A Mid-Term Evaluation of WFP's USDA McGovern-Dole International Food for Education and Child Nutrition Program's Support (2013-2015) in Kenya from September 2013 to December 2014

Final Report

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Acronyms and Abbreviations

CDE	County Director of Education
CEC	Chief Executive of Education
CT	Cash Transfer
CP	Country Program
CSB	Corn-Soya Blend
DEO	District Education Office
DFATD	Department of Foreign Affairs, Trade and Development
ECDC	Early Childhood Development Centres
FTC	Feed the Children
GPE	Global Partnership for Education
HGSMP	Home Grown School Meals Program
KCPE	Kenya Certificate of Primary Education
KI	Key Informant
IPA	Innovation Poverty Action
M&E	Monitoring and Evaluation
MGD	Mc-Govern Dole
MOEST	Ministry of Education, Science and Technology
MoALF	Ministry of Agriculture, Livestock And Fisheries
MoH	Ministry of Health
MoU	Memorandum of Understanding
NER	Net Enrolment Ratio
NESP	the National Education Sector Plan
NGO	Non-governmental Organization
NSNP	National Safety Net Program
PCD	Partnership for Child Development
PHO	Public Health Officer
PMP	Program Monitoring Plan
PTA	Parent Teacher Association
QA	Quality Assurance
SDI	Service Delivery Indicators
SFP	School Feeding Program
SMC	School Meal Committee
SMPO	School Meals Program Officer
SNV	Netherlands Development Organization
TSC	Teachers Service Commission
TOR	Terms of Reference
UNDAF	United Nations Development Action Framework
UNDSS	United Nations Department of Safety and Security
USDA	United States Department of Agriculture
WaSH	Water, Sanitation and Hygiene
WFP	World Food Program

Acknowledgements

We would like to give special thanks to the World Food Program (WFP) and the Ministry of Education, Science and Technology (MOEST) staff for their time, thoughtful input, and guidance to this review process. Without their help in sharing documents and providing insight into the history and evolution of the School Feeding Program (SFP), we would have missed valuable historical context. We would also like to thank all of the in-country stakeholders who took the time to meet with the Kimetrica team, sharing their candid thoughts and reflections about the SFP. Finally, thank you to the United States Department of Agriculture (USDA) for providing valuable inputs and support to the design of this mid-term evaluation.

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Executive Summary

The external mid-term evaluation of the United States Department of Agriculture (USDA) McGovern Dole (MGD)-supported World Food Program (WFP) School Feeding Program (SFP) in Kenya covers the period from **September 2013 to December 2014**

The Evaluation was designed to 1. Assess performance against agreed targets and determine successes, challenges and areas that need improvement based on evaluation questions 2. Determine factors that have affected the achievement of results, drawing lessons and best practices 3. Outline how the lessons could be applied to inform future interventions and 4. identify changes required to enable achievement of set program objectives and targets within the set timeframes.

The WFP SFP provides daily school meals to pre-primary and primary school children in the Arid Lands of Kenya and in selected Nairobi informal settlement schools. Through this support, pupils are provided over a third of their daily energy intake with the objective of increasing enrolment in targeted schools, enhancing school attendance and improving performance. In 2009, the Government of Kenya launched a cash-based Home-Grown School Meals Program (HGSMP) with the aim of taking over schools under the WFP SFP. Initially it was agreed to transition an average of 50,000 students each year to the Government program, but with the start of WFP's new Country Program in 2014, this has been accelerated to one county per year. So far, all the semi-arid counties have been transitioned to the national program, plus one arid county.[1]

McGovern-Dole is one of the most long-standing donors to the SFP in Kenya. Its most recent contribution of US$20million supports the SFP during the period 2013-2015. Under this agreement USDA intends to provide about 3,770 MT of split yellow peas, 540 MT of vegetable oil and 14,700 MT of bulgar.

The key goals of the WFP-USDA agreement, as stated in the Project Level Framework, are two: 1) improved literacy of school-age children and 2) increased use of health and dietary practices. The first objective has three outcomes: improved quality of teaching (through more consistent teacher attendance, improved literacy instructional materials and increased knowledge and skills of teachers), improved student attentiveness and higher attendance. The second objective focuses on improving the knowledge of health, hygiene, safe food preparation and storage practices, increasing knowledge of nutrition, increasing access to clean water and sanitation services, and increased access to food and storage tools and equipment.

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[1] **Arid Districts** are as follows: Turkana, Marsabit, Samburu, Baringo, Moyale, Isiolo, Tana River, Garissa, Ijara, Wajir, Mandera.
Semi-Arid Districts are as follows: West Pokot, Marakwet, Koibatek, Laikipia, Trans Mara, Bomet, Narok, Kajado, Machakos, Mbeere, Tharaka, Makueni, Mwingi, Kitui, Taita Taveta, Kwale, Kilifi, Malindi, Lamu.

Methodology

The evaluation was designed to assess the performance of the program as at mid-term against the following criteria: relevance, efficiency, effectiveness and sustainability. The main evaluation questions, as indicated in the Terms of Reference were under the following four broad areas: Strategy of the program, results of the program as at mid- term, factors affecting the results and sustainability of the program. In order to respond to these questions, a mixed methods approach was adopted. This entailed a combination of secondary data review and quantitative and qualitative primary data collection approaches. Secondary data was provided by the major project implementers: WFP, Ministry of Education, Science and Technology (MOEST) and Feed the Children (FTC). Primary data on the other hand was obtained through a survey conducted in 48 sampled schools across six counties (Garissa, Marsabit, Nairobi, Tana River, Turkana and West Pokot). In particular, data from the *SMP 6* Form was collected for all months of 2014, when available. The data collection was carried out by 20 enumerators in teams of two. Qualitative data was gathered through Key Informant (KI) interviews at county levels in Garissa and Turkana (WFP officials, education and health officials) and in Nairobi with project stakeholders, including donors and complementary partners (WFP Officials, Unicef, USDA, Department of Foreign Affairs, Trade and Development (DFATD) Canada, City Education Department, FTC, MOEST & Ministry of Health (MoH) officials, Netherlands Development Organization (SNV), Partnership for Child Development (PCD), Evidence Action).

Key findings

The key findings of the evaluation team are summarized below. It should be noted that although this is an evaluation of USDA MGD funds and given that the SFP is a multi-donor program, it is difficult to attribute results to specific donor contributions. The findings presented in this evaluation should therefore be seen as a result of multiple donor efforts. Moreover, given the short time interval between the baseline and mid-term surveys, care should be taken in determining causality for changes in the indicator values.

Evaluation Question 1: Strategy of the program

Overall, all project stakeholders and beneficiaries consider the SFP to be a successful program that is relevant to pupils' needs and consistent with government policies.

Ninety-one percent of teachers interviewed believe that school attendance would drop drastically (over 30 percent) if meals were no longer provided. Our primary data collection also found that only 60% of the pupils regularly consume a meal before going to school and that more than 50% of parents reduce the evening meal portions when lunch is provided in schools. This means that for many pupils in the arid lands, the SFP meal is the most substantial meal they have during the day.

Moreover, the evaluation found that the work of major partners in the fields of education, health and water, sanitation and hygiene (WaSH), deworming and governance/capacity building

complement quite well the SFP though stronger partnerships in particular in the education and child protection sectors are recommended in order to improve the consistent poor performance of pupils over the years (more on this provided in the next sections).

The SFP currently targets the most food insecure areas of Kenya with the lowest educational indicators. The program is inclusive, as it covers all public schools in the targeted counties and selected schools in the Nairobi informal settlements that meet the basic requirements for participation in the program. Based on this, the mid-term evaluation confirmed that the program reaches the right people.

The SFP provides the right type of assistance considering that the SFP is designed to provide a basic basket of commodities covering 30 percent of pupils' daily energy intake and considering that the program is well complemented by other programs (i.e. deworming, capacity building, WASH and Education).

Worthy of mention is the strong community support for the SFP. Despite the bleak food security situation, a high percentage of sampled schools (87 percent) were able to contributed non-food items to the program. Remarkably, observations during the survey implementation showed that two schools in Turkana also provided vegetables.

Evaluation Question 2: Program performance at mid-term

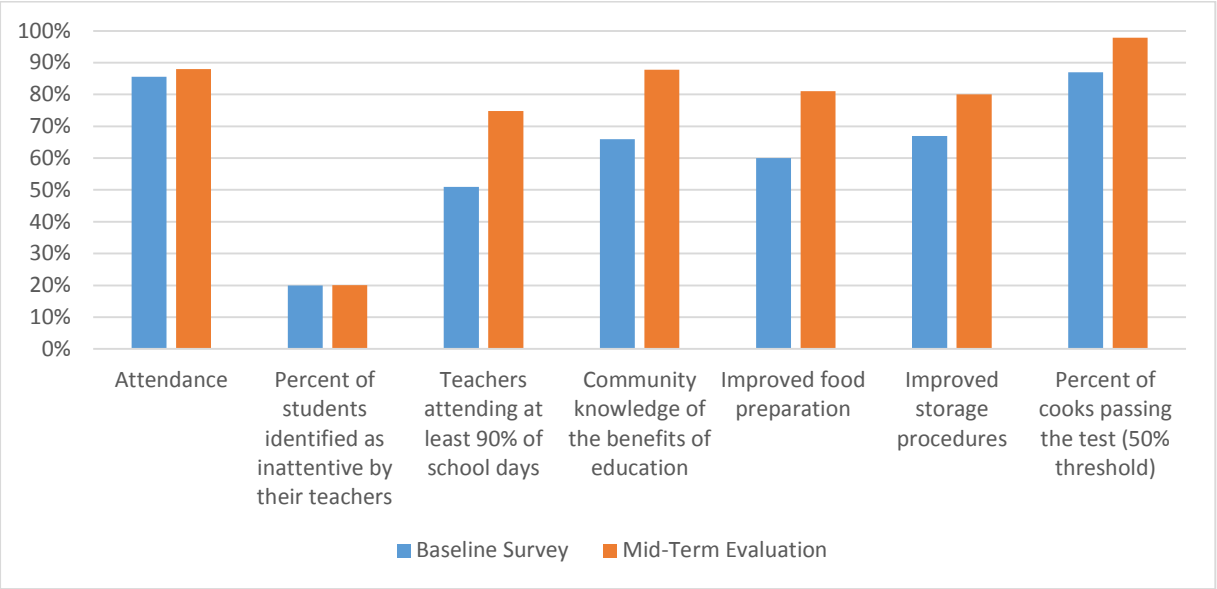
For the full set of 33 indicators and their values please refer to **Annex 4**. Please find below a summary of the key indicators' trend. Generally speaking, the program has met established indicator targets for 2014 and is on track for achieving the expected program results by the end of the project cycle.

Overall, the performance of pupils remains quite low (including low completion rates) which is most probably related to the low quality of teaching, as verified by the SDI 2012 Report where only 35.2% of teachers have scored more than 80% on general knowledge tests that combine Mathematics, English and Pedagogy. Attendance alone therefore does not necessarily translate into good literacy outcomes especially in the arid areas.

Compared to the baseline survey, the data revealed an increase in pupils' enrolment figures and teachers' attendance. The communities' knowledge and awareness of the benefits of primary education also improved over the period analysed. Food preparation and storage procedures improved as a result of USDA assistance. All trainings to MOEST and teachers were implemented as planned and exceeded the targets for 2014. As a consequence almost all cooks passed the test on safe food preparation and storage (based on the 50% threshold used during the baseline).

Figure 1 shows some of the key indicators measured during this mid-term evaluation and their improvements from the baseline survey.

Figure 1: Program Performance at Mid-Term: Some Key Indicators



Considering the calculation done during the baseline (using WFP data), the level of attendance increased from 85.6 percent to 88 percent. This evaluation calculated the percentage of students regularly attending school (at least 80% of school days) by collecting data on the annual school attendance of 10 randomly selected pupils per school. Using this methodology, the values dropped down to 72.5% (73% for girls and 72% for boys).

The percentage of pupils identified as inattentive by teachers remained unchanged. The main reason cited by teachers for pupils' inattentiveness was hunger. This is primarily attributable to missed school meals.

The percentage of students in target schools who regularly consume a meal before the school day improved from 41 percent to 59 percent, but still remains very low. This can presumably have a negative impact on the nutritional status of the pupils and the performance of the program especially considering that, at the same time, more than 50 percent of parents (56.1 percent) reduce the portions of the evening meal when lunch is provided in schools. This percentage was particularly high in Marsabit (86.1 percent) while Nairobi performs better (44.1 percent). It is worth also noting that in 2014, due to low funding, the porridge/CSB was provided to pre-primary pupils only on 38 percent of school feeding days.

The percentage of students in target schools who regularly consume a meal during the school day decreased slightly from 70 to 68 percent. The main reasons for this are 1) late delivery of food at school level by MOEST due to delays in paying the transporters; 2) security issues, especially in Counties like Garissa, West Pokot, Wajir and Mandera and 3) teacher strikes that occurred during 2014 resulting in school closure (the survey however did not collect data to verify if food were distributed to pupils during the strikes).

The picture is not homogenous and differences exist between counties. Among the sampled schools, Garissa County tends to lag behind on the majority of the indicator values.

The mid-term evaluation also measured cross-cutting indicators related to the **physical and/or emotional threats to safety** of pupils. Parents were asked whether their child had been exposed to specific threats (rape, sexual harassment, robberies, animal attack, bullying and abuse of drugs) in the past 30 days while walking to and from school. The results show that the percentage of pupils experiencing threats ranges from 3.5 percent for bullying to 4.9 percent for rape and sexual harassment) and indicate that, generally speaking, pupils have experienced significant threats to their safety. However the problem seems to be particularly prevalent in Nairobi and to a lesser extent in Turkana (animal attack) and Tana River (animal attack and bullying). These findings are consistent with the WFP Country Program 2014-2018 Baseline Study, which found that 96 percent of pupils were able to access school feeding programs safely.

Another finding of the mid-term review is that schools often inflate their enrolment figures, as was verified by WFP in Samburu County, where the difference between reported enrolment figures and actual pupil enrolment was 19 percent (secondary data from WFP 2015).

Gender analysis

The UWEZO 2014 Report found that Kenya has achieved 100 percent gender parity in basic education (UWEZO 2014, p.14). This should not mask the notable regional disparities that exist in Kenya. For both enrolment and performance, data from MOEST for the sampled counties shows a lower figure for girls compared to boys (NER: 58.4% girls and 67.1% boys, Kenya Certificate of Primary Education (KCPE) performance: 228 girls and 241 boys out of 500). There are no significant differences between girls and boys in terms of attendance on the other hand.

Program efficiency

There have been no major pipeline breaks during reference period of the evaluation (2014). This has been possible thanks to WFP's capacity to source funds from different donors (including the private sector) thus ensuring a smooth pipeline even when USDA food commodities did not arrive in 2013 and arrived late in 2014.

Efficiency is hindered by the limited financial and human resources at the county level, which limit the government institutions' monitoring capacity and ability to carry out timely secondary transportation of commodities (causing late delivery to schools). This was confirmed by KI interviews with MOEST and WFP officers in Garissa and Turkana Counties. This is a significant problem.

For Nairobi's informal settlements, WFP has an agreement with Feed the Children (FTC), an international NGO Nairobi informal settlements' schools are characterized by a different administrative arrangement compared with other counties (there is no MOEST oversight), hence the need for a counterpart. Interviews with WFP in Nairobi and analysis of FTC secondary data have revealed that logistics are not an issue for the Nairobi informal settlement schools and that FTC has been highly efficient in managing the SFP.

The efficiency of the program in terms of the quantities of food cooked on a daily basis was quite high. Findings show that cooks often cook daily quantities of food based on the official enrolment and not based on actual daily pupil attendance. Related issues include the fact that several schools do not have functioning weighing scales, and that pulses need to be soaked several hours before being cooked (i.e. before the actual attendance is known).

In regard to the rations, WFP monitoring data from 2014 found that the average ration size for food cooked was of 149.21 grams for cereals, 5.0 grams for vegetable oil and 40.4 grams for pulses[2]; our findings confirm this with the average cereal ration size ranging between 147 and 154 grams (dry ration equivalent). This means that the amount of food provided is in line with the quantity envisaged by the program.

Currently, food distribution during the lunch break among children varies between schools: some schools use a centralized distribution system through the school cook while others distribute food by classes (using large buckets). The absence of a common measure for the pupils' rations and the fact that children use food containers of different sizes means that that rations distributed are not accurate and distribution methods could be significantly improved. The average wet ration weighed during the survey varied between 303 grams in Marsabit to 622 grams in Garissa. In Nairobi it was recorded an average of 498 grams.

Based on a WFP study on school feeding cost benchmarks conducted at the global level, the average standard annual cost per recipient for "meals only" in Kenya amounts to U$33 (based on 2013 data).

Finally, KI interviews revealed that communication channels between WFP Kenya, USDA Kenya and Washington offices could be streamlined to increase program efficiency. Currently, direct communication between USDA Washington and the WFP Kenya Country Office only happens with WFP Washington office acting as an intermediary.

Evaluation Question 3: Factors affecting results of the programs

External Factors affecting program performance

- The devolution process in Kenya has changed the responsibilities and reporting lines of different Ministries involved in the SFP (MOEST has not been decentralized to County level)
- Teacher strikes and insecurity in certain Counties (Garissa, Mandera, Wajir) had a negative impact on the attendance rate and regular consumption of food of pupils (the survey however did not collect data to verify if food were distributed to pupils during the strikes)

[2] This information is based on the total quantity of food used for cooking during the day of monitoring, compared to the attendance of the day. The results are compared with the official ration for each commodity.

- The low quality of teaching (World Bank SDI report 2012) is potentially one of the factors which keep the performance of pupils low. This hypothesis should however be further tested.In turn, this hinders one of the strategic objectives of the program (literacy). The mid-term evaluation however recognizes that this goes beyond WFP's mandate and responsibility.

Internal Factors[3] affecting program performance

- The late disbursement of Government funds (even two months after it has been approved) has proven to be one of the greatest hindrances to program implementation. This affects the HGSMP with even greater implications. This delay is not specific to the SFP, but affects all other programs implemented jointly by the GoK with other development partners
- An independent state agency, the Teacher Service Commission (TSC), was established under the Constitution of Kenya to manage human resource within the education sector. However, the SFP is under the purview of MOEST while all teachers report to the TSC (which is not represented in the MOEST-led Technical School Feeding Committee)
- Several stakeholders agree that there is a low level of collaboration between MOEST and MoH officials at the county level, negatively affecting program implementation. This does not reflect their relationship at the national level, where the degree of interaction is much higher
- KI interviews in Garissa and Turkana Counties both revealed that, in practice, MOEST monitoring does not occur due to lack of funding at County level and that there is low awareness among MOEST and MoH officials of the joint monitoring mechanism which is in place with WFP. WFP and MOEST staff conduct joint monitoring at school level once a term in both WFP supported areas and HGSMP areas. WFP has also donated motorcycles to various Counties using USDA funds to enhance MOEST's own monitoring capacity
- KI interviews in Garissa and Turkana counties revealed that SFP training is not done frequently enough (one per County during the project duration) to accommodate government staff turnover rates
- The schools' record-keeping capacity is low and school records were found to be disorganized and missing during the data collection exercise (7 schools out of 48 had some SMP6 forms missing)
- The accountability system established by WFP and the main partners (in particular MOEST) in case of mismanagement of resources through the use of the hotline/complaints call is effective.

[3] Internal factors are considered those related to the SFP implementing partners, thus including WFP, GoK, MOEST, MoH and other implementing partners.

Evaluation Question 4: Program Sustainability

The launch of the HGSMP and the yearly transfer of thousands of pupils from the regular SFP to the national cash-based model further underscore the Government's commitment over these years to take over the program from WFP.

Worthy of mention is also the remarkable relationship between WFP and MOEST, characterized by mutual trust and respect. This will certainly play a role in the sustainability of the program going forward. Under the new Country Program (CP), WFP also started working more closely with Ministry of Agriculture, Livestock And Fisheries (MoALF) through a joint annual work plan.

Best practices

The hand over framework further refined during the current Country Program (2014-2018) between WFP and the Government of Kenya (GoK) represents one of the key best practices, not only in Kenya but worldwide.

The WFP complaint and feedback mechanism helpline proved to be quite effective in capturing and discouraging cases of resources' mismanagement within the program. The system should now be extended to all counties.

Lessons learned and recommendations

The following table summarizes the main lessons learned and recommendations presented in the report:

Table 1: Lessons Learned and Recommendations

Lessons learned	Recommendations
a) Immediate and short-term recommendations (requiring mid-course corrections or initiation of action)	
1. The SFP meal is often the most substantial meal pupils have during the day	1a) Consider providing the SFP meal one or two hours earlier (11am instead of 12.30pm) to address problems of short term hunger, particularly in counties where breakfast is not provided (Marsabit, Turkana and West Pokot)
2. Pupils experience significant threats to their safety in their daily commute to school (especially in Nairobi).	2a) WFP and his partners should consider carrying out community-level sensitization on the threats to pupils' safety. SFP stakeholders should also increase awareness on these topics during the program implementation. Strategic partnerships with agencies focusing on Child Protection (i.e Unicef, Plan International, Save the Children etc) would be an added value in helping reinforcing synergies and complementarity with the SFP. These interventions should be prioritized in Nairobi informal settlements.

Lessons learned	Recommendations
3. GoK financing flows are not timely and delay SFP implementation	3a) WFP and the GoK should consider creating a national and independent entity (which includes the Treasury) to manage the SFP with the aim of increasing implementing partners' involvement and accountability. The institutional arrangement could be lighter at national level while increasing the support to county-level structures. A potential disadvantage of this option is the danger of having another autonomous agency that doesn't integrate closely enough with the core ministries. In this regard, an open discussion to seek a proper balance is encouraged. 3b) GoK should consider ring-fencing the SFP budget line to secure funds allocation for the program. In this regard, a strategy could be to bring the SFP under the National Safety Net Programs (NSNP). This will enhance coordination; help the SFP program to work more coherently, efficiently and effectively with the others Kenya's safety net programs and in addition it could ensure a "ring-fenced" budget. This can be done integrating the SFP with the National Social Protection Secretariat (and the Council when the bill is enacted) within the NSNP. MOEST should participate in the national steering committee and, at Director level, in the management and technical working groups. Synergies could be sought by integrating the MOEST data (NIEMIS) into the social protection single registry for example. 3c) In order to further secure funds for the future implementation of the SFP program in a sustainable manner, a scale-up of the current advocacy campaign is recommended especially targeting the National Assembly Budget Committee, the Council of Governors and the Treasury. Student Councils formed at school level could be also involved for an effective advocacy campaign.
4. Inaccurate methods of distributing food rations at school level	4a) Provide a unified scoop measure to all supported schools
5. Increased attendance alone does not translate into good literacy outcomes in the arid counties	5a) WFP should continue to synergise and support activities with partners who are supporting the Government to address issues related to the quality of education and teaching, particularly in the context of the two recently launched national programs – the Global Partnership for Education (GPE) and Tusome
b) **Medium to long-term recommendations**	
6. Low coordination at county level between MOEST and MoH	6a) Strengthen county level school committees to support coordination and implementation and increase accountability 6b) Same as 3a and 3b above.

Lessons learned	Recommendations
7. Multiple reporting lines related to SFP implementation: teachers report to the TSC and the program is under MOEST	7a) Strengthen the Technical School Feeding Committee by involving additional partners (i.e. TSC and the Treasury) and enlarging its operational budget
8. High staff turnover within schools and ministries at county level. One SFP management training per project cycle may not be effective, despite the additional supplementary visits and on-the-job training carried out by WFP.	8a) Consider increasing the frequency of training, especially for officials that have not yet been trained in the context of the SFP.
9. Record keeping and filing within schools appeared to be a challenge	9a) Engage in capacity building activities at the school level to strengthen record-keeping and filing practices through ad –hoc training or during monitoring visits. Consider making commodity delivery conditional upon reconciled records.
10. Joint monitoring between WFP, MOEST and MoH is a challenge due to lack of funds at county level. In addition, government officials were not fully aware of the joint monitoring arrangements in place with WFP	10a) Strengthen the joint monitoring system by increasing awareness of it at county level and considering a cost-sharing mechanism between WFP, MOEST and MoH. Consider involving additional partners in the joint monitoring scheme.
11. Inflation of enrolment figures	11a) Finalize a common MIS to reflect real-time changes in school enrolment and attendance figures
12. The WFP helpline/complaint mechanism proved to be quite effective in the County where it was piloted.	12a) GoK should prioritize the implementation of a hotline in all counties covered by SFP and HGSMP.
c) Recommendations for the final evaluation	
Indicator calculations:	• Consider calculating Indicator 8, the regular attendance of pupils (where “regular” is defined as a 80% attendance as per USDA guidelines), based on school records of a minimum sample of 10 pupils per school; • Consider raising the passing threshold of the safe food preparation and storage test for cooks from 50% to 80% (Indicator 32).
	Include the Ministry of Agriculture, Livestock And Fisheries (MoALF) among the Key Informant stakeholders to interview

In addition, the evaluation suggests simplified communication channels between WFP Kenya and USDA (Kenya and Washington offices). In the current set up WFP Washington office to act as an intermediary for communication between WFP Kenya and USDA.

1. Scope of the consultancy

The evaluation covers the period from September 2013 to December 2014. The purpose of the evaluation is for accountability and program strengthening. As such, the evaluation focussed on assessing the quality of implementation with an eye to generating recommendations as to how the program implementation can be enhanced. .

Specifically, the mid-term evaluation:

1. Assessed performance against set targets, determined successes and identified challenges and areas that need improvement based on the evaluation questions
2. Determined factors that have affected the results and drew lessons and best practices
3. Outlined how these lessons can be applied to inform future interventions
4. Identified changes required to enable the achievement of program objectives and targets within the established timeframes

2. The WFP school feeding program in Kenya

2.1. Overview

The benefits of school feeding programs are widely advocated. Firstly, school feeding aims to have an effect on pupils' education and learning in terms of attendance and enrolment indicators and rates of primary completion (WFP School Feeding Policy 2013, p.13-14). Secondly, it aims to reduce hunger and increases pupils' nutritional intake, which in turn leads to improved educational outcomes. School feeding programs may also have a safety net effect: they can reduce household expenditures on food and keep children occupied during the day allowing parents to engage in other livelihood strategies; in addition they can also contribute to a "reverse flow effect", whereby the children who complete primary school and continue their studies later support their household, community and the education of their younger siblings, thus breaking the cycle of poverty (WFP Impact Evaluation 2010, p.54). School feeding programs also contribute to closing the gender gap in schools and empowering women by improving their access to the labour market. Finally, school feeding acts as a platform for creating other socio-economic benefits.

The quality of the learning environment (including the status of school facilities) and the support of parents and the community are key factors in the success of school feeding programs. The positive impacts attributable to school feeding are limited if one views it in isolation from other interventions. The Impact Evaluation of WFP SFP in Kenya (1999-2008) found that "a school feeding program which does not systematically incorporate other strategic programmatic interventions that reduce the economic, social, and cultural constraints to health and learning will not generate the stated goals and objectives that substantiate and justify school feeding investments". Hence inter-institutional and inter-sectoral cooperation and coordination are crucial factors to its success (WFP Impact Evaluation 2010, p.56).

WFP has been providing school meals in Kenya since 1980, addressing food insecurity and boosting educational indicators. At its peak in 2007, the SFP benefited 1.85 million children. In 2009 the Government of Kenya launched the national HGSMP, managed and financed by the Ministry of Education, Science and Technology (MOEST), which gradually started taking over some of the semi-arid areas of the country which were previously covered by WFP, and now moving to the arid areas with one arid County (Isiolo) transitioned to the Government led HGSMP.

According to the WFP Country Program 2014-18 (p. 11) and considering the transitional cash transfer (CT) to schools in Samburu County, the SFP currently provides schools meals to 791,000 children in all public schools in the arid lands and in targeted schools in the informal settlements of Nairobi, where food insecurity continues to be widespread and education indicators are below the national average. WFP also prioritizes capacity development of the Government to manage and extend the HGSMP to the arid lands.

For arid Counties SFP covers 100% of all public pre- primary and primary schools. However, it is worth noting that in 2016, all pre-primaries will be handed over to the County Government as this is a devolved function of the County Government as per the new Constitution.

In Nairobi, schools benefiting from the feeding program must meet targeting criteria agreed jointly by WFP, FTC, NCG and MOEST, particularly because the program also benefits informal schools. The program currently only supports a total of 92 primary schools (65 public and 27 informal schools). The targeting criteria used in Nairobi include: a) the school must be a -profit entity; b) the school should be registered by a recognized government agency (MOEST or Ministry of Gender, Children and Social Development); c) the school should follow the national curriculum and at least one third of the primary school-level teachers are trained and registered with TSC (as per the APBET guidelines); d) the school can only charge levies that are equal to or below 3, 600 shillings per term, inclusive of all costs, with no levies formally charged for school meals; e) the school must have the necessary structures for food storage and meals preparation; vi) the school must have a Board of Management (drawn as per the Education Act); f) the school should not be receiving school feeding support from other donors; g) the school has been in existence for at least 5 years and has at least 200 pupils enrolled at the time of incorporation into the school feeding program.

Regular hot mid-day meals are provided in primary and pre-primary schools for a total of 195 school days per year. Primary school pupils receive a lunch of 198grams comprising 150 grams of cereals, 40 grams of pulses, 5 grams of fortified vegetable oil and 3 grams of iodized salt which accounts for 30 percent of the recommended daily energy intake, providing around 703.25 kCal of energy (Arid Lands Strategy 2013, p.68). Pre-primary children receive a smaller meal of 128 grams, comprising 100 grams of cereals, 20 grams of pulses, 5 grams of fortified vegetable oil and 3 grams of iodized salt (WFP Country Program 2014-18, p.11). In addition, the pre-primary school pupils also receive a morning porridge made from SuperCereal.

WFP conducts monitoring of SFP performance on a monthly basis in 10 percent of the supported schools. During these visits, WFP staff do on-the-job-training on aspects that need strengthening.

Commodities are transported by WFP from Mombasa port to the DEO warehouse at county level. The GoK (through MOEST) is then in charge of the secondary transport up to school level. For Nairobi informal settlements, the administrative structure is different, since the coverage of informal schools was not agreed with the GoK. In this case WFP has an agreement with an international NGO called Feed the Children (FTC) whereby WFP delivers the commodities in their Nairobi warehouse and then FTC delivers the commodities to the schools.

The decision-making structure is represented by the Technical School Feeding Committee which is chaired by MOEST and partners meet to deliberate on SFP and HGSMP issues. Partners include MOEST, MOH, MOALF, WFP, PCD, SNV.

The United States Department of Agriculture (USDA) manages the McGovern-Dole Food for Education program (MGD), a major funding mechanism for school feeding worldwide. The MGD program aims to reduce hunger and improve literacy and primary education and has recently incorporated goals related to boosting teacher attendance and capacity and students' academic performance. The program provides US-produced agricultural commodities and financial assistance and supports capacity development and enhanced monitoring and reporting. Sustainability of the program is a key consideration for USDA and grantees are expected to work to support local ownership, at the government and community levels.

McGovern-Dole is one of the most long-standing donors to the SFP in Kenya. Its most recent contribution of US$20million supports the SFP during the period 2013-2015. Under this agreement USDA intends to provide about 3,770 MT of split yellow peas, 540 MT of vegetable oil and 14,700 MT of bulgar. This period spans two WFP Country Programs (CPs). During the design of the new CP, there were many decisions made with the GoK, which altered plans and sequencing of the SFP program.

The key goals of the WFP-USDA agreement, as stated in the Project Level Framework, are two: 1) improved literacy of school-age children and 2) increased use of health and dietary practices. The first objective has three outcomes: improved quality of teaching (through more consistent teacher attendance, improved literacy instructional materials and increased knowledge and skills of teachers), improved student attentiveness and higher attendance. The second objective focuses on improving the knowledge of health, hygiene, safe food preparation and storage practices, increasing knowledge of nutrition, increasing access to clean water and sanitation services, and increased access to food and storage tools and equipment.

WFP had originally requested US$ 30,624,996, including commodity costs (approximately $21 million) and associated costs (approximately $10 million, including $500,000 for M&E and $300,000 for capacity building) over a three year period. The $20 million agreement between USDA and WFP was signed in September 2013 while the food commodities arrived between January and March 2014. This caused some delays in the consignment related to Term 1 for the year 2014.

Through this support, WFP provides school meals, raises awareness on the importance of education, trains stakeholders on appropriate food preparation and storage practices and supports capacity building. The objectives of MGD support include boosting pupils' enrolment, attendance, literacy and attentiveness, reducing short term hunger and guaranteeing access to food for school children. The project also aims to enhance teacher attendance, spread awareness on the benefits of education among the community, engage local organizations and community groups, increase knowledge about safe food preparation and storage and provide equipment for this purpose. Finally, to ensure sustainability, the objectives include building government capacity and improving the policy and regulatory framework in support of child health and nutrition.

2.2. Handover process

In 2009 the Government of Kenya launched the HGSMP to increase national ownership and sustainability of the program and initially took over 540,000 pupils from selected semi-arid counties. In subsequent years, about 60,000 pupils were transferred to the HGSMP annually, reaching a total of 760,000 pupils by the end of 2013. The new WFP Country Program 2014-2018 introduced further changes defining, among others, the handover of pre-schools, the transition strategy for all Counties, the transition period through Cash Transfer before handing over.

The national HGSMP is based on a cash transfer (CT) model in which schools in semi-arid areas locally procure the food for the daily meals based on a fixed rate per meal (KES 10). The recent WFP pilot project of cash transfers to schools in arid counties (2013/14) tested a strategy to strengthen and expand the HGSMP model into the arid lands of Kenya. The pilot established a three-band system in Isiolo County with transfer values between KES 10-12, to account for the higher costs brought about by the schools' distance from the nearby markets (DFATD 2015, p.11). Even though the HGSMP implementation is still being refined, it provides a series of additional benefits compared to the regular SFP. Firstly, CTs are, in general, more cost-efficient. In-kind contributions are more expensive than contributions provided in cash-for-food purchases. The External Evaluation of WFP's Cash Transfers to Schools Pilot Project found that "the cost of providing cash to schools directly was 76 percent of the cost of providing in-kind assistance" (DFATD 2015, p.39). Secondly, the HGSMP has the potential to increase integration of the community around the education of its children by creating opportunities for increased community participation. It also creates a fixed and predictable demand for substantial quantities of food, thus stimulating the local economy, and it helps to introduce a wider range of fresh commodities within the SFP meal (WFP Impact Evaluation 2010, p.49).

A joint strategy (2013) was developed by WFP and MOEST for strengthening and expanding the HGSMP into the arid lands of Kenya, which present additional challenges for program implementation when compared to the semi-arid counties, including poor transportation networks and inferior school infrastructure facilities. As of January 2013, all of Kenya's semi-arid areas had been handed over to the government. Isiolo County was the first arid county that transitioned completely to the HGSMP in January 2015, following one year of CTs implemented by WFP. Samburu County is currently undergoing the one year WFP-supported transition to the CT model and will shift to the HGSMP in January 2016. Plans have been made for the handover of the other arid counties over the next three years, until the current WFP Country Program ends in 2018. The full handover of the Early Childhood Development centres (ECDC) is anticipated to take place by 2016. The CT model should be introduced in the Nairobi informal settlement schools in September 2015; however, the final handover date for these schools to the HGSMP has yet to be determined because of different administrative arrangements for urban schools in Kenya. At the current rate of transition, the expected coverage of the SFP in 2018 is approximately 410,000 pupils under the in-kind program and 83,000 pupils under the transitory CT model for a total of 493,000 pupils (WFP Country Program 2014-18, p.11).

3. Survey Plan

3.1. Methodology

The methodology used for this mid-term evaluation involved the use of mixed methods and triangulation of primary qualitative and quantitative data with secondary data from different sources to enhance the reliability of findings. The quantitative data was collected from 48 primary schools in the six sampled Counties (Garissa, Marsabit, Nairobi, Tana River, Turkana, West Pokot) while the qualitative data was collected both at the county level and at the national level through Key Informant (KI) interviews.

The mid-term evaluation **covered the period from September 2013 to December 2014** (academic year 2014).

Eight schools per county were selected for a total of 48 schools. The study selected the same schools from the baseline and the remaining schools were selected through systematic random sampling. For more information about the sampling strategy and details about training to enumerators please see **Annex 8**.

The data collected was used to calculate the 33 specific USDA MGD performance indicators and conduct a comparative analysis with the baseline findings[4]. Please refer to **Annex 4** for the list of performance indicators, their mid-term values and how they were calculated.

3.1.1. Secondary data

In addition to collecting primary data, the evaluation team also carried out a literature review of secondary data. The majority of this data was obtained from WFP (including monitoring data) and MOEST data. For the Nairobi informal settlement schools, secondary data was retrieved from Feed the Children (FTC).

The key documents that were reviewed include: the WFP Country Program 2014-18; the WFP School Feeding Policy; previous evaluation reports of the Kenya SFP; the baseline report and Kenya national child health and nutrition polices and guidelines (please see Annex 1 for the Bibliography).

3.1.2. Quantitative data

Quantitative data was collected at county level in each of the sampled schools using six types of questionnaire (please refer to **Annex 7**):

[4] Three indicators were only included during this mid-line survey and these indicators cannot, therefore be compared with baseline estimates.

- School Questionnaire, administered to the school's head teacher, which also collected data from the school records
- Teacher Questionnaire, administered to a teacher from each class
- Cook Questionnaire, administered to the Cook which also included the Safe Food Preparation and Storage Test that was administered during the Baseline
- Storekeeper Questionnaire, administered to the person responsible for the storage of SFP food
- Pupil Questionnaire, administered to ten randomly selected pupils across the school; and
- Household Questionnaire, administered to the ten parents of the randomly selected pupils (one parent per pupil).

These Questionnaires were administered by a team of trained enumerators in the six sampled counties using tablets and *ki-projects*^{TM} (Kimetrica software). Two enumerators per county carried out the data collection exercise.

Data collected at school level included the following:

- Enrolment and attendance figures, number of meals provided each day during the academic year 2014
- Average daily portion of food provided to pupils
- Weight of food rations to 10 randomly selected student per school
- Performance of pupils
- Total commodity tonnage received by WFP
- Delivery dates of the food, data on community and government contributions (cash, additional food items, water, firewood and cooking utensils)
- Overall school performance and the impact the SFP has on it
- Pupils' attentiveness.

In addition, crosscutting WFP indicators were calculated (physical and/or emotional threats and safety of the pupil).

3.1.3. Qualitative data

Kimetrica also collected qualitative data at different levels: in the sampled schools through interviews with teachers and parents; through KI interviews in Garissa and Turkana Counties; and through KI interviews with several SFP stakeholders in Nairobi (please refer to Annex 6 for the list of interviewees). All KI interviews were guided by pre-defined checklists and were used to triangulate findings from the quantitative data (please refer to Annex 7).

At the school level, head teachers, teachers and parents were asked qualitative questions regarding the lessons learnt and recommendations to improve the SFP program. These findings reflect those emerging from the analysis of primary and secondary data.

Key informant interviews were also carried out in Garissa and Turkana with a range of different stakeholders. These interviews aimed to identify best practices, the main challenges and lessons learnt of the program, as well as avenues for improving it and making it more sustainable, in particular through the handover to the HGSMP. The stakeholders interviewed included WFP Field Officers, education officials (DEOs, the County Director for Education (CDE), the School Meals Program Officer (SMPO), representatives from the Teachers Service Commission (TSC)) and health officials (Public Health Officers (PHOs)).

Several SFP stakeholders were also interviewed in Nairobi during April and May 2015. These included WFP Officials, Unicef, USDA (Nairobi and Washington), DFATD-Canada, City Education Department, FTC, MOEST & MoH officials, SNV, PCD, Evidence Action.

3.2. Key evaluation questions

The evaluation questions are structured around four main categories:

- Strategy of the program
- Program performance at mid-term
- Factors affecting the results
- Sustainability of the program.

Design of the data collection tools was informed by the following evaluation questions, according to which findings will be presented in Section 4. Particular attention was given to gender disaggregation.

Strategy of the program

1. Is the program relevant to children's needs and national government policies and strategies?
2. Was it designed to complement and be coherent with the work of major partners in the field, including the government and non-governmental organizations (NGOs) working on school health, nutrition and school feeding?
3. Was it designed to reach the right people with the right type of assistance?

Program performance at mid-term

1. What were the outputs and progress towards outcomes (insofar as these can be assessed at the mid-term point)?
2. How efficient is the program, in terms of transfer cost, cost per beneficiary, logistics and timeliness of delivery?
3. Has the right quantity and quality of assistance reached the right beneficiaries, at the right time? Particular attention will be given to gender disaggregation.

Factors affecting the results

1. Which external factors outside the project implementers' control have affected the results (e.g. outbreak of conflict, change in government policy, changes in funding levels, etc.)?
2. Which internal[5] factors within project implementers' control have affected the results (e.g. management, delivery mechanisms and systems, coherence between plans and resources available, link of monitoring system to decision-making processes, partnerships, etc.)?

Sustainability of the program

1. To what extent is the government taking ownership of, demonstrating commitment and contributing to the program?
2. What is the level of national readiness and capacity at central and sub-national levels to implement the program?

I

[5] The mid-term evaluation considers "internal" any factors related to the SFP implementing partners, thus including WFP, GoK, MOEST, MoH and other implementing partners

4. Findings

This section presents the findings of the mid-term evaluation according to the key evaluation questions.

It should be noted that although this is an evaluation of USDA MGD funds and given that the SFP is a multi-donor program, it is difficult to attribute results to specific donor contributions. The findings presented in this section should therefore be seen as a result of multiple donor efforts.

4.1. Strategy of the program

The relevance and importance of the WFP-supported SFP to children's needs was confirmed at Nairobi level through various stakeholders KI interviews and at the County level, through interviews with MOEST and MoH officials, and within sampled schools through interviews with head teachers, teachers and parents.

Both the KI interviews and the data collected in the field confirm that the SFP is extremely relevant to children's needs, as it targets all schools in the arid lands and provides about a third of pupils' daily nutritional intake.

Our primary data collection found that eight percent of pupils interviewed had not had an evening meal in the preceding five school days. Moreover, 56.1 percent of parents reduce the portions of the evening meal when lunch is provided in schools. This percentage is particularly high in Marsabit. This means that for many pupils in the arid lands, the SFP meal is the most substantial meal they have during the day and this affects pupils' net benefit.

Several stakeholders agree that the provision of school meals directly influences pupils' daily attendance. Ninety-one percent of teachers interviewed believe that school attendance would drop drastically (over 30 percent) if meals were no longer provided. KI interviews in Turkana for example, mentioned that in the region children will not go to school unless they see smoke coming from the school kitchen, signalling the preparation of food.

Some other key indicators calculated from primary and secondary data sources (covered in more detail through the key indicators in Section 4.2.1) that further reinforce the relevance of the program are as follows:

- The main reason cited by teachers for pupils' inattentiveness was hunger. Therefore pupils' attentiveness tends to decrease as pupils get hungry; this coincides with the days when school meals are not provided (in most cases a consequence of late delivery).
- The percentage of students who regularly attend school (at least 80 percent of the time) is about 70 percent while on average 88 percent of the enrolled students attend school.
- The percentage of students regularly consuming meals varies between 70 percent and 80 percent (the difference is mainly caused by late delivery to schools, security and, to some extent, teachers' strikes).

In regard to the **relevance to the national government policies**, the mid-term evaluation confirmed that the SFP fits within and adheres to existing national government policies and strategies. In particular, the SFP is based on the right to nutrition, as outlined in the new Constitution of Kenya (2010). The SFP is also aligned with several Kenyan policies, including the National School Health Policy (2009), the National Food and Nutrition Security Policy (2011), the National Social Protection Policy (2011) and the Basic Education Act (2013) to name a few.

Findings from the mid-term evaluation confirm that **the program was designed to complement and be coherent with the work of major partners**, including the government and NGOs. Firstly, given the GoK's high level of commitment and the involvement of several ministries including MOEST, MoH and MoALF, the program implementation is cohesive with government policies.

Secondly, the SFP complements the work of other partners working in the fields of education, health and water, sanitation and hygiene (WaSH) and de-worming. In addition to FTC (the implementing partner for the SFP in the Nairobi informal settlements), three NGOs (Evidence Action, The Netherlands Development Organization (SNV) and Partnership for Child Development (PCD)) and UNICEF were interviewed in the mid-term evaluation. All these organizations engage in complementary activities and projects that enhance the effectiveness and impact of the SFP as shown below. This is in line with the WFP School Feeding Policy (2013) which encourages linkages with other interventions in order to enhance the impact of the SFP.

Evidence Action was established in 2013 to take on two of Innovations for Poverty Action's projects: deworming and the dispensers for safe water. EA works with MOEST's School Health, Nutrition and Meals program in the context of the National School-Based Deworming Program in primary schools of Kenya. The deworming program covers 27 counties and coverage is determined based on the prevalence of worms. Among the sampled counties, Garissa and Tana River were included in the program. However, KI interviews with WFP officials in Garissa indicated the need to re-introduce the deworming program in the counties signifying that the respondents were not aware of deworming activities going in the county. This may require further understanding. In any case, deworming is widely recognized to have a positive impact on the SFP by maximizing the children's nutrient intake. The 27 counties being covered by the EA deworming program represent areas with the highest need for this intervention and good overall coverage (almost 60 percent of the counties). This seems adequate to create synergy between EA and the SFP.

SNV supports the HGSMP in the areas of procurement and governance. It also supports farmers in accessing school markets, ensuring that procurement procedures are farmer-friendly and the community is engaged. SNV is also one of the members of the national level Technical School Feeding Committee, along with WFP and other partners. SNV thus works with WFP to strengthen the government's and local structures' capacity to implement the HGSMP.

PCD is also part of the Technical School Feeding Committee, playing an advisory role and working with WFP and other partners to provide capacity building and support to the program. PCD was also a strong partner in the development of the National School Health Policy.

UNICEF is active within both the Education and WaSH sectors. Within the Education sector, UNICEF works in close collaboration with the GoK at policy level and works in synergy with WFP within the UNDAF framework. In particular, UNICEF is working with the GoK to update the current national curriculum, an essential step to improve the quality of teaching and pupils' learning experience. WFP is supporting this process and providing inputs to the review of the national curriculum. UNICEF also aims to increase enrolment, through awareness campaigns sensitizing communities about the importance of education and increasing literacy under the GPE program. UNICEF is also active in the WaSH sector, providing toilets and running water at school level. In addition, the Tusome program, funded by USAID, aims at increasing the pupils' literacy rate. These activities complement the SFP and contribute to increasing its overall impact.

In regard to the **program reaching the right people with the right type of assistance**, the SFP currently targets the most food insecure areas of Kenya with the lowest educational indicators. KI interviews (at both Nairobi and County level) have confirmed that the program beneficiaries do indeed rely on the support provided. The program is inclusive, as it covers all public schools in the targeted counties and selected schools in the Nairobi informal settlements that meet the basic requirements for participation in the program. Based on this, the mid-term evaluation confirmed that the program reaches the right people.

Considering that the SFP is designed to provide a basic basket of commodities covering 30 percent of pupils' daily energy intake and considering that the program is well complemented with other programs (as shown above), Kimetrica found the SFP to provide the right type of assistance.

In theory, the community and the schools are meant to contribute additional fresh food items to expand the food basket's nutritional value. This is particularly challenging in the ASALs, where food insecurity is high. Notwithstanding, based on our primary data, the challenging situation, non-food items contributions to the program were found to be very high in the sampled schools: at least 87 percent of schools provided water, firewood, cooking utensils, cleaning products and plates for children in 2014. Remarkably, observations during the survey implementation showed that two schools in Turkana also provided vegetables.

Worthy of mention is the excellent relationship that was developed between MOEST and WFP over the years.

4.2. Program performance at mid-term

Please note that given the short time interval between the baseline and mid-term surveys, care should be taken in determining causality for changes in the indicator values.

4.2.1. Outputs and progress towards outcomes

This section evaluates the SFP program performance based on the 33 performance indicators jointly identified by WFP and USDA (please refer to **Annex 4** for the detailed results presented in table format). In addition to the 30 indicators used during the baseline survey, WFP accepted USDA's suggestion to add three indicators for this mid-term evaluation. It should be noted that the baseline was conducted only a year ago and therefore the time interval is quite short to establish measurable improvements for some of the indicators.

Figure 2 shows some of the key indicators measured during this mid-term evaluation and their improvements from the baseline survey.

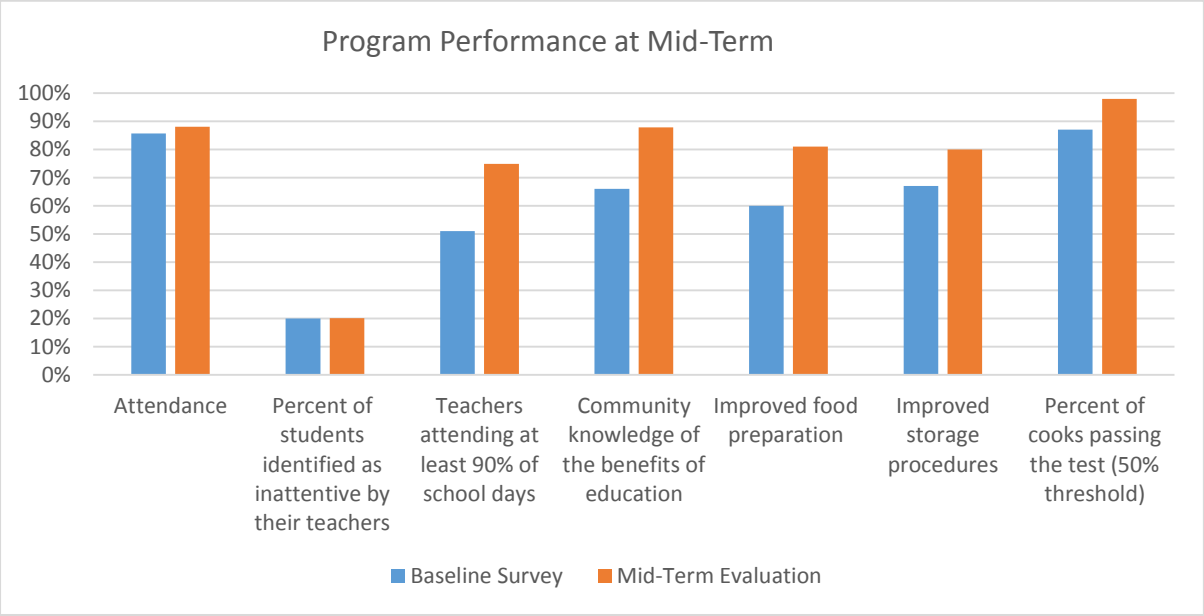


Figure 2: Program Performance at Mid-Term

MGD SO 1: Improved literacy of school age children

Indicator 1 - Proportion 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.

Administering a comprehensive literacy test was not feasible within the scope of this consultancy. The MOEST also discouraged this approach. However, UWEZO released an updated report for the year 2014, providing a good comparison point for the UWEZO report 2012 that had been used during the baseline report. The baseline survey recorded a value of between 33.8 percent (Samburu) and 62.6 percent (Baringo). On average, at national level the test pass rate for children aged 10-16 at national level is 68 percent for numeracy skills, 78 percent for literacy

and **64 percent for the two skills combined**. The difference in the mean pass rate between the top and bottom districts is quite large (nearly 70 percent). Mandera West and Central, Wajr, Laisamis (Marsabit) and Turkana North recorded the lowest pass rate (between 17 and 23). Samburu East scored 30.6 percent while Baringo scored 63.7 percent. Mandera East scored 71.4 percent.

As mentioned by the UWEZO assessment, the results have not significantly changed since 2009. The poor results are further confirmed when compared with the SDI report (2012) and the KCPE results collected from the sampled schools: 188.21(from our survey) and 234.94 (MOEST data 2013) compared to the national average performance of 250.05).

Indicator 2 - Number of total individuals benefiting directly from USDA-funded interventions.

Based on information provided by WFP, the SFP reached 753,139 direct beneficiaries in 2014. The baseline figure was higher (767,108) and this difference is accounted for by the fact that WFP handed over pupils to the HGSMP and in 2012/2013 WFP stopped providing food to satellite ECDCs that were not officially registered by the Ministry of Education. This was to ensure school feeding support was provided to educational institutions and not to informal 'feeding centres' established ad-hoc.

Indicator 3 - Number of indirect beneficiaries supported by USDA-funded interventions.

The mid-term survey used the same methodology that was adopted for the baseline survey. This was done by identifying the number of households benefiting from school meals (the average number of school-going children per household is 2.84 as established by the primary data collection), and then multiplying this number by the difference between the average household size of six minus the average number of school going children. For 2014 this yielded a result of 838,000[6] indirect beneficiaries, compared with 536,758 in 2013.

MGD 1.1.1: More consistent teacher attendance

Indicator 4 - Percent of teachers in target schools who attend school and teach at least 90 percent of scheduled school days per year.

This indicator was calculated through primary data. This indicator improved from 51 percent in 2013 to 74.8 percent in 2014. Nairobi and Turkana counties achieved exceptionally high values for this indicator (97.7 percent and 98.6 percent respectively) while Garissa County showed a poor performance (42.2 percent). Security in Garissa is one of the main variables explaining this disparity.

[6] The survey revealed that on average 2.84 children per household are going to school. Household average size is 6, i.e. an average of 3.16 household members indirectly benefit from the program. The number of households is identified by dividing the total number of direct beneficiaries by 2.84 (753,139 / 2.84 = 265,190 HHs). The number of indirect beneficiaries is calculated by multiplying the number of households by 3.16 (266,190 x 3.16 = 838,000).

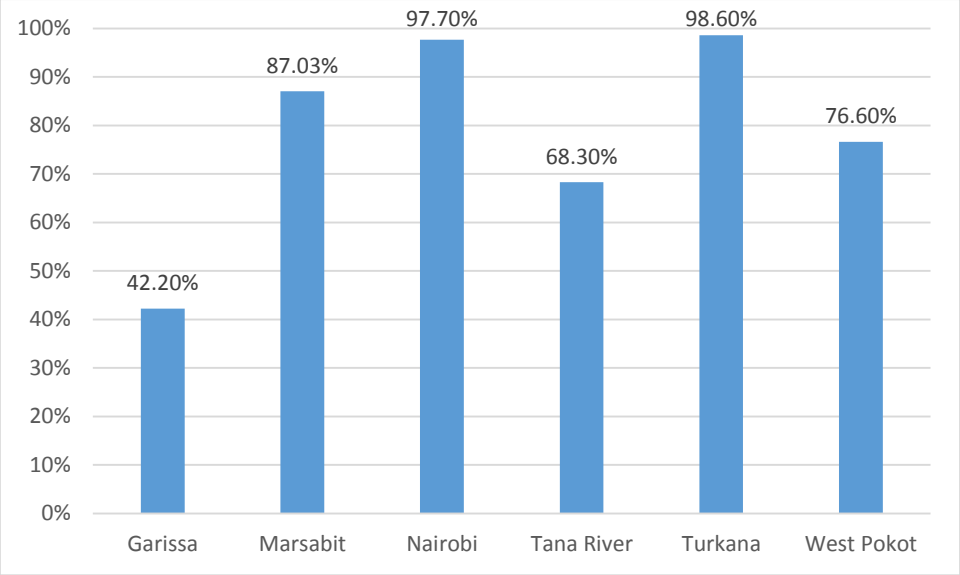


Figure 3: Percent of teachers attending at least 90% of scheduled days

General attendance of teachers was 88.8 percent on average, and during the three-day survey it was slightly lower at 81.9 percent. This is roughly in line with the World Bank's SDI report where teachers' absence from public schools was 16.4 percent in 2012.

Indicator 5 - Number of MOEST officers trained in promoting consistent teacher attendance

Indicator 5 was calculated from the WFP Training Reports and triangulated with information from MOEST and WFP KI interviews. In 2014, a total of 200 MOEST officers were trained on SFP management and promoting consistent teacher attendance, thus achieving the target value of 200 trainees.

Indicator 6 – Number of trainings in promoting teacher attendance conducted for MOEST officers

Indicator 6 was calculated from the WFP Training Reports and triangulated with information from the MOEST and WFP KI interviews. A total of seventeen (17) trainings sessions in six counties were carried out in 2014 (East Pokot, Garissa, Marsabit, Tana River, West Pokot and Samburu Counties). This exceeded the target value of four (4) trainings.

MGD 1.2: Improved attentiveness

Indicator 7 – Percent of students in classrooms identified as inattentive by their teachers

This indicator was calculated through the teachers' questionnaire. The 2014 value for indicator 7 remained unchanged from the baseline value of 20 percent. The main reason cited by teachers for pupils' inattentiveness was hunger. This is mainly attributable to missed school meals, especially at the beginning of the term due to late delivery by MOEST at County level as mentioned earlier (for more details please see indicator 16). Results at county level showed that

the level of inattentiveness differs between counties. West Pokot and Marsabit have the highest percentage of inattentiveness, whilst, surprisingly, Garissa has the lowest rate.

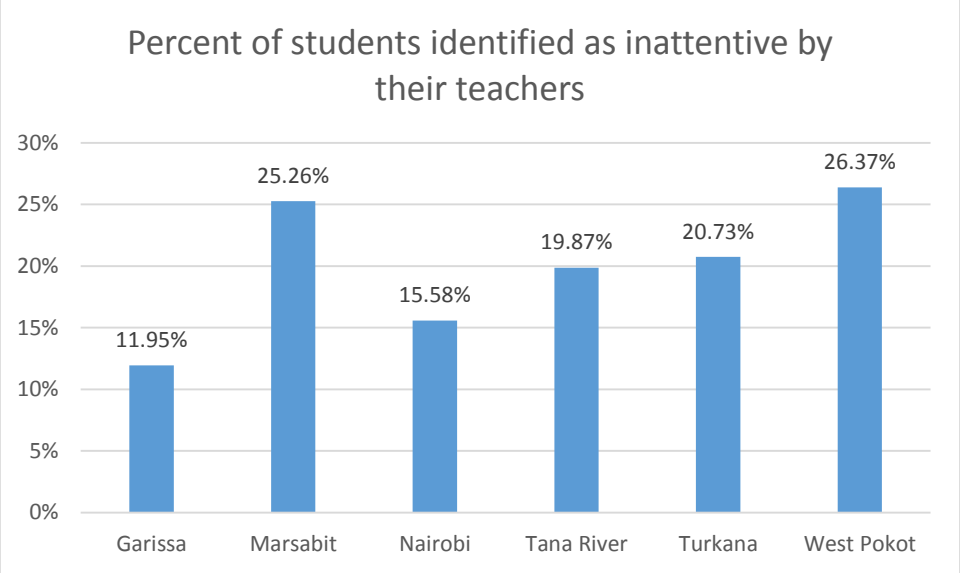


Figure 4: Percent of students identified as inattentive

MGD 1.3: Improved student attendance

Indicator 8 – Percent of students (girls/boys) regularly attending supported schools

WFP monitoring data revealed that percentage of girls and boys regularly attending supported schools is 88 percent, which is higher than the aggregated baseline value of 85.6 percent. According to USDA guidelines, "regularly" attending implies a minimum attendance rate of 80 percent.

This evaluation calculated the percentage of students regularly attending school (at least 80 percent of school time) by collecting data on the annual school attendance of 10 randomly selected pupils per school. Using this methodology, the values drop down to 72.5 percent (73 percent for girls and 72 percent for boys). Kimetrica recommends considering these values for comparison purposes during the end-line survey.

This discrepancy compared to the WFP data is attributable to three main reasons:

1. Different calculation of the indicator between baseline and mid-term survey: During the mid-line survey this indicator was measured through interviews carried out with 10 sampled pupils selected in each school where their annual records of attendance were traced back. This is the most accurate way to be able to calculate regular attendance (above 80 percent of school days). During the baseline survey, this methodology was not used and WFP data was used instead reporting "the attendance rate for assisted schools". WFP collects data on attendance and enrolment observed during the monitoring missions. The value at baseline thus is likely to have reported the general attendance rate of

students compared to enrolment (which is different than regular attendance and tends to be higher).

2. Factors such as teachers' strikes and a worsened security situation in Garissa, Mandera and Wajir in 2014 negatively affected attendance.
3. Surprisingly, the breakdown by county reveals particularly low figures for Nairobi (21.4 percent and 29.4 percent for girls and boys respectively) which lowers the national average. Please see breakdown in Figure 3 below.

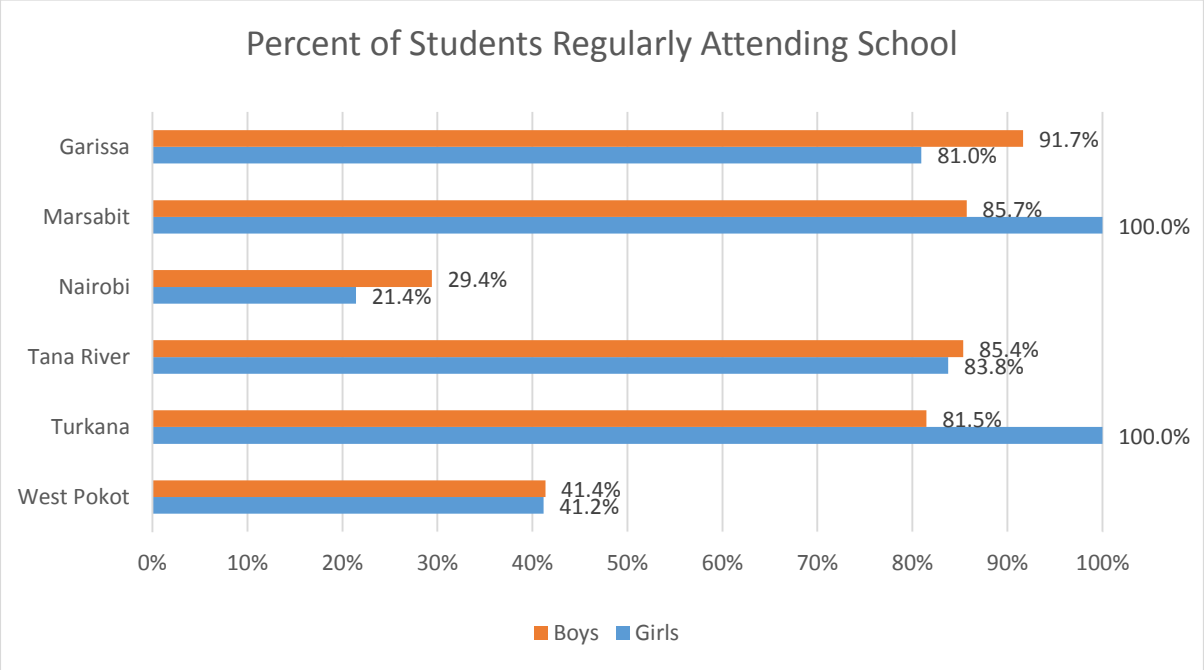


Figure 5: Percent of students regularly attending school

Indicator 9 – Percent of students in target schools who start grade one and complete the last grade of primary school

Indicator 9 focused on the cohort of pupils that started primary school in 2007 and completed Class 8 in 2014. Data was collected through questionnaires during our visits to the sampled schools. For the sampled schools, this indicator took a value of 56.4 percent, compared with 76.2 percent during the baseline survey signalling a significant deterioration in the performance of the indicator. It must be noted that not all of the sampled schools had complete records for pupils going back to 2007, especially for those that had changed school and completed primary education in another establishment and this posed a real challenge in the collection of this data. This trend is also confirmed by World Bank's SDI report wherein the average number of school years completed is only 4.7 (out of 8).

MOEST officials, during our KI interview, mentioned they did not have data available for this indicator.

MGD 1.3.4: Increased student enrolment

Indicator 10 – Percent increase in girls enrolled in schools

Indicator 11 – Percent increase in boys enrolled in schools

Indicators 10 and 11 measure the percentage increase in girls and boys enrolled in schools. During the baseline, both indicators had a value of three percent and were calculated using MOEST/WFT data.

For this study, we used survey primary data and calculated the difference in enrolment from 2013 to 2014 as a percentage of the 2013 enrolment for each school, and then we calculated the average percentage increase across sampled schools. For 2014, the percentage increase in **primary** school girls and boys enrolled were 7.7 percent and 9.4 percent respectively while for **pre-primary** pupils the values are 2.7 percent and 7.4 percent respectively.

An analysis of WFP data reveals that the percentage increase for girl is quite similar to one found in the study (8 against 7.7 percent) while for boys the percentage drops by more than half (4 against 9.4 percent).

If we consider the changes in enrolment for primary school children, the SFP has in any case definitely performed better compared with the baseline year.

Finally, data was also collected from MOEST on the Net Enrolment Ratio (NER)[7] for the sampled counties and for the national average in 2014. The average value across the sampled counties was 61.7 percent, which is significantly lower than the national average of 84.2 percent (with Garissa and Turkana counties performing particularly poorly with 39.9 percent and 54.4 percent respectively).

Indicator 12 – Number of events, radio spots and campaigns held

Indicator 13 – Number of community members benefiting from events, radio spots, and campaigns held

Indicators 12 and 13 were calculated from secondary data received by WFP. In 2014, 20 radio spots were held. This indicator did not meet its target value of 44. Indicator 13 measures the number of community members benefiting from events, radio spots and campaigns held which

[7] UNESCO defines the NER as "Enrolment of the official age group for a given level of education expressed as a percentage of the corresponding population" (UNESCO 2009, p.10).

amounted to 65,204[8]. Unlike indicator 12, it greatly surpasses its target for 2014 which was of 8,800 people.

While the number of events was below the target, the means used by WFP still enabled the campaign to reach more people than originally targeted.

MGD 1.3.5: Increased community understanding of benefits of education

Indicator 14 – Percent of parents in target communities who can name at least three benefits of primary education

Kimetrica used a pre-defined standard list of education benefits to evaluate this indicator and data was collected through the school questionnaire. However, during the baseline the question was left open, so the methodology used for calculating indicator 14 was consistent with the baseline survey.[9] Data from Garissa was not included in the analysis since enumerators misinterpreted the way they were supposed to ask the related question. On average, 87.8 percent of the parents interviewed could name at least three benefits of primary education. At the baseline, the value of this indicator was 66 percent.

MGD 1.2.1: Reduced short-term hunger

Indicator 15 - Percent of students in target schools who regularly consume a meal before the school day

The value for indicator 15 amounted to 59.1 percent. Turkana and West Pokot counties performed particularly poorly, with 24.3 percent and 36.2 percent, respectively. This indicator was measured during the primary data collection by asking pupils whether they had eaten a meal before the school day in the past 5 working days (their answer qualified only if it was five) and was then triangulated with information collected during the parent interviews (only 49.3 percent of parents said that their child had had breakfast in the past 5 days). This indicator compares favourably with the baseline value (41 percent).

[8] This number was obtained summing up 35,000 community members reached through 20 radio spots in Kiswahili and Maa local dialects through Kenya Broadcasting Corporation, 29,428 people in Mandera, 447 in Samburu and 329 in Isiolo sensitized on hotline issues.

[9] For the pre-defined standard list of education benefits please refer to Section 4 of the Household Questionnaire in Annex 7. The list includes the following: 1) Improved literacy rate; 2) social skill development; 3) increased ability to learn new skills, (adoption of technology); 4) girls remain more in school and early marriages are delayed; 5) improved cohesion in the community; 6) help to break the cycle of poverty; 7) Increased chances of the pupils' future economic self-reliance; 8) through girls' education, improved general wellbeing of households (nutrition, health etc).

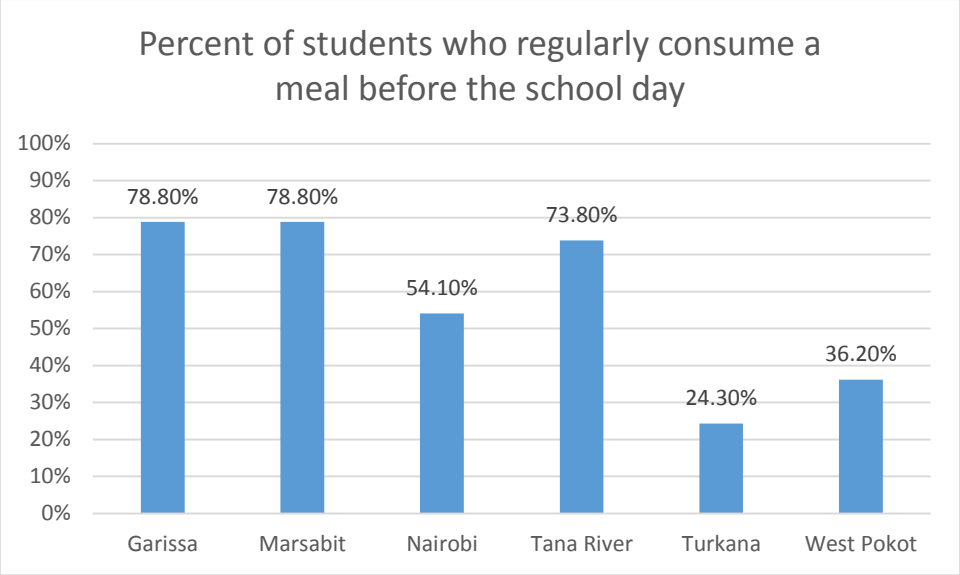


Figure 6: Percent of students who regularly consume a meal before the school day

As for the Corn-Soya Blend (CSB), even though all pre-primary pupils received it when it was available, the survey found (through the SMP6 form) that in 2014 it was only provided on 38 percent of school feeding days. The main reason for this is explained by the lower quantity of CSB received by WFP (due to insufficient funding) compared to the quantity planned. WFP in fact planned 591mt of CSB but received and distributed only 388mt (66 percent of the planned quantity).

These poor results are further corroborated by the fact that more than 50 percent of parents (56.1 percent) reduce the portions of the evening meal when lunch is provided in schools. This percentage is particularly high in Marsabit while Nairobi performs slightly better (44 percent). This has a negative effect on the overall nutritional status of the pupils.

Indicator 16 - Percent of students in target schools who regularly consume a meal during the school day

Indicator 16 measures the percentage of students in target schools who regularly consume a meal during the school day. This indicator value was determined using data from the SMP 6 forms from each of the sampled schools. The analysis calculated the percentage of school feeding days for which food was actually provided in 2014 across the sampled schools. It was found that 68.1 percent of students regularly consumed a meal during the school day. This value falls slightly below the baseline value of 70 percent. The percentages of school feeding days in 2014 as reported in the SMP 6 forms in each county were: Garissa: 66.1 percent, Marsabit: 69.8 percent, Nairobi: 75.7 percent, Tana River: 50.9 percent, Turkana: 71.6 percent and West Pokot: 74.6 percent.

If we consider WFP monitoring data for 2014 (which assessed all arid Counties under the SFP program), this figure increases to 76 percent. The values for some of the counties were similar to those found by the mid-term evaluation (Garissa: 50 percent, Marsabit: 69 percent and

Turkana: 65 percent), while others were higher (94 percent in Nairobi, 74 percent in Tana River and 66 percent for West Pokot).

Figure 7 shows the percentage of students who regularly consume a meal during the school days. The values marked as "SMP6 data" were collected during this survey from the sampled schools; those marked as "WFP data" correspond to WFP monitoring data for all schools in the sampled counties.

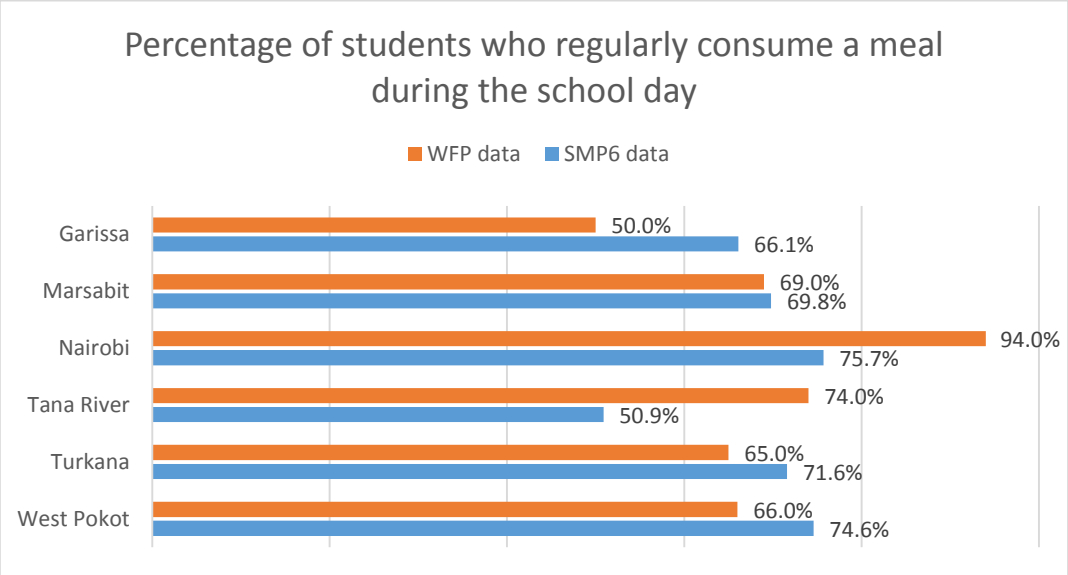


Figure 7: Percentage of students who regularly consume a meal during the school day

The main reasons attributable to the proportion of days during which children did not have food are as follows:

- Late delivery of food at school level by MOEST due to delays in paying the transporters
- Security issues, especially in Counties like Garissa, Pokot, Wajir and Mandera
- Teacher strikes that occurred during 2014 resulting in school closure (the survey however did not collect data to verify if food were distributed to pupils during the strikes).

MGD 1.2.1.1 : Increased access to food (school feeding)

Indicator 17 - Number of daily school meals (breakfast, snack, lunch) provided as a result of USDA assistance.

The number of school meals provided as a result of USDA assistance was calculated based on secondary data received from WFP and amount to 76,000,000[10].

Indicator 18 - Total quantity of commodities provided for school meals provided to students as a result of USDA assistance

The total quantity of commodities provided for school meals as a result of USDA assistance amounted to 14,810mt (WFP data), greatly surpassing the 2014 target of 6,364mt. This is because although the agreement between USDA and WFP was signed in September 2013, the first shipment arrived in early 2014 and exceeded the 2014 target as it also covered the 2013 target.

It is worth mentioning that USDA assistance is part of a multi-donor effort and that USDA does not cover all the school days but only a portion. When delays occur (as mentioned above), WFP uses other donor funds to mitigate.

Indicator 19 - Number of students receiving school meals as a result of USDA assistance

Indicator 19 was calculated from secondary data received by WFP. The figure totalled 753,139 students, and exceeded the 2014 target of 584,000.

Indicator 20 - Percent of students in targeted schools consuming daily meals (lunch)

Indicator 20 amounted to 100 percent, as in the baseline survey. In all the schools visited, all children present in school consumed the daily meals provided under the SFP.

Indicator 21 – Number of trainings provided in food preparation and storage practices

Indicator 21 was calculated from the WFP Training Reports. In 2014, seventeen (17) SFP Management trainings sessions were provided in six counties, exceeding the 2014 target by seven trainings.

It is worth mentioning the fact that when the project was designed, trainings were planned according to Kenya's district-level administrative boundary system, which has since changed to the county-level system. Consequently, WFP provided the trainings at county and sub-county level. Incidentally, the number of teachers trained (indicator 22) also exceeded its set target.

Indicator 22 – Number of teachers trained in food preparation and storage practices

Indicator 22 was calculated using WFP Training Reports. Data revealed that 1,753 teachers had been trained in 2014. The target for 2014 (600 teachers) was therefore greatly surpassed.

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[10] USDA provided 14,810 mt of food in FY 2013 and FY 2014. Each child needs 195 grams per day. This is about half of the total feeding days (195 days) of the academic year. Please note that the figure is rounded to the nearest whole figure

From interviews with the head teachers of the 48 sampled schools, analysis shows that some 120 teachers were trained in food preparation and storage practices (on average, 2.5 teachers per school).

Indicator 23 – Number of social assistance beneficiaries participating in productive safety nets as a result of USDA support

Indicator 23 is the Feed the Future indicator and measures the number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance. For 2014 this figure was 753,139 (WFP data), compared with the baseline value of 767,108. The reduction reflects the number of students who were handed over at the end of 2014, which is therefore a positive development.

MGD 1.4.1: Increased capacity of government institutions

Indicator 24 –Percent of districts in which food procurement and distribution procedures and infrastructure are in place

For indicator 24, MOEST data confirms that all districts have food procurement and distribution procedures and infrastructure in place. The KI interviews in Garissa and Turkana counties also verified that there is a system of record keeping and monthly physical inventory records in place at the county level.

Indicator 25 - Number of MOEST officers benefiting from home-grown school feeding manuals distributed

In 2013 WFP provided MOEST with 4,000 copies of the manual. Interviews with MOEST revealed that in 2014 a total of 1,360 manuals were distributed at county level (most likely the remaining copies not distributed in 2013). In addition, 756 HGSMP manuals were distributed by WFP during the CTS training in Isiolo (306) and Samburu Counties (450). This brings to a total number of 824 manuals distributed (indicator 27).

This indicator was obtained by multiplying the number of manuals distributed (i.e. 2,116) by an average number of MOEST officers at the county level benefiting from the manuals. The number of beneficiaries is estimated to be two people per manual.

This calculation yielded a value of 4,232 MOEST officers. The target for 2014 was zero, so this was an unplanned benefit.

MGD 1.4.2: Improved Policy and Regulatory Framework

Indicator 26 – Number of child health and nutrition policies, regulation and/or administrative procedures in place

In 2014, there were nine child health and nutrition policies, regulations and/or administrative procedures in place. According to the USDA framework, two were at Stage two (drafted and

presented for public/stakeholder consultation) and eight at Stage five (passed for which implementation has begun). The former include the Child Health Policy (being finalized in 2015) and the National School Health, Nutrition and Meals Program Strategy (drafted in 2011). The latter include: 1) The National Education Sector Plan –NESP (finalized in 2014); 2) the School Health Nutrition Policy (being reviewed in 2015); 3) the Diarrhoea Policy (updated in 2014); 4) the Basic Education Act (2014); 5) the National Food and Nutrition Security Policy (2011) (being reviewed in 2015); 6) the Kenya National Social Protection Policy (2011); 7) the National School Health Policy (2009); and 8) the Kenya Health Policy 2012-2030.

During the design stage of the WFP-USDA agreement, the parties agreed that WFP would have contributed NESP and the National School Health, Nutrition and Meals Program Strategy, during the course of the project. The NESP was finalized in 2014 and WFP is now engaged in preparing the SHNM strategy.

Indicator 27 – Number of home-grown feeding manuals distributed

As mentioned under Indicator 25, sixty-eight (68) home-grown feeding manuals were distributed in 2014: 62 in the sub-counties, three in Isiolo and three in Samburu. This data was retrieved from MOEST. In addition, 756 HGSMP manuals were distributed by WFP during the CTS training in Isiolo (306) and Samburu Counties (450). This brings the total number of manuals distributed to 824.

MGD 1.4.4: Increased Engagement of Local Organizations and Community Groups

Indicator 28 - Number of PTAs and SMCs contributing to their school (use percentage)

This indicator was calculated from the interviews with head teachers and parents. According to the interviewees' perceptions, 93.8 percent of PTAs and 66.7 percent of SMCs were found to be contributing to their school, compared with a baseline value of 70 percent. A more detailed analysis of the community's contribution revealed that basic items such as water and firewood were provided to the majority of schools. Remarkably, observations during the survey implementation showed that two schools in Turkana also provided vegetables.

Indicator 29 - Number of public-private partnerships formed as a result of USDA assistance

Indicator 29 was calculated from secondary data received by WFP. In 2014, 13 new public-private partnerships were formed as a result of USDA assistance. These include the following organizations: International Paper, DSM, FEED, Caterpillar, Earth Holdings, Government of Kenya, Unilever, Drew Barrymore, Princess Haya WPD, IRB, JAWFP, LG Electronics and Goodeed Association.

Indicator 30 – Value of new public and private sector investments leveraged as a result of USDA assistance

As with indicator 29, indicator 30 was calculated from secondary data received by WFP. The value of new public and private sector investments leveraged as a result of USDA assistance amounted to US$15,381,303.

Both indicators 29 and 30 were not calculated during the baseline survey and were added during the mid-term evaluation following an agreement between USDA and WFP.

MGD SO 2: Increased use of health and dietary practices

Indicator 31 – Percent of schools in target communities that store food off the ground

Indicator 31 was calculated from data collected during interviews with the store keeper and through enumerator observations during the three day survey. Compared with the baseline value of 67 percent, the mid-term evaluation found that this indicator value had improved significantly to a value of 96 percent.

MGD 2.2: Increased knowledge of safe food preparation and storage practices

Indicator 32 – Percent of food preparers at target schools who achieve a passing score on a test of safe food preparation and storage

For Indicator 32 the same test used in the baseline survey was administered, with some slight modifications. The threshold for passing the test was 50 percent during the baseline. Using this threshold, 97.9 percent of cooks passed the test.

The mid-term evaluation recommends raising the passing threshold to 80 percent in the future. According to the evaluators, following the training, cooks should be able to respond correctly to all questions, allowing for a 20 percent margin of error.

MGD 2.6: Increased access to requisite food preparation and storage tools and equipment

Indicator 33 – Percent of target schools with improved food preparation and storage equipment

Indicator 33 was calculated from data obtained through interviews with head teachers and cooks and through enumerator observations. The main criterion used for measuring the schools with improved storage equipment is the availability of raised wooden pallets for food storage, as references in the Program Monitoring Plan (PMP) document. In addition the availability and use of dedicated food storage space was also used and compared with the value calculated during the baseline. The main criterion used to calculate the number of schools with improved food preparation equipment is the availability of a kitchen within school premises complemented by an energy-saving stove.

In reference to the first component of this indicator (**storage equipment**), data from the sampled schools shows that 95.8 percent of schools used raised wooden pallets for food storage. In addition, primary data collected in the sampled schools shows that 80 percent of

schools use a dedicated food storage space. This corresponds to an increase in the indicator value compared to the baseline (67 percent).

As for the second component, during the baseline survey, the indicator for food preparation had a value of 60 percent and was based on the availability of a kitchen within school premises. Primary data collected during the survey shows an improvement compared to the baseline value since 81 percent of the sampled schools have a kitchen within their premises. The schools without a kitchen within the premises are mainly located in Marsabit, Turkana and partly in Tana River Counties. In this case, the food is usually prepared in open spaces.

According to the primary data collection only 37.5 percent of schools used energy-saving stoves. Schools in Garissa, Tana River and Turkana Counties performed poorly, achieving only 12.5 percent. Nairobi and West Pokot counties had the highest values at 87.5 percent and 62.5 percent respectively.

Data from WFP shows that to date a total of 822 energy-saving stoves have been distributed in various arid and semi-arid counties.

4.2.2. Additional findings

In addition to the 33 performance indicators agreed upon by USDA and WFP, this mid-term evaluation also collected additional information to shed light on the functioning and efficiency of the SFP.

Firstly, the mid-term evaluation measured WFP cross-cutting indicators related to the physical and/or emotional safety of pupils. Parents were asked whether their child had been exposed to specific threats in the past 30 days while walking to and from school and how many times this occurred (zero to four times). Results revealed that the respective percentages for which pupils had been exposed to these threats at least once were:

- Rape: 4.9 percent
- Sexual harassment: 4.9 percent
- Robberies: 3.7 percent
- Animal attacks: 8.2 percent
- Bullying: 3.5 percent
- Abuse of drugs: 4.4 percent.

The results indicate that, generally speaking, pupils have experienced significant threats to their safety. These findings are consistent with the WFP Country Program 2014-2018 Baseline Study, which found that 96 percent of pupils were able to access school feeding programs safely.

The threats are more prevalent in Nairobi (all threats reported except bullying). Threats to pupils in Turkana were related to animal attacks, in Garissa to rape and Tana River to animal attack and bullying. Please find below Table with the breakdown of threats by County.

Table 2 - Threatening cases experienced by children of the respondents, by County (%)

County	Rape	Sexual Harassment	Robbed	Animal attacks	Bullying	Abuse of drugs
Garissa	1.2%	0%	0%	0%	0%	0%
Marsabit	0%	0%	0%	0%	0%	0%
Nairobi	12.7%	14.5%	5.4%	9.1%	0%	11.0%
Tana River	0%	0%	0%	2.5%	2.5%	0%
Turkana	0%	0%	0%	22.7%	0%	0%
West Pokot	0%	0%	0%	0%	0%	0%

Given that the quality of teaching is a major issue in Kenya as reported in the UWEZO 2014 and SDI 2012 reports, Kimetrica also collected primary data on the qualification of teachers. Within the sampled schools, only 2.3 percent of teachers are senior graduates, 48.4 percent had a P1 qualification and 6.3 percent were untrained[11]. KI interviews revealed that in some cases, schools recruit untrained volunteers to teach due to the shortage of human resources. The low level of teacher qualifications can explain the poor performance of teachers in the SDI-implemented knowledge tests, conducted by Kimetrica in 2012.

Another finding of the mid-term review is that schools often inflate their enrolment figures, as was verified by WFP in Samburu County, where the difference between enrolment figures and actual pupil enrolment was 19 percent (secondary data from WFP 2015). This indicator was also measured using primary data from our survey and found that the average inflation of enrolment figures for 2015 among the sampled schools amounted to 13.56 percent. The tendency to inflate enrolment figures can be explained by the fact that they are a determining factor for the schools' budget for primary education and schools report the same figures for the SFP. Efforts are underway by the government to launch a management information system (MIS) for a common database, which is expected to greatly reduce these differences in addition to allowing for real-time updates of enrolment figures (to reflect, for example, temporary movements of project beneficiaries due to conflicts and insecurity) and consequent budget adjustments.

Gender analysis

The mid-term evaluation also paid particular attention to gender differences in the achievement of outputs and outcomes. The UWEZO 2014 Report found that Kenya has achieved 100 percent gender parity in basic education (UWEZO 2014, p.14). This should not mask in any case the regional disparities that are known to exist in Kenya.

In terms of enrolment, survey data showed that the percent increase in girls enrolled in 2014 compared to 2013 was 7.7 percent, while the corresponding figure for boys was higher (9.2 percent). Data on NER for the sampled counties, received by MOEST, on the other hand, shows

[11] From highest to lowest, teacher qualifications are as follows: Senior Graduate, GT1, GT2, ATS 1, ATS 2, ATS3, ATS4, P1 and untrained.

a lower figure for girls compared to boys (58.4 percent and 67.1 percent respectively). Garissa County has the lowest enrolment value and, together with Turkana Counties, has the highest disparity between boys and girls.

In terms of pupils regularly attending supported schools there are no significant differences between girls and boys (73.0 percent and 72.3 percent, respectively). WFP data used to calculate attendance compared to enrolment shows also no major disparities between boys and girls (91 percent and 90 percent respectively).

Finally, in terms of student performance in the sampled Counties (KCPE 2013 from MOEST data), boys performed better than girls on average (241.8 and 228.1 respectively). Garissa and Tana Rivers are the two Counties showing the worst performance results and the highest boys/girls disparities.

4.2.3. Program efficiency

Program efficiency has, in general, been high, though it could be enhanced further if the program is able to overcome some of the major challenges which will be highlighted in this section.

At the county level, program efficiency is hindered by logistical and financial issues related to the secondary transport of food and the late arrival of funding from the central government (which is an issue across all sectors, not just the Education sector), which also affects the timely payment of transporters, as confirmed by KI interviews with MOEST and WFP officers in Garissa and Turkana Counties. This is within the sharing agreement framework between MOEST and WFP.

The Nairobi informal settlements' schools are characterized by a different administrative arrangement compared with other counties (there is no MOEST oversight), hence the need for a counterpart, FTC. Interviews with WFP in Nairobi and an analysis of FTC secondary data have revealed that logistics are not a challenge for the Nairobi informal settlement schools and that FTC has proved to be highly efficient in managing the SFP.

At the county level another issue which was highlighted during the KI interviews is that MOEST does not always have the necessary funds for warehouse fumigation. In such cases WFP has stepped in to ensure that no food was lost, even though this was not WFP's responsibility once handed over to Government.

There have been no major WFP's pipeline breaks in 2014. USDA assistance did not arrive in 2013 and in 2014 arrived later for Term 1. However, thanks to the contribution of other donors, WFP managed to have a smooth pipeline. The main delay occurred is attributable to the challenges posed by the secondary transport. In 2014 the average delay in arrival of commodities to the sampled schools was 28 days for Term 1, 28 days for Term 2 and 20 days for Term 3. In calculating these delays, it was assumed that the expected delivery date should be the day before the start of term. As mentioned earlier, based on the MoU established with the

government, this is under GoK responsibility as their contribution to the program. These issues must be addressed to ensure smooth program implementation.

The efficiency of the program in terms of the quantities of food cooked on a daily basis was quite high. Findings from observation and interviews during the mid-line survey suggest that cooks often cook daily quantities of food based on the official enrolment and not based on actual daily pupil attendance. Related issues include the fact that the majority of the schools visited, do not have functioning weighing scales, and that pulses need to be soaked several hours before being cooked (i.e. before the actual attendance is known). Despite these minor issues, WFP monitoring data from 2014 found that the average ration size for food cooked was of 149.21 grams for cereals, 5.0 grams for vegetable oil and 40.4 grams for pulses[12]; our findings confirm this with the average cereal ration size ranging between 147 and 154 grams (dry ration equivalent). This means that the amount of food provided is in line with the quantity envisaged by the program.

Currently, food distribution during the lunch break among children varies between schools. Observations during the survey in the sampled schools revealed that some schools use a centralized distribution system through the school cook while others distribute food by classes (using large buckets). The exact percentages of these two distribution systems are not available since these results came out from direct observations from the enumerators and supervisors. The absence of a common measure for the pupils' rations and the fact that children use food containers of different sizes means that that rations distributed are not accurate and distribution methods could be significantly improved. The average wet ration provided during the survey varied between 303 grams in Marsabit to 622 grams in Garissa. In Nairobi it was recorded an average of 498 grams.

Based on a WFP study on school feeding cost benchmarks conducted at the global level, the average standard annual cost per recipient for "meals only" in Kenya amounts to U$33 (based on 2013 data).

Finally, KI interviews revealed that there have been communication delays between WFP Kenya, USDA Kenya and Washington offices. Currently, communication between USDA Washington and the WFP Kenya Country Office only happens with WFP Washington office acting as an intermediary. Open and direct communication will enhance program efficiency

[12] WFP does not weigh the commodities but collects information on the average ration in grams used during the day of monitoring (through the cook) and this is compared with the official ration for each commodity.

4.3. External and internal factors affecting results

External Factors. The recent devolution of power to Kenya's 47 County governments as part of the national government's decentralization process has changed the responsibilities and reporting lines of different Ministries involved in the SFP. With the new administrative structure, the MOEST has not been devolved and still holds power at central level. Devolution, however, has not significantly affected the implementation of the program even though certain procedures remain to be defined such as the most efficient way of transferring funds from the central government to the schools under the HGSMP.

Teachers' strikes and insecurity in certain counties (Garissa, Mandera, Wajir), as mentioned in the previous section, had a negative impact on the attendance rate of pupils and the percentage of students who regularly consume a meal during the school day.

Interviews with WFP officials in Nairobi revealed that fundraising for the SFP has proven to be more challenging in recent years, with contributions from other donors fluctuating and the need to find additional financing sources emerging. This is partly because the SFP has been operational in Kenya for many years and there are other education programs on-going at the same time. There is increasing interest from the private sector, which provides an opportunity to bridge the gap in funding.

The poor quality of teaching could be one of the main factors affecting the achievement of one of the program impacts (literacy). This is corroborated by both the latest UWEZO Report on literacy and numeracy across East Africa (2014) and MOEST data 2013 have revealed low performance of students (particularly the poorest) as indicated in Section 4.2.1 (indicator 1). In addition, the Service Delivery Indicators (SDI) Report for Kenya (2012) shows that on average teachers spend 2 hours and 40 minutes teaching during a normal day, which is only about half of the scheduled time. Moreover, only 35.2 percent of teachers have scored more than 80 percent on general knowledge tests that combine mathematics, English and pedagogy, highlighting very low quality of teaching (The World Bank 2013, p.10-14). This hypothesis may however deserve further investigation.

These results are negatively impacting the key SFP objectives, especially considering that the areas targeted by the program are also the poorest. Improvements in the national curriculum being carried out by UNICEF, GoK and other partners including WFP, will have a long term impact on the level of teaching and consequently on pupils' performance.

Internal Factors[13]. The SFP's performance and progress towards the achievement of outcomes has also been affected by a series of internal events and/or factors, within the project implementers' control.

Firstly, the late disbursement of Government funds, due to complicated institutional arrangements within MOEST and the National Treasury, has proven to be one of the greatest hindrances to program implementation – this issue was emphasized in all interviews. According to one MOEST official, the disbursement of funds can take up to two months once it has been approved, causing delays in the implementation of the program. This affects also the HGSMP with even greater implications. It should be noted however, that this delay is not specific to the SFP, but affects all other programs implemented by the GoK jointly with other development partners.

Secondly, the insufficient level of funding for the program appeared to significantly affect county level officials' capacity to implement and monitor activities. This includes the lack of resources at county level for transporting commodities to the schools. This is mainly influenced by the previous point, i.e. funds not arriving on time. In Turkana County, for example, KI interviews revealed that the local DEO only has one available truck to transport food commodities to targeted schools and therefore relies on private transporters, without having readily available funds to pay them. This problem affects both MOEST and MoH officials.

Thirdly, interviews at the county level have drawn attention to the issue of accountability linked to the current reporting structures. An independent government committee, the Teacher Service Commission (TSC), was established under the Constitution of Kenya to manage human resource within the education sector. In the current framework, the SFP is under the purview of MOEST, while all teachers report to the TSC (which is not represented in the MOEST-led Technical School Feeding Committee). Given that the person responsible for the implementation and monitoring of the SFP within schools is a teacher, accountability related to program management is a concern.

Fourthly, several stakeholders interviewed at County level agree that there is a low level of collaboration between MOEST and MoH officials at the county level, negatively affecting program implementation. This does not reflect their relationship at the national level, where the degree of interaction is much higher.

Fifthly, KI interviews in Garissa and Turkana Counties both revealed that, in practice, MOEST monitoring at the school level does not occur due to lack of funding and that there is low awareness among MOEST and MoH officials of the joint monitoring mechanism which is in place

[13] The mid-term evaluation considers "internal" any factors related to the SFP implementing partners, thus including WFP, GoK, MOEST, MoH and other implementing partners.

with WFP. WFP and MOEST staff in fact conducts joint monitoring at school level once a term in both WFP supported areas and HGSMP areas. It is worth noting that in 2013, with funding from USDA, WFP purchased 60 motorcycles to facilitate the implementation of the HGSMP by MOEST field staff. These motorcycles were provided to semi-arid counties handed over in the previous years. In addition, WFP purchased nine motorcycles for Isiolo, Marsabit and Tana River which are scheduled for handover during the current program, and is in the process of procuring an additional 50 motorcycles to further support monitoring in HGSMP counties.

KI interviews in Garissa and Turkana counties revealed that SFP training is not done frequently enough (one per County during the project duration) to accommodate government staff turnover rates. The low frequency of training is also a problem at school level, where WFP staff undertakes on-the-job training during their termly monitoring visits.

Data collected in the field also demonstrated that proper and consistent reporting of food utilization by the schools is a challenge, as was confirmed by the WFP officers in the field. While the monthly WFP monitoring in 10 percent of supported schools is commendable, the schools' record-keeping capacity is low and school records were found to be disorganized and missing. To give an idea of the magnitude, about 7 out of 48 sampled schools did not have SMP 6 forms available (for multiple months). This posed a serious challenge for the data collection processes and consequent calculation of SFP performance indicators and for any future data collection exercise.

Given that, as mentioned earlier, the food allocation system is based on enrolment figures and there is currently no mechanism in place for the real-time update of these figures, schools often need to redistribute commodities based on modified pupil numbers, affecting the actual ration size. Such a situation would arise, for example, with the temporary migration of families due to insecurity or seasonal migration of pastoralists.

Finally, a positive internal factor is the effective accountability system established by WFP and the main partners (in particular MOEST) for resource mismanagement. The complaint and feedback mechanism helpline established by WFP has worked quite well and there is a high level of awareness among communities of this service. WFP reports cases of mismanagement to MOEST, who subsequently channels the case to the TSC which then takes appropriate action. WFP have had several examples of actions taken on teachers in the past year. Further, with county governments now in place, WFP and MOEST also alert the counties so they can take action. The main weakness found in this system, is that the counties are not well integrated into the SFP management structure.

4.4. Sustainability of the program

This mid-term evaluation also investigated the extent to which the SFP is sustainable and how committed the GoK is in contributing to and taking over the program. All project stakeholders interviewed agree that the Government is highly dedicated to it, as demonstrated by its continuous support since the program's inception and by a policy framework that is conducive for program implementation. Worthy of mention is also the healthy relationship between WFP and MOEST, characterized by mutual trust and respect. Under the new CP, WFP is working more closely with MoALF through a joint annual work plan. This will certainly play a role in the sustainability of the program going forward.

The launch of the HGSMP and the yearly transfer of thousands of pupils from the regular SFP to the national cash-based model further underscore the Government's commitment. The takeover of the program has not been without complications, but the GoK has strived to address arising issues by requesting WFP support where possible. For example, in January 2013 it requested WFP's support to develop a strategy for expanding the HGSMP implementation in the arid lands.

Looking ahead, ring-fencing the SFP budget line in the national budget would further enhance the commitment of the GoK and increase the sustainability of the program.

As mentioned in previous sections, the survey revealed the following challenges at county level which hinders sustainability and should be therefore addressed:

- The monitoring capacity of government institutions at county level remains weak, even more so for the rollout and implementation of the HGSMP in other arid counties.
- The financing flows under which SFP operates significantly delay the implementation of the program.
- The level of funding and resources at county level is insufficient.
- The level of coordination between MOEST and MoH at county level is low, and does not reflect their relationship at the national level, where the degree of interaction is much higher.

As suggested by the External Evaluation of WFP's Cash Transfers to Schools Pilot Project (2015), the effectiveness and sustainability of the HGSMP is dependent on consistent and timely funding by the central government, and on effective oversight and monitoring of the program (DFATD 2015, p.41). Moreover, given that responsibilities for programs within MOEST have not yet been devolved to the county levels, a high degree of collaboration between county and central level will be essential to ensure sustainability.

5. Best practices, lessons learned and recommendations

Best practices

The hand over framework further refined during the current Country Program (2014-2018) between WFP and the GoK represents one of key best practice not only in Kenya but worldwide.

The WFP hotline/complaint line proved to be quite effective in capturing and discouraging cases of mismanagement of resources within the program. The system should be extended to all counties.

Lessons learned and recommendations

Immediate and short-term key recommendations (requiring mid-course corrections or initiation of action) are as follows:

1. For many pupils in the arid lands the SFP meal is the most substantial meal they have during the day. In fact, 56.1 percent of parents reduce the portions of the evening meal when lunch is provided in schools and only 59 percent of pupils consume a meal before school.
   Recommendation: *Consider providing the SFP meal one or two hours earlier (11am instead of 12.30pm)* to address problems of short term hunger, particularly in counties where the intake of breakfast at household level is low. Particular attention should be given to Marsabit, Turkana and West Pokot Counties since they performed more poorly than the other Counties for the above mentioned indicators.

2. Results indicate that pupils experience significant threats to their safety while walking to and from school. This is particular prevalent in Nairobi.
   Recommendation: SFP stakeholders should increase awareness on these topics during program implementation. WFP should consider carrying out *community-level sensitization* on the threats to pupils' safety. Strategic partnerships with agencies focusing on Child Protection (i.e Unicef, Plan International, Save the Children etc) would be an added value in helping reinforcing synergies and complementarity with the SFP. These interventions should be prioritized in Nairobi informal settlements.

3. The GoK financing flows under which SFP operates are very inefficient and not timely and this significantly delays program implementation. This affects both the government-led HGSMP and the in-kind program supported by WFP (due to commodity delivery delays by MOEST at county level).
   Recommendations:
   WFP and the GoK should *consider establishing a national and independent entity* to manage the SFP, housed outside of MOEST, with the aim of increasing implementing partners' involvement and accountability. The Treasury should be represented within

this independent entity to ensure that any arising issues related to funding channels are promptly addressed. The institutional arrangement could be lighter at national level while increasing the support to county-level structures. A potential disadvantage of this option is the danger of having another autonomous agency that doesn't integrate closely enough with the core ministries. In this regard, an open discussion to seek a proper balance is encouraged.

In addition, GoK should *consider ring-fencing the SFP budget line* in order to secure funds allocation for the program. In this regard, a strategy could be to bring the SFP under the National Safety Net Programs (NSNP). This will enhance coordination; help the SFP program to work more coherently, efficiently and effectively with the others Kenya's safety net programs and in addition it could ensure a "ring-fenced" budget.
This can be done integrating the SFP with the National Social Protection Secretariat (and the Council when the bill is enacted) within the NSNP. MOEST should participate in the national steering committee and, at Director level, in the management and technical working groups. Synergies could be sought by integrating the MOEST data (NIEMIS) into the social protection single registry for example.

In order to further secure funds for the future implementation of the SFP program in a sustainable manner, a scale-up of the current **advocacy campaign** is recommended especially targeting the National Assembly Budget Committee, the Council Governance and the Treasury. Student Councils formed at school level could be also involved for an effective advocacy campaign.

4. There is high degree of variance and inaccuracy in the methods used to distribute food among pupils.
   Recommendation: *Provide a unified scoop measure* to all supported schools, both under the SFP and the HGSMP. Implementers should also consider providing weighing scales to all supported schools along with adequate training on how to use them.

5. Even though the SFP increases the attendance rate, this alone does not translate into good literacy outcomes of the pupils in the arid counties. Other factors impacting negatively on literacy outcomes include poor quality of teaching as documented by the SDI Report 2012.
   Recommendation: This evaluation recognizes that influencing the quality of teaching is beyond WFP's mandate and responsibility. Recognizing WFP efforts in the review of the Kenya national curriculum alongside other development partners, Kimetrica recommends *continued synergy with partners* who are supporting the GoK *to address issues related to the quality of education and teaching*, particularly in the context of the two recently launched national programs – the Global Partnership for Education (GPE) and Tusome – that are principally funded by the World Bank and USAID.

Medium to long-term recommendations are as follows:

1. There is a low level of coordination between MOEST and MOH at county level. Coordination may be increased through more frequent and regular meetings of MOEST and MoH officials and through their involvement in the joint monitoring activities.
Recommendation: *Strengthen county level school committees*, with a wide representation of program stakeholders, to increase coordination and accountability. In addition, MoH should ensure that food inspections are carried out in the District Education Officer (DEO) warehouses as soon as WFP delivers the commodities, especially if there is insufficient funding to carry out food inspection at school level. The establishment of a national independent entity beyond MOEST and integrating SFP into the NSNP, as outline in point 3, would help to increase the involvement and participation of other Ministries (including MoALF), ring-fence the funds and foster coordination.

2. Multiple reporting lines related to the SFP implementation create issues of accountability. Teachers, including the SFP Teacher, report to the TSC while the program is under the purview of MOEST.
Recommendation: *Strengthen the Technical School Feeding Committee* by involving additional partners, such as the TSC, to address issues of accountability and multiple reporting lines, and enlarging its operational budget. The involvement of the Treasury within the Technical School Feeding Committee would also be beneficial to address lesson learned number 3 mentioned above.

3. There is high staff turnover, both within schools and ministerial offices. One SFP management training per project cycle (once every 2.5 years) may not be effective, despite the additional supplementary visits and on-the-job training carried out by WFP.
Recommendation: *Consider increasing the frequency of training (once a year)*, especially for officials that have not yet been trained in the context of the SFP.

4. Record-keeping at school level is poor and this affects the monitoring process.
Recommendation: Project implementers should *engage in capacity building activities at the school level* to strengthen record-keeping and filing practices. More frequent SFP management trainings at the county level (recommendation number 6) would increase the schools' and government's capacity to implement the HGSMP and in-kind contribution program. Project implementers should *consider making commodity delivery conditional upon reconciled records* (both SFP and School records).

5. KI interviews in Garissa and Turkana revealed that monitoring at the school level by MOEST is a challenge due to lack of funds at county level. In addition, government officials were not aware of the joint monitoring arrangements in place with WFP.
Recommendation: SFP implementing partners should *raise awareness of the joint monitoring arrangement at county level*. WFP should consider involving the MoH, and MoALF in addition to MOEST during their field visits. Furthermore, MoH should ensure

that food inspections are carried out in the District Education Officer (DEO) warehouses as soon as WFP delivers the commodities, especially if there is insufficient funding to carry out food inspection at school level. A cost-sharing mechanism between WFP, MOEST and MoH should be considered to cover the expenses related to joint monitoring. This evaluation recommends developing a Memorandum of Understanding (MoU) between WFP, MOEST, MoH and MoALF (and TSC) to determine the cost-sharing mechanism: a possible solution could include WFP providing transport means (as is already happening) with MOEST and MoH ensuring their officials' daily allowance and fuel is covered.
MOEST and WFP should also *consider involving additional partners in their monitoring activities* (such as UNICEF) to increase complementarity of activities with key partners. They should use this opportunity to conduct joint sensitization sessions of pupils and teachers on the issues addressed by their programs.

6. The schools often inflate their enrolment figures, as verified by WFP in Samburu County.
Recommendation: *Finalize the already initiated process of creating a common MIS* to reflect real-time changes in school enrolment and attendance figures.

7. The WFP helpline/complaint mechanism proved to be quite effective in the County where it was piloted.
Recommendation: Following the pilot exercise conducted by WFP, the GoK should *prioritize the implementation of a helpline/complaint mechanism* in all counties covered by the SFP and HGSMP, with a dual objective of increasing community knowledge and awareness of the program and creating an avenue for raising complaints and issues.

Kimetrica further proposes the following recommendations for the final evaluation:

- Calculating Indicator 8, the regular attendance of pupils (where "regular" is defined as a 80% attendance as per USDA guidelines), based on school records of a minimum sample of 10 pupils per school. This can also stimulate the desired path of improvement for record keeping at school level (recommendation number 7).
- Raising the passing threshold of the safe food preparation and storage test for cooks from 50% to 80% (Indicator 32).
- Include the Ministry of Agriculture, Livestock And Fisheries (MoALF) among the Key Informant stakeholders to interview

In addition, this evaluation suggests a *simplification of communication channels* between WFP Kenya and USDA (Kenya and Washington offices) to increase program efficiency.

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Annex 2: Sampled Schools by County

No.	School Name	Sub-County	Division
Nairobi County			
1	Mbagathi Road Primary	Dagoretti	Riruta
2	Kinyanjui Rd Primary	Dagoretti	Riruta
3	Riruta Satelite	Dagoretti	Riruta
4	Toi Primary	Dagoretti	Riruta
5	Shadrack Kimalel Primary	Karen	Riruta
6	Ayany Primary School	Karen	Langata
7	Joseph Kangethe	Karen	Riruta
8	Kibera Primary School	Karen	Riruta
West Pokot County			
1	Kacheliba Mixed	North Pokot	Kacheliba
2	Kacheliba Girls	North Pokot	Kacheliba
3	AIC Asilong	North Pokot	Kacheliba
4	Kodich Secondary	North Pokot	Kacheliba
5	Kodich AIC	North Pokot	Kacheliba
6	Nakuyein	North Pokot	Kacheliba
7	Cherangan	North Pokot	Kacheliba
8	Kalukuna	North Pokot	Kacheliba
Turkana County			
1	Nakwamekwi	Turkana Central	Central
2	Loyo	Turkana Central	Central
3	St. Monica - Lodwar Girls	Turkana Central	Central
4	Lorugum	Loima	Kainuk
5	Namoruputh	Loima	Lorugum
6	Lorengippi	Loima	Lorugum
7	Lobei	Loima	Lorugum
8	Kospir	Loima	Lorugum
Garissa County			
1	Modika	Garissa	Central
2	ADC	Garissa	Central
3	Afwein	Lagdera	Modogashe
4	Barkuke	Lagdera	Modogashe
5	Ama	Lagdera	Modogashe
6	Dhilenur	Lagdera	Modogashe
7	Madina	Lagdera	Modogashe
8	Janju	Lagdera	Modogashe
Marsabit County			
1	Al Hidaya	Marsabit Central	Central
2	Segel	Marsabit Central	Central
3	Jaldesa	Marsabit Central	Gadamoji

4	Forole Primary	Chalbi	Maikona
5	Helmer Memorial	Chalbi	North Horr
6	Ulauli	Laisamis	Laisamis
7	Lependera	Laisamis	Korr
8	Russo Primary[14]	Laisamis	Loiyangalani
Tana River County			
1	Kilelengwani	Tana Delta	Garsen Coast
2	Nduru	Tana Delta	Garsen South
3	Onwardei	Tana Delta	Garsen South
4	Gamba	Tana Delta	Garsen Central
5	Gururi	Tana River/North	Hola-Waldena
6	Wayuboru	Tana River/North	Hola-Waldena
7	Maweni	Tana River/North	Hola-Mkomani
8	Dukanotu	Tana River/North	Bura-Darime

[14] Elmolo Bay was replaced by Russo Primary following advice given by the Marsabit DEO due to security reasons.

Annex 3: Pupil Sampling Methodology

This sampling procedure was used to select 10 random pupils in each school. It was distributed to the sampled schools ahead of the survey.

Instructions: Schools should follow this methodology to select a random sample of 10 pupils across the 8 classes of the school. These pupils will undergo a brief interview during the survey. The parents of these pupils will also be interviewed (a total of 10 parents - 1 for each of the pupils in the random sample). Schools should inform the parents of these pupils to report to the school during the survey dates for their interview, ahead of the arrival of enumerators.

For the classes that have at least 20 pupils, use these index numbers in the register to select the pupils.

Pupil No.	Sampled Pupils	Pupil's index in the class register
1	Sample pupil in class 1	7
2	Sample pupil in class 2	5
3	Sample pupil in class 3	10
4	Sample pupil in class 4	16
5	Sample pupil in class 5	18
6	Sample pupil in class 6	4
7	Sample pupil in class 7	3
8	Sample pupil in class 8	12
9	Sample pupil in class 4	11
10	Sample pupil in class 7	15

For the classes that have less than 20 pupils, use these index numbers in the register to select the pupils.

Pupil No.	Sampled Pupils	Pupil's index in the class register
1	Sample pupil in class 1	7
2	Sample pupil in class 2	5
3	Sample pupil in class 3	10
4	Sample pupil in class 4	8
5	Sample pupil in class 5	9
6	Sample pupil in class 6	4
7	Sample pupil in class 7	3
8	Sample pupil in class 8	6
9	Sample pupil in class 4	1
10	Sample pupil in class 7	2

Annex 4: Performance Indicators at Mid-Term Point

Theme	Outcome	Performance Indicator	Data Source	Methodology Details/Analysis Plan	Baseline Value	Target 2014	Mid-line Value
Increased performance	**MGD SO 1 – Improved literacy of school age children**	1. Proportion 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.	UWEZO Annual Learning Report 2014 Mid-line survey: School Questionnaire, Section 7: School & Student Performance MOEST Secondary data Service Delivery Indicators (SDI) Survey 2012 (World Bank)	Baseline used UWEZO report 2012. For the mid-line evaluation the UWEZO report 2014 was used. A literacy test was discouraged by MOEST since it should follow international standards and requires time. Proxy Indicators used: - Average KCPE Score (2014) - Average mark for Class 2 pupils (out of 500) - Average mark for Class 8 pupils(out of 500) Triangulation will be done with data from the SDI Survey 2012 (World Bank) and Average Performance rate of pupils by gender at County level obtained from MOEST.	Between 33.8% (Samburu) and 62.6% (Baringo)		Uwezo: 64% average (Samburu East 30.6, Baringo 63.7%) Average KCPE Score (2014): 188.21[15] Average mark for Class 2 pupils (out of 500): 274.73[16] Average mark for Class 8 pupils(out of 500): 220.56[17]

[15] The average KCPE 2014 score per county was: Garissa: 163.25, Marsabit: 200, Nairobi: 91.75, Tana River: 159.25, Turkana: 257.28, West Pokot: 264.33.
[16] Garissa had the worst performance among the sampled counties with the average mark for Class 2 pupils being 203.25.
[17] From lowest to highest, the sampled counties' performance for average Class 8 pupils' mark was: Tana River: 163.75, Nairobi: 184.28, Marsabit: 200.5, Garissa: 225, Turkana: 257.37 and West Pokot: 262.83.

Theme	Outcome	Performance Indicator	Data Source	Methodology Details/Analysis Plan	Baseline Value	Target 2014	Mid-line Value
							Average KCPE at national level for 2013: 250.05 (253.23 for boys and 246.88 for girls) (MOEST 2013)
		2. Number total individuals benefiting directly from USDA-funded interventions	School monitoring data (SFP 8) WFP Reports	Secondary data review of WFP records	2013- Girls: 341,673 Boys: 425,435 Total: 767,108		753,139
		3. Number of total individuals benefiting indirectly from USDA-funded interventions	WFP reports Mid-line Survey: HH/Parent Questionnaire, Q104.	We shall use same method applied during the baseline survey. Interviews with parents will determine the average number of children per HH going to school. HH average size is 6. Number of HHs= direct beneficiaries (Indicator No. 2) /the number of children per HH going to school (obtained from HH questionnaire Q104). Number of indirect beneficiaries = number of HHs * (6 - number of children per HH going to school).	536,758		Average number of children per HH going to school: 2.84. Indirect beneficiaries = 838,000

Theme	Outcome	Performance Indicator	Data Source	Methodology Details/Analysis Plan	Baseline Value	Target 2014	Mid-line Value
	MGD 1.1.1 – More consistent teacher attendance	4. Percent of teachers in target schools who attend school and teach at least 90 percent of scheduled school days per year.	Mid-line Survey: School Questionnaire, Section 4 Teacher-Head Teacher (Q410) and Section 5: Observation School Survey (Q504-Q506) SDI Survey 2012 – World Bank	Data will be collected directly from the Headteacher and will be triangulated with data from the SDI 2012 survey. It will also be compared with teacher attendance during the field survey.	51%		Attendance of at least 90% of scheduled days: 74.8% (323 teachers)[18] General attendance of teachers: 88.79%[19] Average teacher attendance during the 3 day surveys: 81.88%[20] Average pupil teacher ratio from MOEST data for Kenya: 34.5[21]
		5. Number of	WFP reports	The baseline data reported zero	0	200	200

[18]Nairobi and Turkana counties achieved exceptionally high values for this indicator, while Garissa's performance was quite low. Breakdown by county: Garissa: 42.2%, Marsabit: 87.03%, Nairobi: 97.7%, Tana River: 68.3%, Turkana: 98.6%, West Pokot: 76.6%.
[19] The breakdown by county is as follows: Garissa: 56.95%, Marsabit: 88.27%, Nairobi: 96.88%, Tana River: 81.7%, Turkana: 97.08%, West Pokot: 92.57%.
[20] Average teacher attendance during the survey, by county: Garissa: 97.91%, Marsabit: 69.66%, Nairobi: 97.19%, Tana River: 68.12%, Turkana: 81.66%, West Pokot: 88.15%.
[21] Average pupil teacher ratios in the sampled counties for 2014 (MOEST): Garissa 46.5, Marsabit 37.4, Nairobi 36.2, Tana River 36.6, Turkana 71.7, West Pokot 37.2.

Theme	Outcome	Performance Indicator	Data Source	Methodology Details/Analysis Plan	Baseline Value	Target 2014	Mid-line Value
		MOEST officers trained in promoting consistent teacher attendance		meaning that no teachers' trainings on promoting consistent teacher attendance were conducted. For the mid-line value, secondary data from WFP will be analysed.			
		6. Number of trainings in promoting teacher attendance conducted for MOEST officers	WFP reports		0	4	17[22]
	MGD 1.2 – Improved Attentiveness	7. Percent of students in classrooms identified as inattentive by their teachers	Mid-line Survey: Teachers Questionnaire	The data will be collected using the teachers' perception. Teachers from all classed will be interviewed. The average percentage will be calculated for this indicator.	20%		20.05%[23] Main reason for inattentiveness: hunger (43.7%)
Participation in Education	**MGD 1.3 – Improved student attendance**	8. Percent of students (girls/boys) regularly attending	Mid-line survey: School Questionnaire, Section 7. School & Student Performance	School data on attendance will be captured for the ten sampled pupils in each school.	85.6%		88% (attendance vs enrolment as for baseline)

[22] In 2014, the SFP Management Training was carried out in East Pokot, Garissa, Marsabit, Tana River, West Pokot and Samburu Counties.
[23] Percent of inattentive students by county: Garissa: 11.95%, Marsabit: 25.26%, Nairobi: 15.58%, Tana River: 19.87%, Turkana: 20.73%, West Pokot: 26.37%.

Theme	Outcome	Performance Indicator	Data Source	Methodology Details/Analysis Plan	Baseline Value	Target 2014	Mid-line Value
		supported schools					72.5% regularly attending (Girls: 73.02%[24] Boys: 72.28%[25])
		9. Percent of students in target schools who start grade one and complete the last grade of primary school	Mid-line Survey: School Questionnaire, Section 6: Student record (Q614-Q621) SDI Survey 2012 – World Bank	At school level the calculation will be based on school records and interviews with headteachers following backwards the co-hort of pupils who graduated in the year 2014. In the count, students who initially enrolled in the sampled school but completed the Primary Education with another school should be considered. Average % will be applied. This will be triangulated with data from the SDI Report.	2013: Girls 72.8% Boys 78.7% Total 76.2%		56.44%
	MGD 1.3.4 – Increased student enrolment	10. Percent increase in girls enrolled in schools	Mid-line Survey: School Questionnaire, Section 6: Student record (Q601-Q613)	At school level, the trend will be calculated from the enrolment figure for the last 4 years (2012-2015) from headmaster records. This data will be triangulated with	3%		7.7%[26]
		11. Percent increase in boys enrolled			3%		9.2%[27]

[24] The breakdown by county was: Garissa : 80.95%, Marsabit: 100%, Nairobi: 21.42%, Tana River: 83.78%, Turkana: 100%, West Pokot: 41.17%.
[25] The breakdown by county was: Garissa: 91.66%, Marsabit: 85.71%, Nairobi: 29.41%, Tana River: 85.36%, Turkana: 81.48%, West Pokot: 41.37%.
[26] This figure is only for pupils in primary school. The corresponding value for the increase in enrolment from 2012 to 2013 is 17.3% and for 2014 to 2015, 0.9%. The percent increase in enrolment for pre-primary girls from 2013 to 2014 was 2.7%.
[27] This figure is only for pupils in primary school. The corresponding value for the increase in enrolment from 2012 to 2013 is 13.4% and for 2014 to 2015,14.9%. The percent increase in enrolment for pre-primary boys from 2013 to 2014 was 7.4%.

Theme	Outcome	Performance Indicator	Data Source	Methodology Details/Analysis Plan	Baseline Value	Target 2014	Mid-line Value
		in schools	MOEST data at county level	MOEST data at county level.			
		12. Number of events, radio spots, and campaigns held	WFP reports	Secondary data from WFP.	0	44	20 radio spots
		13. Number of community members benefiting from events, radio spots, and campaigns held	WFP reports		0	8,800	65,204
	MGD 1.3.5 – Increased community understanding of benefits of education	14. Percent of parents in target communities who can name at least three benefits of primary education.	Mid-line survey: HH/parent Questionnaire, Section 3: School related questions (Q301)	Parents will be asked to name the benefits of education they are aware of. Parents should mention at least 3 benefits. This is consistent with baseline but we shall use a pre-defined standard list (while baseline was kept open). The average % from respondents will be used to calculate this indicator.	66%	80%	87.8%[28]
Provision of school	**MGD 1.2.1 Reduced**	15. Percent of students in	Mid-line survey: Pupil Questionnaire	Data to be collected through pupils interviews in each sampled school as	Always: 41% Sometimes:		59.1%[29][30] Girls: 57.3%

[28] Data from Garissa were not included in the analysis as enumerators misinterpreted the way they were supposed to pose the question.
[29] The percent of students who regularly consume a meal before the school day by county: Garissa: 78.8%, Marsabit: 78.8%, Nairobi: 54.1%, Tana River: 73.8%, Turkana: 24.3%, West Pokot: 36.2%.
[30] Only 49.3% of parents said that their child had had breakfast in the last 5 days.

Theme	Outcome	Performance Indicator	Data Source	Methodology Details/Analysis Plan	Baseline Value	Target 2014	Mid-line Value
meals	**short term hunger**	target schools who regularly consume a meal before the school day	(Section 2 – Q205); HH/Parent questionnaire (Section 2: Questions are related exclusively to the pupil through which this HH member was selected – Q203)	well as from interviews with parents. Students consuming a meal before the school day are considered those who regularly had that meal during the last 5 days (answer is 5).	39%		Boys: 61.5%
		16. Percent of students in target schools who regularly consume a meal during the school day	Mid-line survey: School Questionnaire, Section 8. Record attendance & Food Utilization (SMP Form 6) WFP reports: SMP monitoring system	Data collected from all terms on a daily basis from form SMP Form 6 Data will be triangulated with WFP Monitoring data.	70%		68.1%[31]
	MGD 1.2.1.1 – Increased access to food (school feeding)	*17. Number of daily school meals (breakfast, snack, lunch) provided as a result of USDA assistance**	WFP reports	Secondary data from WFP	N/A		76,000,000

[31] The percentage of school feeding days in 2014 as reported in the SMP 6 forms in each county were : Garissa: 66.1%, Marsabit: 69.8%, Nairobi: 75.7%, Tana River: 50.9%, Turkana: 71.6%, West Pokot: 74.6%.

Theme	Outcome	Performance Indicator	Data Source	Methodology Details/Analysis Plan	Baseline Value	Target 2014	Mid-line Value
		18. Total quantity of commodities provided for school meals provided to students as a result of USDA assistance	WFP reports: SMP monitoring system, WFP SPRs	Review of WFP secondary data and reports.	19,017mt	6,364mt	14,810mt
		19. Number of students receiving school meals as a result of USDA assistance	WFP reports: SMP monitoring system, WFP SPRs	Secondary data review of WFP records	767,108	Girls: 262,800 Boys: 321,200 Total: 584,000	753,139
		20. Percent of students in targeted schools consuming daily meals (lunch)	WFP Records Mid-line Survey using the school's records related to school	At school level we shall take information from interviews with teachers and headteachers. In addition, observations will be made during the school survey to verify what proportion of students present in school eat a meal.	100%		100%
		21. Number of trainings provided in food preparation and storage	WFP Training reports	The data will be obtained from the WFP training reports. This data will be triangulated and counterchecked though interviews at school level with cooks and	54	11	17[32]

[32] In 2014, the SFP Management Training was carried out in East Pokot, Garissa, Marsabit, Tana River,West Pokot and Samburu which covered also food preparation and storage practices.

Theme	Outcome	Performance Indicator	Data Source	Methodology Details/Analysis Plan	Baseline Value	Target 2014	Mid-line Value
		practices		headteacher.			
		22. Number of teachers trained in food preparation and storage practices	Mid-line Survey through interview with headteacher, cooks and store keeper, WFP Training reports		3,455	600	1,753
	Feed the Future indicators	23. Number of social assistance beneficiaries participating in productive safety nets as a result of USDA support	WFP reports: SMP monitoring system, WFP SPRs	Analysis from secondary data	767,108		753,139
Increased national capacity	**MGD 1.4.1 – Increased capacity of government institutions**	24. Percent of districts in which food procurement and distribution procedures and infrastructure are in place.	MOEST data Ministry of Education through the county education office Key informant interviews through visit at Turkana and Garissa Counties	Analysis of secondary data from MOEST.	85.4%		100%
		25. Number of MOEST officers benefiting from	MOEST data	Analysis of secondary data from MOEST.	6,000	0	4,232[33]

[33] This indicator was calculated by multiplying the number of home grown school feeding manuals distributed (2,116) times an average of two beneficiaries per manual.

Theme	Outcome	Performance Indicator	Data Source	Methodology Details/Analysis Plan	Baseline Value	Target 2014	Mid-line Value
		home-grown school feeding manuals distributed					
	MGD 1.4.2 – Improved Policy and Regulatory Framework	26. Number of child health and nutrition policies, regulation and/or administrative procedures in place	MOEST data	Analysis of secondary data from MOEST.	3 (Food and Nutrition Security Policy; National Social Protection Policy; National School Health Policy)		2 policies at Stage 2: Drafted and presented for public/stakeholder consultation[34]. 8 policies at Stage 5: Passed for which implementation has begun[35].
		27. Number of Home-grown feeding manuals distributed	MOEST data	Analysis of secondary data from MOEST.	1,770		824

[34] Child Health Policy (being finalized in 2015) and National School Health, Nutrition And Meals Program Strategy (drafted in 2011).
[35] School Health Nutrition Policy – (being reviewed in 2015), Diarrhoea Policy (updated in 2014), Basic Education Act (2014), National Food and Nutrition Security Policy (2011) (being reviewed in 2015), Kenya National Social Protection Policy (2011), National School Health Policy (2009) and Kenya Health Policy 2012-2030 (2012).

Theme	Outcome	Performance Indicator	Data Source	Methodology Details/Analysis Plan	Baseline Value	Target 2014	Mid-line Value
	1.4.4 – Increased Engagement of Local Organizations and Community Groups	28. Number of PTAs and SMCs contributing to their school (use percentage)	Survey through interview with Headteacher and HH/Parents	Data obtained through interview with headmaster and HH/Parents. Particular emphasis will be given in understanding the frequency and type of the contribution (food and non-food items).	70%		93.8% of PTAs, 66.7% of SMCs[36]
		*29. Number of public-private partnerships formed as a result of USDA assistance**	WFP reports	Secondary data from WFP	N/A	N/A	13[37]
		*30. Value of new public and private sector investments leveraged as a result of USDA assistance**	WFP reports	Secondary data from WFP	N/A	N/A	USD 15,381,303
Food utilization	**MGD SO 2 – Increased use**	31. Percent of schools in target	Mid-line survey at school level through	Interview store keeper and observation of storage. Criteria that	67%		96%[38]

[36] While water, firewood, cooking utensils, cleaning products and plates were provided for children in 2014 in at least 87% of cases, during the survey, no fruits and meat were contributed and vegetables in only 2 schools in Turkana.
37 New partnerships with: International Paper, DSM, FEED, Caterpillar, Earth Holdings, Government of Kenya, Unilever, Drew Barrymore, Princess Haya WPD, IRB, JAWFP, LG Electronics and Goodeed Association.
[38] The break down by county is as follows: Garissa: 100%, Marsabit: 96%, Nairobi: 87.5%, Tana River: 100%, Turkana: 100%, West Pokot: 100%.

Theme	Outcome	Performance Indicator	Data Source	Methodology Details/Analysis Plan	Baseline Value	Target 2014	Mid-line Value
and food safety	**of health and dietary practices**	communities that store food off the ground	physical observations, interviews with person in charge of the store.	will be used: off ground/on ground, aeration, vermin and pest free.			
	MGD 2.2 – Increased knowledge of safe food preparation and storage practices	32. Percent of food preparers at target schools who achieve a passing score on a test of safe food preparation and storage	Mid-line survey through interview with cooks WFP records	Kimetrica will administer the same test to cooks used during the baseline survey with some improvements. Threshold for passing: 50% correct answers.	87%		97.9%[39]
	MGD 2.6 Increased access to requisite food preparation and storage tools and equipment	33. Percent of target schools with improved food preparation and storage equipment	Mid-line survey through interviews with headmaster (School Questionnaire) and cook and physical observations	Data obtained from interviews with Headteachers and cooks through questionnaires. Indicators will be calculated from our sample by dividing the schools with improved storage equipment by the total number of schools visited	Food preparation: 60% Food stores: 67%		-Energy saving stoves: 37.5% of schools[40][41] -Food preparation (schools with kitchens) 81%. -Food store 80%. -Raised wooden pallets: 95.8% of schools.

[39] The mid-term evaluation recommends to use in the future a passing threshold should be 80%. Using this threshold, only 29.2% of cooks passed the test. The break down by county is as follows: Garissa: 12.5%, Marsabit: 14.3%, Nairobi: 50%, Tana River: 37.5%, Turkana: 33.3%, West Pokot: 25%.
[40] The break down by county is as follows: Garissa: 12.5%, Marsabit: 37.5%, Nairobi: 87.5%, Tana River: 12.5%, Turkana: 12.5%, West Pokot: 62.5%.
[41] 27.1% of cooks confirmed that they use energy saving stoves.

Theme	Outcome	Performance Indicator	Data Source	Methodology Details/Analysis Plan	Baseline Value	Target 2014	Mid-line Value
	WFP Protection indicator	Proportion of assisted people who experiences threats to safety problems travelling to, from and/or at WFP program site	Mid-line survey through Household Questionnaire	Parents were asked whether their child had been exposed to any threats to his/her safety in the past month.	N/A	N/A	rape: 4.9%, sexual harassment: 4.9%, robberies: 3.7%, animal attacks: 8.2%, bullying: 3.5%, abuse of drugs: 4.4%[42]

[42] Rape: Nairobi 12.7%, Garissa 1.2%. Sexual harassment: Nairobi 14.5%. Robbed: Nairobi 5.4%. Animal attacks: Turkana: 22.7%, Nairobi 9.1%, Tana River 2.5%. Bullying: Tana River 2.5%. Abuse of drugs: Nairobi 11%.

Annex 6: List of Interviewees

Name	Position
WFP	
Paul Turnbull	Deputy Country Director
Lara Fossi	Head of Country Program Unit
Charles Njeru and Alex Muhindi	School Meals Proramme Team
Beatrice Mwongela and Ruth Musili	M&E Team
Konjit Kidane	Head of Logistics Team
Nancy Thuo, Olive Wahome, Francis Mbuvi and Daniel Njenga	Logistics Team
Charisse Tillman	Donor Relations Officer
John Nelson	Donor Relations Officer, Washington
Josphat Wafula	Deputy Head of Lodwar Office
Thomas Chika	Senior Logistic Assistant, Lodwar
Silvester Nzuki	Program Assistant, Garissa
Josphat Ruhia	Logistics Assistant, Garissa
Irene Opwora	Field Monitoring Assistant, Garissa
MOEST	
Paul Mungai	Head of School Health Nutrition and Meals (SHNM) Unit
Kibet Lagat	School Health Nutrition and Meals (SHNM) Unit
Polycarp Otieno	MIS Data System Manager
Nicodemus O. Anyang	CDE Turkana
Muthengi Muvea	DEO Turkana Central
Wycliffe Kaibei Kironget	DEO Loima
Sammy Eloiloi	SMP Officer, Lodwar
Adan	CDE Garissa
Nur	Sub County Director of Education Garissa
Muthui	SMP Officer, Garissa
Abdinoor	Quality Assurance Officer, Garissa
Fatuma	Inspection Officer, Garissa
Hassan Haji Hassan	CEC, Garissa
MoH	
Erastus N. Karani	School Health Specialist Program Officer
Rael	Public Health Officer, Lodwar
Abubakar O Jirow	Public Health Officer, Garissa
City Education Department	
Andrew N. Mwanthi	Chief Officer – Education, Children and Youth Affairs
Feed the Children	
Ben Mbaya	Head of Program
Esther Onyango	SFP Coordinator
Rosemary Nyaga	M&E Officer
USDA	
Kate Snipes	Agricultural Counselor

Kennedy T. K. Gitongs	Agricultural Specialist
Niru Pradhan	Program Analyst
Amy Ritualo	M&E Specialist
Erika Beltran	Program Analyst
DFATD	
Laurence Morrissette	First Secretary for Development
Kimani Mungai	Development Officer
PCD	
Angela Gituara	Kenya Program Manager
Charles Mwandawiro	Deputy Director Partnerships and Collaborations KEMRI and Senior Strategic Adviser to PCD
Evidence Action	
Caroline Teti	Senior Program Manager
Lorina Kagosha	Program Manager
SNV	
Eliud Nkunja	Business Development Advisor, HGSFP-BMGF
UNICEF	
Daniel Baheta	Chief of Education
Other	
James Kipkan	Turkana Rehabilitation Project Program Manager
Kiembi	Director TSC Garissa

Annex 7: Survey Instruments

KI Checklists

WFP Officers Nairobi

Logistics Team:

- What are the main reasons for the pipeline breaks when they occur? Does WFP ever experience delays in the dispatch of food due to customs and clearance issues?
- Discussion point: tender process for identification of trucks for primary transport - experiences and lessons learned.
- Confirm the pipeline supply chain, particularly the secondary transport - are the logistics teams in Nairobi able to control the timely delivery of the secondary transport?
- How is the quantity of food to be distributed to the schools calculated at DEOs' level? Is it based on enrolment information received from the schools or on food availability only?
- Regarding the Distribution Plans, is data on actual food received by the schools recorded following the delivery?
- In terms of the handover of the program to the government (HGSMP), are there any plans for WFP to hand over some of the logistics aspects/arrangements? If so, which ones?
- What are the procedures adopted for pest control and management in the DEOs warehouse? How common is it for these warehouses to incur food losses due to pest/insect attacks?
- What are the main reasons for food losses in DEOs warehouses?
- Has WFP experienced food losses is in its own warehouses? If so, due to what reasons?
- Do you have any recommendations regarding specific aspects that should be addressed by the Kimetrica Evaluation Team?

Donor Relations:

- In terms of USDA assistance, what is the likelihood that its support to WFP will be renewed for the SFP?
- Is the current support provided by USDA sufficient to cover the identified school needs?
- What other donors are supporting WFP Kenya in the SFP? What are their roles and synergies with USDA?
- Kindly reiterate the modes of communication to be used with USDA in Washington.
- Do you have any recommendations regarding specific aspects that should be addressed by the Kimetrica Evaluation Team?

School Meal Program Team:

- Brainstorm main points for benefits of primary education (related to the questionnaires).
- Regarding the meal rations, what are the schools' coping mechanisms if they receive less food? Do they re-calculate the rations based on food available?
- According to your observations, is there an actual difference in the ration size of pre-primary and primary children or do they all receive the same amount of food? Do the schools record these different ration sizes distributed to children?
- According to your observations, what has been the general experience with teachers' attendance?
- Community contributions to the SFP - if yes, food/non-food items.
- What are WFP's generic impressions on the hygiene conditions of the different schools across counties? Are the basic standards generally met?
- Do schools usually have both a cook and a store keeper or are these functions covered by the same person?
- According to your experience, do schools have energy efficient stoves?
- Do you have any recommendations regarding specific aspects that should be addressed by the Kimetrica Evaluation Team?

Deputy Country Director:

- Hand over process to government - How is this going? Is it going according to the WFP Country Program? Any changes?
- Capacity building to GoK related to secondary transport in particular Commodity Management and Bidding process to select transporters as well as Quality Assurance for the HGSMP. This came out as a possible need from interview with logistics. Is it something feasible to recommend? Pros and cons.
- How feasible would it be to recommend a meal for teachers (like the students) to increase their motivation and attendance?
- Any recommendations or suggestion you may have for the evaluators

M&E Team:

- Clarification about the calculation of the following indicators
    - Percentage of students who regularly consume a meal - how is this calculated? is this just a measure of students that attend school? (when there is food, all kids get the meal). 80 percent in the baseline survey.
    - Percentage of students in targeted schools consuming daily meal. What is the difference with the previous one? 100 percent Baseline survey
- Indicator “proportion 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”. We developed a test which lasts 30-40 minutes. However the challenge is that SFP benefits

all primary (and pre-primary) students. So picking only grade 2 students might not be relevant. We suggest to calculate this by collecting the performance (average score per term) of 10 pupils randomly selected in each school. And triangulate with SDI survey 2012 from World Bank. Is this acceptable to you? Baseline used Uwezo report.

- Indicator on MO2 “Increase use of health and dietary practices”. Based on PMP we calculate this with percent of schools in target communities that store food off the ground - is this ok?
- WFP did the actual counting of pupils in Samburu and Isiolo. Do you have a report with the difference between official number of pupils enrolled and the one counted?
- SFP 6 forms - do you have a copy (or manage to get a copy) for each month of academic year 2014 for the sampled schools?
- Data from monthly monitoring form (related to Flavio's email yesterday) - we are interested in the ration sizes, school feeding, hygiene and pupils' perceptions sections.
- We intend to interview the following people: 1 cook (including the test on safe food preparation), 1 storekeeper, 10 pupils, 1 parent per pupil (=10 parents), 1 headmaster, 1 teacher. Just to agree on this.
- Any recommendations or suggestion you may have for the evaluators

Head of Country Program Unit

- Discussion about the two main findings from last week’s meetings: inflation of enrolment figures and pipeline breaks due to USDA procedures - implication for evaluation findings/recommendations and SFP;
- Current delays for Term 2 and expected effects on pupils’ attendance;
- Discussion of potential capacity building role for WFP in handover process – commodity management and tendering procedures for selection of transporters (secondary transport GoK) and quality assurance of food for HGSMP – feasible recommendation?
- General impressions on handover process and commitment of GoK.
- Clarification of handover strategy for Nairobi schools using Australian funding – difference between formal and informal schools.
- Considering the SFP funding constraints (USDA and other donors) and GoK’s commitment, discuss the possible implications on the continued handover process to the GoK.
- Discussion of potential WFP monitoring role following handover to GoK (frequency, duration, etc.).
- Given the lengthy bureaucratic procedures within GoK and the consequences this will have on the implementation of CTs for HGSMP, is there a role for WFP in addressing these potential constraints?
- Suggested teleconference with WFP Washington Office to better understand USDA procurement and shipping processes – confirmation of whether this is necessary.
- Any recommendations or suggestion you may have for the evaluators.

MOEST Officials

- Relationship and collaboration with WFP. Lesson learnt, areas of improvement.
- Discussion of the handover strategy and sustainability of the SFP.
- Relationship and interaction with MoH regarding SFP.
- Involvement of MOEST in the design of WFP M&E tools and selection of USDA indicators.
- Number of education policies updated, issued or under discussion in 2014 and 2015.
- Discussion of SFP's position and relevance within the broader education policies and programs.
- Pipeline breaks and management of DEO warehouses and secondary transport – challenges, lessons learnt and recommendations.
- Enrolment versus attendance – issue of inflated figures and how to address this.
- Attendance of teachers and quality of teaching.
- Training of MOEST officers by WFP in 2014 – frequency, type of trainings and perceived impacts.
- Discussion concerning the methods used to assess literacy levels.
- Lessons learnt and suggestions for improvement of the SFP.
- Any recommendations or suggestions you may have for the evaluators.

MoH Officials

- Child health and nutrition policies updated, issued or under discussion in 2014 and 2015.
- Consolidated data on training received at county level through the support of WFP in 2014 – frequency, type, number of people trained (if available).
- Relationship and collaboration with WFP and the SFP.
- Relationship and interaction with MOEST, including at the county level.
- Roles and responsibilities of MoH within the SFP.
- Any recommendations or suggestions you may have for the evaluators.

City Education Department (government counterparts for school feeding, Nairobi)

Checklist:

- Confirmation of CED roles and responsibilities within the SFP in Nairobi.
- Collaboration and relationship with WFP and FTC counterparts.
- Elaboration of CED role within the joint termly monitoring process of SFP in Nairobi – main issues that arise and correction mechanisms.
- Perceived opinion regarding the effect of SFP on attendance and literacy levels of pupils (including any data, if available).
- Discussion of any planned handover strategy.

- Lessons learnt and suggestions for improvement of the SFP.
- Any recommendations or suggestions you may have for the evaluators.

Feed the Children

Checklist:

- Confirmation of FTC's roles and responsibilities within the SFP in Nairobi.
- Delivery timelines by FTC once the food is received from WFP.
- Pipeline breaks - delays in food deliveries, average delay time, reasons.
- Storage facilities in Nairobi - any issues? Pest infestation and fumigation procedures?
- Relationship with WFP and schools (and government institutions?) for the preparation of Distribution Plans.
- Monitoring procedures - FTC's role, if any at all. If yes, FTC's general experience on SFP's performance and implementation issues (ration size, enrolment versus attendance, actual school feeding days, hygienic standards and storage procedures, etc.).
- Clarification of data received for 2014 - planned versus actual food delivered in schools.
- Pre-testing of questionnaires - possibility of arranging this in Nairobi with one of the non-sampled schools during the third week of April (please see attached the list of sampled schools for Nairobi). Since the schools are closed, explore possible solutions.
- Any recommendations or suggestion you may have for the evaluators.

USDA representatives in Nairobi and Washington (Donor)

Checklist:

- Experience with WFP for management of current agreement – lessons learnt and recommendations.
- Discussion about the main challenges related to SFP implementation.
- Pipeline breaks and delay of commodity arrivals in Mombasa – lessons learnt and recommendations.
- Handover strategy and future involvement of USDA in the SFP beyond 2016 (cash versus in-kind).
- Any recommendations or suggestions you may have for the evaluators.

Department of Foreign Affairs, Trade and Development Canada (DFATD) – (Donor)

Checklist:

- Confirmation of DFATD roles and responsibilities within the SFP.
- Synergies with other donors for SFP.
- Relationship with WFP – lessons learnt and recommendations.
- Discussion of handover strategy – status, perceptions and suggestions for improvement.
- Future DFATD funding plans for SFP.
- Areas of improvement in SFP.
- Any recommendations or suggestions you may have for the evaluators.

SNV (complementary partner)

Checklist:

- Confirmation of SNV's roles and responsibilities and how it complements the SFP.
- Relationship with WFP and other donors.
- SNV role in the Technical School Feeding Committee, lesson learnt, main issues encountered and suggestions.
- Perceived impact of SFP in Kenya.
- Suggestions for the handover strategy.
- Future SNV funding plans for complementary activities.
- Any recommendations or suggestions you may have for the evaluators.

PCD – Partnership for Child Development (complementary partner)

Checklist:

- Confirmation of PCD's main role and activities implemented within the education and child support sector, how PCD's activities complement the SFP and contribute to its relevance.
- PCD role in the Technical School Feeding Committee, lesson learnt, main issues encountered and suggestions.
- Relevance of the WFP SFP within PCD activities.
- Relationship with WFP– lessons learnt and recommendations.
- Future trends of fundraising. Effect on continuation of PCD Programs.
- Any recommendations or suggestions you may have for the evaluators.

Evidence Action - Deworm the World Initiative (complementary partner)

Checklist:

- Confirmation of Evidence Actions' main role and activities implemented within the education and child support sector, how their activities complement the SFP and contribute to its relevance.
- Frequency and geographic coverage of Evidence Action activities linked to the SFP; main issues and recommendations.
- Relationship with WFP – lessons learnt and recommendations.
- Future fundraising trends. Effect on continuation of Evidence Action Programs
- Any recommendations or suggestions you may have for the evaluators.

UNICEF (UN counterpart in education)

Checklist:

- Confirmation of UNICEF's main role and activities implemented within the education and child support sector in Kenya, including relationship with MOEST and other government structures.
- Complementarity and synergies between UNICEF's programs and WFP's SFP. Geographical coverage.
- Issue of inflated enrolment figures to receive government funding for primary education – UNICEF's experience.
- General discussion of UNICEF's experience with school level interventions – main issues and challenges.
- Relationship with WFP – lessons learnt and recommendations.
- Any recommendations or suggestions you may have for the evaluators.

County Level KI Interviews: Garissa and Turkana

County Directors of Education (CDE) and District Education Officers (DEOs) (MOEST):

- Overall discussion on implementation of SFP;
- Challenges encountered, if any, in the management of DEO warehouses and secondary transport of commodities to schools;
- Perceived impact of SFP on pupils' attendance and education;
- Handover process for Garissa and Turkana counties – are the timeline and processes clearly established?
- In your opinion, are there any areas where WFP could provide additional support? i.e. procurement and logistics aspects, technical assistance

- Relationship with WFP – lessons learnt and recommendations, including other possible areas of support.
- Interaction with MoH officials in the county.
- Handover strategy. Comments and recommendations.
- Any recommendations or suggestions you may have for the evaluators.

Education officials (Quality Assurance Standard Officer, School feeding Officer, Inspectors, TSC) :

- Relationship with WFP and SFP implementation – discussion on frequency/type of interaction, confirmation of roles and responsibilities, lessons learnt and recommendations;
- Perceived impact of SFP on pupils' attendance and education;
- Discussion on main education constraints in the county and how these are addressed by SFP;
- Discussion of status of facilities in SFP schools (store room, kitchen, etc).
- Lesson learnt, areas of improvements, suggestions and recommendations to improve SFP.
- In your opinion, are there any areas where WFP could provide additional support?
- Handover strategy. Comments and recommendations.
- Any recommendations or suggestions you may have for the evaluators.

Public Health Officers (PHOs) (MoH):

- Relationship with WFP and SFP implementation – discussion on frequency/type of interaction, confirmation of roles and responsibilities, lessons learnt and recommendations.
- Training received through the support of WFP in 2014 – frequency, type, number of people trained.
- Discussion of status of facilities (store room, kitchen, etc) and storing procedures in SFP schools.
- Discussion of monitoring procedures for quality of the food delivered and main challenges, if any.
- Lesson learnt, areas of improvements, suggestions and recommendations to improve SFP.
- In your opinion, are there any areas where collaboration with WFP could be strengthened?
- Any recommendations or suggestions you may have for the evaluators.

WFP Field Officers in Garissa and Turkana:

- Overall discussion on implementation of SFP;
- Challenges encountered, if any, in the management of DEO warehouses and secondary transport of commodities to schools;
- Perceived impact of SFP on pupils' attendance and education;
- General experience with teachers' attendance and quality of teaching;
- Trainings of local officials/teachers – frequency and perceived impact.
- Interaction and relationship between MOEST & MoH officials in the county related to SFP.
- Handover process for Garissa and Turkana counties – are the timeline and process clearly established?
- In your opinion, are there any areas where WFP could provide additional support? i.e. procurement and logistics aspects, technical assistance
- Relationship with DEO and local government officials – lessons learnt and recommendations.
- Any recommendations or suggestions you may have for the evaluators.

Turkana Rehabilitation Project:

- Discussion on project objectives and implementation progress;
- Cooperation and synergies with SFP, if any (actual or potential);
- Relationship with WFP;
- Any recommendations or suggestions you may have for the evaluators.

School level KI Interviews: Headteacher, Teachers and Parents:

- Lesson learnt, areas of improvements, suggestions and recommendations.

Questionnaires

School Questionnaire

Respondent Identification

#	Question	Response	Code
Q101	County		
Q102	Sub-County- District		
Q103	Zone		
Q105	School name		
Q106	Latitude		
Q107	Longitude		
Q108	Respondent name		
Q109	Which Position do you occupy in this school	___	1. Head Teacher/Principal 2. Deputy Head Teacher 3. Teacher 4. Administrative officer 5. Other
Q110	Director/Headmaster name (only if Respondent is not the Head Teacher)		
Q111	What is the school category	___	1. Boys School 2. Girls School 3. Mixed gender School
Q112	Please can we have your Mobile Phone number		
Q113	Date of Interview	____/____/____	Day/Month/Year (e.g. 15 / 04 / 2015)
Q114	Name of Enumerator		

Section 2: School Feeding Program

Question		Response	Code
Q201	What are the avenues or communication channels through which parents and pupils get information about SMP or make complaints about the program **(WFP: Protection and Accountability to affected population)**? ***(Circle all that apply)***	1. None 2. Regular meetings with SMC 3. Regular meetings with School Administrators 4. Suggestion Box 5. Helpline 6. Other (specify)_____	
Q202	How many people are involved in the preparation of the food (food preparers, cook and store keeper)	____	
Q203	Does the school have a Parent Teacher Association (PTA)?	____	1. Yes 2. No
Q204	Does the school have a School Meal Committee (SMC)?	____	1. Yes 2. No (skip to Q206)
Q205	What is the level of participation and engagement of the SMC in the SFP?	____	1. High 2. Medium 3. Low
Q206	What is the distance by road (km) to the nearest food market?	____	
Q207	What is the distance by road (Km) from school to the nearest educational office?	____	

Q208. Non-food contribution

ID	Non-food item contribution by School/Parents	Contributed during academic year 2014? 1. Yes 2. No *(go to Next)*	Who Contributed? 1. School 2. Parents 3. External Donors 4. Combination (specify)	Approximate % of requirement met. 1. More than 100% 2.100% 3.50% 4.25% 5.10% 6. 0%
Q208_1	**Q208_2**	**Q208_3**	**Q208_4**	**Q208_5**
1	Water			
2	Firewood			
3	Cooking Utensils			
4	Cleaning Products			
5	Plates and cutlery for pupils			
6	Cooks Salary			
7	Other (specify)_____			
8	Other (specify)_____			
9	Other			

	(specify)_____			

Section 3: School Facilities

Question		Response	Code
Q301	Number of classrooms		_____
Q302	Does the school have a Library or a place where books are stored?	_____	1. Yes 2. No (go to Q304)
Q303	If yes, how many supplementary books does the school have?		_____
Q304	Does your school have a kitchen?	_____	1. Yes (go to Q306) 2. No
Q305	If not, where is the food normally prepared?	_____	1. In a classroom 2. Open space 3. Other
Q306	Does your school use energy saving stoves?	_____	1. Yes 2. No
Q307	What is the main source of DRINKING water?	_____	1. Piped water into dwelling, plot, or yard 2. Public tap/standpipe 3. Tube well/borehole 4. Protected dug well 5. Protected spring 6. Rainwater collection 7. Unprotected spring 8. Cart with small tank/drum 9. Tanker truck 10 Surface water (river, dam, lake, pond, stream, canal, or irrigation channel) 11 Bottled water 12. Children carry water from home 13. Other
Q308	Does the school have toilets for pupils? ONLY FOR OBSERVATION	_____	1. Yes 2. No (go to section 4)
Q309	Do the toilets have hand washing facilities within or nearby? ONLY FOR OBSERVATION	_____	1. Yes 2. Some of them 3. No
Q310	How many toilets blocks have hand washing facilities within or nearby?		_____
Q311	Do girls have separate toilets from boys? ONLY FOR OBSERVATION	_____	1. Yes 2. No

	What type of toilet does the school have	Does your school have this type of toilet? 1. Yes 2. No (go to next)	Number of boys' toilets	Number of girls' toilets	Number of mixed toilets
	Q312	Q313	Q314	Q315	Q316
1	Flush or pour/flush facilities connected to a: (Piped sewer, septic, pit latrine)				
2	Flush or pour/flush toilets without a sewer connection				
3	Pit latrines with a slab				
4	Pit latrines without slab/open pit				
5	Ventilated improved pit latrines				
6	Composting toilets				
7	Bucket latrines				
8	Hanging toilets/latrines				
9	No facilities, open defecation				

Section 4: Teacher-Head Teacher

Teacher ID	Teacher Name (Optional)	Sex 1. Male 2. Female	Age	Qualification 1. Senior Graduate 2. GT1 3. GT2 4. ATS 1 5. ATS 2 6. ATS3 7. ATS4 8. P1 9. Untrained 10. Other	Position in the school 1. Head teacher/ principal 2. Deputy head teacher 3. Senior teacher 4. Teacher (government) 5. Teacher (paid contract) 6. Teacher (volunteer) 7. Other (specify)	Years of teaching experience	Years of experience as Head Teacher *(for Head-Teacher only)*	Full time/ Part time 1. Full-time 2. Part-time	Teachers' attendance in 2014 (in percent)	Teachers trained in safe food preparation and storage practices 1. Yes 2. No
Q401	Q402	Q403	Q404	Q405	Q406	Q407	Q408	Q409	Q410	Q411
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										

Section 5: Observation School Survey

Pupils attending class during survey	Day 1	Day 2	Day 3
	Q501	Q502	Q503

Teachers present in school during survey	Day 1	Day 2	Day 3
	Q504	Q505	Q506

	The enumerator weighs ten random pupils' rations (in grams)		
Observations	Day 1	Day 2	Day 3
	Q507	Q508	Q509
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

How many teachers eat lunch with food coming from the same pot used to feed the pupils? (FROM OBSERVATION)	Day 1	Day 2	Day 3
	Q510	Q511	Q512

		The enumerator weighs commodities cooked on each school survey day (distinguish between commodities provided by WFP and by School/Parent contribution) (in grams)					
No.	Items	Day 1		Day 2		Day 3	
		WFP	School/Parents	WFP	School/Parents	WFP	School/Parents
		Q513	Q514	Q515	Q516	Q517	Q518
1	Maize						
2	Bulgar Wheat/Rice						
4	Pulses						
5	Vegetable Oil						
6	CSB/CSM/UNIMIX						
7	Salt						
8	Fruits						
9	Vegetables						
10	Meat						
11	Other (specify)						
12	Other (specify)						

No	Non-food item contribution by School/Parents	Day 1 1. Yes 2. No	Day 2 1. Yes 2. No	Day 3 1. Yes 2. No
		Q520	Q521	Q522
1	Water			
2	Firewood			
3	Cooking Utensils			
4	Cleaning Products			
5	Plates and cutlery for pupils			
6	Cooks Salary			
7	Other (specify)_____			

Section 6: Student record

#	Academic year	Total number of students enrolled: (Male)		Total number of students enrolled: (Female)		Total number of students: Transferred OUT (Male)		Total number of students: Transferred OUT (Female)		Total number of students: Dropout (Male)		Total number of students: Dropout (Female)	
	Q601	Pre-Primary	Primary	Pre-Primary	Primary	Pre-Primary	Primary	Pre-Primary	Primary	Pre-Primary	Primary	Pre-Primary	Primary
		Q602	Q603	Q604	Q605	Q606	Q607	Q608	Q609	Q610	Q611	Q612	Q613
1	2015												
2	2014												
3	2013												
4	2012												

2014 class 8 cohort		
Q614	Total number of students enrolled in 2007: **(Male)**	
Q615	Total number of students enrolled in 2007: **(Female)**	
Q616	Students cohort who completed Primary within the same school: **(Male)**	
Q617	Students cohort who completed Primary within the same school **(Female)**	
Q618	Total number of students: **Transferred OUT but completed Primary elsewhere between 2007-2014 (Male)**	
Q619	Total number of students: **Transferred OUT but completed Primary elsewhere between 2007-2014 (Female)**	
Q620	Total number of students: **Dropout between 2007-2014 (Male)**	
Q621	Total number of students: **Dropout between 2007-2014 (Female)**	

Section 7: School & Student Performance

Q700	Average KCPE Score (2014)	

	Term 1 (2014)	Term 2 (2014)	Term 3 (2014)	Average Mark for 2014 (out of 500)
	Q701	Q702	Q703	Q704
Average mark for Class 2 pupils (out of 500)				
Average mark for Class 8 pupils(out of 500)				

No.	Pupils Name (Optional)	Sex 1. Male 2. Female	Class	School Attendance (days)			Average Pupil Mark (out of 500)		
				Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
	Q705	Q706	Q707	Q708	Q709	Q710	Q711	Q712	Q713
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									

Section 8: Record attendance & Food Utilization (SMP Form 6)

Term	Day	Date	Pre-Primary Attendance		Primary Attendance		Total Attendance	School Feeding Provided 1. Yes 2. No (go to Q815)	Maize / bulgar wheat (Kg)	Pulses (Kg)	Veg. Oil (Kg)	Salt (Kg)	CSB (Kg)	Top 3 reasons for missed meals. *(Use code below)*	What was the source of lunch eaten on those days when meal was not provided? *(Use code below)*
			Boys	Girls	Boys	Girls									
Q801	Q802	Q803	Q804	Q805	Q806	Q807	Q808	Q809	Q810	Q811	Q812	Q813	Q814	Q815	Q816

Codes for Q815	Codes for Q816
1. Over scooping	1. Pupils brought their own lunch from home
2. Less food was delivered to the school than required	2. Pupils were sent home to eat during lunch time
3. Lack of firewood therefore did not cook on certain days	3. Lunch purchased by school using school fees
4. No cook to prepare the food	4. Pupils did not eat lunch at all
5. Food was not delivered on time	5. Other (specify)_____
6. Lack of cooking utensils	
7. Other (Specify)_____	

Section 9: Delivery Record

What quantity of food was received during the academic year 2014?		Was there any carryover stock for this item at the beginning of Term 3 of 2014 (September)? 1. Yes 2. No (skip to Q904)	Amount in kg	Did school receive this item in Term 3 of 2014? 1. Yes 2. No(skip to Q906)	Amount in kg	Any loss incurred during Term 3 of 2014? 1. Yes 2. No(skip to Q908)	Amount in kg	Actual Delivery Date	Expected delivery date (based on Distribution Plan)
Q901		Q902	Q903	Q904	Q905	Q906	Q907	Q908	Q909
1	Maize								
2	Bulgar Wheat/Rice								
3	Pulses								
4	Vegetable Oil								
5	CSB/CSM/UNIMIX								
6	Salt								
7	Other								
8	Other #2_____								
9	Other #3_____								

Section 9: Delivery Record (CONTINUE)

What quantity of food was received during the academic year 2014?		Was there any carryover stock for this item at the beginning of Term 2 of 2014 (May)? 1. Yes 2. No (skip to Q912)	Amount in kg	Did school receive this item in Term 2 of 2014? 1. Yes 2. No(skip to Q914)	Amount in kg	Any loss incurred during Term 2 of 2014? 1. Yes 2. No(skip to Q916)	Amount in kg	Actual Delivery Date	Expected delivery date (based on Distribution Plan)
Q901		Q910	Q911	Q912	Q913	Q914	Q915	Q916	Q917
1	Maize								
2	Bulgar Wheat/Rice								
3	Pulses								
4	Vegetable Oil								
5	CSB/CSM/UNIMIX								
6	Salt								
7	Other								
8	Other #2_____								
9	Other #3_____								

Section 9: Delivery Record (CONTINUE)

What quantity of food was received during the academic year 2014?		Was there any carryover stock for this item at the beginning of Term 1 of 2014 (January)? 1. Yes 2. No (skip to Q920)	Amount in kg	Did school receive this item in Term 1 of 2014? 1. Yes 2. No(skip to Q922)	Amount in kg	Any loss incurred during Term 1 of 2014? 1. Yes 2. No(skip to Q924)	Amount in kg	Actual Delivery Date	Expected delivery date (based on Distribution Plan)
Q901		Q918	Q919	Q920	Q921	Q922	Q923	Q924	Q925
1	Maize								
2	Bulgar Wheat/Rice								
3	Pulses								
4	Vegetable Oil								
5	CSB/CSM/UNIMIX								
6	Salt								
7	Other								
8	Other #2_____								
9	Other #3_____								

Teacher Questionnaire

Respondent Identification

#	Question	Response
Q101	County	
	Sub-County- District	
	Zone	
	School name	
Q102	Date of Interview	____/____/____
Q103	Name of Enumerator	

#	Teacher Name (optional)	Class	In your observation, on average in 2014, what percentage of students in your classes were inattentive?	According to you, what is the main reason for students' inattentiveness? 1. Hunger 2. Tiredness from domestic or income-generating work 3. Sickness 4. Perceived unimportance of primary education 5. Other (specify)	According to you, if WFP SFP would stop today, what would be the consequence on pupil attendance? 1. No consequence, attendance remains the same 2. Attendance will drop slightly (10%) 3. Attendance will drop drastically (over 30%)
Q104	Q105	Q106	Q107	Q108	Q109
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Pupil Questionnaire

Respondent Identification

#	Question	Response	Code
Q101	County		
Q102	Sub-County- District		
Q103	Zone		
Q101	School name		
Q102	Student name		
Q103	Sex		1=Male 2=Female
Q104	Age		
Q105	Current Grade/Class		
Q106	Father' name		
Q107	Mother's name		
Q108	Date of Interview	_____/_____/_____	Day/Month/Year (e.g. 15 / 04 / 2012)
Q109	Name of Enumerator (alias/code name)		

Section 2

Question		Response	Code
Q201	Did you eat a meal during lunch time yesterday/last school day?		1=Yes 2=No (go to Q205)
Q202	Where did this meal come from?		1. Lunch provided by school 2. Bring own food and eat at school 3. Pay for lunch e.g. kiosk or school canteen 4. Went home for lunch and then came back 5. Other
Q203	Were you still hungry after the meal?		1=Yes 2=No
Q204	Did you leave anything on the plate?		1=Yes 2=No
Q205	In the past 5 school days, how many days did you eat breakfast before going to school?		0 to 5
Q206	In the past 5 school days, how many days did you eat a meal after going to school (and before going to bed)?		0 to 5
Q207	Normally, if you become aware that the school food is finished, do you come to school the next day?		1=Yes 2=No
Q208	How long does it take to get to school?		1=less than 15 minutes, 2=between 15 and 30 minutes, 3=between 30 and 60 minutes, 4=more than 1 hour
Q209	How do you travel to school?		1=on foot, 2=by bicycle, 3=by car, 4=by bus, 5=by motorbike, 6=other

Household Questionnaire

Respondent Identification

#	Question	Response	Code
Q101	County		
	Sub-County- District		
	Zone		
	School Name		
Q102	Household address		
Q103	Household size		
Q104	Number of pupils in pre-primary and primary school within the HH		
Q105	Number of school years attended by the head of the household?		
Q106	What is the main occupation of the head of the household?		1=Too old to work 2= Student 3= Farmer 4= Pastoralist 5= Salaried Employee 6= Casual Labourer 7= Self-employed business 8= Not currently working 9= Other
Q107	What is the head of the household's current marital status?		1 = Married or living together 2 = Divorced or separated 3 = Widowed 4 = Single
Q108	Date of Interview		
Q109	Enumerator Name		

Section 1: Demographics

#	Name of Respondent	Age of Respondent	Sex 1=Male 2=Female	Phone Number	Relationship to the head of the household 1= head 2=spouse 3=elder son/daughter 4=brother/sister 5=other relative
Q110	Q111	Q112	Q113	Q114	Q115
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

Section 2: Questions are related exclusively to the pupil through which this HH member was selected

Respondent ID (from previous section)	Which class/grade does child attend?	In the past 5 school days, how many days did the child eat breakfast before going to school? (0 to 5)	In the past 5 school days, how many days did the child eat a meal after going to school (and before going to bed)? (0 to 5)	On school days, when school meals are provided, do you reduce the portion of food provided to the pupil compared to the week end? 1. Yes 2. No (go to Q207)	On average how much do you reduce the portion compared to the week end? 1. 25% 2. 50% 3. 75%	Was there a time in 2014 when the school did not provide a meal? 1. Yes 2. No (go to Q209) 3. I don't know	If yes, how did the child eat lunch at school? 1. Child brought own food and eat at school 2. Gave cash to child to buy lunch 4. Child came home for lunch and then went back to school 5. Child remained home and eat home 6. No lunch 7. Other (Specify)
Q201	Q202	Q203	Q204	Q205	Q206	Q207	Q208
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

Section 3: Questions are related exclusively to the pupil through which this HH member was selected (CONTINUE)

Respondent ID (from previous section)	Did the school asked payment specific for school meals during the academic year 2014? 1. Yes (go to Q210) 2. No (go to Q211)	How much? (In Kshs)	During the academic year 2014, approximately how many days was the child absent from school?	Days absent for school closure during the school terms	Days absent for child work on farm or livestock tending	Days absent for child looking after siblings or domestic work	Days absent because of lack of food	Days absent because of insecurity, fear of going to school	Days absent for sickness	Days absent for ceremonies and family events	Days absent due to skipping school
Q201	Q209	Q210	Q211	Q212	Q213	Q214	Q215	Q216	Q217	Q218	Q219
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											

Section 4: School related questions

Question		Response	Code
Q301	Please list at least 3 benefits of Primary education?		1. Improves literacy rate 2. Social Skill Development 3. Increases ability to learn new skills (adoption of technology) 4. Girls remain more in school and early marriages are delayed 5. Improves cohesion in the community 6. Helps break the cycle of poverty 7. Increases the chances of the pupils' future economic self-reliance 8. Through girls' education, improves the general wellbeing of households (nutrition, health etc)
Q302	Do any avenues exist through which you can get information or make complaints on the SFP?	____	1=Yes 2=No (go to Q304)
Q303	If yes, which avenues exist?		1 .Regular meetings with SMC 2. Regular meetings with School Administrators 3. Suggestion Box 4. Hotline 5. Other (specify)_____
Q304	Are you aware of the existence of the School Meal Committee (SMC)?		1=Yes 2=No (go to Q306)
Q305	If Yes, what is your perception of the SMCs involvement in the SFP.		1=High 2=Medium 3=Low

Q306: In the past 30 days, please indicate the number of cases of physical and/or emotional threats to the safety of your child that he/she was exposed to when walking to and from school or at school.

ID	Type of threat	Number of cases child was exposed to this threat
Q306_1	Q306_2	Q306_3
1	Rape	
2	Sexual Harassment	
3	Robbed	
4	Animal Attacks	
5	Bullying	
6	Abuse of drugs	

Cook Questionnaire

Respondent Identification

#	Question	Response	Code
Q101	County		
	Sub-County- District		
	Zone		
	School name		
Q102	Respondent name		
Q103	Sex of the Respondent:	___	1. Male 2. Female
Q104	Respondent's Position:		1. Cook 2. Food Preparer
Q105	Date of Interview	____/____/____	Day/Month/Year (e.g. 15 / 04 / 2015)
Q106	Name of Enumerator		

Section 2: School feeding program information

#	Question	Response	Code
Q201	Are you trained in safe food preparation and storage practices (confirm with any records, if available)?		1. Yes 2. No (go to Q203)
Q202	If Yes, how many times have you received training in 2014?	_____	
Q203	Do you have a valid health certificate?		1. Yes (go to Q205) 2. No
Q204	if no, what is the main reason?		1. Cannot afford the fee 2. Didn't have time to go to the health centre 3. Don't know how to get one 4. Don't think I need one 5. Other (specify)
Q205	Do children wash their hands before the meal?		1. Yes 2. No
Q206	When is the last time you received your salary?	_____/_____	MONTH/YEAR
Q207	Do you receive your salary regularly every month?		1. Yes 2. No
Q208	Do you use energy saving stoves?		1. Yes 2. No
Q209	Are the cooks clean and well groomed? DIRECT OBSERVATION		1. Yes 2. No

Section 3: Safe Food Preparation Practices (for Cook)

#	Question	Response	Code
Q301	Do you have a uniform or apron for use in the kitchen?		1. Yes 2. No
Q302	When do you clean your kitchen?		1. Every morning before food preparation, often during the day and after use 2. After food preparation 3. At the end of the week
Q303	Which is the best source of water for cleaning and cooking food?		1. Piped water, rain water and boreholes which are well protected 2. Water from the river/streams 3. Water from a pond
Q304	When do you usually wash your hands for food preparation?		1. Before handling food and often during food preparation 2. After using the latrine 3. After finishing food preparation 4. Never

Q305	How do you ensure that food is clean before cooking?		1. Rinse it in water and cook 2. Remove foreign matters then cook 3. Use clean containers to collect it from the store, remove foreign matters and then wash it with clean water thoroughly before cooking
Q306	When do you wash your cooking utensils (cooking pots, lids, scoops, knives, plates etc.) with clean water and soap		1. After use 2. Prior to using them 3. Prior to, after using them and drying them in a rack before storage
Q307	Are there measures in place to prevent food from contamination from pests and rodents? Name them:	1. _____ 2. _____	
Q308	What is the most important thing to check in food before cooking?		1. Expiry date, packaging, color of the food, presence of pests 2. Source of food 3. Colour of the package
Q309	How do you store cooked food prior to serving the pupils?		1. Store cooked food in covered cooking pots in a clean, safe place before serving the pupils 2. Store cooked food in open containers 3. Store cooked food outside the kitchen without covers

Answers

Q301. Yes
Q302. Every morning before food preparation, often during the day and after use
Q303. Piped water, rain water and boreholes which are well protected
Q304. Before handling food and often during food preparation
Q305. Use clean containers to collect it from the store, remove foreign matters and then wash it with clean water thoroughly before cooking.
Q306. Prior to, after using them and drying them in a rack before storage.
Q307. One score for any measures
Q308. Expiry date, packaging, color of the food, pests
Q309. Store cooked food in covered cooking pots in a clean, safe place before serving the pupils.

Storekeeper Questionnaire

Respondent identification

#	Question	Response	Code
Q101	County		
	Sub-County- District		
	Zone		
	School name		
Q102	Respondent name		
Q103	Sex of the Respondent:	___	1. Male 2. Female
Q104	Date of Interview	____/____/____	Day/Month/Year (e.g. 15 / 04 / 2015)
Q105	Name of Enumerator		

Section 2: School feeding program information

#	Question	Response	Code
Q201	Does your school have a dedicated food store room?		1. Yes 2. No
Q202	Is the food store room lockable? ASK QUESTION + OBSERVATION		1. Yes 2. No
Q203	Is the store room properly ventilated? DIRECT OBSERVATION		1. Yes 2. No
Q204	Is there any evidence of presence of rodents in the store? ASK QUESTION + OBSERVATION		1. Yes 2. No
Q205	Is there any evidence of presence of insects (weevil and others)? ASK QUESTION + OBSERVATION		1. Yes 2. No
Q206	Is there any evidence of mould and excess of humidity? ASK QUESTION + OBSERVATION		1. Yes 2. No
Q207	Is there any evidence of spillage or leakage? ASK QUESTION + OBSERVATION		1. Yes 2. No
Q208	Is the food stored off the ground? ASK QUESTION + OBSERVATION		1. Yes 2. No (go to Q210)
Q209	If yes, does the school use improvised raised pallets for commodities' storage? ASK QUESTION + OBSERVATION		1. Yes 2. No
Q210	Does the school carry out pest/insects control measures?		1. Yes 2. No
Q211	Are you trained in safe food preparation and storage practices?		1. Yes 2. No (End of interview)
Q212	If Yes, how many times have you received training in 2014?		

Annex 8: Sampling Strategy and Enumerators' Training

Sampling strategy

The sampled counties were selected based on the criteria that the five WFP Clusters should each be represented with one county. Following a meeting with WFP, Wajir and Mandera were excluded for security reasons based on United Nations Department of Safety and Security (UNDSS) advice. Six counties were then selected including the informal settlements of Nairobi. This represents a county coverage of 60 percent considering that the SFP covers ten counties. Eight schools per county were sampled, totalling to 48 schools.

For this survey, the sample size of 48 schools was computed using this formula:

$$n = \frac{\frac{Z^2 p(1-p)}{\mathrm{c}^2}}{1 + \frac{Z^2 p(1-p)}{c^2 N}}$$

where *Z* is 1.96, representing a 95 percent confidence interval; p is 0.5, representing the probability of finding the characteristics of interest in a school; *c* is the confidence interval which was assigned a value of 14 percent; and *N* = 1,680 representing the total number of school in the ten counties covered by the SFP.

We considered *p*=0.5 to help generate the maximum sample size possible, a common practice in many studies when the characteristic of interest is not clearly defined. In most surveys the confidence interval *c* is commonly assigned a value between 5 percent and 10 percent yielding sample sizes of 313 and 91 respectively. Due to time and financial constraints, this range of sample sizes was too large, especially in arid regions where schools are geographically distant. As a result, the confidence interval was increased to 14 percent.

Table 3 shows a summary of the samples.

Table 3: County, School and Household sample

Cluster	County	No. of Schools	No. of sampled schools	No. of sampled Households
1	Marsabit	167	8	80
2	Tana River	161	8	80
3	Turkana	331	8	80
4	West Pokot	114	8	80
5	Garissa	167	8	80
6	Nairobi	92	8	80
TOTAL		**1,032**	**48**	**480**

Moreover, the study triangulated primary data collected from the schools with secondary data provided by WFP and MOEST and with qualitative data obtained from KI interviews.

In Nairobi, West Pokot, Turkana and Garissa Counties, the schools sampled were selected randomly from the schools visited during the baseline survey. In counties where eight or less

school were sampled during the baseline survey, all of them were selected for this mid-term evaluation. In counties where more than 8 schools were interviewed during the baseline survey, we randomly sampled eight of them.

Tana River and Marsabit counties were not sampled during the baseline survey. The sampled schools were therefore selected randomly from the entire list of schools which benefit from the SFP. The selection process took into account the geographical coverage. The list of sampled schools was finalized after consultation with WFP Field Officers (please see Annex 2).

In each sampled school, a total of 10 pupils were randomly selected using the sampling procedure found in Annex 3. The selected students' parents (or close relatives in the absence of the parents) were also invited for an interview session on the school premises. Head teachers were informed of the pupil sampling methodology through the WFP field officers ahead of the data collection period to ensure that parents could make themselves available.

Enumerator training and data collection

In preparation of the data collection in Nairobi and other counties, Kimetrica, through the support of WFP Field Offices, distributed an introduction letter prepared by MOEST to all DEOs who forwarded it to the schools in their respective counties. The purpose of this letter was to inform the schools of the ongoing mid-term evaluation and survey. Once the schools were sampled, the WFP Field Offices shared the Pupil Sampling Methodology as well as a list of interviewees and records required for the survey with the head teachers. This allowed the data collection process to be carried out more smoothly, as schools were prepared for the survey ahead of the enumerators' arrival.

The data collection was carried out by 20 enumerators who were trained in Nairobi from 3rd to 5th May 2015. They were provided with a Training Manual containing specific instructions for the survey. The enumerators were selected through a vacancy announcement and through an existing Kimetrica roster of candidates previously used for others national surveys. Enumerators familiarized themselves with the data collection tools and *ki-projects*^{TM} off-line tool, Kimetrica's data collection software, through practical exercises and training sessions conducted by Kimetrica staff. The software and questionnaires had been pre-tested before the enumerators' training at New Kihumbuini Primary School in Nairobi to test and troubleshoot the data capture system. Pre-testing was organized by Feed the Children (FTC) in the week preceding the re-opening of schools for the second term.

Data collection ensued in the Nairobi informal settlements immediately after the enumerator training, from 6th to 8th May 2015. The survey was organized with the assistance of FTC, whose representatives were also present in the schools during the survey. All the enumerator teams had on-site supervision of one Kimetrica staff member during the 3 day survey. Enumerators collected the data using tablets and also on paper questionnaires as a backup.

Data collection continued at the county level during the following three weeks. WFP Field Officers provided assistance in the organization of the field work, and in particular for the courtesy call meeting with local Education Officials (the DEO). A total of eight schools were covered in each county, with teams of two enumerators surveying four schools each. The survey lasted three days per school.

Each team of enumerators conducted interviews with the head teacher and deputy head teacher, teachers (one per class or all those employed by the school if less than 8), 10 pupils, 10 parents, the cook and the person in charge of the store room. Enumerators also recorded daily observations on pupils' attendance during the survey, the weight of the food rations and the status of school facilities (storeroom, kitchen, toilets, etc.). Moreover, enumerators asked teachers and parents qualitative questions on lessons learnt and possible improvements of the SFP. In addition to collecting enrolment data for the 2014 academic year, data for the period 2012-2015 was also included to show trends in enrolment.

The team of 20 enumerators reported directly to the Survey Supervisor based in Nairobi for any issues related to the data collection tools or to the implementation of the survey itself (for example, unavailability of interviewees). For any issues related to logistical arrangements and security of the team, enumerators also reported to the Field Survey Supervisors, who were recruited locally in each county due to their high level of familiarity with the data collection areas. All enumerator teams met with their respective field survey supervisors at the beginning of the data collection period, and maintained regular contact (via phone) throughout. Field survey supervisors were also responsible for checking with head teachers to confirm their teams had carried out the survey following the established procedures – including verifying that the parents interviewed had received a pre-determined transport allowance for participating in the survey (this was also done from the Kimetrica office in Nairobi). They each carried out one back-check per team, accompanying enumerators on a daily trip in one school to oversee the data collection. Five field survey supervisors were engaged for Garissa, Marsabit, Tana River, Turkana and West Pokot. The field supervisor in West Pokot was however unable to do the physical back-check in the schools due to time constraints resulting from other ongoing assignments. Closer supervision of the West Pokot teams was carried out from the Kimetrica Nairobi office.

Data quality control was conducted at the Kimetrica Nairobi office as data was being synced to the online database from the field. Syncing the School Questionnaire proved to be challenging given the high amount of data it recorded (including all of the SMP 6 Forms for the academic year 2014). To address this issue and avoid data loss, enumerators were asked to fill in the School Questionnaires on the backup paper version, which were then entered into the system by data entry clerks in the Kimetrica Nairobi office.

Within each team, the workload was divided among enumerators: each person was responsible for carrying out the same type of questionnaire in all of the schools in order to maximize their familiarity with the data collection tools and to ensure consistency in the way questions were asked and data was collected. These responsibilities were assigned during the enumerator training in Nairobi.

Enumerators used the following tentative schedule, which was based on the data collection exercise carried out in Nairobi:

Day One:

- Introductory meeting with the head teacher (both enumerators) and administration of the School Questionnaire to the head teacher and Deputy head teacher (Enumerator 1) – this questionnaire was administered first given the high amount of data and records it required
- Daily observations: pupil and teacher headcount at school level (Enumerator 2); weighing of food rations and food utilized and observations on status of facilities (both enumerators)
- Teacher Questionnaire to one teacher per class (Enumerator 2)
- Cook Questionnaire (Enumerator 2)
- Storekeeper Questionnaire (Enumerator 2).

Day Two:

- Continuation of School Questionnaire (Enumerator 1). Where possible, enumerators asked the person responsible for the school records to borrow the SMP 6 forms. This allowed the data-entry process to continue in the evenings and minimized the process in the schools. In general, all enumerators had a positive experience in this regard and their requests were received with a high level of collaboration
- Daily observations: pupil and teacher headcount at school level (Enumerator 2), weighing of food rations and food utilized and observations on status of facilities (both enumerators)
- Household Questionnaire (Enumerator 1 or 2 depending on availability): parents had previously been selected and informed by the school to report for their interview on the second day of the survey
- Pupil Questionnaire (Enumerator 1 or 2 depending on availability): the ten sampled pupils were interviewed during the school day trying to minimize disruptions to their daily schedule (preferably during the mid-morning breaks or during the lunch break). Enumerators were instructed to re-sample the students and their parents in case they were absent or did not report to the school.

Day Three:

- Continuation of School Questionnaire and any other remaining questionnaires (both enumerators)
- Daily observations: pupil and teacher headcount at school level (Enumerator 2), weighing of food rations and food utilized and observations on status of facilities (both enumerators).