), and Germany (USD 311m). 37 percent of that aid went to the humanitarian sector, 17 percent to health and population, and 8 percent to production. Education received six percent.

34.   The CCA notes that "ODA [to Ethiopia] declined, from a high of USD 5.3 billion in 2020 to US\$ 2.6 billion in 2022 [at the same time as] Government fiscal space has contracted as has the economy's capacity to generate public revenue collection". (UNCT Ethiopia, 2023)

35.   The 2024 Humanitarian Response Plan (HRP) tracks the increase in humanitarian need since 2013, set against increasing shortfalls in the funding of HRPs (see Figure 3 below) – a situation described by the CCA as "a scaled-up humanitarian response stretched to the limits".

36.   The shortfall in humanitarian funding to Ethiopia reflects global trends which have directly affected WFP operations. In June 2024 the WFP Executive Director reported that unprecedented global humanitarian needs had coincided with aid budget reductions by many donors, at the same time as WFP was facing increased costs in delivering assistance. WFP undertook a major restructuring, at the same time as many country offices were forced to reduce assistance to hungry people. (WFP, 2024b)

Figure 3. Ethiopia Humanitarian Needs 2013-2024
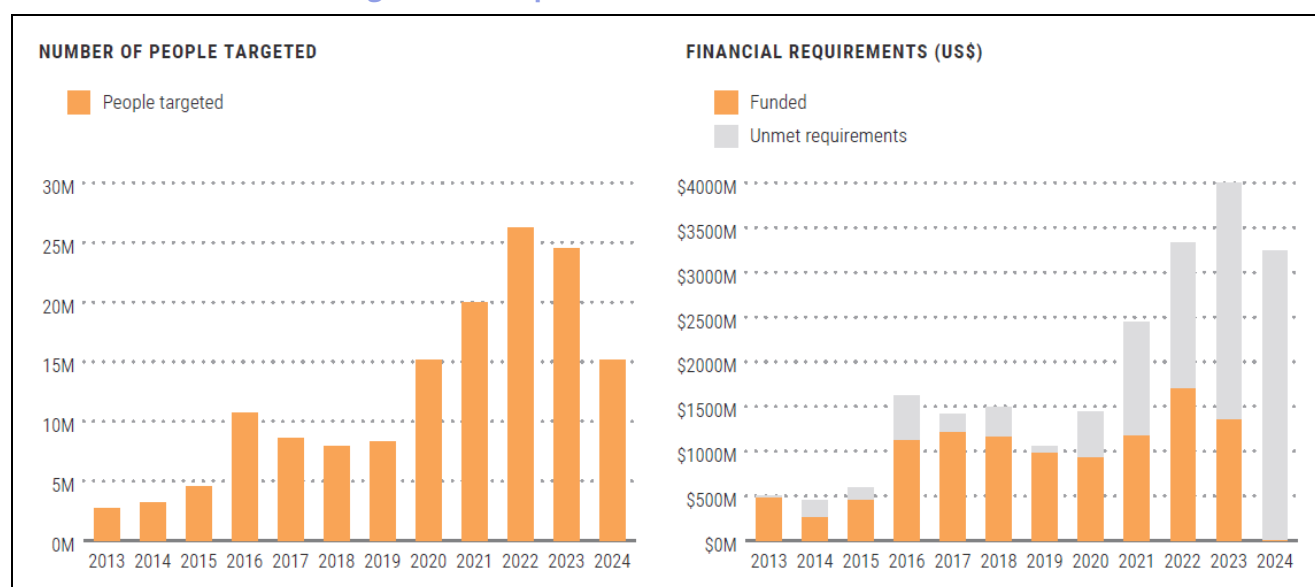
Source: Humanitarian Response Pan, February 2024 (OCHA, 2024)

Social issues[31]

37.   Ethiopia has made significant strides in promoting the status of women and girls over the years, but much remains to be done in implementing laws and policies so as to meaningfully address deep-rooted social norms and inequalities which limit access to education, employment and health services for women and girls. Significant improvements in access to education, healthcare and other basic social services have contributed to increasing net primary enrolment for girls and reducing maternal and child mortality.

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[29] This is the most recent year for which the data are available at the time of preparing this report, see
https://www.oecd.org/en/data/dashboards/official-development-assistance-at-a-glance.html

[30] https://data.worldbank.org/indicator/DT.ODA.ODAT.PC.ZS?locations=ET

[31] Annex 6 provides an extended review of the social context.

38.   The enrolment rate of children with special educational needs[32] remains low. Of nearly 3 million children aged 7-14 with special educational needs, only 11.8 percent are enrolled in primary and middle schools, with enrolment of female students less than males in all regions. The understanding of disability and special educational needs is a relatively new and evolving area within the Ethiopian education system.

39.   The McGovern-Dole project areas are characterised by pastoralist communities that remain at the margins of national economic and political life. Pastoral women face the same discrimination and marginalization as other women in Ethiopia while also living in remote areas with very limited or no access to basic social services. Harmful traditional practices (HTPs) such as child marriage and female genital mutilation (FGM),[33] although declining, remain prevalent and affect girls' access to education. Qualitative findings of the baseline study showed continued pressures for early marriage as the biggest obstacle to girls' completing their education in Afar.

40.   The role of education in addressing unpaid care work and GBV, including child marriage, FGM and spousal violence cannot be overstated. Unpaid care work is one of the key drivers of social inequality in Ethiopia: women and girls engaged in unpaid care spend less time on education, paid work, self-care and rest, and community/political engagement. Eighty-seven percent of women with more than secondary education participate in decision-making regarding their own health care and household issues (compared with 68 percent of women with no education). Women's education is inversely correlated with spousal violence – women with no education are more likely to have experienced physical, sexual, or emotional violence (36 percent) than women with more than secondary education (17 percent). Attitudes of men and women on whether FGM is required by religion also reflect levels of education – 31 percent of women and 24 percent of men with no education state that FGM is required by religion, but only 8 percent of women and 12.7 percent of men with secondary education believe the same (CSA & DHS Program, 2016).

41.   The implementation of the school feeding project has been taking place amidst ETCO-wide efforts to strengthen programmatic and operational focus on equality for women and girls in alignment with the WFP Corporate Strategic Plan (2022–2025), the WFP Gender Policy 2022 (WFP, 2022h), and relevant international frameworks.

The context for school feeding in Ethiopia[34]

42.   WFP has supported school feeding in Ethiopia since 1994 and remains the main partner for Government in delivering school feeding. The multi-year national ESDP has emphasised the importance of expanding school meals to food-insecure and vulnerable areas, particularly pastoralist areas and chronically food-deficit highland districts with lower school enrolment and higher disparity in opportunities for girls. Backed by successive McGovern-Dole projects, WFP supported the drafting of the national school feeding policy adopted in 2021, which includes an ambition to scale up school feeding to universal coverage for pre-primary and primary schools by 2030 (GoE, 2021a).

43.   WFP's CSP for 2020–2025, highlights school feeding as a contribution to its Strategic Outcome 2[35] through the following outputs:

- *Targeted schoolchildren benefit from* nutrition-*sensitive school feeding programmes* (traditional and home grown) – including take-home rations to meet their basic food and nutritional needs and to increase school enrolment and attendance (linked to SDG4).

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[32] calculated based on the World Health Organization (WHO) estimate that 15 percent of the total population has special needs.

[33] Afar registers the second highest (after Somali) FGM prevalence rate among women aged 15-49 (91 percent); the rate for Oromia is 76 percent (CSA & DHS Program, 2016).

[34] Annex 7 provides an extended review of the school feeding context.

[35] "Vulnerable and food-insecure populations in targeted areas have increased resilience to shocks by 2025".

- Crisis-affected primary schoolchildren receive a daily nutritious meal at school to support their school attendance and learning outcomes (linked to SDG4).
- Nutritionally vulnerable people benefit from increased capacity of Government institutions for the scale up of nutrition-sensitive school feeding programmes (linked to SDG4). (WFP, 2020b p17-18, emphasis added.)

44.   WFP and MoE collaborated on a pilot HGSF project in the Southern Nations Nationalities and Peoples Region (SNNPR) in 2012. The pilot expanded and from 2014 the model was replicated in Oromia. By 2017, HGSF programmes in Oromia and SNNPR were targeting 139,000 students in 286 schools (SABER, 2015, WFP, 2017a). As of 2023, the HGSF programme in SNNPR had expanded to reach 84,000 school children in 224 schools, with 15,000 children in 45 schools covered by the fresh food pilot. Further, the regional government in Oromia has expanded their HGSF programme to target 7.5 million children in the 2023/2024 academic year.[36]

45.   As part of the government-led response to the 2015/16 El Niño drought, the MoE developed an education-in-emergency response plan which included school feeding The ESF programme framework emulated the HGSF programme, with linkages to local farmers' cooperatives in surplus-producing areas to provide the grains and legumes needed for the school meals.[37] The ESF model is still the basis of school feeding efforts by the Afar regional government, which support Alternative Basic Education centres (ABECs) serving pastoralists, as well as formal primary schools (see Box 12 in Annex 7).

1.3 SUBJECT BEING EVALUATED

Project overview[38]

Geographical scope and targeting/beneficiaries

46.   The evaluation subject is the WFP-implemented McGovern-Dole project supporting school feeding in Afar Region and selected woredas (districts) in two Zones of Oromia (Borana and East Hararghe) with USD 28.3 million from 2019 to 2024 – see Map 1 above.

47.   The project provides school meals for primary schools and pre-primary children on the same sites. In Afar, for selected schools, a THR component designed to encourage continued attendance amongst children at risk of early drop-out targeted girls in Grades 5 and 6 and boys in Grade 6. The initial target was to feed 187,425 children from 450 primary schools in Year 1 of the project, tapering to 139,000 children from 348 schools in Year 5). Numbers of children and schools reached are discussed in the review of "Activity 1" (¶63-67 below).

Objectives

- All McGovern-Dole projects are linked to the high-level strategic objectives of improved literacy (MGD SO1) and improved health and dietary practices (SO2).[39] The project agreement describes the specific project objectives as:
- Improve student attendance and reduce short-term hunger through the provision of a daily school meal;

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[36] Information provided by ETCO based on its donor records.

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

[38] A full description and analysis of the project under evaluation is provided as Annex 8. In the past, the terms "project" and "programme" were used interchangeably in much project/programme documentation. We understand that USDA prefers to refer to the intervention in Ethiopia as a project supported by the global McGovern-Dole programme. As far as practical we have adopted this usage for the endline evaluation.

[39] See Figure 37 and Figure 38 in Annex 12.

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

Results framework and theory of change

48.   The McGovern-Dole results framework for the project incorporates the indicators linked to different outputs and outcomes. It is presented in three parts: the results linked to MGD SO1 (literacy); the results linked to MGD SO2 (health and dietary practices); and the "foundational results" oriented towards strengthening various dimensions of capacity for school feeding, nationally as well as in the districts where the project is operating. The indicators incorporated in the results framework are reviewed in detail in Annex 9.

49.   At baseline, the ET prepared an inferred theory of change (ToC) which was further refined during the MTE, by mapping onto the ToC the various results specified in the McGovern-Dole results framework, as well as the underlying assumptions. This is shown in Figure 4 below, and fully elaborated in Annex 12.

50.   As well as incorporating the standard McGovern-Dole results framework and its main Strategic Objectives, the ToC factors in some of the wider objectives that are simultaneously important to WFP and GoE. Thus, it highlights the function of school feeding as a safety net, supporting incomes and resilience of food-insecure households, and the project's aim to strengthen national school feeding capacity, and support progress towards nationally operated and financed school feeding systems.

Duration and project amendments

51.   The project was an FY18 award by USDA, originally due to run from 2019–2024, but its commencement was delayed by the Covid-19 pandemic and resulting school closures. In practice, school feeding began in early 2021, and the baseline survey conducted in March/April 2021 found that school meals had still not commenced in a large proportion of Afar schools.[40]

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[40] For full details of successive agreements and budgets, see Annex 8.

Figure 4. Inferred Theory of Change (revised version)
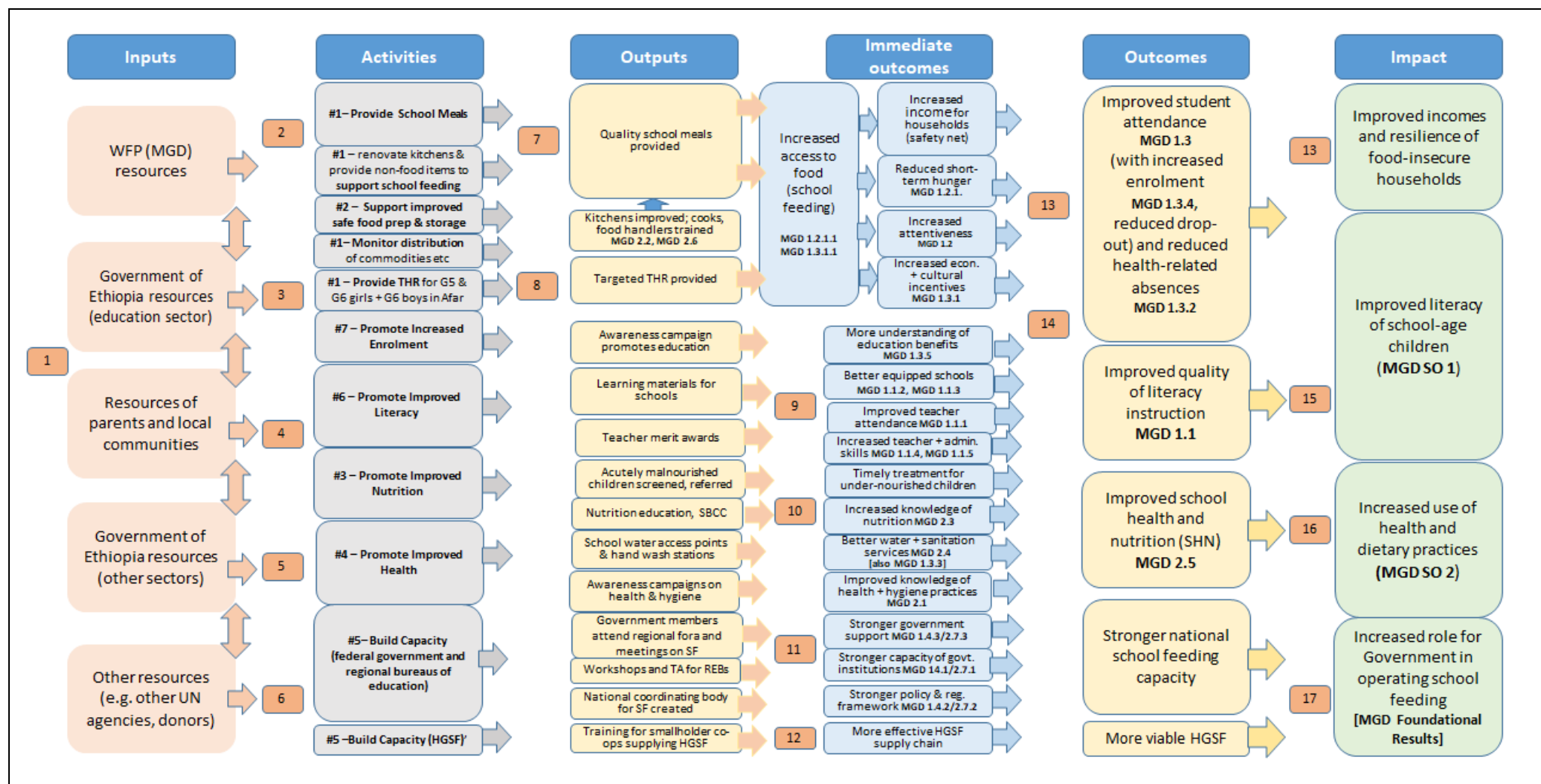
Note: This is the revised version prepared for the MTE. Full details and its links to the MGD results frameworks, see Annex 12. Boxes 1-17 refer to the main assumptions as listed in Annex 12, Table 54.

52.   In response to these delays, two project amendments were signed in 2023, which include a one-year no-cost extension (NCE) on account of the front-end delays to the project and further delays caused by the northern conflict. **41** It included amendments to update indicator targets for baseline, FY23-FY25 and life-of- project.**42** The NCE also allowed the endline evaluation to be deferred.**43** However, there were no additional USDA commodities for the NCE year (2024/25) and this required adaptations to school feeding arrangements which are described in Box 3in Chapter 2.

53.   It was decided in 2023 that WFP would resume direct responsibility for all commodity transport. This reflected wider concerns in Ethiopia about the risks of diversion of aid commodities, as well as increased difficulties in obtaining private transport contractors because of conflict and security concerns.

54.   A new McGovern-Dole project has been awarded in 2024 (FY24) and is expected to commence implementation in September 2025, with school meals beginning in fall 2026.

Implementation modality

55.   The GoE is WFP's main implementation partner, primarily through the education authorities at relevant levels of Ethiopia's federal system. Accordingly, the Afar and Oromia REBs have the direct responsibility for implementing the project; they are supported by the WFP ETCO, with any funds channelled to REBs via Regional Bureaus of Finance. Memorandums of Understanding (MOUs) between WFP and the regional governments set out detailed mutual responsibilities and accountabilities for administrative, financial and physical management of the project (see Annex 8, ¶40–41). REBs are responsible for monitoring at school level and reporting to WFP; WFP in turn compiles reports to USDA.

Relevant previous projects and evaluations

56.   A previous McGovern-Dole award supported pastoral areas of Ethiopia focused on Afar and Somali Regions (2013-2018). That project closed in 2018, so there was a hiatus between the present project and its precursor, although the design is similar. An evaluation of the earlier FY13 project (Visser et al, 2018b) influenced the design of the baseline/endline evaluation of the current project. The 2018 evaluation confirmed the relevance of its targeting and design, and used statistical comparisons between project and non-project schools to demonstrate significant positive effects on enrolment, grade repetition and completion rates. It highlighted positive effects of its THR scheme for girls – educational benefits for the girls and wider benefits for their families. However, scarcity of government resources and the poverty of beneficiary communities meant that benefits would not be sustained if the project was discontinued, and there were serious weaknesses in monitoring, reporting and evaluation.

57.   The MTE highlighted the present project's role as a valuable safety net for pastoral communities under stress, and found it had adapted pragmatically to the Covid-19 pandemic and other shocks. However, post-pandemic THR reflected inefficiencies in timely use of available commodities. The MTE did not repeat the baseline survey, but found strong qualitative evidence that school feeding had provided a significant incentive for enrolment and attendance, including for girls. Its EGRA found weak performance on literacy, especially in Afar. The MTE noted strong support for school feeding from government and communities, but both community and government resources are limited, and expectations for full handover to

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41 The scheduled end date of the project was originally 30 October 2024 (USDA & WFP, 2019), but is now 30 September 2025 (USDA & WFP, 2023b).

42 These adjustments are reflected in the review of McGovern-Dole indicators in Annex 9.

43 Another amendment signed in April 2023 (USDA & WFP, 2023c), approved some additional funds to reflect the effects of global inflation on the commodity and freight budget, enabling WFP to call forward the commodity quantities originally anticipated.

government school-feeding schemes were too optimistic. Capacity-development support from WFP was valued, but weaknesses in monitoring and reporting had persisted.

Social dimensions

58.   Social concerns were reflected in the project design in several ways: the selection of the project area and of participating woredas was based on needs assessments which incorporated consideration of the needs of women and girls and of other disadvantaged groups; the approach to school hygiene takes particular account of girls' requirements; girls continued to be a particular target of the THR component in Afar; the McGovern-Dole results framework mandates an approach to monitoring that includes systematic sex-disaggregation of indicators. However, both at baseline and during the MTE, sex-disaggregation of reporting in line with McGovern-Dole requirements was found to be a weakness.

59.   Disability was not specifically mentioned in the project proposal, but the baseline-endline TOR required attention to this dimension of inclusion (Annex 1, 45). The project design had not benefited from a full analysis of the specific experiences of women and girls, which instead was done as part of the baseline study.[44] Subsequently, in 2023, an analysis of the school feeding programmes in Afar (Zone 1), Oromia (Borana), and Amhara (North Wollo) was jointly commissioned by MoE, WFP and UNICEF to assess the contributions of school feeding programmes to social issues and identify ways to better address sex-based disadvantages in future programming (Includovate, 2023); its key findings are summarised in Box 4, alongside other related findings at endline.

Budget

60.   The initial USDA budget was USD 28 million; it increased slightly in 2023 as shown in Table 1 below.[45] USD 12.7m is provided in cash, with the remainder representing the costs of in-kind commodities. The commodities provided by USDA were principally vegetable oil, fortified milled rice, and fortified Corn Soy Blend (CSB Plus). No formal cost sharing is shown in the USDA budget, but some other contributions were expected, including iodized salt to be provided by GoE.

Table 1   Breakdown of USDA cash budget for Activities

Component	Original Budget 2019 (USD)	Amended Budget 2023 (USD)
Commodity cost	10,273,998.44	10,556,498.44
Freight cost	5,003,837.85	5,072,587.85
total in kind	15,277,836.29	15,629,086.29
Administrative costs (cash portion)	12,722,163.71	12,744,101.21
grand total	**28,000,000.00**	**28,373,187.50**

Source: amendment to project agreement FFE-663-2018/013-00-A (USDA & WFP, 2023b).

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[44] Accordingly, see Annex M of the baseline report (Lister et al, 2022a).

[45]The project amendment in 2023 increased some funds associated with commodity movement, to take account of increases in global costs, but there was no increase in the volume of the commodities or the scope of the project.

Project components

61.   The school feeding project's budget and reporting frame is organised around the seven "Activities" listed in Table 2 below, which reflect the objectives set out in ⬜ above.

Table 2   Breakdown of USDA cash budget for Activities

Component	Original Budget 2019 (USD)	Amended Budget 2023 (USD)
Activity 1 – Food Distribution	2,075,761.83	2,075,761.83
Activity 2 – Support Improved Safe Food Preparation and Storage	468,987.59	468,987.59
Activity 3 – Promote Improved Nutrition	197,843.30	197,843.30
Activity 4 – Promote Improved Health and Hygiene Practices	345,615.33	345,615.33
Activity 5 – Build Capacity	227,132.51	227,132.51
Activity 6 – Promote Improved Literacy	416,875.67	416,875.67
Activity 7 – Promote Increased Enrolment	8,620.04	8,620.04
total Activity budget	**3,740,836.27**	3,740,836.27

Source: amendment to project agreement FFE-663-2018/013-00-A (USDA & WFP, 2023b)
There were no amendments to allocations for the Activities. For a detailed breakdown of each activity, see Table 26 in Annex 8.

Project implementation to date

62.   The inferred ToC (Figure 4 above) groups the Activities according to the outcomes that they most directly support, and the same sequence is followed below.

Activity 1 – Food Distribution

63.   The food distribution activity is the centrepiece of the whole project. The stated objective for this activity is: "To increase access to food, raise attendance, reduce drop-out, reduce short term hunger and raise attentiveness, while contributing to improved diet diversity". This activity accounts for the entire in-kind costs of the project (Table 1 above) and more than half of the cash budget (Table 2 above). Annual commodity distributions are shown in Annex 8, Table 33. Table 3 below shows planned and actual numbers of school meals delivered.

Table 3   Planned and actual number of school meals delivered 2019/20-2023/24

Year	Target	Actual	Percent of target
2019/20	32,986,800	0	0%
2020/21	30,697,920	16,724,139	54%
2021/22	28,800,640	15,782,540	55%
2022/23	26,710,112	23,911,759	90%
2023/24	24,249,104	22,259,949	91.8%
Total (LoP)	143,444,576	78,678,387	54.8%

Source: MGD Indicator #16, see Annex 9.
Note: None of the targets from the draft Project Monitoring Plan (PMP) have been adjusted. Under the no-cost extension, no MGD school feeding is targeted for 2024/25.

64.   The shortfall in school meal delivery was offset by much higher than planned distributions of THR, see Table 4 below.

Table 4   Planned and actual THR distributed (MT)

Year	Target	Actual	Percent of target
2019/20	100	0	0%
2020/21	140	911	651%
2021/22	140	1,202	859%
2022/23	130	894	688%
2023/24	120	727	606%
2024/25	0	na	na
Total (LoP)	2,430[b]	3,055	126%

Source: MGD Indicator #14, see Annex 9.

Notes: (a) Data on breakdown between rice, oil and CSB+ are incomplete.

(b) The draft PMP Life of Project (LoP) target was 630 MT (the sum of the annual targets still shown in this column). The LoP target was adjusted to 2,430 MT in Attachment D of the updated amendment.

65.   Use of THR as an attendance incentive was delayed by the slow start-up and pandemic-related school closures. Both before and after schools fully reopened, substantial quantities were distributed as THR, as an unplanned but pragmatic way to benefit the target population and avoid wasting commodities nearing expiry dates. Table 5 below is a summary of all THR distributions. More detail is provided in Annex 8, Table 35.

Table 5   Tonnage of THR 2020/21-2023/24

Project year	Supply quantity in MT			
	Afar	Borana	East Hararghe	TOTAL
Year-one (2020/21)	200.94	439.086	159.786	799.812
Year-two (2021/22)	694.19	141.137	241.457	1076.784
Year-three (2022/23)	346.447	89.913	142.814	579.174
Year-four (2023/24)	403.669	17.472	0	421.141
Total	**1,645.246**	**687.608**	**544.057**	**2,876.911**

Source: ETCO data from Table 35 in Annex 8.

School feeding targets (schools and children)

66.   Table 6 below shows original targets for schools to be included and children to be fed. To support sustainability and handover to government-run school feeding, numbers were expected to fall in successive years, particularly in Oromia, with schools transferring to the Oromia government's HGSF programme. The table also reflects much smaller average school sizes in Afar. An amendment in 2023 revised the targets as shown in Table 7 below.[46]

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[46] amendment The revised targets in the are not broken down between regions.

Table 6   Initial annual targets for children and schools

Breakdown in project proposal

	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: WFP, 2018b,

Targets in initial project agreement (2019)

	Year 1 (FY2020)		Year 2 (FY2021)		Year 3 (FY2022)		Year 4 (FY2023)		Year 5 (FY2024)	
	Children	Schools	*Children*	Schools	*Children*	Schools	*Children*	Schools	*Children*	Schools
Total	187,425	450	174,420	432	163,640	411	151,762	377	139,000	348

Source: USDA & WFP, 2019.

Note: the binding targets in the project agreements are not broken down by region so the project proposal is the only source for the expected regional breakdown

Table 7   Revised annual targets for children and schools (2023)

	Year 1 (FY2020)		Year 2 (FY2021)		Year 3 (FY2022)		Year 4 (FY2023)		Year 5 (FY2024)	
	Children	Schools	*Children*	Schools	*Children*	Schools	*Children*	Schools	*Children*	Schools
Total	187,425	450	174,420	432	163,640	411	151,762	693	137,779	450

Source: USDA & WFP, 2023a.

Note: USDA does not alter targets retrospectively, so the numbers of target schools in this table are not changed for FY2020-FY2022 However, the Life-of-Project figure was increased to 715 schools, which implicitly recognised the above-target number of schools in the first year of implementation.

Current data on schools and children participating in the project

67.   Table 8 below shows that the total number of participating schools (though much higher than originally envisaged), has reduced significantly. However, as illustrated in Figure 5 below, the number of project schools in Oromia remained constant after FY21, because of an agreement that, instead of reducing the number of participating schools further, the REB would contribute commodities to cover a proportion of feeding days for all project schools.

Table 8   Number of USDA McGovern-Dole Project Woredas and Schools by Region and Year of Implementation[47]

Region	Zone	FY 21 (2020/2021)		FY 22 (2021/2022)		FY 23 (2022/2023)		FY 24 (2023/2024)	
		Woreda	School	Woreda	School	Woreda	School	Woreda	School
Afar	One	6	112	6	107	6	92	6	84
	Two	7	176	7	166	7	160	7	143
	Three	6	111	7	101	7	96	7	86
	Four	5	90	5	88	5	79	5	69
	Five	5	86	5	85	5	75	5	65
	Total	**29**	**575**	**30**	**547**	**30**	**502**	**30**	**447**
Oromia	Borena	4	153	3	111	3	111	3	111
	East Hararghe	2	87	2	57	2	57	2	57
	Total	**6**	**240**	**5**	**168**	**5**	**168**	**5**	**168**
Total		**35**	**815**	**35**	**715**	**35**	**670**	**35**	**615**

Source: compiled by evaluation team from data provided by ETCO.

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[47] The USDA FY runs from1 October through 30 September. Ethiopia's school year matches its calendar year, which begins on 11 September.

Figure 5. USDA McGovern-Dole Project Schools by Region, FY21–24
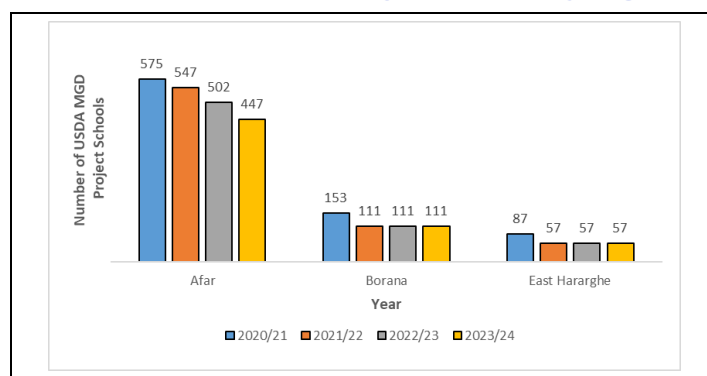
Source: data supplied by ETCO, see Table 8 above.

68.   Additional data on schools and students in the project are provided in Annex 8 (Table 29, Table 30, Table 31). There are inconsistencies between project records and Education Management Information System (EMIS) reports which affect estimates of the number of children reached by the project (EMIS figures tend to be higher) , and provide somewhat different estimates on gender parity (though all sources agree that GPI remains below target).. The alternative data sources are   disentangled in Annex 10, and project implementation is assessed in detail in Section 2.2 below.

School kitchens

69.   Activity 1 included the construction and renovation of kitchens. As shown under MGD Indicator #8, WFP had constructed or renovated 74 kitchens by September 2023. The evaluation team (ET) observed kitchens under construction at several of the schools visited in February 2025, ranging from high-quality cement block buildings (provided through the project) to simpler structures being built by communities using wooden poles and iron sheets.

Activity 2 – Support Improved Safe Food Preparation and Storage

70.   Planned activities to support improved safe food preparation and storage included the construction of feeding shelters and the rehabilitation of storerooms as well as training in food preparation and general school feeding management. Relatively few physical facilities are reported as provided through the project – seven storerooms and four canteens are recorded under MGD indicator #8, but additional construction is planned for 2024-2025 to achieve the full project target. The scale of training in food preparation (mainly for cooks) is much larger (see MGD indicator #22), with over 2,750 trainings reported, with two thirds of them (1,800) for female trainees.

Activity 7 – Promote Increased Enrolment

71.   This activity was planned to cover awareness campaigns on the benefits of education (including development of Social and Behaviour Change Communication (SBCC) material in the form of radio messages to be run in the local language). The REBs have supported general messaging around enrolments, including through efforts by woreda-level officials and school committees to follow up on out-of-school children and non-attenders. USDA funds have been used to support back-to-school campaigns through leaflets and radio messages in local languages.

Activity 6 – Promote Improved Literacy

72.   Various literacy materials were procured and distributed in Afar, Figures reported against MGD indicator #3 in Annex 9 imply that the final Life of Project (LoP) target (45,450 books) was exceeded, with over 47,000 books (in English and the Afar language) distributed.

73.　　Under this heading, the project also planned to supply indoor and outdoor learning materials, Outdoor playing/learning facilities have been installed in 18 schools in Afar (recorded against MGD indicator #8 in Annex 9). A planned merit award scheme for teachers did not come to fruition.

Activity 3 – Promote Improved Nutrition

74.　　An SBCC strategy and materials have been developed, drawing on the Knowledge Attitudes and Practices (KAP) survey that was attached to the baseline survey.[48] Against an original target of 900, 502 individuals (375 male, 127 female) have been trained on improved child health and nutrition (MGD indicator #23 in Annex 9).

75.　　In-school screening of "Grade 0" (ECD) pupils is reported under Custom Indicator #2 in Annex 9. The six-monthly progress reports are not very consistent in reporting numbers of schools and children involved, but for 2022/23 WFP reported that over 5,000 children in Oromia and about 900 in Afar had been screened, with 92 children referred to health centres to be treated for Moderate Acute Malnutrition (MAM). For a detailed assessment of nutrition screening see Section 2.2 below, from 149.

Activity 4 – Promote Improved Health and Hygiene Practices

76.　　Planned activities to promote health included supplying handwashing stations to schools, providing a smaller number of water access points, and developing awareness campaigns on health and hygiene. Delivery of handwashing stations was accelerated as a Covid-19 response, with 614 procured and distributed during FY21 compared with an original LoP target of 530; 5 more were built in Oromia in FY23 (see Custom Indicator #4 in Annex 9). Thirty-five water access points were provided in FY23 - 24 in Afar and 11 in Oromia (MGD Indicator #8 in Annex 9.

Activity 5 – Build Capacity

77.　　The capacity building activities supported by the project have countrywide significance with an objective to "strengthen government capacity to transition towards national ownership of school meals programme". Planned components of Activity 5 included: enabling 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; technical assistance to the regional bureaus of education; and training to smallholder farmer cooperatives to provide commodities to schools for nationally-led home-grown school feeding (see Annex 8 34,). WFP has continued to support the development of relevant national policies and guidelines, and ongoing work includes support to guidelines for implementation of the national HGSF strategy and the development of a resource mobilisation strategy for school feeding. For a full review and assessment of capacity building activities see Section 2.2 below, from 172.

1.4 EVALUATION METHODOLOGY, LIMITATIONS AND ETHICAL CONSIDERATIONS

Overview of Methodology

Mixed methods and theory-based evaluation

78.　　Consistent with the baseline/endline methodology, which also guided the MTE, the endline evaluation is framed as a theory-based evaluation using mixed methods. It is guided by two overarching frameworks designed to ensure transparency and minimise bias. First, the **theory of change** (ToC), see 48-50 above, suggests the causal pathways linked to various outputs and outcomes sought by the McGovern-

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[48] See Annex N of Lister et al, 2022a and WFP, undated-f.

Dole project. In addressing the evaluation questions (EQs), the endline evaluation paid equal attention to relevant project data and to assessing the validity of key ToC assumptions.[49]

79. Secondly, the **evaluation matrix** presented in Annex 13, provides systematic guidance for collecting and analysing evidence to address each of the Evaluation Questions (EQs), which are discussed next. The analysis is oriented towards assessing the project's contributions to various outputs and outcomes along the causal pathways identified in the ToC. The matrix: systematically links each EQ to the OECD-DAC evaluation criteria; identifies indicators and lines of enquiry for addressing each EQ; highlights relevant sources of evidence; notes how evidence will be triangulated across different types of evidence and the views of different stakeholders; highlights the connections between each EQ and the underlying assumptions of the ToC; and provides an assessment of the likely strength of available evidence.

80. Consistency of approach across baseline, MTE and endline evaluation is crucial and reflected in the continuing use, with refinements, of the ToC and evaluation matrix prepared at baseline.

Social analysis

81. All aspects of the evaluation have been viewed through a societal lens. Perspectives on differential impacts, including implications for women and girls and for other disadvantaged groups are reflected in the evaluation matrix, with data-collection methods and tools tailored to gather sex-disaggregated information while also taking account of other aspects of diversity that exists across groups that participate in the evaluation, including age and disability. Girls and boys were equally targeted both in the surveys and in qualitative fieldwork, with balanced teams of enumerators/interpreters, enabling same-sex interviews and Focus Group Discussions (FGDs) to be held as appropriate. The endline evaluation continued to be informed by the social analysis prepared at baseline and reflected in Annex 6 .

Evaluation Questions and Criteria

82. The EQs in the original baseline/endline TOR were slightly modified for clarity, without affecting the evaluation's scope.[50] Table 9 below shows the Key Questions and sub-questions for the endline evaluation, along with the OECD-DAC evaluation criteria applicable. The only additional changes for the endline were some substitutions of "project" for "programme" and the amendment of EQ13 to match the requested revision to this USDA learning agenda item (see 9 of Annex 1B).

Table 9   Evaluation questions and OECD DAC evaluation criteria

Questions for endline / baseline	Evaluation criteria
Key Question A: How appropriate was the project?	
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

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[49] Table 55 in Annex 12 shows the ET's interim assessments of each assumption's validity at baseline and mid-term.

[50] The amendments are explained in Annex 1B, Table 19 and Table 20.

Questions for endline / baseline	Evaluation criteria
Key Question B: What are the results of the project?	
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 project's results? Has the intervention influenced the gender context?	effectiveness, impact
Key Question C: What factors affected the results?	
EQ6. What was the efficiency of the project, 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 project?	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 WFP and the Government better support linkages between smallholder farmers and the school feeding programme to see effective and timely local procurement of food to supply the school feeding programme, thereby stimulating local markets and enhancing resilience of communities?	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

83.   These questions structure the full evaluation matrix in Annex 13, Table 56, which specifies analysis and indicators for each EQ. The baseline report and MTE noted the limited attention of the original project design to issues of disability and inclusiveness in education, and the matrix for the endline evaluation was strengthened accordingly. The matrix also drew on the stakeholder analysis (Annex 9 of the endline inception report) to ensure the perspectives of different stakeholder groups were taken into account.

Data collection methods

Secondary data

84.   This evaluation has drawn substantially on the data and documents collected during baseline and the MTE, updating them as necessary. This enabled the team to be frugal in seeking additional information from project staff and others (see Annex 3 on key informants). The key documents consulted (including all those cited in this report) are listed in the bibliography at Annex 26.

Primary data – surveys

85.	The endline evaluation conducted three inter-related surveys, as summarised in Table 10 below.

Table 10   Endline evaluation surveys

Survey	Purpose	Reach	Commonalities
Endline Survey	• Enable the ET to assess project performance over time by comparing the starting point (baseline) with the situation at the end of the project. • Also to compare performance of project and non-project schools.	• Repeat from baseline. • Conducted in 91 schools, with seven schools sampled in each of 13 woredas across all zones included in the project. • Sample designed to include non-project and graduated schools as well as schools still in the project.	• Conducted by the same survey teams. • KAPS and EGRA samples were sub-sets of the endline sample. • A common set of overall school-level questions. • Viewed through a societal lens; data collection methods and tools tailored accordingly. • Also took account of diversity in the various groups, including age and disability. • Ethical standards concerning informed consent, confidentiality, social sensitivity and safeguarding of children fully observed.
Knowledge, Attitudes and Practices Survey (KAPS)	• To understand the outcomes of the nutrition education activities supported by the project (McGovern-Dole SO2).	• Repeat from baseline. • Conducted in 13 schools, one in each surveyed woreda.	
Early Grade Reading Assessment (EGRA)	• Provide data on literacy performance in project schools (McGovern-Dole SO1). • Provide a second set of data (to MTE EGRA) • Designed to be consistent with national EGRAs.	• Repeat from MTE (2023). • Conducted in 26 schools, two per sampled woreda.	

86.	All three surveys were repeats which closely followed the established methodology of the previous round. For details see Annex 14 (endline survey and KAPS) and Annex 20 (EGRA). Annex 14 explains the data collection and analysis approach for all three surveys, and provides a detailed timetable (Table 61).

87.	Survey instruments are at Annex 16, Annex 18 and Annex 21. They were lightly adapted from their predecessors to avoid unnecessary duplication of questions that are relevant to more than one survey module, to refresh the EGRA tests, to seek additional information on attendance, and to take account of the timing of the survey (e.g. by seeking information on school feeding and on grade completion in the preceding school year).

88.   Annex 15 provides a detailed technical explanation of the sampling for each survey. Key points:

- As at baseline, an overall sample of 91 schools (7 in each of 13 woredas) was targeted. We show that this is sufficient sample size for significant results.
- To maximise the explanatory power of baseline-endline comparisons, we aimed to retain the same sample woredas as at baseline,[51] but refreshed approximately half the schools for each survey.
- For comparison purposes, we aimed to sample 2 non-project schools in each woreda (as at baseline), and also to strike a balance between graduated schools and schools still in the project.
- The KAPS was administered to one project school in each woreda (13 schools altogether), with a focus on schools that were serving meals at the time of the survey (despite the pipeline break) because of the need to interview cooks.
- The EGRA was administered to two project schools in each woreda. Detailed sampling choices for the EGRA are discussed in Annex 20, 27-36.

89.   Sampling criteria are highlighted in Box 2 below. Taking all these considerations into account implied a significant purposive element in the sampling.

Box 2 Sampling criteria for quantitative surveys

The survey sample was intended to satisfy the following criteria simultaneously:

- To have 50 percent of each survey sample (baseline/endline, KAPS, and EGRA) as repeats.
- To sample two non-project schools in each woreda.
- To draw the nine KAPS schools in Afar from schools that were expected be serving meals when the survey took place (this did not apply to Oromia, where all schools were expected to be serving HGSF meals).
- To include significant numbers of graduated schools in the sample (at least in Afar), as Oromia has adopted a different approach to graduation).
- To include in the Afar sample a significant number of schools that were part of the THR incentive scheme..

Reserve schools were also identified, in case a selected school had to be substituted for any reason. (This happened in a few cases, see Table 60.)

90.   The KAPS is expected to provide insights into knowledge, attitudes and practices without being based on a statistically representative sample, and purposive sampling is acceptable. For the main endline survey we show in Annex 15 that our approach to analysis does not depend on a randomised sample but that partial randomisation will be beneficial. We therefore drew up a list with a random sample selector and summary table and re-ran it until the selection table was as well balanced as possible relative to the original sample distribution. The purposive element was therefore the reviewing and possible re-running of the sample draw to obtain a better sample distribution, in terms of the criteria in Box 2 above. Sampling was done independently by the ET to avoid possible bias towards schools regarded as good performers.

91.   The sample was drawn as near as possible to the time of the survey, using the most robust school-level data available, and in time to feed into the planning of itineraries for the survey teams.

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[51] However, in two cases, security advice necessitated substituting a different woreda - see Table 60.

Qualitative primary data – field visits, interviews and focus groups

92.   Qualitative data was gathered from stakeholder interviews and FGDs, with particular emphasis on fieldwork in schools and at local level. See Annex 3 for people consulted, Annex 23 for the fieldwork approach and schedule, and Annex 24 for associated data collection guidance, including relevant questions and observation guides.

93.   For qualitative fieldwork, the team visited 10 schools in three woredas in Afar and 12 schools in Oromia, six in each of two woredas.[52] Following discussions with WFP sub-offices, the sample was purposively selected to cover a range of contexts (location, livelihoods, affected by conflict, drought, etc), availability of community-led school garden/farm initiatives, beneficiaries of THR scheme in the previous school year (Afar), and schools in Afar that have been graduated from the project.[53]

94.   Key informant interviews (KIIs) and FGDs were conducted with students, the school director, the coordinator of school meals, teachers, parents and community representatives in each location.

Data Analysis

Analysis of surveys

95.   Analysis of the main endline survey, the KAPS and the EGRA is presented in Annex 17, Annex 19 and Annex 22 respectively, including the checks for significance of the results.

Analysis of secondary data and qualitative fieldwork

96.   Annex 9 and Annex 10 provide systematic analysis of the quality of the monitoring data reported by the project. Qualitative primary data from KIIs and FGDs was analysed per EQ, and endline data ware compared with data from the baseline and mid-term evaluations.

Triangulation

97.   Findings have been systematically triangulated both within and across different types of evidence. The final column of the evaluation matrix (Annex 13) guided the approach to triangulation for each evaluation sub-question, and emerging findings were discussed within the team and thus triangulated across evaluator.

Ethical standards

WFP requirements

98.   WFP decentralized 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. This includes, but is not limited to, ensuring informed consent, protecting privacy, confidentiality and anonymity of participants, ensuring cultural sensitivity, respecting the autonomy of participants, ensuring fair recruitment of participants (including women and socially excluded groups) and ensuring that the evaluation results in no harm to participants or their communities.

Adherence to ethical standards

99.   There was no conflict of interest in the performance of this evaluation. None of the ET members had been involved in the preparation or direct implementation of WFP-supported school feeding in Ethiopia.

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[52] The ET deployed four evaluators in two sub-teams in order to cover two schools each day.

[53] Due to inaccurate information about graduation, the team was only able to visit two instead of four graduated schools as planned.

100.   The ethical principles of integrity, accountability, respect and beneficence, as described in the UNEG Ethical Guidelines for Evaluation (UNEG, 2020) anchored the ET's work throughout the evaluation process. Mokoro has its own Code of Conduct which is incorporated in the contracts of all evaluation team members. In addition, all team members have signed the UNEG pledge of ethical conduct in evaluation (Annex 5). The team fully complied with GoE and WFP guidelines on contact with children (UNEG, 2008, UNEG, 2014).

Quality assurance

WFP and USDA evaluation standards

101.   The Mokoro team has closely followed the guidance from WFP's Decentralised Evaluation Quality Assurance System (DEQAS – see WFP, 2018a) and has also taken account of USDA evaluation guidelines (USDA, 2019a, USDA, 2019b). Mokoro's own quality assurance systems have also been followed with deliverables reviewed before submission by the quality support experts described in Annex 4.

Risk management and residual limitations

Anticipated risks

102.   The inception report identified various risks and proposed mitigations.[54] Risks in conducting the surveys (e.g. relating to health and security, communications and IT management) were all successfully managed, as described in Annex 15, Table 62.

103.   Issues in data quality were expected in relation to reporting on the project's key indicators. The quality of data for each indicator is thoroughly reviewed in Annex 9, and Annex 10 provides in-depth analysis of the conflicting data encountered concerning enrolments and attendance. Findings take account of such data limitations and are supported by triangulation across evidence sources.

104.   We experienced no major difficulties in contacting key stakeholders.

Residual limitations

105.   The quantitative surveys took place after McGovern-Dole feeding had ceased. This meant that questions about school meals related the previous school year rather than the current one, raising possible issues about the quality of recall. In one woreda the enumerators failed to pose such questions retrospectively, and some of their data had to be discarded. On the other hand, the timing of qualitative fieldwork (after preliminary survey results were available, and in the middle of a no-cost extension (NCE) year), was a clear benefit in providing insights into how schools and communities were coping with the hiatus in school feeding.

106.   However, the distances to rural schools and the requirement to travel only during daylight hours meant that there were very few cases where the fieldwork team was able to arrive in time to observe the serving of meals. The fieldwork was delayed by a week because school re-opening after the semester break was slow, and this had knock-on effects on the reporting timetable (see Annex 2).

107.   Very few children with disabilities were reported to be enrolled in the schools visited, and even fewer were present during the ET visits.[55] We included them in FGDs where possible, but their input to the evaluation was limited.

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[54] See Table 11 in Lister et al, 2024a.

[55] A total of 74 children with disabilities were reported to be enrolled in the 22 schools the ET visited at endline (an average of a little more than three students in each school).

108.	The EGRA was limited in being confined to project schools without a comparison group,[56] but the availability of data from both the 2023 and 2024 iterations of the survey allowed some trend analysis, which was augmented by cautious comparison with national EGRA results for Afar in particular (see Table 12 in Section 2.2 below).

109.	Almost all key documents sought were made available, but details of planning for the next project phase, a recent gender analysis[57] and the most recent CCA were held back. ETCO's stance on sharing such documents with evaluators (even confidentially) was more restrictive than the ET experienced at baseline.

110.	Poor data availability and the confounding effect of much larger unplanned distributions of THR, made it impossible to distinguish the effects of the incentive THR scheme in Afar (see Finding 26).

2. EVALUATION FINDINGS

Presentation of findings

111.	This chapter responds sequentially to the EQs. Our data on performance and results mostly covers the period from the project's commencement to the end of FY24. The most recent Semi-Annual Performance Report (SAPR) is the one submitted for September 2024, and this matches the last complete year covered by our quantitative surveys. As explained in Box 3 below, the final project year has been a transitional one, with a break in the provision of McGovern-Dole food. The transitional issues are mainly discussed in Section 2.4 (the EQs on sustainability). The EQs on lessons learned are addressed in the final chapter, Section 3.1.

Box 3 Project adaptations for the no-cost extension year (2024/25)

Although the project end-date was deferred on account of earlier delays, this was a no-cost extension (NCE), with no additional commodities supplied by USDA. This meant a break in USDA-funded school feeding during 2024/25, although negotiations about a follow-on project were continuing.

During the NCE year, WFP continued to implement those activities that had not been completed, especially those linked to capacity-building, but there were different approaches to the continuation of school feeding in Afar and Oromia:

- In Oromia, the regional government was already contributing commodities to cover some of the school feeding (SF) days in all the project schools. This was linked to the Region-wide HGSF programme. It was hoped that HGSF would provide continuity when McGovern-Dole feeding stopped.
- Afar does not have such a developed regional SF programme, and WFP was able to mobilise other resources to enable a continuation of school meals in some of the project schools, linked to efforts to diversify the menu.

The endline evaluation has been conducted during the NCE. The surveys were adapted to allow for the fact that most schools would not be serving WFP-supplied food at the time of the survey.[58] Qualitative fieldwork (school visits) took place at the start of the second 2024/25 semester, and schools' experiences of the interruption of the McGovern-Dole SF arrangements were a major topic everywhere.

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[56] Other potential limitations for the EGRA are discussed in ¶2 of Annex 22.

[57] Conducted by the Bill and Melinda Gates Foundation as part of a study for a design package on nutrition sensitive and gender transformative social protection program, including the PSNP and SFP.

[58] See Annex 15 on sampling, and the introduction to each survey instrument on how questions were adapted (Annex 16, Annex 18, Annex 21).

2.1 RELEVANCE OF THE PROJECT

Key Question A: How appropriate was the project?

Project design

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

Targeting and coverage

Finding 1. The baseline study provided strong evidence about the relevance of the project's targeting. Subsequent changes in context increased the project's relevance in relation to food insecurity in the targeted areas.

112.   The baseline report demonstrated that the selected target areas were relevant choices, in terms of their poverty, their food insecurity, the poor quality of education services and low educational attainment. The baseline survey also confirmed the poor quality of educational infrastructure in the project areas. The changes in context described in Section 1.2 above (including drought, Covid-19 and conflict) increased the food security challenges in the target areas, as confirmed by the endline survey.

113.   Woredas included in the baseline survey sample were ordered from best to worst, in terms of percentages of poor food consumption, keyed red (as shown in Figure 6 below). Only five of the 13 woredas sampled had a poor Food Consumption Score (FCS) incidence of close to or below 15 percent. Five of the remaining eight had poor-FCS incidence of over 35 percent, and this group included woredas from East Hararghe and Borana as well as Afar. This is not surprising, because poor food security was a criterion for McGovern-Dole's geographical targeting, but it strongly confirmed the relevance of school feeding as a food security intervention.

Figure 6. Food Consumption Score (woreda level), 2021 and 2024
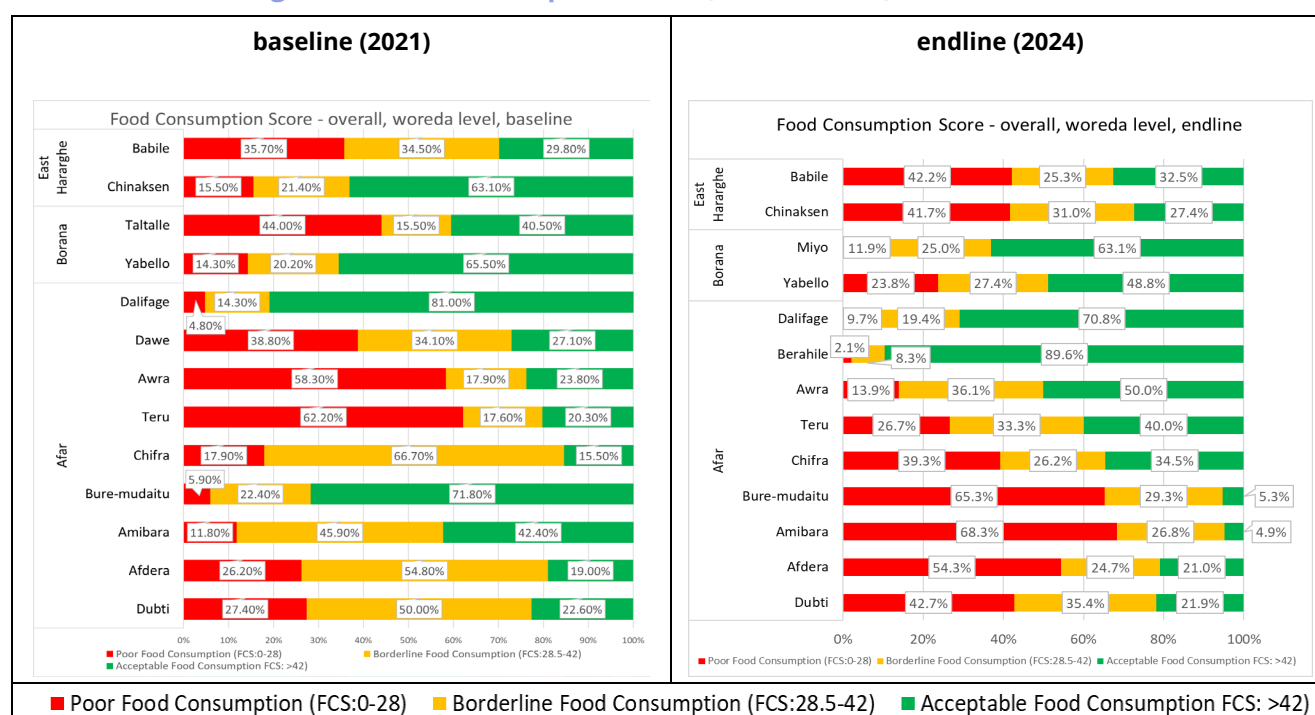
Source: Baseline report   Source: Endline survey, see Table 90.

114.   Equivalent FCS data at endline is also depicted in Figure 6. In all three of the Oromia woredas that were also sampled at endline, the endline percentage of poor-FCS scores was higher. The Afar picture was more mixed: in five woredas the incidence of poor-FCS scores was substantially worse, while the situation was better in three others. Overall, food security stresses in the project areas have worsened, which reinforces the baseline evidence of relevance.

The right mix of assistance

Finding 2. There is strong evidence that school feeding is an appropriate form of assistance, with evaluation findings highlighting correlations between children's food consumption scores and their school performance. As well as its contribution to household food security, school feeding acts as an incentive for school enrolment and attendance.

115.   The project's ToC (Figure 4 above) assumes that providing a daily meal to school children will be a strong incentive for parents to send their children to school. The baseline survey confirmed that the school meal was an effective incentive in the Afar and Oromia contexts, with households in the project areas treating school meals as part of an overall food security strategy.[59] The endline survey again shows significant associations between children's school performance and their FCS (see Finding 21 and Box 7 below).

116.   Since the baseline survey, the pressures on food security in the project areas have been intensified by drought, conflict and food price inflation. Without exception, the groups of teachers, parents, local officials and students the ET consulted, both for the MTE and the endline, confirmed their perception that the school meal is a strong incentive for attendance.[60]

Finding 3. Concerning the mix of assistance reflected in the project design, there is also good evidence that the educational and health/hygiene objectives of the project are interdependent and require complementary inputs alongside the school feeding, as was reflected in the project design. In other words, the project design demonstrated internal coherence.

117.   This complementarity is reflected in the results framework and ToC for the project, and supported by the review of evidence in "Re-imagining School Feeding":

> In some contexts, education interventions may fail to improve education outcomes because poor health is the binding constraint on educational achievement. In others, health interventions may fail to improve education outcomes because school infrastructure is so poor that improving children's individual abilities to excel in school does not improve actual outcomes. Health interventions alone do not guarantee improved learning outcomes and vice versa; quality education and health services must be provided contemporaneously to maximize the impact   of   each.
> For this reason, focusing on integrated implementation is important. (Bundy et al, 2018, Chapter 22)

118.   For a broader assessment of the validity of assumptions at design stage, see Finding 39 and Table 15 below.

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[59]   Both at baseline and endline, children and adults alike reported that the availability of a school meal was a strong incentive for attending school. The baseline study checked correlations between children's reports of eating at school during the day and eating at home during the evening. It found "strong support for our hypothesis that children who report not eating at school are mainly the same group who report regularly eating at home in the evening. **This suggests that households treat school meals as part of an overall household food security strategy, so that the school meal is a benefit to the entire household."** Lister et al, 2022a, ¶211-212.

[60] See also the perceptions of survey respondents (Figure 18).

Mid-course adaptations (continuing relevance of design adaptations)[61]

Finding 4. The main alterations to project design all helped to ensure its continuing relevance. Specifically: (a) the increased number of participating schools was a relevant reaction to mistaken design assumptions about average school sizes; (b) adjustments to the Covid-19 pandemic helped to safeguard the flow of benefits to the project's target groups; and (c) concerns about diversion of food commodities in Ethiopia justified the decision to assign full responsibility for commodity transport to WFP.

119.   We also consider whether the project made appropriate adjustments to the original design to remain relevant when circumstances required modifications. The following adjustments were reviewed at mid-term:

(a) The **increase in the number of participating schools** (see Table 6, Table 7, Table 8 above). Although it had implications for logistics, for training, support to Parent-Teacher Associations (PTAs) and requirements for facilities such as kitchens and store, this was a logical revision, because the size of schools in Afar had been overestimated at project design stage.[62]

(b) **Adaptations to Covid-19**: These had already been instigated at the time of the baseline evaluation, which judged that WFP and USDA should be commended for their flexibility in initiating and adapting the project in unprecedented circumstances. Flexibility over menus and pragmatic use of THR were adaptations that avoided waste and provided benefits for food-insecure households experiencing additional stress during the pandemic (Lister et al, 2022a, 27).[63] The slow start-up of the project had implications for its subsequent phasing, and the eventual agreement of a no-cost extension was intended to ensure best use of project resources. All stakeholders consulted during the mid-term and endline evaluation agreed that these adaptations were very appropriate.

(c) **Assigning all commodity transport responsibilities to WFP** in response to the assurance issues that arose in 2023.[64] The ET's qualitative fieldwork found virtually universal approval for this change in responsibilities, with both government and non-government stakeholders regarding WFP as more timely and efficient than GoE contractors in making deliveries to schools.[65]

120.   The transitional arrangements for FY25 (the no-cost extension year) are reviewed in Section 2.4 below.

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[61] The *effectiveness* of their implementation is considered in Section 2.2,

[62] As WFP reported: "The increment of the number of schools was due to small number of students enrolled per school. This will cause additional need of budget for kitchen infrastructures, number of non- food items, monitoring and washing facilities." (WFP, 2020d).

[63] The project agreement was signed in December 2019 (USDA & WFP, 2019), only shortly before Covid-19 became a global game-changer. With schools closed for a substantial period, USDA waived the requirement that the baseline study should precede the commencement of school feeding, and considerable volumes of food had been shipped by July 2020; distribution of commodities as THR was authorised in the period before in-school feeding was able to commence, and the menu was adapted (changing the balance between rice and CSB+) to minimise the risk of losses in storage.

[64] The September 2023 report to USDA (WFP, 2023e) noted that WFP Ethiopia was assuming responsibility for commodity transportation for the coming academic year, which was previously a responsibility of the Afar and Oromia Bureaus of Education. This was linked to wider assurance measures across WFP after concerns were raised about diversion of food under other WFP programmes, leading some donors to suspend support for food assistance.

[65] Implications for efficiency are considered in Section 2.3.

Alignment with government and donor policies

> EQ2. How well was the project aligned with the education and school feeding policies of the government and of donors?

Finding 5. The project was strongly aligned with government systems and there was strong coherence with government and donor programmes and policies, both as regards school feeding and more generally in terms of educational priorities.

121.   The project was targeted exclusively on government primary schools, and, by incorporating pre-primary classes, it echoed government policies on early child development. The federal Ministry of Education and the REBs for Afar and Oromia are the main implementing partners. As noted in Annex 7, successive Education Sector Development Plans (ESDPs) have formed a basis for multi-donor collaboration on basic education. There has been continuity in Ethiopia's educational policies and in its school feeding policies and strategy and there is strong coherence between government and donor policies, both as regards school feeding and more generally in terms of educational priorities. The project itself has contributed to further elaboration of school feeding policy (see Finding 23).

Societal and cross-cutting issues in the design

> 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?

Finding 6. The initial design was not based on a full social analysis. The baseline study provided a more complete analysis, but the project was not adapted to reflect baseline findings and recommendations, although further relevant studies have been undertaken which are expected to feed into future SF projects in Ethiopia. Disability was not explicitly referenced in project design; the project operates within the framework of Ethiopia's inclusive education policy, but engagement with disability issues has been limited. Other dimensions of accountability (including protection, do-no-harm and Accountability to Affected Populations - AAP) were also not directly addressed in project design, but all WFP's work is guided by its own policies on protection and accountability.

122.   Although the original project design was not informed by a comprehensive social analysis, relevant concerns were reflected in the selection of project areas, a disaggregated monitoring approach,[66] a school hygiene approach that specifically addresses girls' needs, and the THR component targeting girls and boys in Afar. The baseline study was required to include a fuller social analysis, but there were no subsequent adjustments of the project design to reflect the baseline social analysis findings and recommendations.

123.   However, WFP has been strengthening its approaches in line with the WFP Gender Policy 2022 (WFP, 2022h),[67] and has commissioned further analyses, the findings of which are meant to inform the next phase of this project and promote more ambitious approaches across school feeding programmes. See Box 4 below for one set of findings.[68]

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[66] As outlined in the McGovern-Dole results framework.

[67] The 2023 internal audit highlighted improvements since 2020, noting positive practices to support the achievement of gender equality outcomes in food security and nutrition. (WFP, 2023f)

[68] There is also a more recent gender analysis conducted by the Bill and Melinda Gates Foundation as part of a study for a design package on nutrition-sensitive and gender-transformative social protection programming, including the PSNP and SFPs. However, the evaluation team has not been able to review the report, as WFP is awaiting management clearance before sharing.

Box 4 Key findings of SFP gender analysis 2023

In 2023 WFP, MoE and UNICEF jointly commissioned an analysis of the school feeding programmes in Afar (Zone 1), Oromia (Borana), and Amhara (North Wollo) to assess the contributions of school feeding to gender issues and identify ways to better address gender gaps in future programming. The study assessed SFP contributions to addressing sex-related gaps in access, agency, participation, and power dynamics, and identified key pathways for refining the programmes to better address these gaps in future implementation. Key findings:

- SFPs have contributed to gender equality by improving school enrolment, attendance, and reducing dropouts, and supported better academic performance and increased girls' agency and confidence. While these outcomes are not solely due to the SFPs, they highlight the importance of stakeholder partnerships to address the multi-faceted GEWE challenges at school and community levels..
- While the SFPs are working to engage women, men, girls and boys in implementation, contributing to shifts in social norms, greater effort is needed to ensure equal participation of women and girls, prioritize them in capacity building activities, and adopt preferential procurement policies for women and women-led organizations.
- Although the SFP shave gradually influenced positive attitudes towards girls' education, deeply rooted norms such as traditional attitudes to early marriage (Absuma in Afar) and school-related GBV continue to impede girls' educational attainment, signalling the need for future programming to do more in addressing these barriers and encouraging greater reporting.
- Gaps remain in collecting sex-disaggregated data and aligning with certain national policies.
- The need for further efforts for SFPs to promote more transformative changes. Of the seven SFP components assessed on a continuum, only the Hot Meal Service was rated as transformative.

Source: ET summary from Includovate, 2023.

124.   The dimension of inclusive education was not mentioned in the project agreement and project implementation has not included specific activities aimed at addressing the various physical and attitudinal barriers children with disabilities face in accessing inclusive education.[69]

125.   WFP's Policy on Protection and Accountability[70] guides its delivery of food and livelihoods assistance in ways that ensure beneficiaries have safe and meaningful access to assistance without exposure to protection risks. However, cross-cutting issues such as protection, accountability to affected populations (AAP), and do-no-harm were not directly addressed in the project design.

2.2 RESULTS OF THE PROJECT

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

EQ4. To what extent have planned outputs and outcomes been attained? Have there been any unintended results (positive or negative)?

126.   This section follows the logic of the inferred ToC. It first considers whether inputs and outputs matched plans (effectiveness in implementation), then considers what results they led to (outcomes and progress towards impact).

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[69] Under Activity 6 – Promote Improved Literacy - the program planned to provide school learning materials as well as indoor and outdoor learning materials for 160 schools but there is no indication that it includes learning materials for students with disabilities.
[70] WFP. 2020h

Effectiveness in implementation

Delivery of school meals

Finding 7. The number of school meals served in the four years of project implementation to September 2024 was only about 55 percent of target. This partly reflects school closures during the pandemic, and the meals served in FY23 and FY24 reached 90 percent of annual targets. Lower than anticipated attendance at schools is another factor that may help to explain the shortfall in meals served.

127. Figure 7 below shows planned and actual numbers of school meals served. Meals served in 2022/23 and 2023/24 reached 90 and 92 percent of the original target, but the numbers were much lower in the preceding years, so that by September 2024 the aggregate number of meals served was only 55 percent of the original target.

Figure 7. Planned and actual number of school meals delivered up to September 2024
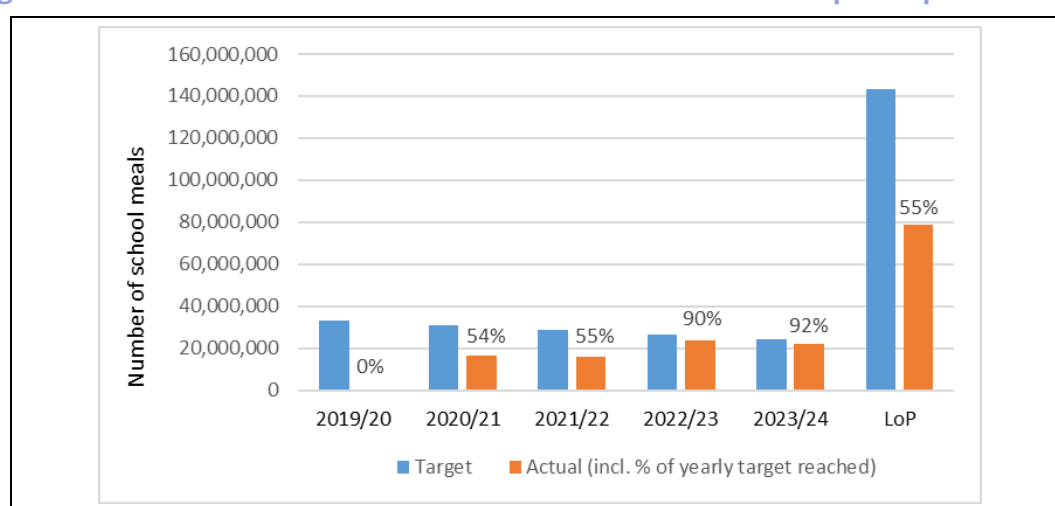
Source: Table 3 above, based on MGD Indicator #16.

Note: The project agreement was signed towards the end of 2019, and commodities were not received in-country until July and August 2020. 2020/21 was the year most affected by school closures; in principle schools were fully operational for most of 2021/22.

128. The shortfalls reflect a combination of factors, all recorded in SAPRs. The biggest single factor was the delay in beginning school feeding while schools were closed due to the pandemic. Subsequently, there were periods when some schools could not be reached due to the northern war or other conflicts, as well as logistical challenges in ensuring timely deliveries to all schools. Until late 2023, REBs were responsible for transporting commodities from WFP depots to schools; there were lags in the government contracting process, and availability of competent haulage contractors was affected by conflicts.

129. It was planned to serve school meals on every day that schools were open, for an estimated 176 school feeding days per year. In practice, late deliveries to schools or other glitches in implementation could cause school feeding days to be lost (and increase the likelihood of unused food stocks in schools at the end of a semester). For example, the SAPR from October 2021–March 2022 reported: "WFP has distributed food for 70 feeding days in both regions. Feeding took place for 94 percent of the planned feeding days in the Oromia region, while in the Afar region, the children have only received meals for 60 percent of the planned feeding days due to delayed delivery of the food to school as a result of access problems and

roadblocks". During MTE school visits,[71] all schools reported having experienced late deliveries or lost school feeding days for other reasons (such as staff absence or lack of kitchen equipment).

130.   WFP field monitoring assistants check attendance rates in a sample of classes when they visit project schools. These data were aggregated at the request of the ET, and indicate attendance rates that are significantly lower than those reported in official statistics (see Figure 8 below). The highest annual average reported by the ETCO sample is 73%, whereas the data provided by REBs for MGD Indicator #2 are around 90% (see Annex 9B). This is another factor that may contribute to leftover food stocks at the end of a semester.[72]

Figure 8. Planned enrolment vs actual attendance per year (ETCO monitoring sample)
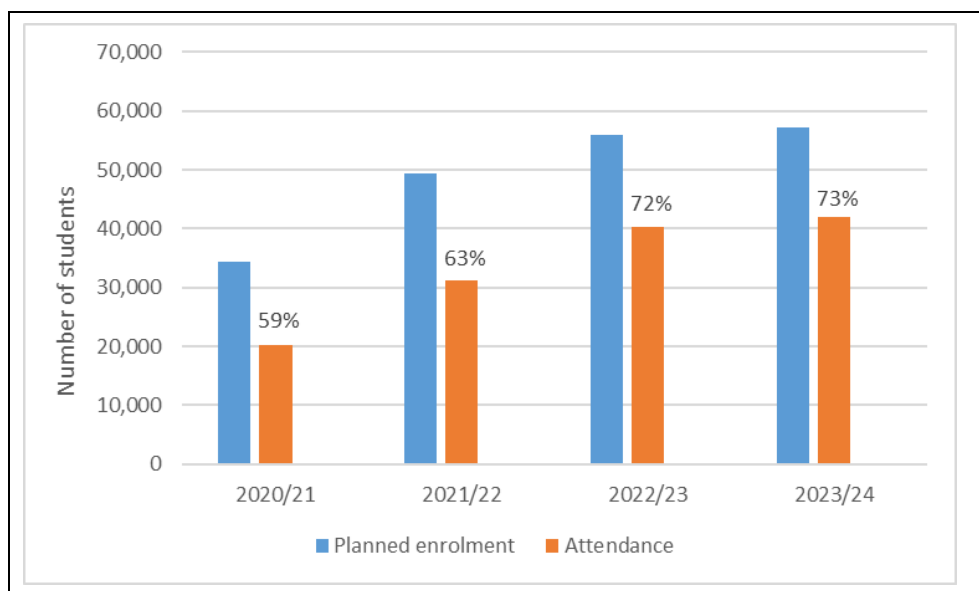
Source: ETCO records, see Table 49.

Beneficiaries and coverage

Finding 8. The numbers of school children benefiting from school feeding have exceeded targets, but they received far fewer meals than planned.

131.   The immediate beneficiaries of school feeding are the children fed, and the project aims to feed all the children enrolled in the schools which participate in the McGovern-Dole project.[73,74] Table 11 below

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[71] At the time of the endline school visits, no McGovern-Dole deliveries were planned.

[72] For full analysis of attendance data see Annex 10.

[73] Discrepancies between enrolment figures reported by WFP and those consistent with EMIS records are discussed in Annex 10. For reasons explained there, we have generally preferred the EMIS numbers. EMIS totals are somewhat higher (see Table 45).

[74] Pre-primary children attending so-called "O-class" in the project schools were also beneficiaries. Separate figures on their numbers are not available (and they are presumably counted in WFP's reports of total children fed). The endline survey reported as follows concerning the 91 schools sampled:

- In Afar, 49 of the 63 sampled schools had a pre-primary class, the average pre-primary class size was 52, and 47% of the children were female.
- In E Hararghe, only 7 out of 14 schools had a pre-primary class, the average pre-primary class size was 122, and 48.2% of the children were female.
- In Borana, 11 out of 14 schools had a pre-primary class, the average pre-primary class size was 107, and 49% of the children were female.

From the endline fieldwork there seems to be a trend in Oromia towards establishing pre-primary schools as separate institutions, so we cannot safely draw conclusions from these figures about the overall availability of pre-primary education in the different project areas.

shows that the number of student beneficiaries has exceeded the revised annual targets. However, as illustrated in Figure 7 above, the number of school meals they received fell well short of target. Figure 9 below illustrates the geographical and gender distribution of student beneficiaries.

Table 11   Revised targets vs. numbers of children covered

	Year 1 (FY21)	Year 2 (FY22)	Year 3 (FY23)	Year 4 (FY24)	Year 5 (FY25)
Target	187,425	174,420	163,640	151,762	137,779
Actual	192,594	178,482	176,948	182,621	NA

Source: revised targets from USDA & WFP, 2023a, actual based on EMIS data – details in Annex 10, Table 45.

Note: EMIS enrolment figures exceed those reported by the project by 3% in FY21, 2% in FY22, 4% in FY23 and 13% in FY 24.

Figure 9. Students enrolled in participating schools by region/zone and year (EMIS data)
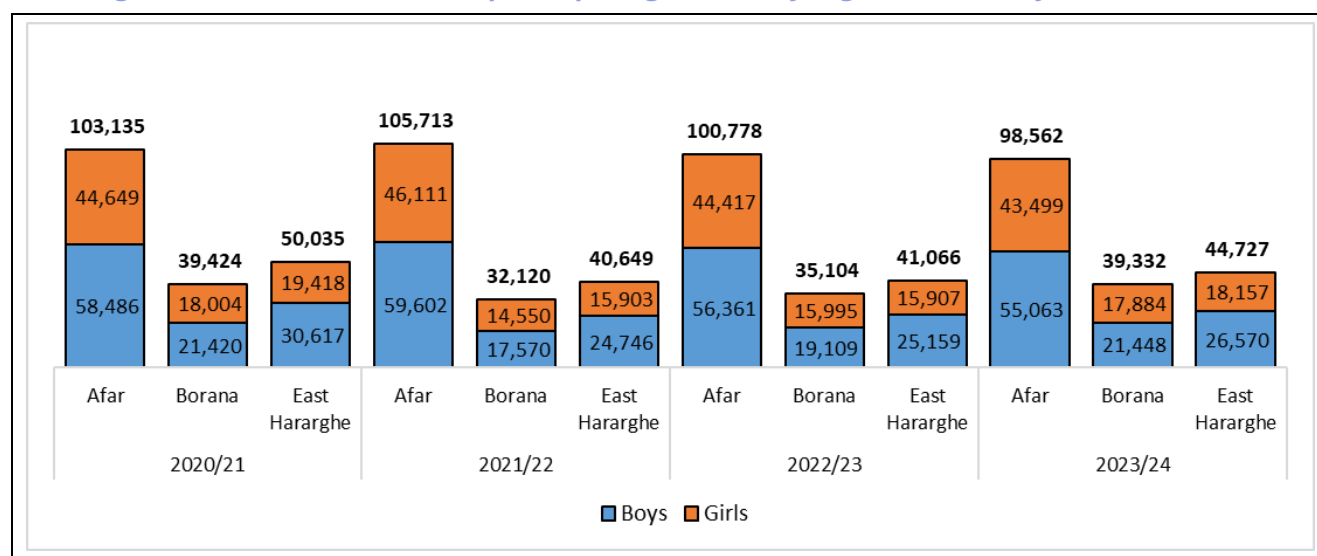
Source: EMIS data, see Table 43.

Finding 9. Beneficiaries from school feeding include school-children's families as well as the school-children themselves. On this basis, the total number of beneficiaries has probably ranged from about 963,000 in FY21 down to 913,000 in FY24.

132.   Evidence that households treat school meals as part of an overall household food security strategy, so that the school meal is a benefit to the entire household has already been cited under Finding 2 above. McGovern-Dole projects are expected to record both direct and indirect beneficiaries, but none of the required indicators for this project have been reported in a way that provides reliable annual estimates of the direct and indirect beneficiaries of school feeding other than the children themselves.[75] However the families of participating children are legitimately regarded as indirect beneficiaries of school feeding, whether or not their child brings THR to the household (families are counted as direct beneficiaries when THR arrive). A simple rough estimate of the total number of beneficiaries can be made by including the households of all the participating schoolchildren. If we make the common assumption that four household members benefit indirectly from each child's meal,[76] the total number of beneficiaries has probably ranged

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[75] See the analysis of MGD indicators #15, #18, #30 and #3i in Annex 9.

[76] The assumption of four household members per schoolchild as indirect beneficiaries is from the PMP (as noted under MGD indicator #31 in Annex 9) The Baseline Evaluation Report (Annex O, Table 69) noted that "*The baseline survey confirms that the usual estimate of 4 household members per student beneficiary is reasonable for Afar and Oromia.*"

from about 963,000 in FY21 down to 913,000 in FY24. The value of the benefit will have fluctuated according to the pattern of school feeding days and volumes of THR different families experienced.

Take Home Rations

Finding 10. **The shortfall in meals served was offset by distributions of THR, in which unplanned distributions for pragmatic reasons far outweighed the originally planned distributions as an incentive for selected categories of children to stay in school.**

133.   THR were planned as a small component of the project for selected schools in Afar, intended as an incentive for children to continue their primary schooling.[77] As shown in Figure 10 below, the planned THR amounted to 2.8 percent of food distributions during the project. Much larger quantities of THR were distributed in both Afar and Oromia, first as an alternative to school meals when schools were closed by Covid-19, then as a means of distributing commodities that would otherwise be wasted by becoming out-of-date. We refer to these categories as planned (or incentive) THR and unplanned (or pragmatic) THR. A summary of all THR distributions (planned and unplanned) is provided in Annex 8, Table 35. The volume of THR rose to offset the shortfall in school meal delivery (see Figure 10 below), and unplanned THR had accounted for 21 percent of the tonnage distributed in the project zones by the end of FY24. The unplanned distribution in FY21 was a pragmatic reaction to the Covid-19 pandemic, but there were substantial unplanned distributions in the years after the pandemic. The regional breakdown is shown in Figure 11 below. For further analysis of THR see Finding 26 (the incentive scheme), and Finding 32 (reasons for unplanned deliveries).

Figure 10. Balance between school meals and THR
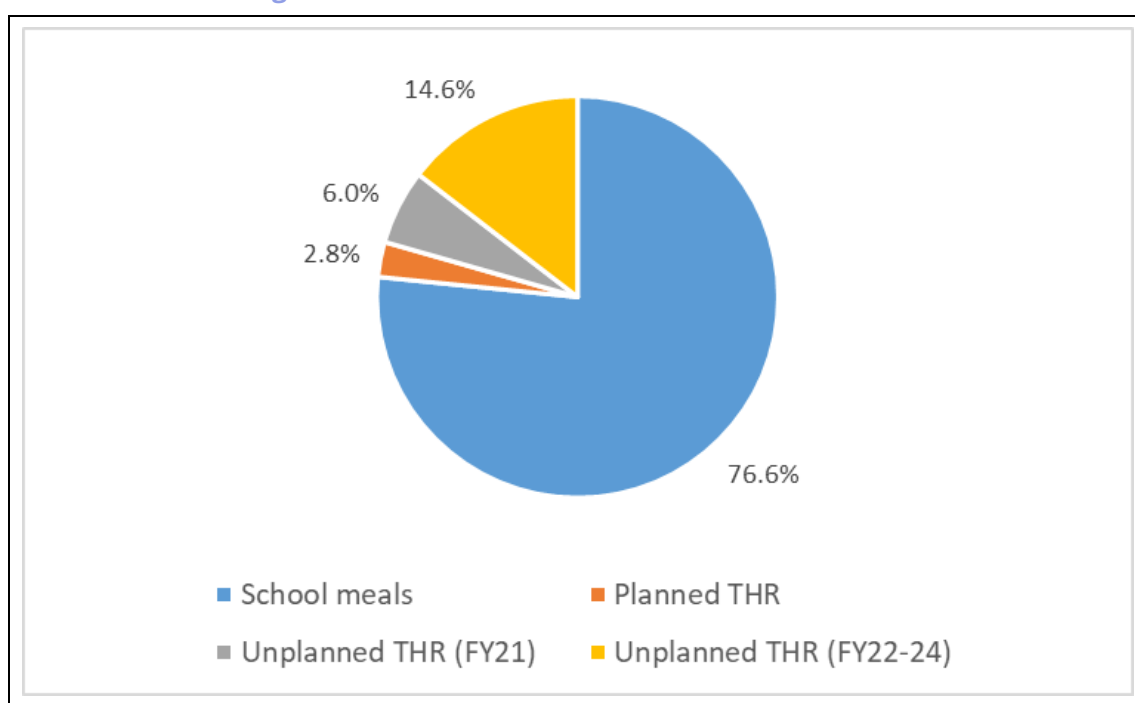
Planned THR was for Grade 5 and 6 girls and Grade 6 boys in Afar.
Unplanned THR in both Oromia and Afar included the use of THR while schools were closed due to Covid-19 (FY21) and, during FY22-24, other pragmatic distributions to avoid wasting commodities approaching expiry dates.
Source: ETCO, see Table 34.

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[77] Girls in grades 5 and 6, and boys in grade 6 in Afar that maintain an attendance of at least 80 percent, would receive a take-home ration *(Activity 1.2)* of 12.5 kg of fortified rice each quarter. (Annex 8, ¶18)

Figure 11. Beneficiaries of unplanned THR, by region FY21-FY24[78]
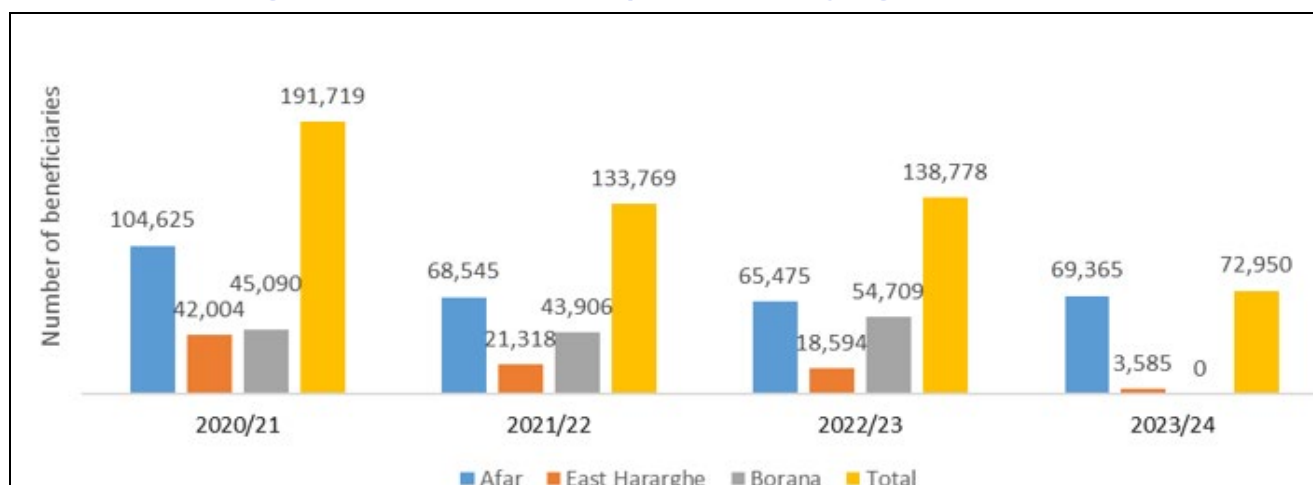
Source: ETCO, see Table 35. For an analysis of reasons for unplanned THR distributions, see Figure 28 below.

Handover to national SFPs

Finding 11. **Prior to FY25 there was limited progress in handovers to national SFPs, but all Oromia schools have become reliant on the Region's HGSF programme from FY25 onwards. McGovern-Dole commodities will again be provided to project schools in Afar under the FY24 award, but the McGovern-Dole contribution to school meals in Oromia will be limited to the local purchase of pulses to complement HGSF commodities.**

134.	The project design envisaged progressive handover of schools from the McGovern-Dole project to national school feeding programmes (SFPs). Over five years, the number of assisted schools was expected to reduce from 350 to 298 in Afar (15 percent reduction), and in Oromia, from 100 to 50 schools (50 percent reduction).[79] The initial number of schools was higher than anticipated, but while the number of project schools in Afar fell every year (from 575 in 2020/2021 to 447 in 2023/24 - a reduction of 22 percent); in Oromia the number of project schools fell by 30 percent in 2021/2022, from 240 to 168 schools, but then remained constant because it was agreed that instead of transitioning any additional schools, Oromia would make an equivalent commodity contribution to support the existing caseload.[80] During FY25 (the no-cost extension year), as noted in Box 3 above, all Oromia schools became reliant on the Region's HGSF programme. Under the FY24 McGovern-Dole award, the HGSF role is planned to continue, although there will be McGovern-Dole support for local purchase of red kidney beans to complement HGSF commodities. For Afar, McGovern-Dole commodities will again be the mainstay of school meals for project schools, for a further period, but with schools expected to graduate from support by the end of the FY24 project. Challenges in the handover process and implications for sustainability are discussed in Section 2.4.

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[78] Beneficiaries of planned THR were much fewer (under 4,000 each year – see Figure 24).

[79] See Annex 8, Table 27.

[80] It was agreed that the REB would provide commodities to cover 18 feeding days for the entire caseload, with a ration of maize flour, fortified vegetable oil, pulses, and salt (Source: SAPR to September 2023). An earlier reduction in Borana reflected a decision to withdraw the project from Arero woreda for security reasons. There was a strong preference in Borana to include all schools within each participating woreda, and this partly explains why the REB was content for WFP to withdraw from one entire woreda rather than transition schools elsewhere (KII), as well as the choice to increase the region's support to all McGovern-Dole schools rather than require some to exit the McGovern-Dole project. A practical reason for treating schools equally is to avoid the incentive for students to transfer into the McGovern-Dole schools; this issue was particularly cited in areas where a significant proportion of students are from displaced groups.

Quality of school feeding

School feeding menu and nutritional standards

Finding 12. **The planned menu (alternating CSB+ and rice) was designed to be both adequately nutritious and culturally acceptable, and adjustments to avoid wastage did not affect the nutritional quality of the meals provided by the project.**

135. In Afar and Oromia project areas, meals provided through the McGovern-Dole project were planned to consist of 120g of fortified rice, 35g of pulses, 13g of fortified vegetable oil and 3g of iodized salt for three days alternated with a mid-morning porridge of 120g of fortified Corn-Soy Blend (CSB+), 8g of vegetable oil, and 3g of iodized salt for two days in a week.[81] In some areas, the menu was diversified by incorporating vegetables[82]as well as pulses with the rice.[83] These meals were designed to provide students at least one-third of their daily energy requirements. Alterations to the menu (e.g. changing the balance between rice-based and CSB-based meals in order to avoid expiry of some stocks) did not affect nutritional quality of the meals provided. Both the survey and school visits confirmed that the menu was appreciated by children.[84]

Finding 13. **During the main project period, efforts to diversify the menu drawing on local produce made limited progress, mainly through links to HGSF in Oromia, During the NCE year there have been more diverse menus but in a context of challenges in providing regular and adequate quantities of food.**

136. In Afar, using non-USDA resources, WFP has piloted the use of fresh vegetables and fruits to improve dietary diversity and increase nutritional value. Plans to link this to support for smallholder production have mostly been deferred to the next (FY24) project. However, during the NCE year, support to selected schools in Afar has been linked to a more diverse menu. Cracked barley was provided alongside fresh vegetables, fruit and eggs. In February 2025, the ET visited schools where collard greens, eggs and bananas (procured from a neighbouring region) were included in a weekly meal rotation. This represents a substantial increase in dietary diversity, and students' and teachers' feedback was overwhelmingly positive, though they still hoped CSB+ support would resume, as they consider "fafa" the tastiest and most satisfying meal.

137. Oromia had already been contributing pulses to the project as described in Box 3 above. The effort during 2024/25 was to upscale Oromia's HGSF programme (with a standard of 150g of dry cereals and beans per pupil per day, prepared with vegetable oil and iodized salt). The priority was to meet basic energy requirements, and there were no resources to procure fresh produce from outside the project area. During endline fieldwork, school communities[85] reported that food provided through the HGSF system arrived late and was insufficient to meet students' needs all year. The first semester's meals relied heavily on community contributions, mainly cereals and beans. Field observations suggested that some of the

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[81] The rice, CSB+ and vegetable oil were provided by USDA.

[82] Depending on availability of vegetables, mainly from school gardens.

[83] See the menu stipulated in the project agreement, see Annex 8, ¶16-17.

[84] Table 87 and Figure 62 in Annex 17.

[85] The accounts of school staff, cooks, children, and members of FCS and PTA were all consistent.

community-supplied grains and pulses were of poor quality, potentially affecting the food safety and nutritional value of the meals.[86]

Preparing and serving meals

Finding 14. **School-level observations indicate some improvements since baseline in the way meals are served, but continuing challenges relate to shortages of Non-Food Items (NFIs), inadequate cooking and dining facilities, and inability to start meal preparations early enough.**

138. WFP prefers school meals to be served early in the day to minimize disruption to teaching time and ensure students are not learning on an empty stomach. Male and female students interviewed in both regions also expressed a preference for early morning feeding, as delaying their first meal is challenging (especially for children who have a long walk to school),

> "One of the ways the SFP could be improved is by ensuring meals are served before classes begin. Having to wait until mid-morning recess time or later to eat is very challenging since that is our first meal of the day." – *Boys FGD, Afar*
>
> "My stomach is stuck flat from hunger by the time the food is ready and served after 10:00 am." - *Boys FGD, Afar*

139. However, practical challenges that were noted at baseline and mid-term persist, including inadequate cooking and dining facilities, cooks' inability to start meal preparations early enough and insufficient cooking pots and eating utensils, making it difficult for most schools to provide meals first thing in the morning before classes begin. Survey findings reveal persistent deficiencies in facilities to manage school feeding (Figure 12 below). Overall, Afar faces the most challenges and Borana the fewest. Less than half the schools in all project areas have an adequate dining area, but the most serious deficiency is the lack of adequate water supply (affecting 83 percent of sampled schools in E Hararghe, 73 percent in Afar and 43 percent in Borana). Water scarcities were exacerbated by drought during much of the project period. While over 90 percent of schools in East Hararghe and Borana had a designated kitchen or food preparation area, only 46 percent of schools in Afar had such facilities. Most schools in all zones lacked a designated dining area.

140. Many schools have been damaged or looted as a result of conflict. The September 2022 SAPR noted the effects of conflict on schools

> The effect of the armed conflict is enormous with partial and total damage to schools in [Afar] Zone-2 and 4. A joint assessment report prepared by the Education Sector Cluster in Afar shows that 44 schools were totally damaged and 141 schools were partially damaged. Specific to school feeding, the damage includes kitchens, food stores, and NFIs.

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[86] The ET visited the storerooms in all a schools, and noted that community-provided grains were often poorly packaged, more likely than commercial supplies to include extraneous material (e.g. stalks), and to be infested. For further discussion of links between school feeding and local production, see the response to EQ13 in Section 3.1.

Figure 12. Which facilities to manage school meals are inadequate? (2024)
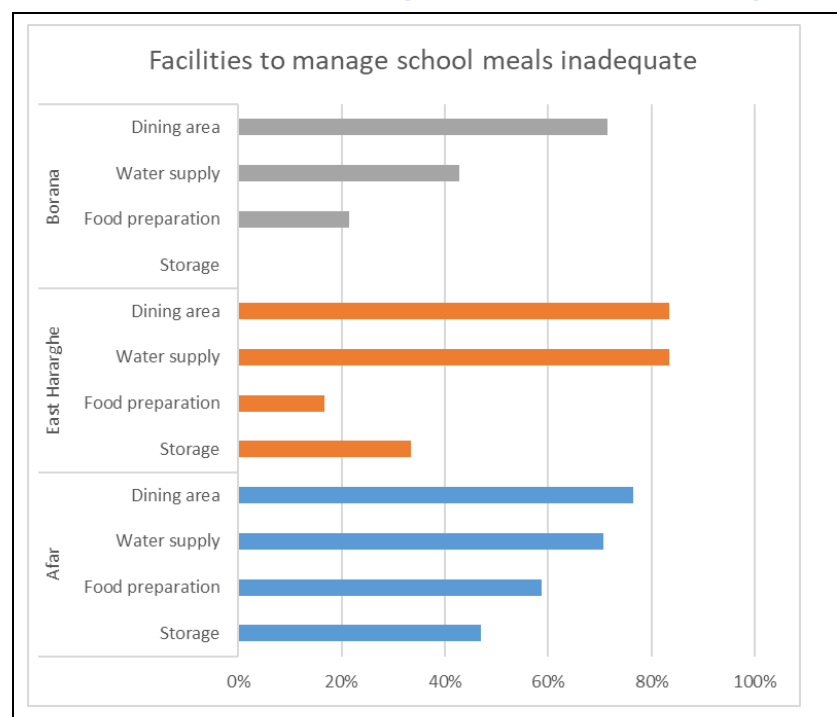
Note that longer bars represent more inadequate facilities.
Source: Annex 17, Table 73.

141.   The project has made efforts to provide schools with utensils, plates and cutlery.[87] These are reported, under custom indicator #3 in Annex 9, in terms of schools receiving NFIs as a result of USDA assistance, but the data are unclear about the quantities of NFIs procured and distributed, and about the number of schools considered to have adequate NFIs. The September 2022 SAPR reported:

> "366 schools for this reporting period have sufficient NFI as per the monitoring report. According to the WFP monitoring report, 63.4% of the target school have sufficient NFI. Additional NFI is procured and distributed in the reporting period which will improve the number of schools with adequate NFI."

142.   The September 2024 SAPR raised the estimate of schools with adequate NFIs to 465, but without any further details on what was procured and where it was distributed. Further deliveries were planned for FY25. There were shortages of NFIs in almost all the schools visited by the ET at endline.

143.   Almost all cooks are women; given their gendered roles and household responsibilities, they struggle to arrive early for morning meal preparation. Additionally, limited cooking pots and facilities often require meal preparation in multiple sessions. Another challenge highlighted in two schools the ET visited was the inability of the director and teachers to arrive on time, or at all, due to transportation issues on their long commutes.

> "The teachers don't come regularly due to transportation challenges, so we come to cook two or three times a week, depending on when the teachers call us." - *KII with school cook, Afar*
>
> "The directors and almost all the teachers have to hitch hike to get to school, and because of that, they come late and classes are cut short and feeding is delayed or cancelled. There are plenty of times when I'm the only teacher here." – *KII with teacher, Afar*
>
> *"As the teachers live far* and frequently face challenges with getting transportation to reach school on time, both classes and school meals will be delayed." - *Boys FGD, Afar*

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[87] Collectively known as non-food items (NFIs).

144.   Endline school visits occurred when schools had just reopened from semester break, school feeding had not yet fully resumed, and most upper grade students had not returned. As a result, the ET had limited opportunities to observe students' involvement in the SFP and assess whether the issues noted during the MTE – such as assigning girls to assist cooks with meal preparations, which could perpetuate gender stereotypes and create additional burden on girls – had changed. Of the 22 schools visited by the qualitative team, 14 provided school meals on the day of the visit. Only five schools (all in East Hararghe) served meals before classes began, while students at the other nine schools ate during mid-morning recess. At one East Hararghe school, a teacher with a free first period ensures students who arrive late due to long distances still get breakfast, even if it's after classes have started.

145.   During the MTE, female students highlighted the equity of the school meal, noting that each student receives the same portion on individual plates, unlike at home where they eat communally and compete with siblings for food. However, a shortage of eating utensils remains a major challenge to ensuring equitable and timely feeding of students. In most of the schools the ET visited, three or four children had to share a plate, while in other schools insufficient plates meant students could not all eat at the same time, leading to extended feeding times where different grades were served in sequence, lower-grade boys and girls eating first. This sequencing was better than the baseline observation, where boys rushed to the front and girls allowed them to eat first. However, the additional serving time reduces lesson time.

Water and sanitation facilities

Finding 15.   Good hygiene during school feeding is important, and the project's support to school facilities has been useful although limited in scale. Adequate water supplies and sanitation remain a major challenge for the majority of the schools involved in the project.

146.   The water supply constraint on school feeding has already been highlighted in Figure 12 above. The provision of handwashing stations was part of a broader Water, Sanitation and Health (WASH) component within the project. The LoP target was 530 schools equipped with handwashing stations. Actual achievement was 614 schools with most of them delivered in FY20 in response to the pandemic.[88] In addition, a target of constructing 35 water points was fully achieved, with 24 in Afar and 11 in Oromia.

147.   However, the project addressed only a fraction of overall WASH requirements for project schools. Findings from baseline/endline surveys show a mixed pattern across regions in terms of school water and sanitation facilities but no clear trend of improvement (see Table 70). Fewer than 10 percent of schools reported improvements in water supply the past three years (i.e. since the baseline survey), and percentages reporting improvements to latrines or water storage were not much higher (see Figure 13 below). Of the schools visited by the ET, some had benefitted from improvements such as installation of sex-segregated latrines and roof-water harvesting systems, but such improvements were often undermined by severe water shortages, or by facilities in need of repair. Conflict in Afar severely damaged WASH infrastructure, reversing progress made during Covid-19-related interventions.

148.   The link between WASH facilities and the hygiene practices promoted by the project is considered under Finding 22 below.

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[88] For details see MGD indicator #8 and custom indicator #4 in Annex 9.

Figure 13. Schools reporting improved facilities in the three years to 2024 (% of schools)
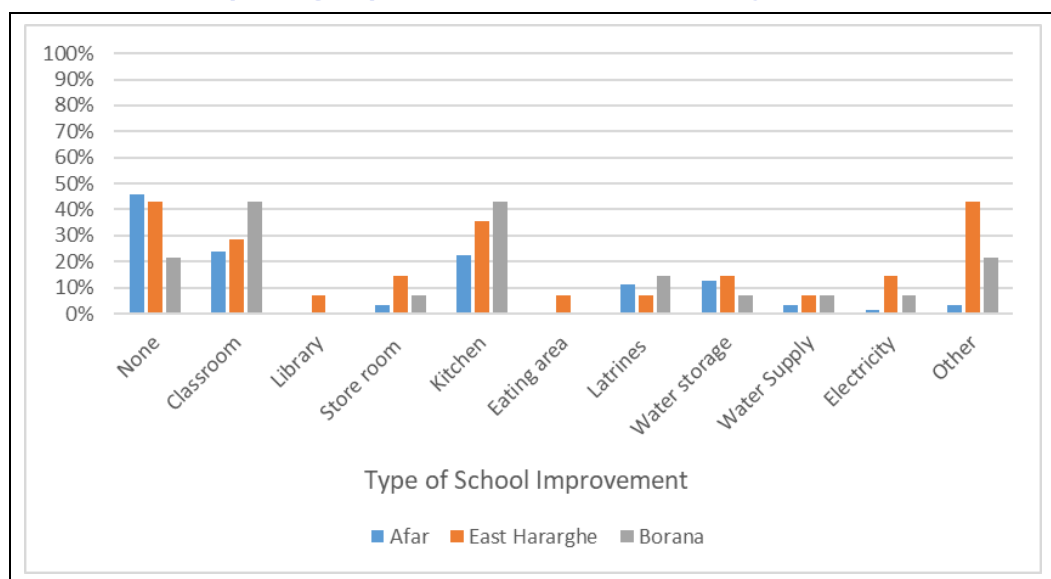
Nutrition screening

Finding 16.   Nutrition screening within the project has the potential to contribute to early detection and prevention of malnutrition, but its roll-out has been limited and reporting of its implementation and results has been weak. Implementation effectiveness is constrained by policy limitations, resource shortages, and unclear reporting structures.

149.   The nutrition screening activity within the project reflects Ethiopia's multi-sector approach to nutrition (see Box 5 below) while also being consistent with McGovern-Dole Result 2.5 – Increased Access to Preventative Health Interventions. Screening of under-5 children (in Year 0), done by pre-primary teachers using Mid Upper Arm Circumference (MUAC) tape, operates only in a limited number of schools in IMAM woredas, to access available nutrition services.[89]

150.   In principle, such screening is a good way to link the school to nutrition and health services. Unfortunately, the information reported against custom indicator #2[90] does not consistently show the number of schools undertaking nutrition screening, the number of children screened during each period, or the number of children referred as a result. The partial data reported indicate that the activity was stronger in Oromia (about 5,000 children screened in FY 23 and over 5,500 in FY24) than Afar (about 900 in FY23 and 1,175 n FY24); it was supported by some training of pre-primary teachers and school directors;[91] 116 schools were reported to be involved in FY23.[92]

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[89] Thus, according to the outcome survey (Abebe, 2023) only three woredas are involved in Afar. The outcome survey information on nutrition screening is reproduced in the Annex 9 review of custom indicator #2.

[90] "Number of screenings of ECD children conducted as a result of USDA assistance."

[91] Training of 174 teachers and directors in Oromia and 18 in Afar was reported in FY22.

[92] This is the only year for which a number of schools is given against custom indicator #2 (Annex 9).

Box 5 Background and rationale for nutrition screening

Ethiopia has made considerable progress in alleviating child malnutrition. Between 2005 and 2019, the prevalence of stunting decreased from 51 percent to 37 percent; underweight declined from 33 percent to 21 percent; and wasting decreased from 12 percent to 7 percent (EPHI, 2021). A strategy of multi-sectoral collaborative interventions has been followed, and the Seqota Declaration was launched by the government of Ethiopia in 2015. The declaration is a high-level government commitment and a major collaborative platform to end child under-nutrition by 2030. The Seqota Declaration is continuing to provide multisectoral support to different sectors including education (GoE, 2016g). In addition, the National Nutrition Program (NNP II) 2016 (GoE, 2016c) and School Health and Nutrition Strategy (SHNS) 2012 (GoE, 2012a) recognize school feeding programmes as nutrition-sensitive interventions.

In 2019 the government of Ethiopia developed guidelines for integrated management of acute malnutrition (IMAM) to help harmonization of effort in alleviating malnutrition related sufferings in Ethiopia. The guideline promotes community outreach with the aims of empowering communities and families to understand the causes of malnutrition, and prevent and manage acute malnutrition at community level. The nutrition screening activity within the McGovern-Dole project is linked to this IMAM approach. Regular screening for malnutrition in schools can help early detection of cases and facilitate timely management of acute malnutrition to decrease morbidity and mortality in children. (GoE, 2019e)

151.   Qualitative field observations encountered several schools where nutrition screening was being implemented for pre-primary learners (0-class), in line with official nutrition intervention targets of under-five children. The screenings involve collaboration between schools and Woreda Health Offices (WHOs), facilitated by Health Extension Workers (HEWs) and WFP-trained teachers. Key informants emphasized the value of using MUAC as a simple and effective method for early detection of malnutrition, helping to reduce pressure on health facilities and improve child health outcomes. However, the impact of MUAC screening is constrained by its limited geographic implementation, being available only in woredas supported by the IMAM program (Box 5 above). Two main implementation approaches were observed: teacher-led and health worker-led screenings. While teacher-led screenings leverage school staff for early identification and referral, the approach is hindered by teachers' heavy workloads, limiting screening frequency. Health worker-led outreach provides technical support but suffers from inconsistent school coverage. Overall, while the initiative shows promise, challenges related to coverage, workload, and sustainability undermine its effectiveness.

Contribution to food security outcomes

Finding 17.   The project has made a positive contribution to the resilience of households in food-insecure areas during a period of exceptional stresses.

152.   Under Finding 2 we noted that the project is targeted on woredas of exceptional food insecurity, where stresses have increased during the period of implementation (Finding 1); we also cited survey evidence that households treat school feeding as part of an overall household food security strategy, so that SF is a benefit to the whole household. The perspective that households treat the meals eaten at school as part of their overall food security strategy, was confirmed by accounts from all stakeholders during the MTE and endline fieldwork (KII and FGDs) who emphasised that households would have been significantly hungrier otherwise (and it would be odd if that were not the case). The WFP Post-Distribution Monitoring (PDM) survey that followed the Covid-19 round of THR found that the food provided made a substantial, albeit short-term, contribution to the food security of recipient households (WFP, 2022e). The Value for

Money (VFM) analysis of school feeding in Ethiopia has estimated that "The value of the transfer associated with school meals would amount to up to 5% of the annual food expenditures for the poorest households" (Memirie et al, 2024a). We therefore find that the project has made a positive contribution to food security.

Progress towards literacy outcomes

Finding 18.   Poor learning outcomes are a persistent issue in all the project areas, but EGRAs provide clear signs of improvement, with Afar showing substantial gains.

153.   Improved literacy is a core objective for McGovern-Dole projects, and key indicator #1 is intended to track children's reading performance at the end of Grade 2. The project intended to track performance against this indicator through EGRAs but it was not practical to conduct an EGRA at baseline[93] and the first EGRA for project schools took place in 2023 as part of the MTE. The 2024 endline EGRA is the first to allow any assessment of trends, although only over the past two years.[94]

Figure 14. Percentage of zero readers by grade, 2024 EGRA
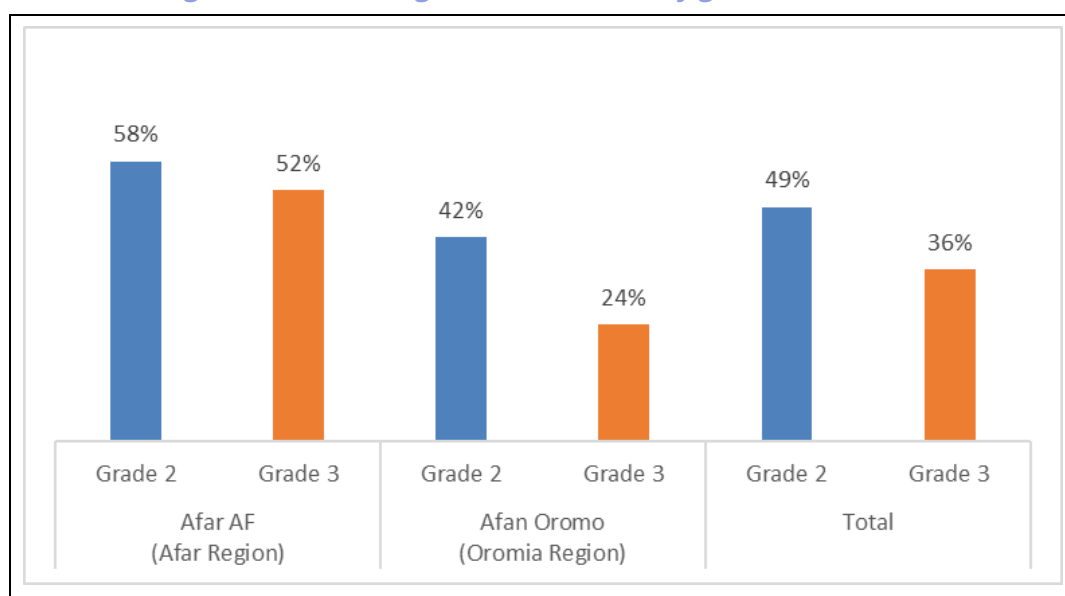
Source: Table 109

154.   Both EGRAs show very unsatisfactory literacy performance, with significantly worse scores in Afar than Oromia. Figure 14 above shows that half of all Grade 2 children tested in 2024 failed to register a score on the Oral Reading Fluency (ORF) test, and even at Grade 3 level, 38 percent were zero readers.[95] At both grades, scores were worse in Afar than Oromia.

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[93] At the time of the baseline, Ethiopia had not conducted any EGRAs in the Afar language, and it was not practical (n terms of time-scale or resources) for the baseline study to incorporate development of the instrument for Afar. The 2023 (MTE) and 2024 (endline) EGRAs were able to adapt national EGRA instruments that by then were available for Afar Af as well as Afan Oromo.

[94] Afar Af is the official language of instruction in Afar Region, as is Afan Oromo for the Oromia Region. As far as the project EGRAs are concerned, therefore, scores assigned to a language apply equally to the region/zones which use that language. EGRA findings in full are presented in Annex 22.

[95] The EGRA has four ORF benchmark levels:
- "Zero readers" are children who fail to register a positive score on the ORF test.
- Level 1: Reading with limited fluency and comprehension—students scoring above zero but at the lower end of the reading fluency score distribution.

Comparing 2023 and 2024 EGRAs

155.   Generally, reading proficiency of students in project schools was found to have improved between 2023 and 2024. Being at Level 2 or Level 3 in reading fluency is the closest approximation to the benchmark for MGD Indicator #1 (see Annex 9). Figure 15 below compares these scores for the two years. It shows

- Consistent improvement for Afar (though less for female than male).
- A higher base for Oromia, but not the same consistent improvement.
- Males outperform females in both regions.

Figure 15. Students at ORF Level 2 or Level 3 (2023 and 2024), by grade and sex
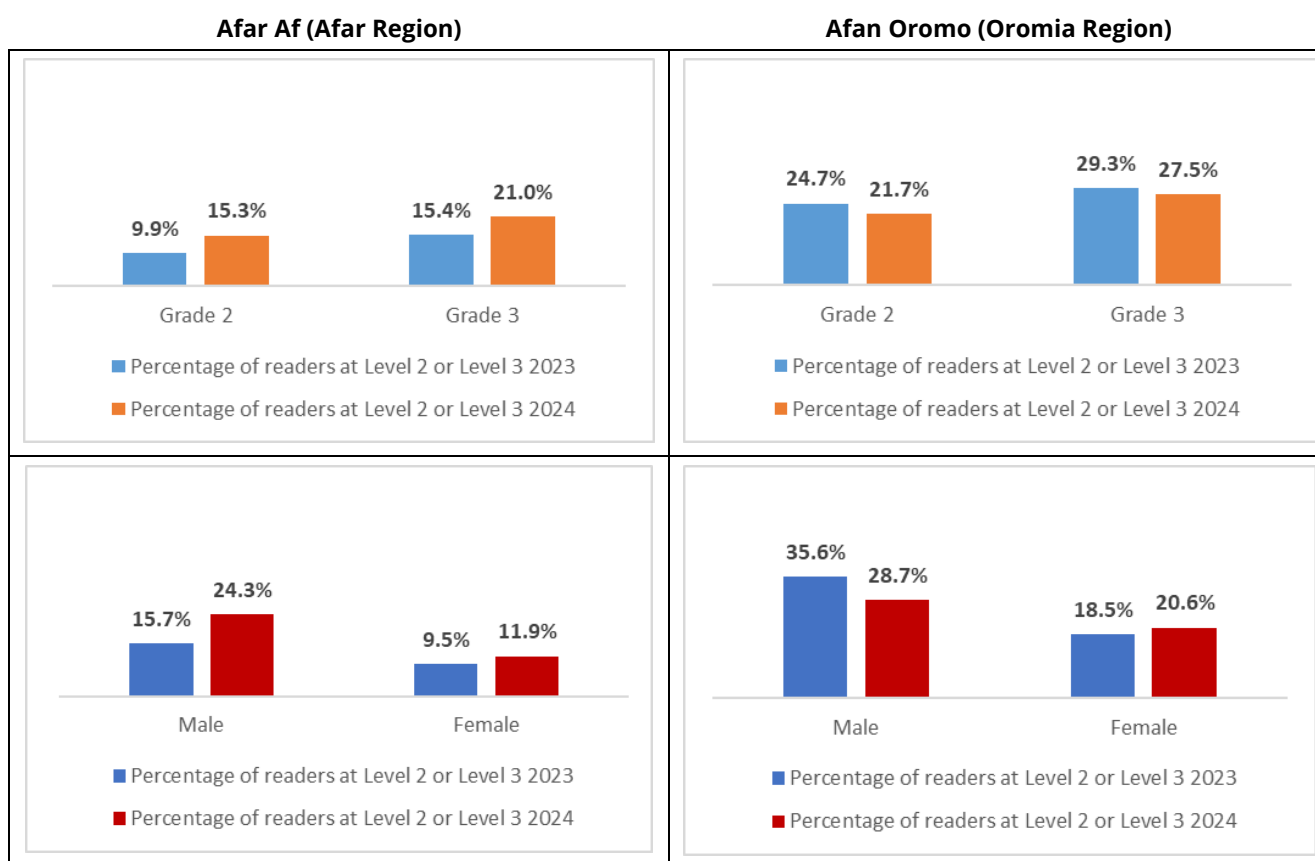
Source: Table 119. The male-female comparison aggregates grades 2 and 3.

156.   Figure 16 below compares proficiency levels at grade 2 during the MTE EGRA with grade 3 of the endline EGRA. This holds special interest, as it follows the same cohort of students (albeit not the same individuals). The proportion of zero readers decreases by a similar amount between Afar (35 percent lower at endline) and Oromia (37 percent lower at endline), resulting in 24 percent of children classed as zero readers by grade 3 in Oromia at endline compared with 52 percent in Afar. The majority of grade 3 students in Oromia at endline are classified as level 1 readers, whereas the majority in Afar are still zero readers.

- Level 2: Reading with increasing fluency and comprehension—students who have some reading fluency but have not yet reached the above-mentioned level of fluency and comprehension.
- Level 3: Reading fluently and with full comprehension—students achieving the level of reading fluency that the data indicate corresponds with full or almost full comprehension.

Figure 16. Benchmark reading level: comparing 2023 Grade 2 and 2024 Grade 3 scores
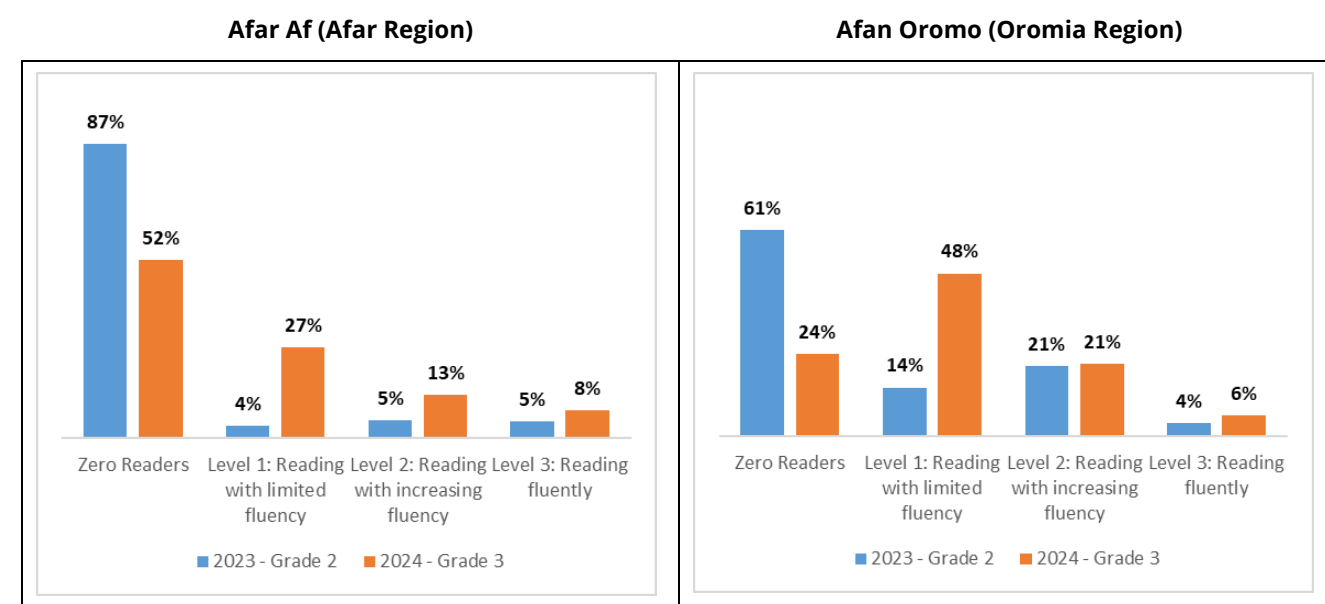
Source: Table 118

EGRA insights on girls' and boys' performance and influential background factors

Finding 19.   The EGRAs generally find lower reading performance for girls than boys. Several background factors emerge from the EGRAs associated with reading performance that suggest ways to strengthen literacy teaching. Teacher-related factors include being a native speaker and having language-specific teaching qualifications and experience. Student-related factors include speaking the same language at home and school, having parents who are literate and availability of language text-books.

157.   Differences between sexes in ORF results were highly significant[96] for both regions and overall, with girls generally performing worse, with 21 percent slower reading speed than boys. Disparity between sexes was more evident in Afar Af than in Afan Oromo. Again, this result is in line with expectation, given the additional factors that tend to weigh against young girls' education relative to that of boys (especially their higher burden of household chores).

158.   The endline EGRA tested the relationships between reading performance and a number of background factors linked to the characteristics of school principals, mother-tongue teachers and children's situation. The factors strongly correlated with performance are shown in Box 6 below.

Comparison with national EGRAs

159.   The evaluation's EGRAs have closely followed Ethiopia's national EGRA methodology. EGRAs conducted nationally in 2021 and 2023 included samples from Afar and Oromia, and Annex 22 includes a comparison of benchmark results from the national and project-specific EGRAs. Sex-disaggregated comparisons are not possible because the national EGRAs do not report by sex at regional level. For Afar Af, there is enough similarity between the national and project-specific scores to suggest that trends from the 2021 national EGRA through to the 2024 project -specific EGRA are worth exploring. This cannot be done for the Afan Oromo scores, because the national results are based on the whole of Oromia, not just the project zones.[97]

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[96] Sources on statistical significance are Table 110 and Table 111 in Annex 22.

[97] However, the differences in score are consistent with the likelihood that schools in Borana and East Hararghe would have a worse performance than the average for the whole Oromia region.

Box 6 Background factors associated with students' reading scores (2024 EGRA)

Benchmark results of students on ORF were used to test availability of relationships with different background characteristics. Below are results of association tests with principal, mother-tongue teacher and student backgrounds ((P-values less than 5% or Eta>=0.2).

Principal-related factors

Five background characteristics were found to have significant relationships:

- supporting teachers on how to teach reading
- responsible person for observing teachers in classroom
- frequency of observing teachers in classroom
- in-school availability of mother-tongue textbooks or reading materials
- availability of a school library. (Table 113)

Mother-tongue teacher factors

Nine mother-tongue teacher characteristics were found to have significant relationships:

- highest professional qualification
- overall number of teaching years
- number of years teaching as a language teacher
- availability of a functional library or reading room
- availability of sufficient reading material for supporting reading
- availability of sufficient learning materials among students
- availability of functional parent-teacher association
- conducting class meetings with students' parents
- frequency of class meetings with students' parents. (Table 114)

Relevant student characteristics

Six student background characteristics were found to have significant relationships:

- speaking the same language at home as at school
- going to pre-primary school before first grade
- individuals helping students most with their homework
- availability of language textbook
- ability of student's mother to read and write,
- ability of student's father to read and write. (Table 115)

Source: Annex 22

160.   For Afar (see Table 12 below), the difference between the 2021 and 2024 scores suggests substantial progress, with a large reduction in the (still high) proportions of zero readers; and striking increases in the (still low) proportions of G2 and G3 children who have reached basic levels of competence in reading.

Table 12 Trends in Afar Af EGRA scores 2021 - 2024

Date	Zero Readers		Level2 + Level3*	
	G2	**G3**	**G2**	**G3**
Apr2021 (national)	*92%*	85%	*5%*	7%
May2023 (national)	*86%*	71%	*8%*	20%
Dec2023 (MGD)	87%	78%	10%	16%
Dec2024 (MGD)	51%	52%	22%	21%

Source: Table 121

161.   The fact that use of Afar Af as a teaching language is still relatively recent may help to explain both the lower level of literacy performance in Afar and the noticeable progress in recent years. The progress is likely influenced by efforts to make more teaching materials available in that language and to increase the number of Afar Af speaking teachers. Thus, whereas the baseline survey saw just 36 percent of classes taught in Afar Af, the endline found this had doubled, to 73 percent.

School feeding influence on literacy

Finding 20. **The endline survey found clear evidence of a positive effect of school feeding on grade completion rates.**

162. The endline survey looked for evidence of a school feeding effect on schools' performance in relation to grade completion rates. Completion rates do not directly measure academic performance; they indicate that a student has persisted with schooling (not dropping out, and proceeding from one grade to the next). School feeding could influence completion rates in two ways – by giving students an incentive to keep attending school to benefit from the school meal, and by any positive effect of the school meal on academic performance, which in turn may increase the likelihood of grade completion.

163. By design, the endline survey sample included a proportion of schools which had also been part of the baseline sample. With a longitudinal sample of 39 schools assessed at both baseline and endline, it was possible to compare directly the changes in the status of McGovern-Dole project support with their grade completion results. For this a difference-in-difference approach was used, with a general linear model between change in grade completion rates and change in status vis-à-vis the project. The results are shown in Annex 17, Table 97, and illustrated in Figure 17 below.

Figure 17. Changes in grade completion rates vs, changes in WFP status
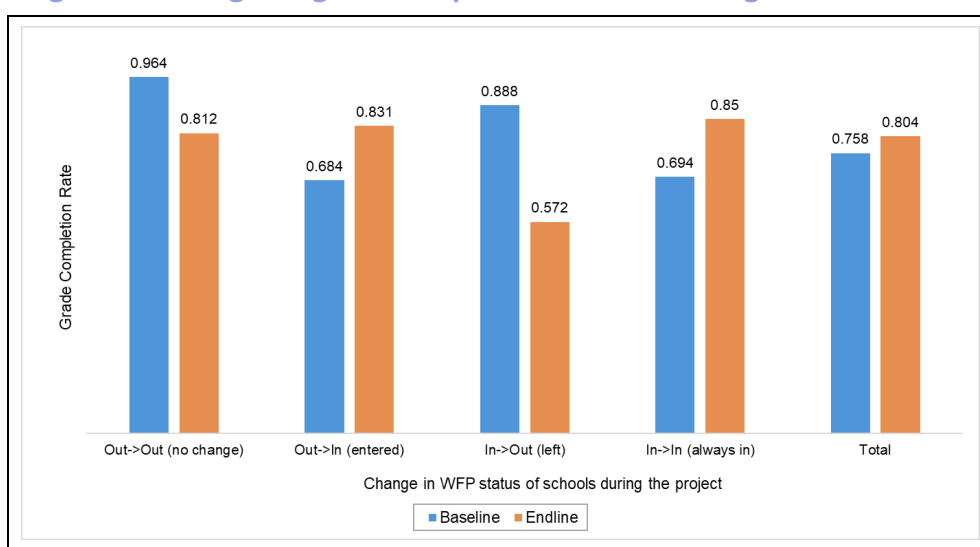
Source: Annex 17, Table 97.

164. For the schools that either remained in the project throughout, or joined it during the project period, there was an increase in grade completion rates. For the 14 sampled schools in the project at both baseline and endline, there was an 11.9 percent increase in grade completion rates, whilst for schools that joined the project, there was an 11.7 percent increase. Both these increases were statistically significant. The longitudinal sample therefore provides strong evidence for the direct impact of McGovern-Dole school meals on grade completion rates. Schools that were always out, or left the project, had on average a 22.7 percent decrease in completion rates compared with their baseline results. On the other hand, schools that were always in the project, or entered it, had an 11.8 percent increase in completion rates.

Finding 21. **There is additional evidence of the influence of school feeding on enrolments, attendance and children's readiness to learn, although the data are not strong enough to quantify these effects.**

165. The baseline and endline survey collected evidence of perceptions about the effects of school meals, which were all markedly positive – see Figure 18 below – indicating a very strong belief in the

effectiveness of school meals in reducing absenteeism and increasing attendance. Perceptions about improving concentration were more varied across strata, but still positive overall. Interviews and FGDs at school level (at baseline, MTE and endline alike) strongly confirmed the perception of school meals as a strong incentive for enrolment and attendance.

Figure 18. Perceived effects of school meals - 2021 and 2024 surveys
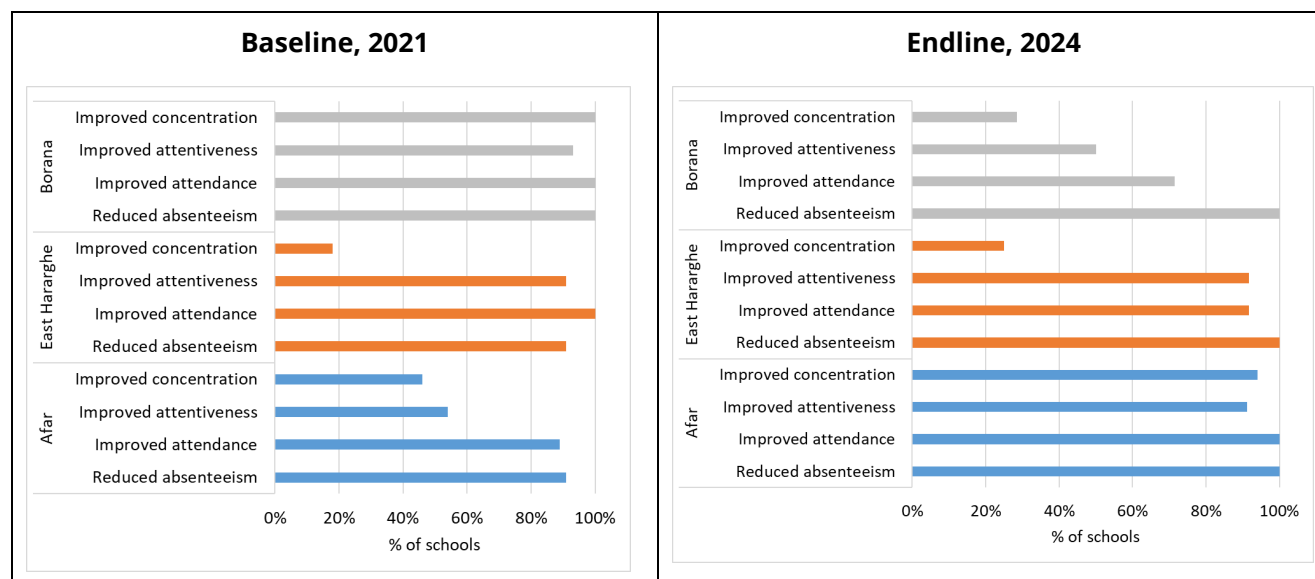
166.	The project theory of change also relies on school feeding's potential to strengthen educational performance by alleviating hunger and making children more receptive to learning. Endline survey data that supports such relationships is summarised in Box 7 below.

**Box 7	Association between school feeding and academic performance (endline survey)**

The Food Consumption Score (FCS) was associated with the number of days children attended school at the baseline, but not the endline. At the endline it was however very significantly correlated with teachers' assessments of the relative performance of a child, suggesting that there was an impact of FCS upon performance. Boys were more responsive to increasing FCS than girls, an effect that could be interpreted in terms of higher resilience or physiological differences.

Other child level performance indicators subjectively assessed by teachers were not consistently significant. It may be concluded that there is statistically significant evidence, especially at the endline, for a positive relation between FCS and performance. However, when disaggregated by zones, only Afar region shows such a high level of significance, with the Oromia zones not having a significant association between performance and FCS at either endline or baseline.

As both FCS and teachers' assessments of child performance are based on subjective questionnaire results with somewhat uncertain categories and timelines, one should not overinterpret the significance of this effect for the detailed sub-categories. However, it may suggest that in Afar, where food insecurity (FCS < 28) is more preponderant, the more marginal situation for the children results in a higher linkage of academic performance to FCS, and this correspondingly, indicates a greater impact of school meals provision.

Source: Annex 17, data in Table 93 and Table 94.

Progress on health and dietary practices

Finding 22.   The endline KAPS indicates significant improvement in knowledge about hygiene and nutrients, reflecting investments in school-based nutrition activities which became more widespread. The project has contributed to this, but putting knowledge into practice is difficult on account of the infrastructure and resource constraints described under Finding 15.

167.   The project has included training on hygiene, nutrition and food safety. Numbers of trainees reported are shown in Table 13 below. Training in food preparation exceeded the LoP target; training in child health and nutrition (CHN) was only 70 percent of LoP target. During school visits the ET found some evidence of further training taking place in FY25 (e.g. a course being run in Yabello by the Adama sub-office).

Table 13 Reported training in food preparation and child nutrition

Year	MGD #22: individuals trained in safe food preparation and storage	MGD #23: individuals trained in child health and nutrition (CHN)
FY21	1,224	
FY22	954	459
FY23	230	28
FY24	344	143
Total	2,752	630
LoP target	2,391	900

Source: full details in Annex 9. Annual breakdowns by sex or region are not available,

Improving knowledge and attitudes – KAPS findings

168.   The KAPS, conducted at baseline and endline, provides insights on whether knowledge has improved. Annex 19 explains the endline KAPS findings.[98] Key findings include:

- Food safety: both cooks and school administrators are strongly aware of cooks' responsibilities for safe food handling (Figure 67); this includes high awareness of the disease risks from improper food handling (Figure 68) though levels of awareness were slightly lower in Afar than in Oromia.
- Hand hygiene: three-quarters of students report washing hands after using latrines (a slight increase for Afar); over 80 percent of cooks at endline reported always washing hands with water and soap before cooking (Figure 69). On both indicators, there were some slightly weaker responses. The ET's school visits suggest that lack of washing facilities and materials may affect some responses.
- Food safety: some responses on whether wiping fruits and vegetables make them safe (Figure 70) were unsatisfactory, indicating scope to reinforce messaging. [99]

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[98] The KAPS is not able to provide numerical answers to MGD indicator #19: Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance, or MGD Indicator #20: Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance. The KAPS was not designed as a statistically representative sample from which observations could be extrapolated to all project schools, and it it's not possible to attribute changes in behaviour solely to USDA-supported activities. Therefore, the endline assessment is qualitative.

[99] The FY23 SAPR noted:" While WFP does provide on-site training to cooks during routine process monitoring, these trainings are not as comprehensive as the multi-day training provided to cooks at the beginning of the project, which is why the refresher trainings are planned. The turnover in cooks from when the trainings were originally provided is the largest reason for the variation between the actuals and the progress".

169.   On health and nutrition information (Figure 71), there were several positive trends. The integration of nutrition topics into school curricula through textbooks improved in both regions, while school-based nutrition activities became more widespread. Oromia demonstrated stronger growth in school-based nutrition initiatives, whereas Afar continued to rely more on health extension workers and textbooks. A reduction in uncertainty about nutrition sources in Afar points to increased awareness and improved access to reliable information. There were also improvements in knowledge about micronutrients (Figure 73) and about sources of school-level information on health and nutrition (Figure 72).

170.   In general, the dietary diversity observed in the delivery of school feeding aligns with project objectives and national strategies on nutrition-sensitive school feeding. The project has contributed to positive changes in student diets and increased awareness of nutrition. The ET observed that the introduction of eggs, fruit and vegetables to some students' meals was generally appreciated even though these foods are not commonly used by pastoralist communities.

Putting knowledge into practice

171.   The practical application of this knowledge is significantly hindered by infrastructural and resource limitations (Finding 15 above). Many handwashing stations are non-functional due to broken pipes and unreliable water supply. On the basis of observations during school visits, it seems unlikely that all those who knew the importance of handwashing after using the toilet and before eating were always able to do so. Similarly, the involvement of Health Education Workers (HEWs) is inconsistent across schools, limiting their impact. WFP and its partners have taken steps to upgrade some school kitchens with basic hygiene tools and storage facilities, yet such improvements are not widespread (see Figure 12 and Figure 13 above). Dietary diversity and access to clean water are ongoing challenges.

Progress towards capacity development.

Finding 23.   With continued support from WFP, Government has reinforced its strategic commitment to school feeding, but financial constraints and preoccupation with other crises have constrained progress in the roll-out of national HGSF programmes.

172.   The project design had an explicit capacity building feature that is focused on supporting the development of functional institutional structures and strengthening Government capacity to implement school feeding and school health and nutrition programmes with the aim of transitioning to nationally and locally owned HGSF programmes. Implementation of the capacity building activities supported by the project (summarised in ¶77 above) had to adapt to the Covid-19 contexts at the outset of the project, which restricted travel and meetings. Technical assistance personnel seconded to the federal ministry of education and the Afar and Oromia REBs have remained in place. Training for smallholder cooperatives has not begun, as procurement from local suppliers has not been initiated.

173.   WFP has collaborated with the government over many years[100] on the development of school feeding strategy and policy guidelines.[101] A SABER[102] analysis workshop was held in Bishoftu in February 2021, and assessed institutional capacity and coordination as only "latent"; policy frameworks, financial capacity, and design and implementation were all assessed as "emerging" while "community roles reaching

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[100] As indicated in Annex 7, WFP collaboration with the Government on HGSF dates back as least as far as 2012.

[101] For example, the Ministries of Health and Education have jointly developed a school health and nutrition programme framework, (GoE, 2021b). This result has been achieved from many years of investment made by donors, such as USDA and technical support provided by WFP. (SAPR Apr – Sep 2020)

[102] SABER = Systems Approach for Better Education Results. See SABER, 2015, SABER, 2021.

beyond schools" were assessed as "established".[103] Subsequently WFP supported the further development of school feeding policy documents and guidelines. According to narrative reports, these included: the national school feeding policy framework and implementation strategy (GoE, 2021a); national school feeding guidelines (under development in FY22 and awaiting endorsement in FY23); a national food hygiene protocol for school feeding (under development in FY22 and endorsed in FY24); work still ongoing in September 2024 included a National HGSF MEAL Guideline (validated) and a national resource mobilization, partnership and advocacy strategy (in its inception phase[104]).

174.   This activity also sought to support the establishment of a national level interministerial and technical coordination committee for school meals. However, there is now a well-functioning national food and nutrition technical committee and steering committee, and it was decided to use and strengthen this platform for coordination of the national school feeding programme, as it includes stakeholders from all relevant line ministries, making a separate committee redundant. WFP is advocating for similar multisectoral coordination platforms at regional level.

175.   Support to capacity development has also been provided in the way that the project is implemented. Thus, field monitors cooperate closely with woreda and zonal officials and provided advice to the schools they visit, while WFP's Supply Chain Unit supported the capacity of the regional government on transportation, commodity management, and storage through dedicated staff in Afar Region (SAPR Oct 2020 – Mar 2021). Overall, however, there has been less progress than anticipated in capacity development because policy development has been slowed by staff turnover and government has had to prioritise dealing with emergencies, while the roll-out of national school feeding programmes, although it has made progress, has suffered from the resulting constraints on government finances.

Gender and equity dimensions of project results

EQ5. What have been the gender and equity dimensions of the project's results? Has the intervention influenced the gender context?

Gender Parity Index

Finding 24.   Boys continued to outnumber girls among enrolled schoolchildren in the project, across all zones. Overall, the Gender Parity Index (GPI) in project schools improved slightly, but fell well short of the project target. GPI is slightly better in Borana than elsewhere, and is especially poor in East Hararghe and Afar Zone 2.

176.   There are significant inconsistencies in data sources on GPI (see Annex 10, ¶6-9), as illustrated by Figure 19 below. There is some evidence of progress, but on all estimates average GPI across the project areas is below the end-of-project target of 0.93.

177.   The only plausible source of GPI estimates per region/zone per year is the EMIS data, as explained in Annex 10. On this basis, Figure 20 below indicates that the GPI in Borana has hardly changed, but there have been some improvements in Afar and East Hararghe. However, Borana is consistently the best, and East Hararghe the worst performer on GPI. Figure 21 below shows GPI at zone level, and highlights

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[103] For more details, see Annex Q of the Baseline Evaluation Report (Lister et al, 2022a).

[104] As described in the SAPR Apr-Sep 2023: "WFP is supporting the Ministry of Education to develop a resource mobilization, advocacy, and partnership strategy to support scale-up of the national home-grown school feeding programme, in line with the Ministry of Education's objective to see universal pre-primary and primary school feeding coverage in Ethiopia by 2030. The purpose of the study is to map financial, technical, and in-kind resources available in Ethiopia, and to outline how the MoE can increase investment in school feeding and strengthen partnerships with all relevant partners to augment sustainable domestic financing streams in Ethiopia that support the scale-up and universal coverage of the national home-grown school feeding programme."

that Afar Zone Two and E Hararghe are the worst performers, with Afar Zone 3 and Borana the best. These geographical and chronological differences merit further investigation as part of ongoing gender work.

Figure 19. Comparison of WFP and EMIS GPI for 2023/24 with endline survey findings
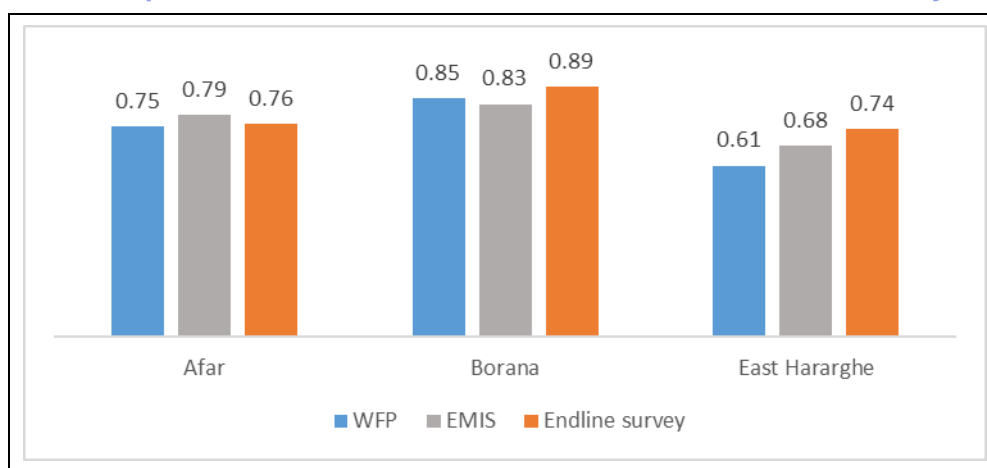
Source: Annex 10

Figure 20. GPI for USDA McGovern-Dole participating schools 2021/22 – 2022/23
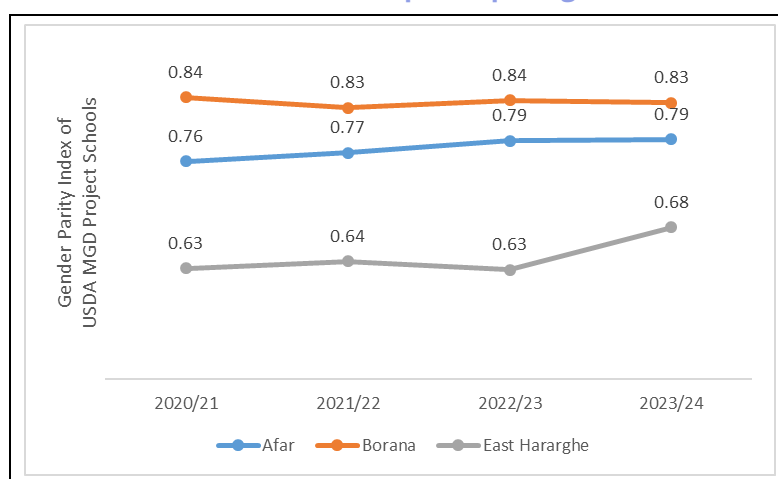
Source: data from EMIS, see Annex 10

Note: a GPI of 1.0 would indicate equal numbers of girls and boys; GPI below 1.00 indicates fewer girls than boys.

Figure 21. GPI of USDA McGovern-Dole Project Schools by Zone (2023/2024)
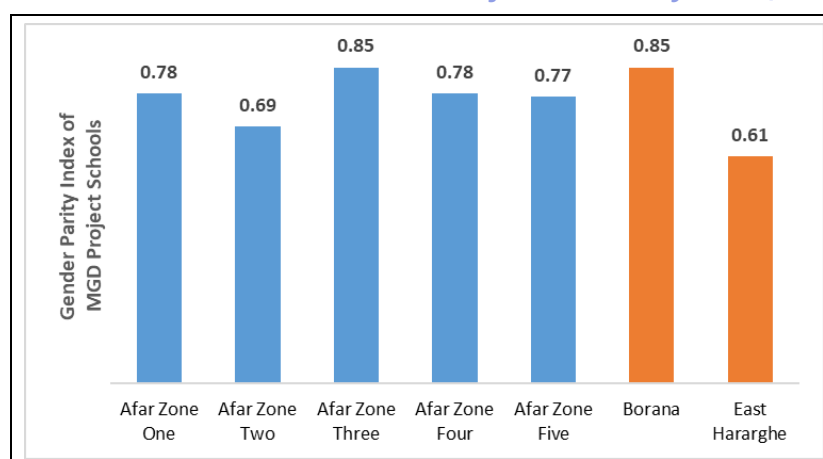
Source: based on EMIS enrolment data for project schools (see Annex 10).

Note: a GPI of 1.0 indicates equal numbers of girls and boys.

178.   Figure 22 below indicates that female attendance rates improved by more than male attendance rates during the project period.

Figure 22. Annual attendance rates (%) by sex
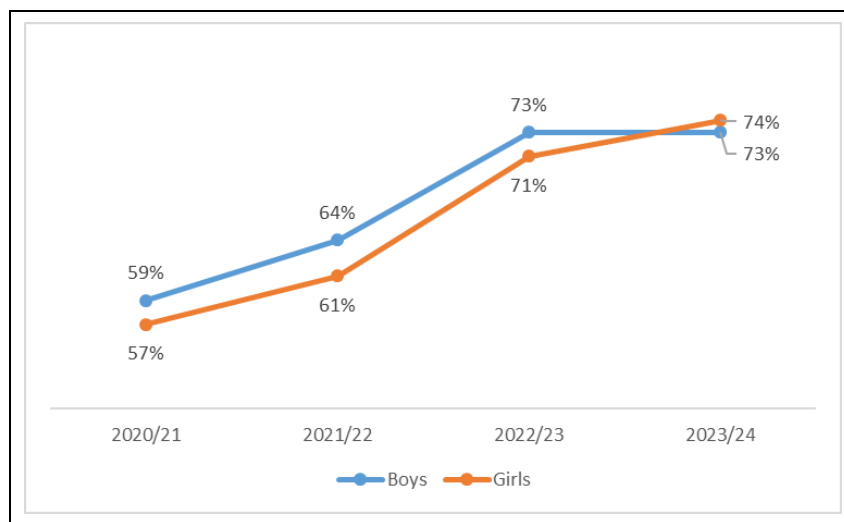
Source: WFP process monitoring, Annex 10,Table 51

Completion rates[105]

Finding 25.   There is a significant gap between girls and boys in completion rates and in in comparisons between classmates. Girls are perceived as performing worse than boys and female completion rates are lower than male completion rates in both Regions.

179.   The endline survey's teacher rankings of children's performance relative to classmates reveal a significant gender gap, with a consistent pattern of males being assessed as outperforming females (Figure 56 in Annex 17). In both regions, more male students are assessed as performing well above average compared to females (20.2 percent of males and 12.9 percent of females in Oromia; 7.7 percent of males and 6 percent of females in Afar).

180.   As at baseline, endline survey findings show females in all three project intervention areas have lower mean grade completion rates than boys (Figure 23 below).

Figure 23. Comparison of completion rates between baseline and endline surveys

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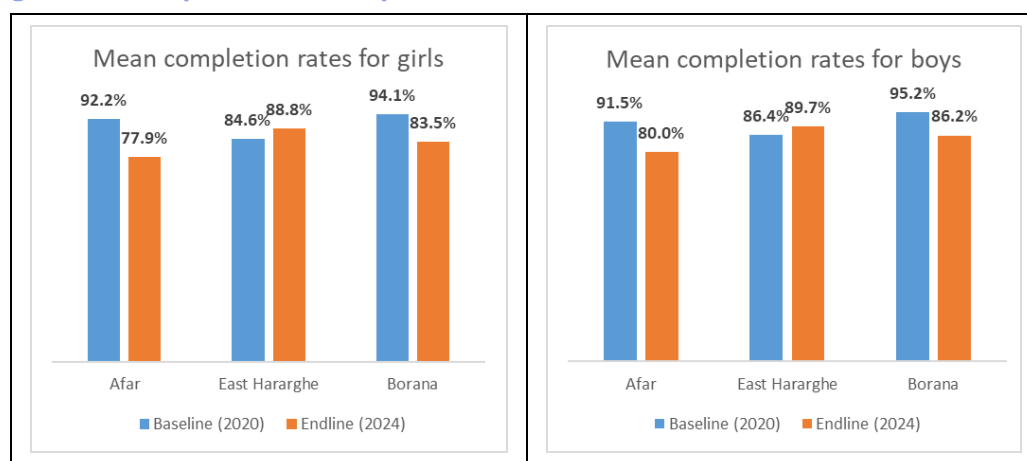
[105] On completion rates, see also Finding 20 above.

<div align="right">Source: Table 65 in Annex 17.</div>

181.   The issue of students, especially girls, dropping out because of discouraging results of Grades 12, 8 and 6 national exams became quite prominent in endline discussions. One school highlighted a dramatic decline in girls' enrolment after none the female students in the whole woreda got a passing mark in the Grade 12 exam.[106]

> "It is the role of females to fetch water, and in the dry season when nearby wells have dried up, they have to walk far to get water, which hinders their education. Some stay out of school during the dry season for that reason." – *PTA member (m), Borana*
>
> "When there is drought and families don't have food, girls, especially older ones, drop out to take on additional responsibilities." – Girls FGD, East Hararghe
>
> "Parents are pulling their children out of school because they need them to provide the required labour for the kebele office construction... Not contributing for kebele office construction is a serious offence, punishable by imprisonment." – *School director KII, Borana*
>
> "Failing the Grade 6 national exam has discouraged some of our school mates and they have dropped out." – *Girls FGD, East Hararghe*

THR Incentive Scheme

Finding 26.   The excess of unplanned THR distributions over incentive-oriented ones (Finding 10) has made it difficult for schools to distinguish between the two. Given gaps in sex-disaggregated data on THR and extensive distribution of unplanned THR, it is not possible to draw any specific conclusions on the impact of the THR scheme on enrolment and drop-out rates.

182.   Evaluation of the earlier project in Afar and Somali Regions found very positive effects of the THR element focused on incentivising girls' attendance.[107] The current project included a small THR component, for selected schools in Afar Region only, targeting girls in Grades 5 and 6 and boys in Grade 6. Designed to encourage continued attendance by groups at risk of early drop-out, the scheme was originally envisaged to provide 12.5kg of rice per quarter to students in the two grades, conditional on 80 percent attendance records. However, records on the THR incentive are poor, with data not systematically disaggregated by sex. There was a steady decline in reported beneficiaries of planned THR (Figure 24 below).

183.   During the ET's school-level consultations, schools found it difficult to distinguish incentive-oriented from unplanned THR.[108] One school the ET visited risked undermining the equity objectives of the THR scheme by selecting girl students on the basis of academic performance rather than regular attendance.

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[106] This seems to be an unintended consequence of national efforts to raise examination standards. To mitigate this, there is a regional initiative to provide afternoon tutorials to enhance students' readiness for the exam, and two of the schools the ET visited in Oromia are offering boarding for those in Grades 6 and 8 students that are receiving tutorials. Another school is grappling with how to address the. According to the school director, "girls in lower grades felt discouraged and didn't see a reason to stay in school." Similarly, in Afar, teachers spoke of apathy, especially among boys, in pursuing education because they see educated people in the community trying to eke out a living while some who are illiterate are financially secure. As one teacher put it, "the youngsters scoff at us when we advise them about the importance of staying in school. They see us struggling to make ends meet and say, "look at you! Your education hasn't taken you far in life, so what's the point of staying in school?"

[107] See Annex 6.

[108] Survey findings on recipients of THR are also unable to make this distinction (Annex 17, Table 85).

Figure 24. Number of beneficiaries of planned THR, Afar (FY21-FY23)
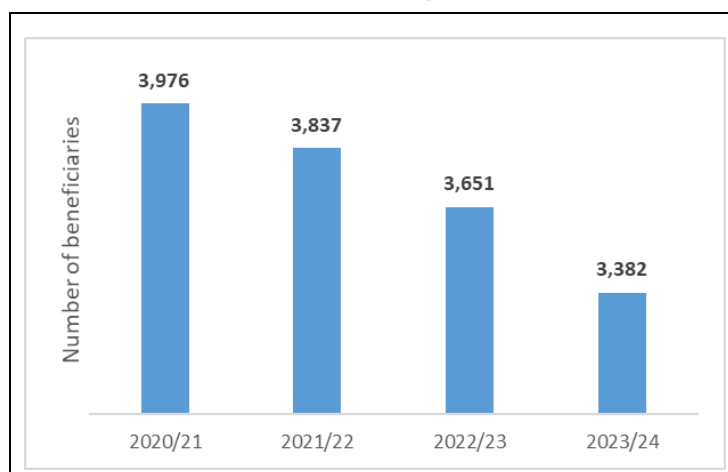
Source: Table 35.

184. Given gaps in sex-disaggregated data and extensive distribution of unplanned THR, it is not possible to draw any specific conclusions on the impact of the THR scheme on enrolment and drop-out rates. Nonetheless, as elaborated below, school feeding is broadly acknowledged to have positively influenced community attitudes towards girls' education.

Project influence on the gender context

Finding 27. **School feeding is widely considered to have helped change community attitudes to girls' education. However, significant inequities persist, and social and economic pressures continue to drive child marriage and an increase in school dropouts.**

185. Qualitative evidence from school and local level discussions (corroborated by adults and school-children) indicates that school feeding has changed communities' attitude towards girls' education, with families increasingly committed to educating their children, including girls. School staff noted better attendance among female students when meals were provided, and FGDs with girls also highlighted the importance of SF.

> "I moved to live near the school to educate my children." – Deputy PTA chairperson (m) with three daughters and two sons attending school, Afar
>
> "When there is school feeding, the girls could at least leave the house and come to school when they are done with the morning chores." – School administrator, East Hararghe

186. However, dropout rates in pastoralist communities are often shaped by socio-cultural factors and family livelihood strategies during times of stress. Boys may leave to engage in income-generating activities, assist with herd management during times of conflict with neighbouring clans or regions or migrate with the family's herds during droughts. Girls, on the other hand, take on extra household responsibilities during droughts and may be coerced into marrying wealthy men to ease their families' economic burdens.[109] Despite progress in communities' attitudes towards girls' education, the burden of

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[109] In Borana, school level KIIs and FGDs highlighted increasing incidents of students withdrawing from school to support parents with government-mandated community financial and labour contributions for the construction of public infrastructure, including the construction of kebele offices fully funded by the community.

household responsibilities and the social and economic pressures noted since baseline continue to drive child marriage and student dropout (see Box 8).

> ""Girls are up before everyone else to do house chores before coming to school. Work comes before school." – *Girls FGD, Afar*
>
> "Girls get married around the age of 15 and drop out of school. We will do the same when our *absuma* come." – *Girls FGD, Afar*

Box 8 Cultural practices linked to child marriage

> In **Afar**, the cultural practice of *absuma*, where young girls are married off to an older relative once they start menstruating, remains the biggest obstacle to girls' completing their education. This deeply ingrained practice is so accepted that PTAs are reluctant to oppose it, with one male PTA chairperson stating, "*Absuma* is part of our culture that will live forever."
>
> In **Oromia**, while the disproportionate household responsibilities of girls are a larger challenge, underage elopement (*jala dema)* is also a reason for girls to drop out of school. In East Hararghe, *jala dema* is tolerated by the community, while in Borana, it continues despite community condemnation and government efforts to curb the trend by prosecuting male students who marry underage girls, accusing them of coercion.

187.   Gender clubs (see Box 9) are working with the support of other agencies to address challenges of early marriage, Gender Based Violence (GBV) and harmful traditional practices, teach menstrual hygiene, and provide adolescent girls with safe space and dignity kits. The ET's observations highlight the challenges of maintaining a fully functional and well-equipped safe space without regular donor support, as some safe rooms are left unused for lack of the necessary supplies or are serving other purposes (e.g. overnight accommodation for staff).

Box 9 Gender Clubs

> Gender Clubs are part of schools' extracurricular initiatives that include the voluntary participation of both girls and boys, providing life skills development training facilitated by a trained coordinator. These clubs offer a safe and supportive environment, particularly for girls, to learn about their rights and critically engage with underlying social norms. They also play a crucial role in helping boys understand gender equity and equality, empowering them to become advocates against the discrimination of women and girls.

188.   Female teachers lead the clubs with most schools designating a second teacher (sometimes male) as a co-lead and offering them training on gender-related topics that they in turn are expected to cascade to students. Endline survey results (Figure 25) indicate increased specialist training except in East Hararghe.[110] For gender clubs to be effective in promoting gender equality and contributing to changing pervasive gender biases, ET observations underscore the critical importance of gender-sensitive training modalities and the active involvement of leaders to cascade knowledge to students.

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[110] In some schools the ET visited in Borana and East Hararghe, gender clubs collect monthly cash contributions from members to provide dignity kits for girls who can't afford it, ensuring they don't have to skip classes due to lack of menstrual hygiene support. In one Afar school, however, the gender club is inactive since the female teacher trained to lead the group doesn't speak Afar Af and only convenes the club if an interpreter is available. In one Borana school, challenges arose from the location of the training sessions, which led to the female teacher stepping down and a male teacher replacing her, as traveling to a distant woreda for the trainings would require her to leave her young children at home.

"The main reasons for the increasing dropout rate of girls, starting from Grade 4, is the disproportionate burden of household responsibilities and lack of proper menstrual health support." – *NGO KII, Borana*

""The Boran believe in the importance of educating women, but their workload around the house is a challenge for continuing their education, especially during the dry season." – *PTA member (m), Borana*

We have more boys than girls starting from Grade 5. This is because girls are doing *jala dema* and dropping out of school. They are doing this against their parents' wishes." – *Boys FGD, Borana*

"Girls in G7 and G8 are breaking away from what's culturally accepted and are eloping. They don't resume their education." - *Teachers FGD, Borana*

Figure 25. Staff receiving specialist training on gender and support for girls in the last 3 years
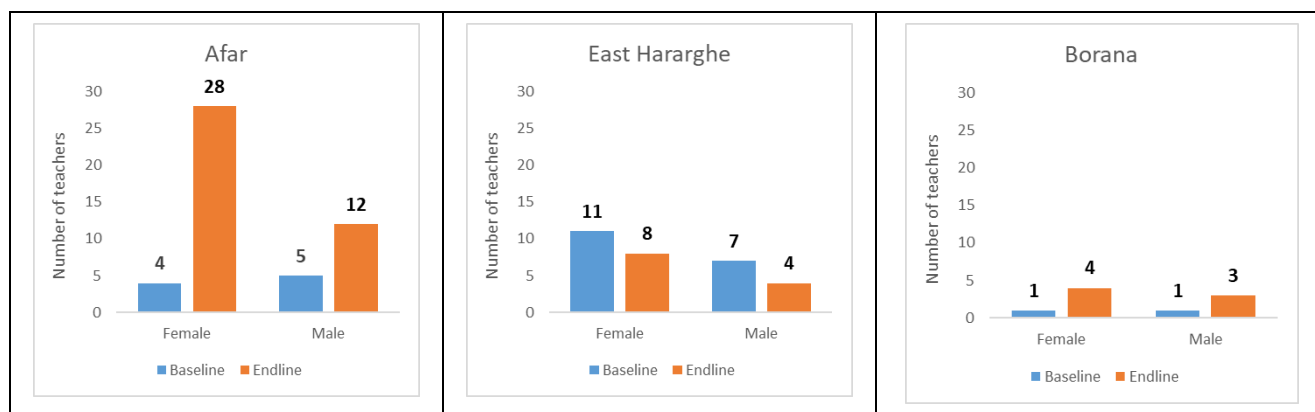
Source: endline survey 2024 (numbers relate to the 91 schools surveyed).

Our families are not forcing us to get married. It is young girls going against their families' wish to *jala dema*." – *Girls FGD, East Hararghe*

Girls here don't have female role models, so they marry young, drop out of school and try to earn a living by selling khat and peanuts." – *Teachers FGD, East Hararghe*

"There is fewer female than male students because families push girls to stay home and work. The community doesn't encourage females to pursue education. It is the community's lack of awareness that has led to this." – *Boys FGD – East Hararghe*

The community believes educating a girl is a waste of time and resources. They don't think a female can go far in life, so why educate her." – *Education official KII, East Hararghe*

"We as a community are to blame for this. The men blame us mothers for how the girls are, but we all have to take responsibility. Parents aren't doing anything to address hindrances to girls' education. It is all about the community's lack of awareness." – *PTA member (f), East Hararghe*

"Females usually run off to get married around the age of 12. The practice of *Jala dema* is tolerated by the community. Last year a girl in G5 left school to get married and the school had to work with the community to get her back." – *Woreda BoE KII, East Hararghe*

Disability inclusion

Finding 28.   Progress in inclusive education has been slow, and children with disabilities continue to encounter barriers to access and participation, including in project schools.

189.   As noted in Finding 6, this dimension was not included in the project agreement, and no indicators for progress were set against which progress could be measured. However, the baseline/endline surveys included questions about disability[111] and during the qualitative fieldwork the ET enquired about equity and inclusion.[112]

190.   Figure 26 below shows a tiny proportion of children with disabilities reported to be attending the sampled schools (just over 2% in Afar, fewer than 1% in Oromia). Endline survey results show an uptick (albeit small numbers) of relevant staff training.[113] Most schools the ET visited were attended by a very small number of children with disability, and teachers' ability to support the children was constrained by very large class sizes, lack of special aids and resources and, in most cases, lack of special training, reinforcing the survey's findings on the absence of targeted support for children with disabilities. Figure 27 below shows the limitations of available learning support.

Figure 26. Number of enrolled students with disability in sampled schools, 2024
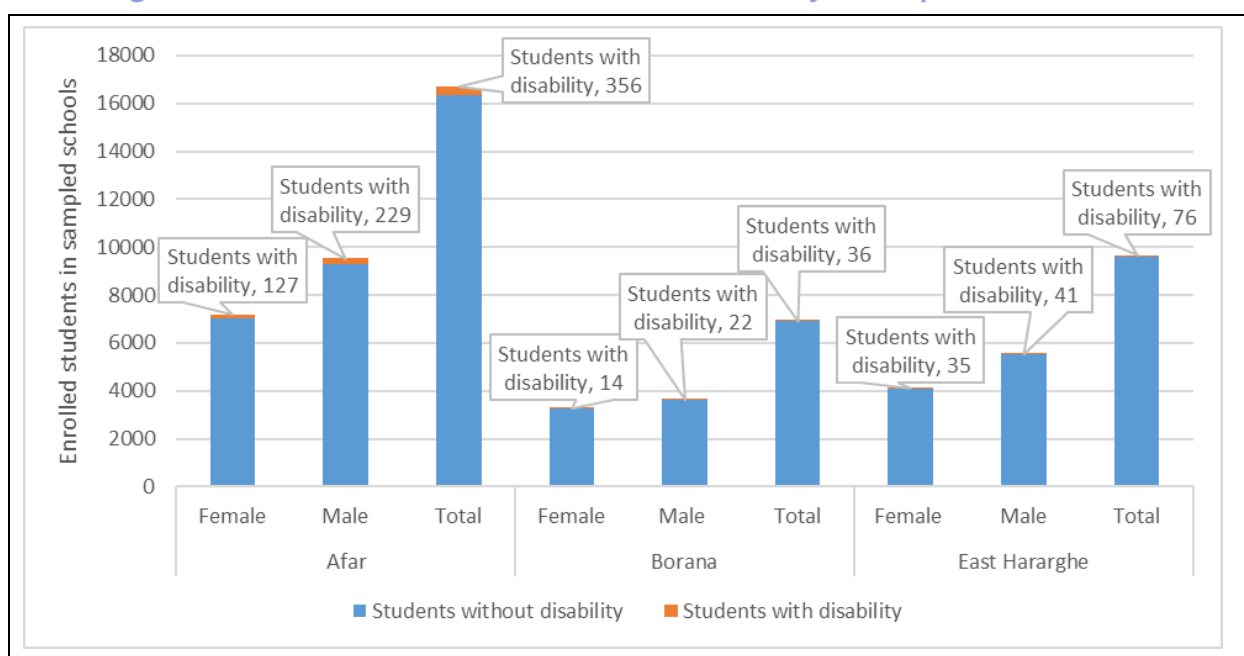
Source: endline survey (Table 72)

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[111] See the school-level questionnaire in Annex 16.

[112] As reflected in the interview and observation guides in Annex 24.

[113] Table 74 in Annex 17.

Figure 27. Percentage of schools providing learning support to students with disabilities
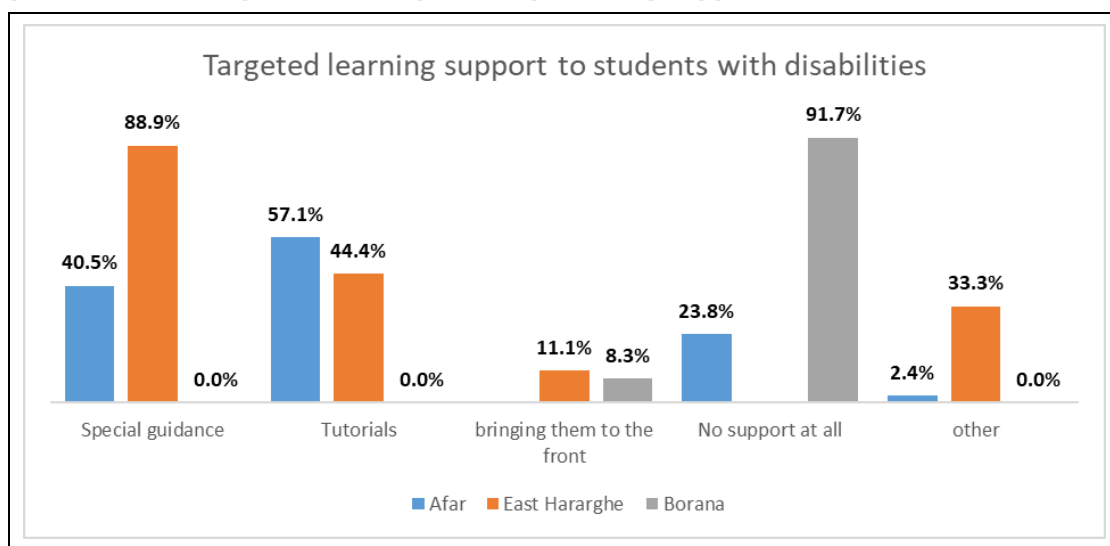
191.   Most of the schools visited by the ET had very limited and poor-quality school buildings,[114] and the only noticeable disability support for students with disabilities were concrete ramps without railings leading into some classroom buildings and latrine blocks.[115] The bleak condition of schools that are ill-equipped to offer inclusive education for children with disabilities was mentioned by parents the ET spoke with as the main reason for them not sending those with disabilities to school, as "families have no choice but to keep them at home." [116]

192.   According to sub-office staff and NGOs operating in project areas, development partners working on disability issues mainly target emergency contexts and not the education sector. Education officials acknowledge that a limited government budget for disability inclusion mainly goes to urban schools, not the rural areas supported by the project.[117] Considering the project's limited scope in addressing identified gaps in gender and disability inclusion issues, sub-office staff said they raise these concerns at various coordination platforms for other organizations to act.

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[114] Two notable exceptions were schools that had been constructed to a high standard with support from a church or international NGO, but in one of these cases maintenance was becoming an increasing issue.

[115] Only 5 out of 22 schools visited by the ET in February 2025 had concrete ramps (but with no railings) to make the latrine blocks accessible for students with disabilities. Also good to note that even for those latrines with access ramps, the rough terrain makes it difficult for those with mobility challenges to get there in the first place. The ET did not count the proportion of classroom blocks that had access ramps but there were only half a dozen examples of such ramps.

[116] The director of a school which has 21 students with disabilities, has on multiple occasions over the last four years requested the woreda's support in addressing the challenges these students are facing, "but the woreda always say they'll think about it every time we request for support in addressing gender and disability inclusion concerns, and I decided not to submit the request this year because I got tired of getting the same reply from them."

[117] In Borana zone, government provides support to 110 students with special needs that are part of an inclusive education system in five clusters in Miyo, Dire, Dubluk, Teltele and Yabello woredas. In addition to providing training in special needs education to teachers at the cluster schools, the government also avails the necessary teaching aids and resources and an annual grant of ETB 50,000 for each of the five clusters.

"The school does not have the materials and facilities to make education accessible for children with disabilities, but our teachers encourage students with disabilities and try their best to support us. – *Girls FGD, student with a disability, East Hararghe*

"As a person with mobility issues, I appreciate what my teachers are doing to support my education. Last year, I had to stay home from school because I developed an infection on my foot after I got pricked by a thorn. The teachers rallied to support me and allowed me to take my exams at home." – *Girls FGD, student with a disability, East Hararghe*

"We don't keep children with disabilities locked up and hidden. We would be happy to send them to school if the options were there." – *PTA member, East Hararghe*

Protection and Accountability

Finding 29.   Protection and AAP were not integrated in the project design but a complaint and feedback mechanism is incorporated in project implementation. However, project efforts on protection and AAP do not meet the level of rigour outlined in WFP policies.

193.   WFP strictly follows internal policies, including Prevention of Sexual Exploitation and Abuse (PSEA), child protection policies, and a Code of Conduct, which all staff, contractors, and cooperating partners must read and sign before engaging with WFP. However, as noted under Finding 6, protection and AAP were not explicitly mentioned in the project's design documents but are integrated in the project implementation.

194.   Protection and AAP considerations integrated in the project implementation include a complaints and feedback mechanism that provides a toll-free hotline phone number, although very few people in the schools the ET visited were aware of it, including students who didn't know that it was even possible to complain about the feeding program. School monitoring checklists include cross-cutting issues, including field monitors checking if the signage for the complaint and feedback procedure that shows the hotline number is prominently displayed and is easily accessible and noticeable to all relevant individuals. A PDM survey of THR also included an assessment of relevant protection and AAP issues.[118] Notwithstanding these initiatives, the overall approach does not meet the level of rigor that is outlined in WFP policies. Thus the SFP design broadly incorporates key protection principles, including non-discrimination, participation, safety and dignity. However:

(a) Prevention of GBV through identifying and addressing its drivers not included although stated in the WFP protection and accountability policy as a requirement for inclusion in all WFP interventions.

(b) Disability inclusion, including meaningful access and addressing physical and attitudinal barriers, is not mainstreamed in SFP design and implementation.

(c) The ET is not aware of school directors/teachers/staff who are involved in the SFP signing a Code of Conduct and students and parents being made aware of PSEA measures and expected behaviours of school staff.

(d) WFP has in place CFM and hotline number for reporting incidents but only a few of the schools the ET visited were aware of it.

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[118] Post-Distribution Monitoring Survey: Take-home-rations for WFP's School Feeding Programme in Oromia and Afar region. WFP, September 2021. [Data collected in September and analysis was finalized in June 2022]

Unintended results

Finding 30. **During the ET's school visits and from some KIIs, several examples of significant unintended negative effects were noted, some of which had gender dimensions. Delays in serving meals in some cases cause teaching time to be lost; diversification of the menu can increase the workload for cooks and bring additional food safety risks; the increased WFP role in commodity transport probably delayed development of national logistic capacity; unrealistic expectations for community contributions may undermine equity as well as effectiveness; and priority for graduated project schools may adversely affect informal schools.**

195. The ET noted the following as unintended but significant effects:

(a) School visits at mid-term and endline revealed that extended meal-serving times – due to factors such as shortage of cooking pots or NFIs, lack of dining space, or delayed start by cooks – can lead to scheduled and unscheduled losses of teaching time. Orderly serving of meals is important for equity, but the loss of lesson time should never be taken lightly.

(b) Experience with more diverse menus following the cessation of McGovern-Dole meals during FY25,, including the use of locally procured pulses, fruit and vegetables shows that they may have extended cooking times, require extra work from cooks, and bring additional challenges in transport, storage and food safety. There may also be gender-related consequences. For example:

   o In Afar, WFP's fresh food pilot is contributing to improved dietary diversity and increased nutritional value, but it requires more time and cooks' labour, often leading to delayed mealtimes.[119]

   o With the kebele no longer providing in-kind compensations for cooks in East Hararghe schools, the women, who have their own household responsibilities, are spending long hours at the school doing unpaid work. As one cook said, "*we have a lot of work that awaits us when we get home, but since our children go to school here, we agreed to work for free so our children could get fed*."

(c) The WFP takeover of deliveries to schools was appropriate in the circumstances (Finding 4), but has not helped the strengthening of national logistics capacity, which (as the 2024/2025 school year is showing) is crucial for effective transition to national systems.

(d) The broad roles adopted by PTAs may make it more difficult for women to take part. PTAs and Food Management Committees (FMCs) play an important role in mobilizing community support and monitoring the different aspects of the SFP, including preparation and serving of the school meal. Some of the ET's school visits highlighted challenges women PTA members face in balancing their committee responsibilities with household and childcare responsibilities.[120]

(e) Graduation of project schools in Afar may have led to a reduction in the region's SF support to informal schools (ABECs) that serve the pastoralist community.[121]

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[119] At two schools visited, female teachers who aren't teaching during meal preparation assist in the kitchen to speed up the process and ensure food quality. This, however, adds an additional burden of unpaid work on female teachers and reinforces gender stereotypes, especially given the efforts some schools are making through gender clubs to challenge misperceptions of gender roles.

[120] A female PTA member spoke of how she finds it difficult to fully engage in committee activities as a mother of an infant baby. One school the ET visited had an all-male PTA because it was too much for the women to have to juggle household responsibilities with the PTA requirements of conducting community mobilizations. As one of the male members said, "we dropped them because their household duties meant they were unable to join in activities like encouraging children from all over to attend school."

[121] During the MTE, the ET was informed that In order to reduce school numbers in line with the project's expectations, the Region determines the number of schools to be cut by each woreda, and leaves it to the woreda to determine the resulting priorities. ABECs have received limited SF support through Emergency School Feeding (ESF) programme but if/when the McGovern-Dole programme terminates, such resources will be transferred from ABECs – the ex-WFP schools will get priority "because they are used to school feeding" (KII) (see Annex 7, Box 12).

(f) Valuable innovations may be undermined by small failures in design. Thus, in most of the Borana schools the ET visited, fuel-saving stoves have been installed in well-built, though inadequately ventilated, kitchens. However, their use remains inconsistent. Some cooks opt to continue using open fires, citing excessive indoor heat and the impractical height of the stove surface, which is too high for easy moving of cooking pots and stirring of food. In some instances, cooks were observed standing on the heated stove surface to stir food, despite embers burning underneath, raising concerns about both safety and usability. The design challenges with stove height and poor ventilation could be easily rectified to ensure safer, more practical cooking conditions and encourage consistent use of fuel-efficient stoves.

2.3 FACTORS AFFECTING THE RESULTS

> **Key Question C: What factors affected the results?**

> EQ6. What was the efficiency of the project, in terms of transfer cost, cost/beneficiary, logistics, and timeliness of delivery?

Efficiency

Timeliness

Finding 31.   There was a major delay in the project's commencement of school feeding, but this was due to pandemic-related school closures that were beyond the control of the project's managers. Beneficiaries and other stakeholders generally recognised that the project did well to begin school feeding as soon as this was feasible, with timely distributions of THR in the meantime.

196.   The project's response to the pandemic and other crises has been considered under Finding 4. The initial delay to the commencement of school feeding was due to factors that could not have been anticipated, and the use of THR when in-school feeding was not possible was an important mitigation, providing timely support to the intended beneficiaries. Understandably, most of the complementary activities of the project also experienced delays; a notable exception was the acceleration of handwashing stations during the pandemic (Finding 15, ¶146 above).

Finding 32.   The subsequent shortfall in delivery of school meals is more problematic. In some cases schools were inaccessible due to disasters and conflict, but late deliveries to accessible schools also led to a loss of school feeding days. The extensive use of unplanned THR was a symptom of problems in the timely delivery of school meals.

197.   Post-pandemic use of THR was an indicator of further shortfalls against the targets for delivery of school meals (see Finding 7 and Finding 10 above). Some shortfalls were due to the inaccessibility of schools on account of conflict or natural disaster, but it was clear from the ET's field observations and KIIs, that accessible schools also experienced delays in commodity deliveries and often could not commence SF at the beginning of a semester. This helps to explain the residual stocks at the ends of semesters, which were often distributed as THR to avoid wastage.

198.   One cause of delays was that REBs, especially in Afar, experienced difficulties in contracting transport to move food from WFP depots to the schools. The northern war exacerbated a shortage of contractors, and the government procurement process also caused delays. The decision in 2023 to assign

responsibilities to WFP was related to assurance issues rather than inefficiency (Finding 4 and ¶119(c) above), but stakeholders reported that WFP delivery is more timely (school and woreda-level KIIs[122]).

199.   Figure 28 below breaks down unplanned THR between food nearing expiry (mostly in the first two years of implementation), and food leftovers (a more persistent issue). It seems at least possible that low attendance rates (as discussed in Annex 10) have contributed to the accumulation of end-of-semester leftovers.

Figure 28. Reasons for unplanned THR by region and year
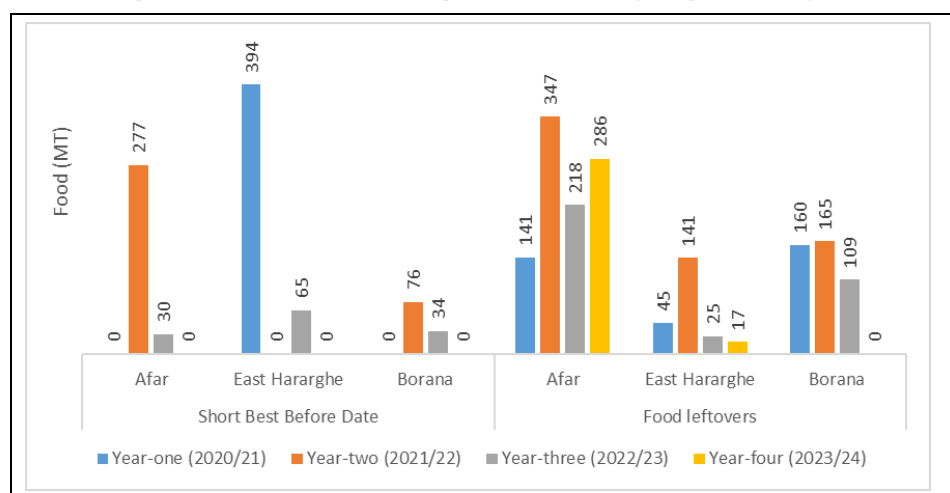
Source: WFP, see Table 35.
Note: Analysis by WFP ETCO. The ET understands that "food leftovers" refers to commodities distributed to schools but unused by the end of a semester and then sent home with pupils, and the "short best before date" category were expiring stocks from WFP depots.

Cost efficiency

Finding 33.   Data are not available to assess detailed unit costs for the project, but the project has taken steps to minimise waste, and in some cases avoided areas where security issues could have introduced added costs. WFP's increased role in food delivery to schools from 2023 was cost-efficient.

200.   As noted in the evaluation matrix (Annex 13), it is known to be difficult to extract meaningful unit cost data from WFP systems, and (except for the transport costs discussed below) the ET did not attempt to do so. Although sometimes a second-best solution, the use of THR provided benefits and avoided wastage. Pragmatic adjustments to the menu also helped to avoid wastage (Finding 12). Withdrawal from one woreda in Borana enabled the project to focus on areas where delivery of school meals was more straightforward.[123]

201.   As well as improving timeliness (see Finding 32), delivery by WFP apparently reduced costs and thereby improved the overall efficiency of the project. During the MTE, the ET requested the food transfer cost (FTC) comparison in Table 14 below, which showed that WFP unit costs are lower than those experienced by government-contracted transport. Thus, an efficiency gain was accompanied by a cost saving.

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[122] Informants noted that WFP did not incur delays in contracting transporters each year and was usually able to deliver direct to schools without requiring intermediate depots.

[123] See footnote 80.

Table 14   Comparative Food Transfer Costs (WFP vs. Government)

Transporter / Region	Origin	FTC cost (USD/MT)
Summary		
Government (Afar)	Average all depots	64.90
Government (Oromia)		71.50
WFP	Average, both regions	52.29
WFP details		
Afar	Adama	53.00
	Kombolcha	52.00
	Mekele	57.00
	Semera	30.00
Oromia		
Borana	Adama	84.00
East Hararghe	Dire Dawa	34.00

Source: ETCO, January 2024

EQ7. How well has food safety been ensured taking into consideration the different systems of national, regional, local and community governance?

Food safety

Finding 34.   Project design and implementation have included an appropriate emphasis on food safety, but challenges will increase in the transition to national programmes based on local procurement.

202.   Food safety was built into the project design in ways that reflected the USDA provenance of commodities and WFP's experience in food management and delivery. The quality of USDA commodities (content and packaging) was highly specified and reflected in the system of expiry dates.[124] Initial storage in Ethiopia was in WFP-managed stores, and the project's main food safety concerns related to the downstream issue of transport from WFP depot to schools, followed by appropriate storage, handling, cooking and serving. The project provided guidelines and training to school administrators, storekeepers and cooks, reinforced by monitoring visits. The KAPS found improvements in knowledge about safe food practices (Finding 22) but Finding 14 and Finding 15 have highlighted the challenges of implementing good practice in a context of water shortages, inadequate cooking and dining facilities and shortages of cooking and serving utensils.

203.   The ET's school visits reinforced the survey finding that kitchen and dining infrastructure remains a significant gap. Very few schools in Afar, Borana, and East Hararghe have kitchens with adequate storage, water supply, and hygiene tools. Most kitchens are temporary structures built with community support or through the Productive Safety Net Programme (PSNP). The lack of adequate, permanent kitchen facilities poses an ongoing risk to food hygiene and safety, especially when the weather is hot and humid. Teachers have played a critical role in maintaining safe food preparation environments, and many schools have shown creativity and commitment by using limited resources to uphold food safety practices.

204.   As observed during the ET's school visits, further diversification of the menu during the 2024/2025 year has brought additional food safety risks (Finding 13). While donor-supported food items are generally stored using standard protocols, locally procured items—such as fruits, vegetables, and grains—

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[124] Referred to as BUBD – best used before date.

often lack proper storage, leading to spoilage and pest infestation. The ET observed that using fresh foods requires more frequent deliveries to schools and transporting perishable items like eggs and bananas over poor roads frequently results in damage. In-kind food donations from communities, while helpful, are sometimes of poor quality. Ensuring food safety throughout the supply chain will be a continuing challenge for national HGSF systems.

Contribution of community systems

> EQ8. How well did community-level systems of governance and management contribute to the effectiveness and efficiency of implementation?

Finding 35.   The project's support for school governance structures has helped community representatives to play an active role in the SFP, and the PTAs/FMCs have been able to mobilize considerable resources from the community even during times of stress. However, given their limited resources, communities remain reliant on external support.

205.   Building on existing systems of school governance across Ethiopia, the project has supported community-level systems of governance and management. In particular, FMCs are essential components of the SFP. They are directly involved in oversight and support to the school meals service, and have an overlapping membership with PTAs, which play a wider role in mobilizing community support for the school.

Direct support to the SF service

206.   The success of the SFP relies on substantial community participation and support for its day-to-day operations.[125] In the schools visited by the ET this includes a mixture of:

- Assisting with organising the daily meal service.
- Oversight of cooks and helping to raise funds to pay them.
- Contributions of water and/or firewood. The endline survey shows that these contributions continue to be substantial (see Figure 63 and Figure 64 in Annex 17 on their frequency).
- Contributions of labour and materials towards the construction of kitchens, storerooms and feeding shelters.

Broader support to schools

207.   In some cases, communities are also mobilised to provide labour and materials for classrooms[126] or accommodation for teachers. Some communities, through their local officials, have lobbied for such school infrastructure to be included as PSNP projects.

208.   Some communities are also expected to provide contributions in kind or through labour to support school farms and gardens (see further discussion in Section 3.1).

209.   PTAs are involved with kebele authorities and Woreda Education Offices (WEOs) in annual efforts to mobilise enrolment, and in subsequent follow-up of non-attending children. In principle, they should also help raise community awareness about early marriage and addressing the needs and challenges of adolescent girls, in order to close the gender gap but some PTA members share the traditional views described in Box 8 above.

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[125] This is reflected in the project's estimated community contribution of USD 18 million, which is much higher than the previous McGovern-Dole project (FFE-663-2013/026-00), which had an estimated community contribution of USD 10.6 million.

[126] in Borana, one school has constructed six additional classrooms in the last two years by raising ETB 2.4 million from the community, and according to the school director, "*the only thing the government pays for is teachers' salary while everything else in this school is funded either through community contribution or by NGOs.*"

210.   From the outset, communities have been raising cash to support SF, most notably for cooks' salaries, but the ET found that the pattern of fund-raising had changed during the transitional, NCE, year (FY25). Evidence from school visits (KIIs and FGDs) show monthly cash contributions cover cooks' salary (Afar and Borana), purchase of firewood and dishwashing soap (East Hararghe), and water either through trucking (Afar) or buying with jerry cans (Borana). With the introduction of the fresh food menu in Afar, which requires additional cooks, students in Afar were paying higher monthly contributions than those in Oromia. Monthly contributions in Afar ranged from ETB 20 to ETB 50 per student, compared to ETB 10 – ETB 20 in Oromia. This contrasts with baseline findings, where monthly contributions in Afar were lower (ETB 15) than in Oromia (ETB 20 to ETB 40). A major reason for higher contributions in Oromia during baseline was the REB's failure to provide its share for salt and beans, forcing schools to raise funds from the community. More recently in Oromia, there is an expanded role for *Busa Gonofa* (see *Box 10 below*) and the "contribution fatigue" mentioned in Oromia school-level KIIs and FGDs also explains why schools are not requesting additional contributions.

<div align="center">

Box 10   The Busa Gonofa System in Oromia

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Established over 40 years ago as Oromia Risk Management Commission, the institution was renamed Busa Gonofa Oromia on March 22, 2022, under Proclamation No.244/2022, broadening its mandate outside of disaster risk management to include community resource mobilization for disaster response and development initiatives, rooted in the Gadaa cultural system. The organizational set up includes the General Assembly chaired by the President of the Regional State, Gadisa Busa Gonofa (board) chaired by the Deputy President, and the Office of Busa Gonofa Oromia with a mandate to mobilize resources and accountable to the President of the Regional State.

While Busa Gonofa operates within the regional government structure at regional, zonal, woreda and kebele levels and receives state-allocated budget, its approach to disaster management emphasizes community engagement in risk mitigation and resource mobilization from citizens to foster a self-reliant and sustainable disaster response system. Communities make in-kind and financial contributions, with mandatory monthly fees ranging from ETB 100 to ETB 300 based on economic status to support Disaster Risk Management efforts. The woreda and zone each retain 10 percent of the collected funds, with the remaining 80 percent going to the regional Busa Gonofa.

Following a directive from the Regional President in 2015 EC, Busa Gonofa has since been engaged in community resource mobilization to support school feeding as a strategic solution to improve student enrolment. The regional government's vision for school feeding is one that is primarily a community-financed and managed program, and with an allocated budget of only ETB 234 million for the current school year, it expects in-kind community contribution to fill the big gap. Financial contributions and membership fees paid to Busa Gonofa do not go to support regular SFP but could possibly be used for emergency SFP as part of a wider DRM work.

In the current year (2017 EC), Busa Gonofa has plans to raise ETB 300 billion for development initiatives (not including SFP), much of which is expected to be funded through community involvement. It is also putting focus on school farms as a way of supporting SFPs, with

> "The community is being asked for too many contributions for Busa Gonofa, so we're not pushing students for financial contributions for the SFP*."* – Teacher in East Hararghe
>
> "The community is being asked to contribute for too many things and do too much for *Busa Gonofa*. It will break us if we keep going like this." – *FMC member referring to mandatory contributions for Busa Gonofa, Borana*
>
> "We're not planning to ask for additional community contribution. How can you ask someone to give you what they themselves don't even have." *School administration KII, East Hararghe*

211.   Communities understand the importance of their involvement in and contribution to the feeding programme but face challenges in mobilizing local resources, especially as they struggle to meet their own needs and in light of burdensome demands for *Busa Gonofa* contributions in Oromia over the past year. In East Hararghe, cooks, who previously received from the kebele in-kind payment of about 45 kg of wheat twice a year from the safety net supplies, have been working for free for the last two years since the kebeles are no longer receiving food commodities through the PSNP. In one of the schools, the community compensates cooks by ploughing their fields; in another, in lieu of payment, the kebele has exempted the cooks from some of the *Busa Gonofa* financial contributions levied on the community.

> "Cooks have not *been* compensated for their work for some time. They are also the ones who usually fetch water from a nearby community water point." - *School administration KII, East Hararghe*
>
> "We're asking the community for too many things to support the SFP. The cooking process is not only cumbersome but we're also not paying the cooks" – *Teachers FGD, East Hararghe*

Quality of monitoring and reporting

> EQ9. What was the quality of the monitoring and reporting system? Did this enhance or impair the performance of the project?

Finding 36.   During implementation of the project, WFP strengthened its monitoring of school feeding programmes in Ethiopia, but significant challenges remain, including the need to further address weaknesses in reporting performance against the project's agreed key indicators while adapting to changes in the respective roles of WFP and government officials as GoE takes more responsibility for future school feeding programmes.

212.   Since the McGovern-Dole project was first designed, WFP has taken important steps to strengthen its monitoring and reporting. A new monitoring Standard Operating Procedure (SOP) was issued by ETCO in October 2020 (WFP, 2020f). This clarified standards and responsibilities for outcome and process monitoring, and mandated the use of tablets for data collection, to support the Mobile Operational Data Acquisition (MODA) system which links electronic data capture to automated reporting. It envisaged capacity enhancement for sub-office staff to enable them to use MODA for analysis and reporting. Monitoring was also expected to include capacity development support to REBs and related government departments.

213.   A school-feeding specific monitoring SOP was issued in August 2022 (WFP, 2022b). It takes account of USDA-specific reporting requirements as well as the requirements for all WFP school-based programmes. It includes detailed guidance on the monitoring and reporting expected from WFP staff and

cooperating partners (CPs – usually government), with detailed monitoring checklists and reporting templates. The process monitoring checklist for school feeding programmes was updated in February 2023 (WFP, 2023c). The school feeding outcome survey undertaken in 2023 (Abebe, 2023) was intended as a prototype for an annual exercise envisaged in the SOP, though it has not been repeated.

214.   There have also been steps towards strengthening the Monitoring and Evaluation (M&E) staffing responsible for monitoring the McGovern-Dole project, with efforts to align the staff available at sub-offices with the scale of their monitoring responsibilities (WFP, undated-j). Staff have been augmented both by direct hire and by the use of Third-Party Monitoring (TPM), with TPM staff expected to follow the same procedures and formats as WFP Field Monitoring Assistants (FMAs). TPM for school feeding began in both Afar and Oromia in September 2023. TPM staff are required to make quarterly visits to all schools within their coverage. WFP has prioritized TPM coverage to be in woredas that are more challenging to access.

215.   An intensive review of project M&E during the MTE found:

(a) **Alignment with national M&E systems.** There is close collaboration between WFP monitors and their government counterparts. This is intended to help strengthen government capacity, but also to enable issues that arise during school visits to be resolved on the spot whenever possible. Nevertheless, there is a tension between WFP's need to ensure rapid aggregation and analysis of data, to support accountability to donors and beneficiaries alike, and the slower pace of aggregation of reporting from woreda to Zone to REB, that is exacerbated when reporting is paper-based.

(b) **Electronic data gathering.** The adoption of MODA is a major advance. At a less formal level, school principals, school feeding focal persons in government, and sub-office staff all highlighted the value of group chats on Facebook or Telegram as an efficient and innovative way of sharing information and experiences.

(c) **Documentation of M&E systems.** The SOPs and their associated checklists and formats are very valuable, but the ET's review of MGD indicators (updated at Annex 9) highlights that the methodological specifications of many of the indicators to be reported are not yet sufficiently detailed and robust.

(d) **Data quality assurance.** The ET did not see evidence of a systematic data quality assurance process to address standards of validity, integrity, precision, reliability and timeliness. Annex 9 documents many shortfalls against these standards. Two of the more serious examples:[127]

   o Data reported to USDA on student attendance rates was apparently region-wide and not specific to USDA schools. WFP collected sample attendance data from project schools, but it was not reported systematically prior to this report.

   o At baseline, project records of participating schools and enrolment were very weak. By mid-term records had improved but endline analysis found continuing discrepancies between project records and EMIS data.

(e) **Human resources and capacity building.** At the time of the MTE, WFP had assigned more personnel to M&E but FMAs were still stretched. Human and financial resources for their government counterparts appear even more of an issue.[128] Interviewees highlighted the need for more, and more systematic, training linked to the enhanced M&E systems propagated by the updated SOPs.

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[127] Both these examples are reviewed in detail in Annex 10.

[128] Government appears to have assigned able staff to the school feeding focal person roles at various levels (indicating the importance attached to the McGovern-Dole project) but they are handicapped by lack of supporting budget (e.g. for travel to schools).

(f) **Analysis and use of data for learning.** The ET saw some good examples of summary analytical reports prepared at SO level[129] but our impression (based on KIIs) is that the primary concern is to report data upwards, and that analysis of data by those who collect it (envisaged as a potential benefit of the MODA system) is in its early stages. Annual meetings with Federal and Regional partners are valuable in addressing issues that emerge during implementation and coordinating WFP and government follow-up.

216. At endline, the ET did not attempt to repeat the earlier detailed analysis, but noted that the earlier improvements were sill being consolidated. However, there have been significant changes in context that affect the prospects for future monitoring and reporting. ETCO is undergoing internal reorganisation influenced by unfavourable trends in its funding, and this may affect availability of personnel to fulfil the monitoring and reporting roles specified in its M&E system for school feeding (¶214 above). It was clear from the ET's visits to schools in Oromia in February 2025 that it will be less straightforward for WFP to collect and collate school-level information about school feeding when WFP is no longer so directly responsible for providing the commodities involved.

Finding 37. **Reporting against the project's key indicators has shown some improvement but considerable shortcomings persist. Expected sex-disaggregated data were only patchily available during most of the project period.**

217. At the time of baseline fieldwork, the project was starting up and M&E was still hampered by pandemic-related restrictions. Nevertheless, the baseline report drew attention to problems in reporting many McGovern-Dole key indicators. Weaknesses included the lack of credible baselines, inadequate disaggregation, and obsolete targets.[130] The MTE included another review of all key indicators and an updated annex of indicator-by-indicator findings. Despite some improvements, many indicators still failed to follow the USDA specifications correctly, [131] with sex-disaggregation a particular weakness.

218. Table 39 in Annex 9 updates the MTE analysis of the status of data collection against each indicator; it rates the quality of endline reporting of seven McGovern-Dole indicators as good, eight as fair, and five as still weak.[132] Table 40 in Annex 9 summarises the status of required sex-disaggregation per indicator. The tables are based on the detailed analysis of each indicator also in Annex 9, and should input directly into finalising the Project Monitoring Plan (PMP) for the project's next phase.

Finding 38. **The sequence of baseline, mid-term and endline evaluations set out in the agreed Evaluation Plan has been followed, but follow-up of recommendations from the baseline and mid-term reports has been limited.**

219. The Covid-19 pandemic led to an unavoidable delay in the baseline study, with its survey eventually conducted in March/April 2021 (as soon as schools were re-opening). It was not possible to

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[129] See: *Monitoring highlights: School Feeding Programme (SFP) in Afar region (WFP, 2022d),* and *Borena Zone MGD SBP 2nd-Year First Semester Monitoring Report (WFP, undated-k).* No similar report for East Hararghe was found.

[130] Lister et al, 2022a, Table 10.

[131] *As spelt out in Food Assistance Indicators and Definitions* (USDA, 2019b).

[132] Note that a current rating of "good" does not necessarily mean that there is a consistent series of good data for that indicator over the life of the project, only that the indicator is now being well reported.

include an EGRA component at that stage,[133] but the baseline survey did include a KAPS module which was prepared and then analysed by ETCO.

220.   There was a substantial interval between submission of the final draft of baseline study (dated 1 March 2022) and its approval by USDA in May 2023, but the report's findings were discussed between USDA and WFP in mid-2022 (see USDA & WFP, 2022). Although the report included recommendations about both monitoring and evaluation, the MTE found only limited evidence of practical follow-up. Discussions between USDA and WFP of the baseline report recommendations (USDA & WFP, 2022) envisaged revisions to both the PMP and the Evaluation Plan, but such revisions had not occurred before the MTE took place.

221.   For the MTE, a WFP management response (WFP, 2024c, finalised in August 2024) indicated agreement with all the MTE recommendations, and noted various follow-up actions including an update to the monitoring plan, and various aspects of design and resource mobilisation for successor projects. In mid 2024 WFP and USDA collaborated on some revisions to the PMP in light of MTE recommendations (e.g. noting that data for MGD Indicator #1 (early grade literacy) would be drawn from the EGRAs undertaken at mid-term and endline).[134]

Other factors – ToC assumptions

EQ10. What other internal or external factors affected the project's ability to deliver results?

Finding 39.   The basic logic of the theory of change is sound, but many underlying assumptions were optimistic at design stage and were made more unrealistic by subsequent events. Three aspects recur as constraints on project results: the extent of external adversities and their effects on food security and on government resources; the strength of deep-rooted social constraints; and the importance of effective coordination and partnerships to achieve project results.

222.   We consider EQ10 through the lens of the theory of change and its assumptions (see the endline assessment of assumptions in Table 15 below). The basic assumption that school feeding can be an incentive for enrolment and attendance at primary school which is also likely to strengthen students' educational performance is valid, based not only on international experience but on the evaluation's findings for this project (Finding 2). But the effectiveness and sustainability of a school feeding programme depends on many contingent factors, as the table shows. It is worth highlighting:

(a) the unforeseen extent of external adversities (Assumption 1) and their repercussions for resources to support SF from communities (Assumption 4) and government (Assumptions 3, 5 and 17);

(b) the strength of embedded social norms that the project challenges (Assumptions 13 and 14);

(c) the importance of complementary inputs, linked to partnerships and coordination (Assumptions 5, 6, 9 and 10).

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[133] At the time the baseline survey was commissioned, no EGRA had been conducted using the Afar language and it was beyond the scope of the baseline survey to develop the required instruments. The first national EGRA that included Afar Af was conducted in 2021, and the MTE was able to adapt the instruments it had developed.

[134] A draft of these revisions to the PMP was shared with the ET in July 2025.

Table 15   Theory of change – endline comments on the main assumptions[135]

Theory of Change Assumption	Mokoro assessment at endline
General	
1. Absence of natural or other shocks that disrupt the education system and prevent school feeding being delivered as planned	After a delay in initiating the project agreement, deliveries by USDA to Ethiopia were timely; however, there were subsequent delays in delivering food (and in some cases related NFIs) to project schools, so that a substantial proportion of USDA commodities were distributed as unplanned THR instead of school meals.
Inputs to Activities'	
2. McGovern-Dole food will be delivered in a timely manner and in the required quantities, along with agreed cash support.	After a delay in initiating the project agreement, deliveries by USDA were timely; however, there were subsequent delays in delivering food (and in some cases related NFIs), so that a substantial proportion of USDA commodities were distributed as unplanned THR instead of school meals.
3. Federal and regional governments allocate sufficient funds and human resources to the school meals programme.	Federal and regional governments have continued to show significant commitment to school feeding, but national funding and other support for school feeding continue to be heavily constrained by other demands on national resources, exacerbated by the shocks Ethiopia has experienced during the project's implementation period.
4. Communities are able to contribute to the programme in spite of stresses they may be experiencing.	The extent of community contributions at school level provides evidence of the high value communities attach to school feeding, but they are inevitably constrained by the stresses communities are experiencing.
5. Federal and regional governments provide adequate resources and efforts for complementary programmes (especially SHN and agriculture)	Federal and regional contributions in these areas are significant but severely constrained by circumstances. They fall well short of what would be required to sustain school feeding programmes of similar scale and quality to the McGovern-Dole programmes.
6. Availability of complementary initiatives (for literacy, SHN, HGSF) supported by development partners.	Complementary initiatives on SHN and HGSF in particular are being taken forward, but remain severely constrained in scope.
Activities to Outputs	
7. Food served regularly and in required quantities	Deliveries of school meals (in contrast to THR) fell short of targets, especially in the first years of the project. Gaps in school feeding due to delayed deliveries and other practical difficulties .were experienced by many schools.
8. Take Home Rations effectively targeted and delivered.	Most THR were ad hoc, and a means of avoiding waste when schools meals targets were not met.
Outputs to Outcomes	
9. Complementary (non-McGovern-Dole/WFP) outputs to support delivery of literacy programme	External complementary inputs have been limited, but regional governments are strengthening their support of mother-tongue literacy.
10. Complementary (non-McGovern-Dole/WFP) outputs to support school nutrition and health programmes	Complementary programmes exist but also suffer from resource constraints.
11. Sufficient continuity and commitment (by all parties) for capacity strengthening efforts to be effective	Evidence of continuing, and increased, national commitment to strengthening of school feeding, but the resource outlook has worsened.

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[135] Table 54 In Annex 12 has the ET's provisional comments at baseline and mid-term.

Theory of Change Assumption	Mokoro assessment at endline
12. WFP efforts feed into broader HGSF efforts	Government displayed continuing commitment to school feeding and HGSF in particular, especially in Oromia, but progress was constrained by constrained by direct and indirect effects of conflict, natural disasters and economic adversity.
13. School feeding incentive strong enough to outweigh other factors (safety net)	Incentives provided by school feeding and THR are substantial but not always decisive.
14. School feeding and THR incentive not outweighed by other factors (girls' enrolment)	Strong contention by fieldwork interviewees that attitudes to girls' education have changed substantially, influenced by earlier rounds of school feeding. But traditional attitudes to women's roles and early marriage are still powerful.
Outcomes to Impact	
15. Quality of broader education system is sufficient to enable literacy efforts to be effective	EGRA results have reinforced concerns about the poor quality of primary education, but there are some signs of improvement (from a low base) in response to national efforts.
16. Improved nutrition and health practices spread beyond school into community	KAPS shows some encouraging signs that messages are beg disseminated.
17. Government continues to prioritise school feeding despite other calls on resources	Other calls on resources, in the wake of civil war and other setbacks increased over the project period and constrained financial support from government (see assumption 5 above.

2.4 SUSTAINABILITY

> **Key Question D: To what extent are the project results sustainable?**

Project sustainability

> 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?

Finding 40.   In many respects, the project is following a credible path towards sustainability, but the envisaged timescale for national provision of equivalent school feeding services is not realistic.

223.   Table 16 below summarises the endline assessment of each of the sustainability factors identified in EQ11. The assessments indicate that the project has many strengths in terms of appropriate design and relevance, policy and institutional alignment with government, community participation, and recognising the importance of seeking complementarity through partnership and coordination. There has been some progress towards local production and sourcing. However, although the national commitment to school feeding is genuine, and in spite of significant community and parental contributions, the scale of funding required to continue school feeding to McGovern-Dole standards is beyond the plausible resources of the government in the foreseeable future.[136]

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[136] A key informant familiar with USDA projects in many contexts noted that "optimism is due in part to the constraint by the USDA-required standard McGovern-Dole results, which are inherently very optimistic about what an approximately 5-year project can accomplish".

Table 16   Dimensions of project sustainability

Sustainability dimension	Mokoro assessment at endline
Quality program design	This evaluation has found that the basic design of the project is sound. It recognises the importance of complementary inputs to support the educational and health/hygiene objectives (Finding 3), and has demonstrated adaptability (Finding 4). The food provided meets nutrition standards and is culturally acceptable (Finding 12).
Sound policy alignment	The project is very strongly aligned with government and donor policies in relation to school feeding and education (Finding 5).
Institutional arrangements	The project is implemented by the Ethiopian government at federal and regional level and, with continued support from WFP linked to successive McGovern-Dole projects, Government has reinforced its strategic commitment to school feeding and strengthened the institutional framework for school feeding policy and practice (Finding 23).
Local production and sourcing	Local production and sourcing are central to the national and regional strategies for HGSF in Ethiopia. In Oromia, the project ran alongside Oromia's HGSF programme, which was expected to take over from the McGovern-Dole project as schools graduated. As noted under Finding 11, the graduation strategy in Oromia was adapted so that an increased share of local commodities for project schools was provided by the Oromia regional government. However, overall the evaluation finds that there has been only limited progress in diversifying menu, and incorporating local produce (Finding 13). The FY24 project will have a stronger local production component, with the local purchase of red kidney beans in Oromia. In this connection, the endline evaluation notes that effective HGSF requires attention to the whole supply chain, from initial budgeting to last-mile delivery to schools - not just the procurement from farmers (Lesson 1 below).
Partnership and coordination	Partnerships and coordination are crucial to the design of the project but the review of ToC assumptions (Finding 39 and Table 15 above) notes limitations in achieving the complementary inputs on which project results depend. The shortcomings relate to provision by federal and regional governments of adequate resources and efforts for complementary programmes (especially SHN and agriculture (assumption 5); availability of complementary initiatives (for literacy, SHN, HGSF) supported by development partners (assumption 6); complementary (non-McGovern-Dole/WFP) outputs to support delivery of literacy programmes (assumption 9); and complementary (non-McGovern-Dole/WFP) outputs to support school nutrition and health programmes (assumption 10).
Community participation and ownership	The evaluation finds that the project's support for school governance structures has helped community representatives to play an active role in the SFP, and the PTAs/FMCs have been able to mobilize considerable resources from the community even during times of stress (Finding 35). However, although the systems already in place to mobilise community support for school feeding are working well, they cannot, in the project's food-insecure pastoralist contexts, be expected to ensure financial sustainability of a full-scale school feeding programme without external support (Lesson 5 below).This is especially true because there are many other demands on community resources; (as highlighted in relation to school farms (Lesson 3 below) it is important to ensure that expectations for community contributions (in cash, labour or other services) are realistic.

Sustainability dimension	Mokoro assessment at endline
Stable funding and budgeting	The project's alignment with government financial and budgeting systems is a strength, but financial constraints and preoccupation with other crises have constrained progress in the roll-out of national HGSF programmes (Finding 23). Government has not had the fiscal space to finance its school feeding strategy sufficiently to ensure sustainability in the absence of external support (see the assessment of ToC assumption 17 in Table 15 above).
Strategy for sustainability	The preceding assessments of sustainability factors imply that the project's strategy for sustainability is basically sound but that expectations about the speed at which self-sufficiency in school feeding can be achieved have been unrealistic.

Sustainability of household food security

> EQ12. To what extent will household food security for school going boys and girls be sustained without / beyond USDA/WFP funding?

Finding 41.   The project itself does not address the underlying causes of household food insecurity except through the long-term benefits of supporting investment in human capital. Cessation of USDA/WFP funding will adversely affect food security.

224.   Finding 17 noted the substantial contribution school feeding makes to the food security of poor households. However, this is a short-term benefit that does not persist if school feeding ceases. The education that the project supports is an investment in human capital which can increase income prospects, and have economic and social benefits for the country, but such gains are very long-term. Cessation of USDA/WFP funding will leave a gap that most likely will take a long time to fill through government resources or other sources of external support.

3. CONCLUSIONS, LESSONS AND RECOMMENDATIONS

3.1 LESSONS FROM THE PROJECT

> **Key Question E: What main lessons can be learned from the project?**

225.   Three of the EQs at endline invite the ET to draw lessons from the project, and the responses to these EQs are accordingly more forward-looking and more speculative. They naturally daw on findings from the earlier EQs, and we present them here as a prelude to the overall conclusions and recommendations in this chapter

Synergies between school feeding and the local economy

> EQ13. How can WFP and the Government better support linkages between smallholder farmers and the school feeding programme to see effective and timely local procurement of food to supply the school feeding programme, thereby stimulating local markets and enhancing resilience of communities?

226.   Project efforts to link school feeding to local procurement, and to support for smallholder farmers, are still in their early stages, and the observations here draw mainly on the qualitative fieldwork which took place in February 2025, mid-way through the NCE year. Under this EQ we do not comment further on the Regions' lack of financial capacity to support a national SF programme on the desired scale (Finding 40). We also note that the recent procurement of fresh foods for schools in Afar, was based on

wholesale procurement in a neighbouring region, supporting Ethiopian producers but not community-level links between school meals and local producers. This reflects the realities of very different growing conditions in different localities.

Lessons from HGSF in Oromia

Lesson 1. Design of efficient and effective HGSF requires attention to the whole supply chain, from initial budgeting to last-mile delivery to schools (not just the procurement from farmers).

227.   Oromia's support to HGSF is the most important prototype that the project engaged with. Until FY24, Oromia was contributing local produce to cover the equivalent of 18 days of school feeding for the project schools; thereafter, the Region was wholly responsible for SF in the schools previously supported by the project. The ET is not able to comment on the process of procurement within Oromia, and its influence on local farmers, but we note that there may be systemic problems in ensuring procurement and delivery in time for the commencement of the school year. Ethiopia's fiscal year begins on 8 July[137] and authority to expend budgets at Regional level may not be available until later than that. It seems that the timing of budget approval, followed by procurement of transport contractors to make deliveries to schools, makes it difficult for commodities to be delivered in time for the start of the first semester in September (assuming the required commodities have already been procured). Design of efficient HGSF therefore requires attention to the whole supply chain, from initial budgeting for commodity procurement and transport services, to last-mile delivery to schools (not just the process of procurement from farmers).

Lessons from school gardens and school farms

228.   Our observations on school gardens and farms are impressionistic, and based mainly on school visits for the MTE as well as the endline. It is important to distinguish between school gardens, which every school should have, and larger-scale school farms.

Lesson 2. School gardens should make an important contribution to many dimensions of learning, including food and nutrition. However, it is unrealistic to expect such gardens to contribute significant volumes of food to school meals.

229.   School gardens (i.e. small cultivated plots on the school site) have an important educational role that can extend to learning about dietary diversity and innovations that might be adopted by schoolchildren's families. There are challenges in maintaining such gardens during dry seasons if water is unavailable. We noted that there is still a useful tradition of Seqota declaration[138] gardens in some schools. However, is unrealistic to expect such gardens to contribute significant volumes of food to school meals.

Lesson 3. Where substantial fields or farms are allocated to support school feeding, it is important to check that expectations for community contributions (in cash, labour or other services) are realistic. Such farms should grow whichever crops make most agronomic and commercial sense, even if these are not part of the school meal menu.

230.   The ET visited a few schools that had been allocated larger plots (measured in hectares rather than square metres), that were sometimes a significant distance from the school itself. The intention was usually that the community would contribute labour and other inputs to cultivate the land for the benefit of the school. We noted:

    (a) A common bottleneck is ploughing. Communities in the project areas are predominantly pastoralists, without a long tradition of ploughing. Moreover, in Borana, for example, drought has decimated oxen, and ploughing increasingly depends on paying cash for tractor tillage. This becomes an additional demand for cash from the community, and makes it harder for

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[137] First day of the month of *hamle* in the Ethiopian calendar.

[138] See Box 5.

communities to ensure timely cultivation. And community members will naturally prioritize cultivating their own fields before attending to the school farms, resulting in delay in ploughing and a missed opportunity to sow seeds during the optimal period.

(b) Rather than requiring the farm to grow produce constrained by the school feeding menu, it is more practical for the farm to grow a crop that makes the most agronomic and commercial sense, and then make any surplus earnings available to support the school. Sometimes schools have chosen to prioritise learning materials over school meals.

231.   In both Afar and Oromia, there are recent examples where some farms have been allocated for the benefit of the SFP but not necessarily linked to one specific school (e.g. land being allocated within reach of a river to support irrigation). Experience with such farms will need to be carefully monitored, including the level of community contribution required, but the point about commercial-orientation of production is relevant to these farms too.

Unanticipated implications of HGSF

Lesson 4. Planning, management and monitoring of HGSF should be on the look-out for unanticipated consequences. Implications for food safety and extra demands on teachers' time are two issues that emerge from endline findings.

232.   A final lesson is to look out for unintended consequences: for example, we have noted (see Finding 30) that a more diverse menu will have food safety implications that need to be managed, and that non-teaching demands on teachers' time are likely to have an educational cost.

Community support systems for sustainability

> EQ14. What community-level systems of governance and management are required for the successful implementation and sustainability of school meal programmes?

Lesson 5. The systems already in place to mobilise community support for school feeding are working well, but, in the project's food-insecure pastoralist contexts, they cannot be expected to ensure financial sustainability of a full-scale school feeding programme without external support.

233.   We have reviewed community systems of governance under EQ8 (Finding 35). The systems in place are working well in supporting implementation of SF once food for meals reaches the school, but it is beyond the capacity of project-beneficiary communities themselves to cover the costs of school meal procurement (Finding 40, Finding 41), and there is a serious danger of overburdening them with demands for cash and in-kind contributions.

Project lessons to influence future programmes

> EQ15. What lessons from this project should influence future programmes (including good practices to be emulated and weaknesses to be mitigated)?

Lesson 6. Three project strengths to emulate are: working closely with government and government systems; adapting flexibly to unforeseen challenges; and drawing on strong community support systems. Three project weaknesses to avoid in future were: a weak initial monitoring and reporting framework; inadequate social analysis at design stage; and the inefficiencies that led to high levels of unplanned THR. Three additional lessons to note are: the need to ensure that school facilities, especially water, enable knowledge about hygiene and nutrition to be put into practice; the need to strengthen early literacy teaching; and the importance of effective coordination and partnerships to achieve project results.

234.   Table 17 below links the strengths, weaknesses and other key points identified to the Findings that support them.

Table 17   Project strengths and weaknesses to learn from

Strengths to emulate	
• Working across sectors in partnership with government, and supporting government systems and policies	Finding 5, Finding 39
• Flexibility in adapting to unforeseen circumstances	Finding 4
• Strong community support systems	Finding 35
Weaknesses to avoid	
• Poor initial set-up of reporting and monitoring systems	Finding 36, Finding 37
• Inadequate social analysis at design stage	Finding 6, Finding 29, Finding 30
• Inefficiencies leading to high levels of THR	Finding 10, Finding 32
Other pointers	
• Promotion of good practices in hygiene, nutrition and food safety practices needs to be supported by adequate water on school sites and by other cooking, dining and hygiene facilities.	Finding 14, Finding 15, Finding 22
• EGRAs highlight the need to strengthen teaching of basic literacy, but also point to ways of doing so.	Finding 19
• Both the preceding points reinforce the importance of effective coordination and partnerships to achieve project results.	Finding 39

3.2 CONCLUSIONS

Overall conclusion

235.   In a challenging context, school feeding has been a valuable safety net for children and their families. The evaluation demonstrates that school feeding contributes to educational objectives, though education quality remains weak. It has also helped to improve knowledge on health, hygiene and nutrition, but constraints on facilities, especially water, make it hard to put knowledge into practice. School feeding has strong government and community support, but raising national HGSF provision to the project's levels of coverage and quality will be a long-term endeavour and will require sustained support and partnerships to be achievable.

Relevance and adaptation

Conclusion 1.   The project's objectives and targeting were highly relevant. Its design was internally coherent and well aligned with government and other partners. Unfavourable changes in context increased food security challenges in the target areas and made implementation more difficult, but adaptations to address the different crises were appropriate. There was scope to improve efficiency and effectiveness in implementation.

236.   Targeting the project on food-insecure populations in pastoralist areas was highly relevant (Finding 1). Project design demonstrated strong internal coherence (Finding 2), and the project remained well aligned with policies and programmes of government and other donors (Finding 5). Its premise that school feeding is a strong incentive and support for student participation and educational performance is supported (Finding 2), as is the need for complementary inputs to reinforce school feeding's effects (Finding 3, Finding 39). Changes in context (the Covid-19 pandemic, war and other security issues, drought

and other natural disasters) increased the relevance and value of SF to direct beneficiaries and their households. The project adapted well to changes in context (Finding 4), but there was scope to strengthen efficiency and effectiveness in implementation (Finding 32). The menu was appropriate but there was limited progress towards diversifying it with fresh foods until FY25 (the transitional no-cost extension, year) (Finding 12, Finding 13).

Effectiveness and efficiency of implementation

Conclusion 2. **The project achieved its beneficiary and school coverage targets but it fell short of its targets for delivering school meals. Use of THR during the pandemic was an appropriate response, but subsequent THR distributions were less strategic; they reflected inefficiencies in food allocation and delivery and were a second-best solution to avoid food wastage.**

237. The project covered the envisaged districts, although the number of schools involved was higher than anticipated. The number of immediate beneficiaries (children enrolled in participating schools) was above target, but they received only 55 percent of the school meals planned (Finding 7, Finding 8). Extensive unplanned use of THR increased the number of direct household beneficiaries, but even without THR schoolchildren's households benefited indirectly (Finding 9).

238. The largest single factor in failure to meet the target for number of school meals served was the disruption caused by the Covid-19 pandemic and use of THR was a highly appropriate response (Finding 10, Finding 31). Subsequent unplanned use of THR partly reflected inaccessibility of some schools, but was also due to inefficiencies in the timely delivery of commodities to accessible schools; a probable contributing factor was inaccurate estimation of quantities required, linked to poor enrolment and attendance data. Unplanned THR was therefore a second-best solution (Finding 32).

239. WFP's takeover of responsibility for transporting food to schools is considered to have increased (timeliness and also saved costs (Finding 32, Finding 33. Future SF will increasingly rely on Regional HGSF systems, efficient management of HGSF requires attention to the whole supply chain, from initial budgeting to last-mile delivery to schools (Lesson 1).

Conclusion 3. **The ET observed some improvements in school-level management of meals, e.g. by serving classes in sequence, but the project faces operational challenges relating to shortages of Non-Food Items (NFIs), inadequate cooking and dining facilities, and inability to start meal preparations early enough. Care is needed to avoid unintended negative effects in addressing these challenges.**

240. Challenges to project quality at school level include: wide variations in the quality of cooking and dining facilities and shortages of NFIs (Finding 14) and difficulties in ensuring adequate hygiene in the face of water scarcity (Finding 15). The ET observed several examples of unintended negative effects, including loss of teaching time and disadvantaging of girls in the way meals were being served. These have implications for school-level management of meals (Finding 30) and for planning of HGSF (Finding 34 and Lesson 4).

Results of the project

Conclusion 4. **The project has clearly provided food security benefits for children and their families. The evaluation reinforces evidence for the educational results of SF (objective MGD SO1), and provides evidence of improving knowledge about hygiene and nutrition (MGD SO2).**

241. On food security, the project made a substantial contribution to household resilience in food insecure areas during a period of exceptional stresses. The safety -net role of school feeding is enhanced in

vulnerable contexts; school meals are treated as part of a household's overall food security strategy, and the value of the implicit income-transfer is substantial, especially for the poorest households (Finding 17).

242. On educational results: the EGRAs in 2023 and 2024 confirm that early-grade literacy outcomes are weak in both regions, and especially Afar. However, there are clear signs of improvement, with Afar making bigger gains (Finding 18). The role of SF in supporting education results is supported by survey evidence of a positive effect on grade completion rates (Finding 20) and by additional qualitative and quantitative evidence of school feeding's influence on enrolments, attendance and children's readiness to learn (Finding 21).

243. On health and nutrition results: the endline KAPS indicates significant improvement in knowledge about hygiene and nutrients. The project has contributed to this, but putting knowledge into practice is difficult without adequate water and sanitation (Finding 22, Finding 15). The nutrition screening component was conceptually sound but its implementation was limited in scope and effectiveness (Finding 16).

Social effects

Conclusion 5. **School feeding programmes are having a positive influence on girls' education in pastoral communities, but girls continue to face serious disadvantages, and these are exacerbated by environmental and conflict related crises.**

244. School feeding is widely credited with helping to change community attitudes to girls' education and increase their participation in schools, but girls continue to be disadvantaged by the cultural roles assigned to them, and social and economic pressures continue to fuel child marriage (Finding 27). The project's GPI target was not achieved; the EGRAs generally found lower reading performance for girls than boys, and girls continue to lag boys in completion rates (Finding 24, Finding 19). It is not possible to quantify any marginal effect the THR incentive scheme in Afar may have had (Finding 26).

245. Recent analytical work on the social dimensions of school feeding will be a useful input to future programming. (Finding 6) but sex-disaggregated data are only patchily available (Finding 37). Other cross-cutting issues are reflected in project implementation (Finding 29), but progress in making education accessible to children with disabilities has been slow and partnerships have not been able to fill the gap (Finding 28).

Monitoring, evaluation and learning

Conclusion 6. **WFP has strengthened its monitoring of SFPs in Ethiopia, but the quality of data remains an issue in many areas, and there is scope for more systematic learning from M&E.**

246. Since the project was designed, WFP has taken important steps to strengthen its monitoring and reporting. These include strengthened M&E staffing, a shift to electronic data gathering and the better articulation of responsibilities and procedures for both WFP and its cooperating partners (Finding 36). However, the endline evaluation identifies many specific areas for data improvement (Finding 37), and highlights the scope for more systematic analysis and use of data (Finding 36), and for learning from evaluations (Finding 38). Monitoring, Evaluation and Learning (MEL) will be a more important, but in some ways more difficult, challenge as WFP steps back from delivery of school meals (Finding 36).

The outlook for sustainability and the HGSF approach

Conclusion 7. **Capacity development, community support and sustainability are interlinked. Capacity development is integral to the project design, and both the Government and local communities have shown strong commitment to school feeding. However, handovers from the**

project to Government have been limited, and experiences during the transitional no-cost-extension year of the project (FY25) highlight the gap in coverage and quality between the project's standards for school feeding and what government programmes are realistically able to deliver. The evaluation offers some tentative lessons for further development of the HGSF approach.

247.   The project has supported the Government's growing commitment to school feeding, and HGSF strategies at regional level, but progress has been constrained by financial pressures in the face of other emergencies (Finding 23). Handovers so far have been limited and have highlighted the gap between the McGovern-Dole project's levels of provision and the much more limited service the government school feeding schemes provide (Finding 11). Communities are actively engaged in supporting schools and school feeding in particular. This demonstrates the value they attach to the project, but community resources are limited and could not sustain the school meals service without external support (Finding 35 and Lesson 5).

248.   It was always optimistic to expect a seamless handover to Government provision at the end of the current phase of the project, and the crises Ethiopia faced during project implementation have made this even less practical (Finding 39). The project itself does not address the underlying causes of household food insecurity and the cessation of external funding will increase vulnerability (Finding 41).

249.   The Government's long term strategy is to base national school feeding programmes on a Home-Grown School Feeding approach. Project efforts to link school feeding to local procurement, and to support for smallholder farmers, are still in their early stages, but the evaluation was able to offer some early insights concerning: the need to distinguish the roles of school gardens from larger school farms (Lesson 2); to ensure that farm production reflects agronomic and commercial opportunities (Lesson 3); to be aware of the likelihood that local produce will require increased attention to food safety issues (Lesson 4); to ensure that expectations of community contributions to school farms are realistic (Lesson 3) and that additional demands on teachers' time do not have a high educational cost (Lesson 4).

3.3 RECOMMENDATIONS

250.   Our recommendations are set out in Table 18. Three recommendations relate directly to the design and operation of the successor project in Afar and Oromia. A fourth recommendation concerns the wider lessons that have strategic relevance for SFPs in Ethiopia and more generally.

Table 18   Recommendations

Recommendation	level/nature	Responsibility	Other contributing entities	Priority	By when
Recommendation 1. Strengthen monitoring and reporting of the successor project from the outset and reinforce analysis and learning as the project proceeds.	Operational and strategic	WFP	MoE and REBs, USDA	High	Immediate and ongoing
(a) Use the inception phase of the baseline study for the next McGovern-Dole project to agree a format for annual reporting that fulfils the requirements of all USDA and GoE mandated indicators.	Operational	WFP	MoE and REBs, USDA	High	Immediate
(b) Revise the next project's PMP to reflect this format and agreed indicator specifications, and to ensure the use of correctly evidence-based baseline values for indicators.	Operational	WFP	MoE and REBs, USDA	High	Immediate
(c) Ensure adequate sex-disaggregation of reporting.	Operational	WFP	MoE and REBs	High	Immediate and ongoing
(d) Strengthen the school feeding monitoring SOP in line with the improved indicator specifications					
(e) Ensure that project records *always* include the EMIS IDs of project schools	Operational	WFP	MoE and REBs	High	Immediate and ongoing
(f) Ensure, wherever possible, separate data for Borana and East Hararghe, even if this is not specifically required for USDA purposes.	Operational	WFP	Oromia REB	High	Ongoing
(g) Ensure a timely mid-term evaluation and a rapid management response to its recommendations.	Operational and strategic	WFP	USDA and MoE	High	MTE early in the project's year 3
Rationale: The project's initial PMP was weak, and this led to persistent weaknesses in reporting. Baseline and mid-term recommendations for strengthening monitoring and reporting were not well followed up. As well as hindering project evaluability, weaknesses in monitoring and reporting meant that available data (e.g. on attendance rates) was not well used for management of the project.					

Recommendation	level/nature	Responsibility	Other contributing entities	Priority	By when
Recommendation 2. Ensure real-time monitoring of the successor school feeding project in Oromia and Afar and use management information to improve efficiency.	Operational	WFP	MoE and REBs	High	Ongoing
(a) Strengthen monitoring of school attendance rates and actual days of school feeding in project schools. (**rationale**: use monitoring data to tailor food deliveries to actual requirements and to help understand reasons for poor attendance and lost school feeding days)	Operational	WFP	Afar and Oromia REBs	High	Ongoing
(b) Continue to focus on resolving shortages of NFIs (**rationale**: shortages of NFIs have a disproportionate effect on the efficiency of the school meal service and associated loss of teaching time)	Operational	WFP	REBs	High	Ongoing
(c) Improve awareness of complaints and feedback mechanism (**rationale**: large gaps in CFM awareness found during school visits)	Operational	WFP	REBs	Medium	Ongoing
Recommendation 3. For the successor project, prioritise capacity-strengthening measures to address issues in equity and efficiency.	Strategic and operational	WFP	Federal and regional governments; USDA	High	Ongoing
(a) Focus on capacity-strengthening for procurement and delivery of HGSF commodities (Oromia). (**rationale**: important to address the problem of deliveries that are too late for school feeding to commence at the beginning of the first semester)	Operational	WFP	Oromia regional government	High	Immediate and ongoing
(b) Carefully monitor and learn from innovations in local procurement and the promotion of school gardens and farms in the project areas (**rationale**: important to learn what works and what doesn't in the variety of contexts across the project's target Zones)	Operational and strategic	WFP	Federal and regional governments; USDA	High	Ongoing.

Recommendation	level/nature	Responsibility	Other contributing entities	Priority	By when
(c) Encourage PSNP and community provision of staff housing, (**rationale**: staff housing can make a real difference to the recruitment, retention and attendance rates of teachers in remote schools, but important not to place excessive demands on communities).	Operational	WFP (advocacy)	Federal and regional governments (guidance to PSNP, kebeles and communities on priorities)	High	Ongoing
Recommendation 4. Feed lessons from this project into the broader design and implementation of school feeding programmes across Ethiopia. Areas for learning and action include:	Strategic	WFP	Government and other partners	High	Ongoing
(a) Ensure project designs are informed by comprehensive social analyses in project areas; incorporate the lessons from recent social analyses to address critical gaps and barriers through context-specific programming that promotes girls' education and strengthens protection outcomes.	Strategic	WFP	Government and other partners	High	Ongoing
(b) The importance of working with broad coalitions to support education and school health and nutrition to maximise school feeding complementarities, and address weaknesses in school feeding theories of change.	Strategic	WFP	Government and other partners	High	Ongoing
(c) The value of community support, but the need to be realistic about the level of resources that can be raised from poor and crisis-stressed communities.	Strategic and operational	WFP	Government and other partners	High	Ongoing
(d) The need to reinforce capacity strengthening elements of SFPs, while also being realistic about timetables for handover to government programmes.	Strategic and operational	WFP	Government and other partners	High	Ongoing
(e) The importance of having effective monitoring and reporting systems in place from the outset of a SFP (as illustrated by Recommendation 1).	Strategic and operational	WFP	Government and other partners	High	Ongoing
(f) The need for continued support to national efforts to develop and implement a resource mobilisation strategy for school feeding.	Strategic	WFP	Federal and regional government	High	Immediate and ongoing

ANNEXES

Annex 1 Terms of Reference

These are the original, unaltered Terms of Reference for the Baseline and Endline Evaluation. Particular references to the endline evaluation are highlighted. The Annexes to the TOR are not reproduced but are listed at the end.

The 2024 Addendum is at Annex 1A. Additional clarifications to the Terms of Reference are at Annex 1B.

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.[139] 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

3.   The reasons for the evaluation being commissioned are presented below.

2.1 Rationale

4.   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.

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[139] 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.

2.2 Objectives

5.　　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. 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?

6.　　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.

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

2.3 Stakeholders and Users

8.　　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.

9.　　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 undertake for the programme and should be addressed as part of the baseline.

10.　　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

11.   With an estimated population of 102 million[140]—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.

12.   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.[141] 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.

13.   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.[142] Undernourishment figures for the country are almost identical with 32 million people affected.[143] Of this total, only 8 million people are explicitly targeted under the Government-led Productive Safety Net Programme (PNSP). In parallel, every year, humanitarian

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[140] 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/

141 Oxford Poverty & Human Development Initiative, http://ophi.org.uk/

[142] 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.

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

assistance is required. Since the inception of the PSNP in 2005, an average of 5.2 million people per year have needed emergency support.[144] 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.

14.   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.[145]

15.   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).

16.   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.

17.   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).

18.   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)

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[144] 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.

[145] http://hdr.undp.org/en/composite/GII

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

20.　　　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).

21.　　　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).[146] 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

22.　　　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.

23.　　　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 (HGSF). The meals will be provided to primary

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[146] 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.

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 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 McGovern-Dole 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 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.

24.   The program will use McGovern-Dole commodities and cash funding to contribute directly towards both of the McGovern-Dole 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

25.   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

26.   WFP has also incorporated a strong focus on capacity building to ensure sustainability by targeting the following McGovern-Dole Foundational Results: MGD 1.4.1/2.7.1: Increased Capacity of 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.

27.   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)

Activity Indicators		Results Indicators	
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)
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

28.   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.

29.　　　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

30.　　　**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 evaluation[147] , 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.

31.　　　**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?

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[147] Baseline and final evaluation

- **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?

32. **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:

- 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 McGovern-Dole'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.

33. For final evaluation, international evaluation criteria of Relevance, Effectiveness, Efficiency, Impact and Sustainability will be applied.[148] Gender Equality and the Empowerment of Women (GEEW) shall be mainstreamed throughout.

34. **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**.**

35. 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?

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[148] 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
	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?
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?

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

4.3 Data Availability

37. 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

38.   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.

4.4.1 Methodology

39.   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 McGovern-Dole 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.

40.   The methodology will take a programme theory approach[149] 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.

41.   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.

42.   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.

43.   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

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[149] 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.

- 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;

44.   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.
- 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.

45.   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.

46.   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.

47.   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

48.   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

49.   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.

50.   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.

51.   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.

52.   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.

53.   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.

54.   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.

55.   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.

56.   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

57.   The evaluations will proceed in 8 phases outlined in Annex 6. The final timelines (key dates) will be finalized and agreed on during inception.

58.   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 questions[150]. 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

59.   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.

60.   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.

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

6.2 Team composition and competencies

61. 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.

62. 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.

63. 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 McGovern-Dole grants. at least one member of the team should be a national.

64. 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

65. 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.

66. 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

67. 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.

68. 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 [sought] from the WFP security office to inform accessibility of the areas as at the time.

6.4 Ethics

69.　　　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).

70.　　　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.

71.　　　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

72.　　　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.

e- **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.

73. **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.

74. **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

75. 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.

76. The dissemination plan[151] 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

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[151] See Annex 5 for draft dissemination plan.

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.

77.   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 broad-based consultative approach.

78.   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.

79.   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 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.

80.   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

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

82.   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.

List of Annexes to the original baseline–endline Terms of Reference

TOR annex	Mokoro comment
Annex 1: Stakeholder Analysis	Updated versions appeared in the baseline mid-term and endline evaluation reports.
Annex 2: Further Elaboration on Context	Section 1.2 and Annex 7 of the mid-term evaluation report now provide the most up-to-date description of the project context; this will be further updated for the final evaluation.
Annex 3: Results framework	The McGovern-Dole results frameworks that were annexed to the original TOR are now incorporated in Annex 12 – see Figure 37, Figure 38, Figure 39 and Table 53.
Annex 4: Performance Indicators	See Annex 9.
Annex 5: Draft Dissemination Plan	[EM responsibility.]
Annex 6: Key dates for Phases and Deliverables	See Annex 2.
Annex 7: Abbreviations	See list of abbreviations at the end of this document (Annex 27).

Annex 1A.   Addendum to the TOR for Final Evaluation

WFP'S USDA McGovern - Dole International Food for Education and Child Nutrition Program's Support in Afar and Oromia regions of Ethiopia 2019 to 2025

> *Shared with Mokoro on 17 June 2024.*

1.   WFP Ethiopia Country Office School Feeding Unit seeks to add two surveys: a) Early Grade Reading Assessment (EGRA) and 2) Knowledge, Attitude, and Practice (KAP) the original terms of reference (TOR) for the final evaluation of United States Department of Agriculture (USDA) McGovern-Dole School Feeding program (2019-2025). KAP survey was conducted during baseline study and while EGRA survey was undertaken as part of the mid-term evaluation, respectively as approved by USDA. Therefore, this amendment aims at is expanding the scope of the final evaluation and include these two surveys which were not included in the ToR. This addendum of the two surveys will form part of the description of the Methodology (section 4.4) of the Final Evaluation ToR, as amended.

2.   That is expected to enable the measurement of the program's indicators during the endline surveys and supplement the final evaluation exercise analysis.

3.   This document outlines the KAP and EGRA surveys and will form an addendum to the ToR for the final evaluation to be conducted as per WFP's Long-Term Agreement (LTA- HQ16NF439-LTA-16) with the external evaluation firm (Mokoro Ltd). Once this addendum is approved by USDA, WFP will begin the contracting process and issue a purchase order for implementation of the TOR as amended.

Objectives

KAP Survey

4.   The KAP survey will help to understand the outcomes of the nutrition education activities implemented under the project compared to the baseline values of the relevant indicators. Specifically, the survey will estimate results achieved on nutrition education training of the regional Bureaus of Education staff, school teachers, administrators, PTAs, and school directors in the child nutrition clubs. The survey report will feed in and complement the final evaluation for purposes of learning, improving future programming, advocacy for resource mobilization and accountability. The survey aims to measure the:

- percentage of individuals who demonstrate use of new safe food preparation and storage practices.
- percentage of individuals who demonstrate use of new child health and nutrition practices.
- number of schools that demonstrated improved hygiene and sanitation with clean utensils and appropriate serving modalities that include designated area with handwashing facilities.
- and identify factors that determined attitudes and practices that influence the child nutritional intake, hygiene, and sanitation practices in schools.

EGRA Survey

5.   This EGRA survey will assess the effectiveness of the program in enhancing the literacy of school-aged children. School feeding team seeks to incorporate EGRA survey in the final evaluation to have a full performance picture of the project during the final evaluation exercise. Specifically, the EGRA survey is designed to:

- measure the proportion of students who, by the end of Year 2 and Year 3, demonstrate their ability to read and comprehend texts appropriate to their respective grade levels.
- ascertain the overall performance in reading skills of students within different language groups (Afan Oromo and Afar Af).

- analyze variations in reading skills among students across diverse subgroups, including differences in grade level and gender; and
- identify factors potentially linked to variations in students' reading performance.

Methodology

KAP Survey

6.   The evaluation team from Mokoro will administer the KAP survey in 13 program schools, i.e. in one randomly chosen program school from among those surveyed during baseline in each woreda). The survey will estimate results achieved on nutrition education training of the regional Bureaus of Education staff, school teachers, administrators, PTAs, and school directors in the child nutrition clubs. We suggest you provide consistent requirements, including survey target population. The survey team will aim to apply the same survey sampling methodology and tool used at the KAP survey for baseline, see the pages Box 4 on page 19 and Annex M on page 176-177 of the inception report, and Annex J KAP survey questionnaire in the Baseline Report. The evaluation team will be expected to review the preliminary analysis done at baseline by the country office monitoring team (see annex N of the Baseline Report.) and develop an updated methodology to enable comparison of final KAP survey with the baseline KAP survey results. It is anticipated that some schools will be retained as a longitudinal sample for an efficient comparison, but 50 percent will be selected afresh. This will help avoid bias due to preferential treatment of any woredas or schools. Re-sampling will be done at endline and will therefore be unknown a priori. The evaluation team will review the KAP survey tool and adapt if necessary or useful, collect data by tablets using MODA and submit KAP survey report. It is expected that the evaluation team will use the information derived from the KAP survey to provide the final measurement of the indicators described in paragraph 3 and complement the analysis of relevant evaluation questions.

EGRA

7.   Repeating the same sampling methodology for the EGRA that was conducted as part of the mid-term evaluation, the final EGRA survey will be carried out in five zones of the Afar Regional State and in two zones of the Oromia Regional State, namely East Hararghe and Borana. In Afar, the program encompassed 32 woredas across all five zones of the region. In Oromia, the program was extended to 5 woredas located within two zones: Borana and East Hararghe. The evaluation team will use the same EGRA survey tool that was used during -the first EGRA survey conducted during the mid term evaluation. Data will be collected by tablet using MODA and shared with WFP, in addition to the analysis and reporting of the survey findings. The evaluation team should provide the value of standard indicator 1 at endline (Percent of students who at the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text) based on the EGRA results. For more information, please refer page 6-9 of A light Touch EGRA inception report.

Evaluation Firm

8.   In February 2020, Mokoro Ltd. contracted to conduct the baseline- study and final evaluation. In 2023, it was awarded a contract to undertake the mid-term evaluation. Final surveys for KAP and EGRA will be added to the ToR for the final when approved by USDA as per this amended.

Deliverables and Timeline

9.   The following proposed amendment to update the timeline outlined in the original TOR for the evaluation. This timeline adds that the evaluation team will deliver to separate reports for both KAP and EGRA surveys. The deliverables and suggested timeline for each phase are listed below:

Dates	Phases and Deliverables
May 2024	Planning and Preparation Phase: • Appointment of country office evaluation manager • Obtain USDA approval for addendum for final evaluation to include KAP and EGRA surveys. • Mokoro will share financial and technical proposals for both surveys. • Amendment of contract and issuance of purchase order to Mokoro.
July-August 2024	Inception Phase (Final Evaluation including KAP and EGRA survey): • Review and adjust evaluation questions, evaluation design and methodology (including sampling strategy), and draft an inception report for agreement by WFP Country Office • Quality assurance of the draft inception report based on DEQAS • Seek Evaluation Reference group's comments on inception report (WFP) • Finalize the inception report for approval. • Arrange field data collection
Oct – Nov. 2024	Data collection phase (including KAP and EGRA survey): • Conduct field visits • Conduct end line survey • Conduct KAP and EGRA survey • Conduct key stakeholder focus groups and key informant interviews. • Enter, clean, and analyse data
June 2025	Reporting Phase: • Draft evaluation report (including KAP and EGRA reports) • Quality assurance the report through DEQAS • Seek Evaluation Reference group's comments on the draft report (WFP) • Develop a final evaluation report (evaluation team)
Oct – Nov 2025	Follow-up and Dissemination Phase: • Disseminate evaluation findings to key stakeholders including ERG • Prepare management response

Budget

10.   The total estimated budget for the KAP survey is $35,000.00 and for EGRA survey is $76,924.45 based on technical proposals. WFP CO Procurement Unit will inquire Mokoro to submit detailed budget with breakdown for both surveys.

Annex 1B.   Additional clarifications to the Terms of Reference

1.   This annex was included in Mokoro's approved technical proposal for the final evaluation and puts on record some significant updates to the Terms of Reference for the final evaluation.[152]

Project duration

2.   A no-cost extension has extended the project period by a year, to September 30, 2025 (USDA & WFP, 2023b}.

Project description

3.   The project description included in the baseline-endline TOR was updated for baseline study and again for the MTE. The most recent version is reproduced as Annex 8.

4.   McGovern-Dole indicator targets were updated in a revised project agreement; latest versions are in Appendix D of USDA & WFP, 2023a.

Project context

5.   Similarly, the Mid-term Evaluation Report provides an update of the project context (Lister et al, 2024a section 1,2 and Annex 7). This will be the starting point for the final evaluation's review of project context.

Evaluation questions

6.   During the inception period for the baseline study, responding to the baseline-endline evaluation TOR, the evaluation team adapted the evaluation questions (EQs) presented in the TOR to produce the succinct, logically sequenced questions shown in Table 19 below, which also cross-references each question to the OECD DAC criteria of relevance, effectiveness, efficiency, coherence, sustainability and impact. All the TOR EQs were incorporated, but EQ3 (gender and cross-cutting issues) and EQ12 (sustainability) were added for completeness.

Table 19   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

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[152] THR technical proposal was incorporated in the purchase order for the final evaluation.

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

7.   Table 20 below (reproduced from the Baseline Inception Report) demonstrated how the revised EQs covered all the issues raised in the baseline-endline TOR preliminary evaluation questions,

Table 20   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

Focus Area	Key Questions for Baseline and Final Evaluation (from TOR Figure 4)	Now covered by:
	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
	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?	EQ14, EQ15
	How can WFP improve future programming, in the context of these lessons learned?	EQ15

8.	The evaluation matrix used by the Baseline Study was designed to serve both the baseline and endline evaluations. It is expected to be lightly updated for the final evaluation. [See Annex 13.]

USDA learning agenda questions

9.	The Ethiopia Country Office (email dated 1 May 2024) has requested the following modification to the learning agenda questions ¶5 of Annex 1:

> Please see below suggested Learning Agenda questions. Kindly note question 1 remains unchanged from the TOR; question 2 is adapted to fit the current implementation context.[153]

> **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 WFP and the Government better support linkages between smallholder farmers and the school feeding programme to see effective and timely local procurement of food to supply the school feeding programme, thereby stimulating local markets and enhancing resilience of communities?

Evaluation terminology

10.	A glossary was prepared at baseline, covering technical and evaluation terms. This was intended to ensure consistent use of terminology throughout the baseline-endline evaluation. It is reproduced as Annex 10 of the baseline Inception Report.

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[153] The original version of question 2 was "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?".

Stakeholder analysis

11.   The preliminary stakeholder analysis provided in the baseline-endline TOR was elaborated for the baseline study and further refined by the MTE. The MTE version will provide the starting point for the final evaluation.

Theory of change

12.   The terms of reference for the baseline-endline study required the evaluation team to review the theory of change for the programme and adopt a methodology that would allow testing of its underlying assumptions and envisaged causal pathways (¶41 of the TOR reproduced as Annex 1 above). The TOR for the MTE also required a review of the theory of change, and led to some additional refinements of the baseline-endline ToC. Annex 12 reproduces the current version of the theory of change, showing its links to the McGovern-Dole results framework and to the McGovern-Dole indicators. It also presents the ToC assumptions whose validity will be revisited by the final evaluation.

Evaluation Committee (EC) and External Reference Group (ERG)

13.   We assume that the EC and ERG for the final evaluation (discussed in ¶72 of Annex 1 above) will have the same membership and TOR as for the MTE.

Annex 2   Endline Timetable

1.   The timeline proposed in the addendum to the TOR (Annex 1A) had to be adjusted because of delays in procurement. Table 21 below shows the revised process and timetable that was included in the endline inception report, together with any subsequent adjustments.

Table 21 Endline Evaluation Timetable

Events and activities	Proposed timing	Revised timing
Planning and preparation + team selection		
Evaluation team recruitment/contracting	Friday 09 August	Thursday 29 August
Phase 1: Inception		
Mobilisation, preliminary document gathering and desk review	Monday 12 August – Friday 16 August	
Survey design	Monday 19 August – Friday 30 August	
Inception mission	Monday 2 September – Friday 6 September	Monday 2 September – Monday 9 September
Drafting Inception Report (IR)	Monday 09 September – Friday 27 September	
	Draft 1 IR submitted Friday 27 September	**Thursday 03 October**
Review of IR by EM, RBN and HQ SBP	Friday 04 October	Friday 11 October
ET revisions	Wednesday 09 October	Wednesday 16 October
Review of IR by ERG, EC members and DEQS	Thursday 10 October – Tuesday 22 October	DEQS Comments received Sunday 27 October
Submission of Final IR	**Friday 25 October**	Monday 04 November
Phase 2: Fieldwork and continued data collection		
Quantitative survey preparation	Monday 28 October – Friday 15 November	
Quantitative Fieldwork including both KAPS and EGRA	Monday 18 November – Friday 20 December	
Survey data cleaning and initial analysis	Monday 23 Dec – Friday 10 Jan 2025	
Review of emerging quantitative findings and finalisation of qualitative instruments and fieldwork programme	Monday 13 Jan – Friday 24 Jan	
Workshop discussion with ETCO and EC of emerging findings from quantitative survey and key issues for qualitative fieldwork	Thursday 23 January	Tuesday 28 March
Additional data gathering and analysis	Monday 27 January – Friday 31 January	
Qualitative Fieldwork	Monday 3 February – Friday 28 February	
Debrief on Fieldwork	Tuesday 4 March	Wednesday 5 March
Phase 3: Reporting		
Analysis and drafting of Evaluation Report	Monday 03 March – Friday 28 March	
	Submission of full draft Evaluation Report (inclusive of KAPS and EGRA) Friday 28 March	**Submission of full draft Evaluation Report (inclusive of KAPS and EGRA) Thursday 24 April**
Quality assurance of draft ER by WFP EM and REU, HQ (including DEQS assessment)	Monday 31 March – Friday 04 April	Fri 25 April - Tue 13 May
ET reviews WFP feedback and submits revised ER	Monday 07 April – Friday 11 April	Wed 14 May - Mon 02 June
EM shares draft ER with ERG, EC members for comments	Mon 14 April – Tuesday 23 April	Tue 3 June – Tue 17 June
Validation/ learning Workshop	TBC week of Monday 12 May	Thursday 26 June
ET revise and submit draft ER based on DEQS, ERG, EC and workshop feedback	Wednesday 24 April – Friday 02 May	Wed 18 June – Thu 03 July

Events and activities	Proposed timing	Revised timing
WFP-final Evaluation Report version to USDA	Friday 30 May	
Review by USDA	Monday 02 Jun – Friday 27 Jun	
USDA-final version of Endline Evaluation Report	**Not later than Friday 27 June**	15 August 2025

Annex 3   People consulted during endline

1.   Table 22 provides a summary of all people consulted during the endline evaluation. The numbers include participants of KIIs and FGDs conducted with students, teachers, PTA members, school directors and other school staff during fieldwork, as well as other KIIs.

Table 22   People consulted

Organisation	F	M
Inception		
WFP Ethiopia	6	4
WFP Ethiopia sub-offices	5	3
WFP RBN	1	
WFP HQ	1	
USDA		1
WFP RCO Ethiopia		1
Federal Ministry of Education		3
Total	13	12
Endline data collection		
Dubti Woreda, Primary School A	5	8
Dubti Woreda, Primary School B	5	0
Dubti Woreda, Primary School C	9	11
Elidar Woreda, Primary School A	12	13
Elidar Woreda, Primary School B	5	8
Chifra Woreda, Primary School A	10	11
Chifra Woreda, Primary School B	6	11
Chifra Woreda, Primary School C	5	9
Chifra Woreda, Primary School D	7	10
Chifra Woreda, Primary School E	15	11
Yabello Woreda, Primary School A	10	15
Yabello Woreda, Primary School B	7	14
Yabello Woreda, Primary School C	5	8
Yabello Woreda, Primary School D	6	10
Yabello Woreda, Primary School E	4	5
Yabello Woreda, Primary School F	6	11
Babile Woreda, Primary School A	4	8
Babile Woreda, Primary School B	115	14
Babile Woreda, Primary School C	10	14
Babile Woreda, Primary School D	5	7

Organisation	F	M
Babile Woreda, Primary School E	11	12
Babile Woreda, Primary School F	7	5
Goal Ethiopia		1
Support for Sustainable Development		1
Imagine One Day		1
Regional Bureau of Health		3
Regional Bureau of Education		1
Woreda Education Office	1	6
Zonal Bureau of Education	2	4
Total	162	232

Annex 4   Team Roles and Responsibilities

1.   Table 23 spells out roles and responsibilities for Mokoro's endline evaluation team and highlights their relevant skills and experience.

Table 23   Team roles in the endline evaluation

Team member	Roles	Skills and relevant experience
Core Team		
Stephen Lister Team Leader (TL)	Team Leader with overall responsibility for all aspects of the evaluation, including: professional point of contact and continuing liaison with the Evaluation Manager; supervision of evaluation team members, and liaison with Quality Support advisers; lead author of Inception Report, and Endline Evaluation Report through successive iterations to finalisation; ensuring the finalisation of the reports through the DEQS process and to agreed timelines.	Extensive experience in undertaking and managing complex evaluations, including large-scale aid programmes at country and regional, as well as at policy, level. Team Leader of the recent Baseline and Mid-term Evaluations of WFP's USDA McGovern-Dole International Food for Education and Child Nutrition Programme's Support in Afar and Oromia regions in Ethiopia;
Doe-e Berhanu Senior Evaluator & Qualitative Lead	Ethiopia-based senior evaluator focusing on qualitative evaluation to supplement quantitative monitoring data. Leads on gender, equity and accountability issues, including community involvement in the programme.	Programmatic research and analysis experience on a range of evaluations that have focused on various sectors in Ethiopia, including education, agriculture, nutrition, and humanitarian and refugee assistance. Core team member for the Baseline and Midline Evaluation of this WFP USDA McGovern-Dole Programme.
Gadissa Bultosa Statistics expert and survey coordinator	Leads survey team and manages all aspects of survey data collection. Responsible for coordinating survey implementation, including the recruitment and training of enumerators, oversees the implementation of a statistically rigorous survey (including EGRA and KAPS components), and provides comprehensive quality assurance of work undertaken by the overall survey team. Provides oversight of, and guidance for, data cleaning and analysis process.	Highly qualified Ethiopian social statistician and evaluator with over 35 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. Core member of the Mokoro team that conducted the Baseline and Midline Evaluation of this WFP USDA McGovern-Dole Programme.
Dr Eleni Asmare Senior Evaluator (KAPS, health and nutrition)	Senior evaluator focusing on health, hygiene and nutrition issues, including special responsibility for the Knowledge, Attitudes and Practices Survey (KAPS). Leads review and refinement of KAPS and analyses findings from the endline KAP survey.	25 years of work experience with different NGOs and UN Agencies, in humanitarian and development contexts, nutrition in agriculture and food security policy advocacy, assessment, management, research, monitoring and evaluation. Previously led the Food and Nutrition Security Team at FAO's Sub-regional office for Eastern Africa. She joined the fieldwork team for the MTE.
Esayas Muleta Senior data analyst	Experienced Ethiopian statistician and research specialist. Lead responsibility for collating, quality assessing and survey data,. Responsible for setting up tools and ensuring data collected is stored securely. Works with survey coordinator on preparation of the main field work mission, delivering training, follow-up of survey field work data collection.	Highly experienced Ethiopian statistician and data analyst. Previously headed the National Statistical Data Quality and standards coordination directorate in Central Statistics Agency in Ethiopia for seven years. Extensive experience of designing survey methodologies, questionnaires, preparing enumerators, carrying out data analysis, data verification and processing. Esayas has a Masters in Statistics from Addis Ababa University.

Team member	Roles	Skills and relevant experience
Bereket Mulatu Qualitative research specialist	Qualitative research specialist participates in qualitative fieldwork. Contributes to workshops (feedback from qualitative fieldwork and validation of Evaluation Report). Contributes to the Evaluation Report.	Experienced researcher with a Degree in Law and experience working at Addis Ababa University as an M&E Officer. Experience in conducting research, project monitoring and evaluation.
Advisory & quality support		
Dr Muriel Visser Advisor / Quality Support	Continuing in this role from the baseline and mid-term evaluation, she 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/endline evaluations	Significant experience of carrying out evaluations for WFP under DEQAS, of undertaking global and complex evaluations for various UN agencies and other clients and extensive technical expertise in the areas of nutrition, education, food security, health and gender.
Dr Denis Alder Survey and statistics specialist	Expert support for the statistical and data management aspects of the quantitative survey, including supporting the design/refinement of data collection instruments, sampling strategy and evaluation methodology. Support to data management, including providing oversight of data cleaning process.	Highly qualified biostatistician with substantial experience in regression modelling, multivariate analysis, development of computer software for statistical analysis and simulation modelling. Supported both the baseline and the mid-term evaluations of this McGovern-Dole project.
Dr Solomon Areaya EGRA Expert and Technical Adviser	Assists liaison with the National Education Assessment and Examination Agency (NEAEA). Technical advice and support on EGRA methodology design, approach, instruments and workplan. Quality assurance review of draft EHRA findings and analysis.	Immensely experienced in EGRA techniques and the uses of EGRA in Ethiopia. 35 years of experience within the education sector. Supported the EGRA conducted by the MTE of this project.
Research and analytical support		
Jim Grabham Research coordinator	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 field visits, including coordinating logistics.	Mokoro Researcher with strong research, training, logistics and coordination skills, including qualitative and quantitative data collection, synthesis and analysis. Supported the MTE of this McGovern-Dole Project.
Kiflu Tesfaye Assistant data analyst	Under guidance of survey coordinator and senior data analyst; supports training of supervisors and enumerate, supports data management, cleaning and analysis.	An experienced statistician previously worked at the Ethiopian Central Statistical Authority as a senior programmer.
Assignment Management		
Céline Cornereau Assignment Manager	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.	Designated focal point for this evaluation and was the assignment manager for the Baseline Study and MTE of this programme. Manages the majority of Mokoro's WFP evaluations.

Annex 5   Evaluation Team Ethical Declarations

Conflict of interest disclosures

Conflict of Interest disclosure - Evaluation Team Members

I, **Stephen Lister**, confirm to the best of my knowledge, that I have no conflict of interest, as defined in the signed Long Term Agreement reference number (HQ20NF465-LTA-20), in connexion with the **Final Evaluation of WFP's USDA McGovern-Dole International Food for Education and Child Nutrition Programme's Support in Afar and Oromia regions of Ethiopia 2019 to 2025;**
I understand that I have an ongoing obligation to disclose to WFP, without any delay, any situation that may constitute a conflict of interest.
I further understand that, without prejudice to any other rights or remedies, WFP reserves the right to verify the representation made above, along with any disclosed information, and to terminate the awarded contract if Mokoro Ltd. or I have been found to have a conflict of interest.

Name in full: Stephen Edward Lister

Date: 29 August 2024

Signature:

Conflict of Interest disclosure - Evaluation Team Members

I, Denis Alder, confirm to the best of my knowledge, that:

— I have no conflict of interest, as defined in the signed Long Term Agreement reference number (HQ20NF465-LTA-20), in connexion with the **Final Evaluation of WFP's USDA McGovern-Dole International Food for Education and Child Nutrition Programme's Support in Afar and Oromia regions of Ethiopia 2019 to 2025;**

— I need to disclose the following situation that may give rise to a conflict of interest:

I understand that I have an ongoing obligation to disclose to WFP, without any delay, any situation that may constitute a conflict of interest.
I further understand that, without prejudice to any other rights or remedies, WFP reserves the right to verify the representation made above, along with any disclosed information, and to terminate the awarded contract if Mokoro Ltd. or I have been found to have a conflict of interest.

Name in full: Denis Alder

Date: _29th August 2024

Signature:

Conflict of Interest disclosure - Evaluation Team Members

I, Doe-e Berhanu, confirm to the best of my knowledge, that:

— I have no conflict of interest, as defined in the signed Long Term Agreement reference number (HQ20NF465-LTA-20), in connexion with the **Final Evaluation of WFP's USDA McGovern-Dole International Food for Education and Child Nutrition Programme's Support in Afar and Oromia regions of Ethiopia 2019 to 2025**;

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

I further understand that, without prejudice to any other rights or remedies, WFP reserves the right to verify the representation made above, along with any disclosed information, and to terminate the awarded contract if Mokoro Ltd. or I have been found to have a conflict of interest.

Name in full: **Doe-e Berhanu**

Date: August 29, 2024

Signature: *Doe-e Berhanu*

Representation/disclosure made by the Evaluation Team Members

I, the undersigned, Gadissa Bultosa, duly authorized representative of B & M Development Consultants Plc, Mokoro's implementing partner (sub-contractor) for the **Final Evaluation of WFP's USDA McGovern-Dole International Food for Education and Child Nutrition Programme's Support in Afar and Oromia regions of Ethiopia 2019 to 2025**, hereby represent, to the best of my knowledge, that:

— B & M Development Consultants Plc and our team of associate consultants Gadissa Bultosa, Esayas Muleta and Kiflu Tesfaye taking part in this evaluation have no conflict of interest, as defined in the signed Long Term Agreement reference number (HQ20NF465-LTA-20), in connexion with this Evaluation;

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

I further understand that, without prejudice to any other rights or remedies, WFP reserves the right to verify the representation made above, along with any disclosed information, and to terminate the awarded contract if Mokoro Ltd. or B & M Development Consultants Plc or a member of our team of consultants taking part in this evaluation have been found to have a conflict of interest.

Title: Gadissa Bultosa
General Manager

Date: 29 Aug 2024

Signature:

Conflict of Interest disclosure - Evaluation Team Members

I, Jim Grabham, confirm to the best of my knowledge, that I have no conflict of interest, as defined in the signed Long Term Agreement reference number (HQ20NF465-LTA-20), in connexion with the **Final Evaluation of WFP's USDA McGovern-Dole International Food for Education and Child Nutrition Programme's Support in Afar and Oromia regions of Ethiopia 2019 to 2025;**

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

I further understand that, without prejudice to any other rights or remedies, WFP reserves the right to verify the representation made above, along with any disclosed information, and to terminate the awarded contract if Mokoro Ltd. or I have been found to have a conflict of interest.

Name in full: James Michael Grabham

Date: 29 August 2024

Signature:

Representation/disclosure made by the Evaluation Team Members

I, the undersigned, Dr Alistair Hallam, duly authorized representative of Valid Evaluations, Mokoro's sub-contractor for the **Final Evaluation of WFP's USDA McGovern-Dole International Food for Education and Child Nutrition Programme's Support in Afar and Oromia regions of Ethiopia 2019 to 2025**, hereby represent, to the best of my knowledge, that:

Valid Evaluations Limited and our consultant Eleni Asmare Jenberie taking part in this evaluation have no conflict of interest, as defined in the signed Long Term Agreement reference number (HQ20NF465-LTA-20), in connexion with this Evaluation;

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

I further understand that, without prejudice to any other rights or remedies, WFP reserves the right to verify the representation made above, along with any disclosed information, and to terminate the awarded contract if Mokoro Ltd. Or Valid Evaluations Limited or a member of our team of consultants taking part in this evaluation have been found to have a conflict of interest.

Company seal and Signature:
Responsible signatory (full name and title of the authorised signatory): __
Title: Dr Alistair Hallam - Director __

Date: 29th August 2024

Signature: *Alistair Hallam*

Sub-contractor's corporate stamp

Conflict of Interest disclosure - Evaluation Team Members

I, Bereket Mulatu, confirm to the best of my knowledge, that:

- I have no conflict of interest, as defined in the signed Long Term Agreement reference number (HQ20NF465-LTA-20), in connexion with the **Final Evaluation of WFP's USDA McGovern-Dole International Food for Education and Child Nutrition Programme's Support in Afar and Oromia regions of Ethiopia 2019 to 2025;**
- ~~I need to disclose the following situation that may give rise to a conflict of interest:~~

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

I further understand that, without prejudice to any other rights or remedies, WFP reserves the right to verify the representation made above, along with any disclosed information, and to terminate the awarded contract if Mokoro Ltd. or I have been found to have a conflict of interest.

Name in full: Bereket Mulatu

Date: 19th December 2024

Signature:

Pledges of ethical conduct in evaluation

ETHICAL GUIDELINES FOR EVALUATION
PLEDGE OF ETHICAL CONDUCT IN EVALUATION

UNEG
United Nations Evaluation Group

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

INTEGRITY
I will actively adhere to the moral values and professional standards of evaluation practice as outlined in the UNEG Ethical Guidelines for Evaluation and following the values of the United Nations. Specifically, I will be:
- **Honest and truthful** in my communication and actions.
- **Professional**, engaging in credible and trustworthy behaviour, alongside competence, commitment and ongoing reflective practice.
- **Independent, impartial and incorruptible.**

ACCOUNTABILITY
I will be answerable for all decisions made and actions taken and responsible for honouring commitments, without qualification or exception; I will report potential or actual harms observed. Specifically, I will be:
- **Transparent regarding evaluation** purpose and actions taken, establishing trust and increasing accountability for performance to the public, particularly those populations affected by the evaluation.
- **Responsive** as questions or events arise, adapting plans as required and referring to appropriate channels where corruption, fraud, sexual exploitation or abuse or other misconduct or waste of resources is identified.
- **Responsible** for meeting the evaluation purpose and for actions taken and for ensuring redress and recognition as needed.

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

BENEFICENCE
I will strive to do good for people and planet while minimizing harm arising from evaluation as an intervention. Specifically, I will ensure:
- **Explicit and ongoing consideration of risks and benefits** from evaluation processes.
- **Maximum benefits** at systemic (including environmental), organizational and programmatic levels.
- **No harm.** I will not proceed where harm cannot be mitigated.
- **Evaluation makes an overall positive contribution** to human and natural systems and the mission of the United Nations.

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

Evaluation	Final Evaluation of WFP's USDA McGovern-Dole International Food for Education & Child Nutrition Programme's Support in Afar & Oromia regions in Ethiopia 2019 to 2025
Date	30-Aug-2024
Signature	Stephen Lister (Digitally signed by Stephen Lister DN: cn=Stephen Lister, o=Mokoro Ltd, ou=Mokoro Ltd, email=slister@mokoro.co.uk, c=GB Date: 2024.08.30 10:50:57 +01'00')
Name	Stephen Lister

Stephen Lister

ETHICAL GUIDELINES FOR EVALUATION
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Evaluation Final Evaluation of WFP's USDA McGovern-Dole International Food for Education & Child Nutrition Programme's Support in Afar & Oromia regions in Ethiopia 2019 to 2025

Date

Signature Digitally signed by Denis Alder
DN: cn=Denis Alder, c=GB, o=Denis Alder Consulting, email=post@denisalder.com
Location: Oxford
Date: 2024.09.30 12:01:35 +01'00'

Name

Denis Alder

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Evaluation Final Evaluation of WFP's USDA McGovern-Dole International Food for Education & Child Nutrition Programme's Support in Afar & Oromia regions in Ethiopia 2019 to 2025

Date 30-Aug-2024

Signature *Doe -e Berhanu*

Name Doe-e Berhanu

Doe-e Berhanu

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

Evaluation   Final Evaluation of WFP's USDA McGovern-Dole International Food for Education & Child Nutrition Programme's Support in Afar & Oromia regions in Ethiopia 2019

Date   25/09/2024

Eleni Asmare

ETHICAL GUIDELINES FOR EVALUATION
PLEDGE OF ETHICAL CONDUCT IN EVALUATION

UNEG
United Nations Evaluation Group

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

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Evaluation   Final Evaluation of WFP's USDA McGovern-Dole International Food for Education & Child Nutrition Programme's Support in Afar & Oromia regions in Ethiopia 2019 to 2025

Date   30 Aug 2024
Signature

Name   Esayas Muleta

Esayas Muleta

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Evaluation Final Evaluation of WFP's USDA McGovern-Dole International Food for Education & Child Nutrition Programme's Support in Afar & Oromia regions in Ethiopia 2019 to 2025

Date 29-Aug-2024

Signature Solomon Areaya Kassa
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Date: 2024.08.29 13:44:11 -07'00'

Name Solomon Areaya

Solomon Areaya

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Evaluation Final Evaluation of WFP's USDA McGovern-Dole International Food for Education & Child Nutrition Programme's Support in Afar & Oromia regions in Ethiopia 2019 to 2025

Date 30-Aug-2024

Signature Jim Grabham
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Name JAMES GRABHAM

Jim Grabham

Muriel Visser

Gadissa Bultosa

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Evaluation: Final Evaluation of WFP's USDA McGovern-Dole International Food for Education & Child Nutrition Programme's Support in Afar & Oromia regions in Ethiopia 2019 to 2025

Date 09/28/2024
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Name *Kiflu Tesfaye*

Kifllu Tesfaye

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Date 25-Sep-2024
Signature Céline Cornereau
Digitally signed by Céline Cornereau. DN: OU=Programme Coordinator, O=Mokoro, CN=Céline Cornereau, E=ccornereau@mokoro.co.uk. Reason: I agree to the terms defined by the placement of my signature in this document. Location: Abingdon, UK. Date: 2024.09.25 09:43:28+01'00'. Foxit PDF Reader Version: 2024.2.0

Name Céline Cornereau

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Evaluation
Final Evaluation of WFP's USDA McGovern-Dole International Food for Education & Child Nutrition Programme's Support in Afar & Oromia regions in Ethiopia 2019 to 2025

Date 20-Dec-2024

Signature

Name Bereket Mulatu

Bereket Mulatu

Annex 6   The Gender and Inclusion Context

National gender context

1.   Ethiopia has progressive gender laws and policies and is signatory to several international conventions and protocols on gender equity, equality and women's empowerment. [154] Key policy and legal frameworks supporting gender and disability inclusion include the National Policy on Women, the National Plan of Action for the Inclusion of Persons with Disabilities, and several proclamations concerning labour, civil service, and building accessibility. These frameworks are designed to ensure equal rights, opportunities, and full participation for women and persons with disabilities across all areas of life

2.   Ethiopia has made significant strides in promoting gender quality over the years, but much remains to be done in implementing laws and policies so as to meaningfully address deep-rooted gender norms and inequalities which limit access to education, employment and health services for women and girls. Poor women who lack resources and assets are more vulnerable to shocks.[155]

3.   Significant improvements in access to education, healthcare and other basic social services have contributed to increasing net primary enrolment for girls and reducing maternal and child mortality. The Net Enrolment Rate (NER)[156] for boys in primary school was 98.1percent and for girls 90 percent nationally during 2023/23 (GoE, 2024a). The expansion of primary and adult education has played a significant role in increasing literacy rates among women and men and boys and girls. However, gendered social norms and economic disadvantages still constrain women's educational attainment, with only 12.9 percent of men and 7.7 percent of women graduating from high school attending university, and a gender gap in tertiary enrolment at 59 percent (WEF, 2024).[157]

National disability and inclusion context

4.   The enrolment rate of children with special educational needs[158] remains low. Of nearly 3 million children aged 7-14 with special educational needs, only 11.8 percent are enrolled in primary and middle schools, with enrolment of female students less than males in all regions. In Afar, the Gross Enrolment Rate (GER) for students in this category is 6 percent while it is 6.2 percent in Oromia (GoE, 2023a).

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[154] The Ethiopian government is a signatory to the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), the Beijing Platform for Action, the Sustainable Development Goals (SDGs), which include ending violence against women and girls by 2030 (SDG goal 5), the Maya Declaration on Economic Rights, and the Africa Renaissance Agenda 2063, committing to a specific goal on full gender equality in all spheres of life. Ethiopia is also a signatory to the African Charter on Human and Peoples' Rights, and on the Rights of Women in Africa (the Maputo Protocol), with some reservations related to marriage and inheritance.

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

[156] The Net Enrolment Ratio (NER) for primary school, which also includes enrolment of Alternative Basic Education (ABE) in addition to Primary level, is a measure of students' enrolment in Primary who are between the ages of 7 to 12.

[157] According to the Global Gender Gap Index (GGGI), Ethiopia ranks 79th globally out of 146 countries, having closed 70.9 percent of the gender gap, 0.2 percent worse than the country's position in 2023 and falling 4 places in the rankings. The country has made significant progress on the Health and Survival sub-index over the years, ranking 66th globally in 2024 and closing 97.1 percent of the gap. When it comes to educational attainment, Ethiopia has closed 86.5 percent of the gender gap but still has one of the lowest parity levels globally at 136th place (compared to 135th place in 2023). There is significant closing of gaps in enrolment in primary (93.1 percent) and secondary (97 percent) education, while the gap in tertiary education enrolment remains wide at 59.8 percent. While the 2020 GGGI rankings had Ethiopia at 16th place globally in terms of political empowerment, mainly due to the substantial increase in women's presence in political institutions, the 2024 GGGI sees Ethiopia fall to 31st place in women's political empowerment, with progress hampered by a reduction of women in ministerial positions. (WEF, 2021, WEF, 2022, WEF, 2023, WEF, 2024).

[158] Calculated based on the World Health Organization (WHO) estimate that 15 percent of the total population has special needs.

5.   While Ethiopia has ratified the Convention on the Rights of Persons with Disabilities,[159] the understanding of disability and special educational needs is a relatively new and evolving area within the Ethiopian education system. The country's Special Needs and Inclusive Education Strategy (GoE, 2012b) articulates the rights of students with special educational needs to access all education levels. The national strategy, echoed at regional, zonal and woreda levels, follows an inclusive education approach whereby students with special needs are educated within regular schools. This has implications for schools' physical facilities, as well as for training and supporting teachers to meet the needs of children with disabilities.

Gender context in McGovern-Dole project areas[160]

6.   Pastoralist communities in Ethiopia remain at the margins of national economic and political life. Pastoral women experience double marginalization: they face the same discrimination and marginalization as other women in Ethiopia while also living in remote areas with very limited or no access to basic social services. 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 women's status and social capital affect pastoral women's control over their labour (UNDP et al., n.d.).

7.   Harmful traditional practices (HTPs) such as child marriage and female genital mutilation (FGM),[161] although declining, remain prevalent and affect girls' access to education. These may be accentuated in times of increased poverty when families resort to negative coping mechanisms. Nationally, marriage before age 18 accounts for 58 percent of total marriages; 16 and 17 years are the median age at first marriage in Afar and Oromia respectively.

8.   Qualitative findings of the baseline evaluation showed continued pressures for early marriage as the biggest obstacle to girls' completing their education in Afar. The strong tradition of *absuma*, whereby young girls are married to much older relatives by the time they start menstruating, is considered by many in the community as such an integral part of the culture and religion that even Parent Teacher Associations (PTAs) endorse the practice.

9.   The role of education in addressing unpaid care work and gender-based violence (GBV), including child marriage, FGM and spousal violence cannot be overstated. Unpaid care work is one of the key drivers of gender inequality in Ethiopia, with women and girls engaged in unpaid care spending less time on education, paid work, self-care and rest, and community/political engagement. Data show that only slightly more than one-third (37 percent) of husbands provide any help with household chores, but the more educated and the wealthier the woman, the more likely it is that her husband participates in household chores. Eighty-seven percent of women with more than secondary education participate in decision-making regarding their own health care and household issues (compared with 68 percent of women with no education), while 80 percent of women in the highest wealth quintile participate in similar decision-making compared with 65 percent in the lowest wealth quintile. Women's education is inversely correlated with spousal violence – women with no education are more likely to have experienced physical, sexual, or emotional violence (36 percent) than women with more than secondary education (17 percent). Likewise, husbands/partners who have more than a secondary education are less likely (18 percent) to commit physical, sexual, or emotional spousal violence than their peers with no education (36 percent) or with primary education (34 percent). When it comes to child marriage and FGM, data show the median age at

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[159] Ethiopia signed the2006 convention in 2007 and ratified it in 2010.

[160] This section draws on the gender analysis conducted for the baseline study (which is fully reported as Annex M of Lister et al, 2022a).

[161] Afar registers the second highest (after Somali) FGM prevalence rate among women aged 15-49 (91 percent); the rate for Oromia is 76 percent (CSA & DHS Program, 2016).

first marriage rising from 16.3 years among women with no education to 24 years among women with more than secondary education. Attitudes of men and women on whether FGM is required by religion also reflect levels of education – 31 percent of women and 24 percent of men with no education state that FGM is required by religion, but only 8 percent of women and 12.7 percent of men with secondary education believe the same (CSA & DHS Program, 2016).

Evolution of WFP gender approach

10.   The implementation of the school feeding project has been taking place amidst ETCO-wide efforts to strengthen programmatic and operational focus on gender equality in alignment with the WFP Corporate Strategic Plan (2022–2025), the WFP Gender Policy 2022 (WFP, 2022h), and relevant international frameworks on Gender Equality and Women's Empowerment (GEWE). It is also during the project implementation period and with the support of the McGovern-Dole program (MGD Indicator #10 – Development of policies, regulations and administrative procedures) that the national School Feeding Policy Framework and Implementation Strategy (GoE, 2021a) was developed, which includes amongst its key objectives improving student gender parity and establishing special incentive systems for female students and those with special needs to enable them to enrol and stay in school.

Annex 7   The Context for School Feeding in Ethiopia

The context for school feeding in Ethiopia

1.   **National policy and WFP support.** WFP has supported school feeding in Ethiopia since 1994 and remains the main partner for Government in delivering school feeding. The multi-year national ESDP has emphasised the importance of expanding school meals to food-insecure and vulnerable areas, particularly pastoralist areas and chronically food-deficit highland districts with lower school enrolment and higher gender disparity. WFP supported the drafting of the national school feeding policy adopted in 2021, which includes an ambition to scale up school feeding to universal coverage for pre-primary and primary schools by 2030 (GoE, 2021a).

2.   WFP's Country Strategic Plan (CSP) for 2020–2025, highlights school feeding as a contribution to its Strategic Outcome 2[162] through the following outputs (for more detail see Box 11 below):

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

Box 11   School feeding in the WFP Country Strategic Plan 2020-2025

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.

72. 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. 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.

73. 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.

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[162] "Vulnerable and food-insecure populations in targeted areas have increased resilience to shocks by 2025".

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.

Assumptions

80. Assumptions include support for WFP's efforts from the Government and donors, local organizations and women and men in targeted communities; a conducive and stable macroeconomic, political and security environment in the country that allows access for the delivery of food and CBTs; commitment of the Government; and availability of microinsurance and microcredit.

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.

Source: WFP, 2020b, p18-20.)

3. **Previous Phase of McGovern-Dole Support.** A McGovern-Dole Food for Education programme was approved in November 2012 and closed in early 2018. Final evaluation findings are summarised in ¶56 of the main report.

4. **Home-Grown School Feeding (HGSF).** WFP and MoE collaborated on a pilot HGSF project in the Southern Nations Nationalities and Peoples Region (SNNPR) in 2012 The pilot expanded and from 2014 the model was replicated in Oromia. By 2017, HGSF programmes in Oromia and SNNPR were targeting 139,000 students in 286 schools (SABER, 2015, WFP, 2017a). A fresh food component was introduced in 2022 (WFP, 2023b). As of 2023, the HGSF programme in SNNPR had expanded to reach 84,000 school children in 224 schools, with 15,000 children in 45 schools covered by the fresh food pilot. Further, the regional government in Oromia has expanded their HGSF programme to target 7.5 million children in the 2023/2024 academic year.[163]

5. **Emergency School Feeding (ESF).** As part of the government-led response to the 2015/16 El Niño drought, the MoE developed an education-in-emergency response plan which included school feeding The ESF programme framework emulated the HGSF programme, with linkages to local farmers' cooperatives in surplus-producing areas to provide the grains and legumes needed for the school meals.[164] The ESF model is still the basis of school feeding efforts by the Afar regional government (see Box 12 below).

<p style="text-align:center"><b style="color:#2E74B5">Box 12   School feeding in Afar Region</p>

Afar Region, unlike Oromia, does not have an explicit school feeding policy, though it has long experience with school feeding, including through previous periods of McGovern-Dole support and through the government's Emergency School Feeding (ESF) programme. Opportunities for procurement within the region are much more limited than for Oromia, though some land along the Awash river has been set aside to support HGSF, and France is supporting a school gardens project in about 25 pilot schools. There is also a plan to enable schools to raise income from salt production. In 2023/24 The ESF programme was reported to be supporting 320 schools, including alternative basic education centres (ABECs). Funding is limited by budget constraints (with the region's budget

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[163] ETCO based on confidential donor records

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

failing to keep up with inflation), and participating schools/ABECs receive only enough food for part of each semester. The menu is inferior to McGovern-Dole's, and, as in Oromia, feeding takes place five days a week for as long as supplies last.

Initial selection of Afar schools to participate in the McGovern-Dole project was based on prioritising areas with food security challenges, while avoiding urban areas and areas where other agencies are providing school feeding (the Save the Children Fund (SCF) was serving three woredas for a time). In order to reduce school numbers in line with McGovern-Dole expectations, the Region determines the number of schools to be cut by each woreda, and leaves it to the woreda to determine the resulting priorities. If/when the McGovern-Dole project terminates, ESF resources will be transferred from ABECs – the ex-WFP schools will get priority "because they are used to school feeding" (KII).

The transition experiences from Afar highlight concerns for equity and sustainability. The potential diversion of ESF from ABECs to ex-McGovern-Dole schools is a concern, and the gulf between McGovern-Dole school feeding standards and those of the Region highlights the challenges of sustainability,.

Source: Lister et al, 2024a, ¶146-148, based on KIIs

6.   Building on a charitable initiative, **Addis Ababa City Administration** launched an ambitious school feeding programme in 2019. It was interrupted when schools all over the country closed due to the Covid-19 pandemic, but universal school feeding coverage is now provided in Addis Ababa in public schools reaching nearly 800,000 school children.[165] From 2020 **save the Children** implemented a school feeding programme funded by the Global Partnership for Education (GPE) across five regions of Ethiopia, including Afar, reaching over 220,000 children, but this ended in 2023.[166]

7.   **Additional WFP activities.** Between 2021-2023 WFP obtained support from France for a HGSF project in SNNPR which included links to local markets and school gardens. WFP has also recently received support from France for a HGSF pilot in Afar's Zone 3, where 32 schools under the McGovern-Dole project will receive cash from France for local procurement of fresh food items to supplement the staple commodities provided by USDA. Schools will also receive school gardening support and 300 smallholder farmers will also be supported to build production capacity to enable scale-up of the HGSFP. WFP has also received some NORAD support for HGSF in the south. (Source: ETCO) A 2023 outcome survey also noted WFP school feeding activity in Amhara and Tigray regions.[167]

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[165] ETCO

[166] In 2021 the programme areas were listed as: Afar Region (Asyita, Abaala and Afambo woredas), Amhara Region (Sahla, Tsagbgi and Abergelie), Oromia Region (Lege Hida, Gura Dhamule and Rayitu), Somali Region (Filtu, Mubarak and Kedaduma), and Sidama Region (Borocha) (SCI Ethiopia, 2021). None of the SCF woredas were included in the McGovern-Dole project.. See also https://www.egeresource.org/profiles/programs/7efbf6b4-80ca-4e77-a68f-ba3effc06de4/ and https://www.globalpartnership.org/blog/ethiopia-nutritious-meals-help-children-learn.

[167] "As of June 2023, WFP's school feeding program reaches 367,544 children with on-site meals across Afar, Amhara, Oromia and Southern Nations, Nationalities, and Peoples and Tigray Regions." (Abebe, 2023)

Annex 8   The McGovern-Dole Project in Ethiopia

Introduction

1.   This annex complements Section 1.3 of this Inception Report. It provides a more detailed description of the design of the programme, and provides some supplementary detail on implementation.

2.   The USDA's McGovern-Dole International FFE and Child Nutrition Program is a 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), agreement amendment II (USDA & WFP, 2019) and the most recent version of the agreement between USDA and WFP (USDA & WFP, 2023b). The Covid-19 pandemic and a delayed commencement of school feeding led to significant adaptations of the programme, which were extensively discussed in the baseline report.

3.   Two amendments were signed in 2023. An amendment signed in February 2023 followed approval of the Baseline Evaluation Report. It included a one-year no-cost extension, on account of the delays at the front end of the project and further delays caused by the northern conflict. It included amendments to update indicator targets for baseline, FY23-FY25 and life of project. These adjustments are reflected in the review of McGovern-Dole indicators in Annex 9. The no-cost extension is also intended to allow revised timing of the endline evaluation.

4.   A further amendment signed in April 2023, reflected the approval of some additional funds to take account of the effects of global inflation on the commodity and freight budget, These funds are intended to allow WFP to call forward the quantities of commodities anticipated under the original agreement.

5.   Another significant development is the decision that WFP would resume direct responsibility for all transport for the project. This reflects wider concerns in Ethiopia about the risks of diversion of aid commodities, as well as increased difficulties in obtaining private transport contractors on account of conflict and security concerns.

6.   Table 24 below shows key dates in the project's evolution, including relevant evaluations and their reports.

Table 24   Key dates for the McGovern-Dole project

Milestone	Date	Reference
WFP Project Submission to McGovern-Dole	2018	
Project Agreement	September 2019	WFP, 2018b
Project Amendment I	December 2019	USDA & WFP, 2019
Commencement of Baseline/Endline Evaluation	June 2020	
Baseline Inception Report	February 2021	Lister et al, 2021a
Baseline Report Finalised	March 2022	Lister et al, 2022a
Project Amendment II	February 2023	USDA & WFP, 2023a
Final USDA approval of Baseline Report	May 2023	Lister et al, 2022a
Project Amendment III	July 2023	USDA & WFP, 2023b
Commencement of Mid-Term Evaluation & EGRA Survey	September 2023	
Mid-Term Inception Report	November 2023	Lister et al, 2023a
Mid-Term Evaluation Report	May 2024	Lister et al, 2024a

Source: Evaluation Team

Context and scope

7.   The background to school feeding in Ethiopia is summarised in Annex 7. A previous McGovern-Dole project operated in Afar and Somali Regions and was the subject of an impact evaluation completed in 2018 (Visser et al, 2018b).

Geographical focus and targeting

8.   The project's geographical focus is on Afar Region and two zones (East Hararghe and Borana) within the neighbouring Oromia Region. Participating woredas had not been selected at the time of preparing the project application to USDA, and the proposed approach to targeting was as described in Box 13 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 were included.[168]

<p align="center">**Box 13   Project proposal on targeting**</p>

11.5 Method of Choosing Beneficiaries

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

11.6 Target Geographic Area

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

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

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

Duration

9.   The project was originally designed to commence in 2019 and finish in 2024; its scheduled end date after the no-cost extension is 30 September 2025 (USDA & WFP, 2023a). The endline evaluation is scheduled to be completed before the project closes, in time to influence any successor project.

Budget (from McGovern-Dole project agreement)

10.   The total USDA budget for this project is USD 28.4 million, of which USD 12.7 million is provided in cash, with the remainder covering the costs of providing commodities in kind (see Table 25 below). The commodities to be provided by USDA include vegetable oil, fortified milled rice, and fortified corn soy blend

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[168] Subsequently McGovern-Dole coverage in East Hararghe has been reduced to three woredas, with the fourth having proved impractical due to security concerns.

(CSB Plus). No formal cost sharing is shown in the USDA budget, but some other contributions were expected, including iodized salt to be provided by GoE.

Table 25   Total McGovern-Dole Food for Education Budget

Component	Amount USD
Commodity cost	10,556,498.44
Freight cost	5,072,587.85
total in kind	15,629,086.29
Administrative costs (cash portion)	12,744,101.21
grand total	**28,373,187.50**

Source: amendment to project agreement FFE-663-2018/013-00-A (USDA & WFP, 2023b).

11.   Table 26 below shows the detailed breakdown of the cash budget, including specifications of the activities to be funded.

Table 26   Breakdown of McGovern-Dole 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 and Hygiene Practices	**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
Activity 5 – Build Capacity	**227,132.51**
• Enable regional and federal members of the government to attend regional fora and meetings on school feeding	40,000.00
• Policy and strategic support for the creation of a national coordination body for school meals	30,000.00
• Training to smallholder farmer cooperatives to provide commodities to schools for nationally-led home-grown school feeding	100,000.00
• Technical assistance to the regional bureaus of education and workshops	50,000.00
• All other activity management costs	7,132.51

Component	Amount USD
Activity 6 – Promote Improved Literacy	**416,875.67**
• School Learning Materials for 160 schools	128,000.00
• Indoor and outdoor learning materials for 160 schools	240,000
• Merit-based award initiatives that are aimed at promoting teacher attendance	34,000.00
• All other activity management costs	14,875.67
Activity 7 – Promote Increased Enrolment	**8,620.04**
• Covers awareness campaigns on the benefits of education (development of SBCC material in form of radio ad to be run in local language), as well as activity management costs.	8,620.04
total Activities budget	**3,740,826.27**
Administrative	**2,269,727.91**
• Professional services	681,359.40
• Other	1,588,368.51
Internal Transportation, Storage, and Handling	**5,098,770.48**
• Other	5,098,770.48
Total Indirect Costs	**1,634,766.55**
total cash budget	**12,744,101.21**

Source: amendment to project agreement FFE-663-2018/013-00-A (USDA & WFP, 2023b).

Complementary inputs

12.　　Although no formal cost sharing is shown in the McGovern-Dole budget, various complementary inputs were anticipated, of which the following contributions materialised, in varying degrees:

- The food basket has been complemented by pulses, iodized salt and fresh foods procured locally through non-USDA resources mobilized by the Government of Ethiopia and WFP.
- In Afar, WFP has piloted of the use of fresh vegetables and fruits to contribute to improved dietary diversity and increased nutritional value.
- WFP sought to mobilize additional USD 1.2 million to complement the food basket through provision of salt and pulses for this proposal. (This compares with WFP's mobilisation of about USD 100,000 for procurement of iodized salt to complement ongoing McGovern-Dole in-kind donation during the 2014–2018 precursor project.)
- Communities have also been encouraged to make in-kind and cash contributions towards the implementation of school meals. In the previous McGovern-Dole grant, these contributions were estimated at USD 10.6 million. In this project, the community contribution was estimated at USD 18 million.
- As an example, for Activity 2 (construction of feeding shelters and store rooms), communities have supported construction and rehabilitation of school feeding infrastructure including provision of both labour and materials. (Source: ETCO, 11 October 2024)

Objectives

13.　　The project agreement describes the project objectives as:

- Improve student attendance and reduce short-term hunger through the provision of a daily school meal;
- Increase student enrolment by raising community awareness of the importance of education to parents and community members following a national community-based mobilization model;
- Improve literacy among children and quality of education through teacher recognition and provision of school kits and indoor/outdoor materials;
- Improve health and dietary practices of students through rehabilitation/rebuilding of water, sanitation and hygiene facilities;

- Improve food preparation and cooking practices by provision of training, sensitization, and fuel-efficient stoves; and
- Increase government ownership and strengthen national capacities through training and mentoring aimed at developing a school feeding programme with lasting impact.

Results framework and theory of change

14.　　The project's results framework is reproduced in Annex 12 (see Figure 37, Figure 38 and Figure 39). A more detailed inferred theory of change (Figure 40) was prepared in consultation with ETCO at baseline, and further revised for the MTE. It is fully explained in Annex 12.

Activities – design

15.　　This section provides more detail on the constituent activities of the planned project, as reflected in the initial project agreement (USDA & WFP, 2019). They are described in the same sequence as adopted for the inferred theory of change (see Figure 40 in Annex 12). The items listed under activities reflect the agreed targets incorporated in the 2023 amendment to the project agreement (Table 26 above).

Activity 1 – Food Distribution

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

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

Activity 1 – Food Distribution
A mid-day meal and take-home ration to school children in pre-primary and primary schools in Afar and Oromia regions includes:
- purchase and distribution of non-food items in 270 schools, used to directly implement school feeding
- Renovation of 225 kitchens, including provision of fuel-efficient stoves and assessment of effective fuel-efficient stove type
- visibility boards for each school
- Cost for monitoring the distribution of commodities and all other activity management costs

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16.　　School children ("O" class, pre-primary, and primary) in approximately 450 schools in Afar and Oromia regions were to receive an onsite, b consisting of 120g of fortified rice, 35g of pulses, 13g of fortified vegetable oil and 3g of iodized salt for 3 days alternated with a mid-morning porridge of 120g of CSB+, 8g of vegetable oil, and 3g of iodized salt for two days in a week for the 176 school days in a year. In pre-primary schools, students would be provided with the same ration size, but it would be served to students as a breakfast and then again as a mid-morning snack.

17.　　The meal would be supplemented with 3g of iodized salt provided by WFP and local fruits and vegetables from the REB fund allocated under the HGSF programme.

18.　　Girls in grades 5 and 6, and boys in grade 6 in Afar that maintain an attendance of at least 80 percent, would receive a take-home ration *(Activity 1.2)* of 12.5 kg of fortified rice each quarter.[169]

19.　　The annual targets for schools and children receiving McGovern-Dole school feeding are shown in Table 27 below. These reflect an intention to progressively scale down the McGovern-Dole activity,

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[169] However, according to the Evaluation Plan the THR was to be provided three times a year (WFP, 2020a), p2. In practice, because of constraints on commodities not all schools in Afar were included in the THR programme .

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 27   Annual targets for children and schools

Breakdown in project proposal

	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: WFP, 2018b,

Targets in initial project agreement (2019)

	Year 1 (FY2020)		Year 2 (FY2021)		Year 3 (FY2022)		Year 4 (FY2023)		Year 5 (FY2024)	
	Children	Schools	*Children*	Schools	*Children*	Schools	*Children*	Schools	*Children*	Schools
Total	187,425	450	174,420	432	163,640	411	151,762	377	139,000	348

Source: USDA & WFP, 2019.

Note: the binding targets in the project agreements are not broken down by region so the project proposal is the only source for the expected regional breakdown

Activity 2 – Support Improved Safe Food Preparation and Storage

> **Implemented by: WFP**
> **Location**: Afar, Oromia
> **Partners**: Government of Ethiopia
>
> **Objective**: To provide a supportive and safe environment for the preparation and distribution of school meals programme

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

20.   The initial project agreement expected that WFP would equip approximately 270 schools with cooking equipment and tools, equip all participating schools with eating utensils, and rehabilitate kitchens and build fuel-efficient stoves in approximately 225 schools.

21.   In collaboration with local communities, WFP would rehabilitate storerooms in 40 schools.

22.   WFP would train all participating cooks from approximately 450 schools on safe food preparation and storage practice.in year one, with refresher training in year three,

23.   WFP would also train school directors, PTA members and school meals committees from all participating schools in on food preparation and management, in year one, with refresher training in year

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.

24.   The THR (Activity 1.2 above) was expected to be complemented with sensitization campaigns on the importance of education in the communities (*Activity 7.1*). Based on GoE's community mass-mobilisation model, WFP would support REBs to conduct annual enrolment campaigns at target schools with low enrolment. WFP would develop Information Education Communication (IEC) materials on the benefits of education, parental education for children's grown-h monitoring for sustainable and productive development, and broadcasts on local radio stations.

25.   To jointly leverage resources, WFP, with UNICEF and the MoE, would conduct joint awareness and school enrolment campaigns for literacy, nutrition, health and hygiene.

Activity 6 – Promote Improved Literacy

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

> **Activity 6 – Promote Improved Literacy**
> - School Learning Materials for 160 schools
> - Indoor and outdoor learning materials for 160 schools
> - Merit-based award initiatives that are aimed at promoting teacher attendance
> - All other activity management costs

26.   Under this activity, WFP would:

- 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.
- In collaboration with the MoE, link schools with other activities taking place nationally and regionally that complement McGovern-Dole.
- Work with MoE and the REBs to train each woreda education office to manage literacy data, which includes monitoring, reporting and coordinating to make sure that literacy needs in the region are being met by the REB.
- With REB support, decide which schools need what materials based on a needs assessment. This would include identifying relevant supplementary reading materials development under the READ-Community Outreach activity of USAID.
- Dedicate a member of its technical unit to serve a s a regional coordinator for the REB in Afar to support the literacy programme.

27.   In Afar, WFP would also:

- Promote teacher attendance trough merit-based awards.
- Provide school kits and indoor and outdoor learning materials.
- 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.
- On collaboration with the REB, manage a teacher recognition awards programme to increase teacher attendance and recognition based on awards to high-performing teachers.

28.   In Oromia, WFP would collaborate with MoE, REB and USAID supported pre-exiting literacy programme in targeted schools. Through the USAID READ II programme, the targeted schools would benefit

from early grade reading instructions and materials in mother-tongue languages and English and other supplementary reading materials.

Activity 3 – Promote Improved Nutrition

> **Implemented by: WFP**
> **Location**: Afar, Oromia
> **Partners**: Government of Ethiopia
>
> **Objective**: To contribute to improved dietary diversity and increased nutritional value.

> **Activity 3 – Promote Improved Nutrition**
> - Health screening and referral of under-nourished children
> - Nutrition education for approx. 900 individuals
> - Formative assessment and development of SBCC materials
> - All other activity management costs

29.	According to the initial project agreement, WFP would incorporate a knowledge, attitudes and practices survey (KAPS) in the baseline survey to inform the design of the nutrition education activities. Based on this survey, WFP would provide nutrition education trainings to approximately 175 stakeholders at all levels, including those at REBs, school teachers, administrators, PTAs and school directors. In addition, this training would take place in 100 participating schools for child nutrition clubs. WFP would work with MoH to use their previously developed package for the training, with training taking pace in years one and two of the programme.

30.	WFP, through its health and extension workers, would provide health screenings and referrals of under-nourished children to address any health and nutrition issues. Children in early childhood centres with moderate acute malnutrition would be referred to WFP's Targeted Supplementary Feeding Programme (TFSP), while children with severe acute malnutrition would be referred to UNICEF for treatment. Screenings would take place in schools where there was an overlap between McGovern-Dole school feeding and TSFP.

31.	WFP, together with partners, would support the development of SBCC materials and organise and deliver annual awareness campaigns to communities and cooks at target schools where there is overlap with the GoE "One WASH" programme on good nutrition practices and integration of locally available nutrient-dense foods in the diet.

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 and Hygiene Practices**
> - 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

32.	The initial project agreement anticipated that WFP would work with the Ministry of Water, Electricity and Irrigation (MWEI), its regional bureaus and partners to support enough availability of adequate, reliable and clean water supply and sanitation services to target schools. Through the "One WASH" programme, WFP would ensure availability of safe water in approximately 50 schools by rehabilitating or building pipe systems to connect the schools to community water access points and provide water to schools. In schools without access to piped water from community access points, WFP

would work with communities and schools to ensure water trucking takes place and provide water purification tablets to ensure safe water for consumption. WFP would also construct approximately 500 hand-washing stations at participating schools based on a needs assessment.

33.　　WFP would also work with partners on complementary activities to improve health and hygiene practices and conduct awareness campaigns at 100 participating schools based on a needs assessment.

Activity 5 – Build Capacity

> **Implemented by: WFP**
> **Location**: Countrywide
> **Objective**: Strengthen government capacity to transition towards national ownership of school meals programme

> **Activity 5 – Build Capacity**
> - Enable regional and federal members of the government to attend regional fora and meetings on school feeding
> - Policy and strategic support for the creation of a national coordination body for school meals
> - Training to smallholder farmer cooperatives to provide commodities to schools for nationally-led home-grown school feeding
> - Technical assistance to the regional bureaus of education and workshops
> - All other activity management costs

34.　　Most of the envisaged capacity building activities supported by the programme have countrywide significance. Activities specifically mentioned in the initial project agreement included:

- WFP would work in collaboration with MoE towards formal approval of the National School Feeding Strategy.
- WFP would support the implementation of this strategy by prioritising government staff capacity d=building through workshops and refresher training on monitoring, literacy and school feeding at the regional level.
- WFP would support the formation of both national and regional inter-ministerial and technical coordination committees for school feeding, to coordinate and provide oversight of the school feeding programme.
- WFP would support and enable national and regional members of government to attend forums and meetings on school feeding.
- WFP would also support the national MoE's effort to strengthen PTAs at national and regional level to ensure quality of service delivery at a=school level.

35.　　In addition, WFP's supply chain unit would provide mentorship and training to REBs on the basics of supply chain management (including procurement of transporters, commodity tracking, storage handling and basic safety and hygiene practices). WFP staff would train regional staff on management, transport of food commodities and warehouse management, with a plan to hand over management of this system to the GoE. WFP would build the capacity of the government to manage food safety and quality in the supply chain.

36.　　WFP would also support the MoE and MoH to strengthen partnerships between the two sectors to advance the implementation of the school health and nutrition package developed by GoE to all schools, including those supported by WFP.

37.　　Linked to this, WFP would provide technical assistance to the MoE and REBs to strengthen their capacity to implement school feeding and school health and nutrition programmes. The project would further support national plans on designing a monitoring and evaluation system and by assisting with

internal publications, training sessions, knowledge management activities, and strengthening the role of the community in school feeding programme implementation. Technical assistance would include a trained national consultant in each target region during the first two years of the project.

38.   Finally, in Oromia, WFP would provide training to smallholder farmers in improved agricultural techniques focusing on crop yields, post-harvest losses, storage, transport and handling. WFP would prioritise 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 HGSF programme.

Gender and equity dimensions

39.   Gender and equity concerns were reflected in the project design in several ways: the selection of the project area and of participating woredas was based on considerations of need which incorporate gender and equity dimensions; the approach to school hygiene takes particular account of girls' requirements; and girls continue to be a particular target of the THR component in Afar. There was not a comprehensive gender and equity analysis at design stage, and the Baseline Evaluation Report was required to include a substantial gender analysis (see Annex M of Lister et al, 2022a).

Arrangements for project implementation

Implementation of core school feeding activity

40.   The Government of Ethiopia is 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)

41.   In line with this approach, WFP has concluded MOUs with the regional governments of Oromia and Afar (Box 14 below). These are general agreements with the Regional Bureau of Education and the Regional Bureau of Finance and Economic Cooperation in each case. They are not exclusively concerned with the USDA McGovern-Dole programme, but linked generally to the WFP Country Strategic Plan (WFP, 2020b). Project details for the McGovern-Dole programme are annexed, but in some aspects have been overtaken by subsequent refinements to the programme as agreed between WFP and USDA (for example, the Oromia agreement (p37) anticipated that Guji Zone would be included along with East Hararghe and Borana). Nevertheless, the agreements set out very detailed mutual responsibilities and accountabilities for administrative, financial and physical management of the programme.

Box 14   **MOUs with Governments of Afar and Oromia Regions**

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

Implementation of literacy and other ancillary components

43.   A broader set of government and other bodies were expected to be involved in the implementation of literacy and other ancillary components, as noted in the preceding description of the project design.

Logistics

44.   Expected WFP support to logistics is noted n ¶35 above. However, as already noted. WFP has currently assumed responsibility for all transport.

Planned outputs and outcomes

Selected indicators and targets

45.   The most detailed set of indicators and targets was provided in the initial Performance Monitoring Plan (WFP, 2019b), which was organised with the columns listed in Table 28 below; its rows are the McGovern-Dole and custom indicators adopted for the project. Full details of the project indicators,

including McGovern-Dole definitions and measurement criteria, were documented during the baseline inception phase.

Table 28 Structure of initial 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

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

- A baseline study, mid-term review (MTR) and final evaluation will be conducted by independent third-party evaluation teams. Requirements for the baseline study and final evaluation are as set out in the TOR for the present exercise. Specifications for the MTR were provided but have been superseded by the Terms of Reference for the present MTE (reproduced in Annex 1).
- Evaluations will address the USDA Learning Agenda. (The TOR for the MTE require a focus on WASH and nutrition issues under this heading.)
- The Evaluation Plan includes "preliminary key evaluation questions" (WFP, 2020a, Table 1).These were taken into account in preparing the full evaluation matrix for the baseline study (reproduced in this IR as Table 56 in Annex 13).

47.   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 analysed in real time. Output and outcome indicators will be collected monthly, quarterly, biannually, and annually and compared with set targets for all relevant McGovern-Dole indicators as per the PMP. This performance monitoring data will support effective project implementation; furthermore, it will be used to review project progress, determine any necessary corrective actions and will also be used as the basis analysis of overall performance and for the evaluation of the effectiveness and efficiency of the project." (WFP, 2020a, p3)

Additional data on project implementation

Participating schools and students

s

**Table 29   Number of USDA McGovern-Dole Project Woredas, Schools and Students
by Region and Year of Implementation**

Region	Zone	FY 21 (2020/2021)				FY 22 (2021/2022)				FY 23 (2022/2023)				FY 24 (2023/2024)			
		Woreda	School	Students Total	Avg. school size	Woreda	School	Students Total	Avg. school size	Woreda	School	Students Total	Avg. school size	Woreda	School	Students Total	Avg. school size
Afar	One	6	112	21,269	189.9	6	107	19,580	183.0	6	92	17,841	193.9	6	84	16,227	193.2
	Two	7	176	39,294	223.3	7	166	40,128	241.7	7	160	39,004	243.8	7	143	36,388	254.5
	Three	6	111	16,877	152.0	7	101	15,020	148.7	7	96	14,694	153.1	7	86	13,723	159.6
	Four	5	90	11,276	125.3	5	88	11,292	128.3	5	79	10,521	133.2	5	69	9,607	139.2
	Five	5	86	15,909	185.0	5	85	15,273	179.7	5	75	14,015	186.9	5	65	12,661	194.8
	Total	**29**	**575**	**104,625**	**182.0**	**30**	**547**	**101,293**	**185.2**	**30**	**502**	**96,075**	**191.4**	**30**	**447**	**88,606**	**198.2**
Oromia	Borana	4	153	43,537	284.6	3	111	38,961	351.0	3	111	38,961	351.0	3	111	38,961	351.0
	East Hararghe	2	87	38,527	442.8	2	57	34,478	604.9	2	57	34,478	604.9	2	57	34,478	604.9
	Total	**6**	**240**	**82,064**	**341.9**	**5**	**168**	**73,439**	**437.1**	**5**	**168**	**73,439**	**437.1**	**5**	**168**	**73,439**	**437.1**
Total		**35**	**815**	**186,689**	**229.1**	**35**	**715**	**174,732**	**244.4**	**35**	**670**	**169,514**	**251.1**	**35**	**615**	**162,045**	**263.5**

Source: compiled by evaluation team from data provided by ETCO

Table 30   Sex breakdown of students by Zone and year

Region	Zone	FY 21 (2020/2021)				FY 22 (2021/2022)				FY 23 (2022/2023)				FY 24 (2023/2024)			
		Students				Students				Students				Students			
		Boys	Girls	Total	GPI	Boys	Girls	Total	GPI	Boys	Girls	Total	GPI	Boys	Girls	Total	GPI
Afar	One	11,738	9,531	21,269	0.81	10,923	8,657	19,580	0.79	10,021	7,820	17,841	0.78	9,117	7,110	16,227	0.78
	Two	23,042	16,252	39,294	0.71	23,730	16,398	40,128	0.69	23,065	15,939	39,004	0.69	21,585	14,803	36,388	0.69
	Three	9,072	7,805	16,877	0.86	8,159	6,861	15,020	0.84	7,981	6,713	14,694	0.84	7,331	6,255	13,723	0.85
	Four	6,170	5,106	11,276	0.83	6,358	4,934	11,292	0.78	5,917	4,604	10,521	0.78	5,397	4,210	9,607	0.78
	Five	8,672	7,237	15,909	0.83	8,610	6,663	15,273	0.77	7,917	6,098	14,015	0.77	7,155	5,506	12,661	0.77
	Total	**58,694**	**45,931**	**104,625**	**0.78**	**57,780**	**43,513**	**101,293**	**0.75**	**54,901**	**41,174**	**96,075**	**0.75**	**50,585**	**37,884**	**88,606**	**0.75**
Oromia	Borana	23,198	20,339	43,537	0.88	21,122	17,839	38,961	0.84	21,072	17,889	38,961	0.85	21,072	17,889	38,961	0.85
	East Hararghe	23,782	14,745	38,527	0.62	21,367	13,111	34,478	0.61	21,367	13,111	34,478	0.61	21,367	13,111	34,478	0.61
	Total	**46,980**	**35,084**	**82,064**	**0.75**	**42,489**	**30,950**	**73,439**	**0.73**	**42,439**	**31,000**	**73,439**	**0.73**	**42,439**	**31,000**	**73,439**	**0.73**
Total		**105,674**	**81,015**	**186,689**	**0.77**	**100,269**	**74,463**	**174,732**	**0.74**	**97,340**	**72,174**	**169,514**	**0.74**	**93,024**	**68,884**	**162,045**	**0.74**

Source: compiled by evaluation team from data provided by ETCO.

48.   Table 31 shows that at the outset of the project most schools in the target woredas were participating in the project. By 2023/24 (Table 32) numerous woredas in the project areas had been subdivided, increasing the total number of woredas from 67 to 79, creating an artificial increase in the number of non-targeted woredas.

Table 31   Number of project and non-project sites, 2020/21

Region	Zone	Total woreda	Program target woreda	Non-targeted woreda	Total schools in target woredas	Project target Schools in target woredas	Non-targeted School in target woredas
Afar	One	12	6	6	137	112	25
	Two	9	7	2	206	176	30
	Three	7	6	1	136	111	25
	Four	5	5	0	113	90	23
	Five	5	5	0	102	86	16
	Total	**38**	**29**	**9**	**694**	**575**	**119**
Oromia	Borena	14	4	10	174	153	21
	E Hararghe	24	2	22	119	87	32
	Total	**29**	**6**	**23**	**293**	**240**	**53**
Total		**67**	**35**	**32**	**987**	**815**	**172**

Note: Target woredas and schools reflect woredas and schools covered in FY 21 (2020/21). Subsequently McGovern-Dole coverage in Borana has been reduced to three woredas, with the fourth having proved impractical due to security concerns.
Source: The non-project site list was obtained from the WFP Ethiopia SF team.

Table 32   Number of project and non-project sites, 2023/24

Region	Zone	Total woreda	Project target woreda	Non-target woreda	Total schools in target woredas	Project target schools in target woredas	Non-target schools in target woredas
Afar	One	13	6	7	119	84	35
	Two	10	7	3	199	143	56
	Three	11	7	4	106	86	20
	Four	5	5	0	102	69	33
	Five	5	5	0	97	65	32
	Total	**44**	**30**	**14**	**623**	**447**	**176**
Oromia	Borena	12	3	9	118	111	7
	East Hararghe	23	2	21	101	57	44
	Total	**35**	**5**	**30**	**219**	**168**	**51**
Total		**79**	**35**	**44**	**842**	**615**	**227**

Source: The Project site list was obtained from WFP Ethiopia SF team 2023/2024 while the non-project sites were obtained from EMIS enrolment data 2023/2024.

Commodity distributions

49.	Table 33 below shows the volumes of commodity distributions.

Table 33   List of Commodity Direct Distributions (Afar and Oromia combined)

	Apr – Sept 2020		Oct 2020 – March 2021		April – Sept 2021		Oct 2021 – Mar 2022		Apr – Sept 2022		Oct 2022 – Mar 2023		Apr – Sept 2023		Oct 2023 – Sept 2024	
	Quantity (NMT)															
Commodity	Expected	Actual	Expected	Actual	Expected	Actual	Expected	Actual	Expected	Actual	Expected	Actual	Expected	Actual	Expected	Actual
Rice			1,719.20	-	1,719.20	824	1,552.00	1,473.00	740.00	539.00	815.43	900.94	357.04	115.38		601.52
Super Cereal (CSB+)			2,335.125	648	2,355.125	1,707	-	-	1,960.00	1,392	1,391.86	1,142.84	981.06	1,109.60		902.29
Vegetable Oil Canola			330.010	41	108.000	289	159.00	154.00	180.00	110.40	166.26	156.76	145.05	62.13		125.32
Total			4,384.335	689.382	4,182.325	2,819.903	1,711.000	1,627.000	2,880.00	2,041.40	2,373.54	2,200.54	1,483.15	1,287.12		1,629.13
Comments	Food was not distributed in the reporting period		Rice was not distributed in the reporting period. It was distributed in September 2021 instead for the new academic year 2021/2022		Out of the total rice distributed, 430mt was registered as loss. The stock was in Mekele and couldn't be delivered to the planned beneficiaries		CSB+ was not distributed for this reporting period due to its late arrival in-country								No expected figures were given in SAPR 2024	No additional commodities received this reporting period

Source: WFP, 2023e (Annual Report 2022-2023) and SAPR Sept 2024.

Table 34   Annual balance between THR and school meal distributions

Project year	Total distribution	Total THR	Incentive THR	Pragmatic THR	School Meals (calculated as total – THR)
Year-one (2020/21)	3,509.312	799.812	59.640	740.172	2,709.500
Year-two (2021/22)	3,668.400	1076.784	69.950	1006.834	2,591.616
Year-three (2022/23)	3,487.660	579.174	98.667	480.507	2,908.486
Year-four (2023/24)	1,629.130	421.141	117.913	303.228	1,207.989
Total	12,294.502	2876.911	346.170	2530.741	9,417.591

Source: derived from Table 33 and Table 35

Take-Home Rations

50.   ETCO has since supplied the disaggregation of THR distributions shown in Table 35 below. The ET understands that "food leftovers" refers to commodities distributed to schools but unused by the end of a semester and then sent home with pupils, and the "short best before date" category were expiring stocks from WFP depots.

Table 35   Disaggregation of THR 2020/21–2023/24 by regions/zone and by type.

Afar Region

Overall THR distribution during the project period - Afar Region

Project year	Planned THR (for grade 5&6)		Unplanned THR in MT/Carry over food		Total	
	Beneficiary	Supply quantity in MT	Beneficiary	Supply quantity in MT	Beneficiary	Supply quantity in MT
Year-one (2020/21)	3,976	59.640	104,625	141.300	108,601	200.940
Year-two (2021/22)	3,837	69.950	68,545	624.240	72,382	694.190
Year-three (2022/23)	3,651	98.667	65,475	247.780	69,126	346.447
Year-four (2023/24)	3,382	117.913	69,365	285.756	72,747	403.669
Total	**14,846**	**346.170**		**1,299.076**		**1,645.246**

Unplanned THR by reason for distribution

Project year	THR due to short BBD		THR due food leftover at the end of the semester		Total	
	Beneficiary	Supply quantity in MT	Beneficiary	Supply quantity in MT	Beneficiary	Supply quantity in MT
Year-one (2020/21)	0	0.000	104,625	141.300	104,625	141.300
Year-two (2021/22)	46,550	277.000	21,995	347.240	68,545	624.240
Year-three (2022/23)	3,943	29.530	61,532	218.250	65,475	247.780
Year-four (2023/24)	0	0.000	69,365	285.756	69,365	285.756
Total		**306.530**		**992.546**		**1299.076**

Oromia Region

Overall THR distribution during the project period - Dire Dawa Sub-office (East Hararghe Zone)

Project year	THR due to short BBD		THR due food leftover at the end of the semester		Total	
	Beneficiary	Supply quantity in MT	Beneficiary	Supply quantity in MT	Beneficiary	Supply quantity in MT
Year-one (2020/21)	36,134	394.150	5,870	44.936	42,004	439.086
Year-two (2021/22)	0	0.000	21,318	141.137	21,318	141.137
Year-three (2022/23)	12,900	64.500	5,694	25.413	18,594	89.913
Year-four (2023/24)	0	0.000	3,585	17.472	3,585	17.472
Total		458.650		228.958		687.608

Overall THR distribution during the project period - Adama Sub-office (Borana Zone)

Project year	THR due to short BBD		THR due food leftover at the end of the semester		Total	
	Beneficiary	Supply quantity in MT	Beneficiary	Supply quantity in MT	Beneficiary	Supply quantity in MT
Year-one (2020/21)	0	0.000	45,090	159.786	45,090	159.786
Year-two (2021/22)	14,186	76.400	29,720	165.057	43,906	241.457
Year-three (2022/23)	23,467	33.700	31,242	109.114	54,709	142.814
Year-four (2023/24)	0	0.000	0	0.000	0	0.000
Total		110.100		433.957		544.057

Source: ETCO, 30 September 2024

Table 36 Reasons for unplanned THR by region and year

	Short BBD (MT)			Food leftovers (MT)		
	Afar	E Hararghe	Borana	Afar	E Hararghe	Borana
Year-one (2020/21)	0	394.15	0	141.3	44.936	159.786
Year-two (2021/22)	277	0	76.4	347.24	141.137	165.057
Year-three (2022/23)	29.53	64.5	33.7	218.25	25.413	109.114
Year-four (2023/24)	0	0	0	285.756	17.472	0

Source::Table 35

Annex 9   Review of key McGovern-Dole indicators and data availability

1.   This annex reviews each of the McGovern-Dole indicators that were included in the M&E framework for this project. It also covers the five custom indicators adopted. WFP's initial expectations on each indicator were set out in the Performance Monitoring Plan (WFP, 2019b). USDA's *Food Assistance Indicators and Definitions* (USDA, 2019b) are the source for the McGovern-Dole specifications summarised in this annex.

2.   For each indicator, the baseline values and targets shown (including life-of-project (LoP) targets) are obtained from Project Amendment II, signed in February 2023 (USDA & WFP, 2023a). USDA does not allow retrospective adjustment of targets, so the target figures for FY21[170] and FY22 are unchanged. Performance figures are obtained from the project's semi-annual reports (drawing on both the narrative reports and the accompanying data spreadsheets).

3.   Annex 9A is an overview of the indicators selected for the project. Annex 9B updates the detailed review of indicator data provided in the mid-term evaluation report. FY24 is the last year for which data have been reported.

Annex 9A.   Indicators selected for the project

4.   Table 37 below shows the full set of standard McGovern-Dole indicators; the ones shaded were not deployed for the present project. Table 38 below shows the additional custom indicators that were adopted.

Table 37   Available McGovern-Dole Indicators used /not used[171]

Indicator Number	Result #	Title in MGD Results Framework	Indicator Type	Indicator	Unit of Measure	Frequency of Reporting
1	MGD SO1	Improved Literacy of School Age Children	outcome	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	Percent	*Baseline, Midterm and Endline*
2	MGD 1.3	Improved Student Attendance	outcome	Average student attendance rate in USDA supported classrooms/schools	Percent	Biannual
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
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

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[170] FY21 signifies Fiscal Year 2020/2021, etc.

[171] Source: USDA, 2019b, McGovern-Dole standard indicators summary, p67.

Indicator Number	Result #	Title in MGD Results Framework	Indicator Type	Indicator	Unit of Measure	Frequency of Reporting
7	MGD 1.1.5	Increased Skills and Knowledge of School Administrators	output	Number of school administrators and officials trained or certified as a result of USDA assistance	Number	Biannual
8	MGD 1.3.3/ 2.4	Improved School Infrastructure/ Increased Access to Clean Water and Sanitation Services	output	Number of educational facilities (i.e. school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance	Number	Biannual
9	MGD 1.3.4	Increased Student Enrollment	outcome	Number of students enrolled in school receiving USDA assistance	Number	Annual
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
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
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
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
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
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
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
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
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
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

Indicator Number	Result #	Title in MGD Results Framework	Indicator Type	Indicator	Unit of Measure	Frequency of Reporting
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
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
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
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
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
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

Table 38   Custom Indicators

Activities Indicators				Targets						
Standard Indicator Number	**Activity Number**	**Performance Indicator**	**Baseline**	**Year 1** **FY2020**	**Year 2** **FY2021**	**Year 3** **FY2022**	**Year 4** **FY2023**	**Year 5** **FY2024**	**Year 6** **FY2025**	**Life of Project**
C1	**1,2,3,4,5,6,7**	**Gender Parity**	**0.85:1**	**0.87:1**	**0.89:1**	**0.91:1**	**0.93:1**	**0.93:1**	**0.93:1**	**0.93:1**
Details: No details provided in the PMP, but the GPI is a familiar concept. 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 favours females. The closer a GPI is to one, the closer a country is to achieving equality of access between males and females. Can be calculated from records of male and female enrolment.										
C2	**2**	**Number of screenings of ECD (early childhood development) children conducted**	**0**	**10**	**10**	**10**	**10**	**10**	**0**	**40**
Details from PMP: An output indicator, to track the number of screenings of ECD children as a result of USDA assistance. Data to be collected annually by Ministry of Health mobile health units.										
C3	**2**	**Number of schools with clean utensils and appropriate serving modalities**	**0**	**354**	**357**	**360**	**536**	**536**	**536**	**536**
Details from PMP: An output indicator to track the number of schools that receive clean utensils and serving modalities as a result of USDA assistance. Data to be collected from partners' distribution reports , training records and school administrative records and reported annually.										
C4	**2**	**Number of handwashing stations constructed as a result of USDA assistance**	**5**	**530**	**0**	**0**	**0**	**0**	**640**	**640**
Details from PMP: An output indicator to track the number of schools that have handwashing stations as a result of USDA assistance. Data to be collected annually from partners' distribution reports, training records and school administrative records										
C5	**1**	**Percent of students identified as attentive in classrooms during the class or instruction**	**50%**	**55%**	**65%**	**75%**	**60%**	**70%**	**80%**	**80%**
Details from PMP: An outcome indicator that will measures teachers' perception of children to concentrate. Data to be reported annually, obtained from focus groups of teachers.										

Source: Baseline and targets from Project Amendment II (USDA & WFP, 2023a), Attachment D. Definitions and collection details from PMP (WFP, 2019b).

Annex 9B.   Detailed review of indicator reporting.

5.   This annex updates the analysis presented in Annex 14 of the mid-term evaluation report (Lister et al, 2024a). As well as showing reported quantitative performance against each indicator, the annex displays relevant supplementary information drawn from WFP reports and comments on the quality of the data available.

6.   Table 39 below summarises the status of each indicator at endline and Table 40 below summarises the status of sex-disaggregation reporting. Detailed, indicator by indicator, analysis then follows.

7.   The final column of Table 39 is the ET assessment whether data now being provided satisfies USDA specifications. This does not necessarily mean that reporting in earlier years of the project was satisfactory. This analysis should be an important resource for the baseline study and finalisation of the PMP for the project's next phase.

Table 39   Status of data collection against the chosen MGD Indicators

MGD#	Indicator Type	Indicator	Reporting Frequency	Credible baseline?	Quality of reporting at endline
1	outcome	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	*Baseline, Midterm, Endline*	No	Good
Data quality at endline:		Baseline and targets set for the project were unrealistic, because based on national data not applicable to the project areas. Not feasible to collect data at baseline, but EGRAs for MTE and endline provide two years of data and can serve as a benchmark for the next phase. The headline data reported to USDA are inevitably too aggregated to be very meaningful,'[172] However, EGRA provides a wealth of insights for Afar and Oromia project areas, including full gender disaggregation, and scores after three years of education as well as two. A limitation is that the EGRA has not been resourced sufficiently to permit a comparison between project and non-project schools.[173]			
2	outcome	Average student attendance rate in USDA supported classrooms/schools	Biannual	No	Weak
Data quality at endline:		Data reported to USDA has been weak (apparently region-wide and not specific to USDA schools). WFP has collected sample attendance data from project schools, but it was not reported systematically prior to this report. See detailed review in Annex 10.			
3	output	Number of teaching and learning materials provided as a result of USDA assistance	Biannual	Yes (0)	Fair
Data quality at endline:		Figures reported to USDA are inevitably aggregated For management purposes, there needs to be more consistent disaggregation geographically and between types of materials.			
8	output	Number of educational facilities (i.e. school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance	Biannual	Yes (0)	Fair
Data quality at endline:		*Reported data meets USDA minimum requirements, but project management and monitoring require granular records that are disaggregated both by geographical area and by the different types of infrastructure and infrastructure improvements, that the project has planned to deliver.*			
9	outcome	Number of students enrolled in schools receiving USDA assistance	Annual	No	Weak
Data quality at endline:		At baseline, project records of participating schools and enrolment were very weak. By mid-term records had improved but endline analysis found continuing discrepancies between project records and EMIS data, see Annex 10.			
10	output & outcome	Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance	Annual	Yes	Weak
Data quality at endline:		Reporting did not follow USDA guidelines correctly until the FY24 report (it should track each relevant document separately through the stages defined by USDA – see Annex 9details.)			
13	output	Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance	Biannual	No	Weak

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[172] USDA expects a single project-level score, disaggregated by sex. This entails merging data from two regions with different teaching languages and very different levels of performance on this indicator.

[173] The original Evaluation Plan as approved by USDA sought to leverage the national EGRA data instead of conducting one separately. For a number of reasons including delay in the national EGRA process/misalignment in timelines and insufficient sampling of MGD schools in national EGRAs this was not possible. So, WFP included EGRAs in the MTE and endline without any additional evaluation funds provided, hence the constraints on the EGRA scope.

MGD#	Indicator Type	Indicator	Reporting Frequency	Credible baseline?	Quality of reporting at endline
Data quality at endline:		The project worked with Food Management Committees in all project schools, and therefore could have reported support to all schools. In future it would be better (a) to report according to the categories in WFP's process monitoring checklist (see Annex 9), and (b) to report separately on specific training for FMC members.			
14	output	Quantity of take-home rations provided (in metric tons) as a result of USDA assistance	Biannual	N/A	Good
Data quality at endline:		More granular data on THR distribution has been made available from project records (see Table 35 in Annex 8).			
15	output	Number of individuals receiving take-home rations as a result of USDA assistance	Biannual	N/A	Fair
Data quality at endline:		Planned THR as an attendance incentive in Afar has been dwarfed by pragmatic distributions (Finding 10). Available data on incentive THR is very aggregated.(Finding 26).			
16	output	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	Biannual	Yes	Good
Data quality at endline:		Data provided as specified by USDA.			
17	output	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	Biannual	Yes	Good
Data quality at endline:		Data provided as specified by USDA (though accuracy may be affected by issues with indicator #9).			
18	output	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance *[This indicator is reflective of all social assistance beneficiaries, which will be equal to the children receiving school meals as well as those receiving take home rations.]*	Annual	N/A	Good
Data quality at endline:		Data being provided in line with current guidance from USDA.[174]			
19	outcome	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	Annual	Yes (0)	Fair
Data quality at endline:		Data reported has been linked to process monitoring follow-up of training on nutrition screening. The KAPS provides an assessment of general levels of knowledge and practice at baseline and endline (see Annex 18).			
20	outcome	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	Annual	Yes (0)	Fair
Data quality at endline:		Data reported has been linked to process monitoring follow-up of training on nutrition screening. The KAPS provides an assessment of general levels of knowledge and practice at baseline and endline (see Annex 18).			
22	output	Number of individuals trained in safe food preparation and storage as a result of USDA assistance	Biannual	No	Fair
Data quality at endline:		More granular reporting would be helpful for project management and analysis purposes..			
23	output	Number of individuals trained in child health and nutrition as a result of USDA assistance	Biannual	Yes (0)	Fair
Data quality at endline:		More granular reporting would be helpful for project management and analysis purposes..			
27	output	Number of schools using an improved water source	Biannual	Yes	Weak
Data quality at endline:		Reporting has not followed USDA specifications – see Annex 9 details below.. Baseline-endline provides more useful data on infrastructure improvements on a sample basis (see Annex 17, Table 70 and Table 71).			
30	output	Number of individuals participating in USDA food security programs *[Defined as <u>direct</u> beneficiaries, i.e., for this program, recipients of school meals and beneficiaries from trainings.]*	Annual	Yes (0)	Fair
Data quality at endline:		Data being provided in line with current guidance from USDA. As for Indicator #18, ET understands that inconsistencies over time may reflect changes in guidance from USDA recipients of the data. The project has not consistently reported the USDA-specified disaggregation by category of beneficiary.			
31	output	Number of individuals benefiting indirectly from USDA-funded interventions	Annual	Yes (0)	Good
Data quality at endline:		Data being provided in line with current guidance from USDA.			
32	output	Number of schools reached as a result of USDA assistance	Biannual	No	Good
Data quality at endline:		Project management has provided comprehensive annual lists of schools participating in the project (though there are some issues in matching WFP lists to EMIS records, see Annex 10..			

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[174] The current guidance to WFP is that family members of children receiving THR should NOT be counted as direct beneficiaries, but only as indirect beneficiaries, and thus will not be reflected under this indicator.

8.   Table 40 below lists the indicators for which sex-disaggregation is required by USDA (USDA, 2019b). The MTE found that WFP's SAPR spreadsheet included rows to report males and females separately in only two cases (MGD Indicator #2, and MGD Indicator #30). For the other indicators, some male/female breakdowns were mentioned in spreadsheet comments or in the narrative reports, but this was haphazard, and consistent time series of the data are not readily available from ETCO.

Table 40   Indicators for which sex-disaggregation is required by USDA – endline status

Indicator	Availability of sex-disaggregated data at endline
• 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	EGRAs now provide credible sex-disaggregation. Endline EGRA provides the appropriate baseline.
• MGD Indicator #2 – Average student attendance rate in USDA supported classrooms/schools	Project monitoring reports provide credible sample data with sex-disaggregation and should be reported against this indicator (see Table 51 in Annex 10).
• MGD Indicator #9 – Number of students enrolled in schools receiving USDA assistance	Project data should be consistently aligned with EMIS records which include sex disaggregation (see Annex 10).
• MGD Indicator#15 – Number of individuals receiving take-home rations as a result of USDA assistance	Planned THR has ceased.
• MGD Indicator #17 – Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	Depends on enrolment data (indicator #9)
• MGD Indicator #18 – Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	Number and gender of household beneficiaries needs to be extrapolated from survey data on household composition.
• MGD Indicator #22 – Number of individuals trained in safe food preparation and storage as a result of USDA assistance	Breakdown from project records needs to be properly tabulated.
• MGD Indicator #23 – Number of individuals trained in child health and nutrition as a result of USDA assistance	Breakdown from project records needs to be properly tabulated.
• MGD Indicator #30 – Number of individuals participating in USDA food security programs (direct beneficiaries)	Required breakdowns provided in FY24 SAPR; needs to be systematically tabulated in future.

MGD Indicator #1 – Early Grade Reading

MGD 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

Base-line	FY20 Target	FY21			FY22			FY23			FY24		FY25 Target	Target (LoP)
		SAPR-1	SAPR-2	FY21 Target	SAPR-1	SAPR-2	FY22 Target	SAPR-1	SAPR-2	FY23 Target	SAPR-2	FY24 Target		
32%	37%			42%			47%			52%	15.8	57%	62%	62%
This indicator was not reported in SAPR-2 for FY23. The value shown here is from the MTE EGRA which reported later (see notes below) The 2023 EGRA figure (15.8%) was reported for 2024, but the correct figure (from the 2024 EGRA) is 19.2%.								15.8%			19.2%			

WFP expectation (performance monitoring plan):

- Data for this indicator is collected every 4 years by the MoE through a national assessment; Baseline as 32 percent 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 percent annual increment.

Data collection so far:

- Data was not reported against this indicator prior to the EGRA survey incorporated in the MTE (see discussion below).

ET observations:

- The national baseline is of little value for assessing project effects. At most it may indicate aggregate performance for a Region as a whole; it will not support comparison of performance between schools with and without McGovern-Dole school feeding.
- It is important to disaggregate findings, and particularly to report Afar and Oromia results separately.

The grant proposal suggested that: "to track impact and measure progress made from literacy interventions in Ethiopia since 2010, WFP will, at baseline, midline and endline, commission a third-party evaluator to conduct an Early Grade Reading Assessment." This proved unfeasible at baseline, but a "light touch EGRA" was conducted as part of the MTE and repeated as [part of the endline survey. For detailed EGRA findings see.

Ethiopia's EGRAs measure reading performance for children who have completed Grade 2 and Grade 3, and use a standard set of benchmarks to classify students according to their reading proficiency on the oral reading fluency (ORF) test. *"Zero readers"* are children who fail to register a positive score on the ORF test. Non-zero scores are graded as *Level 1* (reading with limited fluency and comprehension), *Level 2* (reading with increasing fluency and comprehension) or *Level 3* (reading fluently and with full comprehension). Table 118 in Annex 22 shows the grade-level performance measured by the MTE EGRA and the endline EGRA. The data for 2023 and 2024 that most closely fit the MGD Indicator#1 specification are:

- For students in Afar in 2023, either 13.4 percent (if all non-zero readers among students who have completed only Grade 2 are counted towards the target) or 9.9 percent (if only Level 2 and Level 3 readers are counted towards the target). In 2024, 49.5 percent were recorded as non-zero readers with 22.5 percent of readers at Level 2 or 3.
- For students in Oromia in 2023, either 39.1 percent (if all non-zero readers among students who have completed only Grade 2 are counted towards the target) or 24.7 percent (if only Level 2 and Level 3 readers are counted towards the target). In 2024, 43 percent were recorded as non-zero readers with 11.8 percent of readers at Level 2 or 3.
- For the combined total of Afar and Oromia students in 2023, either 23.7 percent (if all non-zero readers among students who have completed only Grade 2 are counted towards the target) or 15.8 percent (if only Level 2 and Level 3 readers are counted towards the target). In 2024, 47.5 percent were recorded as non-zero readers with 19.2 percent of readers at Level 2 or 3.

The difference between Oromia and Afar is so great (for perfectly understandable reasons) that the aggregate for both regions is much less meaningful than the separate figures for each region.

MGD guidelines do not require disaggregation by sex or by language to be reported; nor do they envisage reporting on Grade 3 reading performance. However, Ethiopia's approach to EGRAs facilitates deeper analysis in all these dimensions (as discussed in Annex 22).

MGD Indicator #2 – Student Attendance rate

MGD 1.3 – Average student attendance rate in USDA supported classrooms/schools

Performance Indicator	Base-line	FY20 Target	FY21			FY22			FY23			FY24		FY25 Target	Target (LoP)
			SAPR-1	SAPR-2	FY21 Target	SAPR-1	SAPR-2	FY22 Target	SAPR-1	SAPR-2	FY23 Target	SAPR-2	FY24 Target		
Average student attendance rate in USDA supported classrooms/schools **(Total)**	**78.07%**	**75%**		92%	**76%**	90.3%	89.39%	**77%**	92.17%	92%	**78%**	91.5%	**81%**	**83%**	**83%**
Average student attendance rate in USDA supported classrooms/ (female)	77.38%			92.6%			87.45%		93.64%	91%		90%			
Average student attendance rate in USDA supported classrooms/(male)	78.76%			91.4%			91.18%		90.96%	93%		92%			
Average student attendance rate in USDA supported classrooms/schools **(Oromia)**	81.83%					93.7%	94.55%								
Average student attendance rate in USDA supported classrooms/ (female)	77.36%						92.93%								
Average student attendance rate in USDA supported classrooms/(male)	86.3%						95.93%								
Average student attendance rate in USDA supported classrooms/schools **(Afar)**	74.3%					87%	84.2%								
Average student attendance rate in USDA supported classrooms/ (female)	77.4%						81.97%								
Average student attendance rate in USDA supported classrooms/(male)	71.2%						86.43%								

WFP expectation (performance monitoring plan):

- Indicator assumes that at baseline, 70 percent of children will attend class at least 78 percent of the time. That average increases slightly over time. The disaggregation by gender is reflective of the targeted gender ratio under the project.

ET observations:

Reporting on attendance rates has been [problematic. The issues are discussed in detail in Annex 10.

MGD Indicator #3 – Teaching and learning materials provided

MGD 1.1.2 – Number of teaching and learning materials provided as a result of USDA assistance

Items	Base-line	FY20 Target	FY21			FY22			FY23			FY24		FY25 Target	Target (LoP)
			SAPR-1	SAPR-2	FY21 Target	SAPR-1	SAPR-2	FY22 Target	SAPR-1	SAPR-2	FY23 Target	SAPR-2	FY24 Target		
Afar language reading books				32,000											
English reading books				10,000											
Total	0	140,000		42,000	140,000	5,254		0			2,990	100	0	0	45,450
From Sept2023 sheet:			Procurement is on process for Afar region.	In Afar region, 32,000 Afar reading books and 10,000 English reading materials are printed and it will be distributed in the next reporting period. The planned numbers actually include other school supplies and indoor and outdoor educational materials which will be procured next year.		5254, supplementary reading materials (74 different items distributed to 71 Cluster (Center) schools with 1-8 grades. This indicator counts other school supplies and teaching materials which is pended due to the insecurity in Afar Region	The distribution of literacy materials already completed and reported in previous period.	FY22 total: 5254, supplementary reading materials (74 different items distributed to 71 Cluster (Center) schools with 1-8 grades.		In this reporting period, literacy materials were procured but not yet distributed. They will be distributed and reported on in the next reporting period.		100 packs of learning materials distributed to 20 schools			

WFP expectation (performance monitoring plan):

Data collected from program participant records and reports, school administrator/teacher records

ET observations:

These are administrative data to be collected by the project management. The USDA guidelines specify that materials should only be counted once, on final delivery. As a global indicator, this inevitably aggregates different types of supplies and materials into a single number. However, for project management and monitoring purposes, it is important to maintain disaggregated records of progress in procuring and delivering items against the specific targets for different types of supplies and materials. Consistent disaggregation between Afar and Oromia would also be useful.

Outdoor play facilities are recorded under Indicator #8.

MGD Indicator #8 – Educational facilities rehabilitated / constructed

MGD 1.3.3 – Number of educational facilities (i.e. school buildings, classrooms, and latrines) rehabilitated/constructed as a result of USDA assistance

Facilities	Base-line	FY20 Target	FY21			FY22			FY23			FY24		FY25 Target	Target (LoP)
			SAPR-1	SAPR-2	FY21 Target	SAPR-1	SAPR-2	FY22 Target	SAPR-1	SAPR-2	FY23 Target	SAPR-2	FY24 Target		
kitchens	0						7			74					
storerooms	0									7					
latrines	0														
outdoor play areas										18					
Water points										35					
Hand washing stations		530		614 Afar 531 Oromia 83						5 Oromia 5				614	
canteens										4		2			
Total	**0**	**50**		**614**	**173**		**7**	**50**		**132**	**128**	**2**	**0**	**0**	**135**
From Sept 2023 and 2024 sheest				14 handwashing stations procured and distributed to targeted schools. construction materials distributed to 74 [schools?] In Oromia, construction materials were procured and distributed to improve existing kitchen infrastructure. While the number achieved is over the plan this requires follow up to ensure the construction meets minimum standard.			On progress The construction of these activities was postponed due to the instability in the country and to develop a design that will meet the minimum standard	7 kitchen and store constructed During the reporting period, 44 infrastructure facilities planned to construct in Oromia region. Seven infrastructures already completed while 37 are partially completed. In Afar, infrastructure activities have not yet started due to the current security situation in the region.		Afar: 46 kitchens, 24 water points, 18 outdoor playing materials Oromia: 7 storerooms, 28 kitchens, 4 canteens, 5 handwashing stations, 11 water access points		Additional negotiations are ongoing with contractors for construction of 6 additional feeding shelters in Afar. Contracts have been signed in Oromia for construction of kitchens, storerooms, canteens, and handwashing stations to be constructed in the next reporting period.			
From SAPR narratives:									Infrastructure Construction: 72 kitchens, 6 mini stores, 4 feeding shelters, 35 water points, and 2 handwashing stations were either fully constructed or began construction during the reporting period.	Infrastructure Construction: In Afar, 46 kitchens, 24 water points, and 18 outdoor play infrastructures were constructed. In Oromia, 7 storerooms, 28 kitchens, 4 canteens, 5 handwashing stations, and 11 water access points were constructed. Additional infrastructure construction is planned for the next reporting period, with contracts under way between Bureaus of Education and selected vendors in both regions					

WFP expectation (performance monitoring plan):

Data collected from program participant records and reports.

Data collection so far:

As tabulated above.

ET observations:

This is administrative data to be collected by the project management. This indicator refers specifically to outputs of the McGovern-Dole project itself. As a global indicator, this inevitably aggregates different types of infrastructure into a single number. However, for project management and monitoring purposes, it is important to maintain more granular records that are disaggregated both by geographical area and by the different types of infrastructure and infrastructure improvements, that the McGovern-Dole project has planned to deliver.

The MGD guidance expects disaggregation by type of facility (e.g. Classrooms; Kitchens/cook areas; improved water sources; Latrines; Other school grounds or school building), but actual reporting has been patchy, and sometimes mixes completed and started infrastructure in the numbers cited.

Handwashing stations are also reported separately under Custom Indicator #4.

MGD Indicator #9 – Students enrolled in USDA assisted schools

MGD 1.3.4 – Number of students enrolled in schools receiving USDA assistance

Students enrolled	Baseline	FY20	FY21			FY22			FY23			FY24		FY25 Target	LoP Target
		FY20 Target	SAPR-1	SAPR-2	FY21 Target	SAPR-1	SAPR-2	FY22 Target	SAPR-1	SAPR-2	FY23 Target	SAPR-2	FY24 Target		
female				81,015		61,274	60,983			68,772		71,272			
male				105,674		77,675	80,549			100,742		95,183			
Total	94,000	187,425		186,689	174,420	138,949	141,532	163,640		169, 514	151,762	166,455	137,779	137,779	139,000
FY23 sand FY24 spreadsheet										Afar: 96,075 Oromia: 73,439					
										While the plan was to reach 174, 419 students. During the reporting period, the number of enrolled students is 19% less than the plan due to the closure of schools in Zone 2 and 4 of Afar as a result of the current conflict. But the enrolment has increased by 2% compared to the last semester.		Afar: 89,603 Oromia: 76,852			

WFP expectation (performance monitoring plan):

Indicator expected to be based on school records and sourced from school attendance register or government EMIS. It should be the total enrolment at the schools where McGovern-Dole is providing school meals. Expected to be reported annually.

As per McGovern-Dole specifications:

- 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. Baseline for this indicator is a non-zero number. The baseline should reflect the actual enrolment in project schools before the project begins.
- Reporting should be disaggregated between pre-primary and primary, and between male and female students.

ET observations:

Because all children in each participating school are expected to receive school meals, the total figures for Indicator #9 and Indicator #17 should be the same. Although the annual targets given are the same for both indicators, the performance figures are not identical.

In line with the McGovern-Dole guidance, the baseline figure should have matched the actual Year 1 enrolment.

The WFP spreadsheet reports aggregate numbers but does not say how they were calculated. The breakdown between pre-primary and primary is not reported.

The original LoP target was 218,866 (and still appears as such against Indicator #17). Concerning the LoP figure, the PMP says: "Targets take into account an increase in enrolment figures in assisted schools that increases each year. The life of project assumes 5% new entries each year; It is a cumulative of new entries plus the first-year beneficiaries. The targets are reflective of the targeted gender ratio throughout the course of the project." However, total enrolments will also be affected by the scheduled departure of some schools from the programme from year to year.

This indicator cannot reliably reflect the influence of the project on enrolment, because the baseline figure is arbitrary (WFP did not have project school lists at the time of preparing the PMP, and early data on participating schools was unreliable, as the baseline evaluation discovered). Also, aggregate numbers are affected by the retirement of schools as the project proceeds.

Data collection so far:

As tabulated above; not reported in every SAPR.

MGD Indicator #10 – Development of policies, regulations. administrative procedures

MGD 2.7.2 (see MGD specification below the table)

Performance Indicator	Base-line	FY20 Target	FY21			FY22			FY23			FY24		FY25 Target	Target (LoP)
			SAPR-1	SAPR-2	FY21 Target	SAPR-1	SAPR-2	FY22 Target	SAPR-1	SAPR-2	FY23 Target	SAPR-2	FY24 Target		
Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance	0	1		1	1	1		0			1	5	0	0	3
Comments from Sept 2023 and 2024 spreadsheets:				National School Feeding Policy endorsed.		National food hygiene protocol for school feeding developed	National School Feeding guideline development in progress.			National School Feeding Guidelines awaiting endorsement. National resource mobilization, partnership, and advocacy strategy at inception phase. National School Feeding Policy and National Food Hygiene Protocol for School Feeding already developed/endorsed.		Stage 1: National resource Mobilization, Partnerships and Advocacy strategy (inception report stage) Stage 2: National HGSF MEAL Guideline (validated) Stage 5: National SF policy Framework and Strategy; National HGSF Implementation Guidelines; National Food and Personal Hygiene Protocol			

MGD specification:

Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance:

- 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/decree to improve the policy environment for education)
- Stage 4: Underwent the fourth stage of the policy reform process [official approval (legislation/decree) 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.

Count the highest stage completed during the reporting year.

Disaggregates will be shown by stages [as above]. [To the extent possible] disaggregate between educational and CHN policies, strategies etc.

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)

WFP expectation (performance monitoring plan):

The PMP notes: "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 [between school feeding and CHN], because this refers to the national school feeding strategy, which incorporates elements of education, child health, and nutrition policies."

ET observations:

The notes to the SAPRs indicate that USDA support has contributed to several different documents that constitute relevant, strategy, policy and guidelines linked to school feeding. *To respond coherently to the McGovern-Dole indicator specifications, the different documents should be listed separately in the first column, and the annual reports should indicate which stage each document has reached at the end of the reporting period.*

The report for 2024 does categorise progress in terms of the McGovern-Dole-specified stages.

MGD Indicator #13 – Number of school governance structures supported as a result of USDA assistance

MGD 1.4.4 Number of Parent-Teacher Associations (PTAs) or similar school governance structures supported as a result of USDA assistance (see MGD definition below the table).

Performance Indicator	Base-line	FY20 Target	FY21			FY22			FY23			FY24		FY25 Target	Target (LoP)
			SAPR-1	SAPR-2	FY21 Target	SAPR-1	SAPR-2	FY22 Target	SAPR-1	SAPR-2	FY23 Target	SAPR-2	FY24 Target		
Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported	0	450	630	658	0		0	395			115	615	114	114	120
PTA members trained						107				183					
From Sept 2023 and 2024 sheets:				Although 658 schools have PTA actual assistance through MGD project has not been provided in the reporting period due to restriction of movement delaying interaction with the community.		Among the individuals trained in food handling and management 107 are PTA members.	PTAs are normally provided training during food handling and management training. Unfortunately the training for this period was postponed due to a security problem	Total FY22: 107 PTA trained	PTAs are normally provided training during food handling and management training. Unfortunately the training for this period was postponed due to a security problem	115 PTA members (all male) were supported in Afar with food handling and management training in addition to 68 PTA members in Oromia (42 women, 26 men) trained on prevention of gender-based violence		Afar: 447 Oromia: 168 PTA members are supported through the trainings, supervision, and support from WFP to school feeding management committees			

MGD 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:

- 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.

WFP expectation (performance monitoring plan):

The data are expected to be collected from "project, school, community and/or administrative records" and disaggregation is considered not applicable.

ET observations:

Project management has clarified that all reporting is about Food Management Committees (FMCs) not PTAs as such. All FMCs include PTA members, but the PTA is a wider body. However, the project involves support to FMCs in all project schools and this also constitutes a form of support to PTAs.

In practice, the MTE and endline fieldwork suggests that support to school feeding by a PTA or Food Management Committee occurs in virtually all schools supported by the MGD programme, as a standard feature of the approach to delivering school feeding. As the SAPR to September 2022 noted:

> "At the grassroot level, the project strengthened community participation in school feeding through training of and engaging the Parent-Teachers Association (PTA) and Food Management committee (FMC) in the supervision and monitoring of school feeding. This enhanced the spirit of ownership. The food management committees mobilized the communities to contribute to the monthly payment of cooks, supply of cooking fuel, provision of aprons and contribution for the construction of eating shelters and kitchens."

Accordingly, it is puzzling that the reported figures are not more closely in line with the total number of schools in the programme.

The LoP target was originally 450 but reduced to 120. The basis for defining the provision of USDA support to a PTA or equivalent remains unclear.

The **SMP process monitoring checklist (WFP, 2023c)** checklist does not use the term PTA but does ask the school director about a "Food Management Committee" and Community Contribution. Questions include:

- A01. Is there a Food Management Committee (FMC) for the activity?
  - A02. Are Food Management Committee (FMC) members actively engaged in program implementation?
  - A03. What key areas do they engage? [Note: Probe the school director or the School Meal Focal person to list down the engagement areas]
  - A04. Does the committee meet on regular intervals?
  - A05. Do community contribute for the school feeding program
  - A06.What do the community contributes? [Note: Probe the school director or the school meal focal person] Contribution options include For cook's salary, Firewood, Water, infrastructure, complementary food, Donation of materials, Other]

MGD Indicator #14 – Quantity of Take Home Rations (THR)

MGD 1.2.1.1 – Quantity of take-home rations provided as a result of USDA assistance

Quantity of THR {MT}	Base-line	FY20 Target	FY21			FY22			FY23			FY24		FY25 Target	Target (LoP)
			SAPR-1	SAPR-2	FY21 Target	SAPR-1	SAPR-2	FY22 Target	SAPR-1	SAPR-2	FY23 Target	SAPR-2	FY24 Target		
Vegetable Oil				169.38			56.183								
CSB+							791.165								
Rice							354.449								
Total	**0**	**100**		**911.103**	**140**	**48**	**1201.797**	**140**		**894**	**130**	**727.27**	**120**	**0**	**2,430**
From Sept 2023 and 2024 sheets:				(Afar:312.231 metric tons, Oromia: 598.872)			FY22 Total: 1,249.797MT CSB+ =719.165mt Rice =402.449 Veg oil =56.183mt			This target is overachieved as USDA authorized take-home ration distributions to distribute stock balance left at schools before summer holiday to avoid risk of loss, as well as to utilize commodities before BUBD. These THRs were in addition to the planned THRs to grade 5 and 6 students in select schools in Afar to incentivize attendance.		This target is surpassed due to the end-of-semester take-home ration distribution approved by USDA.			
				The THR distributed was above the plan due to expiry date resulted from prolonged stay of CSB+ and Veg. Oil due to delayed opening of schools as a result of school closure due to COVID19 pandemic . While Rice was distributed due to quality deterioration resulting from extended stay and environmental factors.		Less number of students received the THR than planed due to some schools are not accessible and are still under the control of TPLF	The quantity of THR distributed is higher than the plan due to the change in the modality of food distribution from school meals to take-home ration due to short BUB dates and carried-over stocks at the end of the academic year									

MGD specification:

This indicator will collect the total quantity of take-home rations provided during the reporting period, in metric tons.

Disaggregation by commodity type.

WFP expectation (performance monitoring plan):

The data are expected to be collected from the monthly and quarterly distribution report and school administrative records.

Data collection to date and ET observations:

The best available summary of THR distributions, broken down by region, commodity and reason for distribution, is provided in Annex 8, Table 35.

MGD Indicator #15 – Recipients of THR

MGD 1.2.1.1 – Number of individuals receiving take-home rations as a result of USDA assistance (see MGD specifications below the table).

| Performance Indicator | Base-line | FY20 Target | FY21 | | | FY22 | | | FY23 | | | FY24 | | FY25 Target | Target (LoP) |
			SAPR-1	SAPR-2	FY21 Target	SAPR-1	SAPR-2	FY22 Target	SAPR-1	SAPR-2	FY23 Target	SAPR-2	FY24 Target		
Number of individuals receiving take-home rations	0	3,976		132,926	3,837	2,711	198,525	3,651		702, 033	3,551	127,370	3,149	0	198,525
Number of individuals receiving take-home rations (female)	0					1,578	91,809					59,405			
Number of individuals receiving take-home rations (male)	0					1,133	106,716					67,965			
Number of individuals receiving take-home rations (new)	0														
Number of individuals receiving take-home rations (continuing)	0														
From Sept 2023 and 2024 sheets				96,792 in Afar Region and 36,134 in Oromia Region The number of individuals who received THR is higher than the planed number due to significant amount of food that was carried over with a short BUB date . The THR distribution has been done to avoid food damage with the approval of the donor.		The THR reached 70% of the target due to the above mentioned reasons	The result showed the number of take-home ration beneficiaries increased. (I) 119,613 (Female 56,590), beneficiaries received THR from school carry-over stock: (II) 75,025 beneficiaries (Female:33,032) received THR from Short BUB of commodities: (III) 3,837 beneficiaries (2187 girls) in Afar received regular take-home ration.			This includes school-age children and their family members.		This target is surpassed due to the end-of-semester take-home ration distribution approved by USDA.			

MGD specifications:

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.

Expected disaggregation:

- 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
- Male Students
- Female Students

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.

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.

WFP expectation (performance monitoring plan):

The data are expected to be collected from the monthly and quarterly distribution report and school attendance records.

Data collection to date and ET observations:

Originally, THR was envisaged as an attendance incentive in Afar only, for Grade 5 and Grade 6 girls and Grade 6 boys. In practice much larger amounts of THR were distributed pragmatically on account of school closures during the Covid-19 pandemic and to avoid wastage of commodities nearing their BUBDs (see Table 11 of the MTE report). Accordingly, the target figures are far below the actual number of recipients.

WFP has not been able to provide a continuous series of male/female disaggregation. WFP has also not been able to distinguish between new and continuing recipients; this makes it difficult to judge if double-counting is taking place.

The comment for FY23 indicates that family members as well as school children have (sometimes?) been counted under this indicator. Our understanding is that only the school-children directly receiving the THR should be counted under Indicator#15, with family members recorded, if appropriate, under Indicator#19.

Moreover, the McGovern-Dole guidelines specify that any individual should be counted only once in a given year, even if they benefit more than once. The total for Sept 2022 exceeds the reported enrolment in McGovern-Dole schools and must therefore involve double-counting.

MGD Indicator #16 – Number of school meals provided

MGD 102.1.1 – Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance (se MGD specifications below the table).

Performance Indicator	Base-line	FY20 Target	FY21			FY22			FY23			FY24 Target		FY25 Target	Target (LoP)
			SAPR-1	SAPR-2	FY21 Target	SAPR-1	SAPR-2	FY22 Target	SAPR-1	SAPR-2	FY23 Target	SAPR-2	FY24 Target		
Number of daily school meals provided (**total**)	0	**32,986,800**	5,699,651	11,024,488	**30,697,920**	8,565,226	7,217,31 4	**28,800,640**		23,911,759	**26,710,112**	22,259,949	**24,249,104**	0	**143,444,576**
male							4,115,136;					12.661.100			
female							3,102,178)					9,598,849			
Afar total				6,291,480		3,742,794	3,356,843			11,017,735		11, 957,841			
male							1,885,569			6,329,122		6,735,324			
female							1,471,274			: 4,688,613		5,222,517			
Oromia total				4,733,008		4,822,432	3,860,471			12,894,024		10,329,108			
male							2,229,567			8,049,536		5,925,776			
female							1,630,904			4,844,488		4,376,332			
From Sept 2023 sheet:				The result is based on number of feeding days in February and March multiplied by number of beneficiaries	The output result considered number of feeding days (Afar: 65; Oromia: 56). During the reporting period the number of the feeding days are less than planed due to COVID19 and delayed distribution of food. As a result, the meals distributed at school are less while the food commodities have been distributed as THR.	The number of meals served in the semester is 59% of what has been planned. The main reason for not achieving the plan was the delayed food distribution in Afar and some children missing food due to the closure of schools in some woredas bordering the Tigray and children dropped out of school due to drought in the Borena zone of the Oromia region	The number of meals served in school was less than planned. The average feeding days in school are lower as a result of the delays in food dispatch resulting from the Tigray conflict and the drought and limited transporters in Oromia.	15,782,540 meals were provided, representing 55% of the original target. This target was underachieved as a result of school closures and security concerns due to the conflict. Additionally, enrolment/attendance was also lower than anticipated.							

MGD specifications

- 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.

- 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.

WFP expectation (performance monitoring plan):

Data collected from the monthly food distribution report/implementation report and school attendance record.

The programme design assumed 176 school feeding days in a year (see Annex 8, ¶16).

ET comments:

MGD does not specify any disaggregation. But WFP has sometimes provided sex-disaggregation and the breakdown between Oromia and Afar (see the table above).

MGD Indicator #17 – Number of children receiving school meals

MGD 102.1.1 – Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (see MGD specification below the table).

No. of recipients	Base-line	FY20 Target	FY21			FY22			FY23			FY24		FY25 Target	Target (LoP)
			SAPR-1	SAPR-2	FY21 Target	SAPR-1	SAPR-2	FY22 Target	SAPR-1	SAPR-2	FY23 Target	SAPR-2	FY24 Target		
Total	0	187,425	171,751	181,310	**174,420**	138,949	141,532	**163,640**		162,777	**151,762**	161,992	**137,779**	0	**218,866**
female	0		74,146	78,053		61,274	60,983			65,622		70,071			
male	0		97,611	103,257		77,675	80,549,			971,55		91,921			
new	0			181,310								8,976			
continuing	0											153,016			
Afar total				: 96,792		69, 628	68,507					89,603			
female				42,536)		29,542	30,026					39,733			
male				54,256		40,096	38,481					49,870			
Oromia total				84, 518		69,311	: 73,025					72,389			
female				35,517		:31,732	30,957					30,338			
male				49,001		37,579	42,068					42,501			
Excel and SAPR comments			School feeding started mid-January, targeting 186,903 children, as the schools re-opened after the ten months of closure due to the COVID-19Food is still on the way to some of the schools in Afa region bordering Tigray Reached 92% of planned number.	WFP planned to provide school meals to 186,689 (105,674 boys and 81,015 girls) for 66 feeding days, provided schools meals to 181,310 (97% of the planned number)		Only 79.7 percent of the planned beneficiaries [with reference to second year target of 174,420] due to the effect of the northern conflict that resulted in the closure of some schools and difficulty to transport food on time.	number of students reached through onsite school meals was 141,532 (80,549 boys and 60,983 girls), representing 81% of the target.	The programme reached 141,532 children (81% of the planned target) as targeted children bordering Tigray could not be reached.		This target is overachieved due to revised school coverage targets agreed to with USDA and regional Bureaus of Education. For the 2022/2023 school year, WFP targeted 169,514 school children with daily school meals. Only 162,777 were reached with school meals due to lower enrolment in some target schools.		The beneficiaries are higher than planned because of the new transition plan in Oromia, where WFP maintained distribution of school meals in all 168 schools for the 2023/2024 school year, but with the Oromia BoE covering 18 feeding days.			

MGD specification:

The USDA indicator reference sheet guide suggest the following: "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.

Expected disaggregation is pre-primary/primary and male/female,

WFP expectation (performance monitoring plan):

Data collected from the monthly food distribution report/implementation report and school attendance record; to be disaggregated by male/female and new/continuing.

ET observations:

Since the programme aims to feed all children enrolled in each participating school the annual targets for indicators #17 and #9 are the same. However, LoP target numbers given are different. The LoP target shown here was the original LoP target for Indicator #9. The PMP says it assumes 5 percent of beneficiaries are new each year, but this MGD indicator does not include the new/continuing distinction. In practice, new vs. continuing recipients has not been reported.

Curiously the male/female breakdowns under this indicator are sometimes but not always identical to those under Indicator #9.

MGD Indicator #18 – Number of social assistance beneficiaries

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 (see MGD specification below the table).

Social assistance beneficiaries	Base-line	FY20 Target	FY21			FY22			FY23			FY24		FY25 Target	Target (LoP)
			SAPR-1	SAPR-2	FY21 Target	SAPR-1	SAPR-2	FY22 Target	SAPR-1	SAPR-2	FY23 Target	SAPR-2	FY24 Target		
Total	0	191,401		181,310	178,257	141,660	141,532	167,291		702,033	153,292	161,992	139,309	100	220,406
female	0			78,053		62,812	60,983					70,071			
Male	0			103257		78,808	80,549,					91,921			
From Sept 2023 and 2024 sheets:				The result includes individuals receiving school meal and THR.		The result includes individuals receiving school meals and take-home ration aggregated.	The result includes individuals receiving school meals and take-home ration			This target is overachieved due to take-home ration distributions benefiting entire households.		Afar: Male (49,870); Female (39,733); total (89,603) Oromia: Male (42,051) Female (30,338) total (72,389) New: 8,976 Continuing: 153,016 The beneficiaries are higher than planned because of the new transition plan in Oromia, where WFP maintained distribution of school meals in all 168 schools for the 2023/2024 school year, but with the Oromia BoE covering 18 feeding days.		[The 100 figure is in Sept2023 sheet but not explained].	

MGD specifications:

Rationale: 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.

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.*

Disaggregation: male/female; new continuing. (Disaggregation by "type of asset strengthened" is not applicable, since school feeding is all oriented towards human capital,)

WFP expectation (performance monitoring plan):

"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." "To measure the number of students participating in productive safety nets."

Data collected from the monthly food distribution report/implementation report and school attendance record.

ET observations

In practice, this indicator aggregates school meal recipients and household beneficiaries from THR. The baseline survey confirmed that the usual estimate of 4 household members per student beneficiary is reasonable for Afar and Oromia. However, it appears that household members of THR recipients were not counted until FY23, so the annual figures are not comparable throughout the series. New vs. continuing has not been reported until FY24.

MGD Indicator #19 – increased use of health, nutrition and dietary practices

MGD SO2 - Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance

Recipients	Base-line	FY20 Target	FY21			FY22			FY23			FY24		FY25 Target	Target (LoP)
			SAPR-1	SAPR-2	FY21 Target	SAPR-1	SAPR-2	FY22 Target	SAPR-1	SAPR-2	FY23 Target	SAPR-2	FY24 Target		
Total	0	0		0	255		192	255		232	255	122	**263**	263	510
female															
Male															
From Sept 2024 sheet:		The data will be collected in next reporting period	Although a survey was planned for this period due to travel restrictions it wasn't done at the planned time			several training provided on nutrition education and screening has resulted in the screening and referral of 154 students for treatment and training of over 5000 students on nutrition and a balanced diet. This shows the increased knowledge among the school community and health workers.			116 schools are conducted malnutrition screening and referrals to local health posts; with 2 teachers trained on screenings per school. As a result of the trainings, 5,059 children were screened in Oromia and 909 children were screened in Afar. This resulted in 92 children referred to health centers.			61 schools conducted malnutrition screening and referrals in the reporting period, with 2 teachers trained on the screenings per school. Turnover of teachers who were trained on screenings has impacted the number of schools providing this service during the last reporting period. However, a refresher training is planned for the next reporting period. To collect further data against this indicator, the endline evaluation will include a KAPS survey and the findings will be shared in the next reporting period.			

MGD specifications

This indicator counts the *application* 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.

WFP expectation (performance monitoring plan):

Data collected through survey and data from health post.

ET observations:

This indicator is part of the programme's results framework, but was excluded from the scope of the MTE on the basis that a further KAPS would take place at endline.

The data actually reported about this indicator relate mainly to training in nutrition screening (see also Custom Indicator #2, below).

The KAPS was not configured, at baseline or endline, as a follow-up of project-specific training, which is what this indicator requires.

MGD Indicator #20 - increased use of health, nutrition and dietary practices

MGD SO2 - Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance

Recipients	Base-line	FY20 Target	FY21			FY22			FY23			FY24		FY25 Target	Target (LoP)
			SAPR-1	SAPR-2	FY21 Target	SAPR-1	SAPR-2	FY22 Target	SAPR-1	SAPR-2	FY23 Target	SAPR-2	FY24 Target		
Total	0	0		0	1,125		1,100	918		1,240	1,641	1,476	**1,724**	**1,724**	1,793
female															
Male															
From 2024 sheet:	**0**	**0**		This indicator also requires the administration of the survey. But the survey is not conducted due to insecurity			"According to the WFP monitoring report, 93% of the cooks prepare food keep their health and hygiene, and 95% of the cooks washed their hands while handling meals. This shows an overall improvement in the increased knowledge of cooks on safe food preparation "			Process monitoring found that 76% of cooks exhibited improved food safety and hygiene practices such as handwashing and covering their hair when cooking. WFP will provide a training to new cooks and refresher trainings on improved food preparation and hygiene practices to increase awareness on good health and hygiene practices for food handling and management and to lead to improved practices. In addition to the time, one would expect for long-term behavior change to be exhibited around these practices, there is often also turnover of cooks. While WFP does provide on-site training to cooks during routine process monitoring, these trainings are not as comprehensive as the multi-day training provided to cooks at the beginning of the project, which is why the refresher trainings are planned. The turnover in cooks from when the trainings were originally provided is the largest reason for the variation between the actuals and the progress.			Process monitoring found that cooks and school administration in 80% of schools demonstrated safe food preparation and storage practices. The progress reported here reflects 1 storekeeper and 2 cooks on average for each school where good storage and food preparation practices have been observed. To collect further data against this indicator, the endline evaluation will include a KAPS survey and the findings will be shared in the next reporting period.		

MGD specifications

This indicator counts the *application* 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.

WFP expectation (performance monitoring plan):

Data collected through annual survey.

ET observations:

This indicator is part of the programme's results framework, but was excluded from the scope of the MTE on the basis that a further KAPS would take place at endline.

Data reported are linked to process monitoring of food safety practices by cooks.

The KAPS was not configured, at baseline or endline, as a follow-up of project-specific training, which is what this indicator requires.

MGD Indicator #22 – individuals trained in food preparation practices

MGD 2.2 – Number of individuals trained in safe food preparation and storage as a result of USDA assistance (see MGD specification below the table).

Number of individuals trained in safe food preparation and storage	Base-line	FY20 Target	FY21			FY22			FY23			FY24		FY25 Target	Target (LoP)
			SAPR-1	SAPR-2	FY21 Target	SAPR-1	SAPR-2	FY22 Target	SAPR-1	SAPR-2	FY23 Target	SAPR-2	FY24 Target		
Total	0	1,500	640	584	350	700	254	322		230	110	344	0	0	2,391
Female	0		463	413		501	248					178			
male	0		177	171		199	6					166			
From Sept 2023 and 2024 sheets / narrative			Narrative: training on food handling and management has been provided to 472 school directors (431 men and 41 women). cooks' training has been provided in 11 & 8 clusters in Oromia Region targeting 599 women cooks	201 [school directors] (Male:171, Female 30) and 383 cooks	overall, out of the 1500 individuals planned to be trained , 1224 school management and cooks have been trained in safe food preparation and handling. Additional trainings are planned for the next academic year as there are still unmet demand due to increased coverage of schools than originally planned.	This indicator is overachieved for this reporting period due to postponement of training in Afar last Year.	Afar: 148 (Male: 2 Female: 146) Oromia: 106 (Male: 4 Female 102) Total: 254 (Male: 6 Female : 248)	Total FY22 954 (205 Male and 749 Females trained)		This target was overachieved as more persons were trained than planned to address turnover and need for refresher trainings.		This target is surpassed as WFP planned an additional training in this year that was not originally planned to address gaps at school level on knowledge of safe food preparation and storage practices.			

MGD specification:

This indicator counts the individuals trained through USDA sponsored training, whereas the *application* of new practices is reported under MGD Indicator 20.

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.

Disaggregation: sex – male, female

WFP expectation (performance monitoring plan):

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.

ET observations:

Some additional information in the SAPR narrative reports is not easy to reconcile with the figures reported in the SAPR spreadsheets – see comments row above. Sex disaggregation is incomplete.

The ET's impression from fieldwork is that the numbers reported may be more reliable as an indicator of trainings conducted than of the number of unique individuals trained (as for example, several cooks reported having taken training more than once).

MGD Indicator #23 – Individuals trained in child health and nutrition

MGD 2.3 – Number of individuals trained in child health and nutrition as a result of USDA assistance (see MGD specification below the table).

Performance Indicator	Base-line	FY20 Target	FY21			FY22			FY23			FY24		FY25 Target	Target (LoP)
			SAPR-1	SAPR-2	FY21 Target	SAPR-1	SAPR-2	FY22 Target	SAPR-1	SAPR-2	FY23 Target	SAPR-2	FY24 Target		
Number of individuals trained in child health and nutrition as a result of USDA assistance	0	0			300	190	169	300		28	150	143	150	0	900
Number of individuals trained in child health and nutrition as a result of USDA assistance (female)	0					55	46					26			
Number of individuals trained in child health and nutrition as a result of USDA assistance (male)	0					135	123					117			
From Excel sheet Sept 2023.			The training is planned following the results of the baseline survey (KAP)	This training will be developed based on the KAP survey outcome to address the knowledge gap. The KAP survey preliminary analysis is done , using this training will be provided in the next reporting period.		This indicator was partially achieved because the training was not provided for woredas bordering Tigray Region due to the conflict.	Target met across both reporting periods	**Total FY"""** 359 (258 male and 101 female trained)		More persons planned than original target due to turnover and need for refresher trainings					

MGD specification:

This indicator counts the individuals trained through USDA sponsored training, whereas the application of new practices is reported under MGD Indicator 19. 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.

Disaggregation: sex – male, female

WFP expectation (performance monitoring plan):

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.

ET observations:

Much if not all of the training reported against this indicator seems to relate to nutrition screening – see the information collated under Custom Indicator #2. It is not clear whether WFP records are able to track the number of unique individuals trained, as MGD guidance requires. Reported sex-disaggregation is incomplete.

MGD Indicator #27 – school water sources improved

MGD 2.4 – Number of schools using an improved water source (see MGD specification below the table)

Performance Indicator	Base-line	FY20 Target	FY21			FY22			FY23			FY24		FY25 Target	Target (LoP)
			SAPR-1	SAPR-2	FY21 Target	SAPR-1	SAPR-2	FY22 Target	SAPR-1	SAPR-2	FY23 Target	SAPR-2	FY24 Target		
Number of schools using an improved water source	161	0		237	48	286	374	0		508	416	487	453	453	453
from narrative reports and spreadsheets 2023 and 2024				Data from process monitoring showed 29% of targeted schools have access to clean water. This are existing water facilities that is not done through the programme.		The water construction is not done but the selection of schools and costing is done. Further monitoring results showed that 40% of schools use pipe water, protected springs, and boreholes.	The monitoring findings showed 374 schools have safe water.			Process monitoring reports 508 schools using improved water sources (147 in Oromia, 361 in Afar)			Afar: 348 Oromia: 139		

MGD specification:

The detailed McGovern-Dole guidance is that the indicator measures the number of project/targeted schools using an improved water source. This includes schools that already had an improved water source prior to the start of this programme. It is therefore not a narrow measure of project outputs.

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.	Improved water sources are: • Piped water into dwelling, plot, or yard • Public tap/standpipe • Tube well/borehole • Protected dug well • Protected spring • Rainwater collection	Unimproved water sources are: • 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

WFP expectation performance monitoring plan):

Data to be collected from regional education bureau EMIS data / implementation report and records.

ET observations:

The baseline sample survey includes data on water sources available to schools in 2021, and the endline survey will be able to assess overall progress on a sample basis. For project monitoring and management, however, it is useful to collect annual data. The indicator can record improvements that are not directly due to USDA inputs.

On the basis of the MGD indicator specification, each year's target should be higher than the baseline and the previous year's target. This rule was not followed prior to the programme amendment in 2023, and the revised targets for FY23 onwards are nevertheless lower than the actual figure recorded for FY23.

MGD Indicator #30 – Direct beneficiaries of USDA

MGD SO1/ MGD SO2 – Number of individuals participating in USDA food security programs (direct beneficiaries – see specification below the table).

individuals participating (direct beneficiaries)	Base-line	FY20 Target	FY21			FY22			FY23			FY24		FY25 Target	Target (LoP)
			SAPR-1	SAPR-2	FY21 Target	SAPR-1	SAPR-2	FY22 Target	SAPR-1	SAPR-2	FY23 Target	SAPR-2	FY24 Target		
Total	0	193,201	172,229	181,894	178,907	139,839	141,955	167,591		705,300	153,016	162,479	137,779	0	225,953
male	0	103,885	98,042	103,428	95,087	78,009	80,678,	90,930			82,810	91,921			
female	0	88,916	74,786	78,466	84,038	61,830	61,277	80,828			75,978	70,071			
Age 3-15	0			157,289											
Age 15-59	0			24,605											
Government	0			201								191			
Civil society	0			0								296			
Smallholder farmers	0														
Total (to include family members based on standard family size of 5)			861,145	909,470		699,195	709,775			705,300		162,479			
Comments from Sept 2023 and 2024 sheets			The output result includes children receiving school meals and individuals who received training.	The result includes individuals receiving school meals and training. So this is the sum of 181310 students benefited from the school meal and 584 individuals benefited from the training.		The result includes individuals receiving school meals and trainings. Hence, 138,949 individuals were benefited from school meals and 890 from training)	School meals: 141, 532 (Male 80,549, Female 60,983) Number of Individuals receiving training: 423 (Male: 129, Female: 294) Total: 141, 955 (Male: 80,678, Female: 61,277)	**FY22 Activity total** 142,845 individuals (141,532 from school feeding and THR) and 1.313 from trainings; [male] 81,114 (80,678 benefited from school meals and 436 from training); [female] 62,680 (61,830 female benefited from school meals and 850 from trainings) [not obvious how this relates to the two six-month numbers)		Includes 730,268 [sic] beneficiaries from school meals and THR, and additional beneficiaries of trainings		The target is a typo in the Att D and should be 137,779 aligned with the number of school meals beneficiaries. Further, the beneficiaries are higher than planned because of the new transition plan in Oromia, where WFP maintained distribution of school meals in all 168 schools for the 2023/2024 school year, but with the Oromia BoE covering 18 feeding days.			

MGD specification:

This indicator counts, with some exceptions listed below, *all the individuals participating in McGovern-Dole activities*, including:

- 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*

First level disaggregation is by sex, male and female

WFP expectation (performance monitoring plan):

Specific to the project, beneficiaries are recipients of trainings and school meals.

ET comments:

In effect this indicator aggregates recipients of school meals and THR with those who benefit from training under the programme. The overwhelming majority of the beneficiaries are the school feeding recipients. The reported data are inconsistent as to whether THR family members are included. ETCO has explained that this is because this indicator did NOT track family members of school children receiving THRs until 2023 when ETCO received guidance from USDA to do so. This also explains the significant increase in progress reported.

MGD Indicator #31 – Indirect beneficiaries of USDA

MGD SO1/MGD SO2 – Number of individuals benefiting indirectly from USDA-funded interventions (see specification below the table).

Individuals benefiting indirectly	Base-line	FY20 Target	FY21			FY22			FY23			FY24		FY25 Target	Target (LoP)
			SAPR-1	SAPR-2	FY21 Target	SAPR-1	SAPR-2	FY22 Target	SAPR-1	SAPR-2	FY23 Target	SAPR-2	FY24 Target		
Total	**0**	**15,904**		455,004	**15,348**	16,266	478,452	**14,604**			303,524	647,968	275,558	**0**	**303,524**
Total (to include family members based on standard family size)				455,004			478,452					647,968			
From Excel sheets Sept 2023 and 2024				The result assumes family members of individuals receiving take home ration. (Assuming 151,668 individuals receiving take home rations and on the average 3 family members benefit from THR.		This result assumes family members of individuals receiving take home ration, 16,266 household members benefited indirectly from THR.	This indicator has surpassed the plan because of the significant amount of resources provided as a THR in the reporting period. The result showed the number of family members who benefited from THR assuming each THR beneficiary has 4 family members			This indicator typically calculates indirect beneficiaries at household level. However, per USDA guidance these beneficiaries have been included as direct beneficiaries as a household THR ration was provided.		Afar: 358,412 (family members of school children receiving school meals) Oromia: 289,556 (family members of school children receiving school meals) The target was not calculated correctly.			

MGD specifications:

MGD guidance defines this indicator thus: "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."

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. No disaggregation is specified.

WFP expectation (performance monitoring plan):

Data collected from partners distribution reports , training records and school administrative records. This assumes members of the household also benefit from THRs. This takes into consideration that 4 family members will benefit per child.

ET observations:

In line with this guidance, it would be legitimate to include family members of children receiving school meals, when there are no THR. However, this approach seems not to have been followed. However, as explained under Indicator #30, USDA has, from 2023, advised ETCO to report family members of THR recipients as direct beneficiaries.

MGD Indicator #32 – Schools reached by USDA assistance

MGD SO1/SO2 – Number of schools reached as a result of USDA assistance (see specification below the table).

Performance Indicator	Base-line	FY20 Target	FY21			FY22			FY23			FY24		FY25 Target	Target (LoP)
			SAPR-1	SAPR-2	FY21 Target	SAPR-1	SAPR-2	FY22 Target	SAPR-1	SAPR-2	FY23 Target	SAPR-2	FY24 Target		
Number of schools reached	0	450	819	815	432	693	581	411		676	693	615	450	0	715
From Excel sheets Sept 2023 and 2024			The number of schools is changed from 816 to 819 after school readiness assessment was made.	The actual number of schools targeted and reached by this programme is higher than the original plan . This is because most schools in the pastoralist area contained few number of children , as such to meet the target number the programme has to go beyond number of schools that are originally planned while the number of students remined as planned.		The number of schools is less than last year as some schools are phased out of the programme and handed over to the government plus 134schools currently not accessible in Afar due to the Tigray conflict.	(Afar: 413, Oromia : 168) The number of schools is less than previous reporting period due to inaccessibility of schools in Afar region due to the Tigray conflict.			Afar: 508 Oromia: 158		Afar: 447 Oromia: 168 The number of schools supported is higher than the target for 2 reasons: 1) The handover plan is based on number of beneficiaries that the government expected to take over and not the number of schools. The number of schools transitioned was estimated based on number of beneficiaries, but based on actual enrolment the number of project schools was much higher. 2) The handover plan in Oromia changed where WFP kept all 168 schools in the project this year and the BoE supported 18 feeding days.			

MGD specifications:

The indicator tracks the number of schools reached during the reporting period by any project activity. Baseline is zero.

WFP expectation (performance monitoring plan):

This output indicator refers to the number of schools targeted throughout the life of this project.

ET observations:

WFP reported 815 schools involved in the program in FY21, and the LoP target therefore cannot logically be less than this. Numbers of schools were much higher than initially planned because of the small size of schools, especially in Afar (see Table 6 and Table 7 in the main report). (The original LoP target was 450, in line with the FY20 target.) The Sept 2024 spreadsheet explains the divergence between originally targeted schools and the numbers reached.

Table 8 in the body of this report provides a more detailed breakdown obtained from ETCO by the MTE team. This shows the breakdown by zone and depicts the geographical pattern of reductions in the number of participating schools. Table 8 gives a higher total figure (715) for FY22.

Custom indicator #1 – Gender Parity Index

GPI	Baseline	FY20 Target	FY21			FY22			FY23			FY24		FY25 Target	Target (LoP)
			SAPR-1	SAPR-2	FY21 Target	SAPR-1	SAPR-2	FY22 Target	SAPR-1	SAPR-2	FY23 Target	SAPR-2	FY24 Target		
Ratio of female : male students	0.85:1	0.87:1	NA	0.76:1	0.89:1	0.79:1	0.76:1	0.91:1		0.71:1	0.93:1	0.76:1	0.93:1	0.93:1	0.93:1
Comments in Sept 2023 sheet:							There is a decline from the last semester. WFP is in the process of planning to conduct a gender gap analysis in Collaboration with UNICEF and MOE to understand the overall gender gap in primary education		The GPI has further decreased from the previous reporting period. The gender gap analysis contracted in partnership with UNICEF will be finalized in the next reporting period and will provide insight into the trends that may be creating this decrease, followed up by findings from the midterm evaluation.						

WFP expectation (performance monitoring plan):

The PMP provides no detail.

Data collection to date and ET observations:

Table 30 in Annex 8 above provides a detailed gender breakdown of enrolments in participating schools, and shows GPI by zone and year.

Custom indicator #2 – Nutrition screening

Number of screenings of ECD children conducted as a result of USDA assistance

Nutrition screening	Base-line	FY20 Target	FY21			FY22			FY23			FY24		FY25 Target	Target (LoP)
			SAPR-1	SAPR-2	FY21 Target	SAPR-1	SAPR-2	FY22 Target	SAPR-1	SAPR-2	FY23 Target	SAPR-2	FY24 Target		
Number of screenings of ECD children	0	10	1	3	10	1	3	10		8	10	8	10		40
Number of schools conducting screening										116					
Number of ECD children screened						Oromia 1,853	Oromia 1,364 (m 789, f 575)		4,690	5,968 Oromia:5,059 Afar: 909		Oromia: 5,579 Afar: 1,175			
Number referred for MAM treatment						Oromia 92	Oromia 154 (m 72, f 82)		NA	92					
Comments from Sept 2023 and 2024 sheets			Screening ongoing and service will start in May 2021.	Screening already conducted for three months (April - June)		During the reporting period one screening was conducted.	3 (screening conducted in Oromia) The screening and referral in Oromia are progressing well, the Afar Region is lagging behind because of the conflict, special attention will be given to Afar to progress in the current academic year.	Total FY22: 4 screening conducted		Screenings are done monthly, with 4 months per semester (8 total months in the reporting period). As a result, 5,059 children were screened in Oromia and 909 children were screened in Afar. This resulted in 92 children referred to health centers.		Screenings are done monthly, with 4 months per semester (8 total months in the reporting period)			
Additional comments from SAPR narrative						in collaboration with health extension workers, provided nutrition screening and referral training to a total of 174 pre-school teachers (39 female and 135 male) in Oromia and 18 teachers in Afar have received the training on basic nutritional screening and referral. Following the training, a screening service was conducted in the Oromia region.	: In Oromia Region 1,364 (male 789 and female 575) children aged 3-6 were screened in 105 schools, and out of this, 154 (72 male and 82 female) were diagnosed with moderate acute malnutrition and referred to health facilities for treatment. 151 school directors and teachers were trained on school health and nutrition in Afar Region. Although 18 teachers were trained in nutrition screening and referral during the previous reporting period in the Afar region, screening and referral of children is not yet started because of insecurity.		A total of 81 school directors and teachers were trained on nutrition screenings, referral services, and improved health and hygiene. As a result of ongoing screenings, 4,690 Early Childhood Development (ECD) children were screened during the reporting period	Through these monthly screenings, 5,968 pre-primary school children were screened during the reporting period, resulting in referrals of 92 children to health centers for nutrition treatment					

WFP expectation (performance monitoring plan):

According to the PMP:

- The data would be collected annually by Mobile Health Units
- This indicator will track the number of screenings of ECD children as a result of USDA assistance and the unit of measure would be number of children However, the target seems to be "number of screenings" at 10 per year, but the draft PMP does not define the target clearly (no notes on indicator and target). The notes to the spreadsheet imply that the indicator is counting the number of months in which screening took place, not capturing either the number of schools doing screening or the number of children screened.

ET observations:

It would be helpful if WFP clearly reported: the number of schools undertaking nutrition screening; the number of children screened during the period; and the number of children referred as a result.

As noted in the table above, such information is provided sporadically but not systematically in the SAPRs.

The outcome survey (Abebe, 2023) reports as follows:

Together with the woreda health office, primary schools, and development partners, the SFP has been facilitating school health and nutrition screening services. The screening is conducted in three woredas including Elidear, Mille and Chifra. During the last quarter of year 2022 (covering October to December 2022), a total of 433 students were screened, from which 9% of them were referred to health centers for further nutritional support and treatment.

Table 23: School children screening for health and nutrition support in Afar region.

Screening	Girls	Boys	Total
Number of screenings conducted in the quarter	209	224	433
Number of children referred to health centers	19	20	39
Number of schools covered by the school screening			11
Number of Woredas covered under screening in Afar region			3
Total	228	244	

Source: Internal report, Afar Region SFP, December 2022

Custom indicator #3 – Utensils and serving modalities

The number of schools that receive clean utensils and serving modalities as a result of USDA assistance.

Clean utensils and appropriate serving modalities	Base-line	FY20 Target	FY21			FY22			FY23			FY24		FY25 Target	Target (LoP)
			SAPR-1	SAPR-2	FY21 Target	SAPR-1	SAPR-2	FY22 Target	SAPR-1	SAPR-2	FY23 Target	SAPR-2	FY24 Target		
Number of schools [draft PMP targets]	0	315			324			329			320		313		405
Number of schools [Sept23 report]	0	354	280	475 (Oromia: 174, Afar 301)	357	60	366	360		385	536	434	536	536	
comments from narrative and spreadsheet reports				475 schools received different non -food items: Cooking pot (571), Plates(47117), Spoon (43,043), Cups (33,040) Bucket (299), Ladle (360) and basin (331). This achievement is 134% based on the original project plan that intend to reach only 345 schools through provision of NFI , However the actual number of schools targeted are 815 schools creating additional demand than originally planned.		Out of the 136 schools visited during the reporting period, only 60 schools have adequate NFI. More accurate data will be generated when all schools will be visited.	366 schools for this reporting period have sufficient NFI as per the monitoring report According to the WFP monitoring report, 63.4% of the target school have sufficient NFI. Additional NFI is procured and distributed in the reporting period which will improve the number of schools with adequate NFI			Additional non-food items will be distributed in the upcoming reporting period.			Afar: 308 Oromia: 126 Additional NFIs are being delivered in the next reporting period to continue to address gaps at school level on access to **NFIs.**		

WFP expectation (performance monitoring plan):

- This output indicator will track the number of schools that receive clean utensils and serving modalities as a result of USDA assistance.
- Starting with 70 percent of schools, ending up with 90 percent. Cumulative aggregation of annual targets.

ET observations:

It is not easy to reconcile the data presented with the PMP explanation of targets.

The September 2022 SAPR noted the effect of conflict in degrading the availability of NFI:

> The effect of the armed conflict is enormous with partial and total damage to schools in Zone-2 and 4. A joint assessment report prepared by the Education Sector Cluster in Afar shows that 44 schools were totally damaged and 141 schools were partially damaged. Specific to school feeding, the damage includes kitchens, food stores, and NFIs.

Custom indicator #4 – Handwashing stations

Number of handwashing stations constructed as a result of USDA assistance

WFP expectation (perform

Number of handwashing stations constructed	Base-line	FY20 Target	FY 21			FY22			FY23			FY24		FY25 Target	Target (LoP)
			SAPR-1	SAPR-2	FY21 Target	SAPR-1	SAPR-2	FY22 Target	SAPR-1	SAPR-2	FY23 Target	SAPR-2	FY24 Target		
Number of schools with handwashing stations [draft PMP targets]	5	530			0			0			0	0	0		530
Number of schools with handwashing stations [Sept23 reports]		530		614 83 (Oromia) and 531 (Afar)							5				614	
Comments Sept 2023 and 2024 sheets:				614 handwashing stations procured and distributed to targeted schools.	Activity completed in the last quarter					5 handwashing stations were constructed in Oromia.		This activity is completed			

Performance monitoring plan):

this output indicator will track the number of schools that have handwashing stations as a result of USDA assistance.

Data collection to date:

See table above (and the table for MGD indicator #8).

ET observations:

The FY25 target (614) is equivalent to LoP target, and has been exceeded by the 5 handwashing stations reported for 2023.

These data also appear under MGD Indicator #8.

Custom indicator #5 – Attentiveness of students

Percent of students identified as attentive in classrooms during the class or instruction.

Attentive students (%)	Baseline	FY20 Target	FY21			FY22			FY23			FY24		FY25 Target	Target (LoP)
			SAPR-1	SAPR-2	FY21 Target	SAPR-1	SAPR-2	FY22 Target	SAPR-1	SAPR-2	FY23 Target	SAPR-2	FY24 Target		
Percentage of attentive students *[draft PMP targets]*	50%	55%			65%			75%			85%		95%		95%
Percentage of attentive students *[Sept23 and 24 reports]*	**50%:** **(**Afar: Male (51.50%, Female 54.3%) Oromia (Male: 42.25%, Female: 48.52%)	55%	NA	NA	65%	80% (69% girls , 90% boys)		75%		94%	60%	94%	70%	80%	80%
Comments from Sept 2023 and 2024 sheets						This result was taken from KAPS survey showing teachers perception on attentiveness, concentration during last academic year. Another survey will be conducted in the next reporting period to show the result for this academic year.				The school feeding outcome survey found 94% of children to be attentive in class (97% of children in Oromia region reported themselves to be attentive all or most of the time; 90% of children in Afar surveyed reported themselves to be attentive all or most of the time)		Attentiveness data will be collected with the endline evaluation; figure reported is from last reporting period.			

WFP expectation (performance monitoring plan):

This is an outcome indicator that will measure teachers' perception of children to concentrate – data collected from focus groups. (Baseline will be decided during baseline survey.)

Data reported to date:

The data presented in the SAPRs ae not clearly explained.

ET observations

The SAPRs should give the baseline evaluation survey as the source for data on teachers' perceptions of attentiveness. The baseline and endline attentiveness scores are reproduced in Table 41 and Figure 29 below.

Table 41   Teacher perceptions of attentiveness at baseline and endline

	Response	Afar		East Hararghe		Borana	
		Baseline	Endline	Baseline	Endline	Baseline	Endline
Teacher's opinion regarding child's concentration or attentiveness (%) all	Inattentive, poor	13.2%	8.0%	17.3%	11.4%	3.0%	3.0%
	Adequate, not very good	27.6%	18.5%	33.9%	21.6%	18.5%	21.6%
	Good, generally attentive	51.3%	66.3%	41.1%	55.7%	56.0%	45.5%
	Excellent, highly attentive	7.9%	7.3%	7.7%	11.4%	22.6%	29.9%
Teacher's opinion regarding child's concentration or attentiveness (%) male	Inattentive, poor	8.8%	9.9%	15.5%	11.9%	1.2%	3.6%
	Adequate, not very good	30.6%	15.2%	25.0%	14.3%	13.1%	21.4%
	Good, generally attentive	50.0%	66.7%	47.6%	56.0%	50.0%	35.7%
	Excellent, highly attentive	10.6%	8.3%	11.9%	17.9%	35.7%	39.3%
Teacher's opinion regarding child's concentration or attentiveness (%) female	Inattentive, poor	18.1%	6.0%	19.0%	10.8%	4.8%	2.4%
	Adequate, not very good	24.1%	21.9%	42.9%	28.9%	23.8%	21.7%
	Good, generally attentive	52.9%	65.8%	34.5%	55.4%	61.9%	55.4%
	Excellent, highly attentive	4.9%	6.3%	3.6%	4.8%	9.5%	20.5%

Figure 29. Percentage of students perceived as attentive at baseline and endline
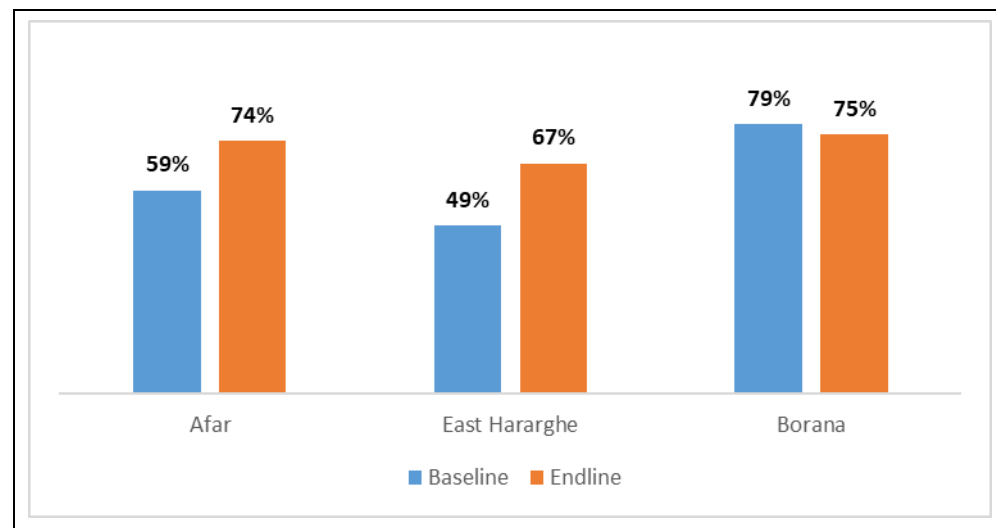
Source: Table 41 (sum of 'good' and 'excellent' ratings).

The outcome survey (Abebe, 2023) reports data on attentiveness (see the box below) which are based on students' (not teachers') perceptions of attentiveness, and therefore are not comparable with the baseline survey data.

Overall data on attentiveness	Afar region data on attentiveness
There are no official records about the level of attentiveness of students in the regions. This outcome survey has asked students if they pay attention while they are in the class. The survey result reveals that students from program schools pay better attention than non-program while attending class.	Students were asked about how they feel when they are in class and at school. 65 percent of program schools and 60 percent of non-program schools said they pay attention to the class all the time, respectively, while 32 percent and 34 percent of the students reported they pay attention most of the time.
	Level of attentiveness in the classroom: (Afar schools)

How often	Program	Non-Program
All the time	65%	60%
Most of the time	32%	34%
Some of the time	2%	6%
On Occasion	0%	0%
Total	100%	100%

Annex 10   Inconsistencies in enrolment and attendance data

A. ENROLMENT DATA

Issue and approach

1.   Issues with the reporting of enrolment data from WFP prompted the evaluation team to conduct a comparison with enrolment figures reported in the Education Management Information System (EMIS). Every government school has an EMIS identification code, and school-level data are reported up through the hierarchy from woreda education offices to the Ministry of Education (MoE). Woreda-level data are not published in the national education statistics, but MoE shared its school-level enrolment data for all schools within the project area.

2.   WFP enrolment figures contained certain improbabilities; for example, enrolment figures in Oromia between 2022/23 and 2023/24 stayed exactly the same (see Figure 30 below). Although the set of project schools stayed the same over that period, there must have been year-to-year changes in their enrolments. Therefore, the ET conducted a comparison with EMIS data to assess the variation in enrolment figures over the project period.

3.   A complication in assembling the EMIS data is reconciling McGovern-Dole project schools with the schools listed in EMIS data. This is an outcome of WFP's monitoring of schools participating in the school feeding project. WFP does not consistently use schools' unique EMIS IDs in is school records, and matching schools listed in WFP data with the corresponding schools in EMIS data is not always possible due to incorrect or missing school IDs or the duplication of schools in the data. Table 42 provides a summary of the number of schools that were unmatched for each year of the project.

Table 42   Number of schools unmatched when reconciling EMIS with WFP enrolment data

Year	WFP total Schools	Unmatched schools	Percentage of schools unmatched
2020/21	815	33	4.0%
2021/22	715	15	2.1%
2022/23	676	38	5.6%
2023/24	615	14	2.3%

Source: Compiled by the ET using EMIS and WFP enrolment data

Enrolment data

4.   A summary of EMIS enrolment figures for the project period is presented in Table 43, followed by the WFP enrolment data in Table 44.

Table 43   Total enrolment in project schools by year and region using EMIS data

Year	Sex	Afar	Borana	East Hararghe	Total
2020/21	Male	58,486	21,420	30,617	110,523
	Female	44,649	18,004	19,418	82,071
	Total	**103,135**	**39,424**	**50,035**	**192,594**
2021/22	Male	59,602	17,570	24,746	101,918
	Female	46,111	14,550	15,903	76,564
	Total	**105,713**	**32,120**	**40,649**	**178,482**

Year	Sex	Afar	Borana	East Hararghe	Total
2022/23	Male	56,361	19,109	25,159	100,629
	Female	44,417	15,995	15,907	76,319
	Total	**100,778**	**35,104**	**41,066**	**176,948**
2023/24	Male	55,063	21,448	26,570	103,081
	Female	43,499	17,884	18,157	79,540
	Total	**98,562**	**39,332**	**44,727**	**182,621**

Source: Compiled by the ET using EMIS enrolment data

Table 44 Total enrolment in project schools by year and region using WFP data

Year	Sex	Afar	Borana	East Hararghe	Total
2020/21	Male	58,694	23,198	23,782	105,674
	Female	45,931	20,339	14,745	81,015
	Total	**104,625**	**43,537**	**38,527**	**186,689**
2021/22	Male	57,780	21,122	21,367	100,269
	Female	43,513	17,839	13,111	74,463
	Total	**101,293**	**38,961**	**34,478**	**174,732**
2022/23	Male	54,901	21,072	21,367	97,340
	Female	41,174	17,889	13,111	72,174
	Total	**96,075**	**38,961**	**34,478**	**169,514**
2023/24	Male	50,585	21,072	21,367	93,024
	Female	37,884	17,889	13,111	68,884
	Total	**88,606**	**38,961**	**34,478**	**162,045**

Source: Compiled by the ET using WFP enrolment data

5. Table 45 below compares the data from the two sources, and shows substantial disparity between some of the recorded figures. In East Hararghe in 2023/24, WFP data records the overall enrolment at 34,478 students compared with 44,727 in the EMIS data. The figures for Afar in 2023/24 also differ by more than 10,000 students. The disparities are not only apparent in the most recent year of the project but in other years too. In 2020/21, WFP data recorded 38,527 students in East Hararghe, whereas the figure recorded by EMIS was 50,035.

Table 45 Enrolment in project schools by year and region, comparison of EMIS and WFP data

Year	Sex	Afar		Borana		East Hararghe		Total		EMIS % of WFP
		WFP	EMIS	WFP	EMIS	WFP	EMIS	WFP	EMIS	
2020/21	Male	58,694	58,486	23,198	21,420	23,782	30,617	105,674	110,523	
	Female	45,931	44,649	20,339	18,004	14,745	19,418	81,015	82,071	
	Total	**104,625**	**103,135**	**43,537**	**39,424**	**38,527**	**50,035**	**186,689**	**192,594**	103%
2021/22	Male	57,780	59,602	21,122	17,570	21,367	24,746	100,269	101,918	
	Female	43,513	46,111	17,839	14,550	13,111	15,903	74,463	76,564	
	Total	**101,293**	**105,713**	**38,961**	**32,120**	**34,478**	**40,649**	**174,732**	**178,482**	102%
2022/23	Male	54,901	56,361	21,072	19,109	21,367	25,159	97,340	100,629	
	Female	41,174	44,417	17,889	15,995	13,111	15,907	72,174	76,319	
	Total	**96,075**	**100,778**	**38,961**	**35,104**	**34,478**	**41,066**	**169,514**	**176,948**	104%

Year	Sex	Afar		Borana		East Hararghe		Total		EMIS % of WFP
		WFP	**EMIS**	**WFP**	**EMIS**	**WFP**	**EMIS**	**WFP**	**EMIS**	
2023/24	Male	50,585	55,063	21,072	21,448	21,367	26,570	93,024	103,081	
	Female	37,884	43,499	17,889	17,884	13,111	18,157	68,884	79,540	
	Total	**88,606**	**98,562**	**38,961**	**39,332**	**34,478**	**44,727**	**162,045**	**182,621**	113%

Source: Compiled by the ET using EMIS and WFP enrolment data

Figure 30. Students enrolled in participating schools by Region/Zone and year, WFP data
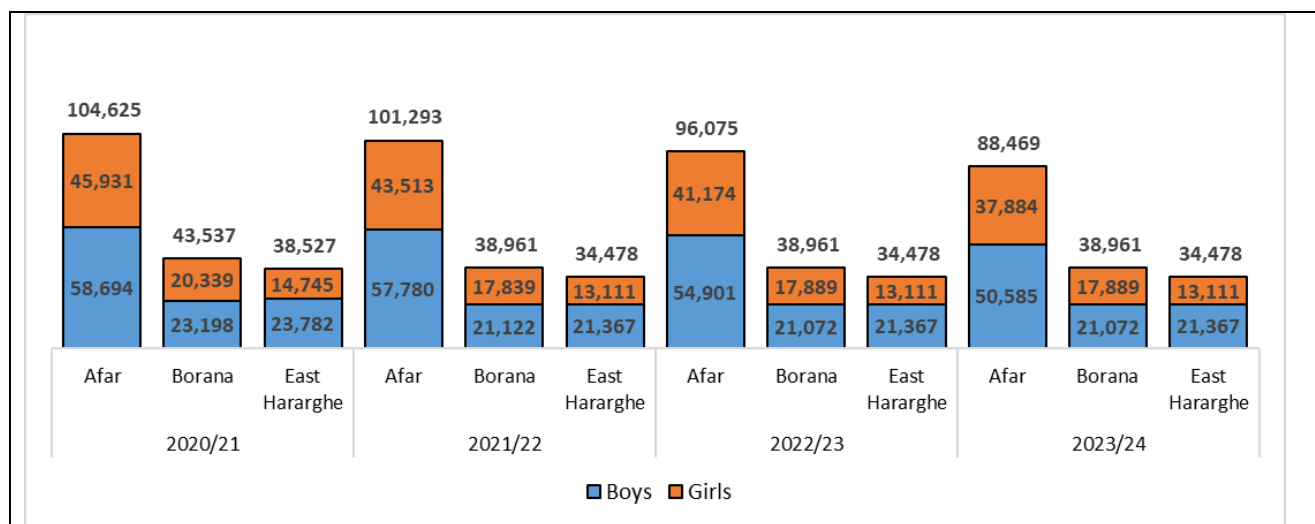
Source: ETCO data, see Table 44.

Figure 31. Students enrolled in participating schools by region/zone and year, EMIS data
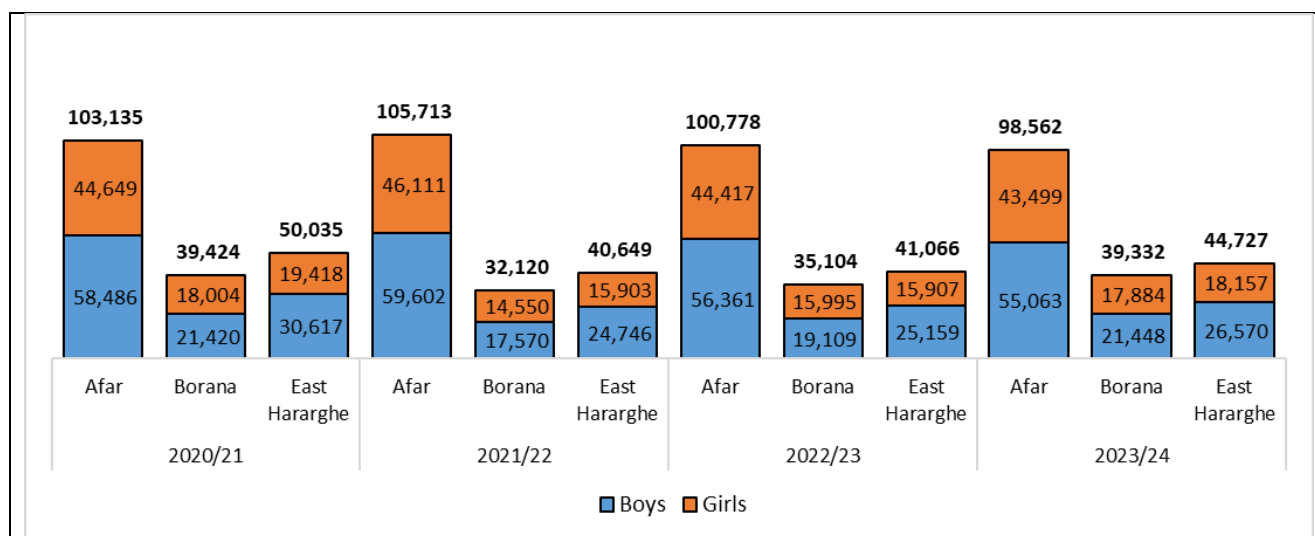
Source: EMIS data, see Table 43

Gender implications

Comparing WFP and EMIS data

6.   Analysing the gender balance of enrolment is also complicated by the inconsistency between the two sets of enrolment data. Figure 32 utilises WFP's data and appears to show that in each project area the gender parity index (GPI) was worse in 2023/24 than in the first year of project implementation (2020/21). However, the EMIS data show significantly different trends. – see Figure 33 (left pane), which indicates the GPI in East Hararghe and Afar has improved over the project period; although the data for Borana are

similar from both sources. The EMIS data are not perfect (we noted the problem on unmatched schools in Table 42 above), but we consider them more plausible, and have used them in our GPI analysis. The right pane of Figure 33 presents GPI by region/zone including data from all in-project and out-of-project schools using EMIS data. It shows only marginal differences compared with the project-only figures.

Figure 32. GPI for USDA McGovern-Dole project schools 2021/22 – 2023/24 using WFP data
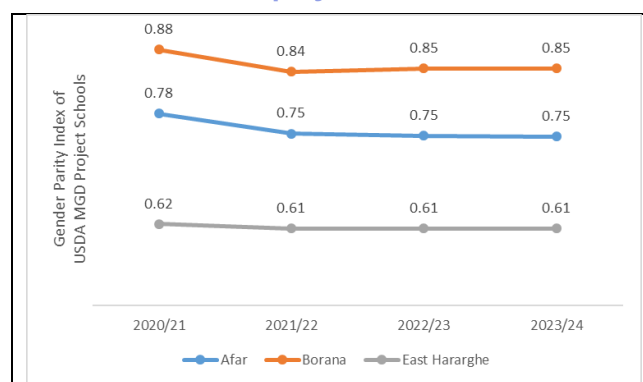
Source: data from ETCO, see Table 30.

Note: a GPI of 1.0 would indicate equal numbers of girls and boys; GPI below 1.00 indicates fewer girls than boys.

Figure 33. GPI 2020/21 – 2023/24 using EMIS data
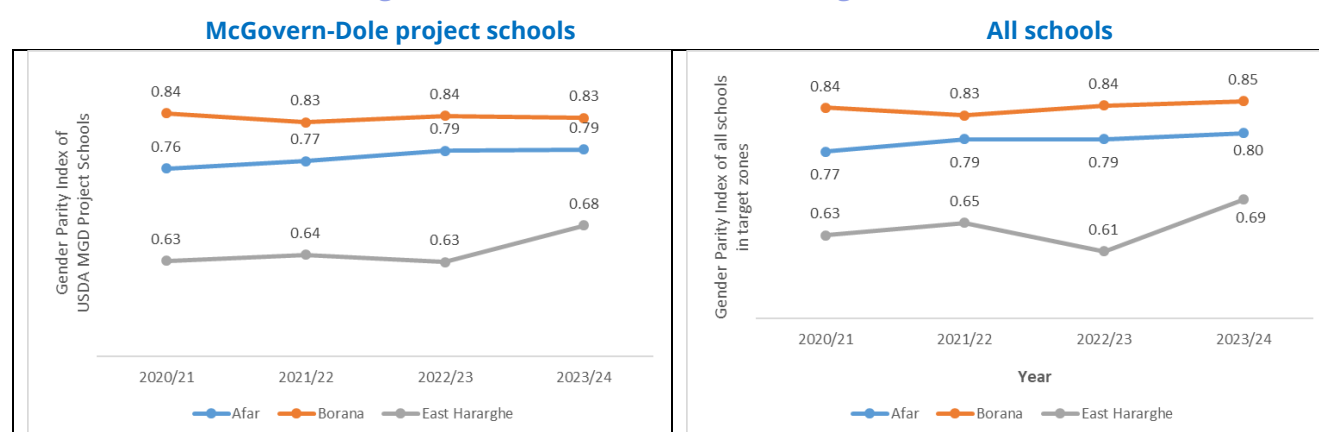
Source: data from EMIS

GPI estimates from the endline survey

7.   The baseline and endline surveys estimated GPI based on the representative sample of schools surveyed. Their results are shown in Table 46 below. They suggest an improvement in GPI for Afar and both Oromia zones (but the confidence limits were much wider at baseline than at endline).

Table 46   Gender Parity Index from sample data, with confidence limits

Baseline (2021)   Endline (2024)

Survey Stratum¤	Gender Parity Index			Gender Parity Index¤		
	GPI	*Lower CL*	*Upper CL*	GPI¤	*Lower CL¤*	*Upper CL¤*
Afar (Zones 1-5)¤	0.73	*0.61*	*0.85*	**0.76¤**	0.74¤	0.77¤
Oromia (East Hararghe)¤	0.58	*0.47*	*0.69*	**0.74¤**	0.72¤	0.76¤
Oromia (Borana)¤	0.86	*0.76*	*0.95*	**0.89¤**	0.86¤	0.92¤

Source: Baseline report Table 37; endline report Table 66.

8.   Figure 34 below provides a comparison of GPI using EMIS and WFP data from 2023/24 with endline data.

Figure 34. Comparison of WFP and EMIS GPI from 2023/24 with endline survey findings
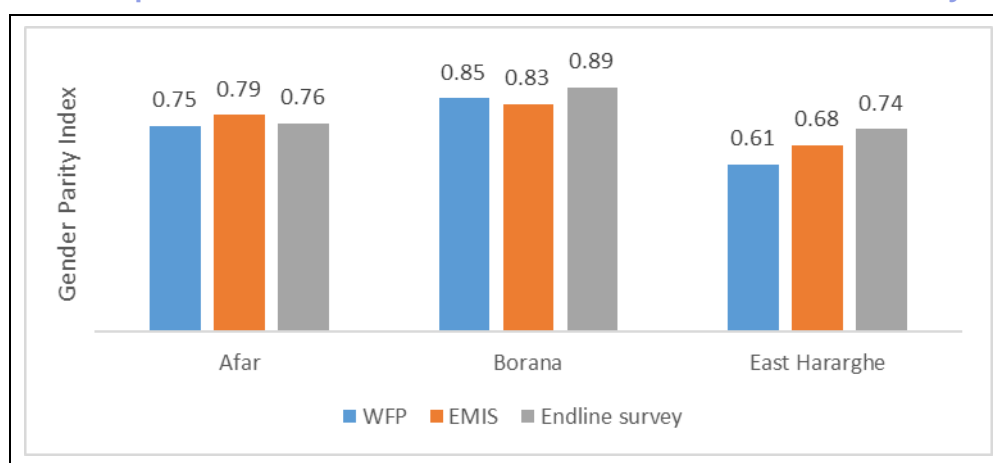
Source: ETCO, EMIS and endline survey enrolment data

GPI at zone level

9.   Figure 35 shows GPI at zone level using EMIS data, and highlights the differences across zones: Afar Zone Two is significantly worse than the average for the region, and East Hararghe worse than Borana. The reasons for the differences would merit further investigation. The right-hand panel of Figure 35 shows only slight differences between project-school GPI and GPI calculated for all schools in each zone.

Figure 35. GPI by Zone (2023/24) using EMIS enrolment data

Project schools   **All schools**
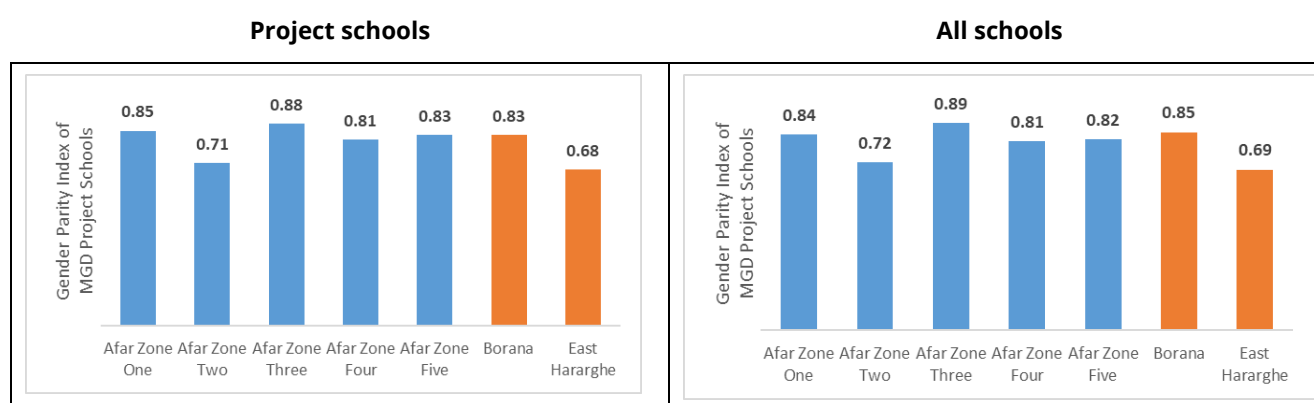
Implications of revised enrolment data for MGD indicators

10. Table 47 below provides an overview of the MGD indicators that are affected by the varied enrolment numbers. Where possible we estimate the size of the effect for the 2023/24 indicator figure (see the detailed presentation of indicators in Annex 9B.).

Table 47   Impact of assessing MGD indicators using WFP data on enrolment compared with EMIS figures

MGD Indicator	Impact on performance across the implementation areas	Extent of effect on reported 2023/24 figure
#2 Improved Student Attendance	WFP estimates of enrolment numbers are lower than those of EMIS. This will tend to overestimate attendance rates.	WFP has reported a project-wide attendance rate of 91.5%. Other things equal, using the EMIS total attendance would lower this total to 88.7% However, there are significant problems with the attendance data, which are further considered In Part B of this annex.
#9 Number of students enrolled in schools receiving USDA assistance	As all enrolled students are expected to receive school feeding, higher EMIS numbers will increase the estimate of beneficiaries	The EMIS enrolment estimate for 2023/34 is 12.7% higher than WFP's reported figure (20,756 students).
#17 Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	As, for MGD indicator #9, all enrolled students are expected to receive school feeding, higher EMIS numbers will increase the estimate of beneficiaries	The EMIS enrolment estimate for 2023/34 is 12.7% higher than WFP's reported figure (20,756 students).
#18 Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	Using EMIS figures will increase the estimate of beneficiary numbers.	EMIS enrolments rates for 2023/34 are 12.7% higher than WFP's figure (20,756 students).
#31 Number of individuals benefiting indirectly from USDA-funded interventions	Indirect beneficiaries are calculated based on enrolment numbers and WFP may be underestimating enrolment in the project schools, compared with EMIS data).	EMIS enrolments rates for 2023/34 are 12.7% higher than WFP's figure (20,756 students).
#C1 Gender parity	Mixed effect -- see the discussion above. (GPI using EMIS data is higher in Borana and East Hararghe and lower in Afar)	For 2023/24, the GPI score given by WFP for Afar was lower by 0.04 compared with EMIS data. For East Hararghe and Borana, WFP's GPI deviated from EMIS by +0.02 and -0.07 respectively.

B. ATTENDANCE DATA

Importance of attendance data

11.   School feeding is expected to encourage both initial enrolment in supported schools, and subsequent attendance at schools. Issues with attendance data have been discussed above; this section reviews available data on attendance rates.

12.   MGD indicator #2 is "Average student attendance rate in USDA supported classrooms/schools." (USDA, 2019b). The McGovern-Dole definition expects reporting of male and female attendance and specifies that: "The indicator goes beyond a one-time measure of attendance collected at a single point in time during the school year and attempts to measure consistent school attendance during a given school year." MGD guidance envisages:

> "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."

Attendance data reported

13.   As shown in Table 48 below, the project has regularly reported attendance rates much higher than the targets set in the PMP. The data reported originate from the REBs and are region-wide, not specific to project schools.

Table 48   Reported attendance rates, MGD indicator #2

Performance Indicator	Base-line	FY20 Target	FY21			FY22			FY23			FY24		FY25 Target	Target (LoP)
			SAPR-1	SAPR-2	FY21 Target	SAPR-1	SAPR-2	FY22 Target	SAPR-1	SAPR-2	FY23 Target	SAPR-2	FY24 Target		
Average student attendance rate in USDA supported classrooms /schools **(Total)**	**78.07%**	**75%**		92%	**76%**	90.3%	89.39%	**77%**	92.17%	92%	**78%**	91.5%	**81%**	**83%**	**83%**

Source: see details in Annex 9.

14.   Attendance reported to the endline survey (see Table 48 above) implies significantly lower average attendance rates than those reported. Only about 65 percent of surveyed students in Afar reported attending every day; equivalent figures for E Hararghe and Borana were 86 percent and 92 percent, which implies somewhat lower average attendance rates in those zones than has been reported for the aggregate of project schools.

Table 49   Frequency of attendance (endline survey 2024)

Variable	Response	Afar	E Hararghe	Borana
frequency of attendance				
Number of days in a week the student came to school (%) **all**	1-2 days	6.4%	1.8%	
	3-4 days	29.0%	12.0%	8.3%
	Every day	64.6%	86.2%	91.7%
Number of days in a week the student came to school (%) **male**	1-2 days	6.9%	2.4%	
	3-4 days	26.2%	9.5%	9.5%
	Every day	66.9%	88.1%	90.5%
Number of days in a week the student came to school (%) **female**	1-2 days	5.9%	1.2%	
	3-4 days	31.9%	14.5%	7.1%
	Every day	62.2%	84.3%	92.9%

Source: endline survey (extracted from Table 84).

15.

The school feeding outcome survey reported attendance rates based on two different approaches, with the results reproduced below.

Table 50   Attendance reported by school feeding outcome survey (2023)

Table 3: Attendance rate- target regions

Regions	Boys	Girls	Total
Afar	98.40%	98.17%	98.3%
Amhara	98.13%	98.21%	98.17%
Oromia	97.99%	97.89%	97.95%
SNNP	99.29%	99.36%	99.32%
Somali	99.35%	99.28%	99.32%

Source: Computed based on school records (2022/23)

Table 4: Attendance rate, based on surveyed students' response.

Region	Non-Program			Program		
	Female	Male	Total	Female	Male	Total
Afar	92.7%	92.9%	92.8%	96.8%	96.6%	96.7%
Amhara	97.2%	99.1%	98.1%	94.8%	99.0%	96.9%
Oromia	95.4%	96.1%	95.8%	98.2%	99.2%	98.7%
SNNP	73.3%	90.0%	85.5%	95.1%	95.7%	95.5%
Somali	99.6%	99.5%	99.6%			

Source: Abebe, 2023

16.   First, school-based data were collected for two calendar months, one assessed as a month when high attendance is expected (October for Afar, November for Oromia), and the second assessed as a month with characteristically low attendance (February for both regions). Teachers were asked to report on total absent days during the months concerned, and an attendance rate was calculated based on total school enrolment and the predicted number of school days in the month. This methodology yielded uniformly very high attendance rates. The author admits "There is doubt over the accuracy of attendance data as teachers and school administrators might take the survey as an exercise to evaluate their school's performance." In any case this estimate gives no trends over time and no comparison with non-programme schools.

17.   The second approach was to use surveyed students' recall about their attendance during the preceding week. This approach might also be susceptible to bias, but yielded somewhat lower attendance estimates. Again, there are no trend data, but students from programme schools reported higher attendance than students from non-programme schools.

ETCO field reporting and valuation team assessment

18.   The MTE paid particular attention to the availability and quality of attendance data. The ET verified that schools were documenting complete and sex-disaggregated attendance data on a daily basis and were also reporting them to respective bodies on a monthly basis (to SF focal persons at WEOs and then up to the ZEOs). However, this seems mostly paper-based, so there are potentially delays in aggregation of the data (if in fact this is routinely done). Moreover, the data collected by the outcome survey (see above) was also supposed to refer back to records at school level, but the results strongly suggest the possibility of "attendance inflation" in the figures that are reported.

19.   An alternative approach to attendance monitoring is offered by the February 2023 *SMP process monitoring checklist* (WFP, 2023c). This is consistent with the USDA expectations (¶12 above):

> "The monitor is expected to randomly select three classes from across a range of low to high grades. For each selected class a headcount is taken and compared against the teacher's record of children registered to attend the class. Male and female attendance are separately recorded. Attendance data are crucial for monitoring the delivery as well as the effectiveness of the SFP, and therefore should be prioritised by the FMAs, and any discrepancies between the headcount and the schools' attendance register should be noted." (This approach would also serve as a data quality check for the numbers of beneficiaries being reported/school meals being served.)

20.   ETCO had been collecting such data but had not analysed or reported its overall findings. For the endline evaluation, ETCO compiled the summary of the attendance data shown in Table 51 and Figure 36 below. This shows that the samples undertaken by field monitors find much lower attendance rates than

those reported against MGD indicator #2. These data are also more compatible with the endline survey figures (Table 49 above). They are also consistent with the ET's observations during mid-term and endline school visits, when it was obvious that the numbers of students present on the day of the visit was always substantially lower than the nominal enrolment. Accordingly, the endline evaluation gives more weight to these attendance estimates than to the ones formally reported to USDA.

Table 51   Attendance rates at project schools, from ETCO monitoring records

Project Year	Planned participation (Enrolment)			Attendance Rate (Head count)			Attendance Rate (%)		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
2020-21	13,853	20,543	34,399	7,920	12,196	20,125	**57.17%**	**59.37%**	**58.50%**
2021-22	21,422	28,041	49,463	13,134	17,964	31,098	**61.31%**	**64.06%**	**62.87%**
2022-23	24,460	31,448	55,908	17,370	22,922	40,292	**71.01%**	**72.89%**	**72.07%**
2023-24	25,401	31,863	57,264	18,708	23,350	42,058	**73.65%**	**73.28%**	**73.45%**

Source: compiled by ETCO from monitoring records

*Note - this only reflects the figures for the sampled schools and selected grades/classes for the verification of attendance during process monitoring. It does not reflect planned participation/enrolment across all schools and all grades..

Figure 36. Planned enrolment vs actual attendance per year (ETCO monitoring sample)
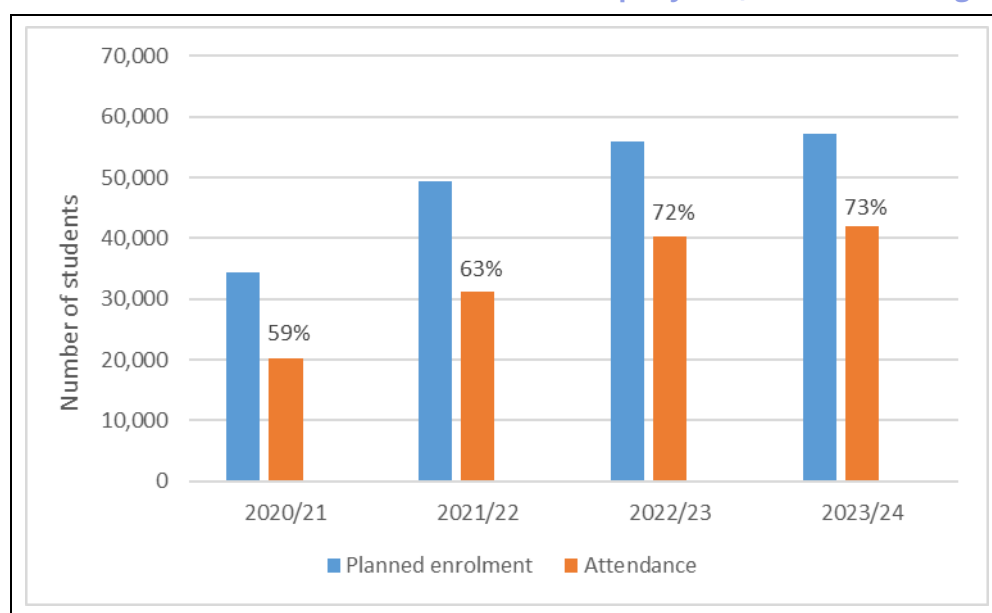
Source: ETCO records, Table 51 above.

Annex 11   Overview of Methodology and Evaluability

1.   The annexes listed in Table 52 below provide additional detail on key elements of the endline methodology which is summarised in Section 1.4 of the main report.

2.   The overall methodology and the specific instruments reflect the evaluability concerns which influenced the baseline-endline TOR and the design elaborated in the inception phases of the baseline, mid-term and endline evaluations. The baseline report noted:

> "The main purpose of this baseline study is not to provide conclusive answers to the evaluation questions, but to provide a firm foundation for the overall evaluation by its situation analysis, by establishing baseline values that can link to the endline study, and by validating the evaluation methodology and confirming the availability of evidence that will enable the EQs to be answered robustly over the life of the programme (evaluability)." (Lister et al, 2022a, ¶257)

3.   The baseline study found that the mixed-methods approach linking analysis (including the baseline-endline survey) to a fully articulated theory of change, appeared robust, and the study's initial assessments of the quality of evidence were generally confirmed, but there were concerns about the monitoring of the project's key indicators. Box 15 below is a summary of the baseline assessment of McGovern-Dole indicators.

Box 15   Baseline assessment of McGovern-Dole indicators

An analysis of twenty McGovern-Dole indicators found:

- For 11 indicators, a **credible baseline** had been established (but for 7 of these the baseline is intrinsically 0 – usually where the indicator is counting new project inputs). For 3 indicators a baseline is not applicable, but for the remaining 6 indicators a baseline had either not been stated or the stated baseline was not credible.
- **Data collection** was assessed as "on track" for 9 indicators, partly on track for 5 indicators, and not on track for the remaining 6.
- Based on these assessments the WFP Country Office needed to **take action to strengthen monitoring for 15 of the 20 McGovern-Dole indicators.**

Source: Baseline Report (Lister et al, 2022a), ¶177).

4.   The quality and completeness of the data reported against the selected project indicators continued to be a concern, and the monitoring and evaluation (M&E) system was a particular focus of the MTE, which updated the detailed baseline review of the quality and completeness of each of the McGovern-Dole and custom indicators reflected in the project's M&E plans. This review is further updated in Annex 9, which presents the best available data for each indicator and comments on any gaps or quality issues that apply. Annex 10 provides in-depth analysis of problematic data concerning enrolments and attendance. The endline assessment of the project's M&E is set out in response to EQ9 (from ¶Finding 36).

Table 52   Methodology Annexes

Annex	Contribution to methodology
Annex 9	presents available data for each project indicator and assesses relevant gaps and weaknesses that need to be taken into account
Annex 10	analyses inconsistencies in data on key indicators relating to enrolments and attendance
Annex 12	explains the theory of change, including its links to the McGovern-Dole results framework and McGovern-Dole indicators, and the key assumptions/success factors on which the effectiveness of the McGovern-Dole project depends

Annex	Contribution to methodology
Annex 13	is the full endline evaluation matrix, which: systematically links each EQ to the OECD-DAC evaluation criteria; identifies indicators and lines of enquiry for addressing each EQ; highlights relevant sources of evidence; notes how evidence will be triangulated across different types of evidence and the views of different stakeholders; highlights the connections between each EQ and the underlying assumptions of the ToC, and provides an assessment of the likely strength of available evidence
Annex 14	describes the methodology for the endline survey and KAPS, including the practical approach to training the survey teams and collecting and analysing the data for all three quantitative surveys
Annex 15	explains the approach to selection of sample schools for all three surveys; it demonstrates the ability of the chosen samples to yield robust result, and explains the practical approach to training survey staff, undertaking the surveys, and analysing the data.
Annex 20	similarly describes the methodology for the EGRA
Annex 16	is the English version of the endline survey instrument
Annex 18	is the English version of the KAPS instrument
Annex 21	presents the EGRA survey instruments
Annex 23	explains the methodology for the qualitative fieldwork
Annex 24	presents the qualitative data collection tools

Annex 12   Theory of Change

Introduction

1.   The Terms of Reference for the baseline-endline study 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 (see ¶40-41 of Annex 1). The TOR for the MTE also required a review of the programme's results framework and theory of change).

2.   For consistency through the baseline, mid-term and end-line evaluations, the MTE team retained the ToC developed at baseline, but made the links between this theory of change and the McGovern-Dole results framework more visible.

3.   This annex first presents the standard McGovern-Dole results framework and then explains the evaluation's more elaborate theory of change, which attempts to capture all the main objectives of the programme as well as the main underlying assumptions that the evaluation will need to test

The McGovern-Dole results framework

Results chain and indicators

4.   The McGovern-Dole results framework prepared for the project proposal[175] incorporates the indicators linked to different outputs and outcomes; it is presented in three parts: Figure 37 shows the results linked to MGD SO1 (literacy); Figure 38 shows the results linked to MGD SO2 (health and dietary practices); while Figure 39 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 McGovern-Dole indicators incorporated in the results framework are reviewed in detail in Annex 9.

Critical assumptions

5.   The framework presentation identifies some critical assumptions that must hold for the McGovern-Dole 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.

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175 PowerPoint file at A2-4 in the e-library.

Figure 37. WFP Ethiopia FY2018 McGovern-Dole Proposal: Results Framework #1
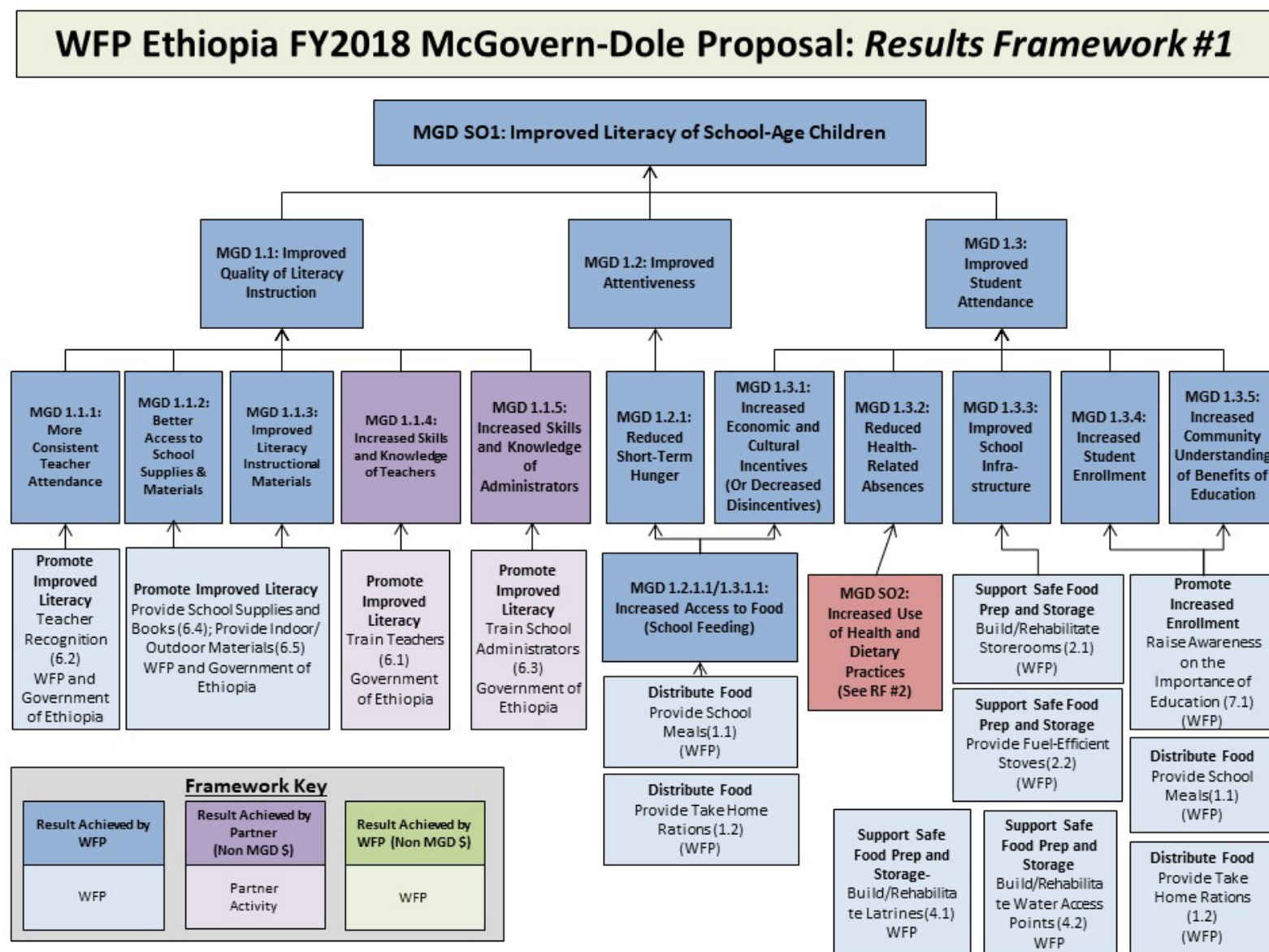
Figure 38. WFP Ethiopia FY2018 McGovern-Dole Proposal: Results Framework #2
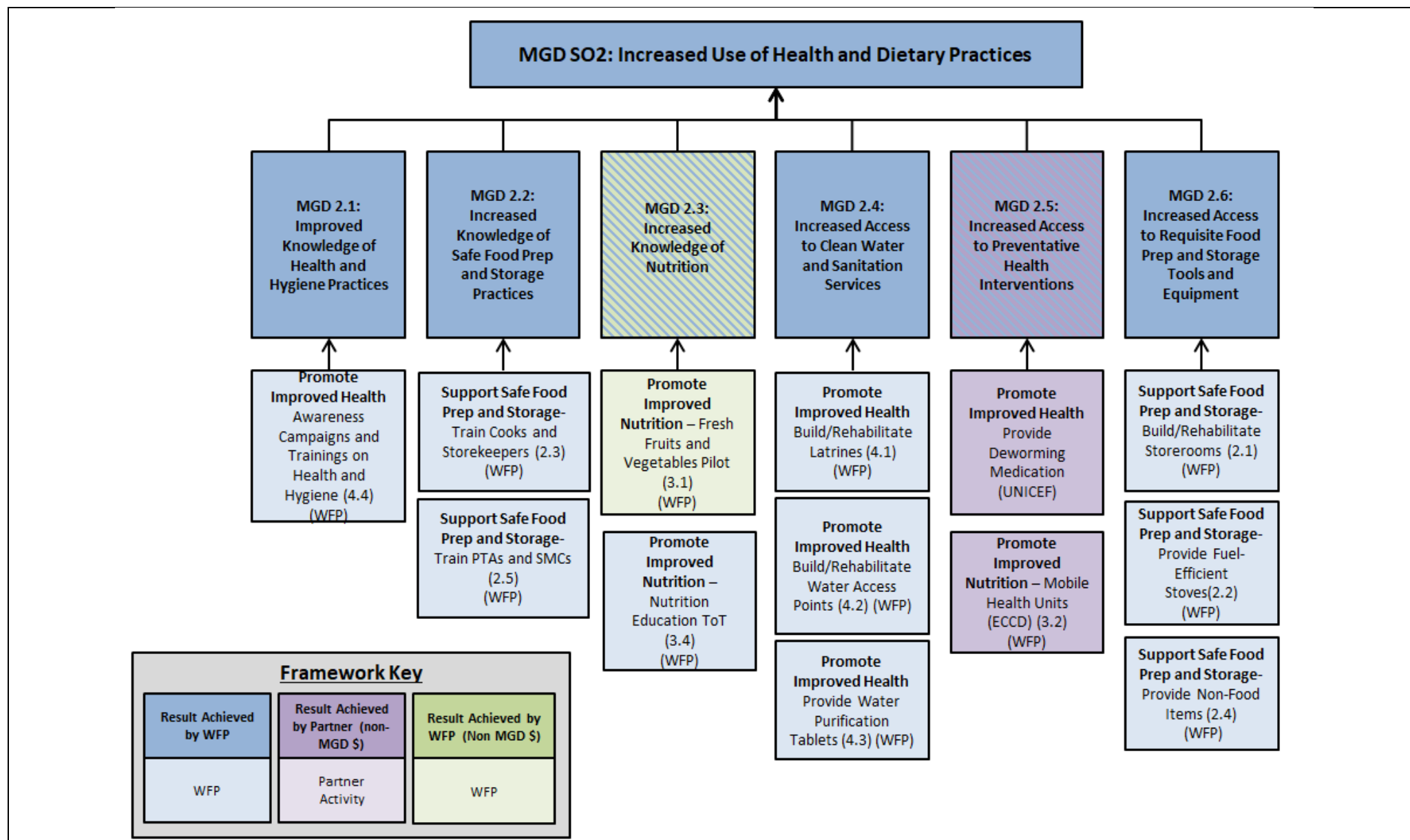
Figure 39. WFP Ethiopia FY2018 McGovern-Dole Proposal : Foundational Results
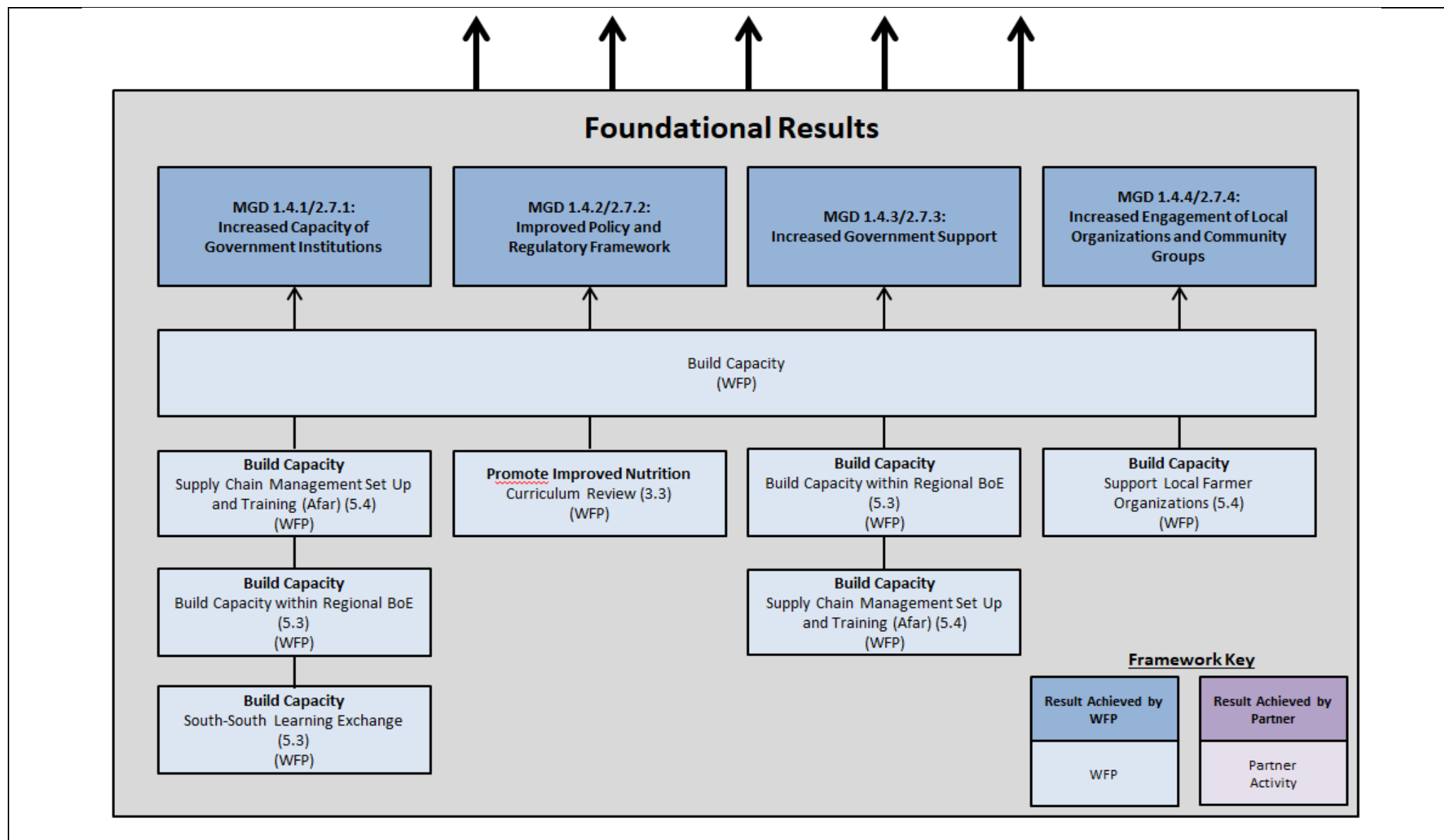
Inferred theory of change

ToC diagram

6.   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.

7.   For the baseline study, the evaluation team developed an inferred theory of change which builds on the standard McGovern-Dole 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 McGovern-Dole 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.

8.   For the MTE, the baseline theory of change was elaborated to map on to it the various results specified in the McGovern-Dole results framework, as well as the underlying assumptions. This updated theory of change is shown in Figure 40 below.

9.   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 26 in Annex 8).

McGovern-Dole results

10.   McGovern-Dole results are mapped onto the ToC diagram in bold. The key to the McGovern-Dole result numbers is given in Table 53 below. The table also shows the key McGovern-Dole indicators associated with each result.

ToC assumptions

11.   The numbered boxes on the diagram are linked to the set of assumptions shown in Table 54 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).

12.   In drawing up this set of assumptions, the evaluation team incorporated the ones already identified alongside the McGovern-Dole results framework (see ¶5 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 matrices (see Annex 13 for the endline evaluation matrix).

Figure 40. Inferred Theory of Change (MTE version)
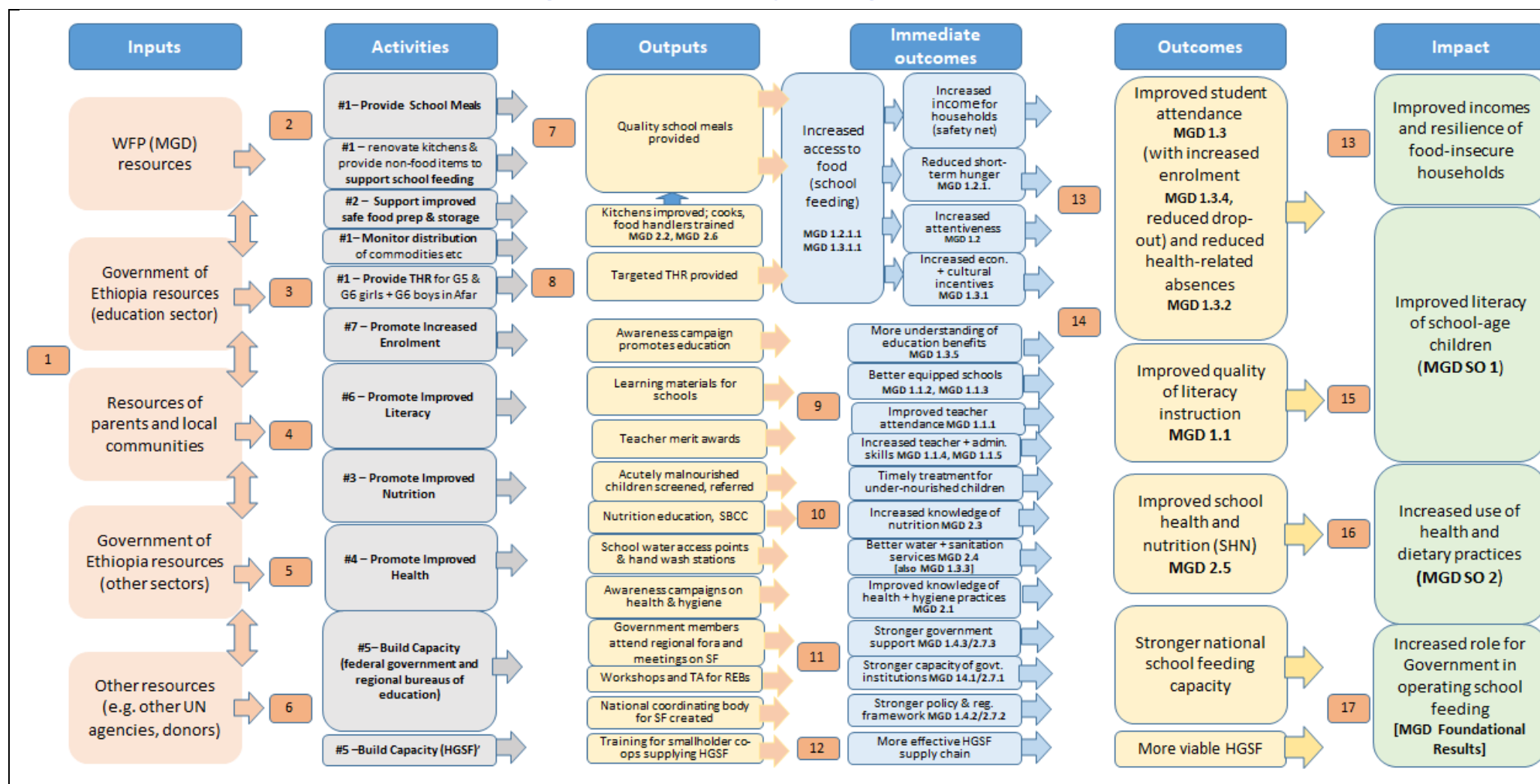
Table 53   Key to McGovern-Dole Results in the Theory of Change

MGD SO1		Improved Literacy of School-Age Children		*MGD Indicator* ➜	#1, #30, #31, #32
	MGD 1.1	**Improved Quality of Literacy Instruction**			
		MGD 1.1.1	More Consistent Teacher Attendance		
		MGD 1.1.2	Better Access to School Supplies and Materials		#3
		MGD 1.1.3	Improved Literacy Instructional Materials		#2
		MGD 1.1.4	Increased Skills and Knowledge of Teachers		
		MGD 1.1.5	Increased Skills and Knowledge of School Administrators		
	MGD 1.2	**Improved Attentiveness**			
		MGD 1.2.1	Reduced Short-Term Hunger		#14, #15, #16, #17, #18
			MGD 1.2.1.1	Increased Access to Food (School Feeding)	#14, #15, #16, #17, #18
	MGD 1.3	**Improved Student Attendance**			
		MGD 1.3.1	Increased Economic and Cultural Incentives (or Decreased Disincentives)		#14
			MGD 1.3.1.1	Increased Access to Food (School Feeding)	#14, #15, #16, #17, #18
		MGD 1.3.2	Reduced Health- Related Absences		
		MGD 1.3.3	Improved School Infrastructure		#8
		MGD 1.3.4	Increased Student Enrollment		#9
		MGD 1.3.5	Increased Community Understanding of Benefits of Education		
MGD SO2		**Increased Use of Health, Nutrition and Dietary Practices**			#19, #20, #30, #31, 32
	MGD 2.1	**Improved Knowledge of Health and Hygiene Practices**			
	MGD 2.2	**Increased Knowledge of Safe Food Prep and Storage Practices**			#22
	MGD 2.3	**Increased Knowledge of Nutrition**			#23
	MGD 2.4	**Increased Access to Clean Water and Sanitation Services**			#8, #27
	MGD 2.5	**Increased Access to Preventative Health Interventions**			#18
	MGD 2.6	**Increased Access to Requisite Food Prep and Storage Tools and Equipment**			
Foundational Results					
	MGD 1.4.1 / MGD 2.7.1	**Increased Capacity of Government Institutions**			
	MGD 1.4.2 / MGD 2.7.2	**Improved Policy and Regulatory Framework**			#10
	MGD 1.4.3 / MGD 2.7.3	**Increased Government Support**			
	MGD 1.4.4 / MGD 2.7.4	**Increased Engagement of Local Organizations and Community Groups**			#13

Note: The following MGD indicators are not included in the monitoring framework for this programme: #4. #5, #6, #7, #11, #12, #21, #24, #25' #26, #28, #29.

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Table 54   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

Assessment of ToC assumptions at baseline and mid-term

13.   Both the baseline and the MTE commented on the validity of the ToC assumptions, as shown in Table 55 below. The table's first column presents the ToC assumptions, the second column shows the ET's comments in the baseline evaluation report, while the final column shows reflections that draw directly on the findings of this MTE. The MTE concluded that "The basic logic of the theory of change is sound, but many of its underlying assumptions were optimistic at design stage and have been made more unrealistic by subsequent events." The endline assessment of the assumptions included in the man report (see Table 15).

Table 55   Theory of change – evaluators' comments on the main assumptions

Theory of Change Assumption	Mokoro interim comments (Baseline Report)	MTE reflections
General		
18. Absence of natural or other shocks that disrupt the education system and prevent school feeding being delivered as planned	The initial period of the McGovern-Dole project has been hugely affected by the Covid-19 pandemic and resulting school closures across the whole project area. There has been additional disruption in many schools due to conflict-related insecurity, which has also exacerbated a difficult environment for logistics.	Although the pandemic stage of Covid-19 has passed. Internal conflicts and adverse weather events have been hugely disruptive to the delivery of school feeding as planned by the project, and have undermined its strategy for sustainability. Even if human conflicts subside, climate related stresses are likely to persist
Inputs to Activities'		
19. McGovern-Dole food will be delivered in a timely manner and in the required quantities, along with agreed cash support.	Some delay in initiating the project agreement, but subsequent deliveries by McGovern-Dole have been timely; however there have been subsequent delays in delivering food (and in some cases related NFIs), so that especially in Afar, the commencement of school feeding was delayed beyond the general reopening of schools.	Deliveries by USDA to Ethiopia have been sustained, but the shocks already noted have continued to disrupt in-country implementation of the project, by obstructing and delaying the delivery of school meals to many schools and leading to an unplanned reduction in school meals served and an increase in THR.
20. Federal and regional governments allocate sufficient funds and human resources to the school meals programme.	The Federal Government has continued to show significant commitment to school feeding but the effects of Covid-19 and various conflicts are such that the strains on financial and human resources are substantially greater than anticipated during project design. At Region level, known capacity constraints, especially in Afar Region, have been exacerbated, and were manifested during baseline fieldwork e.g. by problems in reporting as well as in shortfalls in provision of complementary inputs such as salt.	National funding and other support for the school meals programme continue to be heavily constrained by other demands on national resources, exacerbated by the shocks Ethiopia has experienced during the project's implementation period.
21. Communities are able to contribute to the programme in spite of stresses they may be experiencing.	We have noted that the extent of community contribution appears historically to be stronger in Oromia than Afar. The effects of the extraordinary stresses of the pandemic and recent conflicts need to be kept under review.	The extent of community contributions at school level provides evidence of the high value communities attach to school feeding, but they are inevitably constrained by the stresses communities are experiencing.
22. Federal and regional governments provide adequate resources and efforts for complementary programmes (especially SHN and agriculture)	Both these complementary programmes (SHN and agriculture) have been delayed.	Federal and regional contributions in these areas are significant but severely constrained by circumstances. SHN and agriculture components of the project are behind schedule.

Theory of Change Assumption	Mokoro interim comments (Baseline Report)	MTE reflections
23. Availability of complementary initiatives (for literacy, SHN, HGSF) supported by development partners.	This assumption will need to be reviewed as and when the programme's initiatives on literacy, SHN and HGSF gather pace.	Complementary initiatives on SHN and HGSF in particular are being taken forward, but remain severely constrained in scope.
Activities to Outputs		
24. Food served regularly and in required quantities	The delayed commencement of school feeding makes it too soon to assess the regularity that may be achieved.	Deliveries of school meals (in contrast to THR) have fallen short of targets.
25. Take Home Rations effectively targeted and delivered.	For reasons explained in the report, *targeted* THR were not systematically implemented during the period of the baseline study.	Most THR have been ad hoc, and a means of avoiding waste when schools meals targets have not been met.
Outputs to Outcomes		
26. Complementary (non-McGovern-Dole/WFP) outputs to support delivery of literacy programme	awaited	Not reviewed in detail by the MTE.
27. Complementary (non-McGovern-Dole/WFP) outputs to support school nutrition and health programmes	awaited	*Outside the scope of the MTE.*
28. Sufficient continuity and commitment (by all parties) for capacity strengthening efforts to be effective	Remains to be seen. Although there has been encouraging progress at federal level (adoption of the school feeding policy and strategy), the present internal conflict, now with an associated state of emergency, is casting a shadow over future prospects.	Evidence of continuing, and increased, national commitment to strengthening of school feeding, but the resource outlook has worsened.
29. WFP efforts feed into broader HGSF efforts	Likely still to hold; government displays continuing commitment to school feeding and HGSF in particular; more certain in Oromia than Afar, but potentially constrained by direct and indirect effects of conflict.	Baseline judgement is still valid.
30. School feeding incentive strong enough to outweigh other factors (safety net)	Interim evidence strongly supports the view that school feeding plays a significant role as a safety net for households experiencing food insecurity.	Incentives provided by school feeding and THR are substantial but not always decisive.
31. School feeding and THR incentive not outweighed by other factors (girls' enrolment)	Some interim evidence that incentives for early marriage may outweigh THR and SF incentives, which should be seen as contributing to broader education and gender strategies.	Strong contention by fieldwork interviewees that attitudes to girls' education have changed substantially, influenced by earlier rounds of school feeding. But traditional attitudes to women's roles and early marriage are still powerful, and GPI has not improved.

Theory of Change Assumption	Mokoro interim comments (Baseline Report)	MTE reflections
Outcomes to Impact		
32. Quality of broader education system is sufficient to enable literacy efforts to be effective	Questionable, to be kept under review.	MTE EGRA results have reinforced concerns about the current poor quality of primary education.
33. Improved nutrition and health practices spread beyond school into community	Not yet testable, as this component not yet in operation.	*This issue was excluded from the scope of the MTE.*
34. Government continues to prioritise school feeding despite other calls on resources	Some interim evidence that government continues to prioritise SF, despite unanticipated calls on resources.	Other calls on resources, in the wake of civil war and other setbacks have increased.

Annex 13   Evaluation Matrix

1.   This annex presents the full evaluation matrix for the Endline Evaluation. It was slightly adapted and updated from the version prepared at baseline.

Table 56   Baseline-Endline Evaluation Matrix

Specific questions	Analysis/indicators	Main sources of information	Triangulation approach
Key Question 1: How appropriate was the programme?			
EQ1. What was the quality of project design, in terms of focusing on the right beneficiaries with the right mix of assistance? **OECD DAC criteria:** relevance/continuing relevance	• Assessment of needs and preferences of target population at design stage, and significant trends • Check of alignment of programme's strategies with those needs, and preferences at design and currently • Check design choices vs. alternatives considered, and generic evidence on likely effectiveness and efficiency of design adopted • Check continuing relevance of changes in design during implementation. • Check to what extent changes in design during implementation were done in a gender-responsive manner. **Relevant ToC assumptions to consider:** #8 (Take Home Rations effectively targeted and delivered.); #13 (School feeding incentive strong enough to outweigh other factors (safety net)); #14 (School feeding and THR incentive not outweighed by other factors (girls' enrolment)).	• Programme documentation • Analysis of data (reflecting the situation at the start of the programme and other assessments) of needs and preferences of girls, boys, women and men in the target population • Expressed views of target population (girls, boys, women and men) as recorded at design stage, since, and during mission field work • Analytical opinions of expert informants (national and regional governments, DPs, other actors).	• Compare needs as summarised in formal documentation with those expressed by target groups. • Compare needs as interpreted in the design and implementation of the programme with the interpretation of expert analytical informants *Strength of evidence: Good* *The baseline report included an assessment of relevance at entry and the MTE has relevant findings on the continuing relevance of design (and the effectiveness of adaptations) taking account of the pandemic, conflicts etc. The endline evaluation will check the continuing, validity of baseline and MTE assessments, taking account of any subsequent changes in context.*

Specific questions	Analysis/indicators	Main sources of information	Triangulation approach
EQ2. How well was the project aligned with the education and school feeding policies of the government and of donors? **OECD DAC criteria:** relevance; external coherence, internal coherence	• Check of alignment of programme's objectives, targeting and activities with those stated/ prioritised in national policies on education, food security and nutrition and gender (including gender elements of sector policies) and GoE disability inclusion priorities • 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 and disability inclusion. • Was the design based on specific analysis of the contexts in Afar Region and Borana and East Hararghe Zones and appropriately updated based on evolving context?	• Programme documentation • National policy and strategy documentation • WFP and UN corporate policy and strategy documentation • USDA corporate documentation • Interviews	• Compare the views of GoE, WFP, DPs and other informants • Compare issues as summarised in formal documentation with those expressed by key informants. *Strength of evidence: Good* This question was already comprehensively addressed at baseline. The MTE checked against more recent developments in government and donor policies. The final evaluation will further consider consistency with more recent government and donor policy developments, including the wider context of school feeding across Ethiopia.
EQ3. To what extent was the intervention design based on sound analysis of gender and equity, and sensitive to GEWE? Were other cross-cutting issues, including protection and accountability towards affected populations adequately factored in? **OECD DAC criteria:** relevance	• Analysis of programme's priorities and gender and equity strategies compared with national, WFP and other relevant policy and strategies • Analysis of programme design against WFP and UN policies on disability inclusion, protection and accountability to affected populations • Extent to which GEWE, disability inclusion, protection and accountability to affected populations have been incorporated/ strengthened for improved programme relevance **Relevant ToC assumptions to consider:** #14 (School feeding and THR incentive not outweighed by other factors (girls' enrolment))	• Programme documentation • GoE, DPs, WFP and UN corporate documentation • Opinions of target groups on relevant gender issues, as expressed at the design stage • Relevant gender analyses since baseline • Interviews with key informants from GoE, DPs, WFP, UN and other actors	• Compare issues as summarised in formal documentation with those expressed by target groups. • Compare the views of GoE, WFP, other UN and DP informants *Strength of evidence: Good,* *The final evaluation will be able to draw on the gender analysis prepared at baseline, as well as the response to the equivalent question in the MTE evaluation matrix. The final evaluation will take particular account of more recent efforts to incorporate gender and other cross-cutting dimensions into school feeding programmes across Ethiopia.*

Specific questions	Analysis/indicators	Main sources of information	Triangulation approach
Key Question 2: What are the results of the programme?			

EQ4. To what extent have planned outputs and outcomes been attained? Have there been any unintended results (positive or negative)?
 	
OECD DAC criteria: effectiveness
	• With reference to the agreed set of indicators for the programme:
	  o Comparison of most recent output data with baseline and targets
	  o Comparison of most recent outcome data with baseline and targets
	• Survey findings on performance of project schools over time, and comparisons between different categories of schools (project schools, non-project schools and schools which were graduated from the project).
	• 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)
	• Unintended positive or negative effects of women participating in PTAs and working as cooks in the programme (in light of the community's perception of gender roles/dynamics)
		• Survey data
		• WFP performance data
		• Analysis of EMIS data
		• Analysis of school inspection data
		• Interviews at federal, regional, woreda and school level
		• Programme documentation and Government reports
			• Cross-check recorded output and outcome data with programme/ government documentation and informants in GoE and at schools visited in the field
			• Triangulate views on the key outcomes between different informant groups
			• EMIS, Inspection, WFP monitoring data and survey results will be triangulated to evaluate data reliability and consistency.
			
			Strength of evidence: Moderate.
			The MTE review of data reporting against key project indicators revealed numerous gaps and shortcomings, not all of which can be retrospectively corrected. The issues and planned mitigations for each MGD indicator are set out in Annex 9B.

Specific questions	Analysis/indicators	Main sources of information	Triangulation approach
EQ5. What have been the gender and equity dimensions of the programme's results? **OECD DAC criteria:** effectiveness	• Analysis of output- and outcome-level performance data compared with design targets • Qualitative analysis by GoE, WFP, DP and NGO observers of programme's gender equality and equity performance against WFP and GoE criteria • Qualitative analysis of interviews with beneficiaries • Analysis of the impact of the take-home rations on girls and boys and at household level • Extent to which the programme used school feeding as an entry point to promote gender equality • Extent to which the programme contributed to/supported the elimination of barriers to access (physical, institutional and attitudinal) to education by children with disabilities • Positive or negative intended or unintended results for persons with disabilities and without disabilities • Extent to which internal and external factors affected the programme's achievement of intended results. (ex: community attitude about girls' education, intra-household dynamics, health and nutrition behaviours of girls, boys and families) • Extent to which the implementation of the programme and other related actions affected the context of gender inequality among students and the wider community	• Survey • WFP performance data • WFP internal reporting, and documentation/reports by other partners • Analysis of EMIS data • Interviews,	• Cross-check recorded performance data and survey data with informants in GoE and at schools visited in field • Compare WFP perceptions of gender equality and protection performance with those of GoE and DP, NGO informants *Strength of evidence: Moderate.* Baseline and MTE found very limited enrolment of children with disabilities.

Specific questions	Analysis/indicators	Main sources of information	Triangulation approach
Key Question 3: What factors affected the results?			
EQ6. What was the efficiency of the programme, in terms of transfer cost, cost/beneficiary, logistics, and timeliness of delivery? **OECD DAC criteria:** efficiency	To be analysed in terms of: • logistics efficiency – timeliness of deliveries, pipeline breaks etc. • extent to which complementarities were achieved between the programme's interventions and interventions of relevant humanitarian and development partners as well as other WFP country office interventions in the country? How did these complementarities contribute to savings and efficiency? • cost-efficiency – relevant unit cost comparisons • to what extent were programme management practices and tools adequate to implement the programme? • were programme resources adequate and available on time to implement the activities as planned? **Relevant ToC assumptions to consider:** #2 (McGovern-Dole food will be delivered in a timely manner and in the required quantities, along with agreed cash support); #3 (Federal and regional governments allocate sufficient funds and human resources to the school meals programme); #5 (Federal and regional governments provide adequate resources and efforts for complementary programmes (especially SHN and agriculture)); #7 (Food served regularly and in required quantities); #8 (Take Home Rations effectively targeted and delivered.).	• Programme reporting and other relevant WFP documentation • Reports by GoE and other DPs on events and trends during the review period • Review of WFP SAPRs and other reporting for commentary on internal factors positively or negatively affecting performance: including staffing levels, financial resources, pipeline issues • Qualitative assessment by GoE, WFP and community/school level informants of positive or negative influence of external and internal WFP factors	• Compare assessment by responsible WFP personnel and views of external stakeholders and observers and compare views at different levels (federal, regional, woreda, schools) *Strength of evidence: Moderate (it is known to be difficult to extract meaningful unit cost data from WFP systems)*

Specific questions	Analysis/indicators	Main sources of information	Triangulation approach

EQ7. How well has food safety been ensured taking into consideration the different systems of national, regional, local and community governance?
 	
OECD DAC criteria: effectiveness, efficiency, coherence
	• Consider relevant food safety issues at each stage along the chain from procurement-transport-storage-preparation and serving of meals, with special reference to potential and actual food safety lapses
	• Level of awareness of food safety issues among those involved in school feeding, including beneficiaries
	• To what extent food safety measure have been practised by food handlers in the school feeding programme, and what explains these findings
		• 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
		• If possible during school visits:
		  ○ Interview with fresh food/vegetable producers and suppliers to the school
		  ○ Garden and farm/observation
			• Compare findings across different sources of information and different stakeholders
			
			Strength of evidence: Moderate
			This EQ was not directly addressed by the baseline or MTE studies.

EQ8. How well did community-level systems of governance and management contribute to the effectiveness and efficiency of implementation? **OECD DAC criteria:** efficiency, effectiveness, external and internal coherence	• Assessment of systems from perspectives of consistency, complexity, levels of demands on men and women involved, effectiveness • Participants' assessments in terms of legitimacy, clarity, efficiency, sustainability, challenges experienced • Extent to which school staff and community representatives have actively addressed gender and disability inclusion needs at the school/community level • Comparison with experiences of related initiatives (e.g. PSNP, school grants linked to GEQIP) **Relevant ToC assumptions to consider**: #4 (Communities are able to contribute to the programme in spite of stresses they may be experiencing).	• Previous reports' and evaluations' assessment of school feeding governance and community involvement • Discussions at school, kebele and woreda level • Interviews with key informants from GoE, DPs, WFP, UN and other actors	• Compare findings across different sources of information and different stakeholders • Compare different models found, and how models operate in different contexts *Strength of evidence: Moderate* *The endline will further develop the MTE analysis.*

Specific questions	Analysis/indicators	Main sources of information	Triangulation approach
EQ9. What was the quality of the monitoring and reporting system? Did this enhance or impair the performance of the programme? **OECD DAC criteria:** efficiency, effectiveness	• Review quality of WFP, McGovern-Dole and GoE monitoring and reporting against key objectives of the programme and standards of good practice • Analyse content, timeliness and external perceptions of monitoring and reporting arrangements and the extent to which these have been (or can be) used to inform decision making • Determine whether monitoring reports are just a procedural statement of performance data or offer any analysis of issues affecting performance • Assess to what extent M&E information was/is being used to adapt and improve implementation • Assess to what extent there has been flexibility in programme implementation	• WFP reports and M&E systems • Records of meetings between WFP and GoE and of key decisions taken • SABER • Interviews with WFP staff, GoE, and external stakeholders at different levels	• Compare assessments by WFP staff and GoE *Strength of evidence: Good* *At the time of the baseline study, and for understandable reasons, the monitoring and reporting system was still emergent. However, it was a strong focus for the MTE and the endline will be able to build on the MTE findings.*

Specific questions	Analysis/indicators	Main sources of information	Triangulation approach
EQ10. What other internal or external factors affected the project's ability to deliver results? **OECD DAC criteria:** all	• **Internal factors** : the processes, systems and tools in place to support the programme design, implementation, monitoring, reporting and evaluation; the governance structure and institutional arrangements (including issues related to staffing, capacity and technical backstopping from RB/HQ); the partnership and coordination arrangements; etc. • **External factors**: the external operating environment; the funding climate; external incentives and pressures etc. **Relevant ToC assumptions to consider:** #1 (Absence of natural or other shocks that disrupt the education system and prevent school feeding being delivered as planned); #5 (Federal and regional governments provide adequate resources and efforts for complementary programmes (especially SHN and agriculture)); #6 (Availability of complementary initiatives (for literacy, SHN, HGSF) supported by development partners); #9 (Complementary (non McGovern-Dole/WFP) outputs to support delivery of literacy programme); #10 (Complementary (non McGovern-Dole/WFP) outputs to support school nutrition and health programmes); #11 (Sufficient continuity and commitment (by all parties) for capacity strengthening efforts to be effective); #12 (WFP efforts feed into broader HGSF efforts); #13 (School feeding incentive strong enough to outweigh other factors (safety net)); #14 (School feeding and THR incentive not outweighed by other factors (girls' enrolment)); #15 (Quality of broader education system is sufficient to enable literacy efforts to be effective); #16 (Improved nutrition and health practices spread beyond school into community); #17 (Government continues to prioritise school feeding despite other calls on resources);	• Project time-line • Programme reporting and other relevant WFP documentation • Reports by GoE and other DPs on relevant political and policy events and trends during the review period • Interviews	• Compare assessment of factors by WFP CO and field staff • Compare assessment of factors by WFP and GoE staff • Compare assessment of factors by WFP staff and community/school level informants *Strength of evidence: Good* *The MTE included extended reflections on the effects of Covid-19 and conflicts as well as other contextual factors. This analysis will be updated with respect to more recent contextual issues.*

Specific questions	Analysis/indicators	Main sources of information	Triangulation approach
Key Question 4: To what extent are the programme results sustainable?			
EQ11. Is the programme sustainable in the following areas: strategy for sustainability; sound policy alignment; stable funding and budgeting; quality programme design; institutional arrangements; local production and sourcing; partnership and coordination; community participation and ownership? **OECD DAC criteria:** sustainability	• At baseline establish evidence base for each of the dimensions listed in the EQ. • At final evaluation assess prospects for sustainability against each dimension. • WFP's efforts to work with national institutions and partners to identify opportunities to address structural causes of gender inequality affecting school children **Relevant ToC assumptions to consider:** #3 (Federal and regional governments allocate sufficient funds and human resources to the school meals programme); #4 (Communities are able to contribute to the programme in spite of stresses they may be experiencing); #5 (Federal and regional governments provide adequate resources and efforts for complementary programmes (especially SHN and agriculture)); #6 (Availability of complementary initiatives (for literacy, SHN, HGSF) supported by development partners); #11 (Sufficient continuity and commitment (by all parties) for capacity strengthening efforts to be effective); #12 (WFP efforts feed into broader HGSF efforts);	• Programme design performance documentation • SABER • Analysis of funding trends by GoE to school feeding • Interviews • Focus group discussions during mission field work	• Compare the views of WFP, GoE and other policy and programme observers • Compare assessment in Addis Ababa and regional capitals with that in sample communities and schools *Strength of evidence: Good/Moderate Answers are inevitably speculative, but the expected continuation of the MGD project invites consideration of ways to strengthen prospects for sustainability during the coming project period.*

Specific questions	Analysis/indicators	Main sources of information	Triangulation approach
EQ12. To what extent will household food security for school going boys and girls be sustained without / beyond USDA/WFP funding? **OECD DAC criteria:** sustainability	• Analysis of evidence collected through in-depth interviews with beneficiaries of school feeding and take-home rations • Analysis of documentary evidence from other regions where school feeding has ended (e.g. under the emergency school feeding programme)	• Interviews • Document review	• Document review and analysis of financial data to judge the trajectory of sector funding against components with commitments, track record, political outlook… *Strength of evidence: Good/Moderate Answers are inevitably speculative, but the expected continuation of the MGD project invites consideration of ways to strengthen prospects for sustainability during the coming project period.*
Key Question 5: What are the main lessons that can be learned from this programme?			
EQ13. How can WFP and the Government better support linkages between smallholder farmers and the school feeding programme to see effective and timely local procurement of food to supply the school feeding programme, thereby stimulating local markets and enhancing resilience of communities? **OECD DAC criteria**: all	• Analyse experience with local procurement and added diversity of meals, including opportunities and barriers • Effects on diversity of meals Effects on local economy and smallholders (including women)	• performance data for this McGovern-Dole project and other HGSF activities in Ethiopia • perceptions of participants and beneficiaries • perspectives of GoE, WFP, DP and other informants	• compare this programme's experience with others in Ethiopia and elsewhere of which the evaluators have knowledge *Strength of evidence: Moderate* The endline evaluation will consider available evidence, but is not resourced for an in-depth review of this specific topic.

Specific questions	Analysis/indicators	Main sources of information	Triangulation approach
EQ14. What community-level systems of governance and management are required for the successful implementation and sustainability of school meal programmes? **OECD DAC criteria:** all	• draw together analysis from previous EQs, especially EQ8.	• based on findings against the previous EQs.	• compare this programme's experience with others in Ethiopia and elsewhere of which the evaluators have knowledge *Strength of evidence: Potentially good* *The endline will further develop the MTE analysis.*
EQ15. What lessons from this programme should influence future programmes (Including good practices to be emulated and weaknesses to be mitigated)? **OECD DAC criteria:** all	• draw together analysis from previous EQs	• based on findings against the previous EQs.	• compare this programme's experience with others in Ethiopia and elsewhere of which the evaluators have knowledge *Strength of evidence: Good*

Annex 14   Methodology for the Endline Survey and KAPS

Endline survey methodology

Overview

1.   The endline survey supports a quasi-experimental approach to compare the performance of schools participating in the McGovern-Dole project with those outside it, as well as tracking the performance of both groups of schools between baseline and endline.

Structure and topics for the endline survey instrument

2.   The endline survey instrument echoes the baseline with only minor adjustments (which are explained at the top of Annex 16). The structure of the instrument, and the topics it addresses are summarised in Table 57 below, which also notes the McGovern-Dole indicators relevant to each set of questions. The full questionnaires are reproduced in Annex 16. They cover school level statistics and facilities, and student interviews in Grades 2-8 (Grade 1 being mostly too young for interviews).

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

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

Table 57   Baseline/endline survey topics and related McGovern-Dole Indicators

Code	Question/ question group	Details	MGD Indicators
	School Level questions		
SI	School identification	Region, Zone, Woreda from pre-loaded lists. Kebele as text input. School name from list or entered and text. GPS coordinates, time, date, Form ID from tablet.	
PQ	Principal Questions	Identification, informed consent affirmation, details of main respondent (typically principal or senior staff present). Qualifications. Confirm school type and grades taught (including presence or not of pre-primary classes).	
SS	School Statistics	[baseline] For the 2018/19 academic year,[176] Grades 1-6, from school records, separately for boys and girls, enrolment at start of year, number completed grade (promoted), number repeating grade (repetition). The endline sought equivalent data for the last completed academic year (2023/24)	2,9,30, 32, CI1
SF	School Facilities	Number of classes and classrooms, books, library, kitchen, storeroom, electricity, water, latrines and WASH (including gender and equity specific questions), recent improvements, supporting organisations.	3-8,13, 20, 27-28, CI 3, CI 4
DB	Disability support	Questions relating to number, type and facilities for children with disabilities	

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

Code	Question/ question group	Details	MGD Indicators
SM	School Meals	Past school feeding support, sources, type, frequency, quantity, community support	14, 15, 16, 17, 19, 20, 22, 23
CB	Capacity Building	Training or kits, infrastructure improvements from external organisations including e.g. WFP, UNICEF, SCF.	5, 7, 22, 23,
	Child Level questions	*(addressed to selected boys and girls from G2-G6)*[177]	
CF	Child form set-up	Enumerator-completed actions to set up the child questionnaires as a group (once per enumerator)	
CG	Grade/class level questions	Questions to teacher of the class, FPIC (free, prior and informed consent) statement, class grade and identification, number of pupils, languages of instruction	
CQ	Child Questions	Frequency of attendance, distance travelled, last meal type, nutrition groups eaten in last week, time, school rations, carrying water or wood to school.	14-17, CI 5
CT	Teacher Questions	Child's grade, age, performance and attendance record. Teacher/child consent.	

Other specifications of the survey instrument

5.　　　The survey is translated into Afan Oromo and Afar Af, to enable respondents to use the language they are most comfortable with.

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

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

8.　　　The survey questions are pre-tested. Supervisors acted as first-level quality assurance during the survey, with the Survey Coordinator and the Survey Statistician providing second level quality assurance. Use of tablets is intended to allow real-time review of data as it is collected, and online uploading onto a SurveyCTO based platform/ server. The platform enabled enumerators to input responses directly into digital forms, which can be customized with validation checks, skip patterns, and logic rules to ensure data consistency and quality. The collected data was uploaded to a secure, cloud-based server, providing immediate access to the Data Analysts as well as the Statistics Expert & Survey Coordinator for monitoring and analysis; and thus gave chances for timely feedback to supervisors and enumerators while they were still in the field, ensuring efficient and accurate data collection.

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

Knowledge, Attitudes and Practices Survey (KAPS)

9.   At baseline, a subset of 13 schools (one in each sampled woreda) were selected for an additional KAP survey. This was repeated at endline (see the survey instrument at Annex 18). The survey questions students, cooks, teachers and administrators at the schools. Box 16 below shows the KAPS specification from the TOR.

<div style="text-align:center">Box 16   Specification of Knowledge, Attitudes and Practices Survey (KAPS)</div>

From baseline/endline Terms of Reference

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. (Baseline TOR (Annex 1 ¶23.)

From endline TOR addendum

The KAP survey will help to understand the outcomes of the nutrition education activities implemented under the project compared to the baseline values of the relevant indicators. Specifically, the survey will estimate results achieved on nutrition education training of the regional Bureaus of Education staff, school teachers, administrators, PTAs, and school directors in the child nutrition clubs. The survey report will feed in and complement the final evaluation for purposes of learning, improving future programming, advocacy for resource mobilization and accountability. The survey aims to measure the:

- percentage of individuals who demonstrate use of new safe food preparation and storage practices.
- percentage of individuals who demonstrate use of new child health and nutrition practices.
- number of schools that demonstrated improved hygiene and sanitation with clean utensils and appropriate serving modalities that include designated area with handwashing facilities.
- and identify factors that determined attitudes and practices that influence the child nutritional intake, hygiene, and sanitation practices in schools. (Annex 1A, ¶4).

10.   As in the baseline survey, the KAPS instrument was administered by the supervisor of the survey team; it therefore did not add to the number of days the survey teams needed to spend in the field. The KAPS, health and nutrition specialist (assisted by the Senior Data Analyst and the Assistant Data Analyst) on the ET analysed the KAPS data, a standalone but integral component of the endline evaluation exercise.

Annex 15   Sampling and Data Collection for the Quantitative Surveys

Sample design for the quantitative surveys

1.   Schools sampled for the KAPS and the EGRA survey were sub-sets of the larger endline sample. This section therefore considers the selection of sample schools for all three surveys.

Sample design at baseline

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

$$u = z2.p.(1—p)/c2$$
$$n = u/(1+u/N)$$

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

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

4.   Accordingly, a sample of 90 schools was considered sufficient and feasible. For symmetric sampling by woreda, this was increased to 91 schools (7 schools each across 13 woredas). The statistical design is a multi-stage cluster. First level stratification is by region (Afar, Oromia). Second stage stratification is by zone (2 in Oromia, 5 in Afar) being sampled.[178] Within zones, a random sample of woredas was drawn (excluding woredas where the McGovern-Dole project is not present). In total, 4 woredas were sampled in Oromia, and 9 in Afar[179] (total 13 woredas). In each selected woreda, 7 schools were sampled, giving a total sample of 13 x 7 = 91 schools. [180]

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

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

[179] Two woredas per zone, except for Zone 2 in Afar where, for security reasons, only one woreda was sampled.

[180] For pragmatic reasons, the endline survey actually drew some schools from neighbouring woredas, as follows: (a) Telalak woreda due to absence of 1 in-project. school in Dalifage woreda; (b) Mille due to absence of 1 out-of-project school in Chifra; (c) Gewane due to absence of 2 in-project schools in Bure Mudaitu; and (d) Moyale due to absence of 2 out-of-project schools in Miyo.

6.   Additionally, to reduce the possibility of treatment bias, the names and locations of the baseline sample schools were maintained in confidence until the endline survey. Sampling maps and anonymised tables were presented in the baseline report, but actual coordinates and school names were not publicised.

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

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

Sampling considerations and sample size at endline

9.   At endline, the survey teams administered three surveys, each with its own sampling considerations:

- The **KAPS** was administered to one project school in each woreda (13 schools altogether). Schools were selected that were serving meals at the time of the survey (despite the pipeline break), because of the need to interview cooks. It was intended that about half the schools would be repeats of the first KAPS and half fresh.
- The **EGRA** was administered to two project schools in each woreda. Detailed sampling issues for the EGRA are discussed in Annex 20, ¶27-36.
- The **main endline survey**, as already noted, was administered to 91 schools (5 project schools and 2 non-project schools in each of the 13 sampled woredas). To maximise the explanatory power of the baseline-endline comparisons, it was intended to sample the same woredas as at baseline. However, the sample for the endline had to undergo slight modifications whereby two woredas were substituted (Miyo for Taltalle and Berahile for Dawe) in Afar region mainly owing to a combination of implementation challenges including security threat, inaccessibility, schools being closed and absence of schools eligible for KAPS or EGRA. Table 62 below provides a summary of the implementation challenges and the solutions that were sought. Amongst the eligible woredas, some schools were replaced for similar reasons encountered on the ground; in a few cases this required schools to be included in the sample from neighbouring woredas. Again, ideally, half the schools would be new to the survey and half repeats. In addition, it was desirable for the sample to include some schools which had been graduated from the programme, and some (in Afar) that were part of the scheme to use THR as an attendance incentive.

10.   Both the KAPS and the EGRA samples were sub-sets of the main endline survey sample.

11.   The ET reviewed data from EMIS and the information provided by ETCO on the status of project schools. There were a number of discrepancies to be resolved in the data, and the following tables, which focus on the baseline sample woredas, illustrate some parameters that had implications for the sampling process.

12.   Map 3 illustrates the final sampled set of woredas at baseline and at endline. The darker-coloured woredas in each region are those selected for sampling. In East Hararghe, only two woredas are included in the McGovern-Dole project; both were sampled. In Borana, four woredas are in the McGovern-

Dole project, of which two were selected.[181] The changes made to the sample of woredas between baseline and endline are explained in Table 58.

Map 3   Sample zones and woredas

Baseline woreda sampling 2021
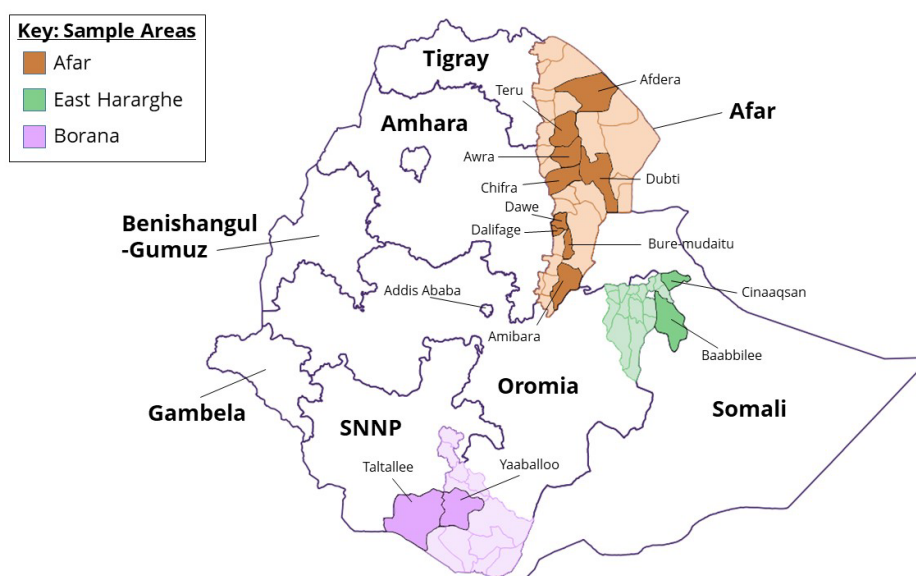
Endline woreda sampling 2024
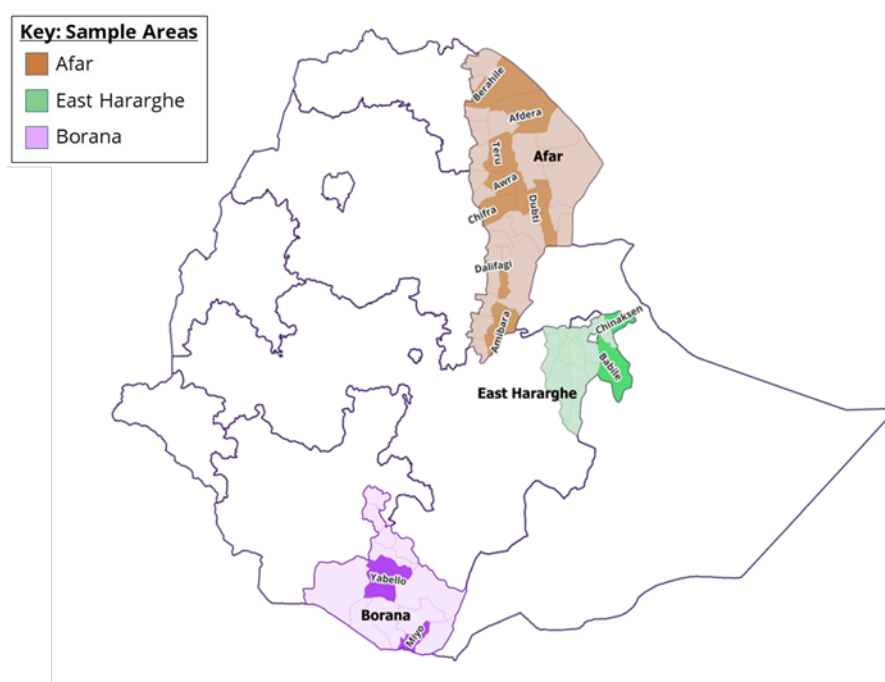
13.   Table 58 below shows the availability of non-project schools to sample, and the distribution of schools that have left the project (the ones that have remained throughout are those listed with 5 years of

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

participation). The table illustrates that there were very few graduated schools available to sample in Oromia and quite limited numbers in Afar.

Table 58 Number of schools in each woreda that have graduated the SF programme and number of years spent in the programme

Zone	Woreda	Non-project schools	Total Project Schools	1 year in project	2 years in project	3 years in project	4 years in project	5 years
Afar								
Zone 1	Chifra	11	38	2	2	3	1	30
	Dubti	21	26	8				18
Zone 2	Afdera	9	24		3	3		18
Zone 3	Amibara	6	29	7	2	3		17
	Bure-mudaitu	8	12	2		2		8
Zone 4	Awra	4	18	1	1	2	1	13
	Teru	3	17	2	1	1		13
Zone 5	Dalifage	4	23	1	2	2	1	17
	Dawe	3	18		2	2		14
Oromia								
East Hararghe	Babile	5	40					40
	Chinaksen	11	47	28		1	1	17
Borana	Yabello	5	33	1			7	25
	Taltalle	6	41					41
EX-ANTE TOTAL[182]		**96**	**366**	**52**	**13**	**19**	**11**	**271**
Substituted woredas								
Zone 2 (Afar)	Berahile	14	31	2		3		26
Borana (Oromia)	Miyo	2	44					44
EX-POST TOTAL[183]		**103**	**382**	**54**	**11**	**20**	**11**	**286**

14.　　Table 59 below shows other characteristics relevant to sampling. Amongst others, this indicates:

- Number of schools sampled for both Baseline and EGRA: 5
- Number of schools sampled for KAPS with continued school feeding in 2024/25: 5
- Number of the schools sampled at baseline included in the THR incentive scheme: 19
- Number of schools sampled at baseline that have now left the project: 12

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[182] This is the total for the woredas originally planned in the sample

[183] This total is for the final set of woredas sampled as a result of changes outline in Table 62

Table 59 School sampling characteristics in the baseline sample woredas

Zone	Woreda*	Non-project schools	No. schools in the MTE EGRA survey	No. schools included in the baseline KAPS	No. schools that are still in the project but will not receive meals from the MGD project in 2024/2025	No. schools that are still in the project and will receive MGD school feeding during 2024/2025	No. schools that were supposed to receive incentive THR in past years	No. schools included in the main baseline survey
Afar								
Zone 1	Chifra	11	2	1		37		7
Zone 1	Dubti	21		1		34		7
Zone 2	Afdera	9		1	8	16	12	6
Zone 3	Amibara	6	2	1		29		7
Zone 3	Bure-mudaitu	8		1		12		7
Zone 4	Awra	4	2	1	13	5	11	7
Zone 4	Teru	3		1	12	5	16	7
Zone 5	Dalifage	4	2	1	17	4	13	8
Zone 5	Dawe	3	2	2	14	4	9	7
Oromia								
East Hararghe	Babile	5	2	1	40			7
East Hararghe	Chinaksen	11	2	1	17	30		7
Borana	Yabello	5	2	1	25	8		7
Borana	Taltalle	6		1	41			7
TOTAL		**96**	**16**	**14**	**187**	**184**	**61**	**91**

* These woredas were considered as eligible for the endline; however, owing to circumstances encountered on the ground such as security threat, inaccessibility, school closed and absence of schools eligible for KPAS or EGRA), the survey teams (in consultation with the core team members, mainly the Statistics Expert & Survey Coordinator as well as the Senior Data Analyst) were compelled to replace some of the stated woredas by other woredas (Dawe was replaced by Berahile; and Taltalle by Miyo). In some of the remaining eligible woredas, some schools were replaced for similar reasons encountered on the ground.

15.   In light of these considerations, the sampling process required a significant purposive element, given the simultaneous desires:

- To have 50% of each survey sample (baseline/endline, KAPS, and EGRA) as repeats
- To sample 2 non-project schools in each woreda
- To draw the 9 KAPS schools in Afar from schools that would still be serving meals when the survey took place (this did not apply to Oromia, where it was expected that schools would be providing HGSF meals)
- To include significant numbers of graduated schools in the sample (at least in Afar)
- To include in the Afar sample a significant number of schools that were part of the THR incentive scheme.

16.   There were additional constraints in view of the need to generate an efficient itinerary and avoid some schools for reasons of security or inaccessibility (and the need for some reserves in case selected schools were inaccessible at the time of the survey).

Implications for the sampling process and analytical approach

17.   The simplest issue was the KAPS survey. This was a qualitative analysis and comparison, and therefore there was no requirement for randomisation, and a purposive sample was acceptable.

18.   For the quantitative comparisons, we looked at whether top line educational indicators such as enrolment, grade completion, attendance, gender parity and literacy show an effect with the provision of WFP school meals, THR, or HGSF. There are a number of statistical models that could be considered as the data is separable by grades, gender, and for literacy, by individual child (EGRA score). However, time limits us to the less complex options, so we can deal with overall enrolment, grade completion rate and attendance, by gender, for schools. Literacy can be done per child, as the number of schools sampled is small, and this will improve sample size, although there is a clustering effect that will partially offset this. So we have a generalized mixed effects model like this:

$$Y[g] = i + a.N[x] + b[k] \{ + c[s] \} \{ + d.Y[o]\}$$

where :

$Y[g]$ is the disaggregated enrolment, grade completion, gender parity or literacy for girls or boys

i is a constant term in the equation, having no special interpretation.

$a.N[x]$ is a coefficient for the effect of the number of interventions x (either WFP rations, THR, or HGSF according to the required test). If a is statistically significant, then the intervention has an effect, and the magnitude of a indicates its scaling. For out-of-project schools, which have not received any ration, N would be zero. For those which have received rations for 1 year (or semester, which if receipts are erratic, might be a better measure), N would be 1, and so on.

$b.[k]$ is a stratum effect. the strata k being Region+woreda. If $b[k]$ are significantly different, as we would expect, responses would differ between strata.

$\{+c[s]\}$ is a term that would be omitted except for the child-level (literacy test) comparisons, where it indicates a 'school' or cluster effect, different between each school.

$\{+ d.Y[0]\}$ is an optional term that can be included where there is exactly comparable baseline data for the school, in which case it allows for the differential effect of the intervention.

19.   This is the simplest model. Interaction terms between strata (woredas) could be included.

20.   Using such an approach, a purposive sample is acceptable, but introducing partial randomisation is beneficial. Accordingly, the approach followed was to draw up a list with a random sample selector and summary table and re-run it until the selection table was as well balanced as possible relative to the original sample distribution. The purposive element was therefore the reviewing and re-running of the sample draw to achieve a better overall sample distribution.

21.   The sample was drawn as near as possible to the time of the survey, using the most robust school-level data available, and in time to feed into the planning of itineraries for the survey teams. Table 60 below presents the list of schools covered by the quantitative surveys.

Table 60 In-Project and Out-of-Project Schools Covered by the Quantitative Surveys (Main Endline, KAPS and EGRA)

Region	Zone	Woreda	School Name	EMIS code	Project	Endline	KAPS	EGRA	Remark
Afar	Zone 01	Chifra	Sidadaba	S0201040012	In-Project	Sample			
Afar	Zone 01	Chifra	Meglala na Ikebel	S0201040542	In-Project	Sample			
Afar	Zone 01	Chifra	Asamai	S0201040612	In-Project	Sample			
Afar	Zone 01	Chifra	Lehada	S0201040792	In-Project	Sample	Sample	Sample	Replaced
Afar	Zone 01	Chifra	AnderKalo	S0201040802	In-Project	Sample		Sample	Replaced
Afar	Zone 01	Chifra	Dergera	S0201040852	In-Project	Sample			
Afar	Zone 01	Chifra	Woki	S0201040912	In-Project	Sample			Replaced
Afar	Zone 01	Mille	hafulu	S0201080162	Out-of-Project	Sample			Replaced
Afar	Zone 01	Dubti	Bergile	S0201050012	In-Project	Sample			
Afar	Zone 01	Dubti	Gumentmeli	s0201050662	In-Project	Sample		Sample	
Afar	Zone 01	Dubti	Beyahle	S0201050712	In-Project	Sample			
Afar	Zone 01	Dubti	Serdo	S0201050742	In-Project	Sample	Sample	Sample	
Afar	Zone 01	Dubti	sekoyta	S0201051192	In-Project	Sample			
Afar	Zone 01	Dubti	Lehara primary school	S0201050982	Out-of-Project	Sample			
Afar	Zone 01	Dubti	Dubti Awashs	S0201110012	Out-of-Project	Sample			
Afar	Zone 02	Afdera	Waylele	S0202020052	In-Project	Sample			
Afar	Zone 02	Afdera	Ayetura	S0202020342	In-Project	Sample			Replaced
Afar	Zone 02	Afdera	Kusrwad	S0202020352	In-Project	Sample	Sample	Sample	
Afar	Zone 02	Afdera	Ingeltu	S0202020522	In-Project	Sample			
Afar	Zone 02	Afdera	Urugara	S0202020582	In-Project	Sample		Sample	Replaced
Afar	Zone 02	Afdera	Fiaa	S0202020042	Out-of-Project	Sample			
Afar	Zone 02	Afdera	Atayiyu	S0202020702	Out-of-Project	Sample			
Afar	Zone 02	Berahile	Berhale 1st cycle	S0202030382	In-Project	Sample			Replaced
Afar	Zone 02	Berahile	Geremoite	S0202030392	In-Project	Sample		Sample	Replaced
Afar	Zone 02	Berahile	morer Primary	S0202030422	In-Project	Sample	Sample		Replaced
Afar	Zone 02	Berahile	Ararho	S0202030472	In-Project	Sample		Sample	Replaced
Afar	Zone 02	Berahile	dahule 1st cycle	S0202030062	Out-of-Project	Sample			Replaced
Afar	Zone 02	Berahile	sasatile 1st cycle	S0202030962	Out-of-Project	Sample			Replaced
Afar	Zone 02	Berahile	Megel	S0202030982	Out-of-Project	Sample			Replaced
Afar	Zone 02	Berahile	Askah	S0202031122	Out-of-Project	Sample			Replaced
Afar	Zone 03	Amibara	Badahamo	S0203010122	In-Project	Sample			
Afar	Zone 03	Amibara	Kilayto	S0203010132	In-Project	Sample	Sample	Sample	
Afar	Zone 03	Amibara	Bedaforo	S0203010242	In-Project	Sample		Sample	
Afar	Zone 03	Amibara	Udulaeis	S0203010252	In-Project	Sample			
Afar	Zone 03	Amibara	yooren	S0203010672	In-Project	Sample			
Afar	Zone 03	Amibara	Awa Sheshet	S0203010602	Out-of-Project	Sample			
Afar	Zone 03	Amibara	Worer	S0203010112	Out-of-Project	Sample			
Afar	Zone 03	Bure-mudaitu	Gefrem	S0203060032	In-Project	Sample	Sample		
Afar	Zone 03	Bure-mudaitu	Gelalo primary	S0203060052	In-Project	Sample			
Afar	Zone 03	Bure-mudaitu	kodeia	S0203060222	In-Project	Sample			
Afar	Zone 03	Bure-mudaitu	Debul	S0203060022	Out-of-Project	Sample			
Afar	Zone 03	Gewane	Meteka	S0203070042	In-Project	Sample		Sample	Replaced
Afar	Zone 03	Gewane	Amasa Buree	S0203070142	In-Project	Sample		Sample	Replaced
Afar	Zone 04	Awra	Deritu	S0204010032	In-Project	Sample		Sample	
Afar	Zone 04	Awra	Hida	S0204010042	In-Project	Sample	Sample		
Afar	Zone 04	Awra	Lekura	S0204010062	In-Project	Sample			Replaced
Afar	Zone 04	Awra	Lekuma	S0204010082	In-Project	Sample		Sample	
Afar	Zone 04	Awra	Ade'ela begereba	S0204010462	In-Project	Sample			
Afar	Zone 04	Awra	Burkakomaytu	S0204010342	In-Project	Sample			Replaced
Afar	Zone 04	Awra	Hariya	S0204010352	Out-of-Project	Sample			
Afar	Zone 04	Awra	Mederakuli 2nd grade school	S0204010372	Out-of-Project	Sample			Replaced
Afar	Zone 04	Awra	debel	S0204010542	In-Project	Sample			Replaced
Afar	Zone 04	Teru	Alelu	S0204040012	In-Project	Sample		Sample	

Region	Zone	Woreda	School Name	EMIS code	Project	Endline	KAPS	EGRA	Remark
Afar	Zone 04	Teru	Barentu	S0204040032	In-Project	Sample			
Afar	Zone 04	Teru	DETA DEMU (tatadem)	S0204040052	In-Project	Sample		Sample	
Afar	Zone 04	Teru	DEBAHO (yedebaho)	S0204040302	In-Project	Sample	Sample		
Afar	Zone 04	Teru	Adkohoma school	s0204040572	In-Project	Sample			
Afar	Zone 05	Dalifage	Dalifage	S0205010012	In-Project	Sample		Sample	
Afar	Zone 05	Dalifage	Gomodale	S0205010022	In-Project	Sample			
Afar	Zone 05	Dalifage	Asahara	S0205010032	In-Project	Sample	Sample		
Afar	Zone 05	Dalifage	Amuli	S0205010277	In-Project	Sample			
Afar	Zone 05	Dalifage	Atia primary school	S0205010282	In-Project	Sample		Sample	
Afar	Zone 05	Telalak	Kulbet	S0205050072	In-Project	Sample			Replaced
Oromia	Borana	Miyo	Hidi Lola school	S0404100092	In-Project	Sample		Sample	Replaced
Oromia	Borana	Miyo	Miyo school	S0404100142	In-Project	Sample	Sample		Replaced
Oromia	Borana	Miyo	Boku Luboma school	S0404100162	In-Project	Sample		Sample	Replaced
Oromia	Borana	Miyo	GOMBISAA	S0404100292	In-Project	Sample			Replaced
Oromia	Borana	Miyo	Bokosa Kare Gola school	S0404100412	In-Project	Sample			Replaced
Oromia	Borana	Moyale	AFUURAA	S0404110142	Out-of-Project	Sample			Replaced
Oromia	Borana	Moyale	SAPHANTEE	S0404110252	Out-of-Project	Sample			Replaced
Oromia	Borana	Yabello	Dambii school	S0404140062	In-Project	Sample			
Oromia	Borana	Yabello	Cabbii Harburoo school	S0404140102	In-Project	Sample			
Oromia	Borana	Yabello	Canaa Diqqaa school	S0404140122	In-Project	Sample	sample		
Oromia	Borana	Yabello	Nyaaroo school	S0404140172	In-Project	Sample		Sample	
Oromia	Borana	Yabello	Colqaasaa school	S0404140222	In-Project	Sample		Sample	
Oromia	Borana	Yabello	Argeessa	S0404140162	Out-of-Project	Sample			
Oromia	Borena	Yabello	Yaadannoo Abba Toon	S0404140252	Out-of-Project	Sample			
Oromia	E/ Hararghe	Babile	Bisidimo Sedeffa	S0406050162	In-Project	Sample		Sample	
Oromia	E/ Hararghe	Babile	Gammachuu	S0406050222	In-Project	Sample	Sample		
Oromia	E/ Hararghe	Babile	Sheek Abdii Lakk	S0406050242	In-Project	Sample			
Oromia	E/ Hararghe	Babile	Koflaa	S0406050382	In-Project	Sample			
Oromia	E/ Hararghe	Babile	Haajii	S0406050402	In-Project	Sample		Sample	
Oromia	E/ Hararghe	Babile	Bishaan Babilee	S0406050442	Out-of-Project	Sample			Replaced
Oromia	E/ Hararghe	Babile	Haleele	S0406050462	Out-of-Project	Sample			
Oromia	E/ Hararghe	Chinaksen	Lugoo	S0406070092	In-Project	Sample		Sample	
Oromia	E/ Hararghe	Chinaksen	Sheek Yoonnirs 1ffaa	S0406070102	In-Project	Sample			
Oromia	E/ Hararghe	Chinaksen	Masnoo	S0406070462	In-Project	Sample			
Oromia	E/ Hararghe	Chinaksen	Daawee Irreessaa	S0406070482	In-Project	Sample	Sample		
Oromia	E/ Hararghe	Chinaksen	Chinaksen Sed 1ffa	S0406070693	In-Project	Sample		Sample	
Oromia	E/ Hararghe	Chinaksen	BIIFTUU WAAREE	S0406070882	Out-of-Project	Sample			Replaced
Oromia	E/ Hararghe	Chinaksen	TIIROO GUDDOO	S0406070932	Out-of-Project	Sample			

SCHOOL-LEVEL SAMPLING (FOR ENDLINE MAIN SURVEY AND KAPS)

22.	The protocols employed for school-level sampling and child interviews were as follows. A total of 12 children (6 boys and 6 girls) were randomly selected for interview from each of the grades (2 to 8) in session at the time of the visit. Three classes were chosen at random across the range of grades taught in the school, always including one from the lower grades (down to grade 2), one from the median, and one from the highest grades taught (see Box 17 below).

**Box 17	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.

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

24.	The random selection process used a random number generator (RNG) app on the tablet. Classes in progress are listed, in grade order. A random number was used to select one class from the list. This was repeated for 2 additional classes, but any selections that occurred in the same grade were discarded, so that all classes selected were in different grades (according to the rules in Box 17 above).

25.	Within the class, the total number of boys and of girls was counted. For each gender, 2 numbers, up to the respective total, were selected. Then counting from left front of the class, those children in sequence were invited to participate. If they preferred not to, another random draw was made.[184]

26.	The child questionnaire is included in Annex 16. Note that the child was not individually identified on the form at any time, and the responses are completely anonymous. This was also explained during the briefing to the class. Some questions on performance were asked of the teacher. This was done after the child interview, to avoid biasing the enumerator's perception.

DATA COLLECTION AND PROCESSING

Overview

27.	For efficiency, the same survey teams were deployed to collect the data required for the KAPS and the EGRA as well as for the main baseline/endline survey, and the KAPS and EGRA sample schools were

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[184] 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.

sub-sets of the larger endline sample. This section describes the arrangements for training, field organisation and data processing for the surveys.

Survey Team Composition, Training and Data Collection

Teams Composition and Mobilization

28.   Plans for team composition and mobilization drew on our experience, lessons/limitations of the previous exercises (mainly the baseline survey and the mid-term EGRA). With this in mind, altogether, a total of six field teams (each composed of one supervisor, one entry facilitator & four enumerators) were organized to complete the data collection by 20 December 2024, covering 91 schools across 13 woredas (9 in five zones of Afar and 4 in two zones of Oromia).[185]

29.   The supervisors were recruited at the centre in Addis Ababa while the enumerators and entry facilitators were recruited from the respective regions. The team members were recruited, trained and managed by Mokoro's local partner, B&M Development Consultants PLC, which also organised all the logistics for deploying the survey teams. The recruitment of the team members was based on B&M's well-established networks, and took educational background, experience and past performance as well as knowledge of local languages (mainly for enumerators and facilitators) into consideration. Most of the team members were among those field staff who took part on the baseline survey and MTE EGRA.

30.   Four of the teams were mobilized in five zones of Afar; and the remaining two teams were deployed in two zones (East Hararghe and Borana) of Oromia; the field work coverage and deployment of each survey team was as follows:[186]

Team 1 (Afar)	• 15 schools spread across 3 woredas, Dubti & Afdera (Zone 2); and Chifra (Zone 1)
Team 2 (Afar)	• 16 schools spread across 3 woredas, Amibara & Bure Mudaitu (Zone 3); Chifra (Zone 1)
Team 3 (Afar)	• 16 schools in 3 woredas, Awra & Teru (Zone 4); Chifra (Zone 1)
Team 4 (Afar)	• 16 schools in 3 woredas, Dalifage (Zone 5), Berahile (Zone 2); Chifra (Zone 1)
Team 5 (Borana, Oromia)	• 14 schools in 2 woredas (Yabello & Miyo) of Borana zone
Team 6 (East Hararghe, Oromia)	• 14 schools in 2 woredas (Chinaksen & Babile) of East Hararghe zone

31.   A team of four enumerators and a supervisor had managed to complete the data collection in a school in a day – in most instances as planned; in the case of schools in the EGRA sub-sample the survey teams spent one day on the main survey and a second day administering the EGRA. Accordingly, in Afar with four field teams, the data collection was accomplished in about four weeks and, in Oromia with two field teams, about three weeks – in both cases including the additional days spent on the endline EGRA.

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[185] It is to be noted that some schools from four additional woredas were included for various reasons, mainly to compensate for absence of schools supposed to be surveyed in some initially sampled/ substituted woreda; viz.: (a) Telalak woreda due to absence of 1 in-project school in Dalifage woreda; (b) Mille due to absence of 1 out-of-project school in Chifra; (c) Gewane due to absence of 2 in-project schools in Bure Mudaitu; and (d) Moyale due to absence of 2 out-of-project schools in Miyo.

[186] Schools in Chifra were divided amongst the teams That was basically for logistics convenience (and in fact it had time saving impact); most of routes the teams travelled traversed Chifra due to its geographical location.

32.   Each team member was assigned specific roles summarized as follows:

- Six supervisors were responsible for overseeing enumerators during data collection, administering survey instruments for school principals and mother-tongue teachers, and aiding in data processing and cleaning.
- Twenty four enumerators (12 female and 12 male), with oversight by the supervisors, were responsible for the data collection at student level.
- Six entry facilitators supported the team mainly facilitating administrative and logistical matters and (also in Afar, provided translation services for the supervisors as needed, because the supervisors were not native speakers of Afar Af).

Training

33.   The consultant conducted training for the field staff prior to the actual data collection. Hands-on manuals were prepared to guide the training on all components of the survey questionnaires as well as the data collection. The training manuals drew on the manuals prepared at baseline and for the MTE EGRA, and an extended training period allowed for thorough training on the components of all three surveys.

34.   A training-of-trainers (ToT) approach was followed whereby supervisors were trained for four days (11th – 14th November 2024) at the centre in Addis Ababa by the core team members of the ET (comprising the data analyst, statistics expert & survey coordinator). The EGRA advisor along with the sector experts as well as the KAPS expert and the assistant data analyst participated in the training of the field staff at the centre. The supervisors then conducted training for the data collectors at region level, Afar (Semera) and Oromia (Addis Ababa) – each for three consecutive days between 16th – 19th November 2024; and with close follow-up by the statistics expert & survey coordinator and, the senior data analyst from remote/ Addis Ababa. The training included role-playing and mock interviews.

Data Collection/ Field Organization and Logistics

35.   The data collection took place between 20th November and 20th December 2024; and the required data were collected electronically using Tablets. In terms of logistics and supplies, the following, among others, were employed for execution of the data collection:

- 30 tablets (along with power supply & relevant accessories), one each for the enumerators & supervisors, borrowed from WFP CO/ SO to enable data collection electronically;
- the SurveyCTO platform (sought by Mokoro on rental basis) was used as a data repository; and
- six 4X4 vehicles (rental with driver & fuel) – i.e. one per field team were assigned to facilitate the data collection.

Data Management (Processing, Analysis and Presentation)

36.   The ET gave due attention to data management right from the inception. Accordingly, to assure data quality, the approach & methods for the surveys as well as data collection instruments were designed carefully as described above. The senior data analyst along with the statistics expert & survey coordinator as well as the assistant data analyst had followed up the uploading of the data collected regularly onto the SurveyCTO platform and ready for further examination, cleaning, validation/ verification and stored in a systematic and structured way in an electronic database to enable further tabulations and analysis.

37.   Tabulation plans were prepared, recognising the data to be collated for the endline, KAPS and EGRA surveys, to orientate subsequent activities in the course of data processing/compilation and analysis. With a clear division of labour in the data analysis, the senior data analyst, the assistant analyst and the KAPS expert (with oversight by the statistics expert & survey coordinator) undertook analysis of the dataset

using the widely accepted statistical software, Statistical Package for Social Sciences (SPSS – Version 27) and Microsoft Excel. Subsequently, more sophisticated analysis using R was performed by the survey and statistics specialist.

Timetable for the quantitative surveys

38.　　　　Table 61 below shows the detailed timetable for the quantitative surveys right from the inception up to the final stage, data cleaning, processing, synthesis/ analysis and reporting.

Table 61　Detailed timetable for execution of the quantitative surveys

Activities	Site/ Location	Dates	Remark/ Comment
Desk review of documents/ reports, retrieving relevant info/ data, etc. from previous surveys; preparation & submission of draft inception report (IR), including refined approach, methodology, work plan, survey instruments & logistics arrangement, list of sample schools & planned sample size;	Addis Ababa	Commencing from September, 2024	ET liaison with Client, WFP CO
Client's feedback & approval to go ahead for the field data collection;	Addis Ababa	October, 2024 (week one)	WFP CO
Team members continue consultation with Client/ WFP (CO and SOs), MoE/ NEAEA & corresponding regional/ zonal/ woreda entities	Addis Ababa	October, 2024 (between week two & three)	Liaison with the relevant entities
Preparation & conduct TOT for supervisors on the survey instruments; logistics & field work arrangement • Translation of survey instruments; • Programming of instruments/ electronic form of the instruments uploaded to tablets; • Recruitment & training of supervisors on the survey instruments; • Logistics (preparations, including liaison to regional focal points, admin works/ letter of introduction, and transport arrangement for the field work internally);	Addis Ababa	28 Oct – 14 Nov, 2024	Liaison with WFP CO and SOs; MoE, REBs, relevant Zonal or Woreda Education Offices of Afar & Oromia
Afar teams: • Travel to Afar; contact entry facilitators; accommodation; • Visit to BoE & admin work, mainly liaison the Survey Team (ST) with the zones & sample woredas; • Train enumerators	Semera, Afar	15 – 19 Nov 2024	Liaison with: Afar Bureau of Education (BoE); Education Office of the respective zones; WFP SO
Oromia teams: • Contact Oromia BoE; train enumerators; • Travel to Oromia zones; contact entry facilitators; accommodation; • Visit to BoE & admin work (mainly liaising the ST with the zones & sample woredas);	Addis Ababa; E/Hararghe & Borana, Oromia	15 – 19 Nov 2024	Liaison with: Oromia Bureau of Education (BoE); Education Offices of the respective zones; WFP SO
Data collection: **Afar field work**: travel; admin work; school level interviews/ data collection from the sample schools; supervisors travel back to Addis Ababa	Sample schools in selected woredas of Afar	20 Nov – Fri 20 Dec, 2024	Teams liaised with the respective Education office of sample woredas & schools in Afar as well

Activities	Site/ Location	Dates	Remark/ Comment
Data collection: **Oromia field work**: travel; admin work; school level interviews/ data collection from the sample schools; Supervisors travel back to Addis Ababa	Sample schools in selected woredas of E Hararghe & Borana	20 Nov – 15 Dec, 2024	as in E Hararghe & Borana, Oromia
Survey data cleaning & consistency checks • Inspect raw data for completeness and structure. • Identify missing, inconsistent, or outlier data points.	Addis Ababa	23 Dec, 2024 – 05 Jan, 2025	Senior data analyst and Assistant data analyst (with oversight by Statistics expert and survey coordinator)
Christmas Holiday break in Ethiopia	-	6 – 8 Jan, 2025	
Data Analysis • Develop analysis Plan • Generate descriptive statistics • Conduct tests based on survey objectives • Produce output Tables	Addis Ababa and from remote (UK)	9 – 12 Jan, 2025	Senior data analyst, Assistant data analyst and Senior Evaluator responsible for KAPS (with support from the wider team).
Table Population, review of emerging quantitative findings • Design templates for tables • Populate tables with cleaned and analyzed data	Addis Ababa	*13 – 22 Jan, 2025*	Senior data analyst, Senior Evaluator and Statistics expert and survey coordinator (with support from the wider team)
Workshop discussion with ETCO and EC of emerging findings from quantitative survey (PowerPoint presentation by ET)	Addis Ababa	28 Jan, 2025	ET, liaison with WFP CO
Analysis, synthesis and preparation of first draft evaluation report;	Addis Ababa and remote from UK	03 Mar – 7 April, 2025	ET, Liaison with WFP CO

Main Challenges and Solutions Sought

39.　　The main implementation challenges faced by the teams deployed (during the field work) along with measures taken to overcome the challenges are presented in Table 62 below.

Table 62　Major implementation challenges along with solutions sought

Challenges	Measures taken
In some schools surveyed, inadequate number of students was available on the day of visit to consider for the interviews per the envisioned sample size.	Interviewing additional students from other schools sampled was considered as viable solution to compensate for the deficit and thus the envisioned sample size for the main survey, KAPS and EGRA were maintained.
Inadequate number of out-of-project schools were found in some woredas of Afar region – e.g.: • only 1 out-of-project school was found in Dalifage woreda; • all selected schools were found to be in-project schools in Teru woreda, entailing a deficit of 2 out-of-project schools;	Three out-of-project schools were sampled from the adjacent woredas, Awra and Berahile (a substitute for Dawe woreda) of Afar to compensate for the deficit.
In Miyo woreda (that was considered as substitute for Taltalle woreda), Borana zone of Oromia all schools were found to be in-project	Two out-of-project schools were thus sampled from the adjacent woreda, Moyale to compensate the deficit.

Challenges	Measures taken
In Afar, some schools sampled initially as out-of-project were found to be in-project schools – e.g.: Ferahite School, in Chifra woreda	Substitutions were considered since there were no out-of-project schools in Chifra woreda; accordingly, an out-of-project school, Hofolu, from neighbouring woreda, Mille was selected as a substitute.
Some sampled schools (in Afar) were found to be outside their original woreda due to administrative boundary re-structuring – e.g.: - Worer & Bedaforo schools in Amibara woreda are currently in a newly formed Worer woreda; - Yooren in Amibara woreda is in a newly formed Haruka woreda - Mebay in Teru woreda is in a newly formed Mebay woreda - Debul, kodeia, Biedafro, Gefrem & Gelalo primary schools in Bure Mudayitu are currently in Gelalo woreda	Conducted the survey with the schools in their current location.
In Afar, some schools selected for EGRA were not found to teach in mother-tongue (Afar Af) – e.g.; - Amuli school in Dalifage woreda; - Dergera School in Chifra woreda	Amuli school was substituted by Atea school in the same woreda for EGRA component while the main survey was conducted in Amuli. Dergera school was substituted by Anderkalo school for EGRA component while the main survey was conducted in Dergera.
Security threats necessitated substitutions of some initially envisioned sample woredas/ schools – e.g.: - Taltalle woreda (in Borana Zone of (Oromia) - Naber esa school selected as an-out-of-project school in Dalifage woreda (Afar) - Kurkura schools selected as an in-project school in Dalifage woreda (Afar)	Taltalle woreda in Borana Zone (Oromia) was substituted by Miyo woreda; Four out-of-project school were sampled in Berahile woreda as substitutes (of which one is considered as a substitute for Naber esa school); also to be noted that Berahile woreda itself was a substitute for Dawe woreda; Kurkura school was replaced by Kulabt school (Telalek woreda).

Challenges	Measures taken
Inaccessibility due to lack of road, river overflow/ flood etc prohibited travel to schools– e.g.: • Gumufagie school in Teru woreda of Afar – lack of road leading to the school; • Saddiiq school in Babille woreda, East Hararghe zone of Oromia – lack of road leading to the school; • Gololcha school in Chinaksen woreda, East Hararghe zone of Oromia – lack of road leading to the school; • Aregale, Hdayle & Waylele in Afdera woreda (Afar) – lack of road leading to the school • Diyara, Derbto & Biedafro schools in Bure Mudayitu woreda (Afar) – Awash River overflow • Ourikemam school in Awra woreda (Afar) – Awash River overflow • Cabbii Harburoo school in Yabello woreda, Borana zone of Oromia – flood/ muddy pathway (even though the team had managed to conduct the surveys in this school under difficult situations)	In most instances, schools were substituted from the reserve sample (within the woreda or neighbouring woredas) following the envisaged sampling procedure.
Schools closed due to drought/ shortage of water and teachers' salary dispute; • Mekoli school in Awra woreda (Afar) – drought & shortage of water; • All schools sampled in Dewe woreda (Afar) – salary dispute	In Awra, schools were substituted from the reserve sample. In some cases a selected reserve school itself had to be substituted. Berahile woreda was taken as substitute for Dawe; and thus, schools were sampled from Berahile.
Absence of electricity & internet connections were encountered.	Teams in Afar had to travel to the nearest possible town to get the facilities in order to charge the tablets & to send updates.
Shortage/ absence of fuel was encountered in Afdera woreda of Afar;	Reported the issue to concerned bodies, woreda administration and education offices (for cooperation). In due course, while exploring possible means, in consultation with car supplier, the team was advised to consider informal purchase at least not to miss the ensuing day schedule; luckily the issue got resolved as a fuel trucker arrived in Afdera ahead of the Team's departure to the next school sampled.
In Asgura school, that was sampled in-project .school, Chifra woreda, the students were learning outdoors under trees due to natural disaster; and there was no one available to provide information about the school, as the school director is absent due to illness. Furthermore, only grade 2 and 3 students were present.	Asgura school was substituted by Lehada school.

Annex 16   Endline Survey Instrument

Adaptations to this survey instrument (SI)

For explanation of methodology see Annex 14 above. For the processes of data collection and analysis see Annex 15 above.

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

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

SCHOOL LEVEL QUESTIONS

SI – SCHOOL IDENTIFICATION

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

PQ – PRINCIPAL QUESTIONS

Q no.	Questions and filters	Response/ coding categories	Skip to
PQ01	Respondent's full name		
PQ02	Position	Head……….1 Deputy Head……….2 Teacher……….3 Administrator……….4 Other/specify/……….5	
PQ03	Now, you have heard the details of the contents of the consent form from my description, are you, thus, willing to participate in this survey? ***INTERVIEWER:*** *Please explain verbally the contents of the consent form to the respondent.*	Yes, I am………………………… 1 No, I am not…………………… 2	

PQ04	Sex	Male................1	
		Female............2	
PQ05	Qualification (*highest*)	Post graduate........................ 1	
		First degree.......................... 2	
		Teaching diploma.................3	
		Other diploma.......................4	
		Training certificate...............5	
		Other/specify/......................6	
		None...................................7	
PQ06	Is this school a government school?	Yes........................... 1	→*If No, end of interview (skip to next sample school)*
		No.............................. 2	
PQ07	Is this school a cluster centre?	Yes........................... 1	
		No.............................. 2	

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

SS01	No. of Grade **"0"** pre-primary **boys** enrolled in 2023/24	[___[___|___]	
SS02	No. of Grade **"0"** pre-primary **girls** enrolled in 2023/24	[___[___|___]	
SS03	No. of Grade **1 boys** enrolled in 2023/24	[___[___|___]	
SS04	No. of Grade **1 girls** enrolled in 2023/24	[___[___|___]	
SS05	No. of Grade **1 boys** who completed/passed their class in 2023/24	[___[___|___]	
SS06	No. of Grade **1 girls** who completed/passed their class in 2023/24	[___[___|___]	
SS07	No. of Grade **2 boys** enrolled in 2023/24	[___[___|___]	
SS08	No. of Grade **2 girls** enrolled in 2023/24	[___[___|___]	
SS09	No. of Grade **2 boys** who completed/passed their class in 2023/24	[___[___|___]	
SS10	No. of Grade **2 girls** who completed/passed their class in 2023/24	[___[___|___]	
SS11	No. of Grade **3 boys** enrolled in 2023/24	[___[___|___]	
SS12	No. of Grade **3 girls** enrolled in 2023/24	[___[___|___]	
SS13	No. of Grade **3 boys** who completed/passed their class in 2023/24	[___[___|___]	
SS14	No. of Grade **3 girls** who completed/passed their class in 2023/24	[___[___|___]	
SS15	No. of Grade **4 boys** enrolled in 2023/24	[___[___|___]	
SS16	No. of Grade **4 girls** enrolled in 2023/24	[___[___|___]	
SS17	No. of Grade **4 boys** who completed/passed their class in 2023/24	[___[___|___]	
SS18	No. of Grade **4 girls** who completed/passed their class in 2023/24	[___[___|___]	
SS19	No. of Grade **5 boys** enrolled in 2023/24	[___[___|___]	

SS20	No. of Grade **5 girls** enrolled in 2023/24		[___[___	___]	
SS21	No. of Grade **5 boys** who completed/passed their class in 2023/24		[___[___	___]	
SS22	No. of Grade **5 girls** who completed/passed their class in 2023/24		[___[___	___]	
SS23	No. of Grade **6 boys** enrolled in 2023/24		[___[___	___]	
SS24	No. of Grade **6 girls** enrolled in 2023/24		[___[___	___]	
SS25	No. of Grade **6 boys** who completed/passed their class in 2023/24		[___[___	___]	
SS26	No. of Grade **6 girls** who completed/passed their class in 2023/24		[___[___	___]	
SS27	No. of Grade **7 boys** enrolled in 2023/24		[___[___	___]	
SS28	No. of Grade **7 girls** enrolled in 2023/24		[___[___	___]	
SS29	No. of Grade **7 boys** who completed/passed their class in 2023/24		[___[___	___]	
SS30	No. of Grade **7 girls** who completed/passed their class in 2023/24		[___[___	___]	
SS31	No. of Grade **8 boys** enrolled in 2023/24		[___[___	___]	
SS32	No. of Grade **8 girls** enrolled in 2023/24		[___[___	___]	
SS33	No. of Grade **8 boys** who completed/passed their class in 2023/24		[___[___	___]	
SS34	No. of Grade **8 girls** who completed/passed their class in 2023/24		[___[___	___]	
SS35	**Total enrolled** boys and girls in grades 1-8, 2023/24		[___ [___[___	___]	*Manual check sum*
SS36	**Total completed** boys and girls in grades 1-8,2023/24		[___[___[___	___]	*Manual check sum*
SS37	Number of grade 1 students present on the day of school visit	Total [___[___|___] Female [___[___|___] Male [___[___|___]		
SS37a	Number of Grade 1 students enrolled in 2024/25	Total [___[___|___] Female [___[___|___] Male [___[___|___]		
SS38	Number of Grade 2 students present on the day of school visit	Total [___[___|___] Female [___[___|___] Male [___[___|___]		
SS38a	Number of Grade 2 students enrolled in 2024/25	Total [___[___|___] Female [___[___|___] Male [___[___|___]		
SS39	Number of Grade 3 students present on the day of school visit	Total [___[___|___] Female [___[___|___] Male [___[___|___]		
SS39a	Number of Grade 3 students enrolled in 2024/25	Total [___[___|___] Female [___[___|___] Male [___[___|___]		
SS40	Number of Grade 4 students present on the day of school visit	Total [___[___|___] Female [___[___|___] Male [___[___|___]		
SS40a	Number of Grade 4 students enrolled in 2024/25	Total [___[___	___]		

		Female [___[___|___] Male [___[___|___]	
SS41	Number of Grade 5 students present on the day of school visit	Total [___[___|___] Female [___[___|___] Male [___[___|___]	
SS41a	Number of Grade 5 students enrolled in 2024/25	Total [___[___|___] Female [___[___|___] Male [___[___|___]	
SS42	Number of Grade 6 students present on the day of school visit	Total [___[___|___] Female [___[___|___] Male [___[___|___]	
SS42a	Number of Grade 6 students enrolled in 2024/25	Total [___[___|___] Female [___[___|___] Male [___[___|___]	
SS43	Number of Grade 7 students present on the day of school visit	Total [___[___|___] Female [___[___|___] Male [___[___|___]	
SS43a	Number of Grade 7 students enrolled in 2024/25	Total [___[___|___] Female [___[___|___] Male [___[___|___]	
SS44	Number of Grade 8 students present on the day of school visit	Total [___[___|___] Female [___[___|___] Male [___[___|___]	
SS44a	Number of Grade 8 students enrolled in 2024/25	Total [___[___|___] Female [___[___|___] Male [___[___|___]	

SF - SCHOOL FACILITIES

SF01	How many teachers does the school have? (including yourself)	Total [___[___|___] Female [___[___|___] Male [___[___|___]	
SF02	How many cooks and assistants does the school have?	Total [___[___|___] Female [___[___|___] Male [___[___|___]	
SF03	How many storekeepers, admin staff and other assistants does the school have?	Total [___[___|___] Female [___[___|___] Male [___[___|___]	
SF04	To your knowledge, how many teachers have had teacher training?	Total [___[___|___] Female [___[___|___] Male [___[___|___]	*Please check if SF04 <=SF01*
SF05	To your knowledge, how many cooks have training certificates?	Total [___[___|___] Female [___[___|___] Male [___[___|___]	*Please check with SF02*
SF07	How many classrooms are there in the whole school?	[___[___|___]	
SF08	Is there a library in the school?	Yes...............................1 No............................... 2	
SF09	On average, how many children have to share one text book?	[___[___|	
SF10	Is there a separate storeroom for food?	Yes...............................1 No............................... 2	
SF11	Is there a kitchen for food preparation?	Yes...............................1 No............................... 2	
SF12	Is there a covered eating area or dining room for the children?	Yes...............................1 No............................... 2	

SF13	What type of latrines does the school have?	None…………………………1 Earth Pit…………………….2 Concrete Slab………….3 Flush Toilet………………4	
SF14	Are there separate latrines for boys and girls?	Yes…………………………1 No………………………… 2	
SF15	What is the main water storage?	Containers………………1 Drum………………………2 Rotto………………………3 Tank…………………………4 Well…………………………5 Other/specify…………6	
SF16	What is the water source?	Hand-Carry…………….1 Tanker……………………2 Rain Water……………3 Well Stream…………4 Borehole…………………5 Pipe Water……………6 Other/ specify/………7	
SF17	What is the electricity supply?	None…………………………1 Generator………………2 Solar………………………3 Mains(Main Grid)………………………4	

SF18	Were there any <u>new</u> or <u>improved </u>facilities added <u>over the last 3 years?</u>	*Facilities*	*Yes =1*	*No = 2*	
		Classroom			
		Library			
		Store room			
		Kitchen			
		Eating area			
		Latrines			
		Water storage			
		Water supply			
		Electricity			
		Other/specify			

SF19	Who supported these improvements?	*Organization*	*Yes =1*	*No = 2*	
		Government			
		Community			
		Private			
		WFP			
		UNICEF			
		SCF			
		Other/specify/			

DB –DISABILITY SUPPORT AND TEACHING

DB01	Does this school have any children with disabilities for whom you need to make special provision?	Yes……………………………1 No…………………………… 2	→*If No, Skip to next section (SM)*
DB02	How many children do you have who have serious visual impairment, or are blind?	Total [___[___|___] Boys [___[___|___] Girls [___[___|___]	
DB03	How many children do you have who have serious hearing impairment, or are deaf?	Total [___[___|___] Boys [___[___|___] Girls [___[___|___]	

DB04	How many children do you have who have significant difficulty in movement (e.g., cerebral palsy, paralysis, amputation)?	Total [___[___|___] Boys [___[___|___] Girls [___[___|___]	
DB05	How many children do you have who have significant mental and cognitive disabilities?	Total [___[___|___] Boys [___[___|___] Girls [___[___|___]	
DB06	How many children do you have who have significant chronic health conditions?	Total [___[___|___] Boys [___[___|___] Girls [___[___|___]	
DB07	How many teachers do you have with specialist training for these children?	Total [___[___|___] Male [___[___|___] Female [___[___|___]	

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

DB09	Does the school provide targeted learning support for students with disabilities?	*Type of learning support*	*Yes =1*	*No = 2*	
		Special guidance			
		Tutorials			
		Other/specify			

SM – SCHOOL MEALS SUPPORT

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

SM03	Who has been supporting your school meals?	*Organization*	*Yes =1*	*No = 2*	
		Government			
		WFP			
		UNICEF			
		SCF			
		Other NGO			
		Private sector			
		Community			

SM04	Of these, which has been the main source of support?	Government…………………1 WFP……………………………2 UNICEF…………………………3 SCF………………………………4 Other NGO……………………5 Private sector………………6 Community…………………..7	

SM05	Has the outside school meal support you have received had a noticeable effect on any of the following?	**Type of issue**	***Yes =1***	***No = 2***	
		Reduced absenteeism			
		Improved attendance			
		Improved attentiveness			
		Improved concentration			

SM06	Are your facilities to manage school meals inadequate in terms of any of the following?	Type of effect	Yes =1	No = 2	
		Storage			
		Food preparation			
		Water supply			
		Dining area			

CB – CAPACITY BUILDING

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

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

SI01   Master form school ID |___|___|___|___|

SI02a   Date of interview |___|___|___|___|___|___|___|___|

SI02b   Time interview started |___|___|___|___|

SI03   Child Sample ID   _   ___ |___|___|
SI04   Enumerator ID |___|___|

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

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

CQ - CHILD INTERVIEW (repeat for each child sampled for interview)

CQ01	Sex(of the child)	Male................1 Female............2	
CQ02	How old are you?	Age in completed years [___|___]	
CQ03	Grade	Grade 1..........1 Grade 2..........2 Grade 3..........3 Grade 4..........4 Grade 5..........5 Grade 6..........6 Grade 7..........7 Grade 8.........8	
CQ04	What language do you speak at home?	Afarigna.................1 Argobigna..............2 Afan Oromo...........3 Amharic................4 Tigrigna................5 Somaligna.............6 Other/specify......7	
CQ05	How many people in your household? *Please do not include those who have left home; include parents, grandparents etc if living in the household.*	Total [___|___] Male [___|___] Female [___|___]	
CQ06	How many of those are in school with you here?	Total [___|___] Male [___|___] Female [___|___]	
CQ07	How many days a week do you come to school?	Never.................1 1-2 days..............2 3-4 days..............3 Every day...........4	
CQ08	Do you eat at home in the morning before coming to school?	Never.................1 1-2 days..............2 3-4 days..............3 Every day...........4	
CQ09	How often in a week did you eat in the school during the school year 2023/24?	Never.................1 1-2 days..............2 3-4 days..............3 Every day...........4	
CQ10	Did you eat in the evening, after going home during the school year 2023/24?	Never.................1 1-2 days..............2 3-4 days..............3 Every day...........4	
CQ11	Did you feel sleepy or tired when you come to school during the school year 2023/24?	Not at all..............1 A little...................2 Quite tired............3 Very tired.............4	
CQ12	Did you like eating the school food during the school year 2023/24?	Yes...................1 Not much.......2 No...................3	
CQ12a	IF "Not much" or "No," which specific food type don't you like?	CSB/FAFA..............1 Rice with beans........2 Both............3	

CQ12b	What are your main reason/reasons for your dislike? MULTIPLE RESPONSE ALLOWED	Not well prepared……1 Do not test well………2 Not well known food in our community…3 Other/Specify/…………4	
CQ13	Is the food enough?	Too much…………………………1 Enough………………………………2 Not quite enough……………3 Too little…………………………4	
CQ14	Do you feel satisfied after eating?	Yes………………1 Not quite………2 No………………3	
CQ15	Do you bring water to school?	Never………………1 1-2 days……………2 3-4 days……………3 Every day…………4 Sometimes but not every week…………5	
CQ16	Do you bring firewood to school?	Never………………1 1-2 days……………2 3-4 days……………3 Every day…………4 Sometimes but not every week…………5	
CQ17	During the school year that ended in June, 2024 did you receive any type of commodities or food items to take home?	Yes………………1 No………………2	**→If no, skip to CQ20**
CQ17a	What type of commodities or food items did you receive as part of your take-home ration during the school year that ended in June,2024?	Rice…..1 CSB/FAFA……………2 Rice with beans ….3 Other….4	
CQ17b	Was the take-home ration during the school year that ended in June,2024 linked to your school attendance?	Yes………………1 No………………2	
CQ18	How often did you get the commodities or food items during the school year that ended in June, v2024?	Every month………………………1 Every three months……………2 Less often……………………………3	
CQ19	Do you know what your family does with the commodities or food items during the school year that ended in June, 2024?	Don't know……………………………1 Cooks with it……………………………2 Sells or trades it………………………3	
CQ20	Thinking about the foods & drinks your household ate or drank at home during the day & at night [breakfast, lunch, dinner, snacks], how many days over the last 7 days, did members of your household eat the following food group (listed under 3.1 to 3.8 below)? *Please question carefully what they eat & how often in the last 7 days, and translate the answers as best as possible into number of days for each food group.*		

Type of food	**No. of days over the last 7 days**	
3.1 Cereals/ grains, roots and tubers: such as maize, porridge, rice, pasta, bread, injera, other cereals & their products, root crops and tubers such as potato, yam, cassava, white sweet potato		
3.2 Pulses and nuts such as beans, peas, chickpeas, lentils, groundnuts or other pulses or nuts		
3.3 Fresh milk, sour milk, yogurt, cheese or other dairy products? [Excluding margarine/butter or small amounts of milk for tea/ coffee]		

	3.4 Meat such as beef, lamb, goat, chicken, other birds, liver, kidney, heart &/or other organ meats, eggs or fish (including shellfish and canned fish) eaten in large quantities, not as condiment		
	3.5 Vegetables or leaves such as spinach, cabbage, lettuce, onions, tomatoes, carrots, peppers, green beans, carrot, red pepper, pumpkin, orange sweet potatoes, &/or other leaves/vegetables		
	3.6 Fruits such as banana, apple, lemon, mango, papaya, guava, apricot, peach &/or other fruits		
	3.7 Oil/fat/butter such as vegetable oil, palm oil, sunflower oil, groundnut oil, margarine, other fats/oil		
	3.8 Sugar, or sweets such as honey, jam, cakes, candy, cookies, pastries, cakes and other sweets and sugary drinks		

CT – QUESTIONSFORTEACHERABOUTTHECHILD (repeat for each child sampled for interview)

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

Thank You!

Annex 17   Endline Survey Analysis

Results from School-Level Survey

Overall sample

1.   Table 63 below shows the number of schools sampled, children interviewed, and KAPS interviews undertaken. As planned, 91 schools were sampled. A total of 1,089 children were interviewed. The KAPS interviews were conducted as part of the fieldwork, but are analysed separately (see Annex 19).

Table 63   Sample sizes

Tier	Sample
Schools sampled	91
Children interviewed	1,089
Administrator KAPS	21
Cooks KAPS	15
Student KAPS	152

In/out of project schools

Table 64   Sampled schools, in/out of project

Region	Zone	Woreda	In	Out	Total
Afar	Zone 01	Chifra	7	1	8
		Dubti	5	2	7
	Zone 02	Afdera	5	2	7
		Berahile	4	4	8
	Zone 03	Amibara	5	2	7
		Bure-mudaitu	5	1	6
	Zone 04	Awra	7	2	9
		Teru	5	0	5
	Zone 05	Dalifage	6	0	6
Oromia	E Hararghe	Babile	5	2	7
		Chinaksen	5	2	7
	Borana	Miyo	5	2	7
		Yabello	5	2	7
Total			69	22	91

2.   Table 64 above shows the in- or out-of-project status of the schools that were actually sampled. The original intention was to include 5 in-project and 2 out-of-project schools in each selected woreda, but, as at baseline, out-of-project schools proved to be much scarcer than implied by the project design, and WFP's information about the project status of schools was not always accurate. Special efforts to identify out-of-project schools were made including drawing from neighbouring woredas to supplement the number of out-of-project schools. 22 out-of-project schools were captured altogether, just short of the planned total. Two woredas in Afar Region included no out-of-project schools in the sample. In Oromia, however, the 5:2 target was achieved in each of the woredas (with the supplementation of a neighbouring woreda, Moyale, to support the sample of schools in Miyo).

3.   This lack of symmetry does not affect the endline analysis, as contrasts between in and out of project schools are being made at the regional or strata level. The project status of schools is inherently uncertain. Some schools may enter the programme after initially being left out, while the project is designed progressively to transfer schools out of the McGovern-Dole project and it is therefore expected that some schools would receive McGovern-Dole rations for only part of the period to be reviewed at endline.

4.   The strata considered for most of the comparisons were the Afar region, Oromia Borana, and Oromia East Hararghe.   Within these strata, the school level contrasts were based on a stratified random sampling

paradigm. For child-level contrasts and general linear models, schools were considered as clusters, as is conventional with this type of data, giving a stratified random cluster sample. The design effect due to the intra-cluster correlation was found to be 4.566 for the Food Consumption Score (FCS) metric at the child level, within the typical range for schools' data of 2-5. From the 91 schools, a total of 1089 children were sampled, so effective child-level sample size was (1089/4.566) or 238. This effect is reflected in the significance levels of differences and contrasts in the following tables.

Completion Rates and Gender Parity Index

5. Table 65 below shows mean grade completion rates for all Grades 1-8 for girls and boys. It also shows Gender Parity Index (GPI). The upper and lower confidence limits for each estimate are shown.

6. It can be seen that Afar (girls 77.9 percent , boys 80.0 percent) has significantly lower mean grade completion rates than East Hararghe (girls 88.8 percent, boys 89.7 percent) and Borana (girls 83.5 percent and boys 86.2 percent). The GPI differs across the strata with Borana being the highest (0.89), and East Hararghe the lowest (0.74).

Table 65   Total enrolments of schools in the target zones vs. estimates from the survey sample

Survey Stratum	Schools *Govt. 1y*	EMIS Enrolments (grades 1-8)			Sample schools	Estimated total enrolments in stratum, based on the sample, with 95% confidence limits								
		Girls	Boys	Total		Girls	*Conf. limits*		Boys	*Conf. limits*		Total	*Conf. limits*	
Afar (Zones 1-5)	775	75,943	95,253	171,196	63	86,603	62,292	110,914	114,356	83,548	145,163	200,959	146,851	255,067
Oromia (East Hararghe)	1394	412,645	543,808	956,453	14	405,455	210,456	600,454	548,937	303,446	794,429	954,392	516,263	1,392,521
Oromia (Borana)	370	51,853	59,617	111,470	14	86,131	55,926	116,336	96,253	71,647	120,859	182,384	128,273	236,494

Table 66   Completion rates and Gender Parity Index from sample data, with confidence limits

Survey Stratum	Completion Rates %, mean for all grades 1-8						Gender Parity Index		
	Girls	*Lower CL*	*Upper CL*	Boys	*Lower CL*	*Upper CL*	GPI	*Lower CL*	*Upper CL*
Afar (Zones 1-5)	77.9	72.6	83.1	80.0	75.6	84.3	0.76	0.74	0.77
Oromia (East Hararghe)	88.8	83.8	93.8	89.7	85.1	94.2	0.74	0.72	0.76
Oromia (Borana)	83.5	76.8	90.1	86.2	80.7	91.6	0.89	0.86	0.92

Staff numbers and training

7.   Table 67 below shows the mean numbers of staff per school in total, and those with specified training certificates. Table 68 below further summarises this in terms of student:teacher ratios, or number of children per teacher.

Table 67   Staff numbers and training

Category	Stratum	Mean staff numbers per school			Coefficient of Variation %*		
		Total	*Female*	*Male*	*Total*	*Female*	*Male*
Teachers	Afar (Zones 1-5)	10.0	3.0	7.0	101	177	79
	Oromia (E Hararghe)	12.6	4.3	8.3	80	122	63
	Oromia Borana)	16.4	4.8	11.6	70	113	58
Teachers with training certificates	Afar (Zones 1-5)	8.0	2.4	5.6	106	172	89
	Oromia (E Hararghe)	12.3	4.1	8.1	83	128	65
	Oromia Borana)	15.5	4.4	11.1	78	125	65
Cooks	Afar (Zones 1-5)	1.4	1.4	0.0	88	88	794
	Oromia (E Hararghe)	7.4	7.4	0.1	38	40	374
	Oromia Borana)	1.8	1.3	0.5	39	77	171
Cooks with training certificates	Afar (Zones 1-5)	0.2	0.2	0.0	235	235	
	Oromia (E Hararghe)	0.0	0.0	0.0			
	Oromia Borana)	0.1	0.1	0.0	374	374	
Store Keepers	Afar (Zones 1-5)	0.9	0.2	0.8	113	219	126
	Oromia (E Hararghe)	3.0	1.5	1.5	124	184	93
	Oromia Borana)	0.9	0.2	0.6	62	199	77
Staff with WASH training	Afar (Zones 1-5)	0.7	0.4	0.4	437	462	427
	Oromia (E Hararghe)	1.1	0.4	0.8	108	177	114
	Oromia Borana)	0.0	0.0	0.0			

* CV is standard error/mean. A value of 100% occurs when only one school in sample is non-zero. A CV of zero occurs when all sample schools are zero.

Table 68   School size and student/teacher ratio

	Children per School			Children per Teacher		
Stratum	*Total*	*Girls*	*Boys*	*Total*	*Female*	*Male*
Afar (Zones 1-5)	268	117	149	26.7	39.3	21.2
Oromia (E Hararghe)	648	289	360	51.6	67.3	43.4
Oromia Borana)	498	236	262	30.4	49.2	22.6

8.   Table 68 shows the mean school sizes and student:teacher ratios for the three strata, also disaggregated by gender. The data shows that schools in East Hararghe are substantially larger (648 children per school), especially compared to those in Afar (268 children). In terms of mean staff numbers, Afar schools have the fewest teachers (10.0 mean staff per school), however, given the comparatively lower number of children in Afar schools, the student:teacher ratio of 26.7 children per teacher is the lowest in the stratum, followed by Borana (30.4) and East Hararghe (51.6). In East Hararghe schools, there are no cooks with training certificates but the region does boast the highest mean number of store keepers (3.0 per school), cooks (7.4), and staff with WASH training (2.9), as revealed in Table 67 above.

9.   Figure 41 below illustrates both tables, highlighting the much higher average class sizes in East Hararghe. Although in East Hararghe classes are much larger, completion rates are actually the best within the stratum, indicating that the educational contexts are quite different across the different project areas.

10.   As shown in Figure 42, average numbers of teachers per school are lowest in Afar, in line with findings about overall school sizes. For teaching staff, there is a preponderance of male teachers in all cases. East Hararghe has a slightly higher percentage of female teaches (34 percent) than Afar (30 percent) and Borana (29 percent). As seen in Table 67, a greater proportion of trained teachers are male; cooks are almost exclusively female and conversely, storekeepers are majority male.

Figure 41. School sizes and student/teacher ratio 2024
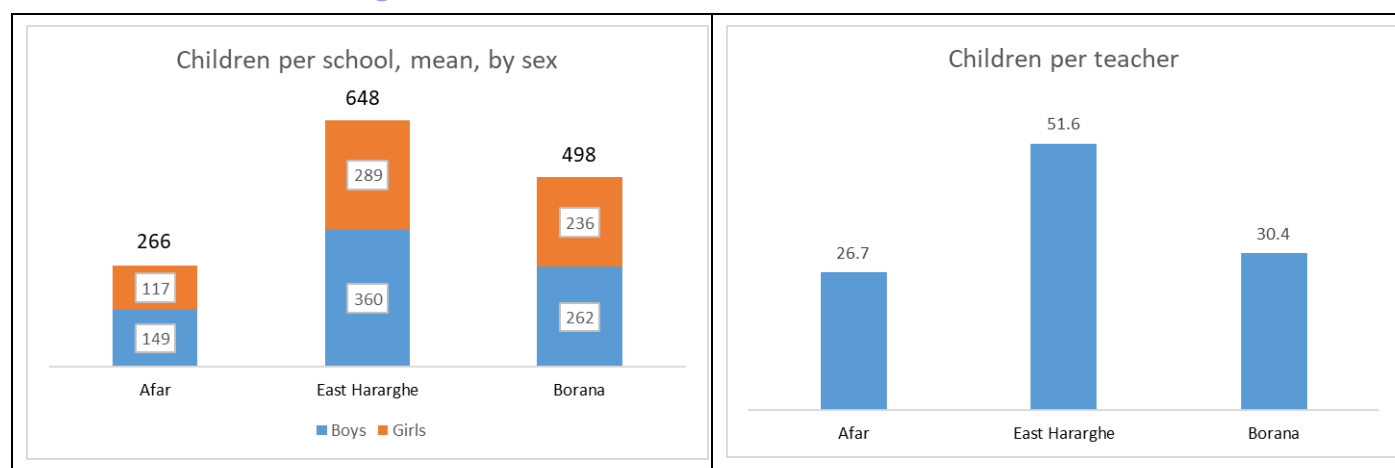
Figure 42. Mean teachers per school and sex ratios 2024
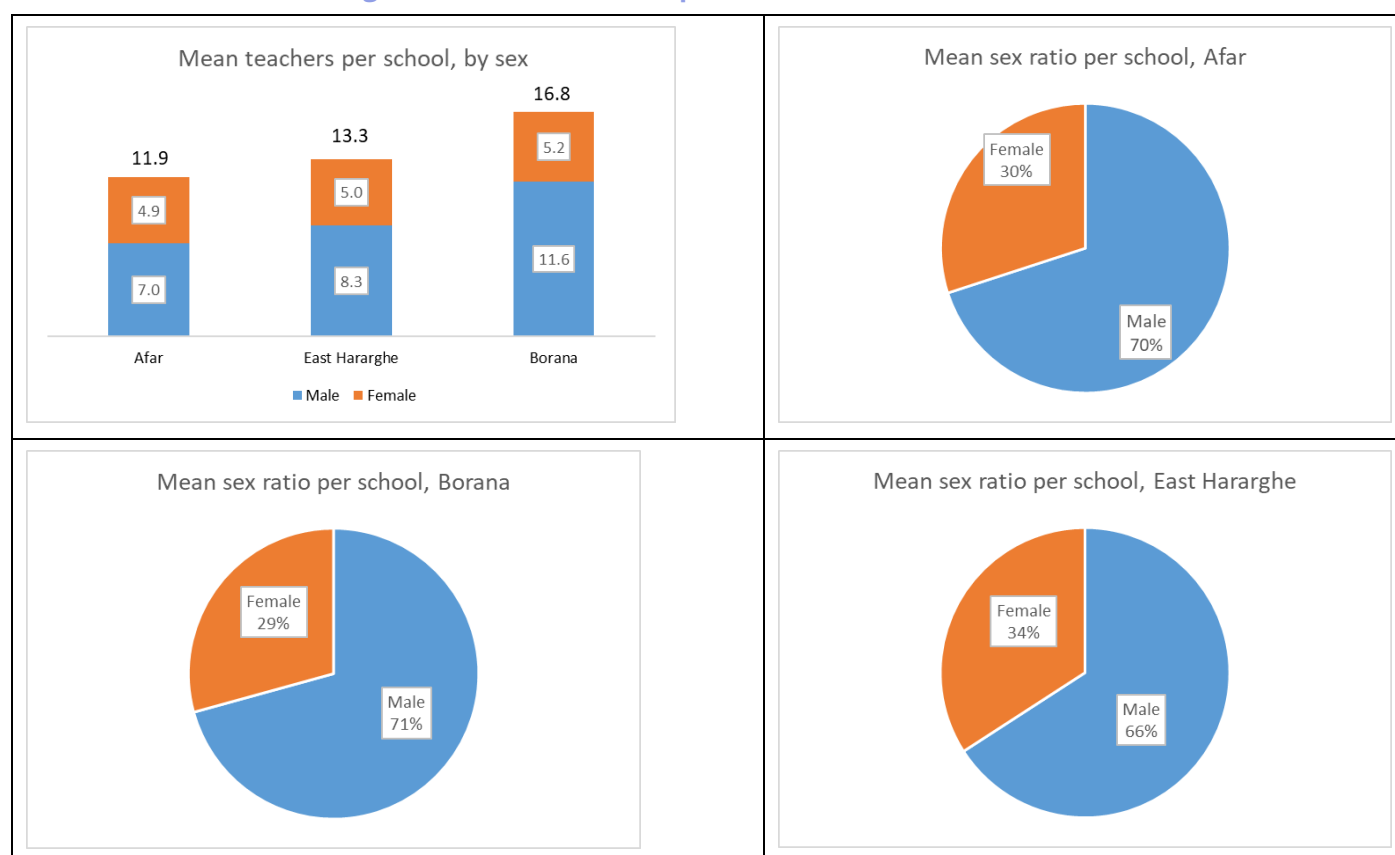
School facilities

11.   The survey instrument included a question group regarding school facilities. The results from these questions for the survey sample are shown in Table 69 below.

12.   Average classroom numbers in East Hararghe (7.7) and Borana (7.6) are near identical, whereas in Afar, the number is slightly lower (6.3). This corresponds to the class and school size variations noted in Table 68 above.

13.   Around one in five schools in Afar and Borana had a library, whereas it was around one in four in East Hararghe. The number of children sharing textbooks varied quite substantially, with Afar schools performing best in this respect (2.1 children sharing textbooks) compared to 3.7 children in East Hararghe and 4.6 in Borana.

14.   Most schools in East Hararghe (78.6 percent) and Borana (57.1 percent) had a designated storeroom but only 49.2 percent of Afar schools were so equipped.

15.   Over 90 percent of schools in East Hararghe and Borana had a designated kitchen or food preparation area, whereas in Afar, only 46.0 percent of schools were equipped with one. Most of the schools in all zones did not have a designated dining or eating area, ranging from 7.1 percent (1 school in sample) in Borana to 21.4 percent (3 sample schools) in East Hararghe.

Table 69   School facilities – classrooms, textbooks, stores, kitchen and dining areas

		Stratum		
Facility type		**Afar (Zones 1-5)**	**Oromia (E Hararghe)**	**Oromia (Borana))**
Classrooms (number per school)		6.3	7.7	7.6
	CV %	*61.5%*	*16.7%*	*25.5%*
Library (% schools)		20.6%	28.6%	21.4%
	CV %	*25.0%*	*42.0%*	*%*
Textbooks (number of children sharing)		2.1	3.7	4.6
	CV %	*72.0%*	*45.3%*	*66.3%*
Storeroom (% schools)		49.2%	78.6%	57.1%
	CV %	*12.8%*	*14.0%*	*23.1%*
Kitchen (% schools)		46.0%	92.9%	92.9%
	CV %	*14.0%*	*7.0%*	*7.0%*
Dining Area/Room (% schools)		11.1%	21.4%	7.1%
	CV %	*14.0%*	*7.0%*	*7.0%*

16.   Table 70 below shows the water storage and supply, sanitation and electrical supply situation of sample schools.

17.   Latrines are of the concrete slab type in the majority of cases: 100 percent in Borana, 78.6 percent in East Hararghe and 63.5 percent in Afar. None of the schools reported being equipped with flush toilets and in Afar, 36.5 percent of schools aren't equipped with any type of latrine. There are separate latrines for boys and girls in about half of schools; after allowing for schools that have no latrines at all, there are still a substantial number which have latrines but not separate male/female ones.

18.   The water supply and storage situation is variable. The most common system are Rottos (large plastic tanks), providing water for 50.0 percent of schools in Borana, 42.9 percent in East Hararghe and 41.3 percent in Afar. Wells are the next most common water storage system, providing for over a third of schools in East Hararghe, 28.6 percent in Borana and 14.3 percent in Afar. In Borana, there appears to be a majority of schools relying on the collection of rainwater, with 57.1 percent reporting this as the water source. In Afar, the situation is varied with the most common (44.4 percent) source being piped water, followed by hand-carrying (14.3 percent), borehole (14.3 percent), well (9.5 percent), rain water (4.8 percent), tanker (1.6 percent) and other (11.1%). This school-level information may be compared with the child-level information about bringing water to school (see Table 88 and Figure 63 below).

19.   The majority of the schools do not have electricity. Of the schools that do have electricity, mains supply accounts for between 22.2 and 28.6 percent of schools. 76.2 percent of schools in Afar have no electricity compared with 64.3 percent in East Hararghe and 71.4 percent in Borana. Solar usage was highest in East Hararghe where it was present at 7.1 percent of schools.

Table 70   School facilities – water, sanitation and electricity, baseline and endline

Stratum	Afar (Zones 1-5)		Oromia (E Hararghe)		Oromia (Borana)	
	Baseline	Endline	Baseline	Endline	Baseline	Endline
No. Schools	63	63	14	14	14	14
Type of Latrine						
None	28.6%	36.5%	7.1 %		7.1 %	
Earth Pit	1.6 %		0.0 %	21.4%	21.4 %	
Concrete Slab	69.8 %	63.5%	92.9 %	78.6%	71.4 %	100.0%
Flush Toilet	0.0 %		0.0 %		0.0 %	
Separate latrines for girls and boys						
Yes	57.1 %	47.6%	71.4 %	50%	64.3 %	64.3 %
No	42.9 %	52.4%	28.6 %	50%	35.7 %	35.7 %
Water storage system						
Piped Water	1.6 %		0.0 %		0.0 %	
Well	6.3 %	14.3%	0.0 %	35.7%	21.4 %	28.6%
Rotto	49.2 %	41.3%	78.6 %	42.9%	50.0 %	50.0%
Tank	7.9 %	3.2%	7.1 %		14.3 %	
Drum	1.6 %	4.8%	0.0 %		0.0 %	
Containers	3.2 %	7.9%	14.3 %		0.0 %	
None	30.2 %		0.0 %		14.3 %	
Other		28.6%		21.4%	0.0 %	21.4%
Source of water						
Pipe Water	41.3 %	44.4%	71.4 %		0.0 %	
Rain Water	1.6 %	4.8%	0.0 %	28.6%	78.6 %	57.1%
Borehole	6.3 %	14.3%	7.1 %	50.0%	0.0 %	14.3%
Well	1.6 %	9.5%	0.0 %		14.3 %	
River	14.3 %		0.0 %		0.0 %	
Tanker	4.8 %	1.6%	0.0 %		0.0 %	
Hand-Carry	9.5 %	14.3%	21.4 %	7.1%	0.0 %	
None	19.0 %		0.0 %		7.1 %	
Other	1.6 %	11.1%	0.0 %	14.3%	0.0 %	28.6%
Electricity supply						
None	71.4 %	76.2%	78.6 %	64.3%	78.6 %	71.4%
Generator	0.0%		0.0 %		0.0 %	
Solar	0.0 %	1.6%	0.0 %	7.1%	21.4 %	
Mains	28.6 %	22.2%	21.4 %	28.6%	0.0 %	28.6%

Recent School Improvements

20.   The survey requested information over the types and source for school improvements over the last three years. The results in are shown in Table 71 and Figure 43 below. The questions were of the multi-select type and may therefore add up to more than 100 percent across rows. The percentages are relative to the number of schools having the designated type or source of improvement. The number of schools is shown in the left-hand column.

21.   In Borana, relative to the other strata, there appears to be greater overall active improvement as 42.9 percent of classrooms have undergone improvement in addition to high rates of improvements made to kitchens (42.9 percent of schools) and 42.9 percent of "other" rooms. 46 percent of schools in Afar have seen no improvements made in the last 3 years which is similar to the results from East Hararghe (42.9 percent of schools). Of the schools that did carry out improvement works in Afar and East Hararghe, classrooms and kitchens were among the most common rooms that saw improvements made.

22.   The main sources for these improvements were from "other" sources (reported in part (b) of Table 71 and illustrated in Figure 43 below. WFP support was reported more often in East Hararghe as 57.1 percent of schools received support, compared with 28.6 percent in Borana and 20.6 percent in Afar. Communities supported over half of schools in Oromia, whilst government support was received by one-fifth of schools in the region. In Afar Government support (9.5 percent schools) and community support (19.0 percent) was relatively lower.

Table 71   School improvements in the last 3 years

(a) Type of Improvement

Stratum	Schools	Class-room	Library	Store room	Kitchen	Eating area	Latrines	Water storage	Water Supply	Electricity	Other	None
Afar (Zones 1-5)	63	23.8%		3.2%	22.2%		11.1%	12.7%	3.2%	1.6%	3.2%	46.0%
Oromia (E Hararghe)	14	28.6%	7.1%	14.3%	35.7%	7.1%	7.1%	14.3%	7.1%	14.3%	42.9%	42.9%
Oromia Borana)	14	42.9%		7.1%	42.9%		14.3%	7.1%	7.1%	7.1%	21.4%	21.4%

(b) Source of support

Stratum	Schools	Government	Community	Private	WFP	UNICEF	SCF	Other
Afar (Zones 1-5)	63	9.5%	19.0%	1.6%	20.6%	1.6%	1.6%	61.9%
Oromia (E Hararghe)	14	21.4%	50.0%	0.0%	57.1%	0.0%	0.0%	64.3%
Oromia Borana)	14	21.4%	57.1%	7.1%	28.6%	7.1%	0.0%	21.4%

Figure 43. School improvements in the past 3 years
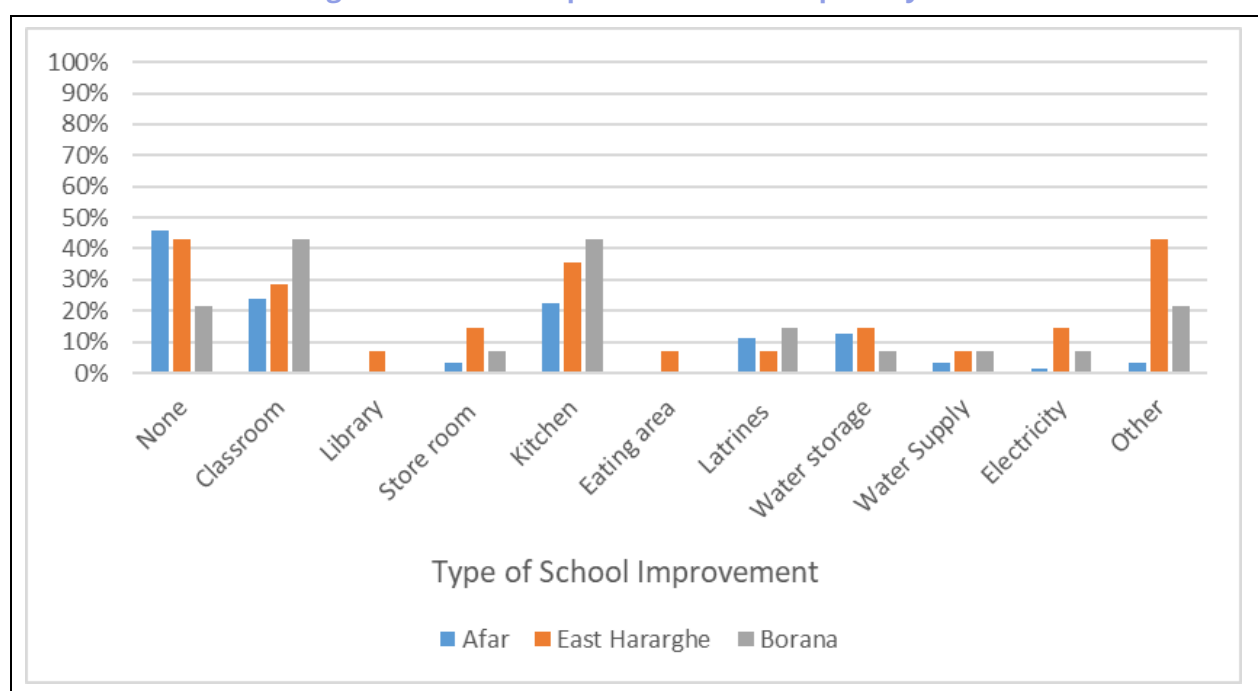
Source: Table 71

Figure 44. Sources of support for school improvements
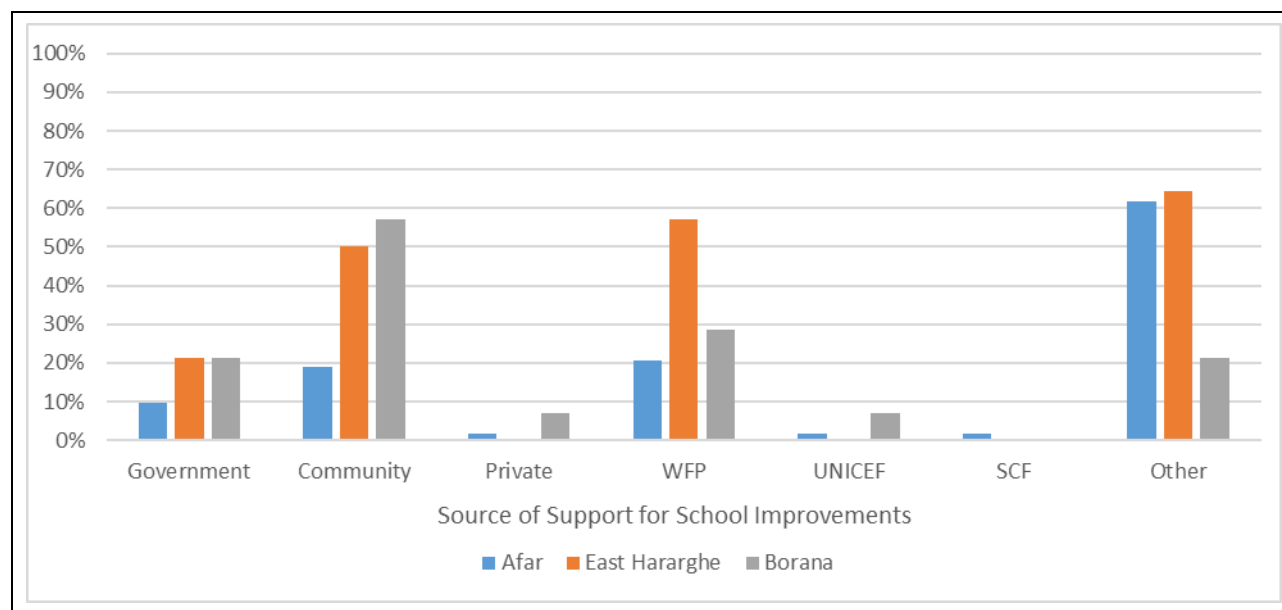
Teaching of children with disability

23.   Some questions were asked to explore the teaching of children with disability, regarding how many children were present in the sample schools with recognised disabilities of various categories, and the extent of support through trained teachers. The results are shown in Table 72 and illustrated in Figure 45 and Figure 46 below.

Table 72   Teaching of children with disability, 2024 survey

	Afar (Zones 1-5)			Oromia (Borana)			Oromia (E Hararghe)		
Number of Schools									
Total in Sample	63			14			14		
Having children with disability	42			9			12		
% of schools	66.7%			64.3%			85.7%		
	In schools having children with disability								
Number of children	*Female*	*Male*	*Total*	*Female*	*Male*	*Total*	*Female*	*Male*	*Total*
All children	7040	9296	16336	3259	3642	6901	4072	5513	9585
With disability	127	229	356	14	22	36	35	41	76
Percent with disability	1.8%	2.5%	2.2%	0.4%	0.6%	0.5%	0.9%	0.7%	0.8%
Number of children by type of disability									
Visually impaired/blind	27	43	70	4	6	10	8	11	19
Hearing impaired/deaf	32	60	92	0	2	2	6	8	14
Impaired movement	19	46	65	2	6	8	5	10	15
Cognitive impairment	35	58	93	4	4	8	16	11	27
Chronic health conditions	14	22	36	4	4	8	0	1	1
Number of Specialist teachers	9	22	31	2	3	5	0	0	0

Figure 45. Number of enrolled students with disability , 2024
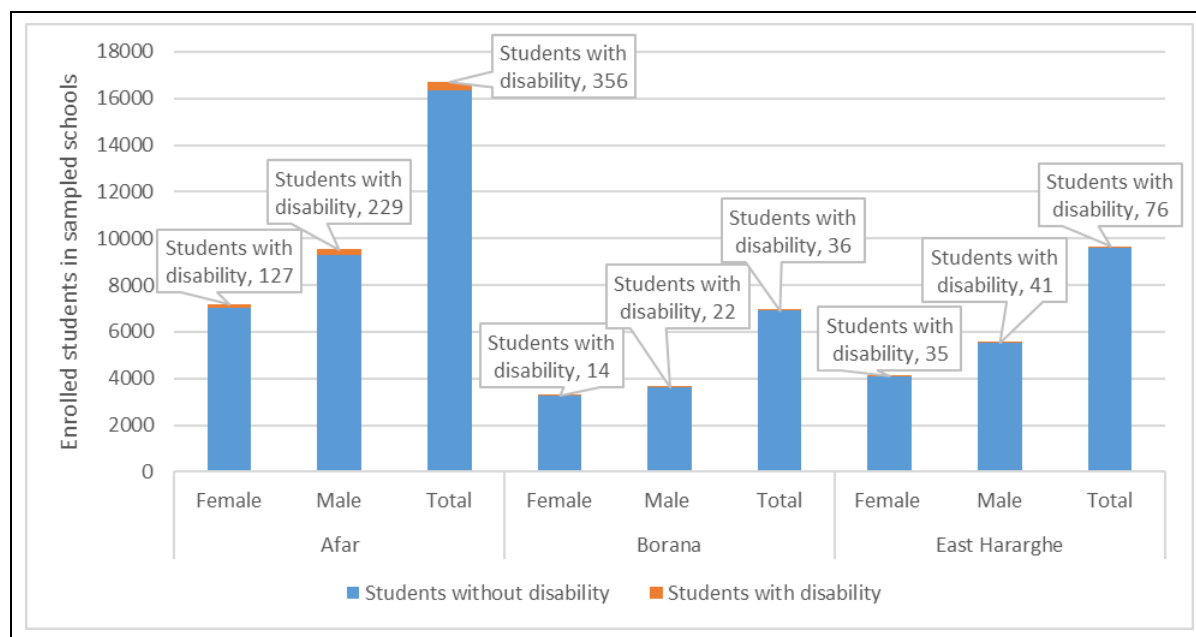
24.   In Afar the survey found a small but significant number of children in mainstream primary schools with recognised disabilities. 66.7 percent of schools report having a number of children with disability. All the disability categories included in the questionnaire are recognised (Figure 46 below), with cognitive impairment, impaired hearing, and visual impairment being ranked the first, second and third most common categories in Afar. A small number of children with disabilities were reported in Borana (36) and East Hararghe (76). Similarly to Afar, the most common types of disability in Borana and East Hararghe were visual impairment and cognitive impairment, however, chronic health conditions were relatively higher in Borana.

Figure 46. Students by type of disability, 2024

East Hararghe students by disability

- Chronic health conditions 1%
- Visually impaired/blind 25%
- Cognitive impairment 36%
- Impaired movement 20%
- Hearing impaired/deaf 18%
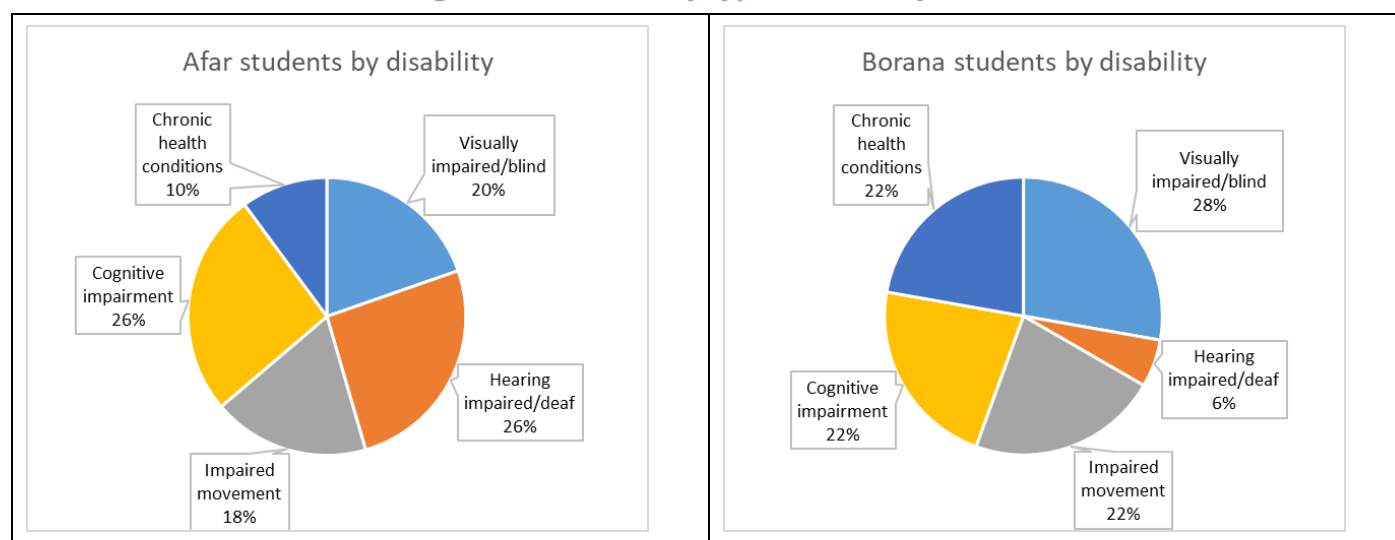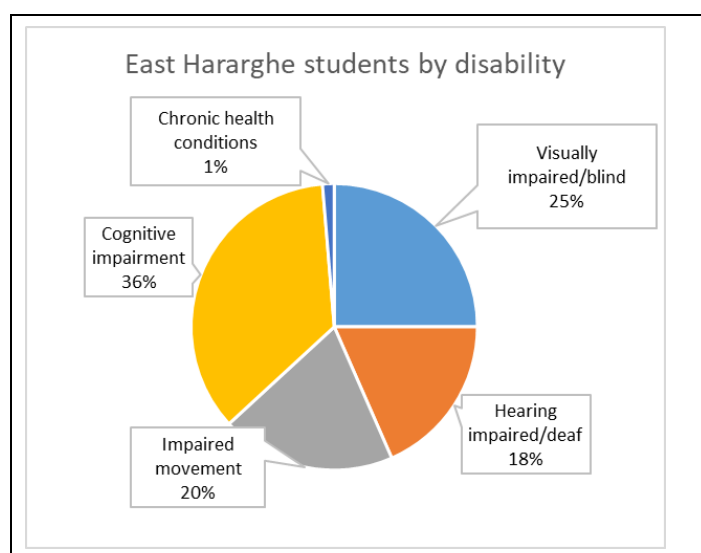
School meals support

25.   Table 73 below shows the results from a number of questions related to school meals support. In the left hand three columns of the table the raw numbers of schools are shown. The right-hand columns show percentages relative to those schools which had school meal support, as the remainder of the questions were only put to schools which received some support.

26.   In Afar, 47 out of the 63 sampled reported receiving some support in the past three years, (about 75 percent) In Hararghe, 12 out of the 14 sampled had received support (85.7 percent), whilst in Borana, all the sample schools had received school meals from some source in the past three years.

27.   The predominant source for school meal support was either the government, WFP or community support, with WFP being the most common source in Afar (89.4 percent) and East Hararghe (75 percent). Ten schools in Borana reported community support, making it the most common source of support (71.4 percent). Government support was most present in East Hararghe as 66.7 percent schools benefitted.

Table 73   School meals support

		Number of Sample Schools			Percentage of schools		
		Afar (Zones 1-5)	Oromia (E Hararghe)	Oromia Borana)	Afar (Zones 1-5)	Oromia (E Hararghe)	Oromia (Borana)
School meal support in last 3 years		47	12	14	74.6 %	85.7 %	100 %
Sources of school meals support	*Government*	3	8	3	6.4%	66.7%	21.4%
	WFP	42	9	7	89.4%	75.0%	50.0%
	UNICEF						
	SCF						
	Other NGO	5	3		10.6%	25.0%	
	Private sector						
	Community	1		10	2.1%		71.4%
Main source of school meal support	*Government*	0	3	1		25.0%	7.1%
	WFP	40	9	7	85.1%	75.0%	50.0%
	UNICEF	2	0	0	4.3%		
	SCF	0	0	0			
	Other	5	0	0	10.6%		
	Private sector	0	0	0			
	Community	0	0	6			42.9%

		Number of Sample Schools			Percentage of schools		
		Afar (Zones 1-5)	Oromia (E Hararghe)	Oromia Borana)	Afar (Zones 1-5)	Oromia (E Hararghe)	Oromia (Borana)
Observed effect of school meals	*Reduced absenteeism*	34	12	14	100.0%	100.0%	100.0%
	Improved attendance	34	11	10	100.0%	91.7%	71.4%
	Improved attentiveness	31	11	7	91.2%	91.7%	50.0%
	Improved concentration	32	3	4	94.1%	25.0%	28.6%
Facilities to manage school meals inadequate	*Storage*	16	4	0	47.1%	33.3%	
	Food preparation	20	2	3	58.8%	16.7%	21.4%
	Water supply	24	10	6	70.6%	83.3%	42.9%
	Dining area	26	10	10	76.5%	83.3%	71.4%

28. Perceptions about the effects of school meals were all markedly positive – see Figure 47 below – indicating a very strong belief in the effectiveness of school meals in reducing absenteeism and increasing attendance. Perceptions about improving concentration were more varied across strata, but still positive overall.

29. Questions about the perceived effect of school meals were also part of the child-level questionnaire – see results reported in Table 84 below and the associated discussion.

Figure 47. Perceived effects of school meals 2021 and 2024
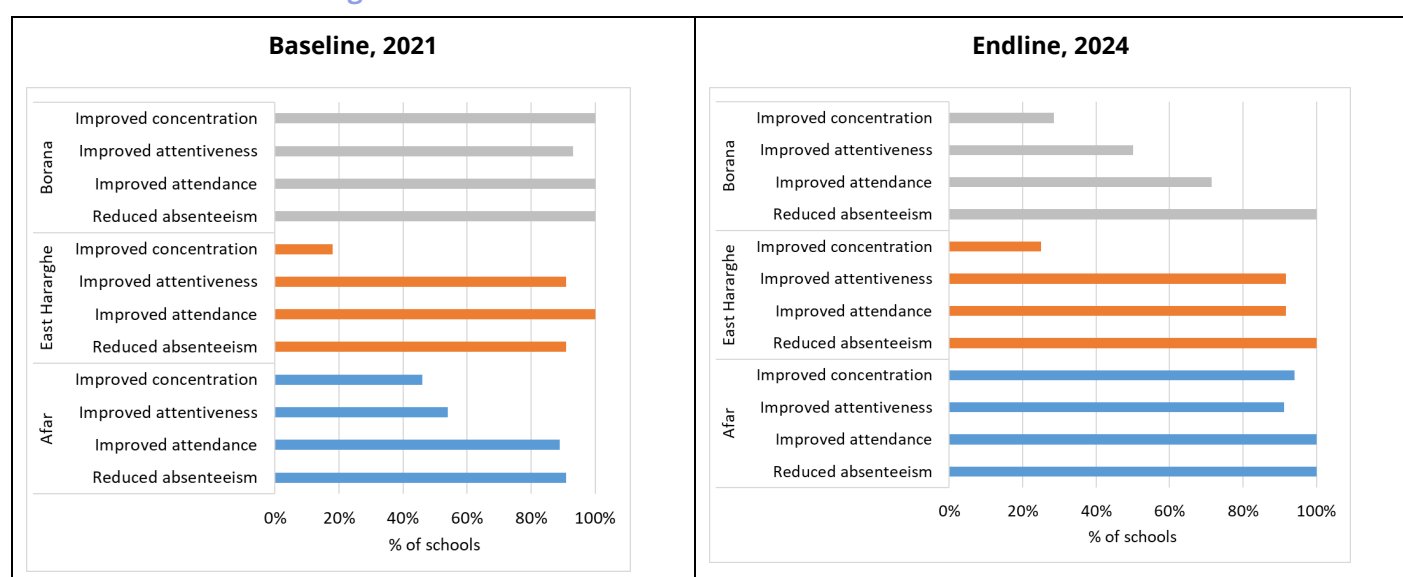
30. The survey asked about each school's facilities to manage school feeding, in relation to dining areas, water supply, food preparation facilities and storage. Responses are illustrated in Figure 48 below – note that the percentages are for facilities considered not adequate. The overall picture is of major deficiencies in facilities for serving school meals and water supply; the situation is worst in Afar, although East Hararghe reports more problems with dining areas and water supply (over 80 percent of schools).

Figure 48. Which facilities to manage school meals are inadequate? (2024)
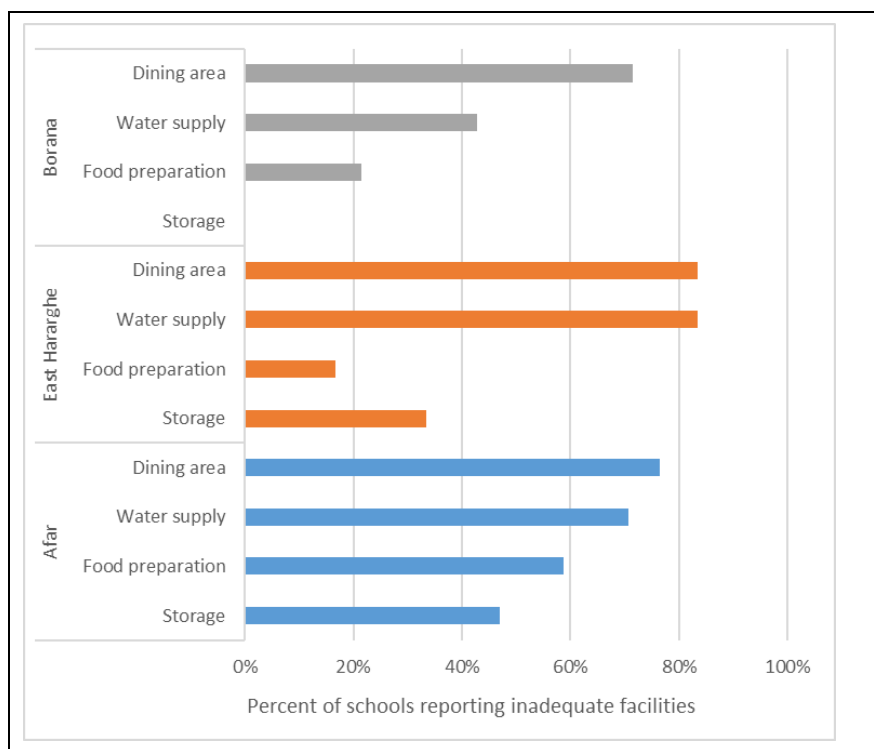
Staff receiving specialist training

31.　　Table 74 below gives details of staff who have received specialist training in the last 3 years. The figures shown are absolute staff numbers within the survey, they are not factored or weighted in any way.

32.　　Relative to the number of schools and staff, East Hararghe sample schools appear to have received a relatively high level of support (29 percent of teachers receiving some specialist training), followed by Afar (19 percent) and Borana (7 percent). Training on literacy kits and materials was high in Afar and East Hararghe, as well as WASH in Afar and food preparation in East Hararghe and Borana. Training on gender issues was prevalent in Afar and, to a lesser extent Borana and East Hararghe.

Table 74　Capacity building – staff receiving specialist training in the last 3 years, 2024 survey

	Afar (Zones 1-5)			Oromia (E Hararghe)			Oromia Borana)		
	Female	*Male*	*Total*	*Female*	*Male*	*Total*	*Female*	*Male*	*Total*
Number of schools in sample	63			14			14		
Total staff (Teachers, Cooks, Storekeepers)	289	493	782	184	138	322	88	178	266
Staff receiving specialist training in:									
WASH (water, sanitation, hygiene)	23	23	46	5	11	16			0
Nutrition, food preparation, recipes	7	15	22	19	7	26	5	4	9
Gender issues, support for girls	28	12	40	8	4	12	4	3	7
Use of literacy kits and materials	14	11	25	11	24	35			0
Support for students with disabilities	5	7	12	2	2	4	2	1	3

Results from child-level survey

Child interviews, sample characteristics

33.　　A total of 1,089 children were interviewed across the 91 sample schools. As noted, all sampling was fully randomised, with random selection of classes within first cycle (Grades 2-4) and second cycle (Grades 5-8) strata. However, not all schools in the sample included all second cycle grades. Children were selected at random within classes. Class teachers responded to questions about child performance and class characteristics (e.g. language of instruction), but all other questions were answered by the children themselves. Interviewers were of

the same gender as the children. The main sample characteristics are shown in Table 75 below according to survey strata.

34.　　　Table 76, Table 77, Table 78 and Table 79 below provide woreda-level breakdowns of the characteristics covered by Table 75 below, and our detailed commentary draws also on those tables.

Table 75　Child interview sample characteristics – 2024 survey

Stratum	Afar (Zones 1-5)	Oromia (E Hararghe)	Oromia (Borana)
Sample Characteristics			
Schools sampled	63	14	14
Children sampled	754	167	168
Mean class size	34	81	62
CV%	101.7%	51.7%	60.8%
Interviewees by sex			
Boys	49.9%	49.7%	50.0%
Girls	50.1%	50.3%	50.0%
Age distribution of interviewees			
Girls, mean age	11.8	10.7	12.1
CV%	20%	20%	20%
Boys, mean age	11.8	10.7	12.1
CV%	20%	20%	20%
Language of instruction			
Afar Af	73.3%		
Afan Oromo		98.2%	98.8%
Amharic	19.1%		
Somali		1.8%	
English	7.6%		1.2%
Other			
Scripts taught in class			
Latin	56.8%	100.0%	100.0%
Geez	1.9%		
Both Latin & Geez	41.4%		
Languages spoken home			
Afar Af	89.3%		
Argobigna			
Afan Oromo		87.4%	100%
Amharic	10.6%		
Tigrigna		12.6%	
Somali	0.1%		
English	73.3%		
Other			
Children's family size			
Female members	3.7	3.7	3.6
Male members	4.0	3.5	3.6
Total	7.7	7.3	7.1
CV%	29%	29%	27%
Other family members in school			
Girls	1.1	0.7	0.4
Boys	1.4	0.7	0.5
Total	2.5	1.4	0.9
CV%	49%	90%	105%

Table 76   Respondent children (woreda level)

Variable	Response	Stratum															
		Afar (Zones 1-5)										Oromia (E Hararghe)			Oromia (Borana)		
		Chifra	Dubti	Afdera	Berahile	Amibara	Bure-mudaitu	Awra	Teru	Dalifage	Total	Babile	Chinaksen	Total	Yabello	Miyo	Total
Number of respondent children		84	96	81	96	82	75	108	60	72	754	83	84	167	84	84	168
Respondent children by sex	Female	43	48	39	48	41	37	56	30	36	378	42	42	84	42	42	84
	Male	41	48	42	48	41	38	52	30	36	376	41	42	83	42	42	84
Respondent children by sex (%)	Female	51.2%	50.0%	48.1%	50.0%	50.0%	49.3%	51.9%	50.0%	50.0%	50.1%	50.6%	50.0%	50.3%	50.0%	50.0%	50.0%
	Male	48.8%	50.0%	51.9%	50.0%	50.0%	50.7%	48.1%	50.0%	50.0%	49.9%	49.4%	50.0%	49.7%	50.0%	50.0%	50.0%
Average age of interviewed children	Female (Mean)	13.0	11.3	10.9	11.3	10.6	11.6	12.3	12.7	12.4	11.8	9.9	10.4	10.2	14.1	12.1	13.1
	Female (CV %)	18.5%	22.3%	19.8%	21.0%	19.4%	20.7%	24.5%	24.0%	17.8%	22.0%	20.1%	25.9%	23.4%	21.7%	21.3%	22.8%
	Male (Mean)	12.4	12.2	12.0	11.3	10.5	11.0	12.7	11.5	12.4	11.8	10.3	11.1	10.7	12.2	11.9	12.1
	Male (CV %)	18.9%	18.3%	21.8%	21.3%	19.7%	21.6%	17.4%	17.4%	17.8%	20.1%	17.3%	22.2%	20.3%	19.2%	20.4%	19.7%
	Both (Mean)	12.7	11.7	11.5	11.3	10.6	11.3	12.5	12.1	12.4	11.8	10.1	10.8	10.4	13.2	12.0	12.6
	Both (CV %)	18.7%	20.5%	21.4%	21.1%	19.5%	21.1%	21.2%	21.7%	17.7%	21.0%	18.7%	24.0%	21.9%	21.8%	20.8%	21.8%
Interviewed children by grade	Grade2	20	28	20	28	16	9	32	6	8	167	27	20	47	24	20	44
	Grade 3	22	24	22	24	25	17	24	18	21	197	16	20	36	8	12	20
	Grade 4	16	24	21	24	15	14	28	12	12	166	28	20	48	20	16	36
	Grade 5	7	8	7	8	14	12	8	8	8	80	1	8	9	12	12	24
	Grade 6	7	0	0	8	0	0	0	8	7	30	7	4	11	0	0	0
	Grade 7	4	12	8	4	8	8	4	4	12	64	4	4	8	16	12	28
	Grade 8	8	0	3	0	4	15	12	4	4	50	0	8	8	4	12	16
Interviewed children by grade (%)	Grade2	23.8%	29.2%	24.7%	29.2%	19.5%	12.0%	29.6%	10.0%	11.1%	22.1%	32.5%	23.8%	28.1%	28.6%	23.8%	26.2%
	Grade 3	26.2%	25.0%	27.2%	25.0%	30.5%	22.7%	22.2%	30.0%	29.2%	26.1%	19.3%	23.8%	21.6%	9.5%	14.3%	11.9%
	Grade 4	19.0%	25.0%	25.9%	25.0%	18.3%	18.7%	25.9%	20.0%	16.7%	22.0%	33.7%	23.8%	28.7%	23.8%	19.0%	21.4%
	Grade 5	8.3%	8.3%	8.6%	8.3%	17.1%	16.0%	7.4%	13.3%	11.1%	10.6%	1.2%	9.5%	5.4%	14.3%	14.3%	14.3%
	Grade 6	8.3%	0.0%	0.0%	8.3%	0.0%	0.0%	0.0%	13.3%	9.7%	4.0%	8.4%	4.8%	6.6%	0.0%	0.0%	0.0%
	Grade 7	4.8%	12.5%	9.9%	4.2%	9.8%	10.7%	3.7%	6.7%	16.7%	8.5%	4.8%	4.8%	4.8%	19.0%	14.3%	16.7%
	Grade 8	9.5%	0.0%	3.7%	0.0%	4.9%	20.0%	11.1%	6.7%	5.6%	6.6%	0.0%	9.5%	4.8%	4.8%	14.3%	9.5%

Table 77   Family/household size (woreda level)

Variable	Response	Afar (Zones 1-5)										Oromia (E Hararghe)			Oromia Borana)		
		Chifra	Dubti	Afdera	Berahile	Amibara	Bure-mudaitu	Awra	Teru	Dalifage	Total	Babile	Chinaksen	Total	Yabello	Miyo	Total
Average family size of children's family*	Female (Mean)	4.0	3.5	4.1	4.0	3.5	3.5	3.8	3.7	3.6	3.7	3.9	3.6	3.7	3.8	3.3	3.6
	Female (CV %)	39.1%	38.0%	36.1%	41.2%	42.0%	37.6%	42.7%	44.5%	40.5%	40.5%	38.5%	44.1%	41.4%	39.2%	36.9%	39.2%
	Male (Mean)	4.5	3.8	4.4	4.2	3.5	3.3	4.0	4.4	3.8	4.0	3.6	3.4	3.5	3.5	3.6	3.6
	Male (CV %)	38.0%	40.3%	39.0%	42.1%	42.9%	46.8%	36.1%	39.5%	38.2%	41.0%	43.0%	43.7%	43.3%	41.7%	40.0%	40.7%
	Total (Mean)	8.4	7.3	8.5	8.2	7.0	6.7	7.8	8.0	7.5	7.7	7.5	7.0	7.3	7.4	6.9	7.1
	Total (CV %)	28.8%	29.3%	25.4%	25.7%	30.9%	28.4%	28.0%	32.1%	24.9%	29.0%	27.6%	31.1%	29.4%	28.2%	26.0%	27.3%
Average no. of household members that are in school with the respondent child**	Female (Mean)	1.3	1.0	1.1	1.1	1.0	1.1	1.1	0.8	1.2	1.1	0.7	0.7	0.7	0.4	0.4	0.4
	Female (CV %)	82.4%	80.4%	83.2%	90.4%	67.9%	70.8%	83.8%	104.0%	74.2%	82.6%	131.0%	119.2%	124.6%	163.1%	158.1%	160.6%
	Male (Mean)	1.6	1.4	1.7	1.2	1.1	1.3	1.4	1.7	1.3	1.4	0.7	0.7	0.7	0.4	0.6	0.5
	Male (CV %)	73.5%	58.3%	51.4%	77.4%	84.6%	85.1%	62.3%	78.3%	75.1%	71.7%	133.2%	112.4%	123.1%	163.2%	119.3%	138.2%
	Total (Mean)	2.9	2.4	2.8	2.4	2.1	2.3	2.5	2.5	2.5	2.5	1.4	1.4	1.4	0.8	1.0	0.9
	Total (CV %)	53.6%	46.8%	40.5%	40.5%	45.9%	46.2%	46.1%	69.1%	45.8%	49.1%	95.5%	84.9%	90.0%	119.0%	93.1%	105.2%

* Survey question::
CQ05_T   CQ05. How many TOTAL people in your household?
CQ05_M   CQ05. How many MALE people in your household?
CQ05_F   CQ05. How many FEMALE people in your household?

** Survey question:
CQ06_T   CQ06. How many TOTAL of those are in school with you here?
CQ06_M   CQ06. How many MALE of those are in school with you here?
CQ06_F   CQ06. How many FEMALE of those are in school with you here?

Table 78   Languages and scripts (woreda level)

Variable	Response	Afar (Zones 1-5)										Oromia (E Hararghe)			Oromia Borana)		
		Chifra	Dubti	Afdera	Berahile	Amibara	Bure-mudaitu	Awra	Teru	Dalifage	Total	Babile	Chinaksen	Total	Yabello	Miyo	Total
Teaching languages used in class (%)	Afar Af	77.4%	95.8%	95.1%	100.0%	93.9%	96.0%	89.8%	96.7%	93.1%	**93.0%**						
	Afan Oromo							0.9%			**0.1%**	100.0%	100.0%	**100.0 %**	100.0%	98.8%	**99.4%**
	Amharic	70.2%	3.1%	11.1%	90.6%	72.0%	96.0%	29.6%	40.0%	56.9%	**51.2%**				2.4%	7.1%	**4.8%**
	Tigrigna				1.0%						**0.1%**	1.2%		**0.6%**			
	Somali				1.0%						**0.1%**						
	English	34.5%	3.1%	16.0%	74.0%	9.8%	44.0%	28.7%	25.0%	31.9%	**30.0%**				11.9%	28.6%	**20.2%**
Scripts/alphabets taught in class (%)	Latin	29.8%	97.9%	100.0%	8.3%	78.0%	6.7%	71.3%	66.7%	47.2%	**56.8%**	100.0%	100.0%	**100.0 %**	100.0%	100.0%	**100.0%**
	Geez	10.7%	1.0%					3.7%			**1.9%**						
	Both Latin & Geez	59.5%	1.0%		91.7%	22.0%	93.3%	25.0%	33.3%	52.8%	**41.4%**						
Main language used for instruction (%)	Afar Af	45.2%	99.0%	100.0%	86.5%	32.9%	37.3%	87.0%	90.0%	73.6%	**73.3%**						
	Afan Oromo											100.0%	96.4%	**98.2%**	100.0%	97.6%	**98.8%**
	Amharic	41.7%			12.5%	58.5%	37.3%	1.9%	6.7%	20.8%	**3.7**						
	Somalia												3.6%	**1.8%**			
	English	13.1%	1.0%		1.0%	8.5%	25.3%	11.1%	3.3%	5.6%	**7.6%**					2.4%	**1.2%**
Language spoken at children's home (%)	Afar Af	96.4%	93.8%	100.0%	100.0%	61.0%	60.0%	99.1%	91.7%	94.4%	**89.3%**						
	Afan Oromo											100.0%	75.0%	**87.4%**	100.0%	100.0%	**100.0%**
	Amharic	3.6%	6.3%			37.8%	40.0%	0.9%	8.3%	5.6%	**10.6%**						
	Somali												25.0%	**12.6%**			
	Other					1.2%					**0.1%**						

Child survey – characteristics of respondent teachers

35.	The child survey included some questions addressed to the teacher of each randomly sampled class. Table 79 below shows, at woreda level, the characteristics of the respondent teachers.

Table 79 Respondent teacher (woreda level)

Variable	Response	Stratum															
		Afar (Zones 1-5)										Oromia (E Hararghe)			Oromia Borana)		
		Dubti	Chifra	Afdera	Berahile	Amibara	Bure-mudaitu	Awra	Teru	Dalifage	Total	Babile	Chinaksen	Total	Yabello	Miyo	Total
Number of respondent teachers		21	24	21	24	19	18	27	16	19	189	21	21	42	27	15	42
Respondent teachers by grade	Grade2	6	6	5	7	4	2	8	2	2	42	7	5	12	6	4	10
	Grade 3	5	6	5	6	5	4	6	5	5	47	4	5	9	3	2	5
	Grade 4	5	5	6	6	3	3	7	3	3	41	7	4	11	6	3	9
	Grade 5	2	2	2	2	4	3	2	2	2	21	1	2	3	4	2	6
	Grade 6	0	2	0	2	0	0	0	2	3	9	1	2	3	0	0	0
	Grade 7	3	1	2	1	2	2	1	1	3	16	1	1	2	4	3	7
	Grade 8	0	2	1	0	1	4	3	1	1	13	0	2	2	4	1	5
Respondent teachers by grade (%)	Grade2	28.6%	25.0%	23.8%	29.2%	21.1%	11.1%	29.6%	12.5%	10.5%	22.2%	33.3%	23.8%	28.6%	22.2%	26.7%	23.8%
	Grade 3	23.8%	25.0%	23.8%	25.0%	26.3%	22.2%	22.2%	31.3%	26.3%	24.9%	19.0%	23.8%	21.4%	11.1%	13.3%	11.9%
	Grade 4	23.8%	20.8%	28.6%	25.0%	15.8%	16.7%	25.9%	18.8%	15.8%	21.7%	33.3%	19.0%	26.2%	22.2%	20.0%	21.4%
	Grade 5	9.5%	8.3%	9.5%	8.3%	21.1%	16.7%	7.4%	12.5%	10.5%	11.1%	4.8%	9.5%	7.1%	14.8%	13.3%	14.3%
	Grade 6	0.0%	8.3%	0.0%	8.3%	0.0%	0.0%	0.0%	12.5%	15.8%	4.8%	4.8%	9.5%	7.1%	0.0%	0.0%	0.0%
	Grade 7	14.3%	4.2%	9.5%	4.2%	10.5%	11.1%	3.7%	6.3%	15.8%	8.5%	4.8%	4.8%	4.8%	14.8%	20.0%	16.7%
	Grade 8	0.0%	8.3%	4.8%	0.0%	5.3%	22.2%	11.1%	6.3%	5.3%	6.9%	0.0%	9.5%	4.8%	14.8%	6.7%	11.9%
Respondent teachers by sex	Male	76.2%	79.2%	85.7%	91.7%	78.9%	61.1%	88.9%	43.8%	68.4%	76.7%	57.1%	76.2%	66.7%	88.9%	80.0%	85.7%
	Female	23.8%	20.8%	14.3%	8.3%	21.1%	38.9%	11.1%	56.3%	31.6%	23.3%	42.9%	23.8%	33.3%	11.1%	20.0%	14.3%
Respondent teachers by sex (%)	Male	16	19	18	22	15	11	24	7	13	145	12	16	28	24	12	36
	Female	5	5	3	2	4	7	3	9	6	44	9	5	14	3	3	6

Class sizes, woreda level

36.	Table 80 below shows average class sizes at woreda level (this may be compared with the slightly different metric of student:teacher ratios from Table 68 above and Figure 41 above). Average class sizes are larger in East Hararghe (81) and Borana (62) than Afar (34), but in all cases there is substantial variation around the mean. This is most striking in Afar where mean class sizes at woreda level ranged from 42 to 25.

Table 80   Average class size (woreda level)

		Stratum															
		Afar (Zones 1-5)										Oromia (E Hararghe)			Oromia Borana)		
Variable	Response	Dubti	Chifra	Afdera	Berahile	Amibara	Bure-mudaitu	Awra	Teru	Dalifage	Total	Baabbile	Chinaksen	Total	Yabello	Miyo	Total
Average class size (Mean no. of students per class)	Grades 1-8 (Mean)	36	38	25	32	42	39	26	32	34	34	81	81	81	51	74	62
	Grades 1-8 (CV %)	49.2%	162.6%	77.5%	72.9%	128.4%	50.5%	95.8%	122.2%	92.2%	101.7%	74.6%	98.8%	84.1%	51.7%	62.0%	60.8%

Pre-primary enrolments

37.   Table 81 below shows pre-primary ("0-Grade") enrolments at woreda level across the sample. Government is moving towards universal pre-primary enrolment. Pre-primary classes are most frequently attached to existing primary schools, and they are eligible for McGovern-Dole school meals in such cases. The roll-out of pre-primary appears to be slower in East Hararghe than the other areas. Thus, of the sampled schools:

- In Afar, 49 of the 63 schools with data had a pre-primary class, the average pre-primary class size was 52, and 47 percent of the children were female.
- In E Hararghe, only 7 out of 14 schools had a pre-primary class, the average pre-primary class size was 122, and 48.2 percent of the children were female.
- In Borana, 11 out of 14 schools had a pre-primary class, the average pre-primary class size was 107, and 49 percent of the children were female.

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

Table 81   Pre-primary ("0-Grade") enrolments by woreda, 2024

		Stratum															
		Afar (Zones 1-5)										Oromia (E Hararghe)			Oromia Borana)		
Variable	Response	Dubti	Chifra	Afdera	Berahile	Amibara	Bure-mudaitu	Awra	Teru	Dalifage	Total	Babile	Chinaksen	Total	Yabello	Miyo	Total
School has 0-Grade	yes	3	6	7	6	5	6	7	3	6	**49**	3	4	**7**	6	5	**11**
	no	5	1	0	2	2	0	2	2	0	**14**	4	3	**7**	1	2	**3**
0-Grade enrolment	total male	54	177	91	149	151	208	197	85	175	**1,287**	187	255	**442**	170	428	**598**
	total female	41	187	76	128	152	178	178	56	139	**1,135**	186	226	**412**	167	411	**578**
	total (all)	95	364	167	277	303	386	375	141	314	**2,422**	373	481	**854**	337	839	**1,176**
Average 0-Grade enrolment (schools with 0-Grade)		32	61	24	46	61	64	54	47	52	**49**	124	120	**122**	56	168	**107**

Child sample distribution by grade, age and sex

39.   Boys and girls were equally distributed in the sample by design, with 2 boys and 2 girls being sampled from each randomly selected class. Table 82 below gives complete age-grade distributions, while Figure 49 below and Figure 50 illustrate the age and grade distribution respectively, sex-disaggregated in both cases. The mean age of interviewees was around 12, on average slightly older for the boys than the girls. This may reflect the top of the sample distribution for girls being curtailed as a result of marriage etc. – Figure 50 shows a clear majority of boys from age 15 onwards.

Table 82   Age and grade distribution of children sampled

	Grade	\multicolumn{14}{c	}{Age of child}	Total
		7	8	9	10	11	12	13	14	15	16	17	18	19	20+	
Girls	2	7	24	33	33	13	4	8	5			1				128
	3		8	24	37	17	24	10	5	3	2	1				131
	4		3	7	29	9	28	15	19	9	1				1	121
	5			1	6	7	12	16	7	3	1					53
	6					2	6	5	3	2	2					20
	7						2	9	23	7	7	2	1	1		52
	8							8	11	11	3	3	2			38
	Total	7	35	65	105	48	76	71	73	35	16	7	3	1	1	543
Boys	2	13	32	25	27	7	11	5	5	3	2					130
	3	3	7	26	30	16	20	11	5	1				2	1	122
	4		6	6	31	26	19	13	10	11	2		3	1	1	129
	5		1	1	5	12	14	8	8	4	3	2	1		1	60
	6				3	1	3	5	5	1	3					21
	7						1	8	8	13	10	3	3	2		48
	8						2	3	11	10	8		1		1	36
	Total	16	46	58	96	62	70	53	52	43	28	5	8	5	4	546
Total	2	20	56	58	60	20	15	13	10	3	2	1				258
	3	3	15	50	67	33	44	21	10	4	2	1		2	1	253
	4		9	13	60	35	47	28	29	20	3		3	1	2	250
	5		1	2	11	19	26	24	15	7	4	2	1		1	113
	6				3	3	9	10	8	3	5					41
	7						3	17	31	20	17	5	4	3		100
	8						2	11	22	21	11	3	3		1	74
	Total	23	81	123	201	110	146	124	125	78	44	12	11	6	5	**1,089**

40.   A small number of 'children' were over 20 years. Sampling was not restricted by age except that Grades 0 (pre-school) and 1 were not included. The dotted line between Grades 4 and 5 distinguishes first cycle basic education (Grades 1-4), and second cycle general education (Grades 5-8). Not all schools included in the sample had the higher grades, which is why fewer second cycle children were included.

41.   The statistics relate to the sample, which was biased by gender (equal number of boys and girls being selected) and by age (children below 7 and Grades 0-1 were excluded, though some younger children were interviewed in practice). Hence, the tables do not completely reflect age-grade distribution in the general school population.

Figure 49. Number of students surveyed, by grade, 2024
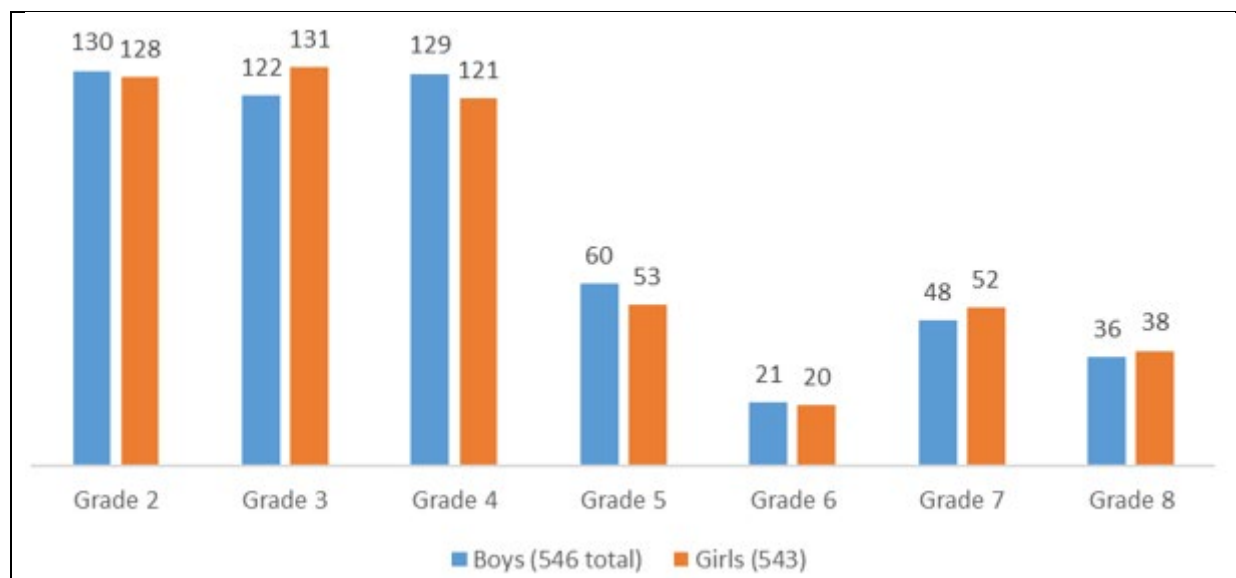
Figure 50. Number of students surveyed, by age, 2024
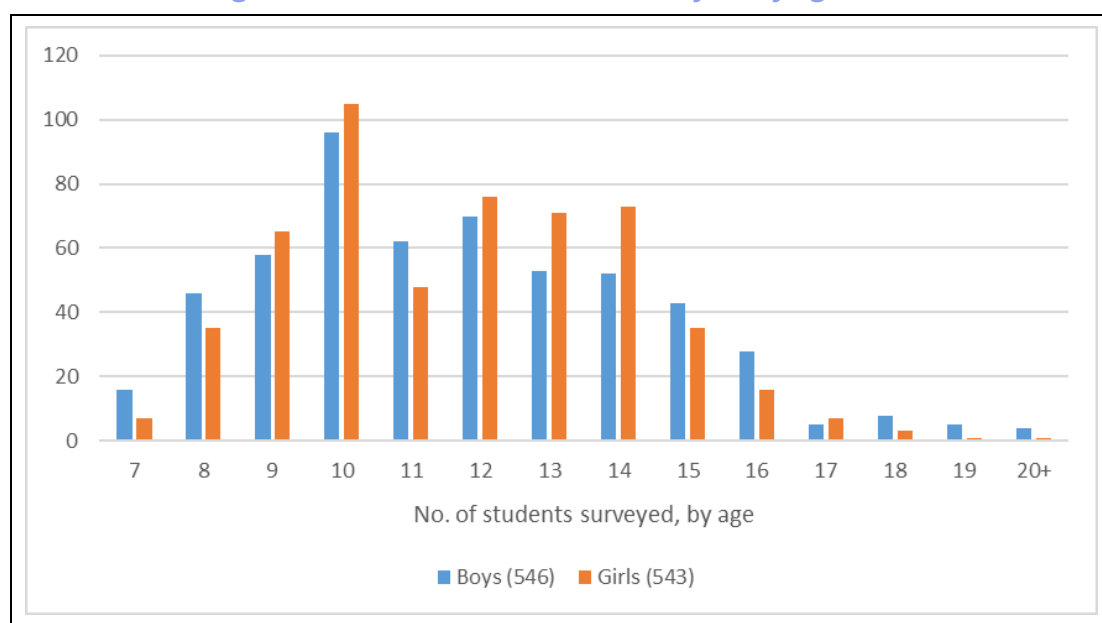
Household size

42.   As illustrated in Figure 51, the size of students' households was typically around seven. Children typically reported having one to two other family members (siblings etc.) in school with them, evenly split between girls and boys. This has relevance in consideration of strategies for take-home rations.

Figure 51. Family/household size, 2024
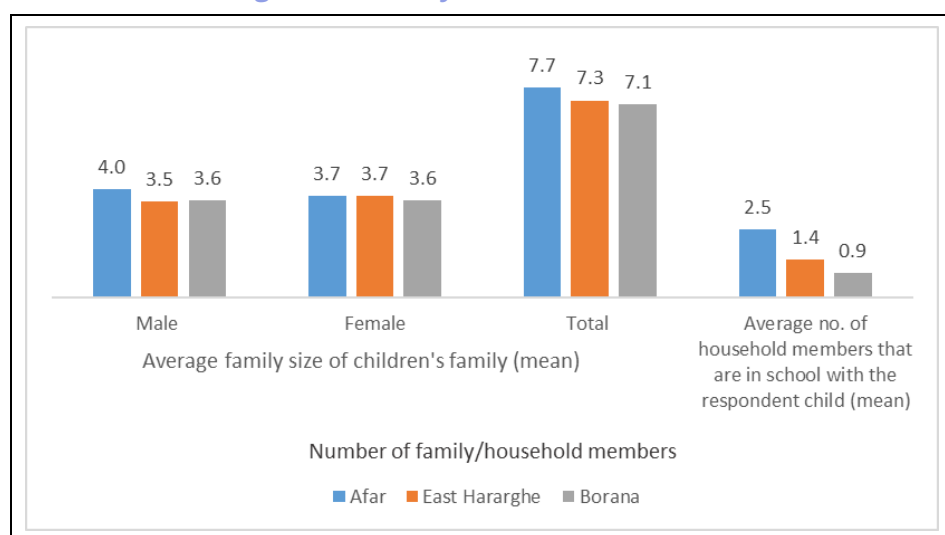
Languages

43.   Differences in home languages (Figure 52 below) and the languages and scripts used in school (Figure 53 below) highlight the differences in ethnic composition and educational context between the Afar Region and the two Oromia Zones. Although the survey encountered a Somali-speaking minority in E Hararghe (12.6 percent), Afan Oromo is the dominant language in Oromia (Borana 100 percent; East Hararghe 87.4 percent), and correspondingly predominates as the language of instruction. In Afar, Afar Af is the home language for 89.3 percent of students and was reported as the main instruction language for 73.3 percent of classes, with Amharic used for 19.1 percent of the classes, and significant use of English (7.6 percent). Ethiopia has a policy of mother-tongue instruction, and this situation appears to reflect the increase in Afar-speaking teachers compared with the baseline which saw just 35.9 percent of classes taught in Afar Af.

Figure 52. Languages spoken at home, 2024
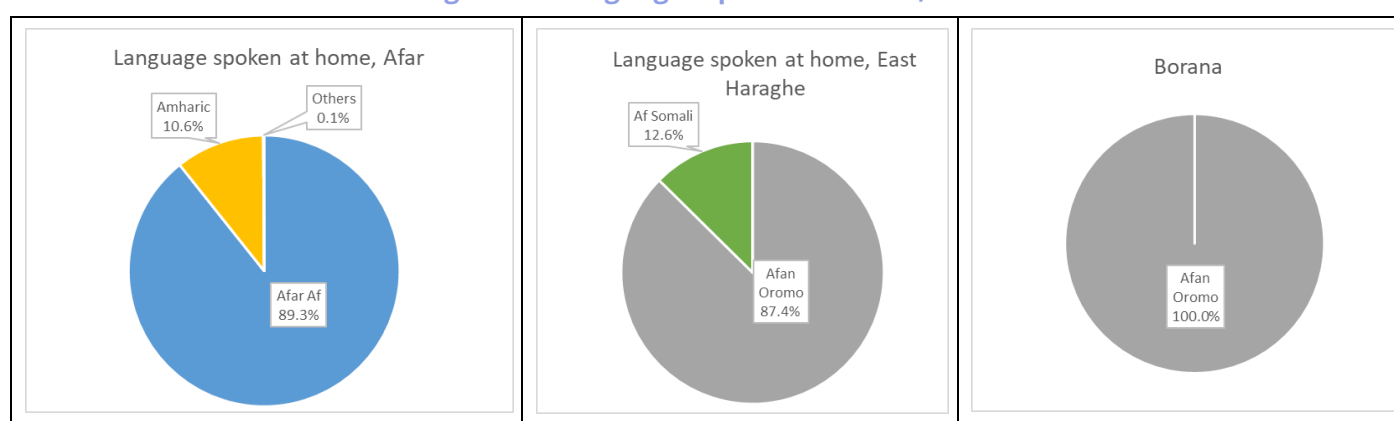
Figure 53. Teaching languages and scripts

Main instruction language, Afar
- English 7.6%
- Amharic 19.1%
- Afar Af 73.3%

Main instruction language, Oromia
- English 0.6%
- Af Somali 0.9%
- Afan Oromo 98.5%

Teaching languages used in class, Afar
- English 17%
- Amharic 30%
- Afar Af 53%

Teaching languages used in class, Oromia
- English 9%
- Amharic 2%
- Afan Oromo 89%

Scripts/alphabets taught in class, Afar
- Both Latin & Geez 41%
- Latin 57%
- Geez 2%

Scripts/alphabets taught in class, Oromia
- Latin 100%

Child performance indicators

44.   Table 83 below shows performance indicators by stratum and gender. These are relatively subjective, being the child's own assessment of their sleepiness, and the teachers' assessment of their attentiveness. Academic performance, though not checked against records, is likely to be a somewhat more objective estimate. The indicator for number of days coming to school reflects various factors that collectively impede access to education, including family or farm duties, distance, ill health, and financial constraints. This information provides a baseline against which changes arising during the implementation period can be checked and correlated with the provision of school meals.

45.   In Table 83, each column for each question totals 100 percent, and is relative to the number of girls or boys sampled in that stratum. Sampling between girls and boys was close to 50 percent by design, but the actual ratio varies, so figures should be adjusted accordingly to get the effective population percentages.

Table 83   Indicators of child performance (stratum level)

Question	Response	Afar (Zones 1-5)		Oromia (E Hararghe)		Oromia (Borana)	
		Girls	Boys	Girls	Boys	Girls	Boys
Number of days in a week the student came to school (%)	*1-2 days*	5.9%	6.9%	1.2%	2.4%		
	3-4 days	31.9%	26.2%	14.5%	9.5%	7.1%	9.5%
	Every day	62.2%	66.9%	84.3%	88.1%	92.9%	90.5%
Percentage of children feeling sleepy or tired when coming to school (%)	*Not at all*	53.5%	53.7%	59.0%	82.1%	45.2%	66.7%
	A little	29.8%	30.7%	28.9%	8.3%	21.4%	9.5%
	Quite tired	16.0%	11.1%	8.4%	3.6%	13.1%	6.0%
	Very tired	0.8%	4.5%	3.6%	6.0%	20.2%	17.9%
Teacher's opinion regarding child's academic performance over last year (%)	*Poor*	6.6%	7.7%	9.6%	20.2%	2.4%	8.3%
	Satisfactory	26.5%	18.7%	47.0%	28.6%	22.9%	28.6%
	Good	60.4%	65.0%	38.6%	34.5%	54.2%	29.8%
	Very good	6.6%	8.5%	4.8%	16.7%	20.5%	33.3%
Teacher's opinion regarding child's concentration or attentiveness (%)	*Inattentive, poor*	6.0%	9.9%	10.8%	11.9%	2.4%	3.6%
	Adequate, not very good	21.9%	15.2%	28.9%	14.3%	21.7%	21.4%
	Good, generally attentive	65.8%	66.7%	55.4%	56.0%	55.4%	35.7%
	Excellent, highly attentive	6.3%	8.3%	4.8%	17.9%	20.5%	39.3%
Teacher's opinion regarding child's performance compared with the rest of the class (%)	*Well below average*	6.8%	5.2%	4.8%	11.9%		1.2%
	A little below average	11.2%	12.7%	16.9%	8.3%	9.6%	8.3%
	Average	63.9%	47.4%	54.2%	54.8%	67.5%	41.7%
	A little above average	11.7%	27.0%	14.5%	11.9%	6.0%	21.4%
	Well above average	6.3%	7.7%	9.6%	13.1%	16.9%	27.4%

46.   Table 84 below reports the same indicators at woreda level.

Table 84 Indicators of child performance (woreda) level

Variable	Response	Afar (Zones 1-5) Chifra	Dubti	Afdera	Berahile	Amibara	Bure-mudaitu	Awra	Teru	Dalifage	Total	Oromia (E Hararghe) Babile	Chinaksen	Total	Oromia Borana) Yabello	Miyo	Total
frequency of attendance																	
Number of days in a week the student came to school (%) **all**	1-2 days	4.8%	5.2%	2.5%		6.1%	6.7%	10.2%	20.0%	5.6%	6.4%	3.6%		1.8%			
	3-4 days	31.0%	34.4%	23.5%	13.5%	19.5%	16.0%	48.1%	33.3%	38.9%	29.0%	14.5%	9.5%	12.0%	10.7%	6.0%	8.3%
	Every day	64.3%	60.4%	74.1%	86.5%	74.4%	77.3%	41.7%	46.7%	55.6%	64.6%	81.9%	90.5%	86.2%	89.3%	94.0%	91.7%
Number of days in a week the student came to school (%) **male**	1-2 days	7.0%	2.1%	2.6%		12.2%	13.5%	7.1%	10.0%	11.1%	6.9%	4.8%		2.4%			
	3-4 days	27.9%	35.4%	5.1%	12.5%	19.5%	16.2%	51.8%	30.0%	27.8%	26.2%	14.3%	4.8%	9.5%	11.9%	7.1%	9.5%
	Every day	65.1%	62.5%	92.3%	87.5%	68.3%	70.3%	41.1%	60.0%	61.1%	66.9%	81.0%	95.2%	88.1%	88.1%	92.9%	90.5%
Number of days in a week the student came to school (%) **female**	1-2 days	2.4%	8.3%	2.4%				13.5%	30.0%		5.9%	2.4%		1.2%			
	3-4 days	34.1%	33.3%	40.5%	14.6%	19.5%	15.8%	44.2%	36.7%	50.0%	31.9%	14.6%	14.3%	14.5%	9.5%	4.8%	7.1%
	Every day	63.4%	58.3%	57.1%	85.4%	80.5%	84.2%	42.3%	33.3%	50.0%	62.2%	82.9%	85.7%	84.3%	90.5%	95.2%	92.9%
tiredness on arrival																	
Percentage of children feeling sleepy or tired when coming to school (%) **all**	Not at all	67.9%	66.7%	37.0%	14.6%	48.8%	68.0%	65.7%	51.7%	63.9%	53.6%	73.5%	67.9%	70.7%	56.0%	56.0%	56.0%
	A little	26.2%	26.0%	40.7%	30.2%	47.6%	28.0%	24.1%	28.3%	22.2%	30.2%	16.9%	20.2%	18.6%	14.3%	16.7%	15.5%
	Quite tired	4.8%	7.3%	21.0%	39.6%	1.2%	4.0%	10.2%	20.0%	12.5%	13.5%	4.8%	7.1%	6.0%	10.7%	8.3%	9.5%
	Very tired	1.2%		1.2%	15.6%	2.4%					1.4%	2.7%	4.8%	4.8%	4.8%	19.0%	19.0%	19.0%
Percentage of children feeling sleepy or tired when coming to school (%) **male**	Not at all	67.4%	58.3%	66.7%	16.7%	22.0%	56.8%	67.9%	60.0%	72.2%	53.7%	85.7%	78.6%	82.1%	64.3%	69.0%	66.7%
	A little	25.6%	27.1%	12.8%	22.9%	75.6%	37.8%	23.2%	30.0%	25.0%	30.7%	7.1%	9.5%	8.3%	9.5%	9.5%	9.5%
	Quite tired	4.7%	14.6%	17.9%	31.3%	2.4%	5.4%	8.9%	10.0%		11.1%	2.4%	4.8%	3.6%	7.1%	4.8%	6.0%
	Very tired	2.3%		2.6%	29.2%					2.8%	4.5%	4.8%	7.1%	6.0%	19.0%	16.7%	17.9%
Percentage of children feeling sleepy or tired when coming to school (%) **female**	Not at all	68.3%	75.0%	9.5%	12.5%	75.6%	78.9%	63.5%	43.3%	55.6%	53.5%	61.0%	57.1%	59.0%	47.6%	42.9%	45.2%
	A little	26.8%	25.0%	66.7%	37.5%	19.5%	18.4%	25.0%	26.7%	19.4%	29.8%	26.8%	31.0%	28.9%	19.0%	23.8%	21.4%
	Quite tired	4.9%		23.8%	47.9%		2.6%	11.5%	30.0%	25.0%	16.0%	7.3%	9.5%	8.4%	14.3%	11.9%	13.1%
	Very tired				2.1%	4.9%					0.8%	4.9%	2.4%	3.6%	19.0%	21.4%	20.2%
academic performance																	
Teacher's opinion regarding child's academic performance over last year (%) **all**	Poor	4.8%	6.7%	5.2%	3.1%	8.5%	18.7%	5.6%	6.4%	6.9%	7.1%	13.3%	16.7%	15.0%	4.8%	6.0%	5.4%
	Satisfactory	22.6%	15.7%	14.3%	8.3%	30.5%	26.7%	39.3%	40.4%	9.7%	22.6%	36.1%	39.3%	37.7%	27.4%	24.1%	25.7%
	Good	60.7%	75.3%	79.2%	69.8%	54.9%	48.0%	50.5%	46.8%	75.0%	62.7%	39.8%	33.3%	36.5%	36.9%	47.0%	41.9%
	Very good	11.9%	2.2%	1.3%	18.8%	6.1%	6.7%	4.7%	6.4%	8.3%	7.5%	10.8%	10.7%	10.8%	31.0%	22.9%	26.9%
Teacher's opinion regarding child's academic performance over last year (%) **male**	Poor	2.3%	14.0%	8.6%	6.3%	2.4%	18.9%	5.5%	4.0%	8.3%	7.7%	21.4%	19.0%	20.2%	7.1%	9.5%	8.3%
	Satisfactory	20.9%	30.2%	31.4%	4.2%	4.9%	10.8%	23.6%	32.0%	16.7%	18.7%	21.4%	35.7%	28.6%	31.0%	26.2%	28.6%
	Good	62.8%	55.8%	57.1%	60.4%	87.8%	64.9%	65.5%	60.0%	69.4%	65.0%	40.5%	28.6%	34.5%	21.4%	38.1%	29.8%
	Very good	14.0%		2.9%	29.2%	4.9%	5.4%	5.5%	4.0%	5.6%	8.5%	16.7%	16.7%	16.7%	40.5%	26.2%	33.3%
Teacher's opinion regarding child's academic performance over last year (%) **female**	Poor	7.3%		2.4%		14.6%	18.4%	5.8%	9.1%	5.6%	6.6%	4.9%	14.3%	9.6%	2.4%	2.4%	2.4%
	Satisfactory	24.4%	2.2%		12.5%	56.1%	42.1%	55.8%	50.0%	2.8%	26.5%	51.2%	42.9%	47.0%	23.8%	22.0%	22.9%
	Good	58.5%	93.5%	97.6%	79.2%	22.0%	31.6%	34.6%	31.8%	80.6%	60.4%	39.0%	38.1%	38.6%	52.4%	56.1%	54.2%
	Very good	9.8%	4.3%		8.3%	7.3%	7.9%	3.8%	9.1%	11.1%	6.6%	4.9%	4.8%	4.8%	21.4%	19.5%	20.5%

Variable	Response	Stratum															
		Afar (Zones 1-5)										Oromia (E Hararghe)			Oromia Borana)		
		Chifra	Dubti	Afdera	Berahile	Amibara	Bure-mudaitu	Awra	Teru	Dalifage	Total	Babile	Chinaksen	Total	Yabello	Miyo	Total
concentration/attentiveness																	
Teacher's opinion regarding child's concentration or attentiveness (%) **all**	Inattentive, poor	2.4%	9.0%	6.5%	2.1%	11.0%	16.0%	6.5%	12.8%	9.7%	8.0%	8.4%	14.3%	11.4%	4.8%	1.2%	3.0%
	Adequate, not very good	23.8%	20.2%	6.5%	13.5%	14.6%	21.3%	29.0%	23.4%	12.5%	18.5%	21.7%	21.4%	21.6%	21.4%	21.7%	21.6%
	Good, generally attentive	64.3%	69.7%	80.5%	61.5%	70.7%	57.3%	61.7%	59.6%	70.8%	66.3%	59.0%	52.4%	55.7%	38.1%	53.0%	45.5%
	Excellent, highly attentive	9.5%	1.1%	6.5%	22.9%	3.7%	5.3%	2.8%	4.3%	6.9%	7.3%	10.8%	11.9%	11.4%	35.7%	24.1%	29.9%
Teacher's opinion regarding child's concentration or attentiveness (%) **male**	Inattentive, poor		18.6%	14.3%	4.2%	9.8%	16.2%	9.1%		16.7%	9.9%	11.9%	11.9%	11.9%	7.1%		3.6%
	Adequate, not very good	23.3%	20.9%	5.7%	8.3%	4.9%	13.5%	14.5%	36.0%	16.7%	15.2%	14.3%	14.3%	14.3%	23.8%	19.0%	21.4%
	Good, generally attentive	69.8%	60.5%	74.3%	50.0%	82.9%	64.9%	74.5%	64.0%	58.3%	66.7%	57.1%	54.8%	56.0%	19.0%	52.4%	35.7%
	Excellent, highly attentive	7.0%		5.7%	37.5%	2.4%	5.4%	1.8%		8.3%	8.3%	16.7%	19.0%	17.9%	50.0%	28.6%	39.3%
Teacher's opinion regarding child's concentration or attentiveness (%) **female**	Inattentive, poor	4.9%				12.2%	15.8%	3.8%	27.3%	2.8%	6.0%	4.9%	16.7%	10.8%	2.4%	2.4%	2.4%
	Adequate, not very good	24.4%	19.6%	7.1%	18.8%	24.4%	28.9%	44.2%	9.1%	8.3%	21.9%	29.3%	28.6%	28.9%	19.0%	24.4%	21.7%
	Good, generally attentive	58.5%	78.3%	85.7%	72.9%	58.5%	50.0%	48.1%	54.5%	83.3%	65.8%	61.0%	50.0%	55.4%	57.1%	53.7%	55.4%
	Excellent, highly attentive	12.2%	2.2%	7.1%	8.3%	4.9%	5.3%	3.8%	9.1%	5.6%	6.3%	4.9%	4.8%	4.8%	21.4%	19.5%	20.5%
performance vs. peers																	
Teacher's opinion regarding child's performance compared with the rest of the class (%) **all**	Well below average	0.5%	0.8%	0.8%	0.4%	0.8%	1.5%	0.5%		0.5%	6.0%	3.6%	4.8%	8.4%	0.6%		0.6%
	A little below average	2.2%	1.1%	0.5%	1.2%	0.8%	1.5%	2.7%	0.5%	1.2%	11.9%	4.8%	7.8%	12.6%	4.2%	4.8%	9.0%
	Average	5.5%	7.5%	6.9%	5.1%	8.2%	5.5%	8.1%	4.3%	4.7%	55.7%	27.5%	26.9%	54.5%	26.3%	28.1%	54.5%
	A little above average	2.3%	2.6%	1.8%	3.8%	0.8%	0.8%	2.6%	1.2%	3.3%	19.3%	6.6%	6.6%	13.2%	7.2%	6.6%	13.8%
	Well above average	1.0%	0.1%	0.5%	2.6%	0.5%	1.0%	0.7%	0.4%	0.1%	7.0%	7.2%	4.2%	11.4%	12.0%	10.2%	22.2%
Teacher's opinion regarding child's performance compared with the rest of the class (%) **male**	Well below average	2.3%	9.3%	2.9%	6.3%	2.4%	8.1%	3.6%		11.1%	5.2%	9.5%	14.3%	11.9%	2.4%		1.2%
	A little below average	18.6%	16.3%	5.7%	4.2%	9.8%	18.9%	12.7%	12.0%	16.7%	12.7%	7.1%	9.5%	8.3%	4.8%	11.9%	8.3%
	Average	44.2%	39.5%	45.7%	18.8%	70.7%	59.5%	63.6%	68.0%	22.2%	47.4%	59.5%	50.0%	54.8%	42.9%	40.5%	41.7%
	A little above average	25.6%	34.9%	37.1%	39.6%	12.2%	10.8%	16.4%	16.0%	50.0%	27.0%	9.5%	14.3%	11.9%	21.4%	21.4%	21.4%
	Well above average	9.3%		8.6%	31.3%	4.9%	2.7%	3.6%	4.0%		7.7%	14.3%	11.9%	13.1%	28.6%	26.2%	27.4%
Teacher's opinion regarding child's performance compared with the rest of the class (%)	Well below average	7.3%	4.3%	11.9%		12.2%	21.1%	3.8%			6.8%	4.9%	4.8%	4.8%			
	A little below average	19.5%	2.2%	4.8%	14.6%	4.9%	10.5%	25.0%	4.5%	8.3%	11.2%	12.2%	21.4%	16.9%	11.9%	7.3%	9.6%
	Average	51.2%	82.6%	81.0%	58.3%	75.6%	47.4%	46.2%	63.6%	72.2%	63.9%	51.2%	57.1%	54.2%	61.9%	73.2%	67.5%
	A little above average	14.6%	8.7%		18.8%	2.4%	5.3%	19.2%	22.7%	16.7%	11.7%	17.1%	11.9%	14.5%	7.1%	4.9%	6.0%
	Well above average	7.3%	2.2%	2.4%	8.3%	4.9%	15.8%	5.8%	9.1%	2.8%	6.3%	14.6%	4.8%	9.6%	19.0%	14.6%	16.9%

47.   Figure 54 below compares school attendance between Afar Region and the two Oromia Zones. The proportion of girls attending school every day in Afar (62.2 percent) is slightly lower than the proportion of boys attending every day (66.9 percent).

48.   The pattern of male vs. female attendance in Oromia is similar as again the numbers of girls (88 percent) attending every day is slightly lower than that of boys (89 percent). This represents a significantly higher overall level of attendance compared with Afar.

49.   Regular attendance during the school year should be distinguished from drop-out rates at higher grades (THR were particularly aimed to discourage girls' early drop-out). Figure 50 above indicates that higher drop-out rates for girls are a continuing issue.

Figure 54. School attendance,2024
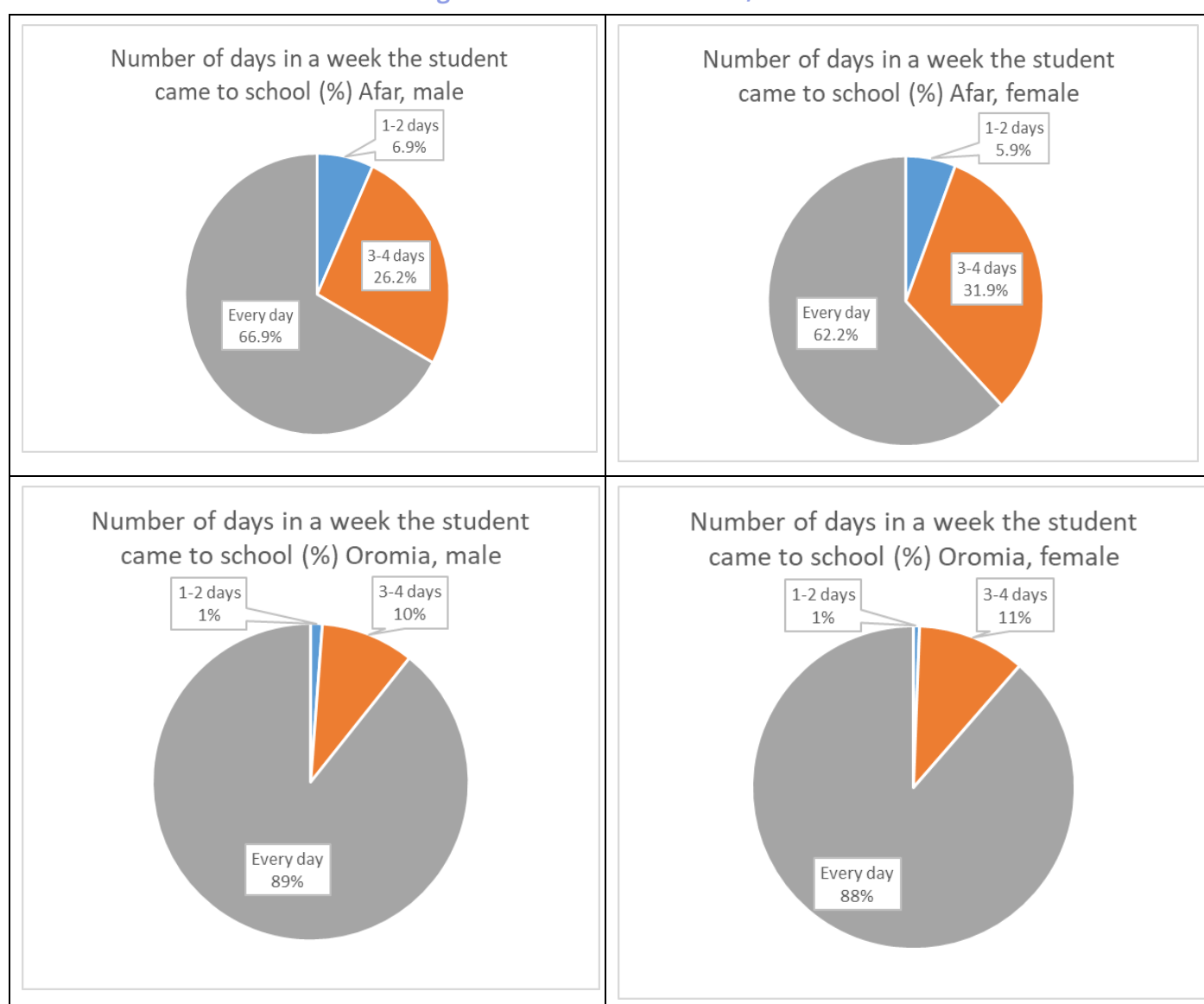
Source: Table 84

Tiredness on arrival

50.   In Oromia, almost three quarters of male students reported feeling no tiredness at all on arrival at school compared to a half of girls. One would expect to find in terms of differences between female and male students' tiredness on arrival, given the unbalanced gendered housework females have to perform before coming

to school. However, in Afar, the survey doesn't show substantial difference between the sexes, with 53.7 percent of males and 53.5 percent of females reporting not at all being tired when they get to school and 29.8 percent of females and 30.7 percent of males saying they are a little tired.

Figure 55. Tiredness on arrival, 2024
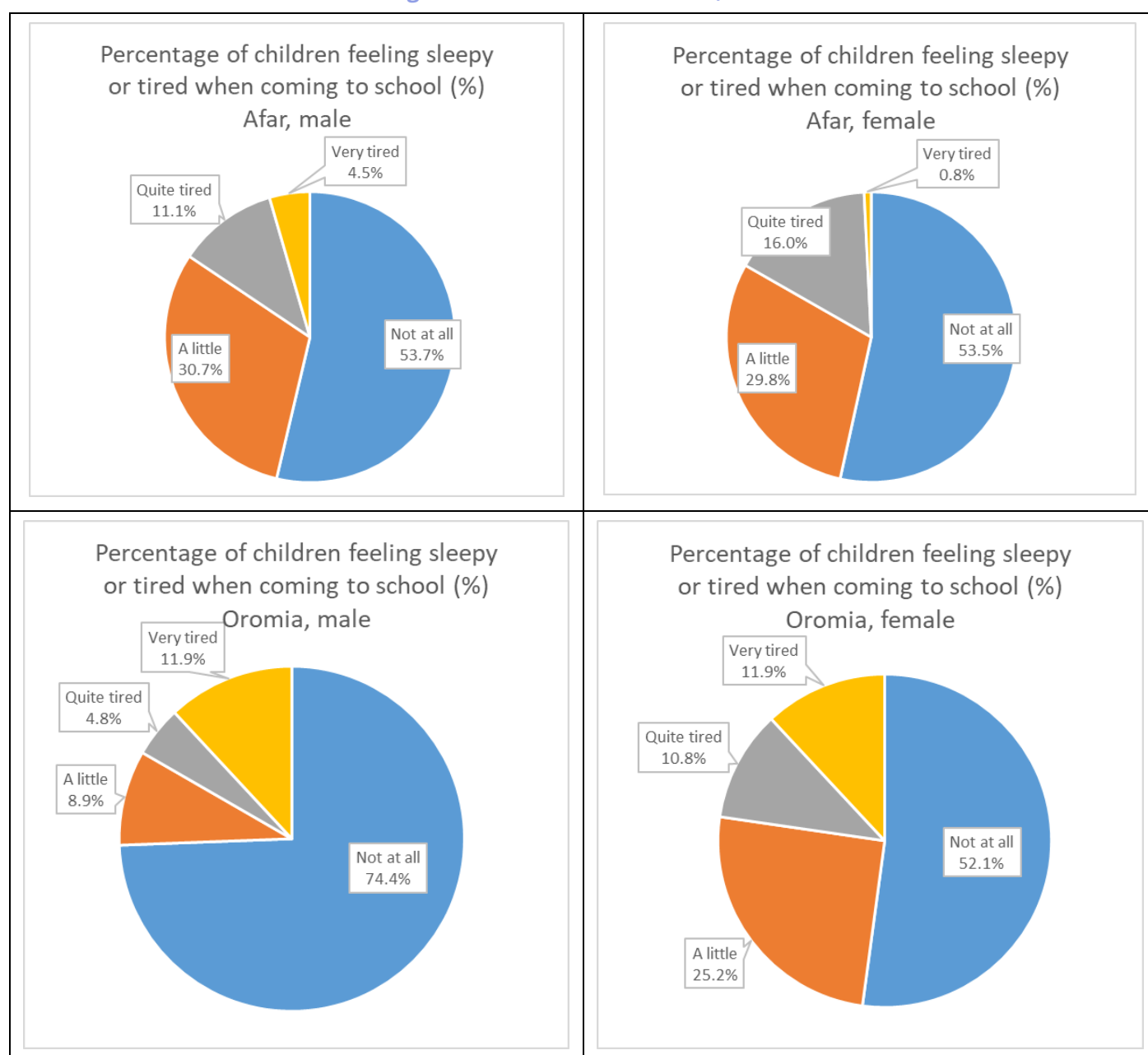
Source: Table 84

Teacher assessments of performance

51.   Teacher opinion regarding students' academic performance (Figure 56) follows a similar pattern in both Afar and Oromia regions. More male than female students are rated as having very good academic performance (Oromia: 25 percent of males vs. only 12.7 percent of females; Afar: 8.5 percent of males vs. 6.6 percent of females). When considering combined figures for good and very good academic performance boys in Afar are again narrowly outperforming girls (73.5 percent for males and 67.2 percent for females), however, in Oromia, girls are perceived by their teachers to be performing better (57 percent for males and 59 percent for females). In both regions, the proportion of males rated poor (7.7 percent in Afar and 14.3 percent in Oromia) is higher than the proportion of females (6.6 percent in Afar, 6 percent in Oromia).

Figure 56. Teacher opinion of academic performance, 2024
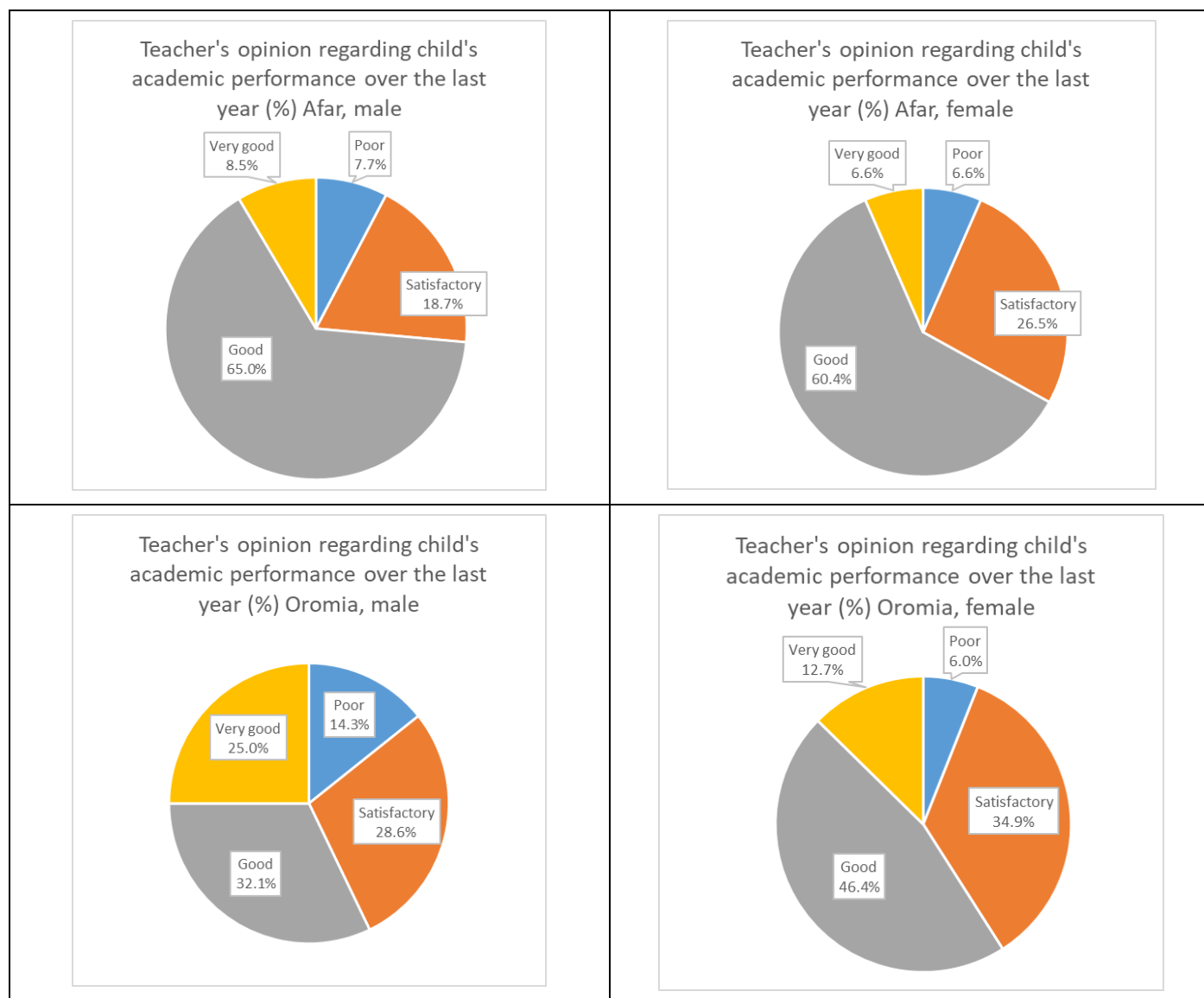
Source: Table 84

52.   Teacher ranking of children's performance compared with the rest of the class (Figure 57) shows marked difference between male and female students. In both regions more male than female students are assessed to perform well above average (20.2 percent of males and 12.9 percent of females in Oromia; and 7.7 percent of males and 6 percent of females in Afar. At the other end of the scale, combined figures for "a little below average" and "well below average" also show that male performance is rated better (in Afar 13.9 percent of males and 18.2 percent of females fall into these categories; equivalent figures for Oromia are 14.8 percent for males and 17.6 percent for females). There is thus a consistent pattern of males being assessed as outperforming females.

Figure 57. Teacher ranking of child's performance

Teacher's opinion regarding child's performance compared with the rest of the class (%) Afar, male
- Well above average 7.7%
- Well below average 5.2%
- A little below average 12.7%
- Average 47.4%
- A little above average 27.0%

Teacher's opinion regarding child's performance compared with the rest of the class (%) Afar, female
- Well above average 6%
- Well below average 7%
- A little above average 12%
- A little below average 11.2%
- Average 64%

Teacher's opinion regarding child's performance compared with the rest of the class (%) Oromia, male
- Well above average 20.2%
- Well below average 6.5%
- A little below average 8.3%
- A little above average 16.7%
- Average 48.2%

Teacher's opinion regarding child's performance compared with the rest of the class (%) Oromia, female
- Well above average 12.9%
- Well below average 4.7%
- A little below average 12.9%
- A little above average 10.0%
- Average 59.4%

Source: Table 84

53.   As regards teacher assessment of concentration/attentiveness (Figure 58): in Afar, there is little difference between male and female allocations to the intermediate category of "good, generally attentive" – close to 66 percent in both cases, and the other categories show only marginal differences but with 2 percent more males reported as highly attentive as well as almost 4 percent more in the lowest category of poor attentiveness. For comparison in Oromia, there are fewer males in the 'good, generally attentive' category with a larger proportion (28.6 percent) falling into the Excellent, highly attentive category. A smaller percentage of girls (12.7 percent) were regarded as being highly attentive and the percentage of girls in the adequate, not very good category (25.3 percent) was higher than for male students (17.9 percent).

Figure 58. Teacher assessment of concentration/attentiveness, 2024
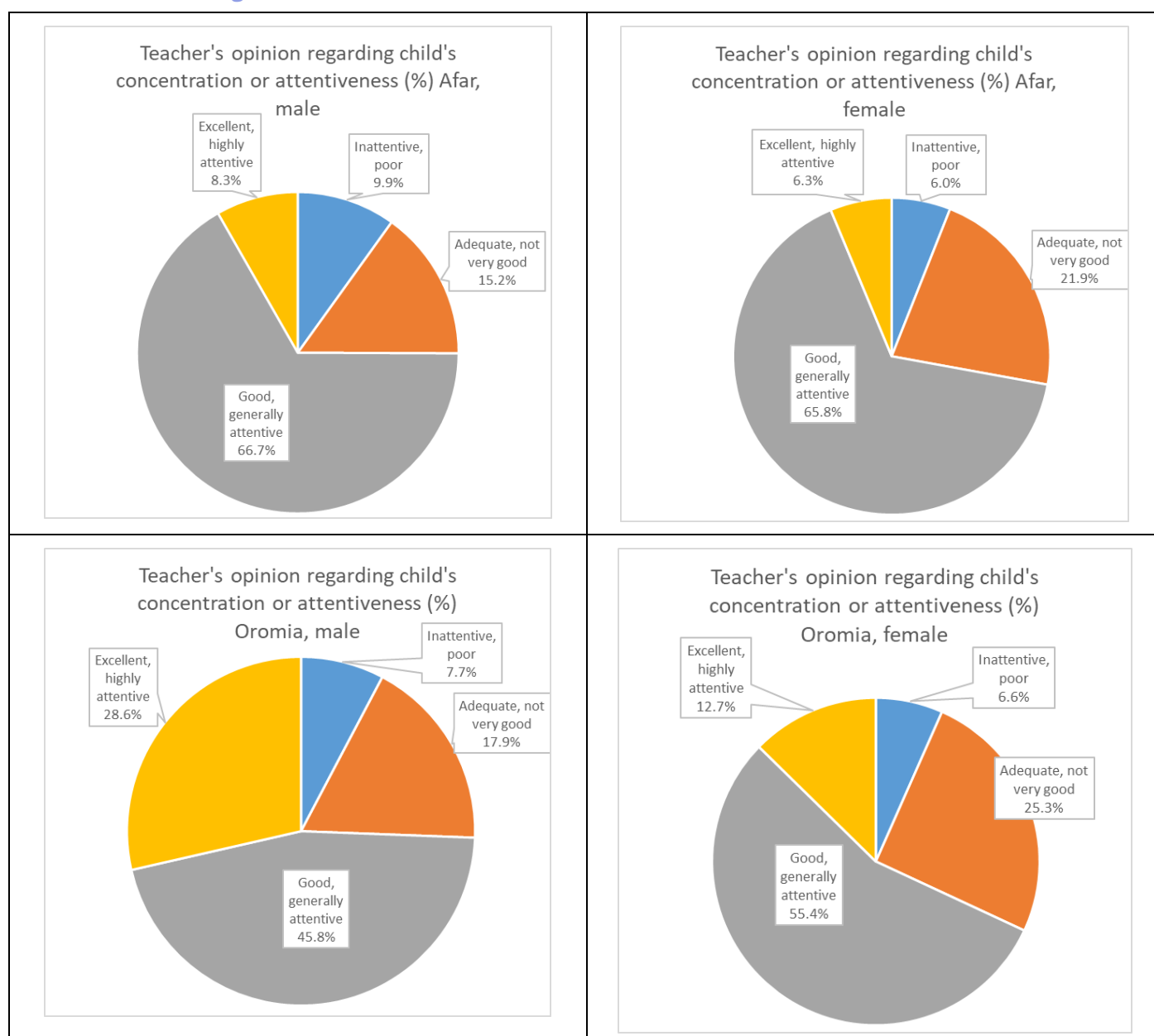
Source: Table 84

Nutrition and ancillary indicators

54.　　Table 85 below summarises the results of questions relating to school and home meals. Each group adds to 100 percent and is relative to the number of girls and boys in the sample. For each question group there are clear differences between the strata that, given the large sample sizes, are likely to be statistically significant.

55.　　At the foot of the table, the WFP standard Food Consumption Score is calculated and the percentage of girls and boys in each stratum within the standard ranges of Poor (FCS 0-28), Borderline (FCS 28.5-42) and Acceptable (FCS 42+) food consumption are shown. Afar has generally a lower proportion of children with acceptable FCS (girls 37.8 percent, boys 39.2 percent) than the other two strata (East Hararghe: girls 48.2 percent, boys 64.3 percent; Borana: girls 50 percent, boys 61.9 percent), but all three indicate that a substantial proportion of children are under-nourished.

56.　　The survey included questions about the receipt and use of rice as a take home ration, the findings are presented below in Table 85. In each of Afar, East Hararghe and Borana, approximately 50 percent of girls received rice to take home during the school year. The percentage of boys was lower in all cases, ranging from 47.1 percent

in Afar, 9.5 percent in East Hararghe and 36.9 percent in Borana. The frequency with which rice was offered as a take home ration also varied. In Afar and Borana, THR were received less often than every three months for the majority of students, whereas, in East Hararghe 62.5 percent of girls reported receiving rice as a THR every month.

57.   The indicators from Table 85 are reported at woreda level in Table 86 (timing and frequency of meals), Table 87 (children's appreciation of school food), Table 88 (bringing water to school), Table 89 (bringing firewood to school), and Table 90 (Food Consumption Score).

Table 85   Nutrition and ancillary indicators (stratum level), 2024

Question	Responses	Afar (Zones 1-5)		Oromia (E Hararghe)		Oromia {Borana)	
		Girls	Boys	Girls	Boys	Girls	Boys
Number of days in a week children ate at home in the morning before coming to school (%)	*Never*	3.2%	2.1%	3.6%	6.0%	17.9%	15.5%
	1-2 days	13.0%	8.7%	3.6%	10.7%	27.4%	22.6%
	3-4 days	27.1%	16.4%	28.9%	14.3%	10.7%	23.8%
	Every day	56.6%	72.8%	63.9%	69.0%	44.0%	38.1%
Number of days in a week children ate at school (%)	*Never*	30.9%	32.5%	96.4%	94.4%	17.9%	15.5%
	1-2 days	10.6%	2.4%		1.2%	29.8%	26.2%
	3-4 days	22.1%	26.5%		1.2%	22.6%	31.0%
	Every day	36.4%	38.6%	3.6%	1.2%	29.8%	27.4%
Number of days in a week children ate in the evening, after going home (%)	*Never*	2.7%	2.1%		11.9%		2.4%
	1-2 days	14.4%	8.7%	1.2%	2.4%	9.5%	8.3%
	3-4 days	28.5%	16.1%	3.6%	20.2%	14.3%	20.2%
	Every day	54.5%	73.0%	95.2%	65.5%	76.2%	69.0%
Children's opinion if they like eating the school food (%)	*Yes*	99.3%	93.5%	0.0%	100.0%	79.2%	85.9%
	Not much	.7%	3.2%	0.0%	0.0%	8.3%	2.8%
	No	0.0%	3.2%	0.0%	0.0%	12.5%	11.3%
Children's opinion if the food in the school is enough (%)	*Too much*	11.3%	5.0%			1.4%	2.8%
	Enough	63.4%	77.7%	100.0%	100.0%	41.7%	35.2%
	Not quite enough	20.8%	15.5%			23.6%	33.8%
	Too little	4.6%	1.8%			33.3%	28.2%
Children's opinion if they feel satisfied with the school food (%)	*Yes*	78.9%	94.2%	100.0%	100.0%	78.9%	78.9%
	Not quite	8.5%	4.3%			8.5%	8.5%
	No	12.7%	1.4%			12.7%	12.7%
Number of days in a week children bring water to school (%)	*Never*	50.0%	50.5%	75.9%	70.2%	47.6%	47.6%
	1-2 days	14.6%	12.2%	10.8%	27.4%	9.5%	10.7%
	3-4 days	19.9%	18.5%	9.6%		9.5%	20.2%
	Every day	11.4%	10.8%			33.3%	20.2%
	Sometimes but not every week	4.0%	7.9%	3.6%	2.4%		1.2%
Number of days in a week children bring firewood to school (%)	*Never*	46.3%	39.4%	89.2%	96.4%	17.9%	11.9%
	1-2 days	21.0%	23.0%	6.0%	3.6%	25.0%	22.6%
	3-4 days	18.9%	16.4%	3.6%		10.7%	28.6%
	Every day	6.6%	12.4%			44.0%	34.5%
	Sometimes but not every week	7.2%	8.7%	1.2%		2.4%	2.4%
Children who got rice to take home during the school year (%)	%	51.3%	47.1%	57.8%	9.5%	47.6%	36.9%
Frequency of getting rice during the school year (%)	*Every month*	0.5%	2.8%		62.5%		
	Every three months	4.1%	13.5%	2.1%	12.5%		3.2%
	Less often	95.3%	83.7%	97.9%	25.0%	100.0%	96.8%
What family members do with the rice received from school (%)	*Don't know*		15.7%		12.5%		12.5%
	Cooks with it	100.0%	84.3%	100.0%	87.5%	100.0%	87.5%
	Sells or trades it						
Food Consumption Score (FSC)	*Poor Food Consumption (FCS:0-28)*	36.2%	33.6%	19.3%	64.3%	16.7%	19.0%
	Borderline Food Consumption (FCS:28.5-42)	26.1%	27.2%	32.5%	23.8%	33.3%	19.0%
	Acceptable Food Consumption FCS: >42)	37.8%	39.2%	48.2%	11.9%	50.0%	61.9%

Table 86 Timing and frequency of meals (woreda level), 2024

Variable	Response	Stratum															
		Afar (Zones 1-5)										Oromia (E Hararghe)			Oromia Borana)		
		Chifra	Dubti	Afdera	Berahile	Amibara	Bure-mudaitu	Awra	Teru	Dalifage	Total	Babile	Chinaksen	Total	Yabello	Miyo	Total
eating before coming to school																	
Number of days in a week children ate at home in the morning before coming to school (%) **all**	Never	3.6%	7.3%	2.5%	1.0%	4.9%	1.3%	1.9%			2.7%	8.4%	1.2%	4.8%	21.4%	11.9%	16.7%
	1-2 days	9.5%	8.3%	16.0%	5.2%	14.6%	5.3%	14.8%	20.0%	5.6%	10.9%	7.2%	7.1%	7.2%	27.4%	22.6%	25.0%
	3-4 days	17.9%	24.0%	17.3%	32.3%	7.3%	4.0%	37.0%	30.0%	19.4%	21.8%	19.3%	23.8%	21.6%	13.1%	21.4%	17.3%
	Every day	69.0%	60.4%	64.2%	61.5%	73.2%	89.3%	46.3%	50.0%	75.0%	64.7%	65.1%	67.9%	66.5%	38.1%	44.0%	41.1%
Number of days in a week children ate at home in the morning before coming to school (%) **male**	Never	2.3%	12.5%	2.6%							2.1%	9.5%	2.4%	6.0%	21.4%	9.5%	15.5%
	1-2 days	16.3%	2.1%	2.6%		14.6%	10.8%	12.5%	16.7%	5.6%	8.7%	7.1%	14.3%	10.7%	28.6%	16.7%	22.6%
	3-4 days	18.6%	18.8%	7.7%	10.4%	2.4%		42.9%	26.7%	11.1%	16.4%	14.3%	14.3%	14.3%	16.7%	31.0%	23.8%
	Every day	62.8%	66.7%	87.2%	89.6%	82.9%	89.2%	44.6%	56.7%	83.3%	72.8%	69.0%	69.0%	69.0%	33.3%	42.9%	38.1%
Number of days in a week children ate at home in the morning before coming to school (%) **female**	Never	4.9%	2.1%	2.4%	2.1%	9.8%	2.6%	3.8%			3.2%	7.3%		3.6%	21.4%	14.3%	17.9%
	1-2 days	2.4%	14.6%	28.6%	10.4%	14.6%		17.3%	23.3%	5.6%	13.0%	7.3%		3.6%	26.2%	28.6%	27.4%
	3-4 days	17.1%	29.2%	26.2%	54.2%	12.2%	7.9%	30.8%	33.3%	27.8%	27.1%	24.4%	33.3%	28.9%	9.5%	11.9%	10.7%
	Every day	75.6%	54.2%	42.9%	33.3%	63.4%	89.5%	48.1%	43.3%	66.7%	56.6%	61.0%	66.7%	63.9%	42.9%	45.2%	44.0%
eating at school																	
Number of days in a week children ate at school (%) **all**	Never		45.8%	32.1%	50.0%	32.9%	16.0%	41.7%	41.7%	16.7%	31.7%	92.8%	100.0%	96.4%		33.3%	16.7%
	1-2 days	4.8%	18.8%	21.0%	1.0%		4.0%	2.8%	3.3%	1.4%	6.5%	1.2%		0.6%	28.6%	27.4%	28.0%
	3-4 days	42.9%	21.9%	23.5%	13.5%	17.1%	21.3%	28.7%	20.0%	29.2%	24.3%	1.2%		0.6%	28.6%	25.0%	26.8%
	Every day	52.4%	13.5%	23.5%	35.4%	50.0%	58.7%	26.9%	35.0%	52.8%	37.5%	4.8%		2.4%	42.9%	14.3%	28.6%
Number of days in a week children ate at school (%) **male**	Never		56.3%	28.2%	50.0%	34.1%	16.2%	41.1%	40.0%	16.7%	32.5%	92.9%	100.0%	96.4%		31.0%	15.5%
	1-2 days		6.3%	10.3%			2.7%				2.8%	2.4%		1.2%	26.2%	26.2%	26.2%
	3-4 days	44.2%	18.8%	20.5%	25.0%	19.5%	35.1%	35.7%	13.3%	19.4%	26.5%	2.4%		1.2%	38.1%	23.8%	31.0%
	Every day	55.8%	18.8%	41.0%	25.0%	46.3%	45.9%	23.2%	46.7%	61.1%	38.6%	2.4%		1.2%	35.7%	19.0%	27.4%
Number of days in a week children ate at school (%) **female**	Never		35.4%	35.7%	50.0%	31.7%	15.8%	42.3%	43.3%	16.7%	30.9%	92.7%	100.0%	96.4%		35.7%	17.9%
	1-2 days	9.8%	31.3%	31.0%	2.1%		5.3%	5.8%	6.7%		10.6%				31.0%	28.6%	29.8%
	3-4 days	41.5%	25.0%	26.2%	2.1%	14.6%	7.9%	21.2%	26.7%	38.9%	22.1%				19.0%	26.2%	22.6%
	Every day	48.8%	8.3%	7.1%	45.8%	53.7%	71.1%	30.8%	23.3%	44.4%	36.4%	7.3%		3.6%	50.0%	9.5%	29.8%

Variable	Response	Stratum															
		Afar (Zones 1-5)										Oromia (E Hararghe)			Oromia Borana)		
		Chifra	Dubti	Afdera	Berahile	Amibara	Bure-mudaitu	Awra	Teru	Dalifage	Total	Babile	Chinaksen	Total	Yabello	Miyo	Total
eating after school																	
Number of days in a week children ate in the evening, after going home (%) **all**	Never	4.8%	1.0%	1.2%	1.0%	2.4%	2.7%	5.6%	1.7%		2.4%	2.4%	9.5%	6.0%	2.4%		1.2%
	1-2 days	13.1%	13.5%	21.0%	19.8%	4.9%	6.7%	6.5%	10.0%	6.9%	11.5%	1.2%	2.4%	1.8%	9.5%	8.3%	8.9%
	3-4 days	22.6%	17.7%	11.1%	26.0%	9.8%	9.3%	31.5%	35.0%	38.9%	22.3%	13.3%	10.7%	12.0%	20.2%	14.3%	17.3%
	Every day	59.5%	67.7%	66.7%	53.1%	82.9%	81.3%	56.5%	53.3%	54.2%	63.8%	83.1%	77.4%	80.2%	67.9%	77.4%	72.6%
Number of days in a week children ate in the evening, after going home (%) **male**	Never	4.7%			2.1%			8.9%			2.1%	4.8%	19.0%	11.9%	4.8%		2.4%
	1-2 days	2.3%	8.3%	7.7%	18.8%	9.8%	13.5%	10.7%		2.8%	8.7%		4.8%	2.4%	7.1%	9.5%	8.3%
	3-4 days	25.6%	14.6%	5.1%	6.3%	2.4%	5.4%	26.8%	43.3%	19.4%	16.1%	23.8%	16.7%	20.2%	23.8%	16.7%	20.2%
	Every day	67.4%	77.1%	87.2%	72.9%	87.8%	81.1%	53.6%	56.7%	77.8%	73.0%	71.4%	59.5%	65.5%	64.3%	73.8%	69.0%
Number of days in a week children ate in the evening, after going home (%) **female**	Never	4.9%	2.1%	2.4%		4.9%	5.3%	1.9%	3.3%		2.7%						
	1-2 days	24.4%	18.8%	33.3%	20.8%			1.9%	20.0%	11.1%	14.4%	2.4%		1.2%	11.9%	7.1%	9.5%
	3-4 days	19.5%	20.8%	16.7%	45.8%	17.1%	13.2%	36.5%	26.7%	58.3%	28.5%	2.4%	4.8%	3.6%	16.7%	11.9%	14.3%
	Every day	51.2%	58.3%	47.6%	33.3%	78.0%	81.6%	59.6%	50.0%	30.6%	54.5%	95.1%	95.2%	95.2%	71.4%	81.0%	76.2%

Timing and frequency of meals

58.   The timing and frequency of meals students consume shows considerable differences across the three programme zones as well as between male and female students. Compared across the three programme zones, the largest percentage of students that eat at home every day in the morning before coming to school are males (73 percent) in Afar, followed by males (69 percent) and females (64 percent) in East Hararghe, while only 38 percent of males and 44 percent of females in Borana do the same. Similarly, females in Borana represent the largest percentage (18 percent) of students in all the three zones that never eat at home before coming to school, followed by males in Borana (15 percent). When significant numbers of children arrive for school without having eaten, it is considered good practice to serve the school meal earlier, as hunger is an obstacle to concentration and attentiveness.

59.   As regards male/female differences in eating after school (Figure 61 below), the trend amongst males is quite consistent as between 66-73 percent eat in the evening every day. In comparison, the figures for females is far more varied as only 55 percent of consume food every day in the evening in Afar, far lower than Borana (76 percent) and East Hararghe (95 percent).

60.   The main determining factors for whether children eat at school during the day (Figure 60 below) are the availability of a school meal and children's attendance at school. During school visits and qualitative interviews, we found no evidence of children shunning available school meals (and as we see below, Table 87), children are highly appreciative of the school meals. Figure 60 indicates that Borana represents a small percentage of male and female students who eat at school every day (27.4 percent and 29.8 percent respectively) as compared to higher figures in Afar (38.6 percent male, 36.4 percent female). Almost a third of students in Afar never eat at school.

Figure 59. Eating before coming to school, 2024

Number of days per week children ate before coming to school (%) Afar, male
- Never 2%
- 1-2 days 9%
- 3-4 days 16%
- Every day 73%

Number of days per week children ate before coming to school (%) Afar, female
- Never 3%
- 1-2 days 13%
- 3-4 days 27%
- Every day 57%

Number of days per week children ate before coming to school (%) East Hararghe, male
- Never 6%
- 1-2 days 11%
- 3-4 days 14%
- Every day 69%

Number of days per week children ate before coming to school (%) East Hararghe, female
- Never 3%
- 1-2 days 4%
- 3-4 days 29%
- Every day 64%

Number of days per week children ate before coming to school (%) Borana, male
- Never 15%
- 1-2 days 23%
- 3-4 days 24%
- Every day 38%

Number of days per week children ate before coming to school (%) Borana, female
- Never 18%
- 1-2 days 27%
- 3-4 days 11%
- Every day 44%

Source: Table 85

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Figure 60. Eating at school, 2024

Number of days per week children ate at school (%) Afar, male
- Never 32.5%
- 1-2 days 2.4%
- 3-4 days 26.5%
- Every day 38.6%

Number of days per week children ate at school (%) Afar, female
- Never 30.9%
- 1-2 days 10.6%
- 3-4 days 22.1%
- Every day 36.4%

Number of days per week children ate at school (%) East Hararghe, male
- 3-4 days 1.2%
- 1-2 days 2.4%
- Every day 2.4%
- Never 94.0%

Number of days per week children ate at school (%) East Hararghe, female
- Every day 3.6%
- Never 96.4%

Number of days per week children ate at school (%) Borana, male
- Never 15.5%
- 1-2 days 26.2%
- 3-4 days 31.0%
- Every day 27.4%

Number of days per week children ate at school (%) Borana, female
- Never 17.9%
- 1-2 days 29.8%
- 3-4 days 22.6%
- Every day 29.8%

Source: Table 85

Figure 61. Eating after school

Number of days per week children ate in the evening (%) Afar, male
- Never 2%
- 1-2 days 9%
- 3-4 days 16%
- Every day 73%

Number of days per week children ate in the evening (%) Afar, female
- Never 3%
- 1-2 days 14%
- 3-4 days 28%
- Every day 55%

Number of days per week children ate in the evening (%) East Hararghe, male
- Never 12%
- 1-2 days 2%
- 3-4 days 20%
- Every day 66%

Number of days per week children ate in the evening (%) East Hararghe, female
- 1-2 days 1%
- 3-4 days 4%
- Every day 95%

Number of days per week children ate in the evening (%) Borana, male
- Never 3%
- 1-2 days 8%
- 3-4 days 20%
- Every day 69%

Number of days per week children ate in the evening (%) Borana, female
- 1-2 days 10%
- 3-4 days 14%
- Every day 76%

Source: Table 85

Children's appreciation of school food

Table 87   Children's appreciation of school food (woreda level), 2024

Variable	Response	Stratum															
		Afar (Zones 1-5)										Oromia (E Hararghe)			Oromia Borana)		
		Chifra	Dubti	Afdera	Berahile	Amibara	Bure-mudaitu	Awra	Teru	Dalifage	Total	Babile	Chinaksen	Total	Yabello	Miyo	Total
like the school food?																	
Children's opinion if they like eating the school food (%) **all**	Yes	98.8%	88.3%	94.6%	100.0%	100.0%	98.4%	97.1%	97.3%	96.7%	96.4%	100.0%		100.0%	73.8%	94.9%	82.5%
	Not much	1.2%	3.9%	2.7%			1.6%	2.9%		3.3%	2.0%				8.3%	1.7%	5.6%
	No		7.8%	2.7%					2.7%		1.6%				17.9%	3.4%	11.9%
Children's opinion if they like eating the school food (%) **male**	Yes	97.7%	75.7%	88.2%	100.0%	100.0%	100.0%	97.2%	94.7%	93.3%	93.5%	100.0%		100.0%	76.2%	100.0%	85.9%
	Not much	2.3%	8.1%	5.9%					2.8%		6.7%	3.2%				4.8%		2.8%
	No		16.2%	5.9%						5.3%	3.2%				19.0%		11.3%
Children's opinion if they like eating the school food (%) **female**	Yes	100.0%	100.0%	100.0%	100.0%	100.0%	96.9%	97.1%	100.0%	100.0%	99.3%				71.4%	90.0%	79.2%
	Not much						3.1%	2.9%			0.7%				11.9%	3.3%	8.3%
	No														16.7%	6.7%	12.5%
is the school food enough?																	
Children's opinion if the food in the school is enough (%) **all**	Too much	9.5%	7.8%		6.3%	6.1%			24.3%	28.3%	8.2%				2.4%	1.7%	2.1%
	Enough	84.5%	45.5%	44.6%	87.5%	91.8%	96.8%	75.7%	54.1%	60.0%	70.5%	100.0%		100.0%	33.3%	45.8%	38.5%
	Not quite enough	6.0%	32.5%	51.4%	6.3%	2.0%	1.6%	24.3%	16.2%	10.0%	18.1%				28.6%	28.8%	28.7%
	Too little		14.3%	4.1%			1.6%		5.4%	1.7%	3.2%				35.7%	23.7%	30.8%
Children's opinion if the food in the school is enough (%) **male**	Too much	7.0%	10.8%		8.3%	12.5%				6.7%	5.0%				2.4%	3.4%	2.8%
	Enough	88.4%	40.5%	79.4%	91.7%	87.5%	100.0%	63.9%	63.2%	90.0%	77.7%	100.0%		100.0%	33.3%	37.9%	35.2%
	Not quite enough	4.7%	37.8%	20.6%				36.1%	31.6%	3.3%	15.5%				28.6%	41.4%	33.8%
	Too little		10.8%						5.3%		1.8%				35.7%	17.2%	28.2%
Children's opinion if the food in the school is enough (%) **female**	Too much	12.2%	5.0%		4.2%				50.0%	50.0%	11.3%				2.4%		1.4%
	Enough	80.5%	50.0%	15.0%	83.3%	96.0%	93.8%	88.2%	44.4%	30.0%	63.4%	100.0%		100.0%	33.3%	53.3%	41.7%
	Not quite enough	7.3%	27.5%	77.5%	12.5%	4.0%	3.1%	11.8%		16.7%	20.8%				28.6%	16.7%	23.6%
	Too little		17.5%	7.5%			3.1%		5.6%	3.3%	4.6%				35.7%	30.0%	33.3%

		Stratum															
		Afar (Zones 1-5)										Oromia (E Hararghe)			Oromia Borana)		
Variable	Response	Chifra	Dubti	Afdera	Berahile	Amibara	Bure-mudaitu	Awra	Teru	Dalifage	Total	Babile	Chinaksen	Total	Yabello	Miyo	Total
satisfied with the school food?																	
Children's opinion if they feel satisfied with the school food (%) **all**	Yes	97.6%	88.3%	97.3%	100.0%	98.0%	98.4%	95.7%	97.3%	98.3%	96.4%	100.0%		100.0%	56.0%	79.7%	65.7%
	Not quite	2.4%	7.8%	1.4%		2.0%	1.6%	4.3%		1.7%	2.7%				29.8%	15.3%	23.8%
	No		3.9%	1.4%					2.7%		0.9%				14.3%	5.1%	10.5%
Children's opinion if they feel satisfied with the school food (%) **male**	Yes	97.7%	75.7%	94.1%	100.0%	100.0%	100.0%	91.7%	100.0%	96.7%	94.2%	100.0%		100.0%	73.8%	86.2%	78.9%
	Not quite	2.3%	16.2%	2.9%				8.3%		3.3%	4.3%				9.5%	6.9%	8.5%
	No		8.1%	2.9%							1.4%				16.7%	6.9%	12.7%
Children's opinion if they feel satisfied with the school food (%) **female**	Yes	97.6%	100.0%	100.0%	100.0%	96.0%	96.9%	100.0%	94.4%	100.0%	98.6%	100.0%		100.0%	38.1%	73.3%	52.8%
	Not quite	2.4%				4.0%	3.1%				1.1%				50.0%	23.3%	38.9%
	No								5.6%		0.4%				11.9%	3.3%	8.3%

61. Children's appreciation of food (Figure 62 below): School meals are highly appreciated, with over 90 percent of students in each of the programme regions saying they like eating the school food. When it comes to the amount of food served, approximately 70 percent of male and female students felt the amount of food was enough. In Afar there was greater variation in this respect with 78 percent of males responding that the food was enough compared with 63 percent of females. In Oromia, 1 percent of children felt the amount of food was too much, whilst in Afar 5 percent of males and 11 percent of females felt the same. Furthermore, the majority of students in both regions find the meals satisfying, with similar percentage of males and females in Afar (94 percent and 98 percent respectively) finding the school meals satisfying compared to more males (90 percent) than females (76 percent) in Oromia.

Figure 62. Children's appreciation of food (Afar vs. Oromia),2024

Do you like eating it?
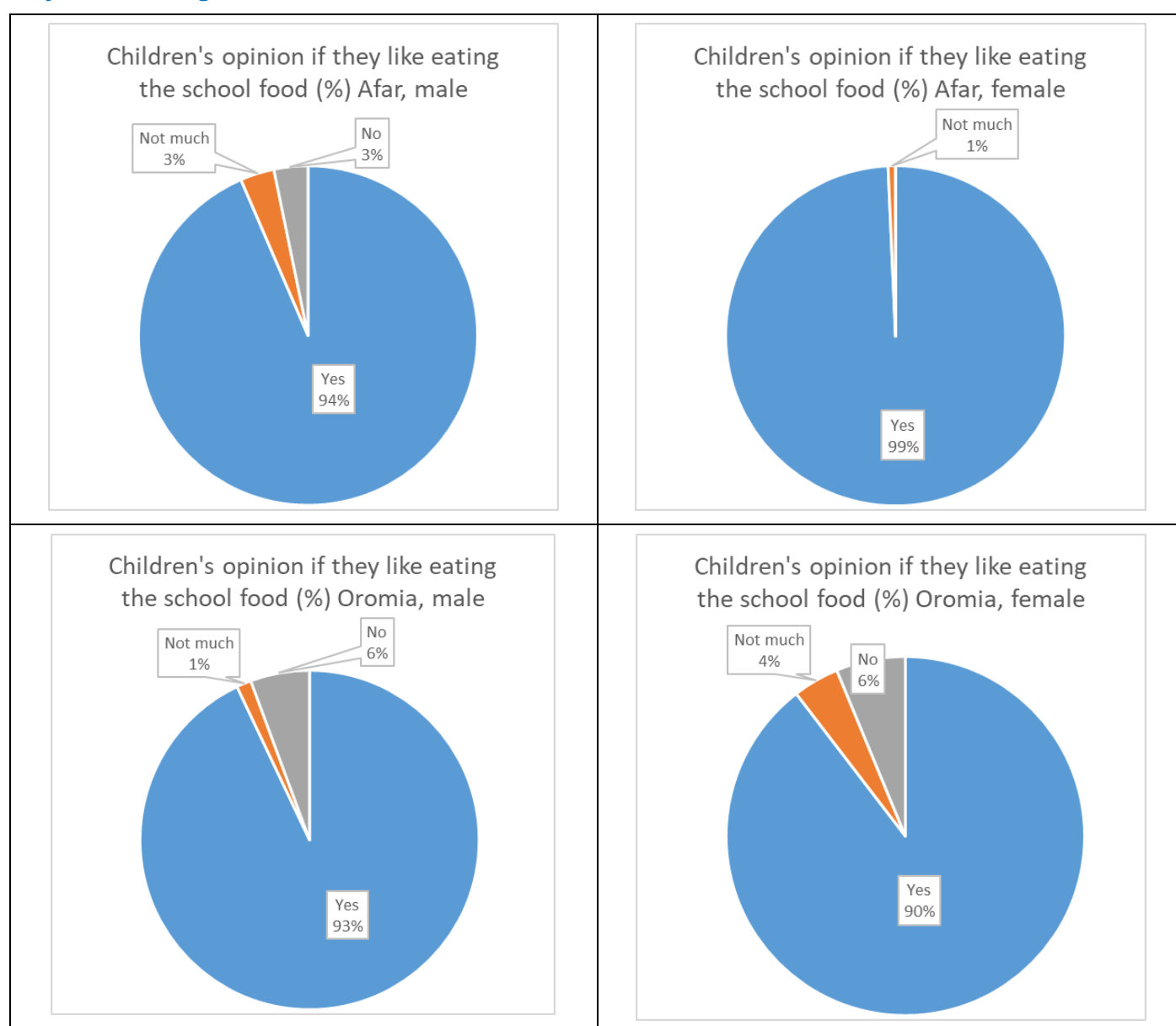
Is it enough?

Children's opinion if the food in the school is enough (%) Afar, male

- Too little: 2%
- Too much: 5%
- Not quite enough: 15%
- Enough: 78%
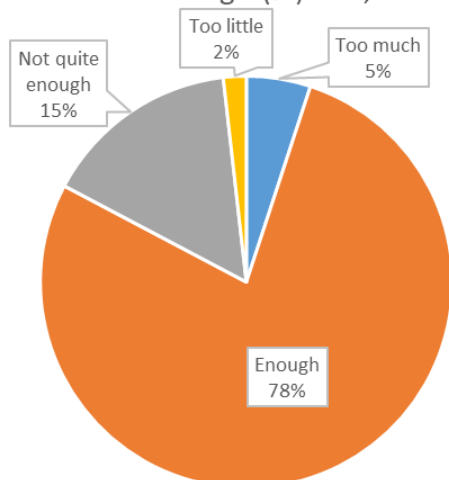
Children's opinion if the food in the school is enough (%) Afar, female
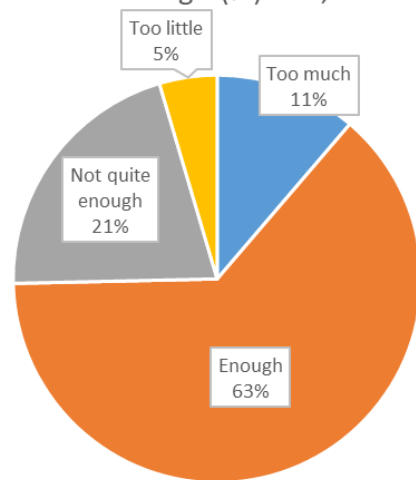
- Too little: 5%
- Too much: 11%
- Not quite enough: 21%
- Enough: 63%

Children's opinion if the food in the school is enough (%) Oromia, male

- Too little: 14%
- Too much: 1%
- Not quite enough: 17%
- Enough: 68%
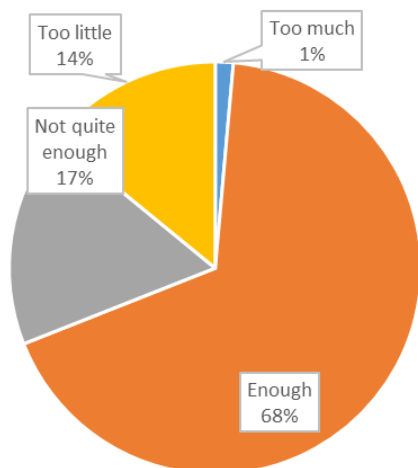
Children's opinion if the food in the school is enough (%) Oromia, female

- Too little: 16%
- Too much: 1%
- Not quite enough: 12%
- Enough: 71%
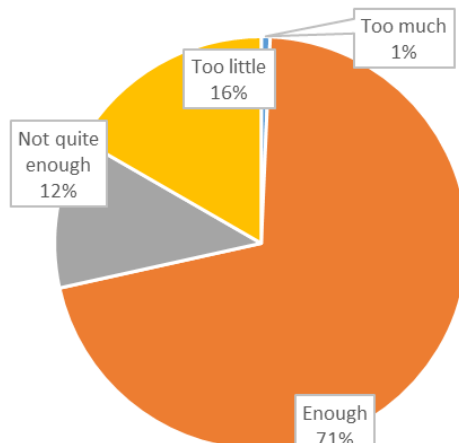
Is it satisfying?
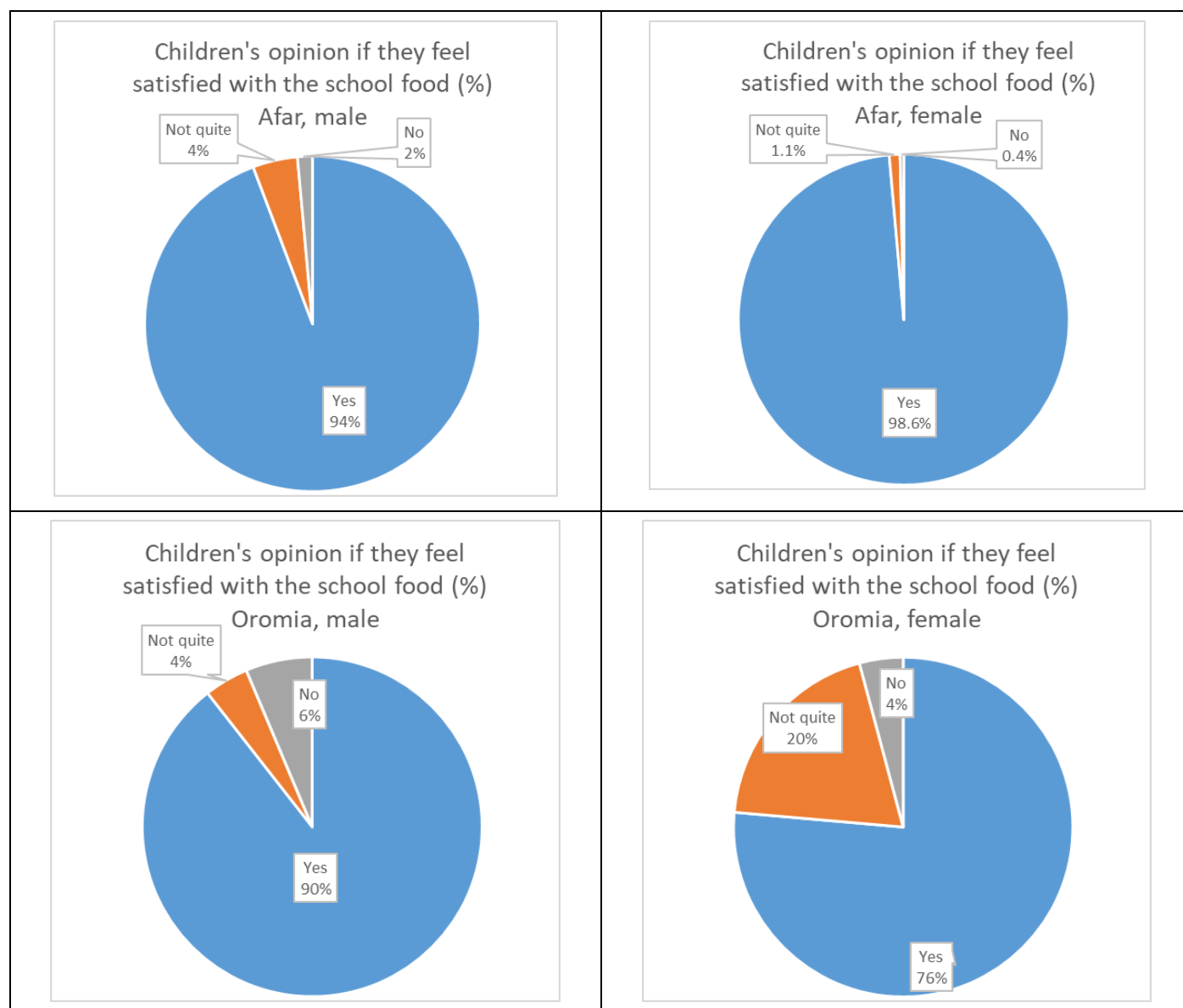
Source: Table 87

Bringing water and firewood to school

62.	Bringing water and firewood to school (Figure 63 and Figure 64): While students in both regions provide contributions of water and firewood for preparing the school meals, more do so in Afar than in Oromia. Male and female students make similar levels of contributions of water and firewood in their respective regions, the only slight deviation shown in Figure 64 is that more males in Afar bring in firewood to school at varying frequencies (61 percent) compared with female students (54 percent).

63.	Between the baseline and endline, the proportion of children never bringing water to school has decreased in Afar, representing a worsening situation, (by 6 percent for boys and 17 percent for girls), whereas in Oromia it has increased (by 17 percent for boys and 19 percent for girls). The trend is similar for firewood. In Afar, the percentage of children who never bring firewood to school has decreased by 25 percent across boys and girls, however, in Oromia the percentage of children has increased by 26 percent across boys and girls, meaning over half of children in Oromia never need to bring firewood into school.

Table 88   Bringing water to school (woreda level), 2024

Variable	Response	Stratum															
		Afar (Zones 1-5)										Oromia (E Hararghe)			Oromia Borana)		
		Chifra	Dubti	Afdera	Berahile	Amibara	Bure-mudaitu	Awra	Teru	Dalifage	Total	Babile	Chinaksen	Total	Yabello	Miyo	Total
Number of days in a week children bring water to school (%) **all**	Never	40.5%	63.5%	46.9%	53.1%	42.7%	41.3%	68.5%	45.0%	38.9%	50.3%	62.7%	83.3%	73.1%	39.3%	56.0%	47.6%
	1-2 days	6.0%	15.6%	18.5%	17.7%	13.4%	6.7%	13.0%	20.0%	9.7%	13.4%	24.1%	14.3%	19.2%	13.1%	7.1%	10.1%
	3-4 days	19.0%	13.5%	19.8%	16.7%	17.1%	26.7%	13.0%	28.3%	26.4%	19.2%	7.2%	2.4%	4.8%	15.5%	14.3%	14.9%
	Every day	17.9%	7.3%	14.8%	12.5%	17.1%	5.3%	2.8%	6.7%	18.1%	11.1%				32.1%	21.4%	26.8%
	Sometimes but not every week	16.7%				9.8%	20.0%	2.8%		6.9%	6.0%	6.0%		3.0%		1.2%	0.6%
Number of days in a week children bring water to school (%) **male**	Never	39.5%	72.9%	38.5%	50.0%	43.9%	43.2%	69.6%	43.3%	38.9%	50.5%	64.3%	76.2%	70.2%	40.5%	54.8%	47.6%
	1-2 days	4.7%	8.3%	15.4%	16.7%	22.0%	5.4%	12.5%	23.3%	2.8%	12.2%	31.0%	23.8%	27.4%	14.3%	7.1%	10.7%
	3-4 days	16.3%	10.4%	20.5%	20.8%	24.4%	24.3%	12.5%	26.7%	16.7%	18.5%				19.0%	21.4%	20.2%
	Every day	14.0%	8.3%	25.6%	12.5%	2.4%	5.4%		6.7%	27.8%	10.8%				26.2%	14.3%	20.2%
	Sometimes but not every week	25.6%				7.3%	21.6%	5.4%		13.9%	7.9%	4.8%		2.4%		2.4%	1.2%
Number of days in a week children bring water to school (%) **female**	Never	41.5%	54.2%	54.8%	56.3%	41.5%	39.5%	67.3%	46.7%	38.9%	50.0%	61.0%	90.5%	75.9%	38.1%	57.1%	47.6%
	1-2 days	7.3%	22.9%	21.4%	18.8%	4.9%	7.9%	13.5%	16.7%	16.7%	14.6%	17.1%	4.8%	10.8%	11.9%	7.1%	9.5%
	3-4 days	22.0%	16.7%	19.0%	12.5%	9.8%	28.9%	13.5%	30.0%	36.1%	19.9%	14.6%	4.8%	9.6%	11.9%	7.1%	9.5%
	Every day	22.0%	6.3%	4.8%	12.5%	31.7%	5.3%	5.8%	6.7%	8.3%	11.4%				38.1%	28.6%	33.3%
	Sometimes but not every week	7.3%				12.2%	18.4%				4.0%	7.3%		3.6%			

Table 89   Bringing firewood to school (woreda level), 2024

		Stratum															
		Afar (Zones 1-5)										Oromia (E Hararghe)			Oromia Borana)		
Variable	Response	Chifra	Dubti	Afdera	Berahile	Amibara	Bure-mudaitu	Awra	Teru	Dalifage	Total	Babile	Chinaksen	Total	Yabello	Miyo	Total
Number of days in a week children bring firewood to school (%) **all**	Never	28.6%	59.4%	45.7%	51.0%	39.0%	29.3%	53.7%	48.3%	20.8%	42.8%	91.6%	94.0%	92.8%		29.8%	14.9%
	1-2 days	11.9%	22.9%	21.0%	15.6%	26.8%	26.7%	29.6%	21.7%	20.8%	22.0%	6.0%	3.6%	4.8%	33.3%	14.3%	23.8%
	3-4 days	16.7%	9.4%	19.8%	27.1%	15.9%	16.0%	9.3%	13.3%	34.7%	17.6%	2.4%	1.2%	1.8%	25.0%	14.3%	19.6%
	Every day	16.7%	8.3%	13.6%	6.3%	8.5%		1.9%	16.7%	19.4%	9.5%				39.3%	39.3%	39.3%
	Sometimes but not every week	26.2%				9.8%	28.0%	5.6%		4.2%	8.0%		1.2%	0.6%	2.4%	2.4%	2.4%
Number of days in a week children bring firewood to school (%) **male**	Never	25.6%	64.6%	38.5%	50.0%	36.6%	24.3%	42.9%	46.7%	16.7%	39.4%	97.6%	95.2%	96.4%		23.8%	11.9%
	1-2 days	14.0%	16.7%	12.8%	18.8%	29.3%	27.0%	41.1%	30.0%	13.9%	23.0%	2.4%	4.8%	3.6%	31.0%	14.3%	22.6%
	3-4 days	11.6%	4.2%	23.1%	29.2%	19.5%	18.9%	7.1%	6.7%	30.6%	16.4%				33.3%	23.8%	28.6%
	Every day	23.3%	14.6%	25.6%	2.1%	7.3%			16.7%	30.6%	12.4%				35.7%	33.3%	34.5%
	Sometimes but not every week	25.6%				7.3%	29.7%	8.9%		8.3%	8.7%					4.8%	2.4%
Number of days in a week children bring firewood to school (%) **female**	Never	31.7%	54.2%	52.4%	52.1%	41.5%	34.2%	65.4%	50.0%	25.0%	46.3%	85.4%	92.9%	89.2%		35.7%	17.9%
	1-2 days	9.8%	29.2%	28.6%	12.5%	24.4%	26.3%	17.3%	13.3%	27.8%	21.0%	9.8%	2.4%	6.0%	35.7%	14.3%	25.0%
	3-4 days	22.0%	14.6%	16.7%	25.0%	12.2%	13.2%	11.5%	20.0%	38.9%	18.9%	4.9%	2.4%	3.6%	16.7%	4.8%	10.7%
	Every day	9.8%	2.1%	2.4%	10.4%	9.8%		3.8%	16.7%	8.3%	6.6%				42.9%	45.2%	44.0%
	Sometimes but not every week	26.8%				12.2%	26.3%	1.9%			7.2%		2.4%	1.2%	4.8%		2.4%

Figure 63. Bringing water to school (Afar and Oromia), 2024

Number of days in a week children bring water to school (%) Afar, male

- Never 51%
- 1-2 days 12%
- 3-4 days 18%
- Every day 11%
- Sometimes but not every week 8%

Number of days in a week children bring water to school (%) Afar, male

- Never 50%
- 1-2 days 15%
- 3-4 days 20%
- Every day 11%
- Sometimes but not every week 4%

Number of days in a week children bring water to school (%) Oromia, male

- Never 59%
- 1-2 days 19%
- 3-4 days 10%
- Every day 10%
- Sometimes but not every week 2%

Number of days in a week children bring water to school (%) Oromia, female

- Never 62%
- 1-2 days 10%
- 3-4 days 9%
- Every day 17%
- Sometimes but not every week 2%

Source: Table 88

Figure 64. Bringing firewood to school (Afar and Oromia), 2024

Number of days in a week children bring firewood to school (%) Afar, male
- Sometimes but not every week 9%
- Every day 13%
- 3-4 days 16%
- 1-2 days 23%
- Never 39%

Number of days in a week children bring firewood to school (%) Afar, female
- Sometimes but not every week 7%
- Every day 7%
- 3-4 days 19%
- 1-2 days 21%
- Never 46%

Number of days in a week children bring firewood to school (%) Oromia, male
- Sometimes but not every week 1%
- Every day 17%
- 3-4 days 15%
- 1-2 days 13%
- Never 54%

Number of days in a week children bring firewood to school (%) Oromia, female
- Sometimes but not every week 2%
- Every day 22%
- 3-4 days 7%
- 1-2 days 16%
- Never 53%

Source: Table 89

Food Consumption Score

64.	Food Consumption Score is a standard indicator of food security at the household level, based on reporting about the frequency of household consumption of different food groups. Woreda-level Food Consumption Scores are illustrated in Figure 65, based on the details in Table 90 below, with woredas ordered by zone.

65.	Only four of the woredas sampled had a poor-FCS incidence of below 15 percent. Seven of the remaining nine had poor-FCS incidence of over 35 percent, and this group included woredas from East Hararghe and Afar. In a sense, this is not surprising, because poor food security was a criterion for McGovern-Dole's geographical targeting, but it strongly confirms the relevance of school feeding as a food security intervention.

66.	Patterns of food consumption, as revealed by survey data on the FCS component food groups are further illustrated in Figure 66 below.

Table 90   Food Consumption Score (woreda level), 2024

Variable	Response	Stratum															
		Afar (Zones 1-5)										Oromia (E Hararghe)			Oromia Borana)		
		Chifra	Dubti	Afdera	Berahile	Amibara	Bure-mudaitu	Awra	Teru	Dalifage	Total	Babile	Chinaksen	Total	Yabello	Miyo	Total
FCS component food groups																	
Average no. of days per week each food group was consumed. **all**	Cereals/grains, roots and tubers	3.7	2.6	1.9	6.3	2.4	3.2	5.3	4.3	5.3	3.9	4.9	5.0	5.0	6.1	6.5	6.3
	Pulses and nuts	1.7	1.1	0.7	2.9	1.3	1.3	1.6	1.5	3.2	1.7	2.8	2.1	2.4	2.1	3.3	2.7
	Fresh milk	4.0	3.6	4.2	5.3	2.2	1.7	4.0	3.7	5.2	3.8	2.4	2.3	2.4	4.0	4.1	4.1
	Meat	1.3	1.3	1.2	2.4	1.1	1.0	2.5	2.3	2.2	1.7	0.4	0.5	0.5	0.0	0.6	0.3
	Vegetables or leaves	1.6	1.0	0.5	2.7	1.6	1.8	1.8	2.3	2.6	1.7	2.6	2.4	2.5	2.8	3.4	3.1
	Fruits	1.2	0.8	0.2	1.0	1.1	1.0	1.7	0.6	0.9	1.0	1.6	1.2	1.4	0.3	0.8	0.6
	Oil/fat/butter	2.9	1.9	1.7	4.0	2.0	2.5	2.6	2.6	3.4	2.6	4.5	4.4	4.5	3.6	5.0	4.3
	Sugar, or sweets	2.4	1.4	1.0	4.6	1.1	1.1	2.8	3.3	3.0	2.3	2.6	3.1	2.8	3.4	4.3	3.8
Average no. of days per week each food group was consumed. **male**	Cereals/grains, roots and tubers	3.2	2.9	2.3	5.8	1.6	2.0	4.4	4.3	5.4	3.6	4.1	4.3	4.2	6.4	6.5	6.5
	Pulses and nuts	1.6	0.9	0.9	2.9	1.4	1.3	1.1	2.0	3.6	1.7	2.3	1.8	2.0	2.3	3.7	3.0
	Fresh milk	3.6	4.6	5.9	5.2	2.5	1.5	3.7	3.7	5.3	4.0	1.5	1.6	1.6	3.9	4.5	4.2
	Meat	1.5	1.2	1.4	3.4	1.2	1.1	2.5	3.6	3.3	2.1	0.3	0.2	0.2	0.0	0.8	0.4
	Vegetables or leaves	1.3	1.0	0.6	1.8	1.4	1.2	1.2	3.0	2.9	1.5	1.9	1.4	1.6	2.0	2.1	2.0
	Fruits	0.8	0.6	0.1	0.9	1.1	1.1	0.7	0.5	0.9	0.8	1.3	0.8	1.0	0.5	1.3	0.9
	Oil/fat/butter	3.3	2.6	2.5	4.4	1.6	1.9	2.2	2.5	4.3	2.8	3.0	3.5	3.2	3.4	4.4	3.9
	Sugar, or sweets	2.0	1.5	0.9	4.6	1.3	1.2	2.5	3.1	3.3	2.3	1.9	2.2	2.0	4.0	4.8	4.4
Average no. of days per week each food group was consumed. **female**	Cereals/grains, roots and tubers	4.3	2.4	1.5	6.8	3.1	4.4	6.2	4.2	5.1	4.3	5.7	5.8	5.8	5.7	6.4	6.1
	Pulses and nuts	1.8	1.4	0.5	2.9	1.2	1.2	2.0	1.0	2.8	1.7	3.3	2.3	2.8	1.8	2.9	2.3
	Fresh milk	4.4	2.5	2.6	5.4	1.8	1.9	4.3	3.8	5.0	3.6	3.3	3.0	3.1	4.2	3.7	4.0
	Meat	1.1	1.3	1.1	1.5	1.0	0.9	2.4	1.0	1.0	1.3	0.6	0.8	0.7	0.0	0.4	0.2
	Vegetables or leaves	2.0	1.0	0.3	3.5	1.9	2.4	2.4	1.6	2.3	1.9	3.2	3.4	3.3	3.6	4.7	4.1
	Fruits	1.5	1.1	0.3	1.1	1.0	0.8	2.8	0.7	0.9	1.2	2.0	1.6	1.8	0.0	0.4	0.2
	Oil/fat/butter	2.4	1.1	0.9	3.6	2.3	3.2	3.1	2.8	2.6	2.4	6.0	5.4	5.7	3.9	5.6	4.8
	Sugar, or sweets	2.8	1.4	1.1	4.7	0.8	1.0	3.1	3.5	2.8	2.4	3.3	4.0	3.7	2.9	3.7	3.3

		Stratum															
		Afar (Zones 1-5)										Oromia (E Hararghe)			Oromia Borana)		
Variable	Response	Chifra	Dubti	Afdera	Berahile	Amibara	Bure-mudaitu	Awra	Teru	Dalifage	Total	Babile	Chinaksen	Total	Yabello	Miyo	Total
Food Consumption Score																	
Food Consumption Score (FCS) **all**	Poor Food Consumption (FCS:0-28)	39.3%	42.7%	54.3%	2.1%	68.3%	65.3%	13.9%	26.7%	9.7%	34.9%	42.2%	41.7%	41.9%	23.8%	11.9%	17.9%
	Borderline Food Consumption (FCS:28.5-42)	26.2%	35.4%	24.7%	8.3%	26.8%	29.3%	36.1%	33.3%	19.4%	26.7%	25.3%	31.0%	28.1%	27.4%	25.0%	26.2%
	Acceptable Food Consumption FCS: >42	34.5%	21.9%	21.0%	89.6%	4.9%	5.3%	50.0%	40.0%	70.8%	38.5%	32.5%	27.4%	29.9%	48.8%	63.1%	56.0%
Food Consumption Score (FSC) **male**	Poor Food Consumption (FCS:0-28)	58.1%	27.1%	20.5%	2.1%	68.3%	83.8%	16.1%	23.3%	13.9%	33.6%	61.9%	66.7%	64.3%	19.0%	19.0%	19.0%
	Borderline Food Consumption (FCS:28.5-42)	11.6%	41.7%	35.9%	12.5%	24.4%	13.5%	48.2%	30.0%	19.4%	27.2%	26.2%	21.4%	23.8%	28.6%	9.5%	19.0%
	Acceptable Food Consumption FCS: >42	30.2%	31.3%	43.6%	85.4%	7.3%	2.7%	35.7%	46.7%	66.7%	39.2%	11.9%	11.9%	11.9%	52.4%	71.4%	61.9%
Food Consumption Score (FSC) **female**	Poor Food Consumption (FCS:0-28)	19.5%	58.3%	85.7%	2.1%	68.3%	47.4%	11.5%	30.0%	5.6%	36.2%	22.0%	16.7%	19.3%	28.6%	4.8%	16.7%
	Borderline Food Consumption (FCS:28.5-42)	41.5%	29.2%	14.3%	4.2%	29.3%	44.7%	23.1%	36.7%	19.4%	26.1%	24.4%	40.5%	32.5%	26.2%	40.5%	33.3%
	Acceptable Food Consumption FCS: >42	39.0%	12.5%		93.8%	2.4%	7.9%	65.4%	33.3%	75.0%	37.8%	53.7%	42.9%	48.2%	45.2%	54.8%	50.0%

Figure 65. Food Consumption Score (woreda level), 2024
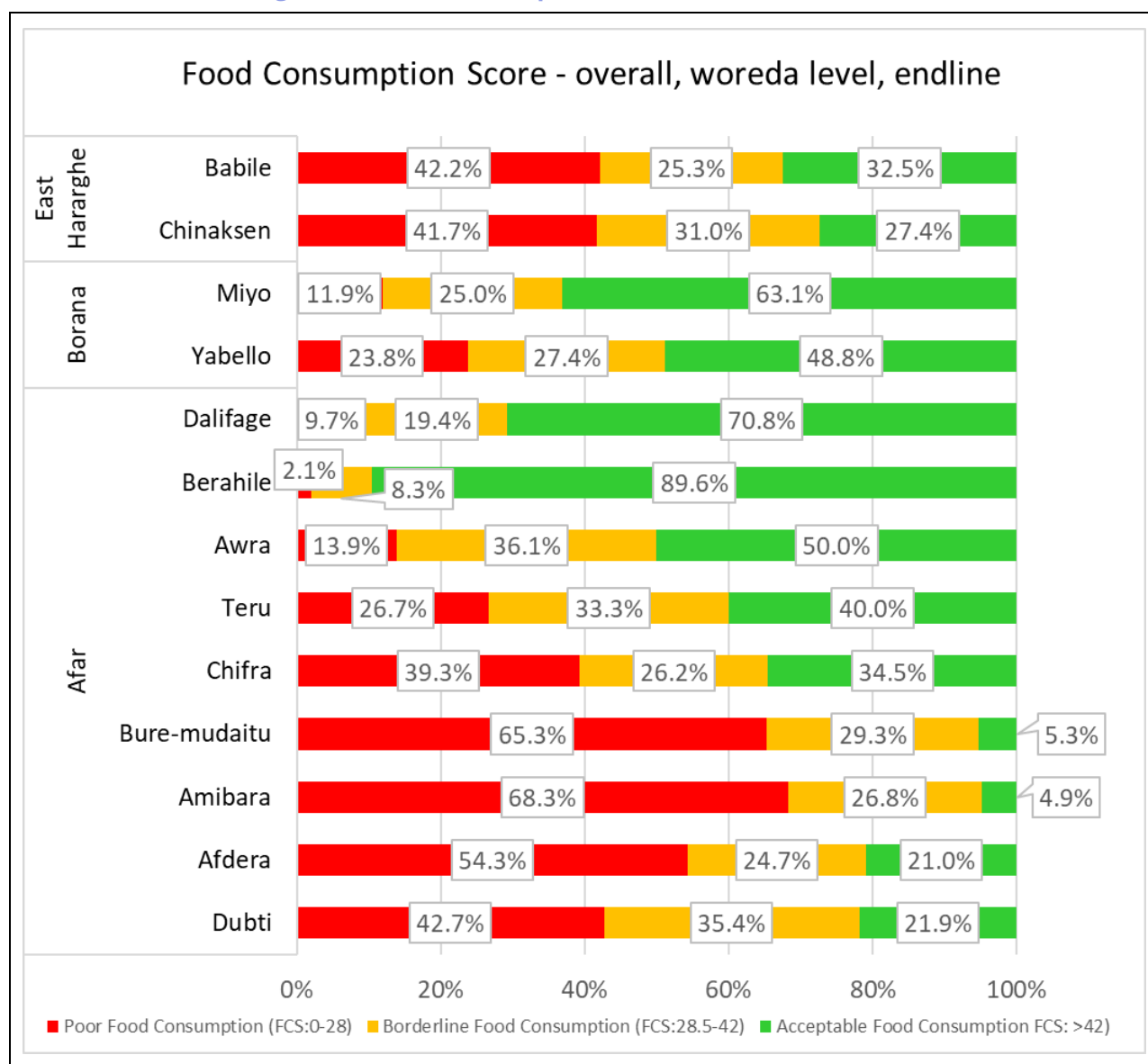
Source: Table 90

67.   The FCS calculation is based on reported frequency of consumption of different food groups (with a standard weighting attached to each group). Table 91 below is a reminder of the full description of each food group that was used in the survey.

Table 91   FCS food groups classifications

How many days over the last 7 days, did members of your household eat:	
Cereals/grains, roots and tubers	Cereals/grains, roots and tubers: such as maize, porridge, rice, pasta, bread, injera, other cereals & their products, root crops and tubers such as potato, yam, cassava, white sweet potato
Pulses and nuts	Pulses and nuts such as beans, peas, chickpeas, lentils, groundnuts or other pulses or nuts
Fresh milk	Fresh milk, sour milk, yogurt, cheese or other dairy products? [Excluding margarine/butter or small amounts of milk for tea/ coffee]
Meat	Meat such as beef, lamb, goat, chicken, other birds, liver, kidney, heart and / or other organ meats, eggs or fish (including shellfish and canned fish) eaten in large quantities, not as condiment)
Vegetables or leaves	Vegetables or leaves such as spinach, cabbage, lettuce, onions, tomatoes, carrots, peppers, green beans, carrot, red pepper, pumpkin, orange sweet potatoes, and/or other leaves/vegetables
Fruits	Fruits such as banana, apple, lemon, mango, papaya, guava, apricot, peach and/or other fruits
Oil/fat/butter	Oil/fat/butter such as vegetable oil, palm oil, sunflower oil, groundnut oil, margarine, other fats / oil
Sugar, or sweets	Sugar, or sweets such as honey, jam, cakes, candy, cookies, pastries, cakes and other sweets and sugary drinks

Source: taken directly from the survey instrument (Annex 16).

68.   Figure 66 below compares patterns of food group consumption across the three strata. There are some striking patterns, including the infrequent consumption of meat and fruits. The FCS responses are also relevant to the KAP survey and can be further explored in that context.

Figure 66. Consumption of FCS food groups
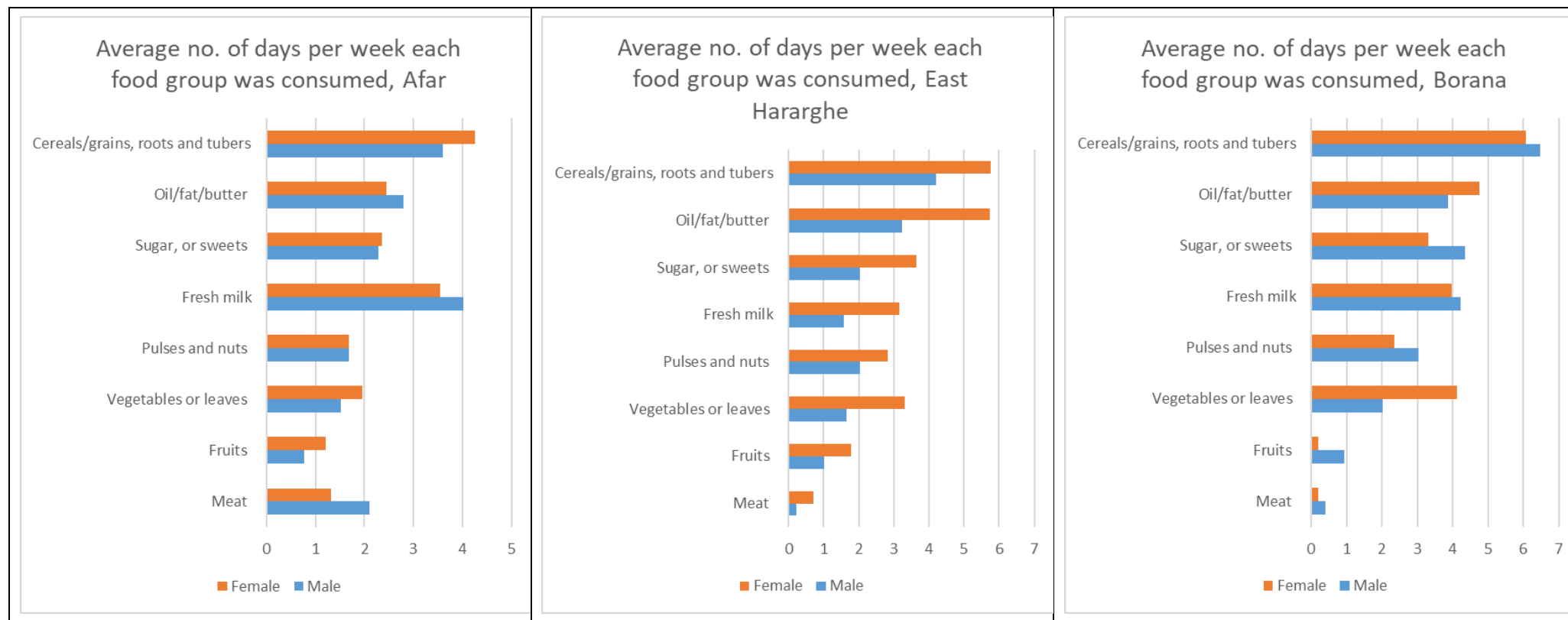
Correlations between FCS and child performance

69.　　　Table 92 below compares FCS with five indicators assessed for each child. In Section A, Pearson rank-order correlation is used to test the significance of the association between the various indicators and the Food Consumption Score for each child. Boys and girls are evaluated separately, but the data for all regions and zones in the survey have been aggregated.

70.　　　In Section B of the table, statistics for an alternative approach to determining the significance or relationships or effects are shown. These are results from ordinal logistic regression (OLR) between FCS and each of the indicators and sex of the respondents.

Table 92   Correlations between FCS and child-related indicators

A. Pearson Rank-Order Correlation (ρ) between Performance Indicators and FCS at Baseline and Endline

	Indicator	Significance of Covariance					
		Girls			Boys		
		Nobs	ρ	Sig.	**N**obs	ρ	Sig.
Baseline	Number of days a week the student came to school	568	0.141	***	517	0.205	***
	Percentage of children feeling sleepy or tired when coming to school	568	0.068		517	0.000	
	Teacher's opinion regarding child's academic performance over last year	568	0.008		517	-0.006	
	Teacher's opinion regarding child's concentration or attentiveness	568	0.010		517	0.052	
	Teacher's opinion regarding child's performance compared with the rest of the class	568	-0.006		517	0.094	*
Endline	Number of days a week the student came to school	546	0.077	.	543	0.028	
	Percentage of children feeling sleepy or tired when coming to school	546	-0.044		543	0.056	
	Teacher's opinion regarding child's academic performance over last year	546	0.036		543	-0.016	
	Teacher's opinion regarding child's concentration or attentiveness	546	0.083	.	543	-0.003	
	Teacher's opinion regarding child's performance compared with the rest of the class	546	0.192	***	543	0.088	*

B. Regression models of Food Consumption Score on Performance Indicators at Baseline and Endline

	Indicator			Significance of Covariance					
				Effect of FCS (Boys)			Modifier for Sex (Girls)		
		Method	Nobs	Nobs	ρ	Sig.	Nobs	ρ	Sig.
Baseline	Number of days a week the student came to school	GLM	1085	0.00551	4.55	***	0.00549	-0.15	
	Percentage of children feeling sleepy or tired when coming to school	OLR	1085	1.00550	1.00		0.81149	-1.10	
	Teacher's opinion regarding child's academic performance over last year	OLR	1079	0.99941	-0.16		0.76190	-2.17	*
	Teacher's opinion regarding child's concentration or attentiveness	OLR	1080	1.00269	0.70		0.60147	-4.06	***
	Teacher's opinion regarding child's performance compared with the rest of the class	OLR	1079	1.00575	1.57		0.58583	-3.99	***
Endline	Number of days a week the student came to school	GLM	1089	0.00153	1.50		-0.02586	-0.65	
	Percentage of children feeling sleepy or tired when coming to school	OLR	1089	0.99866	-0.23		1.27398	1.81	.
	Teacher's opinion regarding child's academic performance over last year	OLR	1063	1.00052	0.15		0.81487	-1.43	
	Teacher's opinion regarding child's concentration or attentiveness	OLR	1063	1.00325	1.03		0.75606	-2.34	*
	Teacher's opinion regarding child's performance compared with the rest of the class	OLR	1063	1.01423	4.12	***	0.62699	-4.20	***
	Notes:	a	b	c	d	e

Notes:
a - GLM - General Linear Model, where predicted variable (number of days attending school) is continuous. OLR - Ordinal Logistic Regression , where predicted variable is an ordered category, such as Well below average/A little below average /Average/A little above average /Well above average
b - For GLM this is the change in number of days attending school for each 1 point increase in FCS for boys. For OLR, it is the odds that a 1 point increase in FCS will move the boys into the next category or higher.
c - Conventionally, *** indicate very highly significant (probability P less than 0.1% that effect is due to chance), **=highly significant (P<1%), *=significant (P<5%), ·=suggestive (P<10%). This applies to the effect of an increase in FCS.
d - For GLM, the coefficient for boys should be added to this value to get the effect of FCS on girls. For OLR, the girls value should be multiplied by that for boys to get the net effect of FCS for girls.
e - This is the significance (coded as for note **c**) of there being a difference between the effects for boys and girls.

71.   For Part A, the sample is treated as a simple random sample, whereas in Part B, clustering by schools is tested. The effect of clustering is mainly in terms of effective degrees of freedom due to the design effect, which is taken into account in the significance tests. Both methods show a similar and compatible picture. Note however that in Part B, the significance tests for the column labelled *Modifier for Girls* is showing that there is a significant difference between boys and girls, whereas the column *Effect of FCS* shows that there is a significant effect of FCS for both sexes combined. In Part A however, the boys' and girls' data are analysed independently.

72.   The results show that the indicator *Number of days a week the student came to school* is significantly related to FCS. This likely implies that the children receive better nutrition when they come to school, rather than FCS being in any sense a cause of their coming to school. This effect is significant at the baseline survey but not at the endline.

73.   The indicator *Percentage of children feeling tired* is something of a misnomer. Children were actually asked "*Do you feel tired or sleepy when coming to school?*" The categoric responses do not show any significant correlation (Part A of the table) or association (Part B) between responses and FCS. This effect is the same for boys or girls. This is true of both the baseline and endline surveys.

74.   The questions to the teacher, regarding the child's academic performance and attentiveness or concentration likewise show no significant correlation with FCS at either the baseline or endline. However, Part B of the table suggests there may be significant differences between sexes, particularly at the baseline, in the response to FCS. Coefficients in the *Modifier for Girls* column that are below 1, where significant, show that the

girls will show a less marked response to FCS than boys. This effect is more evident at the baseline than the endline.

75.　　The final child-level performance indicator, which is the teacher's assessment of the child's performance relative to the class average, gives a more useful response, that is highly significant at the endline. At the baseline, the Pearson correlation is not significant for boys, but significant for girls.　The OLR model reflects this, showing a highly significant difference between girls and boys at the baseline, the girls however having substantially lower response to improved FCS than boys.

76.　　Table 93 and Table 94 below present a detailed correlation analysis by gender and stratum, based on the chi-square test of independence. This test determines whether a significant association exists between various student performance indicators and food consumption scores (FCS).

77.　　In Table 93, the Pearson chi-square column displays the calculated chi-square values, while the Phi and Cramer's V columns provide measures of association between nominal variables. The Significance column indicates whether the null hypothesis—stating no association between performance indicators and FCS—can be rejected.

78.　　The results show that for both boys and girls, the p-values (significance values) for the percentage of children feeling sleepy or tired upon arriving at school, concentration or attentiveness, and overall performance compared to classmates are all below 5 percent, indicating a significant association with FCS. However, when analysed separately, FCS was additionally found to be significantly associated with the number of days attended per week among female students, while among male students, it also showed a significant link to academic performance over the past year.

Table 93　Correlations between performance indicators and FCS (all strata)

all respondents

Variable	Food Consumption Score			
	Pearson Chi-Square	Phi	Cramer's V	Significance
Number of days a week the student came to school	3.1	0.05	0.04	0.536
Percentage of children feeling sleepy or tired when coming to school	13.1	0.11	0.08	0.041*
Teacher's opinion regarding child's academic performance over last year	7.4	0.08	0.06	0.282
Teacher's opinion regarding child's concentration or attentiveness	12.8	0.11	0.08	0.047*
Teacher's opinion regarding child's performance compared with the rest of the class	52.3	0.22	0.16	0.000*
Note: The test showed that all results are significant at 5% level of significance				

*Significant

for comparison, these are the equivalent numbers from the Baseline Report

all respondents

Variable	Food Consumption Score			
	Pearson Chi-Square	Phi	Cramer's V	Significance
Number of days a week the student came to school	38.6	0.2	0.1	0.00
Percentage of children feeling sleepy or tired when coming to school	18.3	0.1	0.1	0.01
Teacher's opinion regarding child's academic performance over last year	19.7	0.1	0.1	0.00
Teacher's opinion regarding child's concentration or attentiveness	18.8	0.1	0.1	0.01
Teacher's opinion regarding child's performance compared with the rest of the class	19.5	0.1	0.1	0.01
Note: The test showed that all results are significant at 5% level of significance				

males

Variable	Food Consumption Score			
	Pearson Chi-Square	Phi	Cramer's V	Significance
Number of days a week the student came to school	9.4	0.13	0.09	0.051 *
Percentage of children feeling sleepy or tired when coming to school	17.0	0.18	0.12	0.009 *
Teacher's opinion regarding child's academic performance over last year	6.6	0.11	0.08	0.363
Teacher's opinion regarding child's concentration or attentiveness	7.2	0.12	0.08	0.303
Teacher's opinion regarding child's performance compared with the rest of the class	34.4	0.25	0.18	0.000 *

*Significant

Variable	Food Consumption Score			
	Pearson Chi-Square	Phi	Cramer's V	Significance
for comparison, these are the equivalent numbers from the Baseline Report				

males

Variable	Food Consumption Score			
	Pearson Chi-Square	Phi	Cramer's V	Significance
Number of days a week the student came to school	12.8	0.2	0.1	0.01
Percentage of children feeling sleepy or tired when coming to school	16.6	0.2	0.1	0.01
Teacher's opinion regarding child's academic performance over last year	10.7	0.1	0.1	0.098
Teacher's opinion regarding child's concentration or attentiveness	14.4	0.2	0.1	0.03
Teacher's opinion regarding child's performance compared with the rest of the class	13.4	0.2	0.1	0.10

females

Variable	Food Consumption Score			
	Pearson Chi-Square	Phi	Cramer's V	Significance
Number of days a week the student came to school	4.2	0.09	0.06	0.378
Percentage of children feeling sleepy or tired when coming to school	9.3	0.13	0.09	0.158
Teacher's opinion regarding child's academic performance over last year	13.0	0.16	0.11	0.043 *
Teacher's opinion regarding child's concentration or attentiveness	19.3	0.19	0.13	0.004 *
Teacher's opinion regarding child's performance compared with the rest of the class	40.3	0.28	0.19	0.000 *

*Significant

for comparison, these are the equivalent numbers from the Baseline Report				

females

Variable	Food Consumption Score			
	Pearson Chi-Square	Phi	Cramer's V	Significance
Number of days a week the student came to school	32.1	0.2	0.2	0.00
Percentage of children feeling sleepy or tired when coming to school	5.1	0.1	0.1	0.28
Teacher's opinion regarding child's academic performance over last year	18.9	0.2	0.1	0.00
Teacher's opinion regarding child's concentration or attentiveness	22.0	0.2	0.1	0.00
Teacher's opinion regarding child's performance compared with the rest of the class	18.4	0.2	0.1	0.02

79.   When analysing the association test results by stratum (Table 94), findings suggest that children feeling sleepy or tired upon arriving at school showed a significant association with FCS (P-values < 5 percent) across all strata. Child's academic performance is significantly associated with FCS in East Hararghe (P-values < 5 percent) and Borana (P-values < 10 percent), while child's concentration or attentiveness is associated with FCS in Afar (P-values < 5 percent) and Hararghe (P-values < 10 percent). Additionally, child's performance is significantly associated with FCS in Afar (P-values < 5 percent) and Borana (P-values < 10 percent).

80.   Overall, it can be concluded that there is strong evidence of association between FCS and academic performance for the aggregate data at both the baseline and endline. The best performance measure in this regard is the teacher's assessment of child performance relative to the class. Both boys and girls show this consistent association. However, when disaggregated by zones, only Afar region shows such a high level of significance, with the Oromia zones not having a significant association between performance and FCS at either endline or baseline.

81.   As both FCS and teachers' assessments of child performance are based on subjective questionnaire results with somewhat uncertain categories and timelines, one should not over-interpret the significance of this effect for the detailed sub-categories. However, it is suggestive of the fact that in Afar, where malnutrition (FCS < 28) is more preponderant (Figure 65 above, Table 90 above) the more marginal situation for the children results in a higher linkage of academic performance to FCS, and this correspondingly, indicates a greater impact of school meals provision.

Table 94   Correlations between performance indicators and FCS (by stratum)

Variable	Food Consumption Score								
	Pearson Chi-Square			Phi			Significance		
	Afar Zones 1-5	Oromia E Hararghe	Oromia Borana	Afar Zones 1-5	Oromia E Hararghe	Oromia Borana	Afar Zones 1-5	Oromia E Hararghe	Oromia Borana
Number of days a week the student came to school	1.2	4.6	1.1	.040	.166	.081	.874	.332	.575
Percentage of children feeling sleepy or tired when coming to school	30.8	14.8	36.8	.202	.298	.468	.000*	.022*	.000 *
Teacher's opinion regarding child's academic performance over last year	9.1	13.1	10.7	.112	.280	.253	.167	.041*	.098 *
Teacher's opinion regarding child's concentration or attentiveness	16.6	11.2	5.4	.151	.259	.181	.011*	.083*	.488
Teacher's opinion regarding child's performance compared with the rest of the class	64.6	7.5	13.7	.298	.212	.286	.000*	.487	.091 *

* Significant

for comparison, this is the equivalent table (Table 65) from the Baseline Report									
	Food Consumption Score								
	Pearson Chi-Square			Phi			Significance		
Variable	Afar Zones 1-5	Oromia E Hararghe	Oromia Borana	Afar Zones 1-5	Oromia E Hararghe	Oromia Borana	Afar Zones 1-5	Oromia E Hararghe	Oromia Borana
Number of days a week the student came to school	30.7	6.0	1.0	0.2	0.2	0.1	0.00	0.2	0.60
Percentage of children feeling sleepy or tired when coming to school	16.7	2.4	10.8	0.2	0.1	0.3	0.01	0.3	0.03
Teacher's opinion regarding child's academic performance over last year	13.2	9.0	6.0	0.1	0.2	0.2	0.04	0.17	0.46
Teacher's opinion regarding child's concentration or attentiveness	16.0	5.4	7.2	0.15	0.2	0.2	0.01	0.49	0.30
Teacher's opinion regarding child's performance compared with the rest of the class	18.1	6.8	6.2	0.156	0.2	0.2	0.02	0.56	0..63

Association of Grade Completion with WFP Interventions at Baseline and Endline

82.   Table 95 below shows schools in the baseline and endline samples. By design these were of equal size, with approximately half the schools sampled (43 percent, 39 schools) at baseline retained in the endline survey, so that they formed a longitudinal sample for more exact comparison of changes. At the baseline, 53 schools indicated they had had WFP support in the last three years, whilst at the endline, it was 56 schools. In the longitudinal sub-sample, there were 18 schools that received WFP support throughout, 10 schools that entered the project, and 5 schools that left the project. There were also 6 schools that were never in the project, either at baseline or endline.

Table 95   Schools sampled at baseline and endline with changes in WFP support status

Stratum	Schools sampled			WFP supported schools		WFP Status Changes (Baseline»Endline, schools in both samples only)				
	Base-line	End-line	Both	Base-line	End-line	Always Out	Out » In	In » Out	Always In	Total
Afar Zones 1-5	63	63	30	30	40	6	8	2	14	30
Oromia East Hararghe	14	14	5	9	9	0	2	1	2	5
Oromia Borana	14	14	4	14	7	0	0	2	2	4
Total	91	91	39	53	56	6	10	5	18	39

83.　　It should be noted that grade completion rates are not a direct measure of academic performance; they indicate that a student has persisted with schooling (not dropping out and proceeding from one grade to the next). School feeding could influence completion rates in two ways – by giving students an incentive to keep attending school in order to benefit from the school meal, and by any positive effect of the school meal on academic performance, which in turn may increase the likelihood of grade completion. At the time of the baseline study, school feeding under the present project was only just beginning. Although schools may have received some support from the predecessor project in the previous three years, there was a significant hiatus between successive projects, so school feeding effects may have been attenuated in the years prior to the baseline study. On the other hand, there was continuity in the WFP project during the three years prior to the endline, so school feeding effects in that period may have been stronger.

84.　　In Table 96 below, the statistical effect of school feeding on grade completion is shown for the baseline and endline surveys, disaggregated for girls and boys. The method used is a general linear model (GLM) between raw completion rates and the In or Out categories of WFP support. The column +WFP shows mean completion rates for schools receiving WFP support; -WFP is for schools without WFP support during the 3 years prior to the survey.

Table 96　WFP support and grade completion rates

		Grade completion rates				
Survey	Sex of student	+WFP	-WFP	Effect	Probability[†]	
Baseline	Girls	0.915	0.973	0.057	0.354	
	Boys	0.928	0.913	-0.015	0.564	
	All students	0.729	0.853	0.124	0.038	*
Endline	Girls	0.814	0.788	-0.026	0.545	
	Boys	0.842	0.794	-0.048	0.205	
	All students	0.845	0.783	-0.062	0.113	

† Probability that the effect is due to chance. Values <0.05 are deemed significant (*), and those <0.01 are highly significant (**). Values marked (•) have less than 10 percent probability (P<0.1) and are suggestive but do not yet meet the threshold to be classified statistically significant.

85.　　For the baseline, there is no significant effect for the data disaggregated by sex and only a weakly significant effect for the pooled data. The effect shown is that 12 percent lower grade completion rates occurred in schools receiving WFP school meals**.** At the endline, there is a reduction of 6.2 percent in grade completion rates in the schools not receiving school meals. However, this effect is not sufficiently large to be statistically significant.

86.　　The foregoing analysis is based on treating the baseline and endline samples of 91 schools as independent and comparing therefore only the pooled results for the whole sample. With the longitudinal sample of 39 schools assessed at both the baseline and endline, it is possible to compare directly the changes in the status of WFP support with their grade completion results from baseline to endline.

87.　　For this a difference-in-difference approach was used, with a general linear model between change in grade completion rates and change in status vis-à-vis the project. The results are shown in Table 97 below. There were 6 schools which were out of the McGovern-Dole project at both the baseline and endline. These showed a 15 percent decline in grade completion rates from the start to the end of the project period. There was also 31 percent decline in grade completion rates for the 5 schools that 'graduated' and were no longer receiving McGovern-Dole meals at the end of the project. These figures, although large, were based on small sample sizes and were not statistically significant.

88.	However, for the schools that either remained in the project throughout, or joined it during the project period, there was an increase in grade completion rates. For the 14 schools in at both baseline and endline, there was an 11.9 percent increase in grade completion rates, whilst for schools that joined the project, there was an 11.7 percent increase. Both these increases were statistically significant.

Table 97   Dependence of changes in grade completion rates with changes in project status

Change in WFP status	Nr. schools	Baseline	Endline	Change	Standard error	Probability	Sig.†
Out->Out (no change)	6	0.964	0.812	-0.152	0.087	0.088	•
Out->In (entered)	10	0.684	0.831	0.148	0.117	0.017	*
In->Out (left)	5	0.888	0.572	-0.316	0.350	0.643	
In->In (always in)	14	0.694	0.850	0.156	0.119	0.014	*
Total	39	0.758	0.804	0.046	0.068	0.253	

† Probability that the change observed is non-zero. Values <0.05 are deemed significant (*), and those <0.01 are highly significant (**). Values marked (•) have less than 10 percent probability (P<0.1) and are suggestive but do not yet meet the threshold to be classified as statistically significant.

89.	The longitudinal sample therefore provides strong evidence for the direct impact of WFP school meals on grade completion rates. Schools that were always out, or left the project, had on average 22.7 percent decrease in completion rates compared with their baseline results. Schools that were always in, or entered the project, had on the other hand an 11.8 percent increase in completion rates.

90.	As with other performance tests noted relative to the child-level survey, broad school level comparisons of grade completion show a significant and important effect of WFP support at the endline. This is mainly apparent from the longitudinal sub-sample, which allows for the variable initial status of schools.

Annex 18   KAPS Instrument

Adaptations to this survey instrument (SI)

For explanation of methodology and the processes of data collection and analysis, see Annex 14 above.

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

- The standard school-level and child-level questions required have been incorporated .in the main endline survey instrument (Annex 16 above) since the KAPS sample is a subset of the endline sample.
- Some question numbers are out of sequence, where original number has been retained for consistency.
- There are a few additional questions (e.g. to know most recent training as well as first training received).
- SF questions have been tailored to be applicable to school meals or THR received in the previous school year, since no THR are being supplied n 2024/25 and only a few schools will be serving WFP-supplied school meals at the time of the survey (although the KAPS will, if possible, sample schools where school feeding (WFP or HGSF) is continuing during the current semester, since it is important to interview cooks).

KAPS QUESTIONNAIRE FOR ADMINSTRATORS

SI – SCHOOL IDENTIFICATION

SI01	Master form school ID	|___|___|___|___|
SI02	Date of interview	|___|___|___|___|___|___|___|___|
SI03	Time interview started	|___|___|___|___|
SI04	Team Supervisor	|___|___|
SI05	Region	_____ Code |___|___|
SI06	Zone	_____ Code |___|___|___|
SI07	Woreda	_____ Code |___|___|___|___|
SI08	School name	_____
SI09	EMIS Admin code	|___|___|___|___|___|

SD – SOCIO-DEMOGRAPHIC QUESTIONS

Qno.	Questions and filters	Response/ coding categories	Skip to
SD01	Sex?	Male……………..1 Female…………2	
SD02	How old are you? *INTERVIEWER: RECORD THE AGE IN YEARS – ROUND UP TO NEAREST WHOLE NUMBER. IF THE RESPONDENT GIVES BIRTH YEAR, REPEAT THE QUESTION. ENTER "00" FOR DON'T KNOW. IF AGE OF RESPONDENT IS LESS THAN 18 YEARS OF AGE, ASK TO SPEAK WITH ANOTHER MEMBER OF AGE ABOVE 18.*	|___|___| Don't Know……..00	
SD03	How long have you been in this role?	Less than a year………………1 1-5 years…………………………2 More than 5 years…………..3	

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

FS01-07	Please tick one box for each of the following statements to say to what extent do you agree or disagree with the following statements.		Strongly agree	Agree	Neither Agree nor	Disagree	Strongly disagree		
		Safe food handling is an important part of my job.	1	2	3	4	5		
		Raw vegetables and meat can be cut with the same knife	1	2	3	4	5		
		Raw vegetables and meat can be cut on the same cutting board.	1	2	3	4	5		
		Raw food should be kept separately from cooked foods.	1	2	3	4	5		
		Insects like cockroaches and flies might transmit food borne disease	1	2	3	4	5		
		Food handlers can be a source of food borne disease	1	2	3	4	5		
		Wiping vegetables or fruits makes them safe to be eaten	1	2	3	4	5		
		Cooked food can stay out for more than 2 hours before being served	1	2	3	4	5		

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

HN01	Some children do not have breakfast before going to school and are hungry in class. What problems can children have if they don't eat before going to school? *MULTIPLE RESPONSE ALLOWED*		Yes	Not mentioned	
		Children have short attention	1	2	
		Children have low concentration	1	2	
		Children cannot study well	1	2	
		Other /specify	1	2	
		Don't know	1	2	
HN02	How can you recognize that someone is not having enough food? *MULTIPLE RESPONSE ALLOWED*		Yes	Not mentioned	
		Lack of energy/weakness (cannot work/study or play as normal)	1	2	
		Weakness of the immune system (becomes ill easily or becomes seriously ill)	1	2	
		Loss of weight/ thinness	1	2	
		Children do not grow as they should (growth faltering)	1	2	
		Other /specify/	1	2	
		Don't know	1	2	
HN03	What are the reasons why children are under-nourished? *MULTIPLE RESPONSE ALLOWED*		Yes	Not mentioned	
		Not getting enough food	1	2	
		Food is watery	1	2	
		Food does not contain enough nutrients	1	2	
		Disease/ill and not eating food	1	2	
		Other /specify	1	2	
		Don't know	1	2	

HN04	What are some of the different types of food students should have at meals?		**Yes**	**Not mentioned**	
		Starches (Cereals and tubers)	1	2	
		Pulses (beans, cowpeas, peanuts, lentils, nuts, soy, pigeon pea, and/or other nuts)	1	2	
		Milk and dairy	1	2	
		Meat, fish and eggs	1	2	
		vegetables	1	2	
		Fruits	1	2	
		Oil and fats	1	2	
		Condiments	1	2	
		Fortified foods (such as CSB+)	1	2	
HN05	Do you know what micronutrient0................................ .... deficiency is?		No............................1 Yes............................2 Don't Know............3 Refused...................4		→*If 1 or 3 or 4, Skip to HN07*
HN06	If yes to HN05, can you name some types? *MULTIPLE RESPONSE ALLOWED*		**Yes**	**Not mentioned**	
		Iron	1	2	
		Iodine	1	2	
		Vitamin A	1	2	
		Vitamin B12	1	2	
		Vitamin C	1	2	
		Vitamin D	1	2	
		Calcium	1	2	
		Magnesium	1	2	
		Don't know	1	2	
HN07	What food safety and hygiene facilities are available in the school? *MULTIPLE RESPONSE ALLOWED*		**Yes**	**Not mentioned**	
		None	1	2	
		Food storage facilities	1	2	
		Separate latrines	1	2	
		Waste disposal facilities/area	1	2	
		Hand washing stations with soap and water	1	2	
		Other/specify	1	2	
HN08	Are you able to store perishable foods, oil, CSB+ at the school?		No............................1 Yes............................2 Don't Know............3 Refused...................4		
HN08a	Do you add fresh vegetables to school meal?		No............................1 Yes............................2 Don't Know............3 Refused...................4		
HN09	Without proper storage, do you consider the following high, medium, or low risk of spoiling		**High Risk**	**Medium Risk**	**Low Risk**
		Salt	1	2	3
		Oil	1	2	3
		Fortified food CSB+	1	2	3

HN10	Is water at school treated in any way to make it safe to drink?	No............................1 Yes...........................2 Don't Know.............3 Refused..................4			→*If 1 or 3 or 4, Skip to HN12*
HN11	If yes to HN10, what do you do? *MULTIPLE RESPONSE ALLOWED*		**Yes**	**Not mentioned**	
		Treat with chlorine	1	2	
		Strain with cloth	1	2	
		Boil	1	2	
		Other/ specify	1	2	
		Don't know	1	2	
HN12	Is it important to wash your hands?	No............................1 Yes...........................2 Don't Know.............3 Refused..................4			
HN13	When should you wash your hands? *MULTIPLE RESPONSE ALLOWED*		**Yes**	**Not mentioned**	
		After you use the toilet/ latrine	1	2	
		Before you prepare food	1	2	
		Before you eat	1	2	
		After you eat	1	2	
		If you have taken care of someone who is sick	1	2	
		After you touch animals	1	2	
		Other/ specify	1	2	
		Don't know	1	2	
HN14	Are students and staff regularly able to wash their hands at the school?	Always............................1 Sometimes......................2 Never............................3			
HN15	Has the staff received training in food preparation and safety skills?	No............................1 Yes...........................2 Don't Know.............3 Refused..................4			
HN16	What health and nutrition interventions/activities are taking place at the school? *MULTIPLE RESPONSE ALLOWED*		**Yes**	**Not mentioned**	
		None	1	2	
		Vita min A supplementation	1	2	
		Deworming	1	2	
		Direct food assistance (CSB)	1	2	
		Nutrition and health club	1	2	
		COVID prevention	1	2	
		Other / specify	1	2	
		Don't know	1	2	
HN17	What are the gaps?				
HN19	Is there a school feeding management committee?	No............................1 Yes...........................2 Don't Know.............3 Refused..................4			
HN20	What are the sources of nutrition information in your community?		**Yes**	**Not mentioned**	
		Textbooks (curriculum)	1	2	
		Radio or television	1	2	

		Nutrition and health clubs	1	2	
		Health extension workers	1	2	
		Nutrition activities in the community	1	2	
		Nutrition activities in the school	1	2	
		Other/ specify	1	2	
		Don't know	1	2	
HN21	What types (topics) of nutrition messaging are needed for the community?				
HN22	What types (topics) of nutrition messaging are needed for the students?				
HN22a	Did you receive training in food safety and nutrition	No……………….0 Yes………………1			If No Skip To Next Section
HN22c	Who provided this training? MLTIPLE RESPONSE POSSIBLE	Government…1 WFP………………2 UNICEF…………..3 SCF………………4 Private sector…5 Other (Specify)…6			
HN22b	When did you first receive the training?	Year………..			
HN22c	When did you receive the training most recently?	Year ………. Only one time……..0			

THANK YOU!!

KAPS QUESTIONNAIRE FOR COOK

SI – SCHOOL IDENTIFICATION

SI01   Master form school ID |___|___|___|___|

SI02   Date of interview |___|___|___|___|___|___|___|___|

SI03   Time interview started |___|___|___|___|

SI04   Team Supervisor |___|___|

SI05   Region   _____   Code |___|___|

SI06   Zone   _____   Code |___|___|___|

SI07   Woreda   _____   Code |___|___|___|___|

SI08   School name   _____

SI09   EMIS Admin code
              |___|___|___|___|___|

SD – SOCIO-DEMOGRAPHIC QUESTIONS

No.	Questions and filters	Response/ coding categories	Skip to
SD01	Sex?	Male……………1 Female…………2	
SD02	How old are you?	|___|___| Don't Know…….00	

	INTERVIEWER: RECORD THE AGE IN YEARS — ROUND UP TO NEAREST WHOLE NUMBER. IF THE RESPONDENT GIVES BIRTH YEAR, REPEAT THE QUESTION. ENTER "00" FOR DON'T KNOW.		
SD03	How long have you been in a cook at the school?	Less than a year……………….1 1-5 years…………………………..2 More than 5 years…………..3	

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

FSa01-07	Please tick one box for each of the following statements to say to what extent do you agree or disagree with the following statements.		Strongly agree	Agree	Neither	Disagree	Strongly disagree	
		Safe food handling is an important part of my job.	1	2	3	4	5	
		Raw vegetables and meat can be cut with the same knife	1	2	3	4	5	
		Raw vegetables and meat can be cut on the same cutting board.	1	2	3	4	5	
		Raw food should be kept separately from cooked foods	1	2	3	4	5	
		Insects like cockroaches and flies might transmit food borne disease	1	2	3	4	5	
		Food handlers can be a source of food borne disease	1	2	3	4	5	
		Wiping vegetables or fruits make them safe to be eaten	1	2	3	4	5	
		Cooked food can stay out for more than 2 hours before being served	1	2	3	4	5	

FSb–CONTINUING ON FOOD SAFETY

FSb 01-07	How frequent do you do the following?		Always	Sometimes	Never	
		I wash my hand with water and soap before preparing food	1	2	3	
		I wash my hand with water and soap after preparing food	1	2	3	
		I wash my hand before I served students	1	2	3	
		I still work when I have symptoms of illness (cough, sore throat, fever, diarrhoea	1	2	3	
		I wash vegetables before slicing	1	2	3	
		I keep cooked meat at room temperature for more than 4 hours	1	2	3	
		I allow my finger nails to grow	1	2	3	
		I wear PPE such as mask when preparing and serving food	1	2	3	

FSc	Can you please describe how you wash your hands? *MULTIPLE RESPONSE ALLOWED*	In a bowl of water ………………1 Under running water ………………2 With someone pouring a little clean water from a jug onto one's hands …………………3 Other/ specify………………7 Don't know………………98	

FSd	How often do you apply/ use the following when you wash your hands?		**Always**	**Sometimes**	**Never**	
		Soap	1	2	3	
		Ashes	1	2	3	
		Any other detergent/ specify	1	2	3	

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

HN01	Is water at school treated in any way to make it safe to drink?	No…………………………1 Yes…………………………2 Don't Know……………3 Refused………………4	→*If 1 or 3 or 4, Skip to HN03*

HN02	If yes to HN01, what do you do? *MULTIPLE RESPONSE ALLOWED*		**Yes**	**Not mentioned**	
		Treat with chlorine	1	2	
		Strain with cloth	1	2	
		Boil	1	2	
		Other/ specify/	1	2	
		Don't know	1	2	

HN03	Do you have adequate utensils storage facilities like, availability of cabinet?	No…………………………1 Yes…………………………2 Don't Know……………3 Refused………………4	

HN04	Do you have adequate food storage facilities?	No…………………………1 Yes…………………………2 Don't Know……………3 Refused………………4	

HN06	Have you received training in food preparation and safety skills?	No…………………………1 Yes…………………………2 Don't Know……………3 Refused………………4	

HN06a	Do you have a uniform for use in the kitchen?	No…………………………1 Yes…………………………2	

HN06b	When do you clean your kitchen?	Every morning before food preparation, often during the day and after use ……………………1 After food preparation…………………2 At the end of the week………………3	

HN06c	Which is the best source of water for cleaning and cooking food?	Piped water, rain water and boreholes which are well protected………………1 Water from the river/streams………………2 Water from a pond/lake…………3	

HN07	How good is it for students to have different types of food at meal	Good…………1 Not Sure……2 Not Good….3	

HN08	Can you name some of the food groups important for a diversified diet? *MULTIPLE RESPONSE ALLOWED* *Please do not read list. Check all that the respondent lists.*		**Yes**	**Not mentioned**	
		Starches (Cereals and tubers)	1	2	
		Pulses (beans, cowpeas, peanuts, lentils, nuts, soy, pigeon pea, and/or other nuts)	1	2	
		Milk and dairy	1	2	
		Meat, fish and eggs	1	2	
		vegetables	1	2	
		Fruits	1	2	
		Oil and fats	1	2	
		Condiments	1	2	
		Fortified foods (such as CBS+)			
HN09	Are there some foods girls and boys should not eat?	No…………………………1 Yes………………………2 Don't Know………….3 Refused………………4			→*If 1 or 3 or 4, Skip to HN11*
HN10	Please explain				
HN11	What are the sources of nutrition information in your community?		**Yes**	**Not mentioned**	
		Text books (Curriculum)	1	2	
		Radio or television	1	2	
		Nutrition and health clubs	1	2	
		Health extension workers	1	2	
		Nutrition activities in the community	1	2	
		Nutrition activities in the school	1	2	
		Other/ specify/	1	2	
		Don't know	1	2	
HN12	What health and nutrition activities happened at your school?				
HN12a	Did you receive training in food safety and nutrition	No………………0 Yes………………1			If No Skip To Next Section
HN12b	Who provided this training? MLTIPLE RESPONSE POSSIBLE	Government …1 WFP………………2 UNICEF…………..3 SCF…………………4 Private sector…5 Other (Specify)…6			
HN12c	When did you first receive the training?	Year………..			

THANK YOU!!

SUPPLEMENTARY QUESTIONS FOR STUDENTS
CI – CHILD IDENTIFICATION (completed once for all child questionnaires)

SI01	Master form school ID	|___|___|___|___|
SI02a	Date of interview	|___|___|___|___|___|___|___|___|
SI02b	Time interview started	|___|___|___|___|
SI03	Data Collector ID	|___|___|
SI04	Region	_____ Code |___|___|
SI05	Zone	_____ Code |___|___|___|
SI06	Woreda	_____ Code |___|___|___|___|
SI07	School name	_____
SI08	EMIS Admin code	|___|___|___|___|___|
SI09	Sample Child ID (to be obtained from child level questionnaire)	|___|___|

KAPS SUPPLEMENTARY QUESTIONS (to be responded to by each child sampled in the 13 KAPS schools after they have answered the baseline survey questions; the 13 KAPS schools – i.e. 1 per woreda – will be selected among the five in-project schools considered for the endline survey in each woreda are MGD)

Name	Questions and filters	Response/ Coding categories	Skip to
MC11	During the day and night yesterday, did you eat anything between the meals?	No………………0 Yes………………1 Don't know………………98 Refused ………………99	
MC11a	On an average, how many school days in a week do you eat snacks after returning from school?	No. of days……………………	
AT1	How good do you think it is to have breakfast before going to school?	Good………………1 Not sure………………2 Not good………………3	
AT2	**(If the response to QAT1 is "not good")** Can you tell me the reasons why it is not good?	_____	
AT2a	**(If the response to QAT1 is "good")** Can you tell me the reasons why it is good?	_____	
AT3	How difficult is it for you to have breakfast before going to school?	Not difficult………………1 Somewhat difficult………………2 Difficult………………3	
AT4	Can you tell me the reasons why it is difficult?		
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………………1 Children have low concentration………………2 Children cannot study well………………3 Children do not do as well at school as they should…4 Other/ specify………………5 Don't know………………98	

K2	How can you recognize that someone is not having enough food?	Lack of energy/weakness (cannot work, study or play as normal) ....1 Weakness of the immune system (becomes ill easily or becomes seriously ill) ....2 Loss of weight/thinness.....................3 Children do not grow as they should (growth faltering)...4 Other/ specify...................5 Don't know...................98	
FC9	How good do you think it is to have different types of foods at meals?	Good...................1 Not sure...................2 Not good...................3	
FC10	Can you tell me why it is not good?		
FC11	Do boys and girls eat different types of food in your community?	No...................0 Yes...................1 Don't know...................98 Refused...................99	
FC11.1	If yes, explain why it is different?		
FC11.1a	Do boys and girls both eat together or is there priority in your community?	No...................0 Yes...................1 Don't know...................98 Refused...................99	
FC11.1b	If there is priority, who eat first?	Boys.........1 Girls.........2	
FC12	How difficult is it for you to have different types of foods at meals?	Not difficult...................1 Somewhat difficult...................2 Difficult...................3	→*If 1, Skip to* HN1
FC13	Can you tell me the reasons why it is difficult?		
HN1	Is it important to wash your hands?	No...................0 Yes...................1 Don't know...................98 Refused...................99	
HN2	3.15 When should you wash your hands?	After you uses the toilet/latrine...................1 Before you prepare food...................2 Before you eat...................3 After you eat...................4 If you have taken care of someone who is sick............5 After you touch animals...................6 Other/ specify...................7 Don't know...................98	
HN3	What health and nutrition activities happen at your school?	None...................0 Vitamin A supplementation...................1 Deworming...................2 Direct food assistance (CSB) ....3 Nutrition and health club...................4 Covid prevention...................5 Other/ specify...................6 Don't know...................98	

| info | What are sources of nutrition information in your community? | Textbooks (curriculum) ………………1
Radio or television………………2
Nutrition and health clubs………………3
Health extension workers………………4
Nutrition activities in the community………………5
Nutrition activities in the school………………6
Other/ specify………………7
Don't know………………98 | |

THANK YOU!!

Annex 19   KAPS Findings

1.　　　A Knowledge, Attitudes and Practices Survey (KAPS) was a WFP commitment in the project agreement with USDA. The KAPS is an element of the methodology of special relevance to McGovern-Dole SO2 (improved health and dietary practices) and project Activity 3 (promote improved nutrition). A KAPS was conducted during the baseline survey (2021-22) and again during the endline evaluation, the analysis for which is provided in this annex. The full instrument is presented in Annex 18.

Demographic and Geographical Overview of Respondents

2.　　　This section presents a consolidated overview of respondents involved in the KAPS across Afar and Oromia regions focusing on school administrators, cooks, and students. The data covers both baseline and endline assessments to capture trends over time.

Geographic Coverage

3.　　　The survey reached 13 schools across 13 woredas in 7 zones (9 schools in Afar, 4 in Oromia), ensuring a wide and representative sample across school administrators, cooks and students.

School Administrators

4.　　　A total of 44 school administrators (24 at baseline and 20 at endline) participated in the survey.

- **Gender**: The majority of respondents were male across both time points (24 males vs. 4 females at baseline; 20 males vs. 1 female at endline), indicating continued male dominance in school leadership roles.
- **Experience**: Administrators with 1–5 years of experience made up the largest group (15 at baseline, 18 at endline). However, there was a noticeable decline in administrators with less than one year of experience at endline (from 9 to 1), suggesting improved staff retention or replacement with more experienced personnel.
- **Age**: The average age of school administrators increased from **29.2 years at baseline** to **37.0 years at endline**, reflecting a shift toward older and potentially more experienced leadership.

Cooks

5.　　　Cooks, who are vital in delivering school meals, were also surveyed to understand changes in their knowledge, attitude and practices towards food safety during food preparation for school feeding.

- **Gender**: Cooking roles were predominantly filled by women. At baseline, all 18 respondents were female. At endline, 14 out of 15 were female, with just one male cook, reflecting strong female representation in this role.
- **Experience**: At baseline, half of cooks had more than 5 years of experience (9 out of 18). By endline, this number had decreased to 3 cooks, while those with 1–5 years of experience increased to 12, suggesting turnover or the onboarding of newer staff.
- **Age**: The average age of cooks remained relatively stable, shifting slightly from **37.3 years at baseline** to **37.8 years at endline**. Afar cooks tended to be slightly older than their Oromia counterparts.

Students

6.　　　The largest group of respondents were students, ensuring adequate representation of school beneficiaries in the KAPS evaluation. A total of 152 Students were randomly selected from grade two to grade eight students for the KAPS survey.

- **Gender**: Gender representation was balanced, with slight increases in female students at endline (from 73 to 77). Male students slightly declined from 76 to 75.

- **Grade Distribution**: Students were surveyed across Grades 2 to 8. During the baseline, the majority came from Grades 2 to 5, but the endline included a broader range, especially Grades 4, 6, and 8.
- **Age**: The average age remained consistent at around **12 years**, with only minor regional or temporal fluctuations.

Food safety and hygiene

Food handling and hand hygiene

7. Understanding the value placed on food handling by school staff is essential for ensuring commitment to safe practices. Figure 67 highlights the extent to which **school administrators** and **cooks** perceive food handling as a key part of their responsibilities.

Figure 67. Perception of the role of safe food handling in job responsibilities
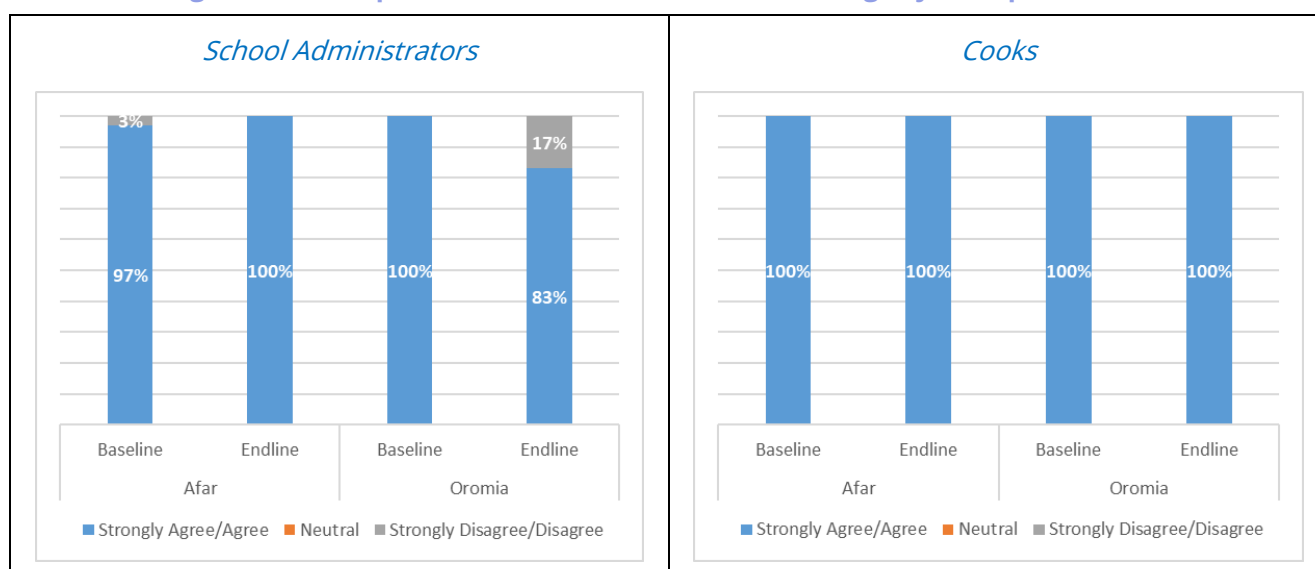
8. **School administrators**: Overall, administrators recognize food handling as a core responsibility, but Oromia showed a small decrease in strong agreement at endline survey as compared to the baseline.

- **Afar Region:** Baseline, **97 percent strongly agreed**, with a small percentage disagreeing. Endline, **100 percent strongly agreed**, showing increased awareness and role ownership.
- Oromia Region: Baseline, 100 percent strongly agreed. Endline 83 percent agreed, with 17 percent disagreeing, indicating a slight decline in strong agreement.

9. **Cooks**: Across **both regions** (Afar and Oromia), for both **baseline and endline**, **100 percent of cooks strongly agreed** that food handling is an important part of their job. Cooks consistently show full ownership and awareness of the importance of food handling.

10. Summary:

- **High Awareness & Ownership**: Cooks in both regions are fully aligned with their role in ensuring food safety.
- **Slight Decrease Among Oromia Administrators**: This drop in strong agreement, though minor, may signal a need to re-engage school leaders on their role in monitoring food handling practices. In Oromia the Government has taken restructuring of education system as a result high staff turnover observed during the qualitative field visit and key informant interview notes.
- **Improved Awareness in Afar**: Full agreement at endline suggests successful interventions in training and mindset shift.

11.	Food safety awareness among school staff is essential to prevent foodborne illnesses in school feeding programmes. Figure 68 presents the perceptions of school administrators and cooks in Afar and Oromia regions regarding whether food handlers can be a source of foodborne diseases.

Figure 68. Perception of foodborne disease risk from food handlers
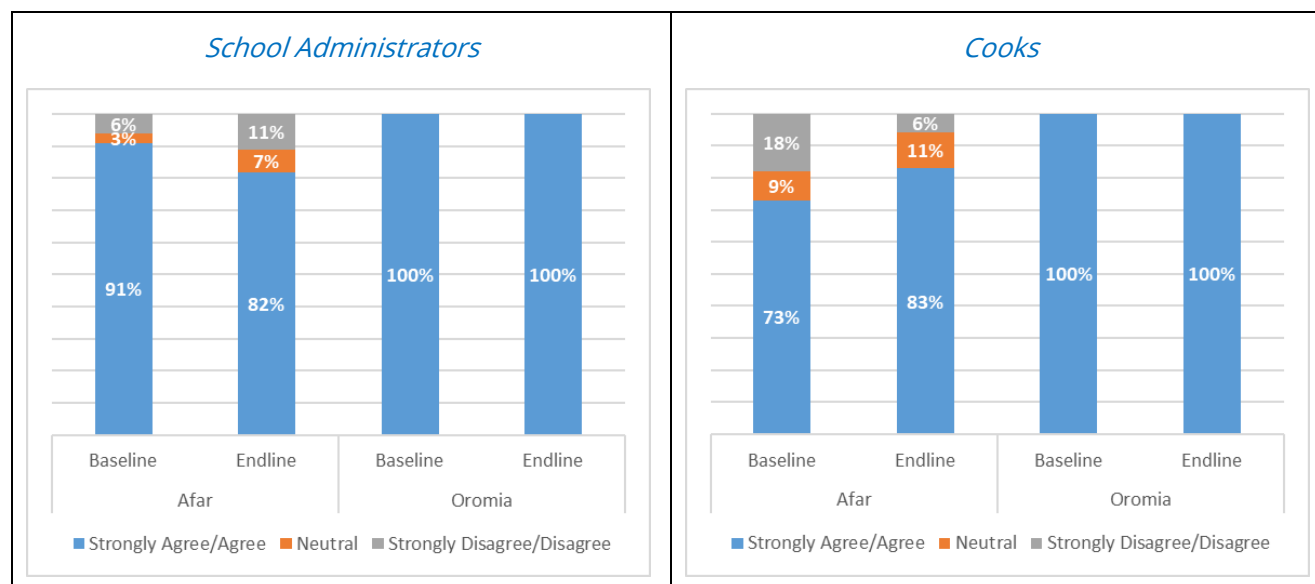
12.	Almost all **school administrators** understood that food handlers can transmit diseases if proper hygiene is not maintained.

- **Afar Region:** Baseline **91 percent agreed**, with **9 percent neutral** or disagreeing. Endline **82 percent agreed**, showing a negative shift in awareness.
- **Oromia Region:** Both baseline and endline **100 percent agreement** maintained. Indicates strong and consistent understanding of foodborne disease risks.

13.	While Oromia's **cooks** have consistently high awareness, Afar's cooks show improvement but still present minor gaps that could risk food safety.

- **Afar Region:** Baseline 73 percent agreed, with 27 percent neutral/disagreeing. Endline **83 percent agreed**, slight improvement, though some still lack awareness.
- **Oromia Region:** Both baseline and endline: **100 percent agreement**. Demonstrates excellent awareness among cooks from the beginning.

14.	Summary:

- **Positive Trends**: Most respondents now understand that unhygienic food handlers pose health risks, in school feeding.
- **Remaining Gaps in Afar**: Despite improvements, not all cooks strongly agree that unhygienic food handlers pose health risks—highlighting a need for continued training and monitoring for future similar school feeding program.
- **Consistency in Oromia**: Strong and sustained awareness levels among both groups reflect effective communication and training.

15.	**Hand hygiene** is a critical component of both personal and food safety, especially in school feeding program where infection prevention and safe food handling are vital. Figure 69 below compares baseline and endline practices It shows students' self-reported handwashing after using the toilet/latrine and cooks' self-reported handwashing with water and soap before food preparation.

Figure 69. Handwashing practices in school settings
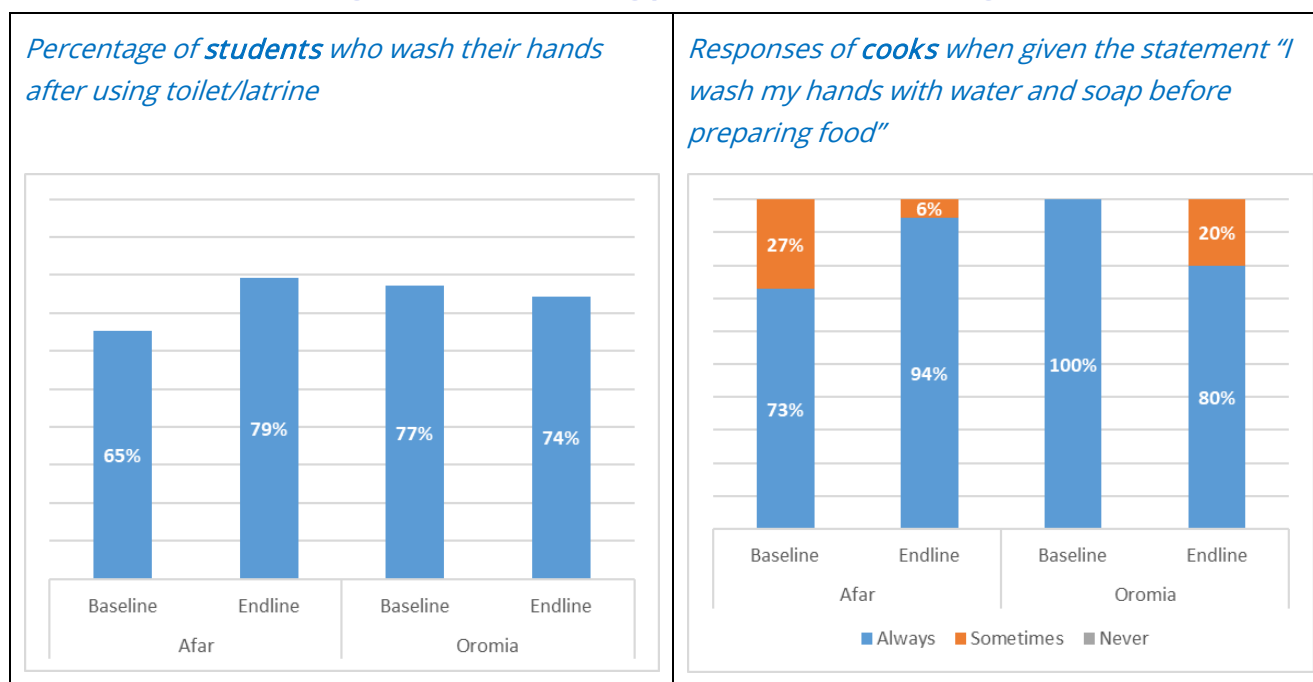
16.　　Students' handwashing after toilet use (left graph:

- **Afar Region:** A rise from 65 percent at baseline to 79 percent at endline -- this improvement, indicating successful hygiene promotion and training efforts.
- **Oromia Region:** Baseline was 77 percent but endline 74 percent with slight decline.

17.　　Afar showed notable improvement, while Oromia's slight decline may point to reduced engagement or less reinforcement of hygiene practices over time due to lack of infrastructure as Covid-19 prevention interventions were given much attention during the baseline.

18.　　Cooks' handwashing with soap before cooking (right graph):

- **Afar Region:** Baseline: 73 percent always, 27 percent sometimes and Endline: 94 percent always, 6 percent sometimes Improvement in consistency, showing positive impact of training and monitoring.
- **Oromia Region**: Baseline was 100 percent always and endline is 80 percent always, 20 percent sometimes. Drop in consistent practice raises concern about program sustainability. Afar cooks significantly improved, whereas Oromia saw a decline in those who "always" wash hands before food preparation, which may reflect operational challenges like access to water and soap.

19.　　Implications:

- **Training & reinforcement work**: Afar's improvements across students and cooks suggest effectiveness of the WFP focused hygiene promotion and training.
- **Sustainability matters**: Oromia's dip suggests that even successful programmes need continuous reinforcement to maintain gains.
- **High compliance but still gaps**: While most respondents claim good hygiene, the presence of "sometimes" answers among cooks shows room for improvement in ensuring consistent practice.

Food safety perceptions

20.   Understanding food safety perceptions among school stakeholders is essential, especially in the context of school feeding programs. This section analyses the belief among school administrators and cooks in Afar and Oromia about whether wiping fruits and vegetables makes them safe to eat, disaggregated by gender and time (baseline vs. endline). Figure 70 below compares the perceptions of school administrators and cooks.

Figure 70. Perceptions on Food Safety – Wiping Fruits and Vegetables makes them safe to eat
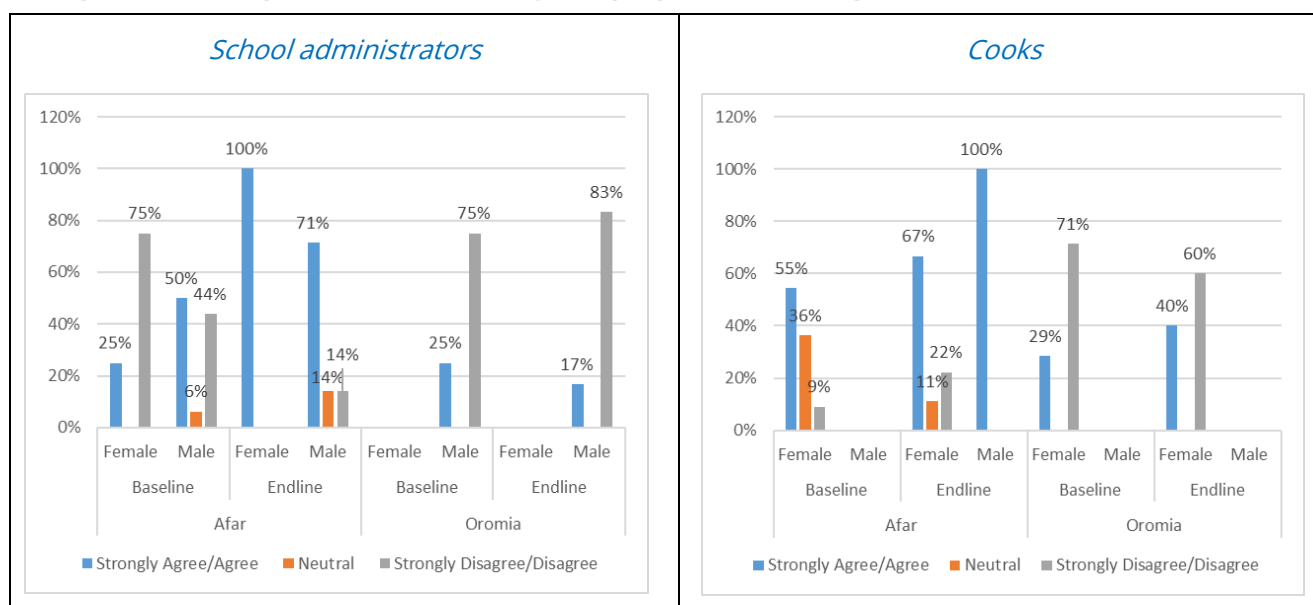
21.   School administrators (left graph):

- **Afar Region:** At baseline female administrators mostly disagreed (75 percent) with the statement. Male administrators had more mixed views:44 percent disagreed 50 percent agreed, 6 percent neutral. At the endline there was a slight shift in male perceptions: 71 percent agreed, 14 percent were neutral and 14 percent disagreed with the statement. Female responses: 100 percent agreed at endline indicating possible misinformation or change in understanding of the question.
- **Oromia Region:** at the baseline 75 percent of male administrators strongly disagreed and 25 percent agreed with the statement. During endline around 83 percent disagreed, indicating strong awareness that wiping is not sufficient for food safety. (There were no female administrators in the Oromia sample.)

22.   Cooks (right graph):

- **Afar Region:** at baseline, only 9 percent of female cooks disagreed with the statement; at endline there was s improvement on perception with a response of 22 percent disagreement to the statement. Male cooks: 100 percent agreed — a concerning misperception.
- **Oromia Region:** Baseline: Cooks 71 percent disagreed, showing good awareness. Endline: Cooks 60 percent disagreed, almost similar awareness levels to baseline.

23.   Assessment:

- Misconceptions persist in Afar: Particularly among male cooks and administrators as the belief that wiping is sufficient actually increased at endline, indicating a gap in food safety training or miscommunication.
- Oromia shows better food safety awareness: Both genders and roles show stronger disagreement with the statement, even though endline is slightly less than baseline.

Health and nutrition information

Information sources

24.   School-based nutrition programmes aim to not only provide food but also deliver vital health and nutrition education. This section analyses students' responses regarding the sources of health and nutrition information in their schools, focusing on Afar and Oromia regions across baseline and endline periods – see Figure 71 below.

Figure 71. Health and Nutrition Information Sources in Schools (as reported by students)
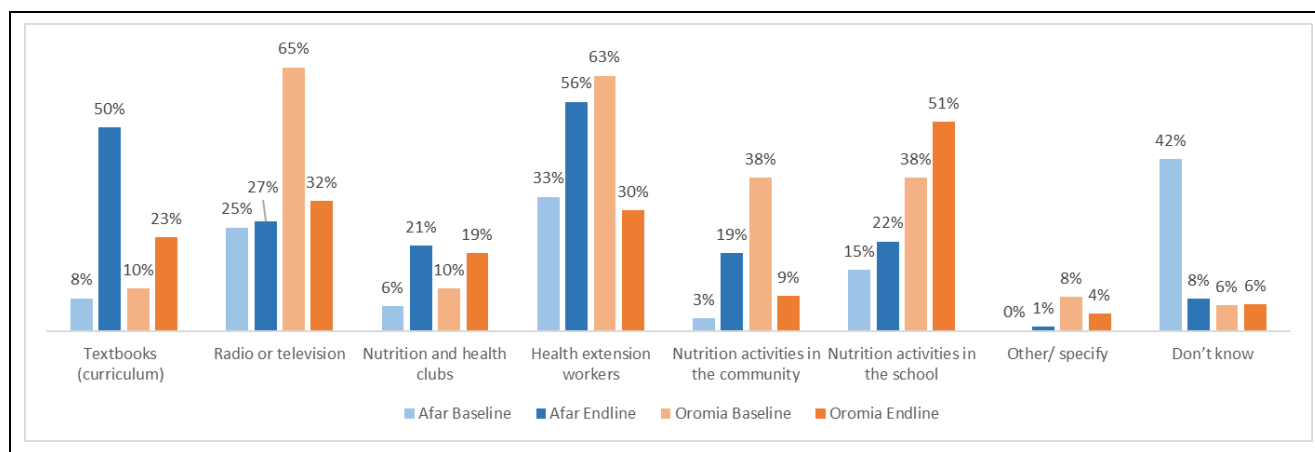
25.   The evaluation of health and nutrition information sources in schools across Afar and Oromia regions reveals notable changes between the baseline and endline assessments.

- T**extbooks (Curriculum):** In Afar the use of textbooks rose from 8 percent at baseline to 50 percent at endline, while in Oromia, it increased from 10 percent to 23 percent. This trend suggests that nutrition topics have been more effectively integrated into the school curriculum in both regions at the endline, enhancing students' access to structured and reliable information.

- **Radio or television**, showed contrasting trends. In Afar, reliance on these sources remained relatively stable (25 percent at baseline and 27 percent at endline). However, Oromia experienced a significant decline, dropping from 65 percent to 32 percent. This suggests a shift away from media-based sources for health and nutrition information in Oromia.

- **Nutrition and health clubs** increased in both regions, though to varying degrees. In Afar, engagement grew substantially from 6 percent at baseline to 21 percent at endline, reflecting strengthened efforts in promoting school health initiatives. Oromia also saw an increase, from 10 percent to 19 percent, although the growth was more moderate compared to Afar. The increase in both regions highlights the growing importance of peer-led health promotion within schools.

- **Health extension workers** remained an important source of nutrition information, but trends diverged between the two regions. In Afar, reliance on health extension workers increased from 33 percent at baseline to 56 percent at endline, indicating their continued role as key providers of health education. Conversely, Oromia saw a notable decline, from 63 percent to 30 percent, suggesting a shift toward other sources of nutrition knowledge.

- **Nutrition activities in the community** also followed different patterns. In Afar, participation increased from 3 percent at baseline to 19 percent at endline, reflecting modest improvements in community outreach and involvement. However, Oromia experienced a sharp decline, with participation dropping from 38 percent to just 9 percent.

- **Nutrition activities in the school** gained prominence in both regions. In Afar, engagement increased from 15 percent at baseline to 22 percent at endline, while in Oromia, it rose significantly from 38 percent to 51 percent. The more substantial increase in Oromia suggests that schools have become increasingly central to delivering nutrition-related interventions and education
- **Don't Know.** This was the answer for respondents who had no specific nutrition information sources to suggest. At baseline, 42 percent of respondents in Afar reported not knowing where to obtain nutrition information. By endline, this figure had dropped to just 8 percent, indicating increased awareness and access to information. In Oromia, however, the proportion of respondents who were uncertain about nutrition sources remained unchanged at 6 percent, suggesting that awareness levels were already relatively high and remained stable over time.

26.   Overall, the findings highlight several positive trends. The integration of nutrition topics into school curricula through textbooks improved in both regions, while school-based nutrition activities became more widespread. However, there were notable regional differences. Oromia demonstrated stronger growth in school-based nutrition initiatives, whereas Afar continued to rely more on health extension workers and textbooks. The significant reduction in uncertainty about nutrition sources in Afar points to increased awareness and improved access to reliable information.

Awareness of health and nutrition interventions in school

27.   Figure 72 compares the **awareness or recognition of key health and nutrition interventions** among **school administrators and students** before and after the MGD-WFP nutrition-sensitive school feeding intervention.

Figure 72. Recognition of Health and Nutrition Interventions in the Schools
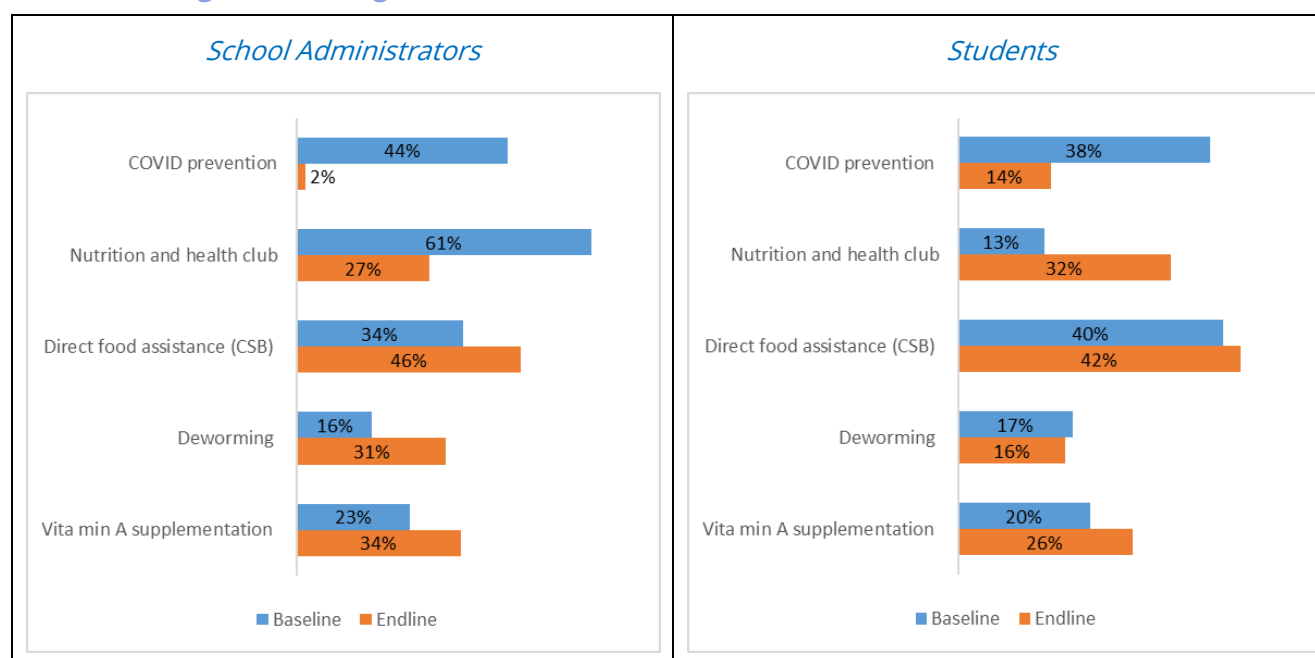
28. **School administrators'** responses (left graph):

- **Covid-19 prevention**: During baseline around 44 percent of school administrators responded that Covid prevention activities had taken place at their school. This figure fell to 2 percent at the endline. Lower recognition suggests Covid-19 wasn't the focus of this intervention, and by endline the Covid-19 pandemic had receded.
- **Nutrition and health club:** Decline from 61 percent at baseline to 27 percent at endline. The decline might be due to students and teachers relying on alternative sources of nutrition information, such as textbooks, health extension workers, or school-based activities.
- **Direct Food Assistance (CSB)** Increased from 34 percent to 46 percent. Clear understanding among administrators of the project's support through the MGD-WFP school feeding mechanisms.
- **Deworming:** at baseline 16 percent, but at endline 31 percent of respondents recognized deworming as a school health and nutrition activity. High recognition by endline, possibly reflects integrated health services in the school.
- **Vitamin A Supplementation** Increased from baseline 23 percent to 34 percent at endline. Good uptake in awareness of micronutrient supplementation activities in the school set up.

29. **Students'** responses (right graph):

- **Covid-19 prevention**: baseline 38 percent reduced to14 percent at endline.
- **Nutrition and health club information**: baseline 13 percent Increased to 32 percent at endline. Some improvement, indicates strong awareness-building through school health clubs and this was the focus of the MGD-WFP nutrition-sensitive school feeding project. However, awareness on this activity is low amongst school administrators as compared to the students' response.
- **Direct food assistance (CSB)**: baseline 40 percent and similar recognition (42 percent) at endline. Shows students are clearly benefiting from or aware of the food support.
- **Deworming**: during baseline 17 percent decreased to 16 percent at endline, not as high as among administrators.
- **Vitamin A Supplementation**: Grew to 26 percent at endline from 20 percent at baseline. Indicates students have much less awareness on nutrition activities in the school as compared to the responses provided by school administrators.

30. Assessment:

- **Administrators show much higher awareness** across all categories, reflecting their direct involvement in planning and implementing interventions.
- **Students are most aware of tangible benefits** like food assistance and deworming, but less aware of structural elements.
- The **low Covid-19 association** in both groups suggests that health messaging in the project may have focused more on nutrition than Covid-related education, especially since the pandemic has faded.

Recognition of the specific Micronutrient:

31. Figure 74 compares the ability of school administrators in Afar and Oromia project areas to name different micronutrients at baseline and endline stages of a school feeding/nutrition-related intervention.

Figure 73. Dietary Diversity and Micronutrients
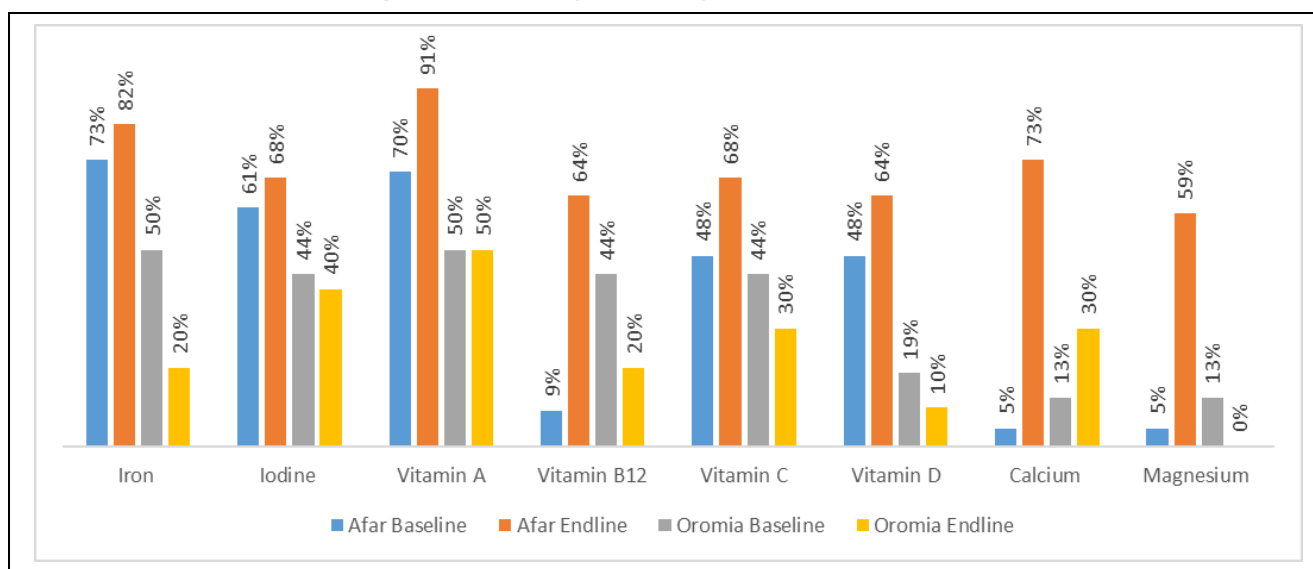
32. Both Afar and Oromia showed improvements from baseline to endline in recognizing most micronutrients. This suggests a positive effect on awareness specially in Afar, which the project may have contributed to.

- **Iron:** Afar increased from 73 percent to 82 percent at endline on the other hand Oromia declined from 50 percent to 20 percent.
- **Iodine:** Afar increased from 61 percent to 68 percent at endline and Oromia slight reduction from 44 percent to 40 percent at endline. High awareness in both regions.
- **Vitamin A:** Afar increased from 70 percent to 91 percent at endline, Oromia remains same from 50 percent at baseline to 50 percent at endline. Most recognized micronutrient by endline in both regions**.**
- **Vitamin B12:** Afar increased from 9 percent to 64 percent at endline, Oromia reduced from 44 percent to 20 percent at endline. significant improvement in Afar compared to the baseline.
- **Vitamin C:** Afar increased from 48 percent to 68 percent at endline, Oromia: from 44 percent to 30 percent at endline. Moderate progress, but still relatively low awareness in Oromia.
- **Vitamin D:** Afar increased from 48 percent to 64 percent at endline, Oromia from 19 percent to 10 percent at endline moderate improvement in Afar, but still room to grow in Oromia.
- **Calcium:** Afar increased from 5 percent to 73 percent at endline, Oromia also from 13 percent to 30 percent at endline. Both regions recorded remarkable improvement at endline despite lower baseline.
- **Magnesium:** Afar increased from 5 percent to 59 percent at endline, but in Oromia fell from 13 percent at baseline to no mentions at endline.

33. Assessment:

- **Training programmes were effective**, especially in Afar where baseline knowledge was lower, but endline gains were impressive (however, we cannot assume that the WFP project was the only source of improved knowledge). During qualitative field visits staff turnover in Oromia was observed due to government restructuring. This might have negatively influenced the survey result.
- **Vitamin A, Iodine, and Iron** are now well-recognized across the board, possibly due to their prominent roles in public health messaging and as part of MGD-WFP school feeding commodities where Iodized salt and Vitamin A fortified oil are promoted.

Training in food safety and preparation

Training of administrators

34.   Training in food safety and preparation is a critical part of the MGD-WFP project for school administrators, who oversee the implementation and monitoring of school feeding programs. Figure 74 breaks down what percentage of school administrators received training disaggregated by their **years of experience**.

<p align="center">**Figure 74. Food Safety and Preparation Training Among School Administrators**</p>

Percentage of School Administrators who have received training in food preparation and safety
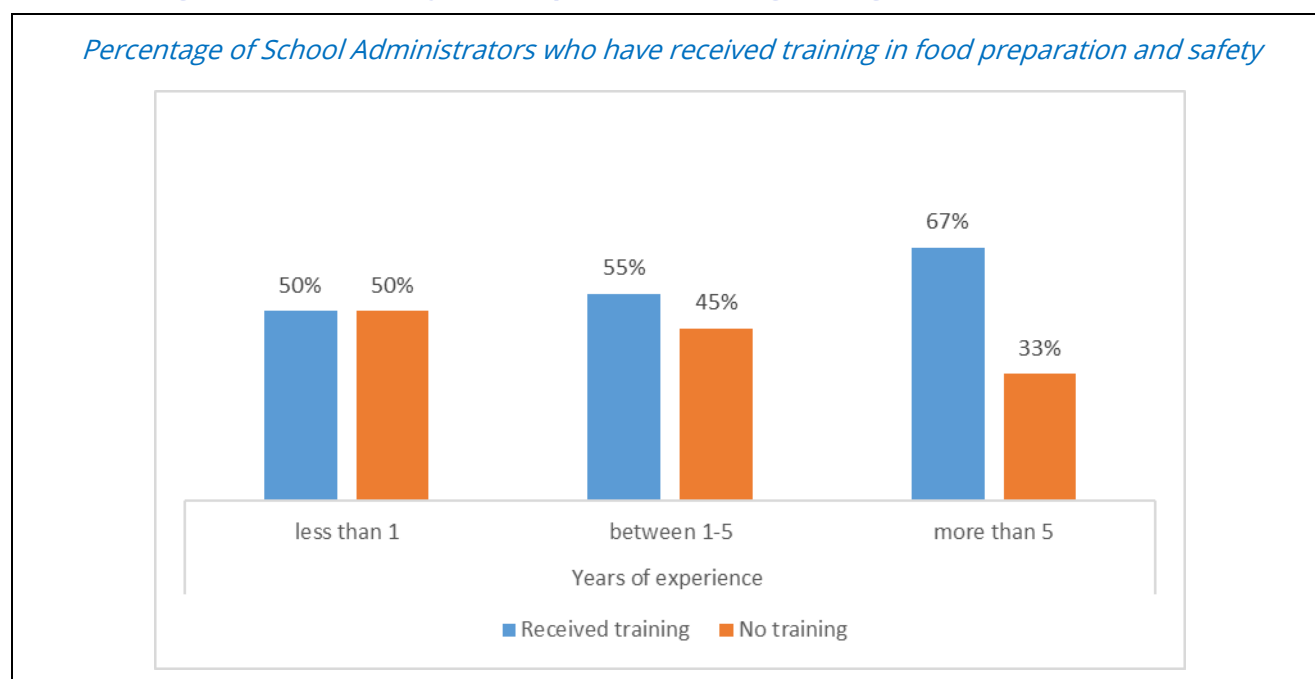
35.   Observations:

- **Training coverage increases with experience**: More experienced administrators are more likely to have received training.
- **Experience-based disparity**: The data suggests that training may be more accessible to long-serving staff or may not be systematically offered to all new recruits.
- During qualitative field visits ET observed refresher training provided for those in the project area to close knowledge gaps as part of capacity building.

Training of cooks

36.   Figure 75 shows that training of cooks **increases with experience**, with 67 percent of those having more than 5 years of experience trained.

37.   The World Food Programme was the only reported training provider.

Figure 75. Food Safety and Preparation Trainings Received by Cooks

Percentage of cooks who have received training in food preparation and safety, by level of experience
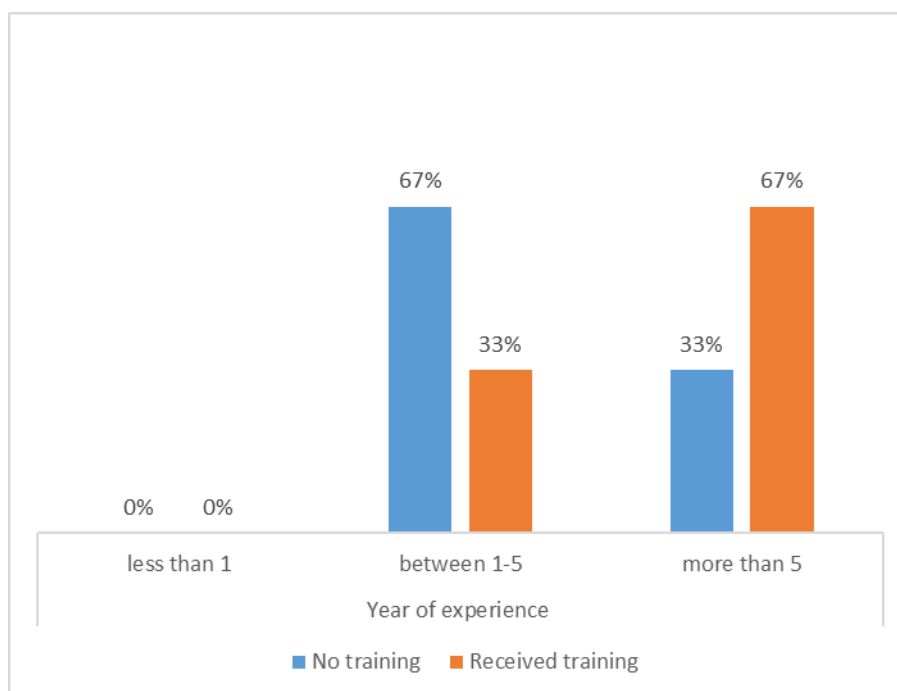
Annex 20   The EGRA Survey – Purpose and Methodology

Overview

1.   An Early Grade Reading Assessment (EGRA) survey was required as part of the MTE. It was the only survey undertaken by the MTE, and was reported in full in a separate volume of the mid-term Evaluation Report (Lister et al, 2024a). The TOR for the endline evaluation require a repeat of the EGRA (see Annex 1A) and this annex describes the rationale for the EGRA, including the background to EGRAs in Ethiopia, the methodology adopted for the MTE EGRA, and how the endline EGRA built on this platform to conduct the follow-up.

EGRA requirements and scope

Terms of Reference

2.   The terms of reference for the MTE specified the EGRA requirements as follows:

Early Grade Reading Assessment (EGRA): as part of the mid-term evaluation light touch EGRA will be conducted to inquire USDA improved literacy of school aged children result. The firm need[s] to employ a simplified assessment tool adapted to the crisis context instead of a complete EGRA. The assessment aims to report on indicator 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. The main research question for EGRA is to what extent has there been improvement in early grade reading mainly because of the programme implementation. (Lister et al, 2024a, Annex 1,35)

3.   The endline EGRA is expected to follow the same pattern as the MTE EGRA, so as to yield comparable data over time.

Link to project objectives

4.   Improving literacy is a key Strategic Objective for McGovern-Dole Food For Education Programmes, and the EGRA relates directly to MGD Indicator #1, which concerns "percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand grade level text", This indicator should be measured at baseline, mid-term and endline of a project. Mainly because there had at that stage been no previous EGRA conducted in the Afar language, it was not feasible to measure this indicator at baseline, but the mid-term EGRA provided indicator values that can be compared with endline values when the EGRA is repeated.

Languages

5.   The assessment, being a part of a project evaluation which focuses on the Afar and Oromia regions, incorporates the two primary instructional languages of these areas: Afar Af and Afan Oromo. Afar Af is the language of instruction in Afar region, and Afan Oromo is the language of instruction in Oromia. Accordingly, the administrative and language boundaries for this study are the same. No census has been carried out in Ethiopia since 2007, and so there is no up-to-date information on the number of inhabitants of Afar and Oromia whose mother tongue is different from the region's official language of instruction.

Population of Interest (target population)

6.   The target population encompasses students in grades 2 and 3, (both female and male) enrolled in formal primary schools that are participating in the McGovern-Dole school feeding project. The relevant USDA performance indicator is defined to be applicable to informal as well as formal education, but the McGovern-Dole school feeding project does not cover alternative basic education centres (ABECs).

7.   Inclusion of comparison schools (schools not receiving McGovern-Dole school feeding) was considered for the MTE. This could have provided additional insights into the difference the McGovern-Dole

project might be making to literacy performance, but it would have required a larger sample that was beyond the resources available for this study. For the same reasons, the endline EGRA will not attempt comparison with non-project schools.

Contextual information

8.　　In addition to evaluating school-age children in the specified grades, the EGRA assessment also involves principals and mother-tongue language teachers (i.e. teachers of grades 2 and 3 who are trained in teaching the language of instruction; all the mother-tongue teachers encountered by the survey teams were themselves native speakers). Their perspectives are sought to address contextual aspects pertinent to the assessment, thereby enriching the understanding of factors that influence students' learning experiences both within and beyond their school settings.

Background to EGRAs in Ethiopia

9.　　The design of the EGRA (Early Grade Reading Assessment) measurement tool is deeply grounded in reading research, that pinpoints the fundamental skills necessary for acquiring reading proficiency. As adopted in Ethiopia, the EGRA instrument encompasses four timed subtasks: letter name recognition, reading of familiar words, reading of invented words, and passage reading. Additionally, it includes three untimed subtasks, which are phonemic awareness, reading comprehension, and listening comprehension. This test is administered orally to individual students by a single test administrator.

10.　　Ethiopia has successfully completed six national-level EGRAs, in 2010, 2013, 2014, 2016, 2018, 2021 and 2023 (refer to Table 98 below). The 2021 EGRA was notably comprehensive, evaluating the nascent reading abilities of 19,360 children across nine regions in nine mother tongues. This extensive assessment was carried out by the National Educational Assessment and Examinations Agency (NEAEA). The 2023 EGRA was similarly broad in scope..

11.　　In May and June of 2010, a joint venture involving RTI International (RTI), the Improving Quality of Primary Education Program (IQPEP) – a project funded by USAID – and the Ethiopian Ministry of Education (MoE) led to the inaugural EGRA in Ethiopia. This initiative spanned eight regions and incorporated six languages: Tigrigna, Afan Oromo, Amharic, Af Somali, Sidamu Affo, and Hararigna.

12.　　Subsequently, in May 2013, IQPEP in collaboration with the MoE and Regional Education Bureaus (REBs), introduced the second EGRA to assess the impact of the intervention on students' reading skills. By May 2014, IQPEP had conducted the third EGRA in a selection of both intervention and non-intervention schools. Furthermore, in June 2014, RTI initiated a baseline EGRA for the Haddyyisa and Wolayttatto languages. The fourth and fifth national EGRAs followed in 2016 and 2018, respectively, implemented by the READ M&E project, under the auspices of the American Institutes for Research (AIR), funded by USAID Ethiopia. Table 98 below is an overview of EGRAs in Ethiopia, with a focus on grades 2 and 3. The 2021 assessment was the first to include Afar Af.

Table 98   EGRAs in Ethiopia

Year	Conducted by	Languages	Sample Size	Data collection period
2010	RTI, IQPEP, and MOE	6 (Amharic, Afan Oromo, Tigrigna, Sidaamu Afoo, Hararigna, Af Somali)	Eight regions, 338 schools, 13,079 students	May 10, 2010 – June 16, 2010
2013	FHI 360 /IQPEP	5 (Amharic, Afan Oromo, Tigrigna, Sidaamu Afoo, Af Somali)	Eight regions, 240 schools, 9,406 students	May 2013
2014	FHI 360 /IQPEP and RTI	7 (Amharic, Afan Oromo, Tigrigna, Sidaamu Afoo, Af Somali, Hadyyissa, and Wolayttatto)	Eight regions, 290 schools, 11,406 students	May and June 2014
2016	AIR/READ M&E	7 (Amharic, Afan Oromo, Af Somali, Tigrigna, Sidaamu Afoo, Haddiysa, and Wolayttatto)	Five regions, 350 schools, 13,475 students	May/June 2016
2018	AIR/READ M&E	7 (Amharic, Afan Oromo, Af Somali, Tigrigna, Sidaamu Afoo, Hadyyissa, and Wolayttatto)	Five regions, 459 schools, 17,879 students	June 2018
2021	MOE/ National Educational Assessment and Examination Service	9 (Afan Oromo, Afar Af, Af Somali, Amharic, Barta, Hadyyissa, Nuer, Sidaamu Afoo, and Wolayttatto)	484 primary schools/school principals, 968 teachers & 19,360 students	April 2021
2023	National Educational Assessment and Examination Service	9 (Afar Af, Amharic, Afan Oromo, Benishangul, Nuer, Sidamo Afo, Hadiyyissa, Walayittato, Af Somali)	401 schools, 14,662 students	May 2023

Sources: RTI, 2010; RTI, 2014;READ M&E, 2018; NEAES, 2022, NEAES, 2024.

Selected findings from the 2021 EGRA

13.   Figure 76, Figure 77, Table 99 and Table 100 below illustrate selected findings from the 2021 EGRA, specifically the percentages of grade 2 and grade 3 students reaching benchmark levels, categorised by language groups.

14.   At a national level, a concerning 68 percent of students were categorised as 'zero readers' in the oral reading fluency subtask. Notably, the Afar Af and Barta languages showed the highest percentage of 'zero readers', approximately 92 percent. In contrast, the Amharic and Af Somali languages demonstrated the lowest percentages, 34 and 35 percent respectively. The incidence of 'zero readers' in other languages varied, with 63 percent in Afan Oromo and rising to 78 percent in Hadyyissa.

Figure 76. Percentages of grade 2 students at benchmark levels by language in 2021
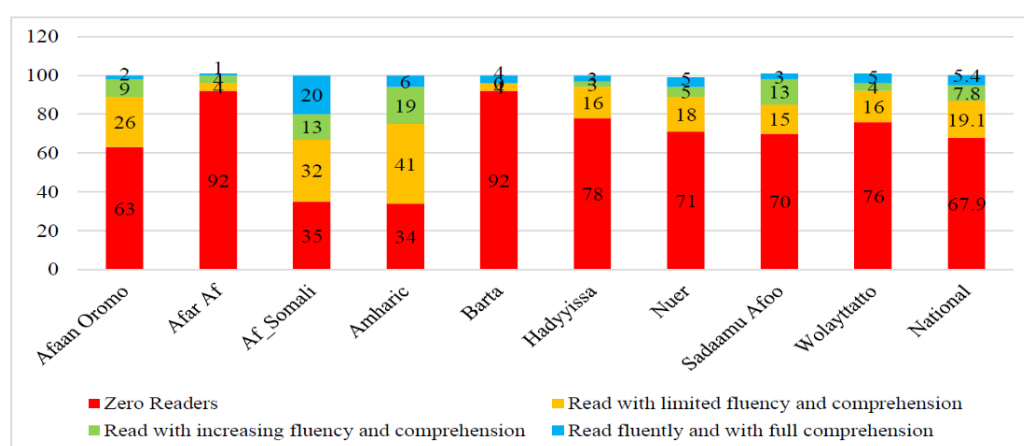
Figure 77. Percentages of grade 3 students at benchmark levels by language in 2021
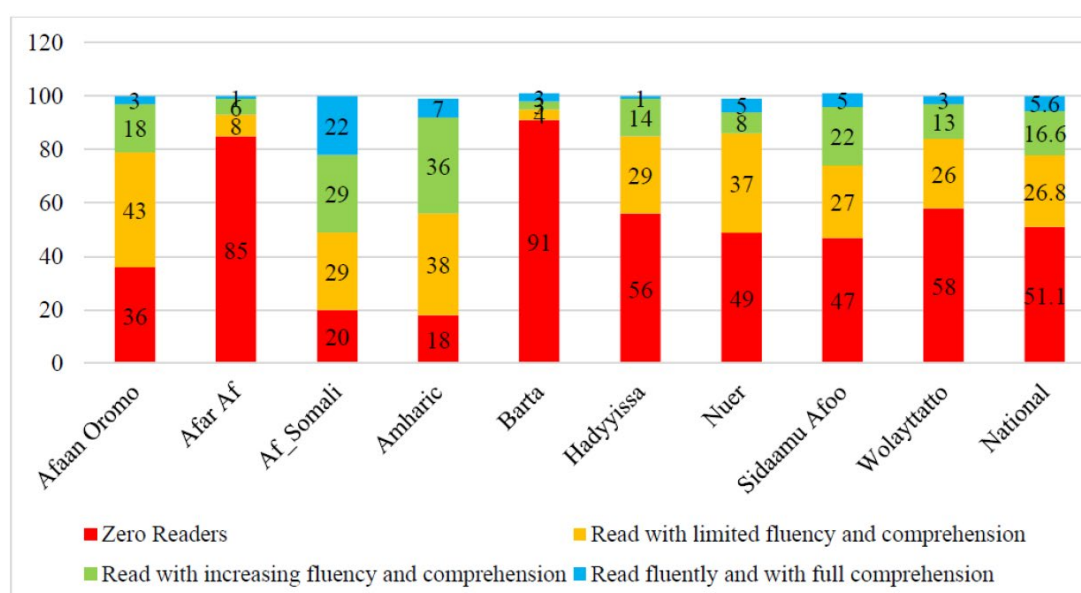
15.   Regarding the grade 3 cohort, the 2021 EGRA reveals that, at a national level, 51 percent of students were classified as 'zero readers' in the oral reading fluency task. Echoing the grade 2 findings, the highest percentages of 'zero reader' students were observed in the Afar Af and Barta languages, with 85 percent and 91 percent respectively. Conversely, Amharic and Af Somali languages exhibited the lowest percentages, with 18 percent and 20 percent respectively.

Table 99   Grade 2 percentage of students at benchmark levels by language in 2021

Language	Zero Readers	Read with limited fluency and comprehension	Read with increasing fluency and comprehension	Read fluently and with full comprehension
Afan Oromo	63	26	9	2
Afar Af	92	4	4	1
Af Somali	35	32	13	20
Amharic	34	41	19	6
Berta	92	4	0	4
Hadiyyissa	78	16	3	3
Nuer	71	18	5	5
Sadaamu Afoo	70	15	13	3
Wolayttatto	76	16	4	5
National	**68**	**19**	**8**	**5**

Source: NEAES, 2022.
Regions participating in the McGovern-Dole project are highlighted.

Table 100 Grade 3 percentage of students at benchmark levels by language in 2021

Language	Zero Readers	Read with limited fluency and comprehension	Read with increasing fluency and comprehension	Read fluently and with full comprehension
Afan Oromo	36	43	18	3
Afar Af	85	8	6	1
Af Somali	20	29	29	22
Amharic	18	38	36	7
Berta	91	4	3	3
Hadiyyissa	56	29	14	1
Nuer	49	37	8	5
Sidaamu Afoo	47	27	22	5
Wolayttatto	58	26	13	3
National	**51**	**27**	**17**	**6**

Source: NEAES, 2022.
Regions participating in the McGovern-Dole project are highlighted

16.   Focusing on the Afar and Oromia regions, it is noted that the Afan Oromo scores were somewhat below the national average. Moreover, the regional average for Oromia might not necessarily reflect the specific circumstances within the McGovern-Dole project zones, which are all pastoralist areas. At the same time, the Afar Af language speakers presented the poorest performance among all major regions, with 85 percent of grade 3 pupils classified as 'zero readers' (refer to Table 100 above for further details).

17.   Several factors could explain such dismal outcomes. For instance, the use of the Afar language as the instruction medium is relatively recent. Additionally, the education system in the area experienced significant disruptions in the period leading up to the 2021 EGRA. These poor performance indicators underscore the critical need for ongoing monitoring of reading attainment to support efforts to address educational challenges effectively.[187]

Adaptation of the national EGRA design

18.   The design of the EGRA measurement tools is rooted in reading research that identifies the essential skills necessary for the acquisition of reading. The EGRA tool, as adapted in Ethiopia, comprises

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[187] The 2021 EGRA did not specifically target McGovern-Dole project schools, but the NEAEA has shared the list of schools sampled in the McGovern-Dole project zones. Only two project schools in Oromia were sampled but 21 project schools were sampled in Afar out of a total sample for the region of 35. The NEAEA has not shared results at individual school level.

four timed subtasks – letter name recognition, familiar word reading, invented word reading, and passage reading – as well as three untimed subtasks: phonemic awareness, reading comprehension, and listening comprehension. Each student receives this test orally from a single test administrator. However, MTE EGRA was expected to employ a simplified tool rather than the complete EGRA tool. Consequently, in measuring the reading performances of students, the MTE EGRA focused on the following four subtasks:

- Letter identification – timed
- Familiar word reading – timed
- Oral reading fluency (ORF) – timed
- Reading comprehension – untimed.

19.   A detailed description of the above EGRA subtasks is presented in Box 18 below. The omitted tasks are invented words reading, phonemic awareness and listening comprehension. The first two were considered less important than letter identification and familiar word reading. Listening comprehension typically returns high scores unless the student is unfamiliar with the language concerned.

Box 18   EGRA sub-components

Letter Identification
The Early Grade Reading Assessment (EGRA) offers a comprehensive evaluation of children's knowledge of the alphabet using the letter identification subtask, which is integral to the core EGRA. This subtask gauges a child's aptitude in recognizing the distinctive features of each letter, mapping it accurately to its respective name or sound. In this task, children are presented with a written compilation of both uppercase and lowercase letters (comprising 100 items) in a random sequence. These are displayed in a notably large font size for clarity. The objective is for the children to promptly name each letter within a span of one minute.
Familiar Word Reading
The familiar word reading subtask mirrors the format of the letter identification task. Here, a list of 50 words—deemed familiar for the child's grade level and which they've probably encountered, including within their curriculum—is presented. According to the dual-route model of reading, children will most likely process these words using the lexical route if they are genuinely familiar, particularly for words with irregular spellings. This means they might instantly recognize the word as a whole instead of trying to phonetically decipher it letter by letter.
Oral Reading Fluency (ORF)
Fluency, as defined by the National Institute of Child Health and Human Development (NICHD) in 2000 cited in RTI, 2015, is the ability to read text quickly, accurately, and with proper expression. Building on this, Snow and the RAND Reading Study Group (2002) suggest that fluency serves as a conduit connecting word recognition to text comprehension. Initially, decoding is the foundation of word recognition. However, readers need to elevate their decoding skill to a level of automaticity. Once achieved, their focus transitions from individual letters and words to the conceptual content within the text.
Acknowledging fluency's pivotal role in comprehension, EGRA incorporates the oral reading fluency with comprehension subtask as a fundamental element. In this subtask, children are given a succinct passage on a topic they are likely familiar with, typically comprising 60-62 standard words. They are then instructed to read it aloud with a blend of speed and accuracy. This subtask is time-bound, assessing both speed and precision by recording the number of words correctly read per minute.

Reading Comprehension

The ultimate goal of reading is comprehension. It equips learners to derive meaning from text, enriching their reading experience and facilitating academic learning. Yet, comprehension is multifaceted. It necessitates both extraction and construction of meaning from text. A synergy of motivation, attention, strategies, memory, prior knowledge, linguistic expertise, vocabulary, decoding, fluency, and more influences comprehension. Consequently, it poses a challenge to assessments aiming for a direct measure (Snow & the RAND Reading Study Group, 2002).

EGRA assesses reading comprehension via its reading comprehension subtask. This task references the passage from the Oral Reading Fluency (ORF) subtask. Post their oral reading, children face five comprehension queries, encompassing both explicit and inferential types. Answering these requires thorough reading of the passage.

Methodology

20.   This section is dedicated to outlining the approach and methodology utilised for the endline EGRA, linked to comprehensive descriptions of the data-collection tools employed. Successive sub-sections cover the study design, sampling procedures and sample size, data collection tools, the data collection process, training and field organisation, and data processing and analysis. The endline EGRA echoed the MTE EGRA, but whereas the MTE EGRA was a stand-alone exercise, the endline was dovetailed as efficiently as possible with the overall school survey for the endline (see Annex 14 for discussion of training, field organisation and data collection.).

Study design

21.   Recognising that the EGRA is designed to track changes ('improvements') over time, a semi-longitudinal study design was adopted for the MTE. This approach enables the collection of data from the same grade levels and, to some extent, the same schools (including a random selection of students within these schools) during the endline assessment. The design facilitates the gathering of data akin to that obtained in a longitudinal study, in addition to cross-sectional data.

22.   Specifically, the MTE EGRA adopted a non-experimental pre-test-post-test or before-and-after study design which the endline will emulate. The results obtained for the MTE will be considered as baseline values (pre-test values), while the endline findings will be our post-test results. The MTE EGRA primarily conducted a quantitative survey among randomly chosen students representing grades 2 and 3 in the Afar and Oromia regions. Additionally, structured questionnaires were administered to school principals/deputy principals and mother-tongue teachers of grades 2 and 3.

Coverage

23.   The MTE EGRA encompassed primary schools in all the implementing zones of the project within Afar (5 zones) and Borana and East Hararghe zones of Oromia region. Due to the timing of the assessment, which occurred in the early weeks of the academic year (first semester) rather than towards the end of the academic year (completion of the second semester in June), there was a pragmatic approach in selecting the sample. Children who were attending grades 3 and 4 at the time of the assessment (December) were used as proxies for children at the conclusion of grades 2 and 3, respectively.

24.   This approach did not affect the sample design or its comparability with the endline survey which was also conducted in December. Thus, selecting students from grades 3 and 4 as representative of the outcomes for grades 2 and 3 respectively, allows for a consistent comparison across different stages of the project.

Study population

25.   The project EGRA has primary and secondary study populations:

- *Primary Study Population:* grade 2 and grade 3 students found in the five zones of Afar and two zones (Borana and East Hararghe) of Oromia regions.
- *Secondary Study Population:* school principals and mother-tongue teachers of grades 2 and 3.

Domain of estimation/ level of reporting

26.   This is the geographical level by which the assessment findings are going to be presented. The data collected from the schools visited would be representative at the project level, even though further inference beyond the project level may be difficult to make, as is often the situation with most longitudinal studies. As a result, the domain of estimation or level of reporting for the EGRA is WFP's McGovern-Dole project implementation regions. Specifically, the domain of estimation is five zones of Afar and two zones (Borana and East Hararghe) of Oromia regions.

Sample size

27.   The sample size calculation for the EGRA is explained in Box 19 below.

Box 19   Sample size calculation for MTE EGRA

The MTE decided on 20 schools to be sampled in Afar, and 8 in Oromia. This derived from a sample of 4 schools per zone in the project (5 zones in Afar, 2 in Oromia).

It was also decided to sample 16 "grade 2 "and 16 "grade 3" pupils in each school, drawing 8 boys and 8 girls from each grade.

This gave a total sample of 28 schools and 896 pupils. We will call this 896 pupils Na (actual sample size).

The intra-cluster correlation (ICC) was assumed to be 0.15, based on results from Menendez & Ome, 2023. They quote ICCs for Afar and Oromia EGRAs of 0.14 and 0.18 respectively. A weighted average based on sampling zones (5, 2) is 0.15. In this context, sampling clusters are schools.

The design effect (DE), given a sample size of 32 pupils within school (m) was calculated to be DE = 1 + ICC (m-1) or 1 + 0.15 x 31 = 5.65, and therefore effective sample size Ne was Na/DE, 896/5.65 = 158 overall. Effective sample size within a zone (4 schools sampled, 4 x 32 pupils) was 128/5.65 = 22 per zone. Half the sample were boys and half girls, so sample sizes by sex were half the overall and zonal figures.

The minimum detectable effect size (MDES) was calculated from Valk's equation: MDES = sqrt([Za + Zb]².SD²/Ne), where Za is the z-distribution value for 1-2/conf. limit (5%), and Zb is z-value for the statistical power (80% assumed), SD is the pooled standard deviation, and Ne is effective sample size. The 2021 EGRA survey report for Ethiopia gives standard deviations for various test results in the Appendices. We can exemplify the effect of the proposed sample sizes using the oral reading fluency (ORF) test results for Oromia and Afar, using the pooled grade standard deviations. For Afar and Oromia these are respectively 11.97 and 15.62 wpm (words per minute).

The table below shows MDES for ORF tests at the zonal, regional and overall level. As noted above, standard deviations were estimated from data given in Appendix 1 of the 2021 Ethiopia EGRA report, whilst Design Effect was taken from 2018 Ethiopia EGRA data, as quoted by Menendez & Ome, 2023 Valk's equation was used to calculate MDES.

	Zone, Oromia	Zone, Afar	Oromia regon	Afar region
Schools sampled	4	4	8	20
Actual Sample Size	128	128	256	640
Effective Sample Size	22	22	45	113
Standard Deviation	15.62	11.97	15.62	11.97
Statistical Power	0.8	0.8	0.8	0.8
Confidence Limit	0.05	0.05	0.05	0.05
MDES (ORF, wpm)	9.3	7.1	6.5	3.2

The overall sample size, when making comparisons to the baseline, should be quite sensitive to improved performance resulting from the school feeding project. The Afar sensitivity was similar. The Oromia sample, both because of higher SD and smaller sample size, was notably less sensitive. However, there was a pragmatic question of geographic coverage, as only 2 zones in Oromia were in the sample, whereas Afar required a much broader geographic coverage. As almost always therefore, sample size must be a pragmatic choice between resources available, coverage required, and sensitivity to a net effect.

28.   As presented in Box 19 above, an equal 32 students per school (16 each representing grades 2 and 3) were determined for the MTE EGRA. As regards allocation of samples across the two different sexes, half of them (8 students) were females and half males. Table 101 below presents the overall distribution of endline sampling units across the two regions.

Table 101 Endline EGRA sample size by region

Region	# of zones	Sample Size				
		# of woredas	# of schools	# of students*		
				male**	female	total
Afar	5	9	18	287	288	575
Oromia	2	4	8	127	128	255
Total	**7**	**13**	**26**	**414**	**416**	**830**

* 50% of the samples drawn from grade 2 and 50% from grade 3
** Compared to the planned sample size, the actual sample of male students was less by 2 (with one additional female student each in Afar & Oromia) .
Note: the baseline survey sampled only one woreda in Afar Zone 2, and WFP opted to retain the same sample size for the endline. This implied a reduction in the endline EGRA sample size from 28 to 26 schools.

29.   The sample size for Afar for the endline was 18 schools, rather than 20 schools as in the MTE. Relative to the statistics shown in Box 19 above for the MTE, this will result in a slightly less sensitive test, with MDES (minimum detectable effect size) increasing from 3.2 to 3.4 wpm on the ORF test. However, this is in practice a negligible difference, and the reduction in sample size for Afar should not affect the interpretation of results.

Sampling frame and sample selection scheme for MTE EGRA

30.   With a view to maintaining linkage with past exercises (i.e. the McGovern-Dole baseline survey) and saving resource, enabling quick access by using readily available information, the list of the schools (across the different woredas) that were considered in the baseline survey was updated to serve as a sampling frame to identify the ultimate sampling units – i.e. students, for the purpose of the MTE EGRA. In

other words, all the schools that were targeted for the 2023/2024 project activity constituted the MTE EGRA study sampling frame. The updated list of schools by woreda was obtained from ETCO.

31.   A three-stage stratified cluster sampling technique was employed to select required samples for the MTE EGRA. Regions and zones were the strata of the survey while schools were entities which were considered as clusters. Woredas, schools and students, on the other hand, were sampling units that were chosen in the first, second and third stages of sampling respectively.

32.   For operational convenience and statistical robustness, an equal number of woredas (2 woredas) per zone and equal number of clusters or schools (2 schools) were selected in each sample woreda. For the endline, the EGRA used the same woredas as selected for the main endline survey.

33.   Schools from each sample woreda were chosen using a probability proportional to size (PPS) selection scheme; a measure of size being the total number of students found in each woreda and school. The ultimate sampling units (students) were chosen within each classroom using a simple random sampling procedure applied to the students present in the classroom.

34.   The lists of schools found in each region, zone and woreda, along with the number of students attending school formed the basis for the selection of sample woredas and schools. A face-to-face, gender balanced sample selection scheme (instead of register/roster-based selection) was used to avoid doubt and suspicion among participant students.[188] Thus, no sampling frame was needed to identify sample students from each school.

Sampling frame and sample selection scheme for endline EGRA

35.   Conceptually, the sampling frame and sample selection methods for the endline EGRA were the same as for the MTE, except that only one woreda was sampled in Afar Zone 2, reducing the Afar sample from 20 to 18 schools. As noted in paragraph 29 above, this is expected to have a negligible effect on the sensitivity of the sample.

36.   Because, the design is semi-longitudinal, in the sense that the same students cannot practically be surveyed at the MTE and the endline, there should be some benefit in reducing variance by resampling the same schools as far as operationally practicable. Including some (ideally 50 percent) of new schools in the sample helps to guard against potential bias, but because the sample sizes are small, the relative mixture of repeated and fresh school selections is unlikely to influence the analysis, which would in the first instance treat the MTE and endline results as independent samples, and then could explore a discrete, nested schools effect if time and the data allowed.

Data collection tools

37.   In order to align closely with national EGRAs and to avoid expensive recreation of instruments, the MTE EGRA, with the kind cooperation of the NEAEA, adapted survey instruments and training materials developed for the2021 national EGRA in Afan Oromo and Afar Af. The instruments still needed to be refreshed – e.g. developing new passages for the ORF test, and this required the involvement of language experts for both mother tongues as well as an EGRA advisor. Both for language experts and for EGRA assessment enumerators, Mokoro sought to employ personnel already familiar with previous EGRAs.

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[188] This kind of selection is very common and effective when surveying in school/college/university compounds. The main reason is that students usually become suspicious when their names were identified from a roster and they are told that they were randomly selected from the roster for the study. On the other hand, describing the purpose of the assessment as well as the selection strategy in front of the classroom and selecting sample students directly had been very effective as it gets full trust and acceptance of those who are selected and helps us obtain genuine information. It also avoids random selection of a student who happens to be absent on the day.

38. As is usual with educational assessments, the exact same test should not be repeated. However, adapting or modifying often poses challenges, with writing the story for the reading fluency and comprehension tests typically being the most intricate step. This phase necessitated collaboration with local experts to craft short stories using vocabulary appropriate for the grade level. Additionally, these experts were tasked with formulating relevant comprehension questions to accompany the stories. For a comprehensive review, both the stories and their associated questions were translated into English and examined by early-grade reading specialists. These materials underwent multiple revisions in the assessment language before reaching their final form.

39. The Afaan Oromo and Afar Af language EGRA tools employed for the 2021 EGRA were sourced from the NEAEA, under the auspices of the MoE, and were further refined and adapted to the current context based on feedback from WFP and its stakeholders. Following consultations with the client and officers from the NEAEA, experts proficient in the subject matter and local languages, specifically Afar Af and Afan Oromo, meticulously reviewed and refined these tools to ensure their suitability for the intended purpose.

40. To gain a deeper understanding of the factors influencing students' learning both within and outside their school environments, answers to contextual questions related to the assessment were additionally collected from students, school principals, and mother-tongue teachers.

41. For the endline EGRA, the data collection tools prepared for the MTE EGRA required only limited adaptation, specifically t0 refresh the tests administered to students, in line with the principles and procedures explained in ¶38 above. The resulting EGRA survey instrument can be found in Annex 21 below. After incorporating the expert feedback received, these tools were digitized and the final version developed using Open Data Kit (ODK). Subsequently, they were uploaded onto tablets.

Data management and analysis

42. Data management and analysis for the endline EGRA replicated the MTE EGRA approach, which encompassed the design of suitable instruments, diligent monitoring during data collection, and preparing the data for end users in both electronic and paper-based formats. The senior data analyst, in collaboration with the statistics & survey coordinator, the assistant data analyst, and supervisors, ensured regular uploading of collected data for further scrutiny, cleaning, validation/verification, and systematic storage in a structured electronic database. This process facilitated subsequent tabulations and analyses. Additionally, the senior data analyst consistently monitored the quality of data online, providing timely feedback to field data collectors and supervisors. Daily editing tasks and close follow-ups were also conducted by field supervisors.

43. After completion of the survey data collection, the senior data analyst (along with the assistant data analyst) performed meticulous data cleaning. The cleaned dataset was then analysed using the widely recognized statistical software, Statistical Package for Social Sciences (SPSS – Version 27). Prior to analysis, quantitative data were explored using frequency tables and various graphs (bar graphs, histograms, line graphs, box plots, and scatter plots) to examine the nature of variables and identify errors such as missing values, outliers, and inconsistencies. The assessment findings were analysed and presented using both descriptive and inferential statistics.

44. The study employed a complex sampling design instead of a simple random sampling design, acknowledging potential imperfections in the samples that could lead to biases and discrepancies from the target population. Consequently, sample weighting during analysis was mandatory to rectify these imperfections and derive accurate estimates; thus the EGRA data was properly weighted before

commencing the actual analysis. Given the multi-stage sampling approach, the base weight was calculated by considering the probability of selections at each sampling stage (UN, 2005).

45.   Before analysis, scores for EGRA timed tasks were computed as the number of letters or words correctly read per minute. For the untimed task, scores were calculated as the percentage of correct responses out of the total questions in the subtask.[189] Frequency tables, means, proportions, charts, and bar graphs were the primary descriptive analysis tools used to present the EGRA results. An independent sample t-test was employed for comparing the results of different groups, such as between sexes (male/female) or grade levels (grade 2/grade 3). Simple correlation tests were also used to assess associations between contextual variables and students' performances in oral reading fluency.

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[189] Following the pattern of the 2021 EGRA (NEAES, 2022).

Annex 21   EGRA Survey Instruments

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Adaptations to these survey instrument (SIs)

For explanation of methodology and the processes of data collection and analysis, see Annex 20 above.

The following adaptations have been made to the same SIs for the MTE EGRA:

- The standard school-level and child-level questions required have been incorporated .in the main endline survey instrument (Annex 16 above) since the EGRA sample is a subset of the endline sample..
- Some question numbers are out of sequence, where original number has been retained for consistency.
- The EGRA reading tasks have been refreshed, so as not to repeat the exact tsks set previously. Most notably the reading passage for the ORF and reading comprehension test have been rewritten by language experts. (Fine-tuning of the Afar Af passage to ensure its comparability with the Afan Oromo passage is continuing.)
- SF questions have been tailored to be applicable to school meals or THR received in the previous school year, since no THR are being supplied n 2024/25 and only a few schools will be serving WFP-supplied school meals at the time of the survey.

</div>

Context Interview Tools for School Principal, 2024

Interview Protocol for School Leaders

School Basic Information/ Identification (SI)

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

Principal Questions (PQ) / School Leader's Profile

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

Information about Directors' Instructional leadership and Capacity (DI)

Q No.	Questions and filters	Response/ coding categories	Skip to
DI01	How many periods a week do you teach, if any?	Number of periods per week |___|___	
DI02	How many hours, per week, do you provide instructional support for your teachers?	Number of hours per a week_|___|___|_	

DI03	Have you received special training or taken courses that prepared you to implement a program in reading?	No…………………………… 0 Yes……………………… 1	→If No Go to Q DI6
DI04	If yes, what was the length of the program?	Days[___[___| I don't know----88	
DI05	Who organized this training?	Regional Education Bureau (REB)…1 Zone Education Office (ZEO) ……….2 Woreda Education Office (WEO) …3 NGOs ………………………4 Other/ specify …………5	
DI06	Have you supported teachers on how to teach reading (the pedagogy)?	No…………………………… 0 Yes……………………… 1	
DI07	Are you satisfied with the performance in reading in Grade 2 and Grade 3 in your school?	No………………………………… 0 Yes…………………………… 1 I don't know/No response----9	
DI08	In the last month, on how many days did you have to leave the school during the school day on official school business?	Number of Days [___[___|	

School Questions (Teaching-Learning) (SQ)

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

SQ10	Is someone responsible for reviewing teacher's lesson plans?	No one............................. 0 Director........................... 1 Deputy Director............. 2 Other/ specify................. 3	→If No Go to SQ12
SQ11	How often are these plans reviewed?	Never................................. 0 Once per year..................... 1 Once every 2-3 months......... 2 Once every month............... 3 Once every two weeks......... 4 Every week .... 5 Once per day........................ 6 Other, specify.......................... 7	
SQ12	In your school, who is responsible for observing teachers in their classrooms?	No one observes......................... 0 Head teacher............................ 1 Deputy head teacher............... 2 Other, specify............................ 3	→If No one, Go to SQ14
SQ13	In a semester, how often are you able to observe the teachers in their classrooms?	Never............................ 0 One time....................... 1 Two times..................... 2 Three Times.................. 3 Four or more times...... 4 Other, specify............... 5 I don't know/ no response 9	

SQ14	How do you know whether your early grade students are progressing in reading and writing skills? [Do not read responses - circle 1 for those mentioned]	No.	Assessment mechanism	Yes	
		14.1	Classroom observation	1	
		14.2	Monitor students' results on tests given by teachers	1	
		14.3	Evaluate children orally myself	1	
		14.4	Review children's assignments or homework	1	
		14.5	Teachers provide me progress reports	1	
		14.6	Don't know/refuse to respond	1	
		14.7	Others/ specify	1	

SQ15	Has your school received mother tongue textbooks or materials for reading (for grades 2 and 3)?	No............................. 0 Yes............................. 1	If "No", Go to SQ17
SQ15a	If yes, specify when (month & year)	July 2023......................... 1 August 2023.................... 2 September2023............. 3 October 2023................. 4 November 2023............. 5	

SQ16	Who provides student s' textbooks in mother tongue? [CIRCLE '1' IF THIS SOURCE WAS MENTIONED]	No.	By who?	Yes	
		16.1	Ministry of Education	1	
		16.2	School (via independent funds)	1	
		16.3	Parents (individually)	1	
		16.4	School Committee or board	1	
		16.5	Don't know/refuse to respond	1	
		16.6	Others/ specify	1	

SQ19	Does the school separate latrines for girls?	No........................... 0 Yes........................... 1	
SQ20	Does the school have a computer room?	No........................... 0 Yes........................... 1	

Thank you.

Context Interview Tools for Mother Tongue (MT) Teachers, 2024

Interview Protocol for Early Grade Mother Tongue Teachers

SCHOOL Basic Information/ IDENTIFICATION (SI)

SI01   Master form school ID |___|___|___|___|

SI02a   Date of interview |___|___|___|___|___|___|___|___|

SI02b   Time interview started |___|___|___|___|

SI03   Location (GPS Coordinates From Tablet) |___|___|___||___|___|___|

SI04   Team Supervisor ID |___|___|

SI05   Region   _____   Code |___|___|

SI06   ZONE   _____   Code |___|___|___|

SI07   Woreda   _____   Code |___|___|___|___|

SI08   Kebele   _____

SI09a   School name_____

SI09b   School type (Rural/ Urban)   _____Code |___|___|

SI09c   School inspection level (Level 1/ Level 2/ Level 3/ Level 4) Code |___|___|___|___|

SI10   EMIS Admin code

            |___|___|___|___|___|

SI11   External GPS Coordinates (decimal longitude & latitude) |___|___|___||___|___|___|

2.1 Teacher Information (TI)

Q No.	Questions and filters	Response/ coding categories	Skip to
TI01	Classes you are teaching this year (Circle numbers for all classes that apply):	GRADE 1............................ 1 GRADE 2............................ 2 GRADE 3 .... 3 GRADE 4............................ 4 GRADE 5 .... 5 GRADE 6 .... 6 GRADE 7 .... 7 GRADE 8 8	
TI02	Your teaching load per week:	Periods per week|___|___|	
TI03	Enrolment of your class	Number of boys: [___[___|___] Number of girls: [___[___|___]	
TI04	Are you a Trained Teacher to teach language?	No............................ 0 Yes............................ 1	
TI05	What is your highest professional qualification?	Certificate......................... 1 Diploma............................ 2 Bachelor's degree............ 3 Master's degree................. 4 Other (Specify)................. 5	
TI06	How many years have you been teaching overall?	Years[___[___|	
TI07	How many years have you been teaching as a trained language teacher?	Years[___[___|	

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

Q No.	Questions and filters	Response/ coding categories	Skip to
IP01	Does your school have a functioning Library or Reading Room?	No............................ 0 Yes........................... 1 Don't know 9	
IP02	Are there sufficient reading materials for supporting reading teaching?	No............................ 0 Yes........................... 1	
IP03	Do you supervise your students as they use the library?	No............................ 0 Yes........................... 1	
IP04	Do your students have sufficient learning materials for learning the language?	No............................ 0 Yes........................... 1	
IP05	Does your school have a functioning Parent - Teacher Association (PTA)?	No............................ 0 Yes........................... 1	
IP06	Do you have class meetings with the parents of your students?	No............................ 0 Yes........................... 1	→If No Skip to IP08
IP07	How often do you have class meetings with these parents?	About once per semester.................. 1 About twice per semester.................. 2 About thrice per semester................ 3 About four times per semester .... 4 Five or more times per semester. ...... 5 Other, specify..................................... 6	
IP08	Approximately, how long do you take to walk or travel to school from your residence?	Stay within the school compound. 1 15 minutes or less......................... 2 16 to 30 minutes............................ 3 31 to 45 minutes............................ 4 46 to 60 minutes............................ 5 More than 60 minutes.................. 6	
IP09	Please state the main textbook you use during reading lessons	.... I don't have the Textbooks.............9	→If 9 Skip to TL01 (next section TL)
IP10	How often do you use the reading textbook mentioned in IP09 during reading lessons?	One day per week.............. 1 Two days per week...............2 Three days per week.......... 3 Four days per week............ 4 Five days per week............ 5 I don't have the Texts..........9	
IP11	How useful do you find this reading Textbook?	Not useful..................... 1 A little bit useful........... 2 Somewhat useful.......... 3 Useful............................ 4 Very useful.................... 5	
IP12	Do you have a separate teacher's guide for the reading class?	No............................ 0 Yes........................... 1	→If No Skip to IP14
IP13	How useful do you find this guide?	Not useful................................ 1 A little bit useful....................... 2 Somewhat useful...................... 3	

		Useful……………………………………. 4 Very useful…………………………. 5	
IP14	What improvements to the guide would you recommend? (Describe):	………………………………………………………… …………………………………………..	

2.3 Pedagogy of Teaching the Language (TL)

Following are different activities you might do with your students. Think about the last 5 school days and indicate how often each of the following activities took place, by circling the number on the right that corresponds to the closest frequency:							
Q No.	Questions and filters	Response/ coding categories					
		Never	1 day a week	2 days a week	3 days a week	4 days a week	5 days a week
TL01	The whole class repeated sentences that you said first.	0	1	2	3	4	5
TL02	Students copied down text from the chalkboard.	0	1	2	3	4	5
TL03	Students retold a story that they read.	0	1	2	3	4	5
TL04	Students learned meanings of new words.	0	1	2	3	4	5
TL05	Students read aloud to teacher or to other students.	0	1	2	3	4	5
TL06	Students were assigned reading to do on their own during school time.	0	1	2	3	4	5

How often do you use the following methods to measure your students' reading progress? Indicate how often you use each method by circling the number on the right that corresponds to the closest frequency:							
Q No.	Questions and filters	Never	1 day a week	2 days a week	3 days a week	4 days a week	5 days a week
TL07	Written evaluations	0	1	2	3	4	5
TL08	Oral evaluations	0	1	2	3	4	5
TL09	Review of student work	0	1	2	3	4	5
TL10	Checking of exercise books	0	1	2	3	4	5
TL11	Checking of homework	0	1	2	3	4	5
TL12	Other methods (please describe):	……………………………………………………………………………………………….					

In what class should students FIRST be able to demonstrate each of the following reading skills? Circle number of option corresponding most closely to your response for each skill						
Q No.	Questions and filters	Before G 1	G 1	G 2	G 3	G 4
TL13	Read aloud a short passage with few mistakes	0	1	2	3	4
TL14	Write name	0	1	2	3	4
TL15	Understand stories they read	0	1	2	3	4
TL16	Recognize letters and say letter names	0	1	2	3	4

TL17	Sound out unfamiliar words	0	1	2	3	4
TL18	Understand stories they hear	0	1	2	3	4
TL19	Recite alphabet	0	1	2	3	4

2.4 Teacher's Continuous Professional Development (PD)

Q No.	Questions and filters	Response/ coding categories	Skip to
PD01	How many days of in-service training or Continuous Professional Development (PD) sessions have you attended during the last three year?	Days[___[___]	If none put "00" and skip to question CT01 (Next section)
PD02	Did you learn how to teach reading in mother tongue during this training?	No………………………… 0 Yes………………………… 1	
PD03	If yes to Question PD02, indicate which year(s)? Tick all that apply	Year | Yes =1 | No = 02 2021/2022 2022/2023 2023/2024	
PD03a	How many hours in total (approximately) did you learn?	Total Hours: |___|___|___|	
PD04	If you ever attended in-service training and or PD in Question PD01 or Question PD02, what was the most useful aspect of these trainings?	……………………………………………………………….	

20/2021

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

Q No.	Questions and filters	Response/ coding categories	Skip to
CT01	How was students' academic performance over the last year?	Poor………………1 Satisfactory……2 Good………………3 Very good………4	
CT02	How would you rate students' concentration or attentiveness over the last year?	Inattentive, poor………………1 Adequate, not very good……2 Good, generally attentive…..3 Excellent, highly attentive…..4	
CT03	How would you rate students' performance in reading and comprehension over the last year?	Poor………………1 Satisfactory……2 Good………………3 Very good………4	

Thank you!

Afar language Early Grade Reading Assessment (ENDLINE 2024)

[ENGLISH translation for internal consumption, Afar Region]

_____

SCHOOL Basic Information/ IDENTIFICATION (SI)

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

General Instructions

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

Read the text in the box clearly to the child:

> **Good morning. My name is ____ and I live in _____. I'd like to tell you a little bit about myself. (Number and ages of children; pets; sports; etc)**
>
> **1.   Could you tell me a little about yourself and your family? (Wait for response; if student is reluctant, ask question 2, but if they seem comfortable continue to verbal consent).**
>
> **2.   What do you like to do when you are not in school?**

Verbal Consent

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

Check box if verbal consent is obtained: YES   ☐

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

A. Data of Assessment:	Day: _____ Month:_____		I. Teacher Name:		
B. Enumerator's name:					
C. School Name:			J. Grade (last semester):	○ 2	○ 3
D. Region:			K. Section		
E. Woreda:			L. Pupil Unique Code:		
F. School Shift:	○ 1 = Full day ○ 2 = Morning ○ 3 = Afternoon		M. Student Age:		
G. Multi grade Class?	○ 0 = No	○ 1 = Yes	N. Student's gender	1 = boy 2 = girl	
H. Order of Assessment	○ 1 = First ○ 2 = Second		O. Time Started: ____ : ___		

Task 1. *Letter Name Knowledge/ Letter Identification*

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

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

Here is a page full of letters of the English alphabet. Please tell me the NAMES of as many letters as you can—not the SOUNDS of the letters, but the names.   **For example, the name of this letter (point to A) is "A"**   **Let's practice: tell me the name of this letter (point to V):**   *If the child responds correctly say: Good, the name and this letter is "VEE."*   *If the child does not respond correctly, say: The name of this letter is "VEE."*   **Now try another one: tell me the name of this letter (point to L):**   *If the child responds correctly say: Good, the name of this letter is "ELL."*   *If the child does not respond correctly, say; The Name of this letter is "ELL."*   **Do you understand what you are to do?**   **When I say "Begin," please name the letters as quickly and carefully as you can. Start here and continue this way.** *(Point to the first letter on the row after the example and draw your finger across the first line).* **If you come to a letter you do not know, I will tell it to you. If not, I will keep quiet & listen to you. Ready? Begin.**

🕐 Start the timer when the child reads the first letter. Follow along with your pencil and clearly mark any incorrect letters with a slash (1). Count self-corrections as correct. If you've already marked the self-corrected letter as incorrect, circle the letter and go on. **Stay quiet**, except when providing answers as follows: if the child hesitates for 3 seconds, provide the name of the letter, point to the next letter and say "**Please go on**." Mark the letter you provide to the child as incorrect. If the student gives you the letter sound, rather than the name, provide the letter name and say: ("**Please tell me the NAME of the letter**"). This prompt may be given only once during the exercise.

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

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

Example: U   k   l

Time remaining on stop watch at completion (number of SECONDS):
Check this box if the exercise was discontinued because the child had no correct answers in the first line.

K	*g*	*S*	a	d	T	l	w	m	O
c	*B*	e	D	i	M	q	H	e	g
Z	*r*	L	f	n	i	D	b	W	I
H	x	k	L	k	u	a	c	n	A
b	S	p	X	s	T	y	s	W	Q
Y	o	H	L	A	n	i	W	y	p
k	M	e	B	I	S	l	h	K	T
I	T	A	g	t	U	m	U	c	x
v	B	E	r	L	u	A	q	E	S
M	T	y	f	N	D	o	x	O	f

> **Good effort! Let's go on to next**

Task 2. Familiar Word reading

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

> **Here are some words. Please read as many words as you can (do not spell the words, but read them). For example, this word is: "cat".**
> **Let's practice: please read this word [point to the word "sick"]:**
> If the child responds correctly say: **Good, this word is "sick."**
>   If the child does not respond correctly, say: **This word is "sick."**
> **Now try another one: Please read this word** *[point to the word* "made"*]:*
>   If the child responds correctly say: **Good, this word is "sick."**
>   If the child does not respond correctly, say: **This word is "made."**
> **When I say "begin," read the words as quickly and carefully as you can. Read the words across the page, starting at the first row below the line. I will keep quiet and listen to you, unless you need help. Do you understand what you are to do? Read? Begin.**

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

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

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

Ceelallo/Example: lubaka   caddo

Bakkeela	lee	Baklo	maaqo	Caddol
baritto	koqso	Saaqat	Kitaaba	kok
Faage	tanih	Akkala	kutbe	Retteema
Bisu	saare	Dudda	Kucul	Waam
urru	*Faxak*	Qisi	faxxiima	Barseena
Akkuk	Karma	qeela	yanna	Sarrimaane
Bartaanama	barittoh	Bictah	ballaaqe	faxem
sissinih	*Atu*	Taagah	Barraad	Usuk
Diti	kicnon	Ayro	kicinnoh	Numu
Ossoobba	Waado	Kicinto	Addat	inxixi

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

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

Good effort! Let's go on to next

Task 3. Oral passage reading

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

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

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

At 60 seconds, say "**Stop**." **Mark the final word read with a bracket (]).**

Early stop rule: If the child reads no words correctly on the first line, say **"Thank you!",** discontinue

[This passage is a translation from the Afar Af EGRA]

Fatima was a smart and brave girl from a poor family. Her father sold camel milk and bread to pay for her school. Fatima worked hard and became successful in her studies. After finishing school, she taught others that education is important, especially for girls. The community was proud of her and gave her an award for her courage.

Task 4. Reading Comprehension

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

Give the child at most 15 seconds to answer the question, mark the child's response, and move to the next question. Read the questions for each line up to the bracket showing where the child stopped reading.

Now I am going to ask you a few questions about the story you just read. Try to answer the questions as well as you can.	correct	incorrect	No answer
1. "What kind of family does Fatima come from? Answer. (Poor family)",	⊙	⊙	⊙
2. "What did Fatima's father sell to Teach Fatima? Answer. (camel milk and bread)",	⊙	⊙	⊙
3. "What did Fatima do when she finished school? Answer. (She taught others that education benefits women in particular.)",	⊙	⊙	⊙
4. "What effect did Fatima have on education?. Answer.(The course was followed very closely and produced very good results.)",	⊙	⊙	⊙
5. "What did society give to this heroic act? Answer.(Awarded to her.)"	⊙	⊙	⊙

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

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

Child/Student Questions (CQ)

Q No.	Questions and filters	Response/ coding categories	Skip to
CQ03	Grade	Grade 3..........3 Grade 4..........4	
CG01b	Section	-----------------------------------	
CQ01	Sex	Male...............1 Female............2	
CQ02	How old are you?	Age in completed years [___|___]	

CG05	What scripts (alphabets) are taught in class?	Latin ....1 Geez ....2 Both Latin & Geez.............3	
CQ05	How many people in your household? Please do not include those who have left home; include parents, grandparents etc. if living in the household.	Total [__|__] Male [__|__] Female [__|__]	
CQ06	How many of those are in school with you here?	Total [__|__] Male [__|__] Female [__|__]	
CQ08	Do you eat at home in the morning before coming to school?	Never.................1 1-2 days.............2 3-4 days.............3 Every day............4	
CQ09	How often in a week do you eat in the school?	Never.................1 1-2 days.............2 3-4 days.............3 Every day............4	
CQ10	Do you eat in the evening, after going home?	Never.................1 1-2 days.............2 3-4 days.............3 Every day............4	
CQ11	Do you feel sleepy or tired when you come to school?	Not at all..............1 A little.................2 Quite tired..........3 Very tired............4	
CQ12	Do you like eating the school food?	No..................0 Yes..................1 Not much.............2	
CQ13	Do you speak the same language at home as you speak at school?	No..................................0 Yes...............................1 Do not know/No response......9	
CQ4	What language do you speak at home? [Multiple responses are allowed]	Afar Af/ Afarigna.................1 Argobigna..............2 Afan Oromo...........3 Amharic.................4 Tigrigna.................5 Somaligna.............6 Other/specify......7	

CG06	What is the main language used (the language used most) for instruction?	Afar Af/ Afarigna.................1 Argobigna..............2 Afan Oromo...........3 Amharic.................4 Tigrigna.................5 Somaligna..............6 Other/specify.............7	

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

Q No.	Questions and filters	Response/ coding categories	Skip to
CQ17	Did you go to a pre-primary school before first grade?	No..0 Yes.......................................1 Do not know/No response........9	
CQ18	What grade were you in last year?	Not in school............................0 Grade 1.................................1 Grade 2.................................2 Grade 3.................................3 Do not know/No response........9	
CQ19	This year, were you absent from school for more than one week?	No..0 Yes.......................................1 Do not know/No response.......9	
CQ20	Do you have the language textbook?	No..0 Yes.......................................1 Do not know/No response.......9	
CQ21	Apart from your schoolwork, are there other books, newspapers or other things to read at your house?	No..0 Yes.......................................1 Do not know/No response.........9	Skip to CQ23 Skip to CQ23
CQ22	If yes to Question 21, what language (s) are these books or other materials in? [Multiple responses are allowed]	Afar Af.................................1 Afaan Oromoo.........................2 Amharic ....3 Somali...................................4 Other (specify).........................5 Do not know/No response.........9	

CQ23	Who helps you most with your homework?	No one.....................................0 Mother...................................1 Father....................................2 Siblings..................................3 Other relative........................4 Tutor......................................5 Do not know/No response.........9	
CQ24	Does your mother read and write?	No..0 Yes..1 Do not know/No response.........9	
CQ25	Does your father read and write?	No..0 Yes..1 Do not know/No response.........9	
Thank you, we are done! You have done a good job. Go back to your classroom, and please do not talk to other students about what we have done today.			

Thank You.

Oromia language Early Grade Reading Assessment ENGLISH (Endline EGRA, 2024)

[ENGLISH translation for internal consumption, Oromia Region]

SCHOOL Basic Information/ IDENTIFICATION (SI)

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

General Instructions

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

Read the text in the box clearly to the child:

> **Good morning. My name is _____ and I live in _____. I'd like to tell you a little bit about myself. (Number and ages of children; pets; sports; etc)**
> **1.   Could you tell me a little about yourself and your family? (Wait for response; if student is reluctant, ask question 2, but if they seem comfortable continue to verbal consent).**
> **2.   What do you like to do when you are not in school?**

Verbal Consent

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

Check box if verbal consent is obtained: YES   ☐

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

A. Data of Assessment:	Day: _____ Month:_____	II. Teacher Name:		
B. Enumerator's name:				
C. School Name:		J. Grade (last semester):	o 2	o 3
D. Region:		K. Section		
E. Woreda:		L. Pupil Unique Code:		
F. School Shift:	o 1 = Full day o 2 = Morning o 3 = Afternoon	M. Student Age:		
G. Multi-grade Class?	o 0 = No	o 1 = Yes	N. Student's gender	1 = Boy O 2 = girl
H. Order of Assessment	o 1 = First o 2 = Second	O. Time Started: ____ : ___		

Task 1. Letter Name Knowledge/ Letter Identification

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

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

Here is a page full of letters of the English alphabet. Please tell me the NAMES of as many letters as you can—not the SOUNDS of the letters, but the names.
For example, the name of this letter (point to A) is "A"
Let's practice: tell me the name of this letter (point to V):
   If the child responds correctly say: Good, the name and this letter is "VEE."
   If the child does not respond correctly, say: The name of this letter is "VEE."
Now try another one: tell me the name of this letter (point to L):
   If the child responds correctly say: Good, the name of this letter is "ELL."
   If the child does not respond correctly, say; The Name of this letter is "ELL."
Do you understand what you are to do?
When I say "Begin," please name the letters as quickly and carefully as you can. Start here and continue this way. *(Point to the first letter on the row after the example and draw your finger across the first line).* **If you come to a letter you do not know, I will tell it to you. If not, I will keep quiet & listen to you. Ready? Begin.**

Start the timer when the child reads the first letter. Follow along with your pencil and clearly mark any incorrect letters with a slash (1). Count self-corrections as correct. If you've already marked the self-corrected letter as incorrect, circle the letter and go on. **Stay quiet**, except when providing answers as follows: if the child hesitates for 3 seconds, provide the name of the letter, point to the next letter and say "**Please go on**." Mark the letter you provide to the child as incorrect. If the student gives you the letter sound, rather than the name, provide the letter name and say: ("**Please tell me the NAME of the letter**"). This prompt may be given only once during the exercise.

AFTER 60 SECONDS SAY, "stop." Mark the final letter read with a bracket (]).
Early stop rule: If the child does not give a single correct response on the first line, say "Thank you!", discontinue this exercise, check the box at the bottom, and go on to the next exercise.

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

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

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

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

_____

> **Good effort! Let's go on to next**

Task 2. Familiar Word reading

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

Here are some words. Please read as many words as you can (do not spell the words, but read them). For example, this word is: "cat".
Let's practice: please read this word [point to the word "sick"]:
If the child responds correctly say: **Good, this word is "sick."**
            If the child does not respond correctly, say: **This word is "sick."**
Now try another one: Please read this word *[point to the word "made"]:*
            If the child responds correctly say: **Good, this word is "made."**
            If the child does not respond correctly, say: **This word is "made."**
When I say "begin," read the words as quickly and carefully as you can. Read the words across the page, starting at the first row below the line. I will keep quiet and listen to you, unless you need help. Do you understand what you are to do? Read? Begin.

Start the timer when the child reads the first word. Follow along with your pencil and clearly mark any incorrect words with a slash (/). Count self-corrections as correct. **Stay quiet,** except when providing

answers as follows: if the child hesitates for 3 seconds, read the word, point to the next word and say "**Please go on**." Mark the word you read to the child as incorrect.

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

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

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

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

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

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

Good effort! Let's go on to next

Task 3. Oral passage reading

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

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

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

At 60 seconds, say "**Stop**." **Mark the final word read with a bracket (]).**

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

[The reading passage is translated from the Afan Oromo EGRA]

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

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

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

Task 4. Reading Comprehension

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

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

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

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

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

Good effort! Let's go

Time at completion:	____:___

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

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

Child/Student Questions (CQ)

Q No.	Questions and filters	Response/ coding categories	Skip to
CQ03	Grade	Grade 3..........3 Grade 4..........4	
CG01b	Section	-----------------------------------	
CQ01	Sex	Male...............1 Female.............2	
CQ02	How old are you?	Age in completed years [___|___]	
CG05	What scripts (alphabets) are taught in class?	Latin ....1 Geez ....2 Both Latin & Geez.............3	
CQ05	How many people in your household? Please do not include those who have left home; include parents, grandparents etc. if living in the household.	Total [___|___] Male [___|___] Female [___|___]	
CQ06	How many of those are in school with you here?	Total [___|___] Male [___|___] Female [___|___]	
CQ08	Do you eat at home in the morning before coming to school?	Never.................1 1-2 days.............2 3-4 days.............3 Every day...........4	
CQ09	How often in a week do you eat in the school?	Never.................1 1-2 days.............2 3-4 days.............3 Every day...........4	
CQ10	Do you eat in the evening, after going home?	Never.................1 1-2 days.............2 3-4 days.............3 Every day...........4	
CQ11	Do you feel sleepy or tired when you come to school?	Not at all..............1 A little..................2 Quite tired...........3 Very tired.............4	
CQ12	Do you like eating the school food?	No...................0 Yes...................1 Not much..............2	

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

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

Q No.	Questions and filters	Response/ coding categories	Skip to
CQ17	Did you go to a pre-primary school before first grade?	No...0 Yes...1 Do not know/No response........9	
CQ18	What grade were you in last year?	Not in school.............................0 Grade 1....................................1 Grade 2....................................2 Grade 3....................................3 Do not know/No response........9	
CQ19	This year, were you absent from school for more than one week?	No...0 Yes..1 Do not know/No response.......9	
CQ20	Do you have the language textbook?	No...0 Yes..1 Do not know/No response.......9	

CQ21	Apart from your schoolwork, are there other books, newspapers or other things to read at your house?	No..0	Skip to CQ23
		Yes...1	
		Do not know/No response.........9	Skip to CQ23
CQ22	If yes to Question 21, what language (s) are these books or other materials in? [Multiple responses are allowed]	Afar Af..................................1	
		Afaan Oromoo.........................2	
		Amharic 3	
		Somali...................................4	
		Other (specify).........................5	
		Do not know/No response.........9	
CQ23	Who helps you most with your homework?	No one...................................0	
		Mother...................................1	
		Father....................................2	
		Siblings..................................3	
		Other relative.........................4	
		Tutor.....................................5	
		Do not know/No response.........9	
CQ24	Does your mother read and write?	No..0	
		Yes...1	
		Do not know/No response.........9	
CQ25	Does your father read and write?	No..0	
		Yes...1	
		Do not know/No response.........9	
Thank you, we are done! You have done a good job. Go back to your classroom, and please do not talk to other students about what we have done today.			

Thank You!

Annex 22   EGRA Findings at Endline

1.   This section presents key findings of the endline EGRA data analysis. The first section presents the findings of the 2024 (endline) EGRA. A second section considers possible comparisons between the 2024 results and those from the MTE EGRA in 2023. We then consider overall conclusions from the evaluation's EGRA surveys. Finally, we consider how the evaluation's surveys relate to the national EGRAs that have been conducted in the project areas.

Potential limitations

2.   Our analysis has taken account of a number of limitations and potential limitations:

- There was no comparison group of schools not involved in the project.
- Possible bias from using grade 3 and grade 4 proxies. Because the survey was conducted early in the school year, children from grades 3 and 4, were taken a proxies for children from grades 2and 3 respectively (so as to administer the tests to children who had completed grades 2 and 3). This may introduce a bias, as some children in grades 2/3, who would have been tested had the EGRAs been done at the end of their academic years, may not have completed. These would likely be the low performers. Hence, results of a test early in the next academic year may be biased upwards. There could also be a slight upward bias in testing later, after the children have had a bit more schooling. A mitigation is that both the MTE (2023) and the endline (2024) EGRAs have been sampled on the same basis.
- There is a similar bias in choosing from amongst the children who happen to be present on the day of the survey. One would expect less frequent attenders to score lower. But this is presumably a factor in all EGRAs, so at least the instrument is consistent in approach from one survey to the next.
- At some schools, insufficient sample students, mostly girls, were present. This gap was filled through selecting more students from sample schools in the same woreda that had more than enough students in their school. This may also introduce some small biases in our results.
- Several schools were observed to have no mother-tongue teachers. Thus, the number of mother-tongue teachers interviewed was less than our initial expectations. Through an oversight, the sex of the mother-tongue teachers interviewed was not recorded.
- Our field teams were unable to access nine of the schools initially selected for the study both in Afar and Oromia regions. In five cases this was based on security advice, and four schools were inaccessible for other reasons. In each case the survey substituted another randomly selected school in the same or an adjacent woreda.
- In two cases the survey found a selected school was not teaching in Afar Af at all, and the EGRA was conducted at an alternative school.

Assessment Participants

3.   EGRA participants' distribution by different socio-demographic characteristics is shown in Table 102, Table 103 and Table 104 below.

4.   Table 102 shows the overall distribution of 2024 EGRA participant students by location, grade and sex of participant. As planned, 830 students took the EGRA from the two study regions. Out of them, 575 (69.3 percent) were from Afar region while 255 (30.7 percent) were from Oromia region. Looking by grade level and sex, the endline EGRA included 414 boys and 416 girls, whilst the number of participants from Grade 2 (51.4 percent) was slightly greater than those from Grade 3 (48.6 percent). Compared with the initial plan, the EGRA was able to cover 100 percent of the initially planned students, i.e. the response rate was 100 percent.

Table 102 Distribution of participant students by location, grade and sex, 2024 EGRA

Region	Sex	Grade 2		Grade 3		Total	
		Count	%	Count	%	Count	%
Afar	Male	137	45.8	150	54.3	287	49.9
	Female	162	54.2	126	45.7	288	50.1
	Total	299	100.0	276	100.0	575	100.0
Oromia	Male	63	49.2	64	50.4	127	49.8
	Female	65	50.8	63	49.6	128	50.2
	Total	128	100.0	127	100.0	255	100.0
Total	**Male**	200	46.8	214	53.1	414	49.9
	Female	227	53.2	189	46.9	416	50.1
	Total	427	100.0	403	100.0	830	100.0

5.	Table 103 below shows that 18 of the principals (69 percent) from the total of 26 principals that took part in the endline EGRA were from Afar and the rest, 8 principals (31 percent), were from Oromia region. As was the case during the MTE EGRA, there was on one female participant in Afar that took part in this assessment.

Table 103 Distribution of participant school principals by location, and sex, 2024 EGRA

Region	Male		Female		Total	
	Count	%	Count	%	Count	%
Afar	17	94.4	1	56	18	69.2
Oromia	8	100.0	0	0.0	8	30.8
Total	**25**	**96.2**	**1**	**3.8**	**26**	**100.0**

6.	Table 104 below highlights the distribution of mother-tongue language teachers by region and shows that 31 mother-tongue language teachers took part in the 2024 EGRA. Almost two-thirds of them (64.5%) were found in the Afar region, but several schools in Afar were observed to have no mother-tongue teachers in place at the time of the survey.

Table 104 Distribution of participant mother-tongue language teachers by region, 2024 EGRA

Region	Count	%
Afar	20	64.5
Oromia	11	35.5
Total	**31**	**100.0**

Raw performance scores

Timed Subtasks

7.	Each participant student's performance on each timed task (letter name recognition, familiar word reading and oral reading fluency) was assessed and results, disaggregated by language group and grade level, are displayed in Table 105; Table 106 below gives sex-disaggregated figures. Performance was measured as the number of letters or words the student read per minute.

8.	On all timed tasks, and for both languages, average scores of grade 3 students were better than those of grade 2 students. Looking across the different languages, students tested in Afar Af language (in

both grades) showed relatively lower performance on all the three timed subtasks than those tested in Afan Oromo language. Although the EGRA tools are designed to be equivalent across languages, there must be caution in such comparisons. However, the gap between Afar Af and Afan Oromo scores is a large one.

Table 105 Mean Score of Students in Timed Fluency by Mother-tongue and Grade, 2024 EGRA

Language	Grade	Letter Name Recognition	Familiar Word Reading	Oral Reading Fluency
Afar Af	Grade 2	26.3	7.4	9.1
	Grade 3	26.7	9.6	12.0
	Total	26.5	8.5	10.5
Afan Oromo	Grade 2	51.1	15.5	10.3
	Grade 3	63.9	26.0	18.8
	Total	57.4	20.7	14.5
Total*****	Grade 2	41.1	12.2	9.8
	Grade 3	48.7	19.3	16.0
	Total	44.9	15.7	12.9

* All totals are weighted to reflect each region's share in the total number of participating students.

9. Generally, male students performed better in the three timed subtasks than female students (Table 106 below).

Table 106 Mean Score of Students in Timed Fluency by Sex, 2024 EGRA

Language	Sex	Letter Name Recognition	Familiar Word Reading	Oral Reading Fluency
Afar Af	Male	25.9	9.8	12.7
	Female	27.1	7.1	8.4
	Total	**26.5**	**8.5**	**10.5**
Afan Oromo	Male	61.4	22.4	15.6
	Female	53.6	19.0	13.4
	Total	**57.4**	**20.7**	**14.5**
Total	Male	46.9	17.3	14.4
	Female	42.9	14.3	11.4
	Total	**44.9**	**15.7**	**12.9**

Untimed sub-task

10. Table 107 below shows the percentage mean scores of students on reading comprehension disaggregated by grade and sex. Grade 3 students showed relatively better performance than grade 2 (22.4 percent and 13.4 percent respectively). Students in Oromia showed relatively better performance in both grades than those from Afar (the overall results for Afan Oromo and Afar Af were 20.8 percent and 13.6 percent respectively).

11. The percentage mean score of male students on reading comprehension was observed to be better than their female counterparts (20.9 percent and 14.9 percent respectively). Male students from Afar strongly outperformed female students (18.9 percent and 8.3 percent on reading comprehension on average respectively). Though the variation is smaller relatively (compared to the results for Afar), male

students from Oromia also showed higher reading comprehension than female students (22.4 percent and 19.3 percent average reading comprehension respectively).

Table 107 Mean Scores of Untimed Task (Reading Comprehension) by Grade and Sex, 2024 EGRA

Language	Sex	Grade		
		Grade 2	Grade 3	Total
Afar Af	Male	17.0%	20.8%	18.9%
	Female	6.8%	9.7%	8.3%
	Total	**11.5%**	**15.7%**	**13.6%**
Afan Oromo	Male	17.0%	27.9%	22.4%
	Female	12.4%	26.2%	19.3%
	Total	**14.6%**	**27.0%**	**20.8%**
Total	Male	17.0%	24.9%	20.9%
	Female	10.1%	19.8%	14.9%
	Total	**13.4%**	**22.4%**	**17.9%**

Scores against benchmark levels

The EGRA benchmarking system

12.	The MTE EGRA used benchmarking that was validated in the 2015 January workshop held by USAID and the MoE and implemented since then by subsequent EGRAs. The following are the different reading performance categories/benchmarks used in this EGRA:

- "Zero readers" are children who fail to register a positive score on the ORF test.[190]
- Level 1: Reading with limited fluency and comprehension—students scoring above zero but at the lower end of the reading fluency score distribution.
- Level 2: Reading with increasing fluency and comprehension—students who have some reading fluency but have not yet reached the above-mentioned level of fluency and comprehension.
- Level 3: Reading fluently and with full comprehension—students achieving the level of reading fluency that the data indicate corresponds with full or almost full comprehension.

13.	Cut-off values (standards) for students' reading performance in Afan Oromo and Afar Af are shown in Table 108 below.

Table 108 ORF benchmark scores for Afan Oromo and Afar Af

Language	Grade	Students Who are Reading		
		With limited fluency and comprehension	**With increasing fluency and comprehension**	**Fluently and with full comprehension**
Afan Oromo	Grade 2	1 to 19	20 to 47	48 and above
	Grade 3	1 to 29	30 to 57	58 and above
Afar Af	Grade 2	1 to 18	19 to 45	46 and above
	Grade 3	1 to 23	24 to 50	51 and above

Source: National EGRA 2021 and 2023 reports (NEAES, 2022,NEAES, 2024)

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[190] If a child does not read any words correctly on the first line of the reading passage, the exercise is discontinued and a zero score is recorded (see the survey instrument in. Similar auto-stop rules apply to the other timed tasks, see Annex 21**).**

Benchmark scores

14.   Table 109 below presents the percentage of students at benchmark levels by grade and language. Only 35.6 percent, 16.1 percent and 5.9 percent of the students in both languages were able to be categorized under level 1, level 2 and level 3 respectively. 42.4 percent of students were found to non-readers (zero readers), however there is a sizeable difference between Afar (55.4 percent) and Oromia (33.5 percent). A greater proportion of students in Oromia achieved level 1 proficiency and level 2, compared with Afar, but a higher percentage of children reached level 3 in Afar (8.5 percent) than in Oromia (4.2 percent).

Table 109 Percentage of Students at Benchmark Levels by grade and by sex, 2024 EGRA

By grade

Language	Grade	Zero Readers	Level 1: Reading with limited fluency and comprehension	Level 2: Reading with increasing fluency and comprehension	Level 3: Reading fluently and with full comprehension
Afar Af	Grade 2	58.4%	26.3%	6.5%	8.8%
	Grade 3	52.3%	26.6%	12.8%	8.2%
	Total	**55.4%**	**26.5%**	**9.7%**	**8.5%**
Afan Oromo	Grade 2	42.5%	35.8%	19.5%	2.2%
	Grade 3	24.4%	48.1%	21.4%	6.1%
	Total	**33.5%**	**41.9%**	**20.4%**	**4.2%**
Total	Grade 2	48.9%	31.9%	14.3%	4.9%
	Grade 3	35.8%	39.3%	17.9%	7.0%
	Total	**42.4%**	**35.6%**	**16.1%**	**5.9%**

By sex

Language	Sex	Zero Readers	Level 1: Reading with limited fluency and comprehension	Level 2: Reading with increasing fluency and comprehension	Level 3: Reading fluently and with full comprehension
Afar Af	Male	61.3%	14.3%	13.6%	10.7%
	Female	49.3%	38.8%	5.7%	6.2%
	Total	55.4%	26.5%	9.7%	8.5%
Afan Oromo	Male	34.8%	36.5%	21.2%	7.5%
	Female	32.3%	47.1%	19.7%	.9%
	Total	33.5%	41.9%	20.4%	4.2%
Total	Male	45.7%	27.4%	18.1%	8.8%
	Female	39.1%	43.8%	14.1%	3.0%
	Total	42.4%	35.6%	16.1%	5.9%

15.   Figure 78 below depicts the percentage of zero readers on oral reading fluency by grade and by sex. As would be expected, the percentage of zero readers on oral reading fluency was higher among grade 2 students than grade 3 students in Oromia (57.0 percent and 48.8 percent respectively). Students from Afar recorded a slightly lower percentage of zero readers on ORF than students from Oromia. The results among grade 2 students were 50.5 percent and 57.0 percent for students from Afar and Oromia respectively. Likewise, the percentages of zero readers among grade 3 students were 51.8 percent and 48.8 percent for students in Afar and Oromia respectively.

Figure 78. Percentage of zero readers on ORF, 2024 EGRA

by grade

by sex (with G2 and G3 combined)
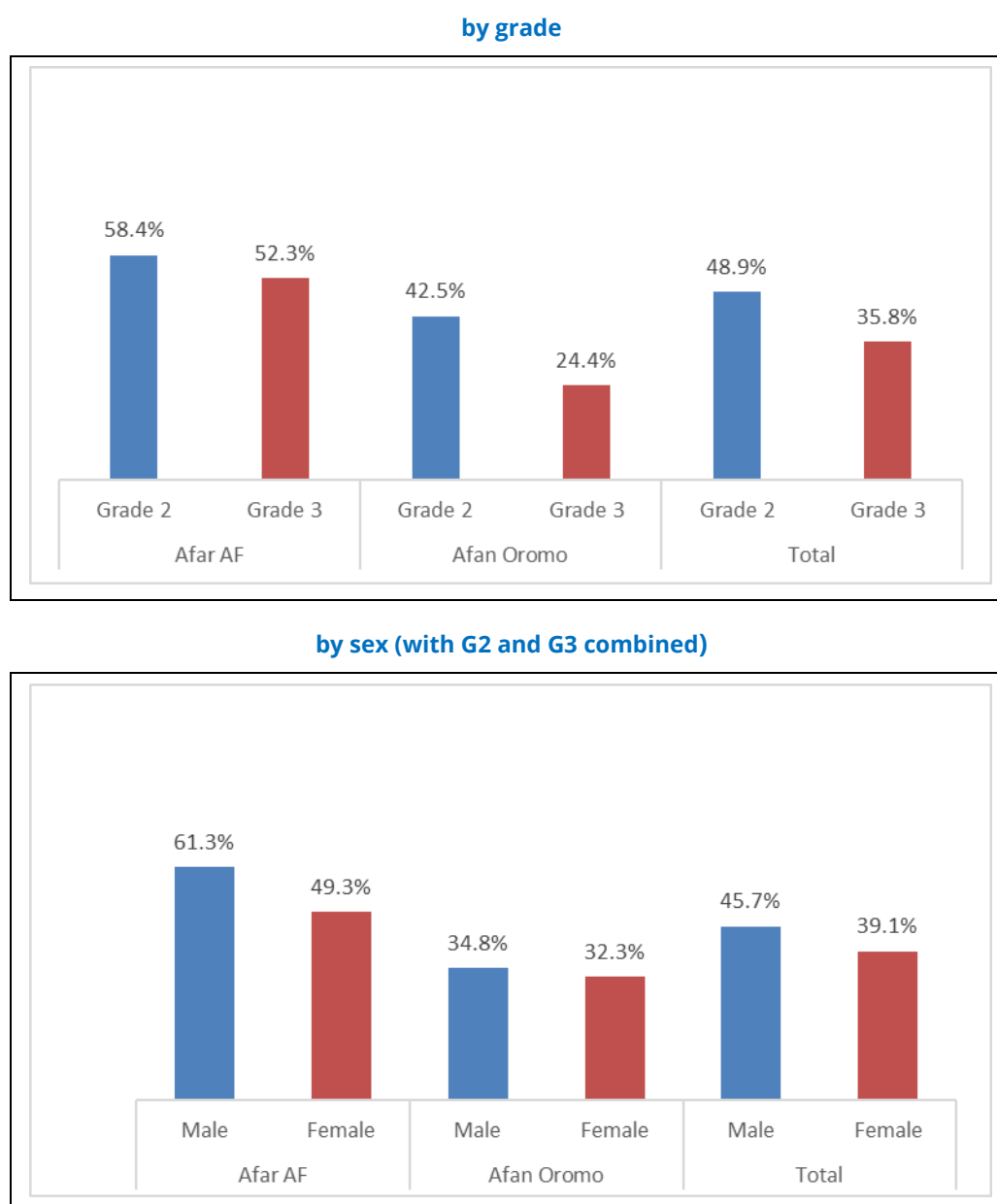
Source: Table 109

Testing Mean Differences of Students' Performances on Oral Reading Fluency Across the Two Grade Levels

16.   An independent sample t-test has been conducted to assess if there are statistically significant variations between grade 2 and grade 3 as well as between male and female students' performances on ORF. In addition, Cohen's d was calculated to measure the size of the differences between the two distinct groups or the meaningfulness of the observed differences between the two groups.[191]

17.   Table 110 below shows that the observed mean differences of students' performances on ORF between the two grade levels (grade 2 and grade 3) are significant both at the overall level as well as at each language level (P- values: <0.0078, <0.0000 & <0.000 in students using Afar Af, Afan Oromo and all combined). Looking at the Cohen's d, only the difference among grade 2 & grade 3 students of Afan Oromo

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[191] Cohen's d is the standardized difference or the difference between two means divided by the pooled standard deviation.

and all combined were found to be meaningfully big. Calculated Cohen's d for Afar Af, Afan Oromo, and the two languages combined are -0.1338, -0.5164 and -0.3288 respectively. According to literature (Wolf, 1986), a Cohen's d of 0.25 and above indicates the size of the difference is educationally significant or something was learned, and a Cohen's d of 0.50 and above shows a strong educational effect or indicates that something was substantially changed. Thus, we can conclude that grade 3 students using Afan Oromo have learnt something that helped them to perform better on ORF than their grade 2 counterparts.

Table 110 Mean difference test results (among the two grades) on ORF, 2024

Language	Grade	Mean Value (word/min.)	P-value	Cohen's d for ORF
Afar Af	Grade 2	9.1	<0.0078**	-0.1338
	Grade 3	12.0		
Afan Oromo	Grade 2	10.3	<0.0000**	-0.5164
	Grade 3	18.8		
Total	Grade 2	9.8	<0.0000**	-0.3288
	Grade 3	16.0		

** = observed difference is highly significant at α = 1%

18.	The t-test results (Table 111 below) indicated that the observed differences in mean oral reading fluency across the two sexes are statistically significant (P-values for students from Afar Af, Afan Oromo and both languages together are <0.0002, <0.0022 and <0.000 respectively). Looking at the Cohen's d values; the size of the observed difference is not meaningful for students using Afar Af or Afan Oromo.

Table 111 Mean difference test results (between sexes) on students' performance of ORF

Language	Sex	Mean Value (word/min)	P-value	Cohen's d for ORF
Afar Af	Male	12.57	<0.0002**	0.19
	Female	8.47		
Afan Oromo	Male	15.6	<0.0022**	0.13
	Female	13.4		
Total	Male	14.4	<0.0000**	0.15
	Female	11.4		

** = observed difference is highly significant at α = 1%

Factors Associated with Students' Oral Reading Fluency

19.	To assess the factors that may contribute to students' oral reading fluency, a number of variables from the principal or school leader interview, mother-tongue teacher interview and students' context interview have been considered. Table 112 below presents the list of variables from the three different interviews that were considered for the relationship analysis.[192] We used binary correlation tests to establish whether there are associations between each factor and students' oral reading fluency.

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[192] Most of these variables are adapted from the standard EGRA.

Table 112 Key questions concerning principals, mother-tongue teachers and students

S/N	Variable
Principals	
1	Qualification (highest)
2	Have you received special training or taken courses that prepared you to implement a programme in reading?
3	Have you supported teachers on how to teach reading (the pedagogy)?
4	How many of the teachers have received specific training using mother tongue as the medium of instruction?
5	In your school, who is responsible for observing teachers in their classrooms?
6	Has your school received mother tongue textbooks or materials for reading (for grades 2 and 3)?
7	Does the school have a library?
8	In a semester, how often are you able to observe the teachers in their classrooms?
9	To your knowledge, how many teachers have had teacher training?
Mother-tongue teachers	
1	Are you a Trained Teacher to teach language?
2	What is your highest professional qualification?
3	How many years have you been teaching overall?
4	How many years have you been teaching as a trained language teacher?
5	Does your school have a functioning Library or Reading Room?
6	Are there sufficient reading materials for supporting reading teaching?
7	Do you supervise your students as they use the library?
8	Do your students have sufficient learning materials for learning the language?
9	Does your school have a functioning Parent - Teacher Association (PTA)?
10	Do you have class meetings with the parents of your students?
11	How often do you have class meetings with these parents?
12	How many days of in-service training or Continuous Professional Development (PD) sessions have you attended during the last three year?
Students' contexts	
1	Do you speak the same language at home as you speak at school?
2	Did you go to a pre-primary school before first grade?
3	Do you have the language textbook?
4	Who helps you most with your homework?
5	Does your mother read and write?
6	Does your father read and write?

Note: the full set of survey questions is at Annex 21.

20.	Depending on the type of variables under consideration either Pearson's correlation (for interval by interval) or Cramer's V (for nominal by nominal) or Eta (for nominal by interval) test results were used to assess if there are significant associations between ORF and the context variables. While p-values of <5% or <10% were used to assess the significance of the association, an Eta value of 0.2 was considered as the minimum value to consider that the relationship is statistically significant. Benchmark results of students on reading were used to test availability of relationships with different background characteristics. Below are results of association tests with principal, mother-tongue teacher and student backgrounds.

21.　　Table 113 below shows the association test results of students' ORF and different characteristics of the school principal. Five variables considered were found to have significant relationship with students' oral reading fluency (P-values less than 5% or Eta>=0.2). That is, supporting teachers on how to teach reading, responsible person for observing teachers in classroom, availability of mother-tongue textbooks or materials for reading in the school, availability of library in the school and frequency of observing teachers in classroom were key background characteristics that were observed to have significant relationships with students' oral reading fluency.

Table 113 Correlation test results of ORF with principal variables, 2024

Characteristics of Principals	Statistic	Significance/ Value
Receiving special training or taking courses that help to implement a programme in reading	Cramer's V	<0.907
Supporting teachers on how to teach reading (the pedagogy)?	Cramer's V	<0.076*
Number of teachers that received specific training using mother-tongue as the medium of instruction	Eta	0.134
Individual responsible for observing teachers in their classrooms	Cramer's V	<0.000**
Having mother-tongue textbooks or materials for reading (for grades 2 and 3) in the school?	Cramer's V	<0.000**
Availability of library in the school	Cramer's V	<0.002**
Frequency of observing teachers in their classrooms per semester	Cramer's V	<0.000**

*** = result is significant at 5% level of significance; * = result significant at 10% level*
Eta value of 0.2 was considered as the minimum level for accepting the association

22.　　Nine of the twelve mother-tongue variables considered were found to have significant relationships with students' ORF (Table 114 below). Calculated P-values of nine of the twelve mother-tongue variables were either less than 5 percent or the Eta values were >=0.2. Highest professional qualification, overall number of teaching years, number of years teaching as a language teacher, availability of a functional library or reading room, availability of sufficient reading material for supporting reading, availability of sufficient learning materials among students, availability of functional parent-teacher association, conducting class meetings with students' parents, and frequency of class meetings with students' parents, were the key background characteristics that have significant relationships with students' ORF.

Table 114 Correlation test results of ORF with mother-tongue teacher variables, 2024

Characteristics of Mother-tongue teachers	Statistic	Significance/ Value
Being a trained teacher to teach language	Cramer's V	<0.237
Highest professional qualification	Cramer's V	<0.000**
Overall number of teaching years	Eta	0.063*
Number of years teaching as a language teacher	Eta	0.082*
Availability of a functioning Library or Reading Room	Cramer's V	<0.002**
Availability of sufficient reading materials for supporting reading teaching	Cramer's V	<0.005**
Supervising students as they use the library	Cramer's V	<0.538
Availability of sufficient learning materials among the students for learning the language	Cramer's V	<0.004**

Characteristics of Mother-tongue teachers	Statistic	Significance/ Value
Availability of a functioning Parent - Teacher Association (PTA) in the school	Cramer's V	<0.000**
Conducting class meetings with students' parents	Cramer's V	<0.000**
Frequency of class meeting with students' parents	Cramer's V	<0.000**
Number of days of in-service training or Continuous Professional Development (PD) sessions the teacher attended during the last three years	Eta	0.196

** = result is significant at 5% level of significance; * = result significant at 10% level

Eta value of 0.2 was considered as the minimum level for accepting the association

23. Table 115 below indicates correlation test results of students' ORF with six different student background characteristics. Speaking the same language at home as they are speaking at school, going to pre-primary school before first grade, individuals helping students most with their homework, student's mother and father ability to read and write, were background characteristics that were found to have significant relationships with ORF (P-values <5 percent).

Table 115 Correlation test results of ORF with students' background variables

Characteristics of Students	Statistic	Significance/Value
Speaking the same language at home as they speak at school	Cramer's V	<0.000**
Going to pre-primary school before first grade	Cramer's V	<0.032**
Availability of language textbook	Cramer's V	<0.000**
Individual helping the student most with their homework	Cramer's V	<0.000**
Student's mother's literacy	Cramer's V	<0.000**
Student's father's literacy	Cramer's V	<0.000**

** = result is significant at 5% level of significance; * = result significant at 10% level

Comparison with the 2023 MTE EGRA

24. The sampling of the 2024 EGRA included one fewer woreda in Afar compared with the 2023 MTE EGRA. 28 school principals took part in the MTE EGRA with 20 from Afar (71.4 percent) and 8 from Oromia (28.6 percent). At the endline EGRA, 26 school principals took part with similar numbers from Afar (69 percent and Oromia (31 percent).

25. Table 116 and Figure 79 below provide a comparison of students' performance on timed tasks between the 2023 MTE EGRA results and the 2024 endline EGRA. The general trend is one of improvement between the MTE and the endline. Across both languages, the data shows an improvement in letter recognition (37.8 to 44.9 letters per minute), familiar word reading (10.7 to 17.7 words per minute) and oral reading fluency (10.3 to 12.9 words per minute). Within this overall trend, the only significant decline was of Afan Oromo speaking boys in oral reading fluency as their average score fell from 18.8 words per minute to 15.6 at the endline.

Table 116 Mean Score of Students in Timed Fluency by Sex, comparison between 2023 MTE EGRA and 2024 endline EGRA

Language	Sex	Letter Name Recognition		Familiar Word Reading		Oral Reading Fluency	
		MTE	Endline	MTE	Endline	MTE	Endline
Afar Af	Male	28.4	25.9	7.4	9.8	8	12.7
	Female	29.5	27.1	5.6	7.1	6.2	8.4
Afan Oromo	Male	62.0	61.4	22.0	22.4	18.8	15.6
	Female	40.1	53.6	12.3	19.0	11.7	13.4
Total	Male	41.8	46.9	13.2	17.3	12.3	14.4
	Female	33.7	42.9	8.3	14.3	8.4	11.4
	Total	**37.8**	**44.9**	**10.7**	**15.7**	**10.3**	**12.9**

Figure 79. Comparison of Mean Score of Students in Timed Fluency by Sex between 2023 MTE EGRA and 2024 endline EGRA
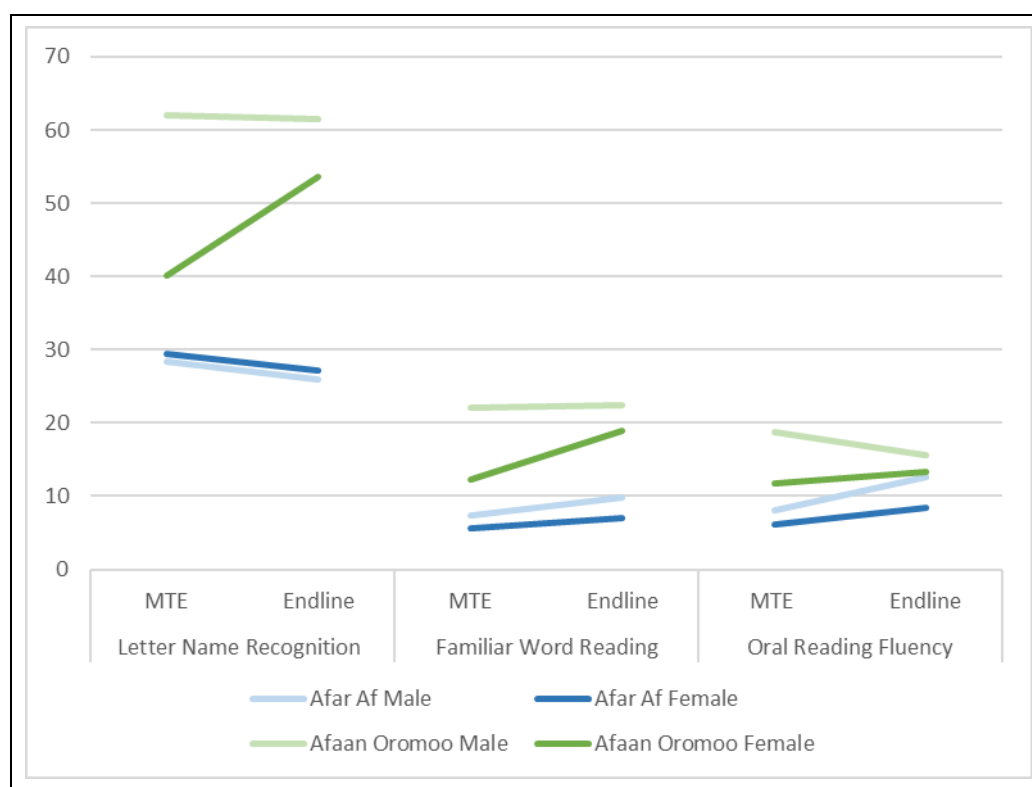
26.   Table 117 provides a comparison of benchmark levels between the 2023 MTE EGRA and 2024 endline EGRA. The two EGRA surveys show a significant fall in the number of zero readers between 2023 (70.8 percent) and 2024 (51.7 percent) with related increases in the proportion of children achieving level 1, 2 and 3 proficiency. The results from Afar have contributed most to this trend, especially female students in the region. 88.1 percent of female students in Afar were zero readers according to the 2023 MTE EGRA, compared with 51.2 percent during the endline EGRA.

27.   Being at Level 2 or Level 3 is the closest approximation to the benchmark for MGD Indicator #1 (see Annex 9) and these scores are shown separately in Table 119 below.

Table 117 Percentage of students at benchmark reading levels by sex (2023 and 2024)

Language	Sex	Zero Readers		Level 1: Reading with limited fluency and comprehension		Level 2: Reading with increasing fluency and comprehension		Level 3: Reading fluently and with full comprehension		Percentage of readers at Level 2 or Level 3	
		2023	**2024**	**2023**	**2024**	**2023**	**2024**	**2023**	**2024**	**2023**	**2024**
Afar Af	Male	76.6%	61.3%	7.7%	14.3%	11.0%	13.6%	4.7%	10.7%	15.7%	24.3%
	Female	88.1%	49.3%	2.4%	38.8%	1.6%	5.7%	7.9%	6.2%	9.5%	11.9%
Afan Oromo	Male	47.8%	34.8%	16.7%	36.5%	28.0%	21.2%	7.6%	7.5%	35.6%	28.7%
	Female	59.2%	32.3%	22.3%	47.1%	15.4%	19.7%	3.1%	0.9%	18.5%	20.6%
Total	Male	65.1%	48.0%	11.3%	25.4%	17.8%	17.4%	5.9%	9.1%	23.7%	26.5%
	Female	76.6%	40.8%	10.3%	42.9%	7.1%	12.7%	6.0%	3.6%	13.1%	16.3%
	Total	**70.8%**	**44.4%**	**10.8%**	**34.2%**	**12.5%**	**15.0%**	**5.9%**	**6.3%**	**18.4%**	**21.3%**

Table 118 Percentage of students at benchmark reading levels by grade (2023 and 2024)

Language	Grade	Zero Readers		Level 1: Reading with limited fluency and comprehension		Level 2: Reading with increasing fluency and comprehension		Level 3: Reading fluently and with full comprehension		Percentage of readers at Level 2 or Level 3	
		2023	**2024**	**2023**	**2024**	**2023**	**2024**	**2023**	**2024**	**2023**	**2024**
Afar Af	Grade 2	86.6%	58.4%	3.5%	26.3%	5.1%	6.5%	4.8%	8.8%	9.9%	15.3%
	Grade 3	78.1%	52.3%	6.6%	26.6%	7.6%	12.8%	7.8%	8.2%	15.4%	21.0%
	Total	**82.3%**	**55.4%**	**5.1%**	26.5%	**6.3%**	9.7%	**6.3%**	8.5%	**12.6%**	18.2%
Afaan Oromo	Grade 2	60.9%	42.5%	14.4%	35.8%	20.8%	19.5%	3.9%	2.2%	24.7%	21.7%
	Grade 3	46.1%	24.4%	24.6%	48.1%	22.5%	21.4%	6.8%	6.1%	29.3%	27.5%
	Total	**53.5%**	**33.5%**	**19.5%**	41.9%	**21.7%**	20.4%	**5.3%**	4.2%	**27.0%**	24.6%
Total	Grade 2	76.3%	50.4%	7.8%	31.0%	11.4%	13.0%	4.4%	5.5%	15.8%	18.5%
	Grade 3	65.3%	38.4%	13.8%	26.8%	13.5%	13.4%	7.4%	8.9%	20.9%	22.3%
	Total	**70.8%**	**44.4%**	**10.8%**	28.9%	**12.5%**	13.2%	**5.9%**	7.2%	**18.4%**	20.4%

Source: 2023 and 2024 EGRAs.. Because of the timing of the EGRA survey, students at the beginning of Grades 3 and 4 were taken as proxies for students at the end of Grades 2 and 3 respectively

Table 119 Students at Level 2 or Level 3 (2023 and 2024)

Language	Sex	Percentage of readers at Level 2 or Level 3		Grade	Percentage of readers at Level 2 or Level 3	
		2023	**2024**		**2023**	**2024**
Afar Af	**Male**	15.70%	24.30%	**Grade 2**	9.90%	15.30%
	Female	9.50%	11.90%	**Grade 3**	15.40%	21.00%
Afan Oromo	**Male**	35.60%	28.70%	**Grade 2**	24.70%	21.70%
	Female	18.50%	20.60%	**Grade 3**	29.30%	27.50%
Total	**Male**	23.70%	26.50%	**Grade 2**	15.80%	18.50%
	Female	13.10%	16.30%	**Grade 3**	20.90%	22.30%
	Total	**18.40%**	**21.30%**	**Total**	**18.40%**	20.40%

28.　　　Figure 80, Figure 81 and Figure 82 provide comparisons between the MTE EGRA and the endline EGRA. Figure 80 shows improvement in scores across both regions inclusive of grade 2 and grade 3. The greatest change is the reduction in the proportion of zero readers and significant increase in the proportion of children reaching level 1 reading proficiency.

29.   Figure 81 is a comparison of proficiency levels at grade 2 during the MTE EGRA and grade 3 of the endline EGRA as this follows the same cohort of students (albeit not the same individuals). The proportion of zero readers decreases by a similar amount between Afar (35% lower at endline) and Oromia (37% lower at endline), resulting in 24% of children classed as zero readers by grade 3 in Oromia at endline compared with 52% in Afar. The majority of grade 3 students in Oromia at endline are classified as level 1 readers, whereas the majority in Afar are still zero readers.

30.   Figure 82 provides greater detail on the sex disaggregation of ORF scores by grade. In Afar, the greatest improvement has been made by female students as a higher proportion have moved from zero reading proficiency to level 1 across both grades. The proportion of zero readers in grade 2 in Oromia slightly increased between the MTE and endline from 42 percent to 45 percent. This is the only example where this is the case, all other disaggregations of sex and grade reveal reduced proportions of zero readers.

Figure 80. Percentage of students at benchmark reading levels by region and grade compared between MTE EGRA 2023 and endline EGRA 2024
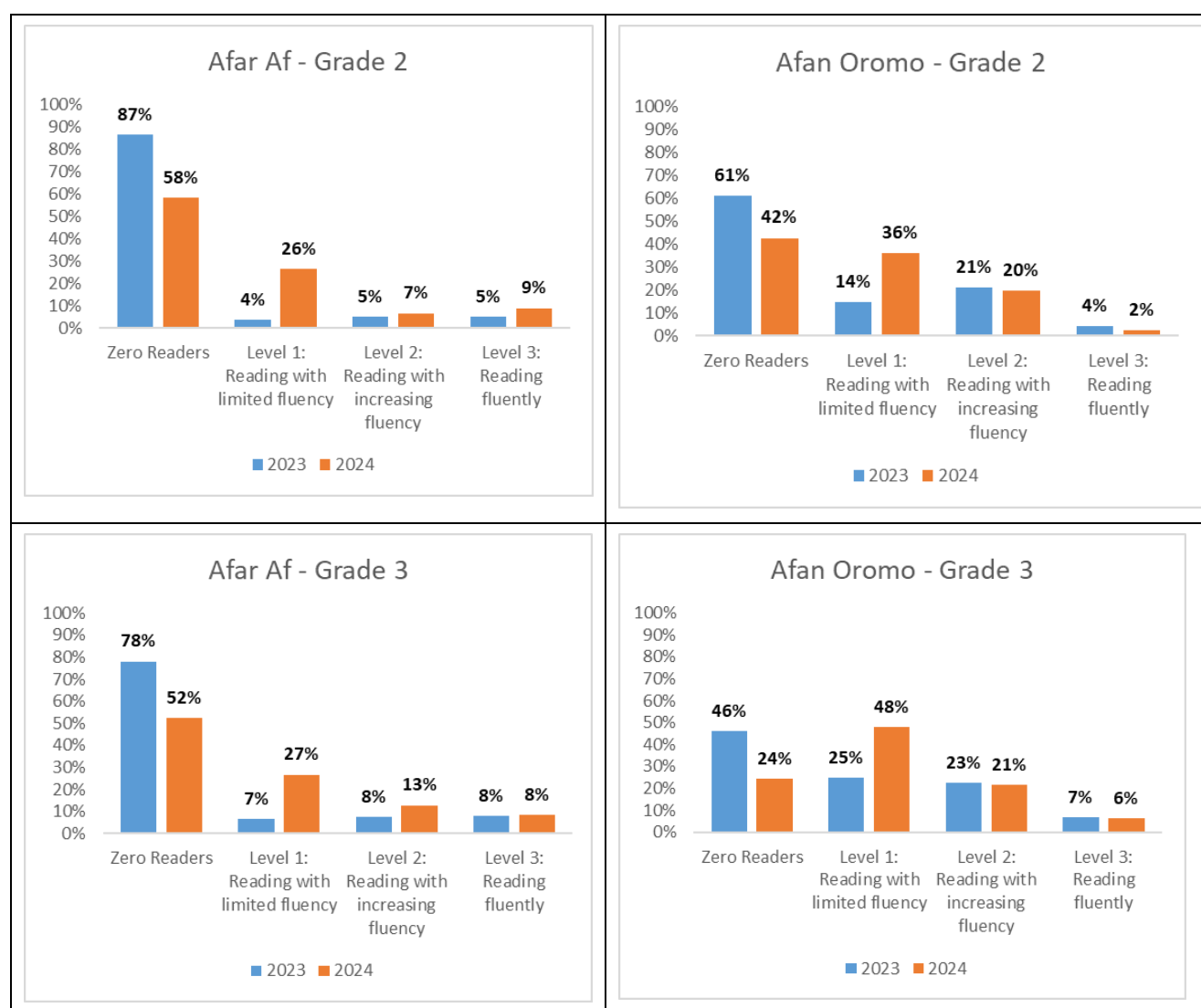
Source: Table 118

Figure 81. Percentage of students at benchmark reading levels, a comparison between Grade 2 scores at MTE EGRA 2023 with Grade 3 scores at Endline EGRA 2024
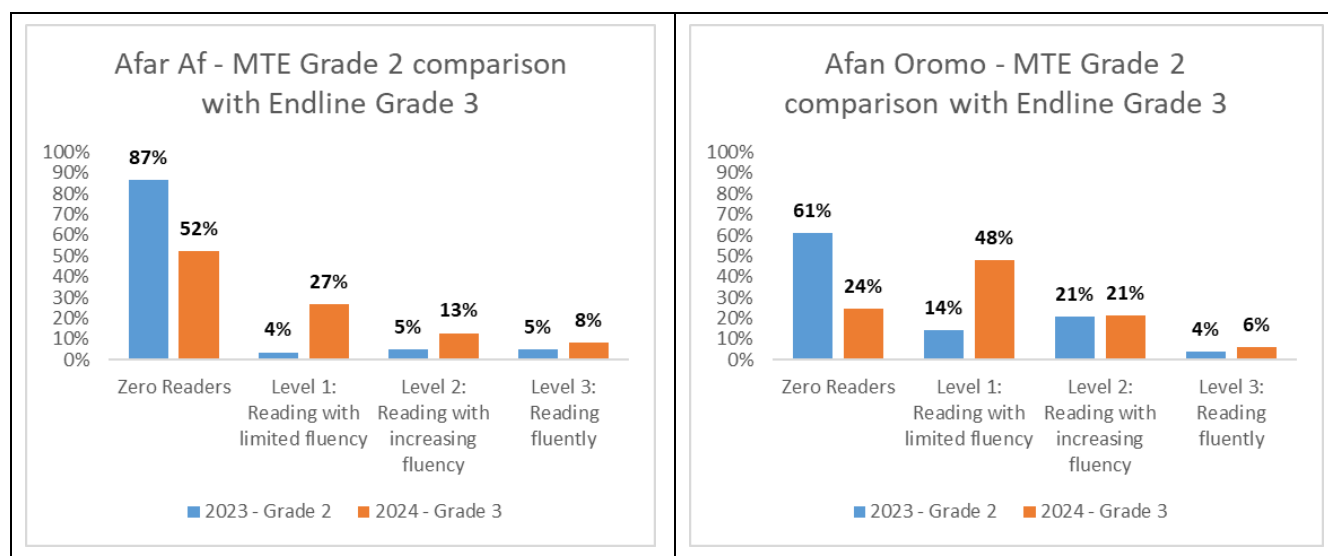
Source: Table 118

Figure 82. Percentage of students at benchmark reading levels, a comparison of scores by grade and sex between MTE EGRA and Endline EGRA

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Afar Af - Grade 3, Male

	2023	2024
Zero Readers	69%	52%
Level 1: Reading with limited fluency	12%	20%
Level 2: Reading with increasing fluency	13%	16%
Level 3: Reading fluently	6%	11%

Afar Af - Grade 3, Female

	2023	2024
Zero Readers	80%	52%
Level 1: Reading with limited fluency	7%	34%
Level 2: Reading with increasing fluency	2%	9%
Level 3: Reading fluently	11%	4%

Afan Oromo - Grade 2, Male

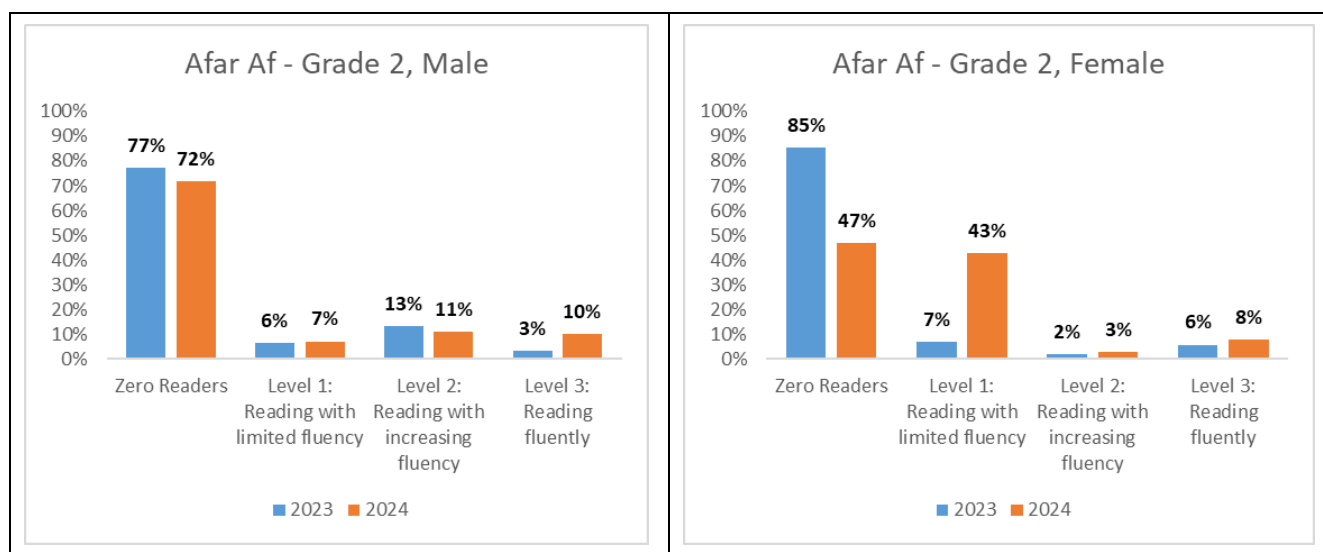|	2023	2024
Zero Readers	42%	45%
Level 1: Reading with limited fluency	15%	25%
Level 2: Reading with increasing fluency	35%	28%
Level 3: Reading fluently	8%	3%

Afan Oromo - Grade 2, Female

	MTE	Endline
Zero Readers	44%	40%
Level 1: Reading with limited fluency	46%	46%
Level 2: Reading with increasing fluency	10%	12%
Level 3: Reading fluently	0%	2%

Afan Oromo - MTE Grade 3, Male

	2023	2024
Zero Readers	38%	25%
Level 1: Reading with limited fluency	23%	48%
Level 2: Reading with increasing fluency	24%	15%
Level 3: Reading fluently	15%	12%

Afan Oromo - MTE Grade 3, Female

	2023	2024
Zero Readers	31%	24%
Level 1: Reading with limited fluency	34%	48%
Level 2: Reading with increasing fluency	28%	28%
Level 3: Reading fluently	7%	0%

Source: Table 117,

Conclusions

31.　　The following conclusions are based on the quantitative data analysis findings from the two EGRAs that focused on project school performance.

Overall reading proficiency

32.　　Generally, reading proficiency of WFP's McGovern-Dole school feeding project participant students was found to have improved in the year since the MTE EGRA was conducted. The proportion of zero readers combined for both languages has fallen from 76.3 percent at the MTE for grade 2 to 48.9 percent at the endline and from 65.3 percent to 35.8 percent for grade 3. As Figure 83 shows, the survey found that the proportion of zero readers in Afar is only slightly lower in grade 3 compared with grade 2, whereas in Oromia there is a steeper fall from 48.9 percent of students in grade 2 down to 35.8 percent in grade 3. Sex-disaggregated results showed that the greatest improvement has been made by girls in Afar as the proportion of zero readers fell from 88 percent at the MTE to 49 percent at endline across both grades. In comparison, the proportion of boys in Afar classed as zero readers fell from 77 percent at MTE to 66 percent at endline. The trend is the same in Oromia where the proportion of female zero readers decreased by a greater amount than of boys (48 percent to 35 percent for boys and 59 percent to 32 percent for girls between the MTE EGRA and endline EGRA).

Figure 83. Percentage of students at benchmark levels by language, 2024 EGRA
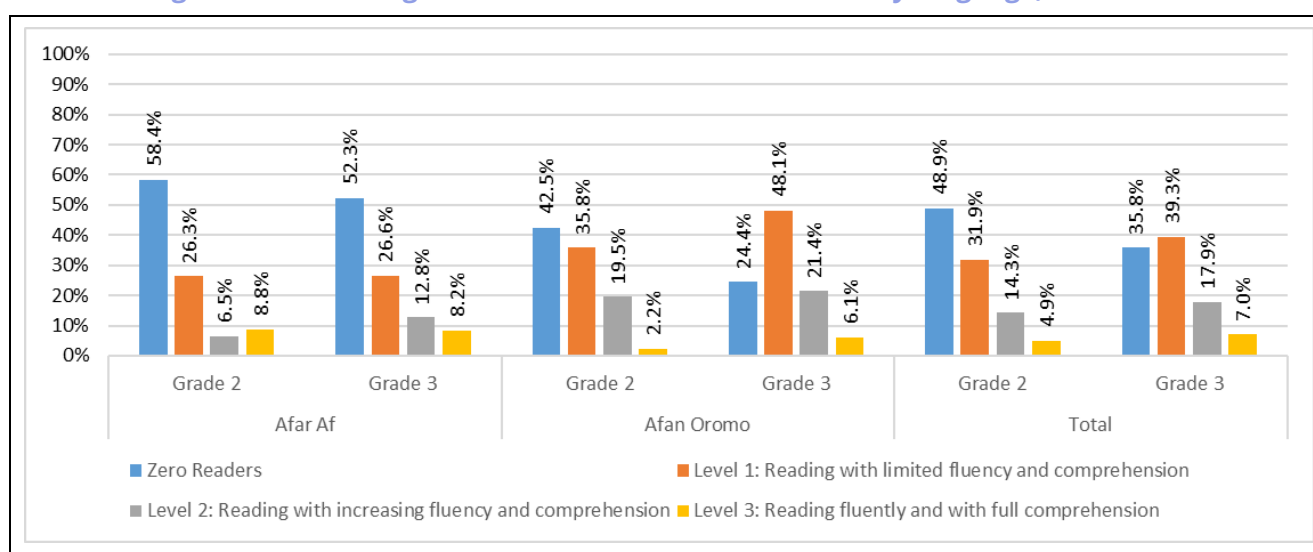
Source: data from Table 109 above

Statistical significance of findings

33.　　Differences in grade performance for oral reading fluency were statistically highly significant (P<0.01) for the regions individually and as a combined data set (Table 110 above) indicating that the observed difference was very unlikely to be due to sampling, and reflected real effects. The standardised difference (Cohen's d) was small in Afar but was significant in Oromia and for the combined data sets. In all cases (Afar Af, Afan Oromo, and combined) the Grade 3 performance was better than Grade 2, as would be expected with an additional year's teaching, with 63 percent improvement in ORF overall.

34.　　Differences between sexes in ORF test results were similarly highly significant (P<0.01) for both regions and overall, with girls generally performing worse, with 21 percent slower reading speed than boys, but in terms of the variability of the sample, the normalized difference (Cohen's d) was small (0.15). This disparity between sexes was more evident in Afar Af (d=0.19) than in Afan Oromo (d=0.13). Again, this result

is in line with expectation, given the additional factors that tend to weigh against girls' education relative to boys.

Factors associated with student's oral reading fluency

35.   Correlation test results showed that receiving special training or taking courses that help with implementing the program, supporting teachers on how to teach reading, number of teachers receiving specific training in using mother tongue as medium of instruction, responsible person for observing teachers in classroom, availability of mother-tongue textbooks or materials for reading in the school, availability of library in the school and frequency of observing teachers in classroom were key school leaders'/ principals' background characteristics that were observed to have significant relationships with students' oral reading fluency.

36.   Likewise, level of teacher's qualification, availability of a functional library or reading room, availability of sufficient reading materials to support teaching of reading, availability of sufficient learning materials among students, a functioning Parents Teacher Association (PTA), conducting class meetings with student's parents, and the frequency of these meetings all had statistically highly significant relationships with students' ORF performance.

37.   Speaking the same language at home and school, going to pre-primary school before first grade, availability of language textbooks, the individual helping students most with their homework, and both mother's and father's literacy were students' background characteristics that were found to have significant relationships with ORF.

Comparison with National EGRA scores

Approach

38.   In this section we compare the McGovern-Dole EGRA benchmark results from the 2023 and 2024 surveys with National EGRAs from 2021 and 2023. Table 120 below compares the dates and coverage of the EGRAs conducted in the project areas during the course of the project. The national surveys were conducted before the McGovern-Dole surveys, although the 2023 MTE EGRA was assessing the same cohort of students as the 2023 national EGRA.

39.   Caution is required in making this comparison with the national EGRAs, as the national surveys did not focus on the McGovern-Dole schools in Afar and their sample for Oromia was Region-wide, whereas the McGovern-Dole EGRAs focused only on the two Zones included in the McGovern-Dole project. Because of the timing of the McGovern-Dole EGRAs (at the beginning of a school year) they used G3 and G4 students as proxies for G2 and G3. On the other hand, as described in Annex 20, the McGovern-Dole EGRAs closely followed the methodology (instrument design and benchmarking standards) of the national EGRAs.

Table 120 Dates and coverage of McGovern-Dole and national EGRAs

EGRA survey	survey date	sample	comments
National 2021	April 2021	Afar (planned): 35 schools, 1,400 students)	not limited to MGD project schools[193]
		Oromia (planned): 85 schools, 3,400 students)	not specific to Borana and East Hararghe zones (which are likely below average for Oromia)
National 2023	May 2023	Afar: 30 schools (approx. 1,000 students)	not limited to MGD project schools[193]
		Oromia: 80 schools (approx. 3,000 students)	not specific to Borana and East Hararghe zones (which are likely below average for Oromia)
MGD 2023	Nov/Dec 2023	Afar: 20 schools, 640 students:	Used G3 and G4 as proxy for G2 and G3, due to timing at beginning of school year. Afar sample from all zones, but Oromia specific to Borana and E Hararghe. Samples limited to in-project schools.
		Oromia: 8 schools, 256 students	
MGD 2024	Nov Dec 2024	Afar: 18 schools, 575 students	
		Oromia: 8 schools, 255 students	

40.	Table 121 below compares ORF benchmarks between the national and McGovern-Dole EGRAs. It is worth considering (a) whether the national and McGovern-Dole EGRAs appear reasonably consistent with each other, and (b) whether we can make further comments on trends by looking at both sets of EGRA.

Table 121 Benchmark comparisons between national and McGovern-Dole EGRAs.

Grade and date		Zero Readers	Level 1: Reading with limited fluency and comprehension	Level 2: Reading with increasing fluency and comprehension	Level 3: Reading fluently and with full comprehension	Level2 + Level3*
Afar Af						
G2	*Apr2021 (national)*	*92%*	*4%*	*4%*	*1%*	*5%*
	May2023 (national)	*86%*	*7%*	*4%*	*4%*	*8%*
	Dec2023 (MGD)	87%	4%	5%	5%	10%
	Dec2024 (MGD)	51%	27%	15%	7%	22%
G3	*Apr2021 (national)*	85%	8%	6%	1%	7%
	May2023 (national)	71%	9%	11%	9%	20%
	Dec2023 (MGD)	78%	7%	8%	8%	16%
	Dec2024 (MGD)	52%	27%	12%	9%	21%
Afan Oromo						
G2	*Apr2021 (national)*	*63%*	*26%*	*9%*	*2%*	11%
	May2023 (national)	46%	27%	20%	6%	26%
	Dec2023 (MGD)	61%	14%	21%	4%	25%
	Dec2024 (MGD)	57%	31%	6%	6%	12%
G3	*Apr2021 (national)*	*36%*	*43%*	*18%*	*3%*	*21%*
	May2023 (national)	29%	36%	25%	10%	35%
	Dec2023 (MGD)	46%	25%	23%	7%	30%
	Dec2024 (MGD)	51%	27%	13%	9%	22%

Sources: MTE and endline EGRAs as above; National EGRA data from NEAES, 2022 and NEAES, 2024
* This is the closest approximation to MGD Indicator #1.

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[193] For the 2921 EGRA, 21 project schools were sampled in Afar out of a total sample for the region of 35 (information from NEAEA). We do not have the equivalent information for the 2023 EGRA.

Consistency between national EGRAs and McGovern-Dole evaluation EGRAs

41.	The strongest point of comparison should be between the 2023 national EGRA and the 2023 McGovern-Dole EGRA because both focus on the same cohort of students (those who were in G2 and G3 during the 2022/23 school year). We might expect more similarity in the Afar Af scores because the geographical scope is the same (although the national EGRA include some non-project schools). Other things equal, we might expect the evaluation's ORF scores to be slightly higher.[194] We cannot make sex-disaggregated comparisons because the national EGRAs do not report by sex at regional level.

42.	For **Afar Af,** the 2023 comparison does suggest broad consistency between the two EGRAs' findings. Thus, for both G2 and G3 the level and pattern of ORF results are very similar. However, there is not a noticeable upward bias in the evaluation's scores - at G2 the evaluation group score slightly higher (10 percent vs. 8 percent at Level 2 and above), but at G3 the national EGRA scores are a little better (20 percent vs. 16 percent at Level 2 and above). Overall, it is worth considering whether there is plausible evidence of trends in considering the sequence of EGRAs in Afar Af.

43.	The **Afan Oromo** scores are not so similar, but the differences are consistent with the likelihood that schools in Borana and East Hararghe would have a worse performance than the average for the whole Oromia region. Thus, at both G2 and G3 the project schools report significantly more zero readers than the Oromia average (61 percent vs.46 percent at G2, and 46 percent vs. 29 percent at G3); the project schools' percentage of readers at Level 2 and above is actually quite similar at G2 (25 percent vs, 26 percent) but worse at G3 (30 percent vs. 35 percent). There is a credible degree of consistency between the different EGRAs, but the geographical focus of the national EGRA is so much broader that it would not be legitimate to look for trends across the sequence of EGRAs in Afan Oromo. Accordingly, the next section considers Afar Af trends only.

Trends across the Afar Af EGRAs

44.	In **Grade 2**, Zero Readers in Afar significantly decreased between the April 2021 national data (92 percent) and the December 2024 MGD data (51 percent). This represents a notable improvement, suggesting that interventions over the period helped many students progress from being unable to read to engaging with basic reading activities. However, the drop to 51 percent still indicates that more than half of the students in Grade 2 are struggling to acquire basic reading skills, which signals a need for more intensive or targeted interventions.

45.	Concerning Levels 2 + 3 (Increasing Fluency and Comprehension):

- While there is a modest increase in students reaching **Level 2 + Level 3** (from 5 percent in 2021 to 22 percent in 2024), this suggests that, while progress is being made, the majority of students remain in the early stages of reading proficiency. The figures imply that, while some children are developing better fluency and comprehension, the students who have achieved these higher levels of reading are still a minority.
- The gap between **Zero Readers** and higher-level readers indicates that a more targeted, intensive intervention might be needed to accelerate the transition for students stuck at the lower levels. This is especially evident when comparing the numbers across the national and MGD assessments, where despite reductions in **Zero Readers**, the rate of students moving to **Level 2 + Level 3** remains limited.

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[194] As noted earlier under potential limitations, there is possible bias from using grade 3 and grade 4 proxies. Sampling early grade 3/4 as proxies for late grade 2/3 may be biased as some children in grades 2/3, who would have been tested had the EGRAs been done at the end of their academic years, may not have completed. These would likely be the low performers. Hence, results of a test early in the next academic year may be biased upwards. There could also be a slight upward bias in testing later, after the children have had a bit more schooling.

46.	In **Grade 3**, the percentage of **Zero Readers** also decreased substantially from 85 percent in 2021 to 52 percent in 2024, which is a clear indicator of progress, though it still highlights that more than half of Grade 3 students are not proficient readers by the time they complete the third grade. This suggests that the overall education system and interventions are not fully addressing the fundamental reading gaps by the end of Grade 3, leaving many students behind.

47.	The combined percentage of students at **Level 2 + Level 3** increased from 7 percent in April 2021 to 21 percent in December 2024, showing gradual progress in reading fluency and comprehension. However, this rate of growth is relatively slow, and the fact that only 21 percent of students reach proficient levels suggests that there is considerable room for improvement in the pedagogical approach or the resources allocated for reading development in this language.

Explanations

48.	The fact that the use of Afar Af as a teaching language is still relatively recent may help to explain both the low level of literacy performance in Afar and the noticeable progress in recent years. The progress is likely influenced by efforts to increase the number of Afar Af speaking teachers and to make more teaching materials available in that language.

Annex 23 Methodology for Qualitative Fieldwork

1.   This annex focuses on the collection of qualitative data through fieldwork.

Approach to Fieldwork

2.   The team undertook qualitative fieldwork visits to project areas in Afar region and East Hararghe and Borana zones of Oromia region from February 9 through February 28, 2025.

3.   The purpose of the qualitative fieldwork was to explore further lessons and issues that come out of the quantitative surveys, deepen initial situational analysis, especially in gender and equity dimensions, and focus on qualitative performance issues, including school-level organization and delivery of school feeding.

4.   Specifically, the field visits included:

- Observation of school feeding in progress (see Annex 24 for observation guidelines).
- KIIs and FGDs with key stakeholders at all implementation levels, including regional, zonal, woreda and kebele levels and with schools, following the pattern adopted for the baseline and MTE qualitative fieldwork. Updated guidelines for the KIIs and FGDs are in Annex 24.

5.   Observation allowed the evaluation – among other aspects – to gather information on conditions under which school feeding is provided in practice, assess nutrition and hygiene practices and observe the school-level nutrition screening, verify to what extent selected beneficiaries have been able to apply the knowledge acquired during training, verify compliance with WFP guidance on school feeding, and assess gender dynamics and disability inclusion issues.

6.   As part of the observation during the school visits, storage facilities and arrangements were inspected as well as latrines and other hygiene and sanitation facilities. The same checklist that was adopted for the baseline and MTE was used to observe the organization, preparation and serving of the meals, water source, WASH facilities, availability and suitability of latrines, including accessibility for students with disability (see Annex 24). Where available, the team also visited community-led school gardens or farms with the view to understand their contribution to the SFP. The team had limited opportunities to observe school feeding in action due to the break in McGovern-Dole feeding during the no-cost extension year, difficulty reaching schools early enough to observe the morning meal, many students and some teachers and administrators not being back from semester break, and external events (funerals, conflict incidents) that limited availability of interviewees at some schools.

7.   The KIIs and FGDs with relevant stakeholders, including the students and parents, gave the team a grounded understanding of the SF activities and changes in context and implementation since the MTE was conducted. In particular, the qualitative fieldwork KIIs and FGDs explored:

- How well the project's design has adapted to changes in the national and operational contexts and needs in Ethiopia and whether any changes in design were done in a gender responsive manner (EQ1).
- How well GEWE, disability inclusion, protection and accountability to affected populations have been incorporated/ strengthened for improved relevance (EQ3).
- Effectiveness of project implementation and if there were unintended positive or negative effects (EQ4).
- Gender and equity dimensions of the project's results (EQ5).
- The timeliness of project implementation (EQ6).
- Extent to which food safety has been ensured (EQ7).

- The extent of community participation in project implementation (EQ8) and if it is at a level that will help sustain school feeding and education activities and results (EQ11).
- The extent to which the M&E system is functionally effective (EQ9).

8. The qualitative fieldwork also contributed to answering the USDA Learning Agenda items in EQ13 related to local procurement of food to promote local agriculture and strengthen community resilience and EQ14 related to community governance and sustainability.

Fieldwork sampling

9. The number of schools that can be visited was limited because traveling times meant it was impractical for each team to visit more than one school in a day. However, we were able to visit a larger number of schools than during the baseline and MTE (see Table 122 below) by deploying four evaluators in two teams.

Table 122 Baseline and MTE qualitative fieldwork sample schools

	Region	**Zone**	**Woreda**	**School Name**
Baseline	Afar	Zone 1	Elidar	Elidar Comprehensive (designated disability friendly)
			Chifra	Rabu
				Jarana Kontola
			Dubti	Dubti Huletegna Ersha
				Serdo
	Oromia	East Hararghe	Babile	Kittoo
				Addaashaa
		Borana	Yabello	Utaalloo
				Harbooroo
	Region	**Zone**	**Woreda**	**School Name**
MTE	Afar	Zone 1	Adaar	Darsagita
				Elwuha
			Elidar	Elidar Comprehensive (designated disability friendly)
			Mille	Bekari Dear
				Harsis
	Oromia	East Hararghe	Chinaksen	Waalensu
				Chinaksen
		Borana	Teltele	Ibisa
				Kulcha

10. In general, we targeted woredas that were included in the baseline qualitative fieldwork (see Table 123). With this arrangement, it was possible to visit six schools each in Borana and East Hararghe zones and 10 schools in Afar region (a total of 22 schools in Oromia and Afar), and back-up schools were identified in each of the woredas. In East Hararghe, Odaa Humoo, which was one of the selected schools, was inaccessible due to bad road conditions so Namootni Namootaaf was drawn from the reserve list.

11. KIIs and FGDs were conducted with students, the school director, the coordinator of school meals, teachers, parents and community representatives. Although the THR scheme is not implemented in the current school year due to the pipeline break, the team was able to interview students, teachers and school administrations in schools that benefited from the scheme in previous semesters.

Table 123 Endline qualitative fieldwork sample schools

Region	Zone	Woreda	School name	Cluster name
Afar	Zone 1	Dubti	Serdo	Serdo
			Asboda (formerly Dubti Huletegna Ersha)	Semera-Logiya
		Chifra	Jarana Kontola	Jarana Kontola
			Sidadaba	
			Amaytole	Semsem
			Semsem General Primary	
			Rabu	Rabu
		Dubti/Gereni	Detbahri Huletegna Ersha	Detbahri Huletegna Ersha
		Elidar	Buldigum	Hayu
			Hayu/Dichioto	
Oromia	Borana	Yabello	Colqaassaa	Dhaddim
			Dhaddim	
			Har-Weeyyuu	Har-Weeyyuu
			Utaalloo	
			Dida Yabello	Dida Yabello
			Magala Haro Bake (formerly Harbooroo)	
	East Hararghe	Babilee	Addaashaa	Bisidimo
			Bisidimo Sedeffa	
			Abduu Qaadir	Abduu Qaadir
			Namootni Namootaaf	Namota Namota
			Kitto	Kitto

12. To have some level of continuity and assess changes since the baseline and MTE, half of the selected schools were included in the baseline and the remaining half were new. The 22 schools the team visited were across 14 different clusters, seven of which were included in the baseline, while the remaining seven were not.

13. Following discussions with WFP sub-offices, the sample was purposively selected to cover a range of contexts (location, livelihoods, affected by conflict, drought, etc), availability of community-led school garden/farm initiatives, beneficiaries of THR scheme in the previous school year (Afar), and schools in Afar that have been graduated from the McGovern-Dole programme. Due to inaccurate information about graduation, the team was only able to visit two instead of four graduated schools as per the plan.

14. The team conducted 42 school-level KIIs and FGDs with female students, male students, teachers, cooks and PTA/Community representatives in Afar, 32 in and Oromia and 34 in East Hararghe. The team of four split into two, with each sub-team vising one school per day in the morning, since most schools run during the morning shift. Scheduling the school visits in the morning also gave the team a chance to observe school meal preparation and feeding in few of the schools.

15. To ensure schools were not overly prepared for the visit, they were informed of their participation in the endline evaluation a day prior to the team's visit, which gave the team the opportunity to observe how the school feeding program typically functions.

16. At kebele and woreda level, the team interviewed local education authorities, specifically sectoral bureaus and officials responsible for school feeding. Discussions with NGOs working on complementary interventions were held at zonal and regional levels.

17.　　At zonal and regional level, the team conducted in-depth interviews with the relevant authorities and WFP sub-office staff. This was done after the team completed the school visits, so as to prioritise school visits in the morning and to maximize the opportunity for further investigation of issues at the school level.

18.　　To ensure a shared analysis, as well as thorough investigation at each school, all four team members travelled to the same locality and the two sub-teams compared notes after each day's school visits.　Team members focused on different aspects of the fieldwork, with the two Senior Evaluators (qualitative lead and nutrition expert) taking the primary responsibility for conducting school-level interviews and FGDs and inspecting school facilities, especially relating to WASH and food storage, while the Team Leader and the Qualitative Research Specialist took the lead on engaging with the school management on M&E and school feeding administrative issues, observations of school-run gardens/farms, and KIIs with local authorities and the relevant NGOs and agencies. However, the team was flexible and opportunistic in its approach to optimise its use of time.

19.　　The team conducted discussions on the functionality of the M&E system at school level and WFP sub-office level, as well as with woreda and zonal education officials. School level discussions were held with staff engaged in collecting, compiling and reporting school level program data, taking note of school reporting through the education system as well as to WFP.　Discussions at sub-office level were conducted with the M&E team or staff members responsible for collecting, compiling and reporting performance data. To verify alignment, the team also conducted similar discussions with school feeding focal persons of the local education bureaus and offices.

20.　　The team had Afaan Oromo and Afar Af interpreters (2 male and 2 female in each project location) to support school and woreda level interviews. To keep the independence of the evaluation, care was taken in recruiting interpreters who are not affiliated with WFP, the schools or the school feeding program. Although the team used WFP transport it was not accompanied by WFP staff in any of the meetings to keep its independence and the confidentiality of interviews.

21.　　The team has tried to maintain a gender balance in FGDs and conducted separate FGDs with female students with the help of a female interpreter. To the extent possible, students with special needs were included in FGDs.

22.　　In keeping with the evaluation's consultative approach, prior to departing for the field, the team held a meeting on Tuesday, February 4, 2025, with ETCO to review fieldwork issues and programme. Similarly, the team had a post-fieldwork debrief with ETCO on Wednesday, March 5, 2025, with a PowerPoint presentation of fieldwork undertaken and emerging issues.

Field mission schedule

23.　　There was a one-week delay in commencing fieldwork because information about the schools' reopening after the semester break arrived late. Table 124 below is the revised schedule for the fieldwork.

Table 124 Final evaluation qualitative field work schedule, February 3 – March 4, 2025

Date	Activity
Addis Ababa	
Mon, February 3	Internal ET meeting and work
Tues, February 4	Fieldwork briefing with CO
Wed, February 5 – Fri, February 7	Internal ET meetings & work, finalizing fieldwork plans with SOs
Afar	
Sun, February 9	**Travel** (Fly to Semera)
Mon, February 10 – Fri, February 14	Visit 10 schools in 7 different clusters in Chifra, Dupti and Elidar woredas (2 schools per day)
	Meeting with agencies working on complementary activities (Support for Sustainable Development - SSD)
	Meetings with Regional BoE, BoA
	Meetings with Chifra woreda offices of Education, Health, Agriculture and Works
	Meeting with WFP Semera sub-office
Fri, February 14	**Travel** (Fly to Addis Ababa)
Borana	
Mon, February 17	**Travel** (Fly to Arba Minch, drive to Yabello)
Tue, February 18 – Fri, February 21	Visit 6 schools in 3 different clusters in Yabello woreda (2 schools per day); visit 3 community-led school farms
	Meeting with agencies working on complementary activities (Goal)
	Meeting with Yabello woreda BoE
	Meeting with Zonal BoE
	Meeting with WFP Adama sub-office SF focal person
	Travel (drive to Arba Minch)
Sat, February 22	**Travel** (fly to Addis Ababa)
East Hararghe	
Mon, February 24	**Travel** (fly to Dire Dawa, drive to Harar)
Tue, February 25 – Fri, February 27	Visit 6 schools in 4 different clusters in Babilee woreda (2 schools per day); visit 3 community-led school farms
	Meeting with Babile woreda BoE, BoH, BoA, BoW
	Meeting with Zonal BoE, BoA, BoH, BoW
	Meeting with agencies working on complementary activities (Imagine 1 Day)
Sat, February 28	**Travel** (drive to Dire Dawa)
	Meeting with WFP Dire Dawa sub-office
	Travel (fly to Addis Ababa)
Mon, March 3 – Tues, M 4arch	Internal ET work and meeting
Wed, March 5	Post-fieldwork debriefing with ETCO

Annex 24   Qualitative Data Collection Tools[195]

INTERVIEW APPROACH AND PROCESS

1.   Interviews and focus group discussions provided a key source of information for the endline evaluation. They helped add depth and triangulation to the evaluation team's understanding of context and the understanding of performance obtained from reviewing programme reporting and other records, as well as the quantitative survey findings.

2.   The evaluation targeted a range of stakeholders across significant institutional, policy and beneficiary interests. The stakeholder analysis informed the selection of interviewees at all levels, including regional and local). However, the endline fieldwork focused particularly on school visits and interviews at local level (see Annex 23).

3.   The following discussion and observation guides have been developed to capture the evaluation team's observations while visiting the school grounds and collect qualitative information from various categories of informants. These guidelines were flexibly used, and not all interviews covered all the points. The choice of the interview questions were left to the interviewer/facilitator and were made in line with priority gaps, the time available, and the knowledge and interests of informants. The interviewer followed up with further questions and clarifications, depending on the responses given and rephrase questions in order to help the specific audience understand them better.

4.   Interviews were conducted in a confidential manner. Most interviews were conducted on a one-to-one basis except for focus group discussions. Reports do not quote informants by name and do not include direct quotes or attribution without prior consent. Interviews at woreda, kebele and school level were done through an interpreter when necessary.

5.   Interview notes were 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 are accessible only to team members. The compendium of interview notes facilitate analysis across all interviews and enable searches on key thematic terms. This maximises the analytical potential of interviews and the possibilities for triangulation. The team has also compiled a matrix of evidence collected against each evaluation question as an aid to analysis and assessment.

6.   While it was in some cases appropriate for WFP personnel to accompany evaluation team members to interview sites and introduce them to interviewees, they were respectfully expected to leave once the introductions have been made, so as to enable interviewees to speak more freely.

7.   The evaluation team used the following general protocol during key informant interviews and focus group discussions:

> **Introduction**: "We are part of an independent consulting company, Mokoro, and have been contracted by WFP to conduct an evaluation of the McGovern-Dole International Food for Education and Child Nutrition Programme (school feeding programme) that has been providing support to schools in Afar region and East Hararghe and Borana zones of Oromia region for the last five years. This evaluation will provide an independent assessment of the school feeding programme's performance for purposes of accountability and to generate lessons learned. To this end, we are conducting interviews and discussions with various stakeholders at federal, regional, woreda and school levels to hear their perspectives on the programme's performance, including what has worked well and what has not worked so well.
>
> **Presentation of evaluation team members**: "My name is XXX and my role in the evaluation is XXX. And this is XXX who will be my interpreter during this interview."

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[195] Data collection via the EGRA survey is considered separately in Annex 20.

Presentation of the methodology, including confidentiality: "All interviews are confidential. The information you provide will be used only in an aggregate form in our report and cannot be attributed to the person interviewed. Interviewees will not be named in the final evaluation report.. Participation in this interview is completely voluntary – you have every right to decide to participate or not. You can also withdraw from this interview at any point or choose not to answer some of the questions. There are no rewards for participating nor negative consequences for choosing not to participate. Interviews will not take more than about one hour.

Presentation of the interview format and process: "I have some questions to guide our conversation and to help the evaluation team remember our discussions today. Remember all interviews are confidential, so please be honest with your responses. I will be taking some handwritten notes. However, I will not be taking an audio or video recording of the meeting, and I will also not take any photos."

For FGDs: "To make the best use of our time together, let's set some ground rules. We would like everyone in the group to participate. Your individual opinions matter, so please speak when it is your turn to do so. If you disagree with what someone else has said, please be respectful and do not interrupt them. You'll get a chance to express your opinion. If someone in the group has already mentioned what you wanted to say, there is no need to repeat it. Information provided during this discussion will be kept confidential and participants should respect the privacy of other participants as well. Kindly put your mobile phones on silent and avoid having side conversations."

Consent and begin: "If you agree to be interviewed based on the above, then we will get started by getting to know you first. Please tell us your name, your organization/affiliation with the SFP and your role."

DISCUSSION AND OBSERVATION GUIDES

Please note that these guidelines are not intended as questionnaires but rather as generic questioning and observation guides. It is clearly impossible to cover every issue with every informant, and team members will use their judgment to focus on 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 endline evaluation, and relate to interviews, focus group discussions and observations that will be undertaken.

Observation guide for school feeding

Storage of the food

1. How appropriate is the space in terms of:
   - Ventilation
   - Protection against rodents and birds
   - Are bags stacked
   - Screens on windows
   - Keeping the rack or container off the ground
   - Keeping storage equipment clean and dry
   - Separating damaged fruit and vegetable
   - Records and registers
   - Security

2. Registration/record keeping at school level including attendance records
   - How good is record keeping on food received and used?
   - Is there a 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 / school garden or farm
   - Through labour
   - Other (e.g. keeping domestic and other animals away from food growing, preparation and storage areas)

4. How is this 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
- Covering of cuts, lesions and wounds
- Separation and removal of damaged or mouldy vegetables

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
   - Utensils for eating
   - Drinking water
   - Facility for hand washing

8. What is the composition of meals?
9. Are meals served in a way that provides equal portions and treatment to boys/girls/students with disabilities?
10. Are there separate latrines for boys and girls?
11. Are the latrines:
    - Clean
    - Well maintained
    - Appropriately placed
    - Accessible for students with disability

Nutrition screening

12. Registration for screening and referral
13. If records are look into number of children screened? Number of children moderately malnourished? Number of MAM children referred for treatment? We look also for quality of data e.g. age and MUAC records etc

Reporting

14. 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)
15. How often is the school visited by monitors:
    - from WFP
    - From the woreda/zone education office

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

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. Were there any major events or changes in local or national contexts in the last one year that affected the community and the SFP? How?

Relevance

3. How relevant was the SF program to the students and the community when it started? Has it continued to remain relevant?
4. How has the SF program adjusted to changing local contexts (conflict, drought,…)?
5. Do you think that the SF program is still needed at your school? Why?
6. Is it equally important for boys and for girls?
7. How does the SF program address issues of gender equality, girls and women's empowerment, and disability inclusion in light of the changing local contexts?
8. If there were any changes in the design of the SFP during implementation, what concrete measures were taken to ensure both boys and girls/ men and women, including those with disabilities, have equitable opportunities to participate in, contribute to, and benefit from the SFP.

Effectiveness & Efficiency

9. Do you think the SF program components, including school meals, WASH, nutrition screening, and capacity building are well implemented? Is one component better implemented than the others? Which one and why?
10. Are the supplies needed to provide school meals (CSB, rice, oil, salt, NFIs) delivered to the school on time? How has that changed over time?
11. Was the adaptation of the SF program to changing local contexts done in a timely manner? Please give examples of specific context changes and how the SFP adapted to the changes.
12. How does the school collect data and report on gender and disability inclusion issues and concerns? Who addresses these reported concerns? What is the follow up process? Can you give an example of when you have reported issues of gender (in)equality and disability inclusion in the last five years and the feedback received/action taken?
13. How have school staff and community representatives been able to actively address gender and disability inclusion needs of the school/community?
14. How is the community involved in the SF program? Has community involvement changed over time?
15. Has the SF program led to unintended positive or negative effects on male and female students, those with disabilities, staff, cooks, community members and others? If so, what are they? If there were negative effects, what measures did WFP take to address them?
16. What internal and external factors have affected the SFP's achievement of intended results? (ex: community attitude about girls' education, intra-household dynamics, health and nutrition behaviours of girls, boys and families…)
17. Are there other NGOs/agencies implementing activities at your school/community that are complementary to the SF program? What are the project activities?
18. What are the challenges you are facing in recording (collecting) and reporting routine monitoring data? Do you have clear understanding regarding each of the performance indicators you are regularly collecting and reporting?
19. How frequently are you receiving supportive supervision visits from SF program and/or other stakeholders? Has the frequency changed over time?
20. What do you suggest are necessary to improve the quality of SF monitoring data and its reporting mechanism?

Effectiveness – SHN

21. What nutrition, health promotion and WASH activities are implemented in the school? How are they implemented? (message demonstration, SHN clubs, school garden/farm or through other means)
22. What is the water source for cooking school meals, handwashing and watering the school garden/farm?

23. How are different sectoral responses (health, nutrition, WASH, agriculture etc…) integrated at your school? Do you get support from others besides WFP?
24. Does your school use fresh food/produce to supplement the school meals? If so, where do you get the fresh produce? (school garden, school farm, suppliers…)
25. Has there been a disease outbreak? What type? How was it managed?

Sustainability

26. To what extent has the implementation of the SFP and other related actions affected the context of gender inequality among students and the wider community? Please give examples.
27. What do you think the community's roles and responsibilities are in contributing to the sustainability of the SF program education activities and results after the WFP McGovern-Dole support concludes?
28. What do you think the roles and responsibilities of the government are in ensuring the same?
29. What needs to improve or change for SF and education activities and results to be sustained without WFP McGovern-Dole support?
30. Are there schools in your woreda that have graduated from the McGovern-Dole programme? Do you know how they are doing since leaving the programme?

Protection and Accountability

31. Do you know how to provide suggestions or raise issues about the SFP to WFP? Please give examples of when you've done so and if you've received timely feedback?
32. What do you or your students do in case of abuse or mistreatment by people who are part of the SFP? Do you know how to report the case/complain?

USDA learning agenda item

33. What can WFP and the government do to better support linkages between smallholder farmers and the SFP so that your school can access readily available supply of fresh food/produce to supplement the school meals?

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.

- Introduction of team member(s) present
- Explain purpose of evaluation
- Explain confidentiality and next steps

Relevance & Effectiveness

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. Are there any problems with the school feeding programme? If so, what are they?
5. What difference does the school feeding programme make to you and your family?
6. Does the school feeding have a different effect for girls and boys?

7. Did any of you get a take home ration in previous semesters? If so, how important is it? (Afar)

8. Since you no longer receive the take home ration this year, will it have an impact on whether you will be able to come to school? Please explain. (Afar)

9. Were there any major events or changes in local or national contexts in the last five years that affected the local community and the SFP? How?

10. Has anything been changed/modified with the SF program activities following any of these major events or changes in context that happened in the last five years? How did that affect your participation in the SFP and the benefits you get from the programme? Please explain.

11. Do you think the SFP and other related actions have affected the context of gender inequality among students and the wider community? How? Please give examples.

12. If there were any changes in the design of the SFP during implementation in the last five years, what concrete measures were taken to ensure both boys and girls/ men and women, including those with disabilities, have equitable opportunities to participate in, contribute to, and benefit from the SFP.

13. To what extent has the implementation of the SFP and other related actions affected the context of gender inequality among students and the wider community? Please give examples.

14. How could the school feeding programme be improved? How would you change the school feeding programme if you could decide?

Effectiveness – SHN

15. What nutrition, health promotion and WASH activities are implemented in the school? Have you received any of these services? Have you been screened for malnutrition and provided a referral?

16. What is the water source for cooking school meals, handwashing and watering the school garden/farm?

17. Has there been a disease outbreak? What type? How was it managed?

18. What nutrition/health/wash messages did you learn? How? Through club? HEW? How did you put to use the messages you learned at school and at home? Do you use what you have learned to help your parents/ family to practice improved nutrition/Health/wash practices?

Sustainability

19. Are there schools in your woreda that have graduated from the McGovern-Dole programme? Do you know how they are doing since leaving the programme?

Protection and Accountability

20. Do you know how to provide suggestions or raise concerns about the SFP to WFP? Please give examples of when you've done so and if you've received timely feedback?

21. What do you do in case of abuse or mistreatment by people who are part of the SFP? Do you know how to report the case/complain?

Discussion guide for PTA / Food Management Committee 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

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. Were there any major events or changes in local or national contexts in the last one year that affected the community and the SFP? How?

Relevance

3. How relevant was the SF program to the students and the community when it started? Has it continued to remain relevant? How so?
4. Is the SF program equally important for boys and for girls?
5. What do you think are the most important benefits of the school feeding programme?

Effectiveness & Efficiency

6. Do you think the SF program components, including school meals, WASH, nutrition screening, and capacity building are well implemented? Is one component better implemented than the others? Which one and why?
7. Are the supplies needed to provide school meals (CSB, rice, oil, salt, NFIs) delivered to the school on time? How has that changed over time?
8. How is the community involved in the SF program? Has community involvement changed over time?

9. Are there other NGOs/agencies implementing activities at your school/community that are complementary to the SF program? What are the project activities?
10. How have school staff and community representatives been able to actively address gender and disability inclusion needs of the school/community?
34. Has the SF program led to unintended positive or negative effects on male and female students, those with disabilities, staff, cooks, community members and others? If so, what are they? If there were negative effects, what measures did WFP take to address them?
11. Since take home ration is not provided this year, would it have an impact on whether you will continue to send her/him to school? Please explain. (Afar)

Sustainability

12. To what extent has the implementation of the SFP and other related actions affected the context of gender inequality among students and the wider community? Please give examples.
13. What do you think your roles and responsibilities as parents/community members are in contributing to the sustainability of the SF program education activities and results after the WFP McGovern-Dole support concludes?
14. What do you think the roles and responsibilities of the government are in ensuring the same?
15. What needs to improve or change for SF and education activities and results to be sustained without WFP McGovern-Dole support?

16. Are there schools in your woreda that have graduated from the McGovern-Dole programme? Do you know how they are doing since leaving the programme?

Effectiveness – SHN

17. What is the water source for cooking school meals, handwashing and watering the school garden/farm?

18. Does your school use fresh food/produce to supplement the school meals? If so, where do you get the fresh produce? (school garden, school farm, suppliers…)

19. Has there been a disease outbreak? What type? How was it managed?

Protection and Accountability

20. Do you know how to provide suggestions or raise concerns about the SFP to WFP? Please give examples of when you've done so and if you've received timely feedback?

21. What do you do in case of abuse or mistreatment by people who are part of the SFP? Do you know how to report the case/complain ?

22. What can WFP and the government do to better support linkages between smallholder farmers and the SFP so that your school can access readily available supply of fresh food/produce to supplement the school meals?

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

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. Were there any major events or changes in local or national contexts in the last one year that affected the community and the SFP? How?

Relevance

3. How relevant was the SF program to the students and the community when it started? Has it continued to remain relevant?
4. How has the SF program adjusted to changing local contexts?
5. Do you think that the SF program is still needed at your area? Why?
6. Is it equally important for boys and for girls?
7. How does the SF address issues of gender equality, girls and women's empowerment, and disability inclusion in light of the changing local contexts?

Effectiveness & Efficiency

8. Do you think the SF program components, including school meals, WASH, nutrition screening, and capacity building are well implemented? Is one component better implemented than the others? Which one and why?
9. Are the supplies needed to provide school meals (CSB, rice, oil, salt, NFIs) delivered to the school on time? How has that changed over time?
10. Was the adaptation of the SF program to changing local contexts done in a timely manner? Please give examples of specific context changes and how the SFP adapted to the changes.
11. How has community involvement in the SFP changed overtime?
12. Do you receive reports from schools/kebeles on gender and disability inclusion issues and concerns at SF program schools? Who addresses these reported concerns? What is the follow up process? Please provide examples of specific reported concerns and the responses provided.
13. Are there other school feeding providers in this area? If so, how do their programmes compare with WFP school feeding?
35. Has the SF program led to unintended positive or negative effects? If so, what are they? If there were negative effects, what measures did WFP take to address them?
14. Are there other NGOs/agencies in the SF program area who are implementing programs (on education, health, nutrition, gender) that are complementary to the SF program? How does the SF program relate to these other programs?
15. Did you or anyone from your office take part in any joint supervision/ review meeting/ learning sessions or similar project performance review and learning activities? If yes, what is your expectation regarding the SF program

fulfilling its intended objectives? What can you tell us about the major barriers and opportunities for the SF program to achieve its intended objectives?

16. Is your office getting regular updates from the SF program regarding accomplishments, challenges and lessons learned? What should be improved in the SF program?

Effectiveness – SHN

17. What is your perception of the nutrition/health/WASH problem in your area (region/zone/woreda)?
18. What Education/health and nutrition activities were you involved in (multisectoral response to nutrition) nutrition sensitive SFP?
19. What were the specific problems with providing sanitation? How do you rate the coverage in your region/zone/woreda? How has the provision of sanitation changed over time?
20. How did you monitor whether schools had WASH services, including separate and functional latrines for girls and boys? How did you monitor that school handwashing facilities are used appropriately (handwashing after using the latrines, before cooking, serving and eating meals).
21. What were the specific problems with providing formal and/or non-formal nutrition education? What are current challenges in providing nutritional messages or activities?
22. How was screening for malnutrition and referral implemented? How effective was this activity? Any challenges?
23. What do you think/ how effective nutrition messages were communicated to school community? (mass media, club, included in the curriculum?
24. Did you work on behaviour change/health risk communication and community engagement?
25. Were there disease outbreaks (cholera, acute watery diarrhoea etc.)? How did you respond and was the response well coordinated?
26. How far, and how, did WFP SFP help you to meet nutritional needs? How did that change over time? What more, if anything, could WFP have done to help you or to help others in improving nutritional/health/wash situation?
27. What opportunities were there for you or your colleagues to input into WFP's SFP analysis, or give them feedback?
28. Was there anything in WFP's strategy or approach that was a hindrance to the response? Could you list some challenges on implementation of nutrition/health/wash activities? Any suggestion for improvement?
29. What was the role of different partners (government sectors, non-government, local international) in achieving the multisectoral approach for nutrition sensitive school feeding program?   Could more use have been made of local partners?
30. What limited WFP's/ your ability to meet the minimum needs of boys and girls in WASH, health and nutrition?
31. What are the major activities you are doing in addressing WASH, health and nutrition needs of school children?
32. What can you learn from the successes and failures of meeting WASH, health and nutrition needs? What would recommend WFP do differently in the future?
33. Was WFP/You able to meet all specific needs of adolescent girls in a timely manner? Which needs could not be met? Why? How did that change over time?
34. In your opinion How effective was WFP's leadership both internally and externally in coordinating school feeding and nutrition? What could be done better or done well lessons for future programming?
35. How well do you think the SFP and nutrition sensitive programming met the school health and nutrition strategy?

Sustainability

36. To what extent has the implementation of the SFP and other related actions affected the context of gender inequality among students and the wider community? Please give examples.
37. What do you think the community's roles and responsibilities are in contributing to the sustainability of the SF program education activities and results after the WFP McGovern-Dole support concludes?
38. What do you think the roles and responsibilities of the government are in ensuring the same?
39. What needs to improve or change for SF and education activities and results to be sustained without WFP McGovern-Dole support?
40. Are there schools in your region/zone/woreda that have graduated from the McGovern-Dole program? Do you know how they are doing since leaving the programme?

USDA learning agenda item

41. What can WFP and the government do to better support linkages between smallholder farmers and the SFP so that your schools can access readily available supply of fresh food/produce to supplement the school meals ?

Discussion guide for WFP sub-office personnel

Introduction

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

Background

1. Please explain briefly what the main issues and changes have been in the SF program since the MTE was conducted 1 year ago.

Relevance

2. Do you think that the school feeding programme is needed in your area? Why?
3. Is it equally important for boys and for girls?
4. How has the SF program adjusted to changing local contexts (conflict, drought…)?
5. How does the SF program address issues of gender equality, girls and women's empowerment, and disability inclusion in light of the changing local contexts?
6. If there were any changes in the design of the SFP during implementation, what concrete measures were taken to ensure both boys and girls/ men and women, including those with disabilities, have equitable opportunities to participate in, contribute to, and benefit from the SFP.

Effectiveness & Efficiency

7. Have there been challenges with timeliness of deliveries and pipeline breaks since the MTE? How has that impacted the SFP?
8. Was the adaptation of the SF program to changing local contexts done in a timely manner? Please give examples of specific context changes and how the SFP adapted to the changes. Do you think the timeliness factor in WFP's response has changed over time?
9. Has the SF program led to unintended positive or negative effects? If so, what are they? If there were negative effects, what measures did WFP take to address them?
10. What internal and external factors have affected the SFP's achievement of intended results?
11. Are there other school feeding providers in this area since the MTE? If so, how do their programmes compare with WFP school feeding?
12. To what extent is M&E information is being used to adapt and improve implementation, including on gender and disability inclusion issues?
13. 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? Has coordination between different WFP programmes changed overtime?
14. How is the school feeding programme coordinating with other relevant programmes and programme providers that have interventions which are complementary to the SF program? [If necessary, prompt with mention of literacy, nutrition, gender, disability inclusion and other objectives of the McGovern-Dole programme, and mention possible collaborators such as UNICEF, NGOs etc]
15. What is your own role in M&E?
16. What changes have you seen in the monitoring and reporting of the performance of the school feeding programme? What have been the improvements and what challenges remain?

17. Who uses and analyses the data that is collected? Who decides which data are most important to collect?
18. How well is M&E coordinated between WFP, government and other stakeholders?
19. What is the most important data to collect? Are any unnecessary data being collected?

Effectiveness - SHN

20. What SHN activities are currently part of the project? What other agencies are involved in them?
21. What successes and challenges have you experienced in relation to SHN?

Sustainability

22. Are there any efforts to work with national institutions and partners to identify opportunities to address structural inequalities (gender, disability..) affecting school children?
23. What needs to improve or change for SF and education activities and results to be sustained without WFP McGovern-Dole support?
24. How have schools been informed about and prepared for the pipeline break in the current school year and the resulting change in the SFP? What impact would the pipeline break have on the SFP's progress thus far?
25. What criteria did WFP use to exclude schools from the SF program due to the pipeline break?
26. How are schools that have graduated from the McGovern-Dole programme faring? Has anyone done an assessment on how they are doing since leaving the programme?

Protection and accountability

27. How are protection principles incorporated in the SFP?
28. Does WFP have complaint and feedback mechanisms in place for the SFP? How does it operate?

USDA learning agenda item

29. Does the local SFP involve any local procurement, or links with local producers?

- If so, how well have they worked?
- If not, do you think they would have benefits?

Discussion guide for NGO/Development agency personnel

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 program activities

1. Please describe your program. What are its core focus and activities? *(If working on nutrition/health/WASH, proceed to ask relevant questions from the SHN effectiveness discussion guide. See the full set of questions included under the government personnel discussion guide.)*
2. How long has your organization/program been active in this location?
4. Are you familiar with WFP's SF program?
5. Do you see complementarities between your program and that of WFP's SF program? In which areas? Have there been efforts between your organization and WFP to coordinate your programmes to address gaps in schools such as WASH, SHN, gender inequality and disability inclusion?
6. How is your program coordinating with other relevant programs and program providers in this area?

Annex 25   Findings-conclusions-recommendations mapping

1.   Table 125 shows which conclusions, lessons and findings support each recommendation.

Table 125 Mapping of recommendations to conclusions and findings

Recommendation	Conclusions	Findings
Recommendation 1. Strengthen monitoring and reporting of the successor project from the outset and reinforce analysis and learning as the project proceeds.	Conclusion 6, Conclusion 1	Finding 36
(a) Use the inception phase of the baseline study for the next McGovern-Dole project to agree a format for annual reporting that fulfils the requirements of all USDA and GoE mandated indicators.		Finding 5, Finding 36,
(b) Revise the next project's PMP to reflect this format and agreed indicator specifications, and to ensure the use of correctly evidence-based baseline values for indicators.		Finding 37
(c) Ensure adequate sex-disaggregation of reporting.		Finding 6, Finding 26
(d) Strengthen the school feeding monitoring SOP in line with the improved indicator specifications		
(e) Ensure that project records always include the EMIS IDs of project schools		Finding 37
(f) Ensure, wherever possible, separate data for Borana and East Hararghe, even if this is not specifically required for USDA purposes.		Finding 37
(g) Ensure a timely mid-term evaluation and a rapid management response to its recommendations.		Finding 38,
Recommendation 2. Ensure real-time monitoring of the successor school feeding project in Oromia and Afar and use management information to improve efficiency.	Conclusion 1, Conclusion 2	
(a) Strengthen monitoring of school attendance rates and actual days of school feeding in project schools. (**rationale**: use monitoring data to tailor food deliveries to actual requirements and to help understand reasons for poor attendance and lost school feeding days)		Finding 32
(b) Continue to focus on resolving shortages of NFIs (**rationale**: shortages of NFIs have a disproportionate effect o the efficiency of the school meal service and associated loss of teaching time)		Finding 14
(c) Improve awareness of complaints and feedback mechanism (**rationale**: large gaps in CFM awareness found during school visits)		Finding 29

Recommendation	Conclusions	Findings
Recommendation 3. For the successor project, prioritise capacity-strengthening measures to address issues in equity and efficiency. (a) Focus on capacity-strengthening for procurement and delivery of HGSF commodities (Oromia). (**rationale**: important to address the problem of deliveries that are too late for school feeding to commence at the beginning of the first semester)	Conclusion 7	Finding 7, Finding 8, Finding 10, Finding 23
(b) Carefully monitor and learn from innovations in local procurement and the promotion of school gardens and farms in the project areas (**rationale**: important to learn what works and what doesn't in the variety of contexts across the project's target Zones)		Lesson 1, Lesson 2, Lesson 3, Lesson 4
(c) Encourage PSNP and community provision of staff housing, (**rationale**: staff housing can make a real difference to the recruitment, retention and attendance rates of teachers in remote schools, but important not to place excessive demands on communities).		Finding 21, Finding 32, Finding 35
Recommendation 4. Feed lessons from this project into the implementation of its successor and into the design and implementation of other school feeding programmes across Ethiopia. Areas for learning include:	Conclusion 1, Conclusion 3, Conclusion 3, Lesson 6	Finding 1, Finding 2, Finding 4, Finding 5, Finding 9, Finding 12, Finding 13, Finding 14, Finding 17, Finding 18, Finding 20, Finding 21, Finding 30, Finding 31, Finding 33, Finding 39
(a) Ensure project designs are informed by comprehensive social analyses in project areas; incorporate the lessons from recent social analyses to address critical gaps and barriers through context-specific programming that promotes girls' education and strengthens protection outcomes	Conclusion 5	Finding 19, Finding 24, Finding 25, Finding 26, Finding 27, Finding 30, Finding 39
(b) The importance of working with broad coalitions to support education and school health and nutrition to maximise school feeding complementarities, and address weaknesses in school feeding theories of change.	Conclusion 4	Finding 3, Finding 15, Finding 16, Finding 22, Finding 28, Finding 39
(c) The value of community support, but the need to be realistic about the level of resources that can be raised from poor and crisis-stressed communities.	Conclusion 7	Finding 35, Finding 40

Recommendation	Conclusions	Findings
(d) The need to reinforce capacity strengthening elements of SFPs, while also being realistic about timetables for handover to government programmes.	Conclusion 7	Finding 11, Finding 30, Finding 32, Finding 40
(e) The importance of having effective monitoring and reporting systems in place from the outset of a SFP (as illustrated by Recommendation 1).	Conclusion 6	as for Recommendation 1
(f) The need for continued support to national efforts to develop and implement a resource mobilisation strategy for school feeding.	Conclusion 4	Finding 23, Finding 41, Lesson 5

Annex 26   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. The team will continue to add to the library and to this bibliography during the final evaluation.

2.   "Location" in the listing below refers to folder and document numbers in the evaluation team's electronic library of documents.

Short ref	Full ref	Location
Abebe, 2023	*School Feeding Programs Outcome Survey,* Final Draft, Ayalew Abebe, for WFP Ethiopia, 25 August 2023	M8-3
Afar & WFP, 2020	*Agreement Between the Afar Regional Bureau of Education and the Afar Bureau of Finance and Economic Cooperation and The World Food Programme (WFP) on the Implementation of School Feeding in Afar Region, Ethiopia in the Framework of the WFP Country Strategic Plan (CSP ET02) 2020-2025.* Agreement No: ET02_Act 04_ABOE/BOFEC.01	A2-7
AIR, 2019	*USAID Reading for Ethiopia's Achievement Developed Monitoring and Evaluation (READ M&E). Early Grade Reading Assessment (EGRA) 2016 Mid Term Report.* American Institutes for Research, October, 2016.	
ALNAP, 2016	*Evaluation of Humanitarian Action Guide,* ALNAP 2016	C3-1
Assefa, 2015	*The impact of school feeding programme on students' academic performance: the case of selected elementary schools in Debre Libanos Wereda, Oromia Region.* A thesis submitted to the School of Psychology Addis Ababa University. Ermias Assefa: Addis Ababa, June 2015.	B0.3-2
ATA,2013	*HGSF – Home-Grown School Feeding in Ethiopia,* Final report 2113/07/25, Ethiopian ATA _ Agricultural Transformation Agency.	A3.3.3-12
AU et al, 2014a	*The Cost of Hunger in Africa: Social and Economic Impact of Child Undernutrition in Egypt, Ethiopia, Swaziland and Uganda.* African Union Commission, NEPAD Planning and Coordinating Agency, UN Economic Commission for Africa, and UN World Food Programme. Addis Ababa: UNECA, 2014.	B0.2.3
AU et al, 2014b	*The Cost of Hunger in Ethiopia: Implications for the Growth and Transformation of Ethiopia.* African Union Commission, NEPAD Planning and Coordinating Agency, UN Economic Commission for Africa, and UN World Food Programme. Addis Ababa: UNECA, 2014.	B0.2.4
Bundy et al, 2009	*Rethinking School Feeding: Social Safety Nets, Child Development and the Education Sector.* Bundy, D., Burbano, C., Grosh, M., Geli, A., Jukes, M., Drake, L. (2009), The World Bank.	D1-2
Bundy et al, 2018	*Re-Imagining School Feeding: A High-Return Investment in Human Capital and Local Economies.* Bundy, D.A.P., de Silva, N., Horton, S., Jamison, D.T., & Patton, G.C. Washington, DC, World Bank. 2018.	D1-5

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Annex 27   Acronyms and abbreviations

ABE	Alternative Basic Education
AIDS	Acquired Immune Deficiency Syndrome
AIR	American Institutes for Research
ALNAP	Active Learning Network for Accountability and Performance
ATA	Agricultural Transformation Agency
AWP	Annual Work Plan
BoE	Bureau of Education
BOFEC	Bureau of Finance and Economic Cooperation
CCA	Common Country Analysis
CHILD	Children in Local Development
CHN	Child Health and Nutrition
CO	Country Office
Covid-19	Coronavirus Disease 2019
CP	Country Programme
CPD	Continuous Professional Development
CQ	Child questionnaire
CRRF	Comprehensive Refugee Response Framework
CSA	Central Statistical Agency
CSB	Corn Soy Blend
CSP	Country Strategic Plan
CSPro	Census and Survey Processing System
COHA	Cessation of Hostilities Agreement
DEQAS	Decentralized Evaluation Quality Assurance System
DHS	Demographic and Health Survey
DP	Development Partner
EB	Executive Board
EC	Evaluation Committee / European Commission
ECCD	Early Childhood Care and Development
ECD	Early Childhood Development
ECE	Early Childhood Education
EDC	Education Development Centre
EFA	Education for All
EGRA	Early Grade Reading Assessment
EHRC	Ethiopian Human Rights Commission
ENDF	Ethiopian National Defence Forces
EM	Evaluation Manager
EMIS	Education Management Information System
EP	Evaluation Plan
EQ	Evaluation Question
EQAS	Evaluation Quality Assurance System
ERG	Evaluation Reference Group
ESDP	Education Sector Development Plan
ESF	Emergency School Feeding
ESFP	Emergency School Feeding Programme

ET	Evaluation team
ETB	Ethiopian Birr (currency)
ETCO	Ethiopia Country Office
FAO	Food and Agriculture Organization
FAS	Foreign Agricultural Service
FCS	Food Consumption Score
FDRE	Federal Democratic Republic of Ethiopia
FFE	Food For Education
FGD	Focus Group Discussion
FGM/C	Female Genital Mutilation/ Cutting
FHI 360	Family Health International 360
FLA	Field-Level Agreement
FMC	Food Management Committee
FPIC	Free Prior and Informed Consent
FSQ	Food Safety and Quality
FY	Financial Year
G1, G2	Grade 1, Grade 2, etc
GBV	Gender-Based Violence
GDI	Gender Development Index
GDP	Gross Domestic Product
GEEW	Gender Equality and Women's Empowerment
GEQIP-E	General Education Quality Improvement Programme for Equity
GER	Gross Enrolment Ratio
GGGI	Global Gender Gap Index
GII	Gender Inequality Index
GIP	Girls Initiative Programme
GIZ	Deutsche Gesellschaft fur Internationale Zusammenarbeit
GLM	General Linear Modelling
GNI	Gross National Income
GoE	Government of Ethiopia
GPE	Global Partnership for Education
GPI	Gender Parity Index
GPS	Global Positioning System
GTP	Growth and Transformation Plan
HDI	Human Development Index
HEW	Health Extension Worker
HGER	Home Grown Economic Reform
HGSF	Home Grown School Feeding
HH	Household
HIV	Human Immunodeficiency Virus
HQ	Headquarters
HRP	Humanitarian Response Plan
HTP	Harmful Traditional Practices
ICSP	Interim Country Strategic Plan
IDP	Internally Displaced Person
IEC	Internal Evaluation Committee / Information Education Communication

IMF	International Monetary Fund
IOM	International Organization for Migration
IP	In programme
IPC	Integrated Food Security Phase Classification
IQPEP	Improving Quality of Primary Education Program
IR	Inception Report
IRC	International Rescue Committee
KAPS	Knowledge, Attitudes and Practices Survey
KII	Key Informant Interviews
LTA	Long-Term Agreement
LoP	Life of Project
M&E	Monitoring and Evaluation
MAM	Moderate Acute Malnutrition
MGD	McGovern–Dole
MoA	Ministry of Agriculture
MODA	Mobile Operational Data Acquisition
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
MOWIE	Ministry of Water, Irrigation and Electricity
MT	Metric Ton
MTE	Mid-Term Evaluation
MTR	Mid-Term Review
NCE	No-cost extension
NEAEA	National Education Assessment and Examinations Agency
NDRMC	National Disaster Risk Management Commission
NER	Net Enrolment Rate
NGO	Non-Governmental Organization
NORAD	Norwegian Agency for Development Cooperation
NSFP	National School Feeding Programme
OHCHR	United Nations Office of the High Commissioner for Human Rights
ODA	Official Development Assistance
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
ORF	Oral Reading Fluency
OTP	Outpatient Therapeutic Programme
P4P	Purchase for Progress
PCI	Project Concern International
PDM	Post-Distribution Monitoring
PLWD	People living with disabilities
PMP	Performance Monitoring Plan

PRF	Project Results Framework
PSI	Population Services International
PSNP	Productive Safety Nets Programme
PTA	Parent Teacher Association
Qno	Question Code
QS	Quality Support
RB	Regional Bureau
RBN	Regional Bureau Nairobi (WFP)
REACH	Renewed Efforts Against Child Hunger
REB	Regional Education Bureau
REO	Regional Evaluation Officer
RNG	Random Number Generator
SABER	Systems Approach for Better Education Results
SAM	Severe Acute Malnutrition
SBCC	Social and Behaviour Change Communication
SCF	Save the Children Fund
SCID	School Identifier
SDG	Sustainable Development Goal
SF	School Feeding
SFP	School Feeding Programme
SHN	School Health and Nutrition
SI	Survey Instrument
SIP	School Improvement Programme
SMP	School Meals Programme
SNNPR	Southern Nations Nationalities and People region
SO	Strategic Objective
SOP	Standard Operating Procedures
SPR	Standard Project Report
SPSS	Statistical Package for Social Sciences
SQ	School questionnaires
ST	Survey Team
THR	Take-Home Ration
TL	Team Leader
TOC	Theory of Change
TOR	Terms of Reference
TOT	Training of Trainers
TPLF	Tigray People's Liberation Front
TPM	Third-Party Monitoring
TSFP	Targeted Supplementary Feeding Programme
TYDP	Ten-Year Development Plan
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNCT	United Nations Country Team
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme
UNDSS	United Nations Department of Safety & Security
UNECA	United Nations Economic Commission for Africa

UNEG	United Nations Evaluation Group
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
UN OCHA	United Nations Office for the Coordination of Humanitarian Affairs
UNSDCF	United Nations Sustainable Development Cooperation Framework
USAID	United States Agency for International Development
USD	United States Dollar
USDA	United States Department of Agriculture
VNR	Voluntary National Review (SDG)
WASH	Water, Sanitation and Hygiene
WEF	World Economic Forum
WHO	World Health Organization
WFP	World Food Programme
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ECD	Early Childhood Development
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EFA	Education for All
EGRA	Early Grade Reading Assessment
EHRC	Ethiopian Human Rights Commission

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EMIS	Educational Management Information System
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EQAS	Evaluation Quality Assurance System
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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
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OP	Out programme
OTP	Outpatient Therapeutic Programme
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SO	Strategic Objective
SOP	Standard Operating Procedures
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SPSS	Statistical Package for Social Sciences
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THR	Take Home Ration
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UNAIDS	Joint United Nations Programme on HIV/AIDS
UNCT	United Nations Country Team
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme
UNDSS	United Nations Department of Safety & Security
UNECA	United Nations Economic Commission for Africa
UNEG	United Nations Evaluation Group
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
UN-OCHA	United Nations Office for the Coordination of Humanitarian Affairs
UNSDCF	United Nations Sustainable Development Cooperation Framework
USAID	United States Agency for International Development
USD	United States dollar
USDA	United States Department of Agriculture
WASH	Water, Sanitation and Hygiene
WEF	World Economic Forum
WFP	World Food Programme

WFP Ethiopia

http://www1.wfp.org/countries/ethiopia