



Performance Management and Monitoring Division

STRATEGIC REVIEW OF WFP'S SCHOOL MEALS PROGRAMME

June 2017

IMPACT Shaping practices
Influencing policies
Impacting lives

Acknowledgements

The review team would like to acknowledge the contribution of the WFP Somalia field teams for providing logistical and security support during the data collection for the School Meals Programme Review.

A special thanks to the partner organisations and the WFP teams that contributed with their knowledge and experience of the School Meals Programme, which has formed a substantial part of the findings and recommendations in this review.

Disclaimer

The opinions expressed in this report are those of IMPACT, and do not necessarily reflect those of the World Food Programme. Responsibility for the opinions expressed in this report rests solely with the authors. Publication of this document does not imply endorsement by WFP of the opinions expressed.

The designation employed and the presentation of material in maps do not imply the expression of any opinion whatsoever on the part of WFP concerning the legal or constitutional status of any country, territory or sea area, or concerning the delimitation of frontiers.

IMPACT Initiatives (IMPACT) is a leading Geneva-based think-and-do-tank. The organisation implements assessment, monitoring & evaluation and organisational capacity-building programmes in direct partnership with aid actors or through its inter-agency initiatives, REACH and AGORA. Headquartered in Geneva, IMPACT has an established field presence in over 19 countries. IMPACT's team is composed of over 400 staff, including 100 full-time international experts, as well as a roster of consultants, who are currently implementing over 50 programmes across Africa, Middle East and North Africa, Central and South-East Asia, Eastern Europe, and the Caribbean.

Table of Contents

1. Executive Summary.....	6
Review Objective / Purpose:	6
Intended Audience	6
Methodology.....	6
Key Findings.....	7
Conclusion and Recommendations	7
2. Introduction.....	7
School Meals Programme Review Overview.....	13
Context	14
3. Review Methodology and Limitations	16
Methodology.....	16
Review Team	19
Sampling	20
Limitations and challenges	20
4. Review Findings	21
Education and Food Security Outcomes.....	21
Education Indicators	21
Food Security Indicators	29
Resources and Transfer Modalities.....	33
Sufficiency of the transfer modalities.....	34
Quality of the food	38
Facilities.....	39
Teachers' salaries and school fees	43
Gender Mainstreaming	44
Gender Ratio.....	44
Women in leadership positions of CECs	44
Take-home ratio	45
Providing a space for both girls and boys.....	46
Program Coverage and Adaptability	46
Challenges in Responding to Drought and Displacement	47
Delays in food provision	48
Monitoring & Information Management	48
Monitoring adapted to changing situations	49
Consultation with communities	49
Community Engagement and Involvement	49
Partner Engagement and Integrated Approaches	50
Government.....	50



Cluster Engagement	51
Humanitarian Actors.....	51
Private Sector Engagement	52
5. Conclusions and Recommendations	53
Conclusions	53
Education vs. Food Security Indicators.....	53
Resources and Transfer Modalities	53
Gender Mainstreaming.....	54
Program Coverage and Adaptability	54
Monitoring and Information Management.....	54
Community Engagement and Involvement	55
Partner Engagement and Integrated Approaches.....	55
Recommendations	56
ANNEX 1 – Education Rate Change for SMP Schools by District.....	59
ANNEX 2– Reasons for Increase and Decrease in Education Indicators	63
ANNEX 3: Average Grade Score.....	65
ANNEX 4: Definition of Food Security Indicators	66
ANNEX 5: FCS by District	67
List of Acronyms	68

Table of Figures

Figure 1: Education Indicators, Average Rates Across School Type	22
Figure 2: Enrolment Rates, by District.....	23
Figure 3: Retention Rates, by District	23
Figure 4: Completion Rates, by District	24
Figure 5: % of Schools Reporting Change in Enrolment Rate.....	25
Figure 6: % of Schools Reporting Change in Retention Rate	25
Figure 7: % of Schools Reporting Change in Completion Rate	25
Figure 8: % Change Enrolment Rate, Boys in SMP Schools	26
Figure 9: % Change Retention Rate, Boys in SMP Schools	26
Figure 10: % Change Completion Rate, Boys in SMP	26
Figure 11: Average Grade Score, by School Type	28
Figure 12: SMP Contribution to Improved Concentration in class	28
Figure 13: FCS Grading, by School Type	29
Figure 14: % of HH FCS, by State	30
Figure 15: Weighted rCSI, by School Type	30
Figure 16: Frequency rCSI, by School Type	30
Figure 17: Weighted Total rCSI, by District.....	31
Figure 18: % of HH with the following lCSI Score:.....	32
Figure 19: % of HH Adopting Emergency Strategies.....	32
Figure 20: % of HH with the following DDS grading:	33
Figure 21: Average DDS, by State	33
Figure 22: SMP Contribution to Reducing Short-Term Hunger	35
Figure 23: SMP Adequately Meeting the Needs of Girls	35
Figure 24: SMP Adequately Meeting the Needs of Boys	35
Figure 25: Hot-Meals Issues, Girls	36
Figure 26: Number of Days Multi-Fortified Foods are Provided	36
Figure 27: Retention Rate (%), by SMP Schools with THR Provided	38
Figure 28: Completion Rate (%), by SMP School with THR Provided.....	38
Figure 29: Quality of Food	39
Figure 30: WASH Facilities, by School Type	40
Figure 31: SMP WASH Facilities	40
Figure 32: Water Source Access, by School Type	41
Figure 33: SMP Water Source Access, On-Site.....	41
Figure 34: SMP Storage and Cooking Facilities	42
Figure 35: Reported Challenges by School Representatives	43
Figure 36: % of Households Paying Fees.....	43
Figure 37: Gender Ratio, by School Type	44
Figure 38: Gender Distribution of CEC Members	45
Figure 39: % of Schools Reporting Inadequate Food quantity and Delays in Food Provision.....	47
Figure 40: Enrolment Rate SMP, Boys.....	59
Figure 41: Enrolment Rate SMP, Girls	59
Figure 42: Retention Rate SMP, Boys	60
Figure 43: Retention Rate SMP, Girls	60
Figure 44: Completion Rate SMP, Boys	61
Figure 45: Completion Rate SMP, Girls	61
Figure 46: FCS by District and School Type	67

1. Executive Summary

Review Objective / Purpose:

The main objective of the review of the School Meals Programme (SMP) was to assess the functioning of the school feeding, determine the reasons why certain results occurred or not, in order to draw lessons, derive good practices and pointers for learning, and identify potential collaborations with other actors for the success of the programme.

The specific objectives of the review were to:

- assess and provide evidence on the achievement of the programme's outcomes and outputs;
- provide evidence on the extent to which the implementation of the project is compliant with WFP standards in general and school feeding norms in particular;
- assess SMP's contribution to educational and food security outcomes; assess the contribution of special aspects of the programme such as take home rations to retention and learning for boys and girls;
- assess the efficiency of the programme, in particular the selection of the transfer modality of special aspects of the programme such as take home rations;
- assess the SMP's contribution to gender equity in access to and completion of basic education;
- assess how strategic collaboration with other actors contributed to the efficiency and effectiveness of the programme;
- identify the factors which positively/negatively impact the implementation of the programme and draw lessons and derive good practices and recommendations for future direction.

Intended Audience

The review intends to provide evidence-based findings to inform operational and strategic decision-making. The review report and findings were developed for internal use, and in particular for the operational and programmatic departments of the School Meals Programme within WFP Somalia. In addition, the review is part of the wider strategic planning of WFP programming in Somalia.

Methodology

The review combined qualitative and quantitative methods, targeting SMP supported and non-SMP supported schools in 17 districts in Somalia. The qualitative methods used for this review included semi-structured key informant interviews with partner organisations, WFP staff and education and food security actors in Nairobi and Somalia as well as Community Education Committees in selected schools. The review also involved focus group discussions with children and parents at each school. The quantitative methods for the review comprised of structured key informant interviews with school headmasters and household level interviews with caregivers of children in each respective school.

Key Findings

The review found that the School Meals Programme has had a greater impact on educational outcomes than on food security outcomes. While the enrolment, retention, and completion rates in SMP schools were higher than in non-SMP schools, there was no significant difference in terms of food security indicators between the two school types. Greater variations were identified between districts than between school types and implementing partners (Ministry of Education or NGOs).

The hot meals have been a strong push factor for families to enrol, and keep, their children (boys and girls) in schools. They have also allowed families, particularly those from more destitute backgrounds, to have more time and resources to focus on providing for the rest of the household.

While the take-home ration (THR) had been suspended after December 2016, an increase in girls' enrolment was evident as a result of the SMP programme. The overall enrolment does not, however, seem to have increased. This suggests that the THR has shifted household preferences so that they now place girls in schools over boys.

Only 8% of the assessed schools had all of the required facilities and infrastructure (WASH, kitchen, stove etc.) as per the SMP guidelines. While having a secure funding base for the running of the schools is one criteria for WFP to select a school for the SMP, school fees and lack of teachers' incentives were identified as main reasons for children dropping out of school.

The impact of the drought and following displacements across the country have resulted in ad-hoc enrolment of new students throughout the previous schools year. This has led to a discrepancy between the number of students enrolled in schools and the amount of food provided by WFP. Schools have also acted as feeding points for students and families from neighbouring schools and communities. The SMP struggled to meet the needs of beneficiaries in situations of severe crisis due to resource limitations and a lack of adaptability in responding to changing circumstances.

Challenges with the quality of monitoring and reporting by implementing partners, and the Ministry of Education in particular, were identified as a key issue. Difficulties in assessing regular attendance and enrolment of new students are one reason for the discrepancy between the amount of food provided and the number of students in the school.

There is a great scope for expanding the impact of the school feeding to children and households by positioning the SMP as part of a holistic approach to children in primary schools. Working more closely with partners will be key for the SMP going forward in order to provide supplementary services to the schools.

Conclusion and Recommendations

Based on the findings, the following recommendations have been developed in consultation with WFP:

Adopt an area-based approach for the SMP: The findings indicate that there are not great differences within districts in terms of education and food security indicators but that district / regional variations are more pertinent. The review also identified challenges in responding to the drought crisis, with increasing numbers of children seeking support from SMP schools in affected areas. Narrowing down the target areas for the SMP and promoting an area-based school meals programme that covers a whole catchment area rather than focusing on individual schools could be considered. Areas should be identified on a needs basis and allow for a wider support to the community as well as neighbouring schools in the area. This would allow greater flexibility in times of severe crisis and ensure a larger impact for children and their families.

SMP as part of a holistic approach to students' wellbeing: An area-based approach would also make it easier for WFP to more closely coordinate with other actors in order to ensure that the SMP forms part of a holistic approach to the schools, creates a conducive environment for children and serves as a safety net in communities where the vulnerability and poverty is high.

Promote integrated approaches to SMP: Focusing on particularly vulnerable areas will open opportunities for better coordination with additional partners, which can provide supporting services to the schools. Involving partners to provide complimentary services in a holistic manner can address issues identified by the review such as inadequate facilities in schools and challenges for households to pay for school fees/teacher's salaries. The SMP would also benefit from a greater integration into pre-existing WFP programmes of improving food security and educational access, both in terms of logistics and general impact of beneficiaries.

Strengthening the relationship with UNICEF: Engaging with UNICEF on a more strategic level and focusing on joint targeting at the school or community level would ensure that capacities from both organisations can be pulled together to provide better/stronger service system for specific areas/schools. For example by including additional nutrition services in SMP schools. Working not only on education but also on WASH, nutrition, health and child protection aspects would ensure a stronger integration of partners and sectors for the targeted schools and areas. Additionally, strengthening the collaboration between the organisations in regards to Information Management would help improve collaboration as well as understanding of mandate and programming.

More regular and better coordinated monitoring: As it is a challenge to monitor education indicators, a stronger link with the Education Cluster and partners for support would enable WFP to better compare indicators across SMP and non-SMP schools. WFP should also ensure more regular monitoring of enrolment and attendance to follow developments in terms of displacement and areas with more severe needs and to adapt the program accordingly. As identified in this review, schools can experience enrolment of new students on a rolling basis especially during times of drought and displacement.

Identify the SMP focus suitable for the Somali context: Clarifying the focus of the SMP in Somalia based on the needs in the country, in other words is it aimed at improving educational outcomes or at improving food security, would facilitate programme monitoring and the identification of needs and gaps in programming.

Improve gender indicators and mainstreaming: Consistent and more regular monitoring of the current gender indicators, developing better ways of monitoring women's leadership in Community Education Committees (CEC) and building stronger capacities of partners and staff in monitoring gender indicators would contribute to stronger evidence of the gender mainstreaming results of the project. WFP could work more with projects such as the Girls Education Challenge in order to provide a stronger support system for girls, for example through psycho-social support, menstrual hygiene and female role models. While the scope of this review was limited in assessing particular pros and cons of extended partnership in this regards, a more in-depth assessment on the impact on gender indicators in schools that have been covered by projects focusing on specific gender issues should be considered. Overall, a gendered approach to the SMP where the needs of both genders are adequately considered would improve the identification of gaps in the programme that respond to both genders.

Re-assessing the THR: While the THR is one factor for the large increase of girls' enrolment in the assessed schools, the methods used for encouraging girls to come to school could be reconsidered, to further increase the positive impact at the household level. A possible mechanism for this could be to change the take-home ration to cash incentives. Examples from

similar programmes in other countries (for example the DFID-funded Girls' Education South Sudan project 2013-2018) suggest that individual cash transfers received by girls in school reduce the overall financial burden of education on the household. Given that the most commonly identified barrier to education identified in this study was an inability to pay school fees, provision of cash transfers rather than THR would likely go some way to reduce this burden. Giving households a degree of financial autonomy through the provision of cash transfers may also improve school attendance for both genders, as the money can be spent on fees, school materials, and even non-education related items such as food or medicine.

Using the call centre, WFP could conduct a short survey of households with girls in SMP schools to explore how the oil rations were used, what preferences they have in regards to the THR composition and what would potentially have a larger impact on the overall household.

In addition to THR and/or cash transfers, households receive an overall food incentive based on the number of children attending school: findings suggest that whilst incentivising girls' education has had a positive impact on retention of female students, it has potentially negatively affected retention of male students. Some FGD respondents indicated that boys were expected to cover the domestic responsibilities of girls who were now regularly attending school. One possible way to mitigate against this would be to expand the THR and/or cash transfers to also include boys, for example by boys receiving a half ration, or the household receiving an overall food ration based on the school attendance of all children.

The findings from this review also highlights that the gender gap between boys and girls enrolled in SMP schools has decreased since the start of the project and over the past school year. Findings also show that the enrolment of girls has increased since the beginning of the project. On the ground that there is currently a less than 25% gender gap in enrolment on average across the assessed schools, WFP could consider discontinuing the THR and focus the resources on other aspects of the program under the condition that there is a thorough monitoring of the education indicators for girls during the next school year.

Work more closely with communities to ensure sustainability and ownership: Working with local partners could strengthen the CECs' position in regards to school feeding management, health / nutritional aspects for children, awareness raising in communities and providing role models for students. The programme should explore opportunities such as creating school gardens and sourcing food from local community to ensure greater sustainability and ownership.

Review school facilities: The findings reveal insufficient, or lack of, facilities in a significant plurality of the assessed schools. A review of the support for non-food items (NFIs) in schools is needed to ensure that the facilities required by the SMP guidelines are upheld. All schools participating in the SMP programme having access to a potable and reliable water source and appropriate kitchen / food preparation facilities should be a top priority. The provision of NFIs for the schools should also be reviewed to ensure that there is sufficient amount of items of good quality for the feeding programme. Identifying partners to support with infrastructural and facility upgrades is key.

Localise food types provided: WFP could consider adapting the food types provided for the hot meals to fit the local consumption patterns and taste.

Private sector investments: Engaging with private sector actors in supporting the target schools in terms of infrastructure, facilities, teachers' incentives etc. could provide a more secure and sustainable funding base for the SMP.

Support to local education authorities to strengthen and institutionalise attendance reporting mechanisms at the school level: Alongside incentivising students to stay in school, placing attendance reporting requirements on schools and local



Performance Management and Monitoring Division

education authorities may further improve overall retention. Submission of monthly attendance sheets from SMP schools could be enforced as a condition of receiving WFP assistance in order to encourage buy-in from, and build institutional capacity of, local education structures.

2. Introduction

The review of the SMP was commissioned by WFP in order to inform operational and sustainability strategy from January 2017 and onwards. The review is set on the backdrop of a previous evaluation carried out in 2014. The key recommendations from the evaluation were to strengthen collaboration with UNICEF to improve educational outcomes; form the next activities of the school meals programme on the basis of the comparative advantage of the take-home rations for promoting girls' enrolment; and include mechanisms in the SMP to ensure that children from destitute households are given opportunities to attend school.

This review aims to supplement the recommendations from the evaluation report by providing evidence-based findings through an augmentative approach of qualitative and quantitative research methods, to assess the effectiveness of the SMP. In doing so, it responds to the overall review objective of: assessing the functioning of the school feeding and determining the reasons why certain results occurred or not, in order to draw lessons, derive good practices and pointers for learning, and identify potential collaborations with other actors for the success of the programme.

The specific objectives of the review were to:

- assess and provide evidence on the achievement of the programme's outcomes and outputs;
- provide evidence on the extent to which the implementation of the project is compliant with WFP standards in general and school feeding norms in particular;
- assess SMP's contribution to educational and food security outcomes; assess the contribution of special aspects of the programme such as take-home rations to retention and learning for boys and girls;
- assess the efficiency of the programme, in particular the selection of the transfer modality of special aspects of the programme such as the take-home ration;
- assess the SMP's contribution to gender equity in access to and completion of basic education;
- assess how strategic collaboration with other actors contributed to the efficiency and effectiveness of the programme;
- identify the factors which positively/negatively impacted the implementation of the programme and draw lessons and derive good practices and recommendations for future direction.

In order to provide sufficient and multi-levelled evidence to meet the criteria of the research objectives and research questions set out by WFP, the review took into account the following populations of interest:

- Students and parents of SMP schools to understand if and how the project has contributed to meeting their needs.
- Students and parents of non-SMP schools for comparative reasons and to understand the specific needs of children in schools without school feeding programmes.
- Headmasters and teachers in SMP schools to provide information on educational outcomes and operational aspects of the programme, and identify lessons learned.
- Headmasters and teachers in non-SMP schools for the purpose of comparing educational outcomes.
- Partner organisations (including implementing NGO's and Ministry of Education) to assess the level of collaboration with WFP, identifying opportunities and challenges of

the partnership and implementation of the SMP and to assess opportunities for improvement.

- Education stakeholders and cluster leads (Education and Food Security) to assess the wider impact or need for improvement of the SMP towards educational and food security outcomes in Somalia.
- WFP programme staff at field and regional level to understand the challenges of planning and implementation of the SMP and to understand the specific aspects of the program.

Table 1: Consulted Stakeholders

Stakeholder	Interest in the Project	Involvement in Evaluation and likely use	Who (specifically for the Evaluation)
Internal (WFP) stakeholders			
Head of Program	Programme knowledge	Qualitative KII	Liljana Jovceva
Program Policy officer -Livelihood and school feeding	Programme knowledge	Qualitative KII	Caroline Muchai
VAM/ Head of VAM and M&E	Programme knowledge	Qualitative KII	Almudena Serrano
M&E Consultant	Programme knowledge	Qualitative KII	Chana Opaskornkul
Program Assistant - School feeding	Programme knowledge	Qualitative KII	Suleha Nuru
Nutrition sector, Member of Nutrition Cluster	Programme knowledge	Qualitative KII	Gloria Kisia
WFP Regional/District Focal Point		Qualitative KII	
External stakeholders			
UNICEF	Partner Organisation	Qualitative KII	
Food Security Cluster, FAO	Insight into the wider food security situation/developments in target areas and knowledge of the SMP programme	Qualitative KII	Mulugeta Shibru
Food Security Cluster, WFP	Insight into the wider food security situation/developments in target areas and knowledge of the SMP programme	Qualitative KII	Charles Hopkins
Education Cluster, UNICEF	Insight into the wider education situation/developments in target areas and knowledge of the SMP programme	Qualitative KII	Boniface Karanja
Education Cluster, UNICEF	Insight into the wider education areas and knowledge of the SMP programme	Qualitative KII	Sara Skovgaard
Relief international	Partner organisation in the Girls' Education Challenge	Qualitative KII	Sarthak Pal

ADRA Somalia	Partner organisation in the Girls' Education Challenge	Qualitative KII	Sam Muthamia
CISP	Partner organisation in the Girls' Education Challenge	Qualitative KII	Rosaia Ruberto
Education Officials	Knowledge of the SMP programme at target schools, enrolment and retention rates.	Qualitative KII, Focus Group Discussions	
Ministry of Education	Partner agency for the implementation of the SMP programme in Somaliland and Puntland.	Qualitative KII	
Headmasters of target SMP schools	Knowledge of enrolment and retention rates, SMP programme, student achievements	Quantitative KII	
Headmasters of target non-SMP schools	Knowledge of enrolment and retention rates, student achievements	Quantitative KII	
Community Education Committees	Managing the day-to-day implementation of the SMP programme	Qualitative KII	
Pupils and Parents/guardians from SMP Schools	Beneficiaries of the SMP programme	Quantitative Individual Interview, FGD	
Pupils and Parents from non-SMP schools	Control Group	Quantitative Individual Interview, FGD	

The purpose of the review is to inform operational and strategic decision-making in regards to the SMP by the WFP. Therefore, the review findings are for internal use only, unless provided upon request from partners/stakeholders and with the written consent of the WFP.

School Meals Programme Review Overview

The School Meals Programme is one of the subcomponents of the current Protracted Relief and Recovery Operation (PRRO) 200844 for Somalia for 2016-2018. Contributing to WFP's Strategic Objective 2 (SO2) *Support or restore food security and nutrition and establish or rebuild livelihoods in fragile settings*, the SMP aims to protect livelihoods and promote recovery through social safety nets by offsetting food gaps through school meals and addressing girls' enrolment/attendance through provision of take home rations. The specific sub-outcomes of the programme are:

- Reduce short-term hunger, thereby contributing to improving concentration and learning in class; and
- Increase gender equity in access to and completion of basic education, through increased enrolment rates, stabilized attendance and reduced drop-out rates, especially for girls.

The SMP in Somalia was planned to have two subcomponents:

- Provision of school meals to school children in schools during school hours: two hot school meals for all children every day.

- Take-home ration for girls to encourage them not to drop out of school and to improve their attendance.

However, since January 2017, only the hot meals have been provided due to resource constraints imposed as a response to the deteriorating drought conditions in the country.

Through the SMP, WFP currently supports a total of 135,576 primary school children, including 76,008 boys and 59,568 girls, in 496 schools throughout Somalia. Of these 57,869 children are supported in Puntland, 43,117 in Somaliland, 17,859 in Central Somalia and 16,731 in Southern Border area.

WFP has been working closely with the respective Ministries of Education (MoE) in areas of Somaliland and Puntland where the context and stability of the ministry has allowed. In Somaliland and Puntland, the MoE has both provided oversight and directly implemented the SMP activities. A Letter of Understanding between WFP and the MoE in the respective areas has formed the basis of the responsibilities of both parties in the implementation of the SMP. A School Feeding Unit has been established by the respective MoE which liaises with the WFP in regards to the SMP. In the South and Central Regions, WFP is working collaboratively with NGO's in respect to the implementation of the SMP activities.

At the central and regional levels, an annual work plan is formulated and regular meetings organised to coordinate the activities with the respective implementing partner. Community Education Committees (CEC) have been established in each school for the day-to-day implementation. Joint monitoring of activities, including distribution of food to schools, food management and utilisation and record keeping, are regularly undertaken with the MoE and NGOs.

The review covers all the components of the project but is limited in terms of geographical reach. The review also assesses contributing factors such as strategic partnerships and the effects of selected partnerships on achievement of results.

While the initial plan was to cover all the areas where the SMP is implemented, constraints of time and resources limited the scope to a selected number of districts (20). Due to security challenges during the data collection stage, three of the districts had to be excluded from the review (see table 3).

Context

Over twenty years of political insecurity, violence and environmental shocks have resulted in high levels of acute food insecurity and malnutrition in Somalia. Despite some positive developments following the establishment of the Federal Government of Somalia (FGS) in 2012, long periods of underdeveloped infrastructure and lack of social and economic investments mean that Somalia is still highly vulnerable to exogenous shocks such as drought. Successive failure of seasonal rains and resulting drought situations have caused significant humanitarian needs in northern Somalia since 2015 and in South and Central since early 2016. In September 2016, the food security situation worsened significantly, with an estimated 5 million food insecure Somalis.¹ More than 70% of the population live in poverty,² with high levels of acute food insecurity and vulnerability to food insecurity, and with 22.7% of children under 5 reported to be acutely malnourished or severely acutely malnourished.

Decades of chronic humanitarian crisis have caused significant destruction on the education sector in Somalia. The country has one of the lowest primary school enrolment rates in the world, with less than 22% of children enrolled in school. An estimated 1.7 million children

¹ United Nations Office for the Coordination of Humanitarian Affairs (OCHA), 2017 Humanitarian Response Plan

² United Nations Population Fund (UNFPA), 2014 Population Survey

remain in need of educational provision. In addition, less than 50% of girls attend primary school, a rate that is consistently lower than that for boys. Social norms that favour boys' education over girls', low availability of gender-segregated sanitation facilities, lack of female teachers and security concerns are some of the factors that prevent families from enrolling their daughters in school. There is an estimated 1.1 million internally displaced persons (IDPs) in Somalia that have fled drought, violence or economic insecurities. In the current context, IDPs are particularly vulnerable to food insecurity and malnourishment. Displaced children also face particularly poor educational opportunities.

In its National Development Plan 2017-2019, the Government of Somalia sets out goals for improving education and food security. The government's mission with regard to education is to ensure the provision of accessible, equitable, affordable and quality education services to all people in Somalia. More specific goals include strengthening the governance, management and partnerships to enable the Ministry to deliver efficient and effective programmes and services by 2019 as well as creating a sustainable education financing system, which relies more on national financing and local resources. With regard to food security, the government's mission in the next three years is to generate the incomes required to feed families, improve the availability of food and their prices, particularly in times of crisis, and help the poorest parents ensure their children are well nourished.³

The School Meals Programme (SMP) is a key food assistance modality used by WFP in recovery situations as well as in food-insecure communities where there is a need to improve school attendance and learning. The SMP accounts for nearly 25% of the total number of WFP beneficiaries globally, every year. In Somalia, as well as in other countries, the SMP provides a safety net and protection for vulnerable communities.

The WFP School Meals Programme was initiated in 2003 in Somaliland, the most stable region in Somalia. The programme was then expanded to Puntland in 2005 and South Border and Central Somalia in 2011-2012.

The data collection for this review was conducted during a period of severe drought across the whole of Somalia, which has had a notable influence on WFP SMP operations in target areas. According to WFP internal monitoring, some schools have acted as refuge/shelter for newly arrived IDPs, challenging the continuation of the school meals provision. In addition, heightened insecurity in parts of the country, e.g. in Ceel Waaq, Gedo, resulted in suspended operations of the SMP. This context should be taken into account as the review findings are presented.

³ National Development Plan (October 2016), National Government of Somalia, p.162. <http://mopic.gov.so/wp-content/uploads/2016/11/SOMALIA-NATIONAL-DEVELOPMENT-PLAN-2017-2019.pdf>

3. Review Methodology and Limitations

Methodology

In order to assess the effectiveness of the School Meals Programme, the review team set out to assess both schools that are covered by the WFP School Meals Programme as well as schools without school feeding. The non-SMP schools were used to compare educational and food security outcomes for children in primary education.

Data collection started on 22 February in Nairobi and on 13 March in Somalia. All schools were covered by 11 April.

In total, the review covered 73 schools in 20 districts in Somaliland, Puntland, Central and South Somalia (see Table 2, Map 1 and Map 2). At the time of the data collection, three districts - Luuq, Buhodle and Badhan - faced security challenges that made the target schools in these districts inaccessible. The number of households and schools that were to be assessed in these districts was compensated by additional schools and households in the other districts.

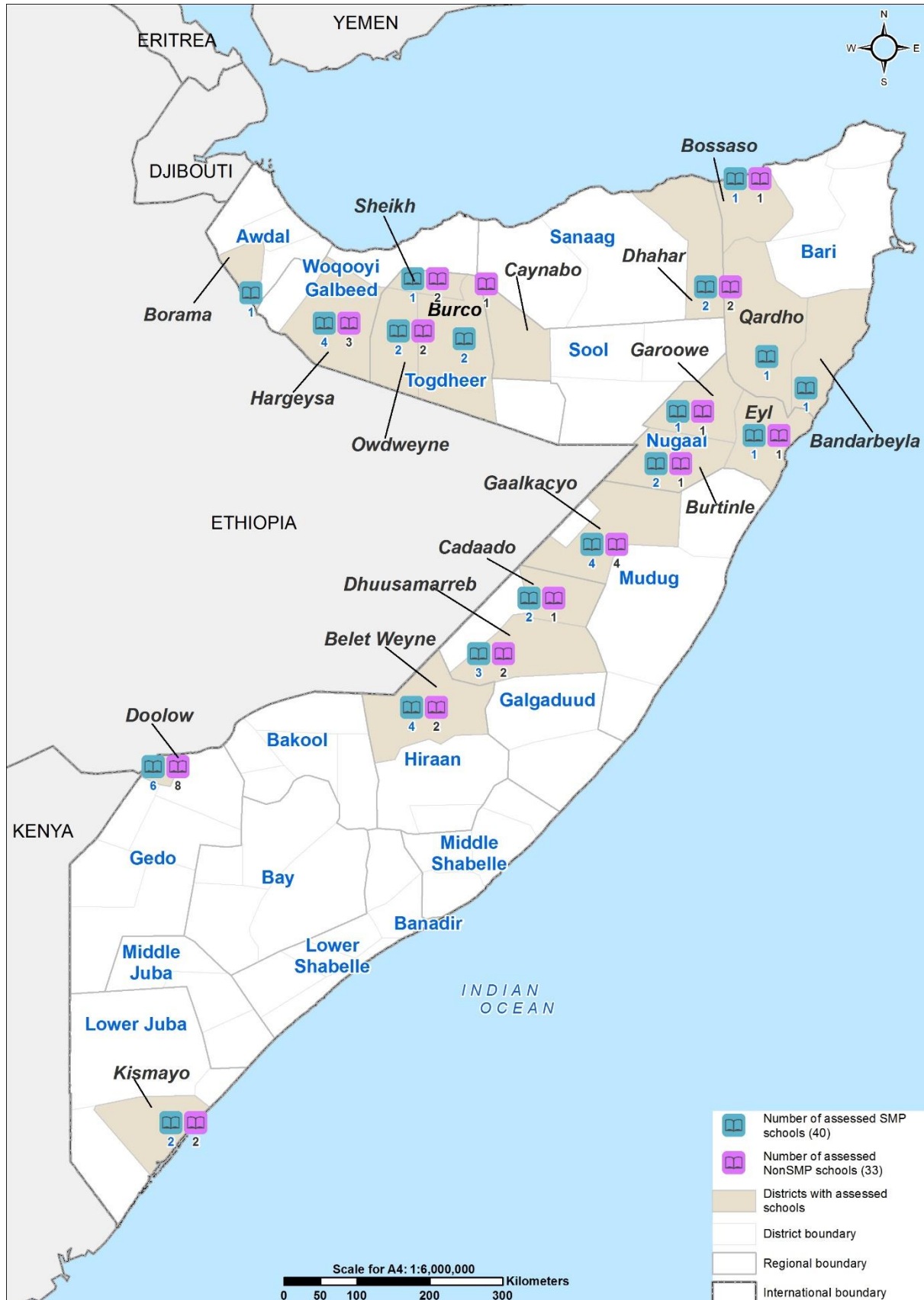
Table 2: Target districts

State	Region	District	Schools		Total	HH Assessed
			Non-SMP	SM P		
Somaliland	Awdal	Borama	0	1	1	6
	Sool	Caynabo	1	0	1	12
	Togdheer	Burco	0	2	2	13
		Owdweyne	2	2	4	32
		Sheikh	2	1	3	15
	Woqooyi Galbeed	Hargeysa	3	4	7	45
Puntland	Bari	Bossaso	1	1	2	12
	Nugaal	Bandarbeyl	0	1	1	6
		Burtinle	1	2	3	19
		Eyl	2	0	2	12
		Garowe	1	1	2	11
		Qardho	0	1	1	6
	Sanaag	Dhahar	2	2	4	20
Central	Galgaduud	Cadaado	1	2	3	17
		Dhuusamarreeb	2	3	5	30
	Hiraan	Belet Weyne	2	4	6	37
	Mudug	Gaalkacyo	4	4	8	44
South	Gedo	Belet Xaawo	3	3	6	29
		Doolow	5	3	8	44
	Lower Juba	Kismayo	2	2	4	24
			34	39	73	434

Map 1: Assessed School Locations



Map 2: Assessed School Types, by District



The review combined qualitative and quantitative research methods at a regional (Nairobi) and ground level and consisted of 3 elements:

1. **Secondary Data Review:** review of project documents, evaluations and monitoring data and partner documentation
2. **Semi-structured interviews:**
 - at Nairobi level with partner management teams, Food Security and Education Clusters, WFP SMP staff and M&E teams
 - in Somalia with WFP project staff, partner staff, MoE, CEC's Key Informant Interviews (KIIs) with one teacher at each school
 - Focus Groups Discussions (FGD) with a target minimum of 6 participants (3 students and their caregivers).
3. **Quantitative data collection:**
 - KIIs with the headmaster/school administration of each school
 - Individual household (HH) interviews with a number of households in each school based on random sampling on the basis of school admission rates.

The design of the review, tools and selection criteria of participants were informed by WFP gender guidelines. A consultant with child protection and gender expertise was hired by the review team to act as an advisor and support tool development, train field and management staff, provide input on methodology for the pupil-facing components of the review in order to maintain a child-friendly and gender-sensitive approach. Secondly, the tools for data collection identified the involvement of both men and women in the management of the SMP programme in target schools. The data analysis extracted gender disaggregated data on education and food security indicators among pupils and households, and assessed the way the assistance had benefited boys and girls (e.g. if SMP schools had higher rates of girls enrolled compared to before the intervention).

Review Team

The review team comprised of a team of four Nairobi-based IMPACT staff, three Somali-based Field Coordinators, three teams of three enumerators each selected by the review team, and one external child consultant hired for the initial phase of the data collection (see table 3).

Table 3: Review Team

Staff	Role in review
IMPACT Country Coordinator	Oversight of review team, overall responsibility for delivery of products and timeline
IMPACT Assessment Officer	Oversight of the management of the project across the bases, preparation of the tools and writing and compiling of the report. The assessment officer also carried out national level key informant data collection.
IMPACT GIS Officer	Responsible for development of sample framework, spatial verification, data cleaning and mapping products.
IMPACT Field Coordinator	Responsible for field level oversight of data collection, assessment plan and training of enumerators. The field coordinator also led focus group discussions and conducted key

	informant interviews with partner organisations.
IMPACT Enumerators	Conducted quantitative data collection and focus group discussions.
Child Protection Consultant	Conducted training of review staff in child-friendly approach, and reviewed tools and methodologies.

Sampling

The sample selection of the targeted schools was made through three consecutive steps:

1. A security assessment of the areas where the SMP is implemented was conducted by the review team, ACTED and WFP security advisors. During this process, areas / settlements that were deemed insecure and/or inaccessible were discarded.
2. Following the identification of accessible areas, a cluster random sampling approach was utilised, with the SMP schools forming the primary sampling unit (cluster) using the Probability Proportional to Size selection (PPS). The targeted SMP schools were selected based on the number of individual (HH) interviews that had to be done in each school to make the sample representative of the total pupil population at minimum 95% level of confidence and 7.5% margin of error, accounting for design effect.
3. The selection of non-SMP schools was based on their proximity to the nearest SMP school that was part of the SMP school sample selection. This selection was chosen as there was not sufficient information available on the non-SMP school locations and enrolment rates. The WFP focal points in each area supported the selection of the non-SMP schools based on the criterion that each non-SMP school be accessible from the selected SMP school within a day's travel by car. The non-SMP school selection allowed for comparison between SMP and non-SMP schools within the same area.

Limitations and challenges

As previously mentioned, the data collection took place during severe drought conditions in Somalia. As a result, the number of household interviews and FGD participants planned for each school was not always met as the household representatives were occupied with caring for their livestock and finding food or water, and thus had no time to spare for the data collection team. In addition, references to the drought and the current hardship faced by children and their families in the schools were frequently made in FGD and qualitative key informant interviews.

The vast geographical coverage and sometimes inaccurate GPS coordinates resulted in challenges of locating certain schools. In addition, a few non-SMP schools had been recently closed as the drought forced families to move from the areas or withdraw their children from school to get support in collecting food and water or caring for livestock.

Due to resource and time limitations the review only covered 73 schools in 20 districts. This corresponds to only 15% of the 490 schools that are targeted by the SMP⁴. While the small

⁴ Of the assessed schools, a total of 6719 boys and 6399 girls were recorded to have received on-site (hot meals) feeding over the course of the current school year. These numbers correspond to the Standard Project Report (SPR) 2016 PRRO 200844 of the

sample was necessary due to budget cuts for the review, the findings cannot be generalised across all beneficiary schools. However, the findings can be used as a basis for further consideration by the WFP in its operational and strategic decision making.

The sampling for this review is representative at the school level only and findings cannot be generalised to district level. It should therefore be noted that data that is presented at district or state level in this report is only indicative.

4. Review Findings

Education and Food Security Outcomes

Education Indicators

This review assessed education indicators in terms of enrolment⁵, retention⁶, completion⁷, and gender rates⁸ of SMP and non-SMP schools. The enrolment, retention, completion, and gender rates are recorded at the school level. That is, the headmaster or administration provided the rates of, for example, retention of boys and girls in the current school year and for the previous period. For non-SMP schools, the previous period is the last school year while for the SMP schools the previous period is the period before the school feeding programme started in the school.

As Figure 1 shows, the SMP schools recorded, on average, a significant increase of enrolment of girls (55%) over the course of the SMP programme as compared to boys (0%). Similarly, the retention rate for girls has increased by 40% while the retention rate for boys has decreased by 2%. The completion rate for girls has increased by 34% while the increase for boys was only 5%. For non-SMP schools, rates have remained relatively stable over the past year, seeing a 1% increase in enrolment and completion rate of girls respectively. Enrolment for boys was reported to have decreased by 1% while there was no change in the completion rate for boys in non-SMP schools. Retention remained stable for boys (0% change) and girls (-2%) in non-SMP schools.

actual beneficiaries reached. The schools included in this review represent 15% of the total targeted schools (490) in 2016 and the beneficiaries in the review schools represent 8% of the boys and 11% of the girls (total 9%) that were reached according to the SPR 2016.

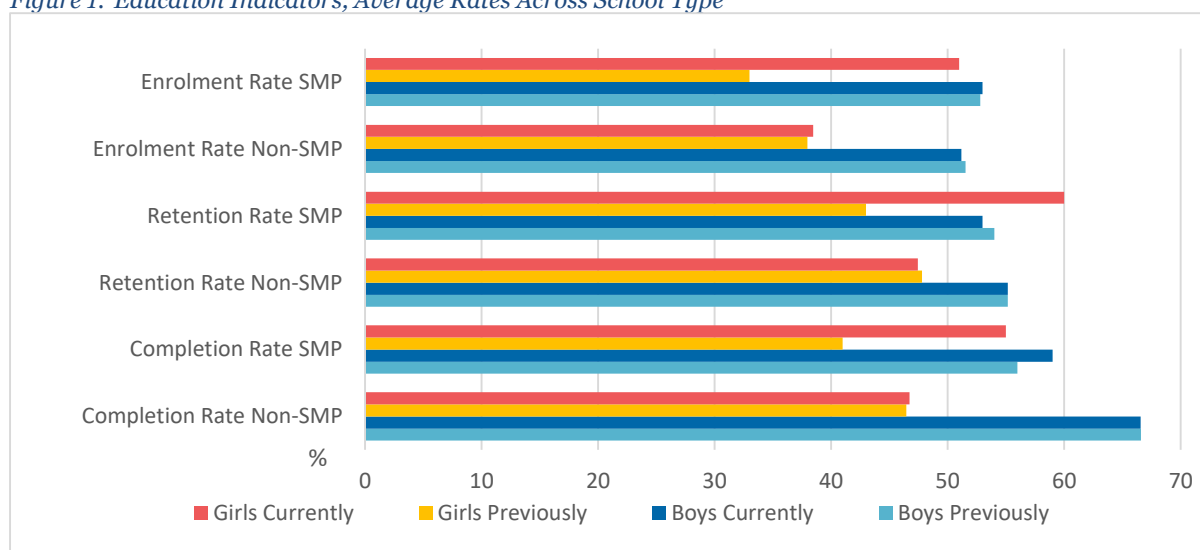
5 Enrolment rate is the percentage of children in an area in the age 6 - 15 that are enrolled in primary education.

6 Retention rate is the percentage of students that complete the academic year.

7 Completion rate is the percentage of students that are completing the final year of primary school education.

8 Gender rate is the percentage of boys and girls enrolled in the school.

Figure 1: Education Indicators, Average Rates Across School Type



The findings from the review show a significant impact of the SMP programme on education indicators as compared to schools without a feeding programme, in particular for girls. All the participants in the FGDs reported that the school feeding programme encouraged families to enrol their students in school.

“It gave me a great courage to put my children at this school because you know people are in difficult situations. So when the student is getting assistance to bring back to their home and is also getting feeding at the school, so many parents who did not intend to bring their children to school have started bringing them to education. I have two daughters learning at this school. They are among the girls who receive cooking oil from the school feeding program.”
(Faanoole, Kismayo, FGD)

The review findings illustrate that the rates of school enrolment, retention and completion are the highest in the assessed districts in Puntland, and they are significantly lower in districts in Somaliland, Central and South Somalia (See Figures 2-4). There is also a smaller difference in education indicators between boys and girls in Puntland. This might indicate that families in that state are generally more equipped to provide education for their children and that communities are more encouraging of education. The context in Somaliland and Puntland generally more stable, with less security challenges and lower poverty rates as compared to the South and Central regions of the country. However, the findings show that in Somaliland, the current enrolment and completion rates are on average lower than for the other states. This could be due to the fact that many of the schools that were assessed are located in rural areas with larger parts of the population being pastoralists. Somaliland has also been particularly affected by the drought, which has resulted in population movements.

Figure 2: Enrolment Rates, by District

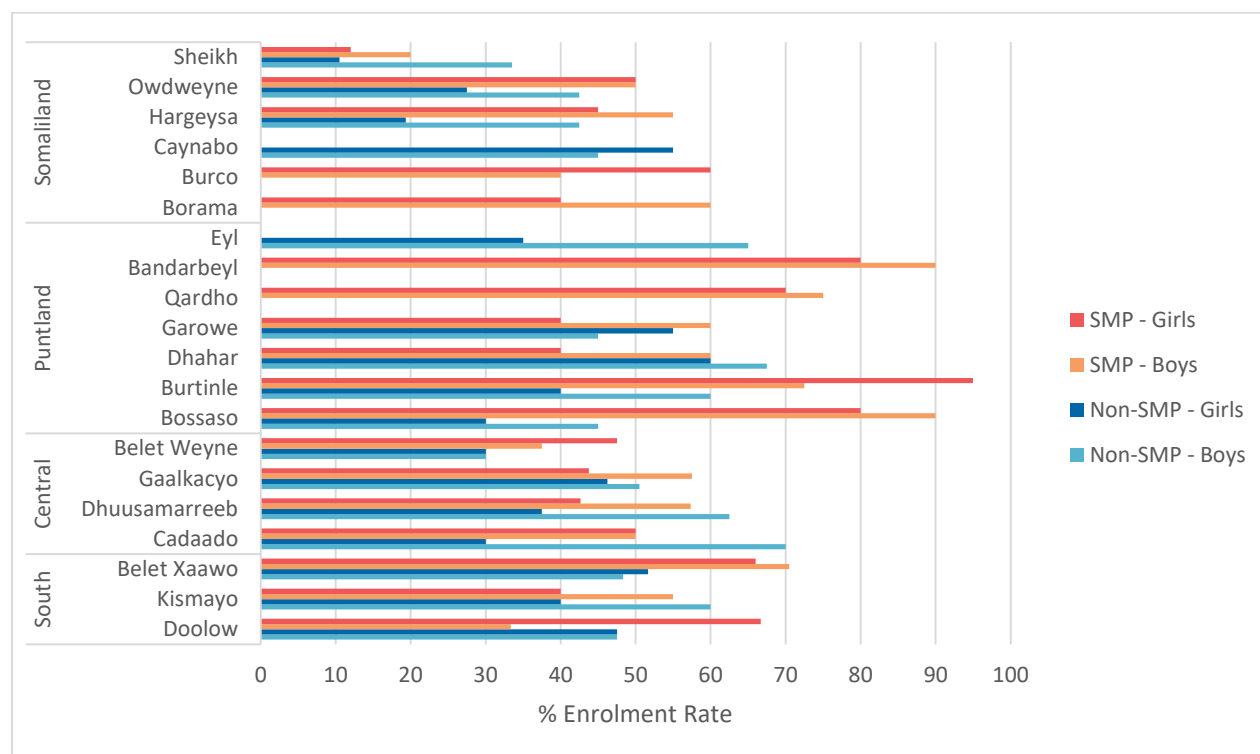


Figure 3: Retention Rates, by District

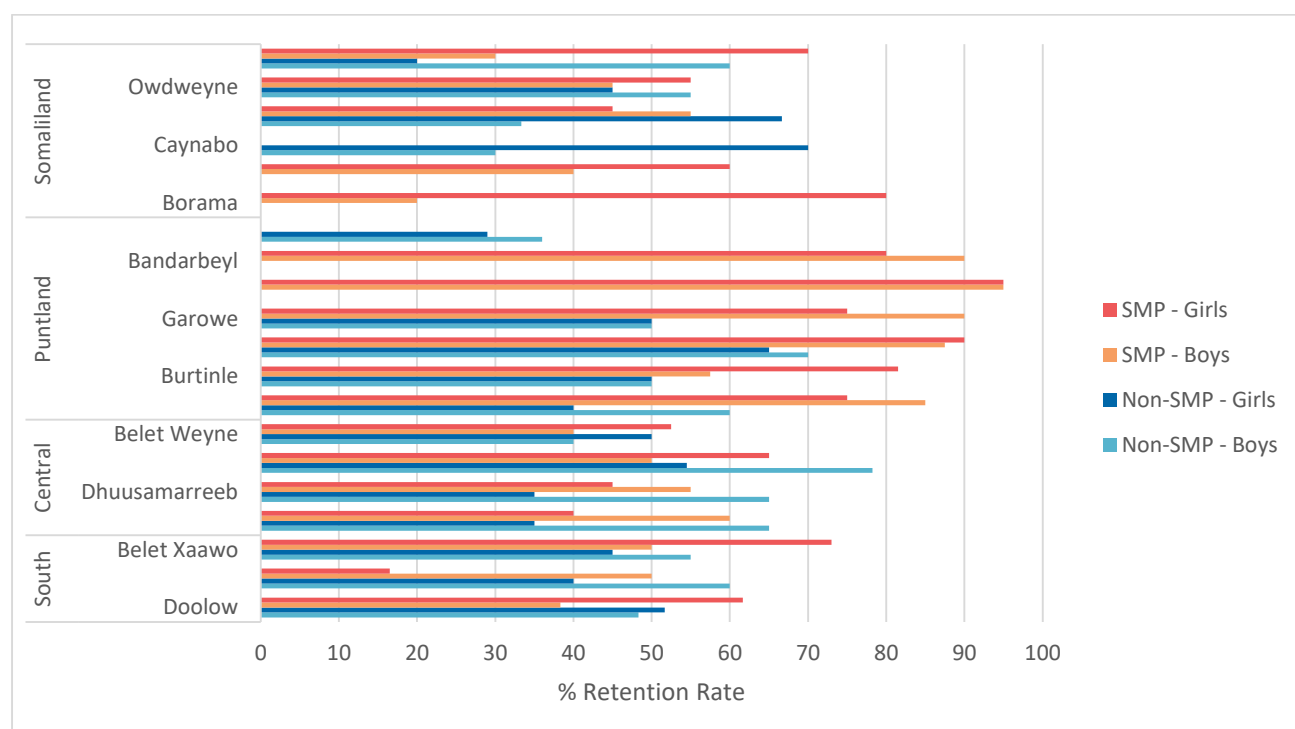
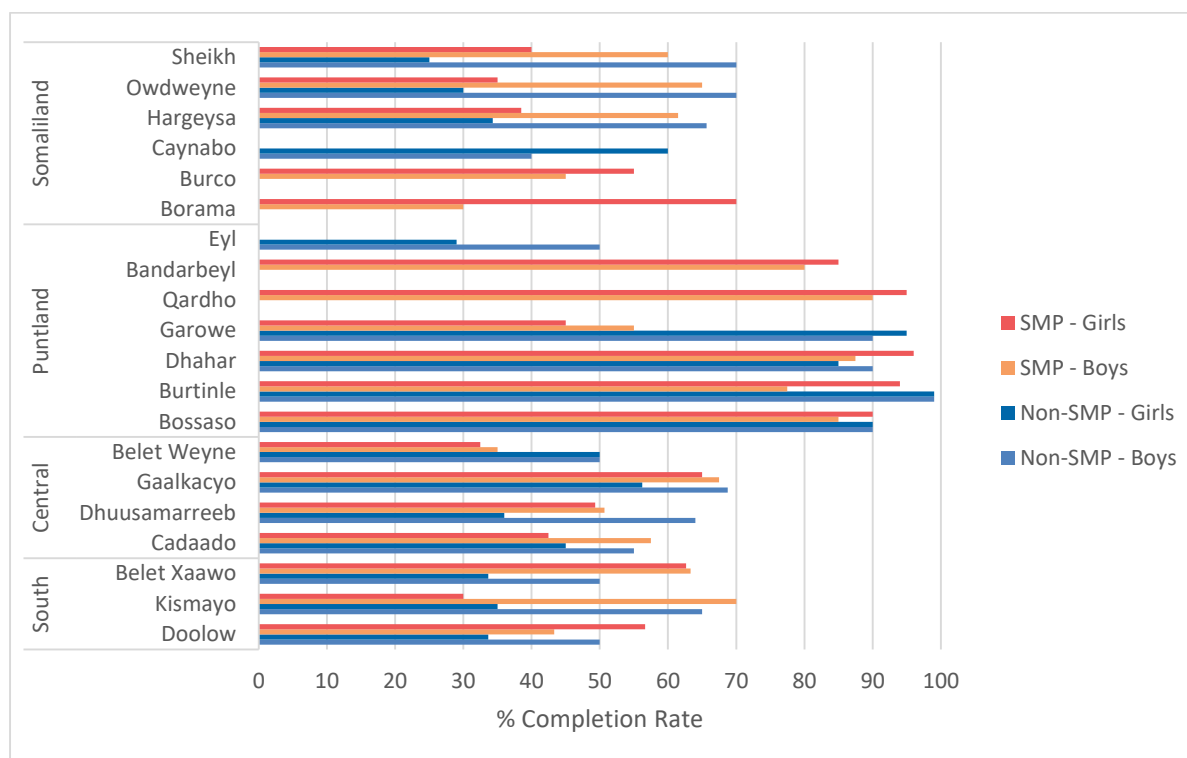


Figure 4: Completion Rates, by District



Reason for Changes in Education Indicators

Figures 5-7 below show the proportions of schools reporting an increase, decrease or no change in the enrolment, retention and completion rates of students over the previous period.

The majority of the SMP schools reported an increase in the enrolment (78%), retention (73%) and completion (62%) rates for girls over the course of the SMP programme. This indicates that the feeding programme has had a large impact on girls' school attendance. As the programme started by providing take-home rations for girls, which have been put on hold since the end of 2016 in all districts, the large increase in enrolment rate for girls, and the sustained high retention and completion rates over the course of the programme suggest that once girls are in the school system, the chances that they continue their education are higher in schools with a feeding programme.

In general, there was no major disparity between the number of non-SMP schools that reported an increase in enrolment, retention and completion rates and those that reported a decrease, with a plurality of the schools reporting no change in retention and completion rates.

Figure 5: % of Schools Reporting Change in Enrolment Rate

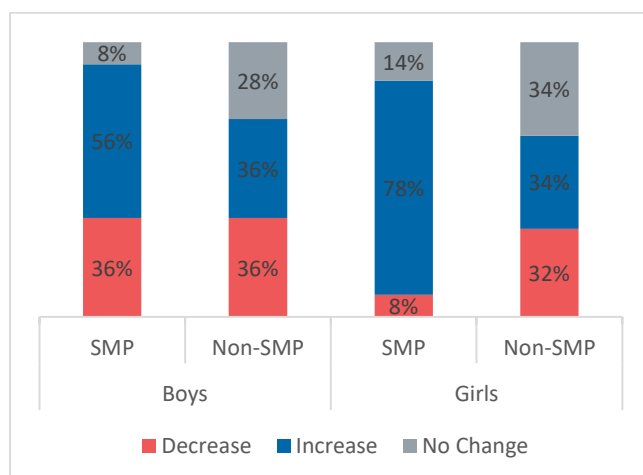


Figure 6: % of Schools Reporting Change in Retention Rate

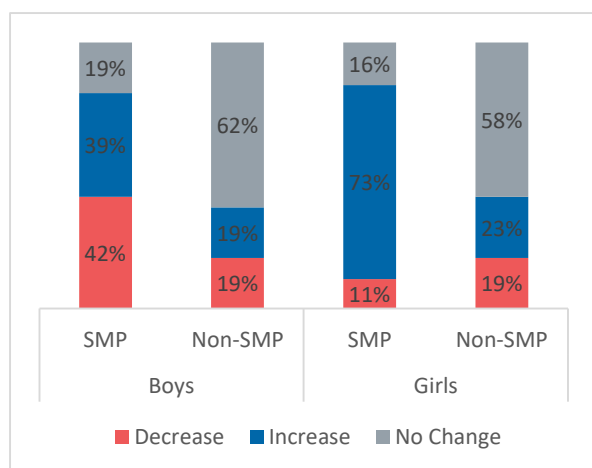
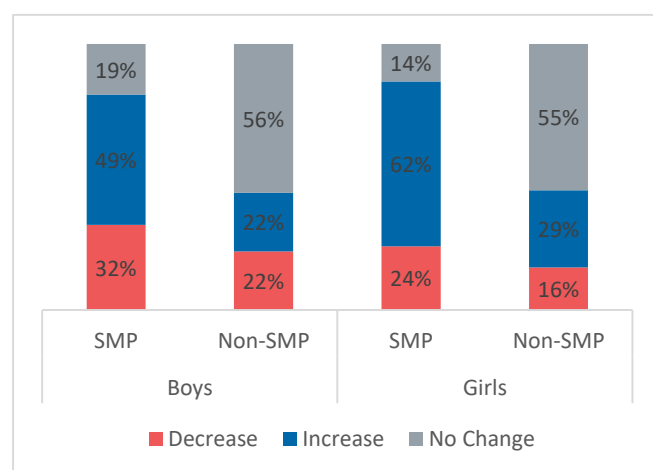


Figure 7: % of Schools Reporting Change in Completion Rate



Based on the data on the percentage of schools that reported a change or no-change in education indicators, the rates for girls have improved in SMP schools. However, the findings show a lesser impact on boys. As illustrated in Figure 1, the enrolment rate for boys in SMP schools had increased only slightly (1%) and the retention rate for boys reflected a decrease of 2%. In addition, the retention and enrolment rates for boys in the assessed schools are higher for non-SMP schools compared to schools with a feeding program. Furthermore, 42% of the SMP schools reported a decrease in the retention rate for boys, while 36% reported a decrease in the enrolment rate and 32% reported a decrease in the completion rate.

In Puntland, the enrolment, retention and completion rates for boys in SMP schools increased in all districts, with an average of 53%, 53% and 35% respectively across the state (see Figures 8-10). Enrolment and retention rates for boys in Somaliland, Central and South Somalia decreased on average across the respective states (See Annex 1 for education rates for SMP schools by district).

Figure 8: % Change Enrolment Rate, Boys in SMP Schools

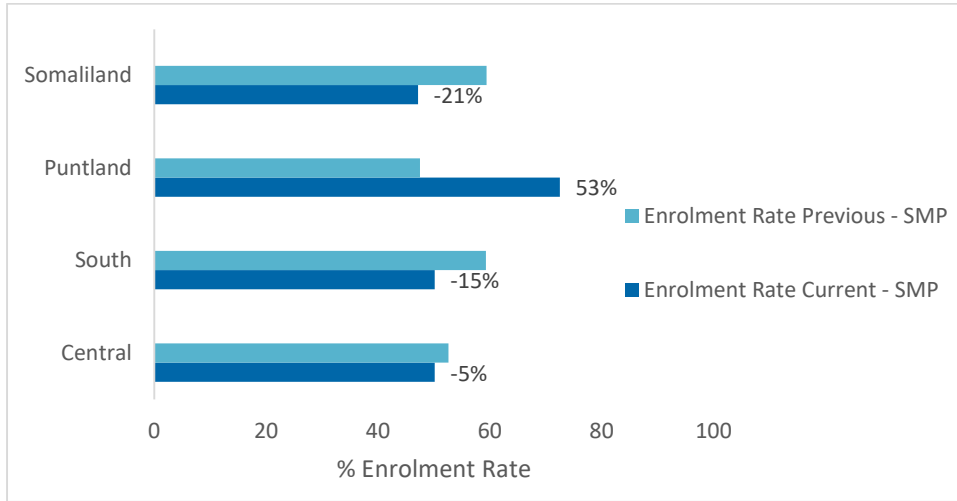


Figure 9: % Change Retention Rate, Boys in SMP Schools

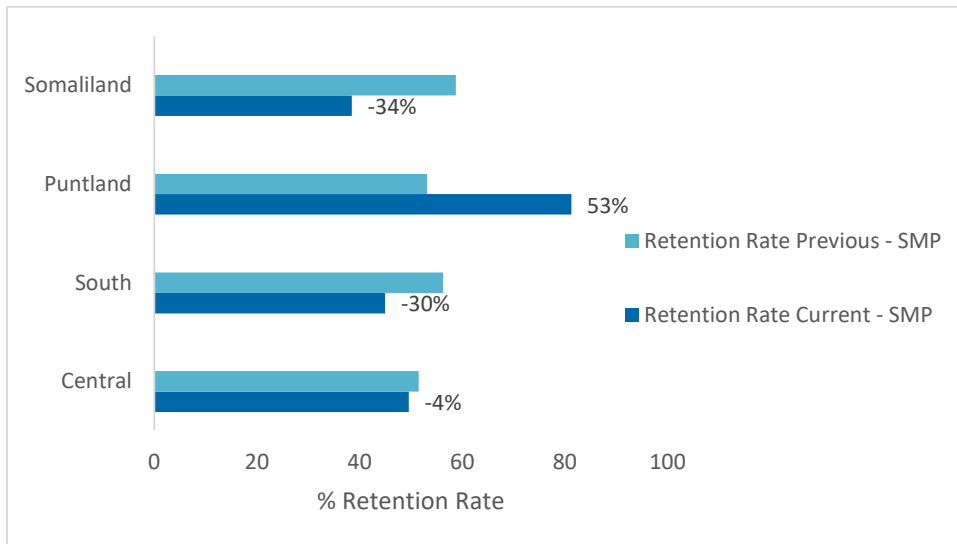
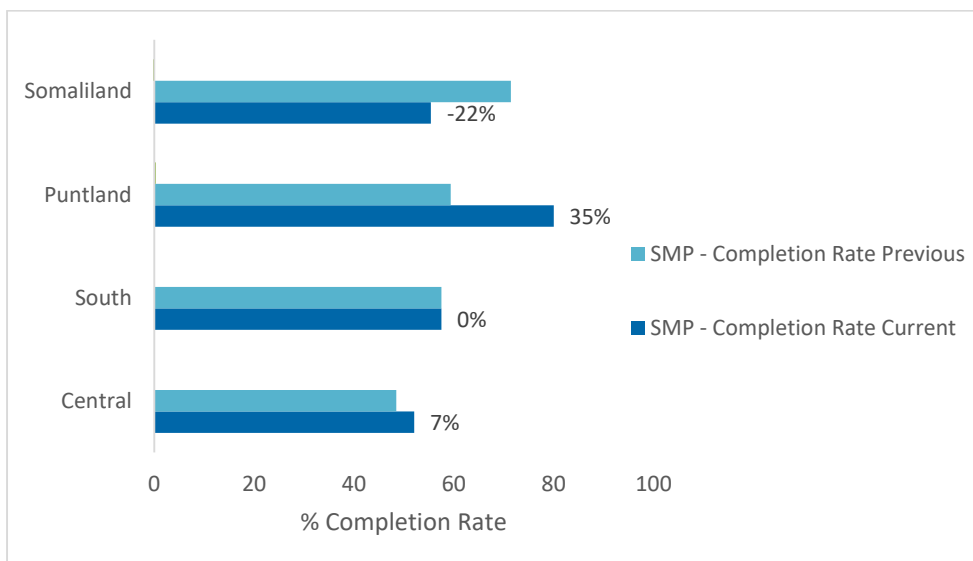


Figure 10: % Change Completion Rate, Boys in SMP



Of the SMP schools that reported a decrease in the completion rate for boys, 25% referred to the fact that take-home rations were only provided to girls. This finding corresponds to reports from FGD participants and partner organisations that as the take-home rations were provided, families that could not send all their children to school might have prioritised girls' education over boys' in order to benefit from the oil rations provided to the girl students on a monthly basis.

Engaging in work to provide for their families, helping with house chores such as caring for livestock, and the inability to pay for school fees were the main factors that resulted in a decrease in education indicators for boys in both SMP and non-SMP schools (see Annex 3). Displacement was also one of the most referred to reasons for a decrease in education indicators across all the assessed schools for both girls and boys.

The inability to pay for school fees and helping with house chores were the main reasons for a decrease in education indicators for girls in SMP schools. In addition, 67% of the schools that reported a decrease in the enrolment rate for girls mentioned that the suspension of the take-home ration for girls had led to a halt in households enrolling their girls in SMP schools.

The main reasons for a decrease in education indicators among girls in non-SMP schools were high school fees, boys being prioritised for education, and early marriage. Thirty three percent of the schools that reported a decrease in the retention rate and 20% of the schools that reported a decrease in the completion rate for girls referred to early marriage as a key factor. In comparison, only 11% of the SMP schools referred to early marriage as a reason for a decrease in the completion rate for girls.

Factors such as poverty and the need for children to support their households were particularly highlighted by FGD participants in non-SMP schools:

“Some of the students remain in the school until they finish but there are some who leave the in the middle, others leave the school due to inability to pay the school fee or because they are from a poor family and are needed in the struggle for survival.” (Shaafici, Burtinle, FGD, Non-SMP)

While school fees and household obligations were reasons for children in SMP schools to terminate their education according to the quantitative household data, the qualitative data were highlighting the impact of the SMP on children, in particular for children from more destitute households.

“There are some students who came from poor background families, they could not afford to continue their studies due to circumstances like hunger but are able to study with the help of the SMP.” (Surgaduud, Doolow, Teacher)

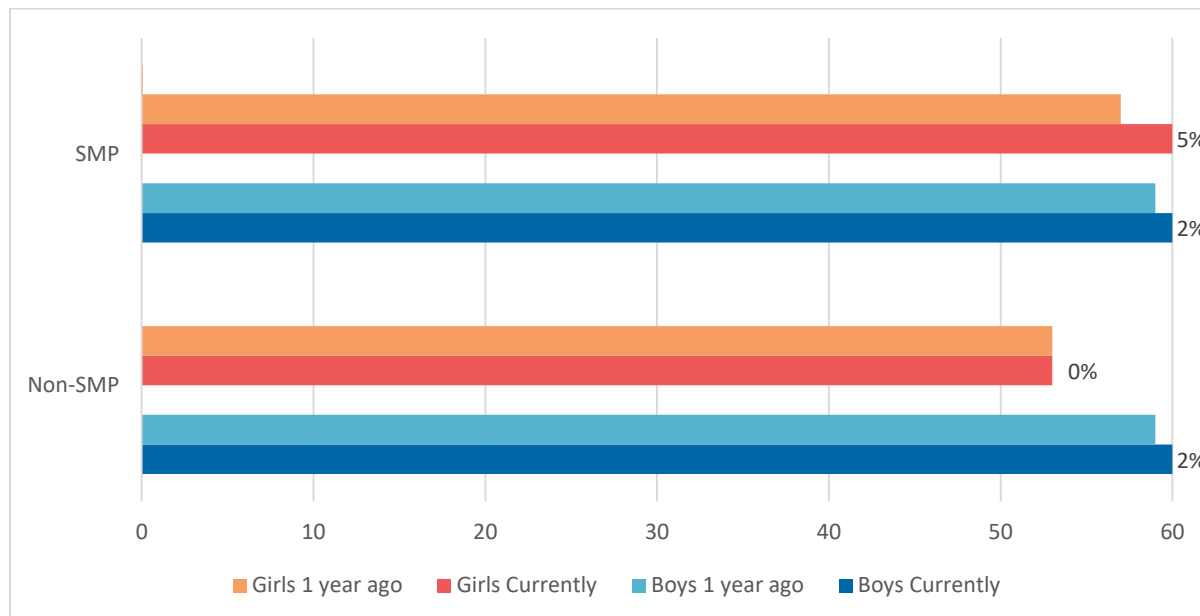
All of the SMP schools that reported an increase in the enrolment, retention and completion rates for both boys and girls, referred to the school feeding programme as the main factor that contributed to that increase. For non-SMP schools, increased awareness of education, complimentary services provided in the schools and an increase in population numbers as a result of displacement to the school catchment area were the most reported reasons for an increase in education indicators. While increased awareness of education was not strongly reflected as a key factor for the SMP schools, the feeding programme and WFP's consultations and outreach to communities have played an important role in community mobilising and awareness raising.

Improved concentration and results

Figure 11 below shows the average grade score collected at the school level through KII interviews with headmasters. According to the data, the increase in the grade score average among girls (4%) in SMP schools was higher than among boys (2%), compared to the previous

school year. While the grade scores reported for boys are comparable in SMP and non-SMP schools, there is a significant difference between the grade scores for girls in SMP compared to non-SMP schools (see Annex 3 for district breakdown).

Figure 11: Average Grade Score, by School Type

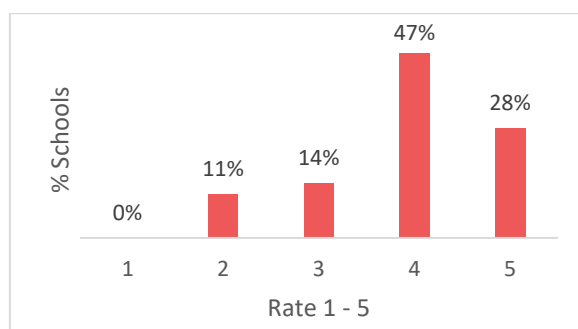


Teachers interviewed for this review confirmed that the performance of students in SMP schools had improved along with better concentration in class as food is provided for the children. One teacher from Salama school reflected the general responses:

“[The feeding] helped them improve their attendance and performance, they became focused on their studies and had better concentration in the class compared to before the start of the program. So this is an indicator that the food met their needs.” (Salaama, Mudug, Teacher)

School representatives (headmasters or head teachers interviewed) estimated that the feeding programme has contributed strongly to improving students' concentration in class: 47% of schools rated the SMP's contribution with 4 on a scale of 5, where 5 is the highest (see Figure 12).

Figure 12: SMP Contribution to Improved Concentration in class



Food Security Indicators

The food security situation in households was assessed through household level interviews using standardised methods for measuring reduced coping strategies (rCSI), livelihood coping strategies (lCSI), the diet diversity score (DDS) and food security score (FFS). Household representatives were asked to respond to the questions on behalf of the overall household. In order to take into account the additional portions of food that a child is provided per day, the FCS was weighted with one additional point for SMP schools (see Annex 4 for definitions of food security indicators). Whilst the findings below do find evidence that SMP schools fare slightly better than non-SMP schools, the percentage difference is minimal and therefore should be interpreted as indicative of possible improvements, rather than as concrete evidence.

Food Consumption Score (FCS)

There is a slight difference between households with children in non-SMP and SMP schools in regards to food consumption scores. Three percentage points more households with children in SMP schools have an acceptable food consumption score as compared to non-SMP households. In addition, SMP households have a 5 percentage point lower frequency of poor FCS as compared to non-SMP households. While there is not a significant difference in the FCS grading between non-SMP and SMP schools, it is clear that the additional meals provided to children in SMP households has improved the FCS and resulted in a lower frequency of households reporting a poor FCS (see Figure 13).

Figure 13: FCS Grading, by School Type

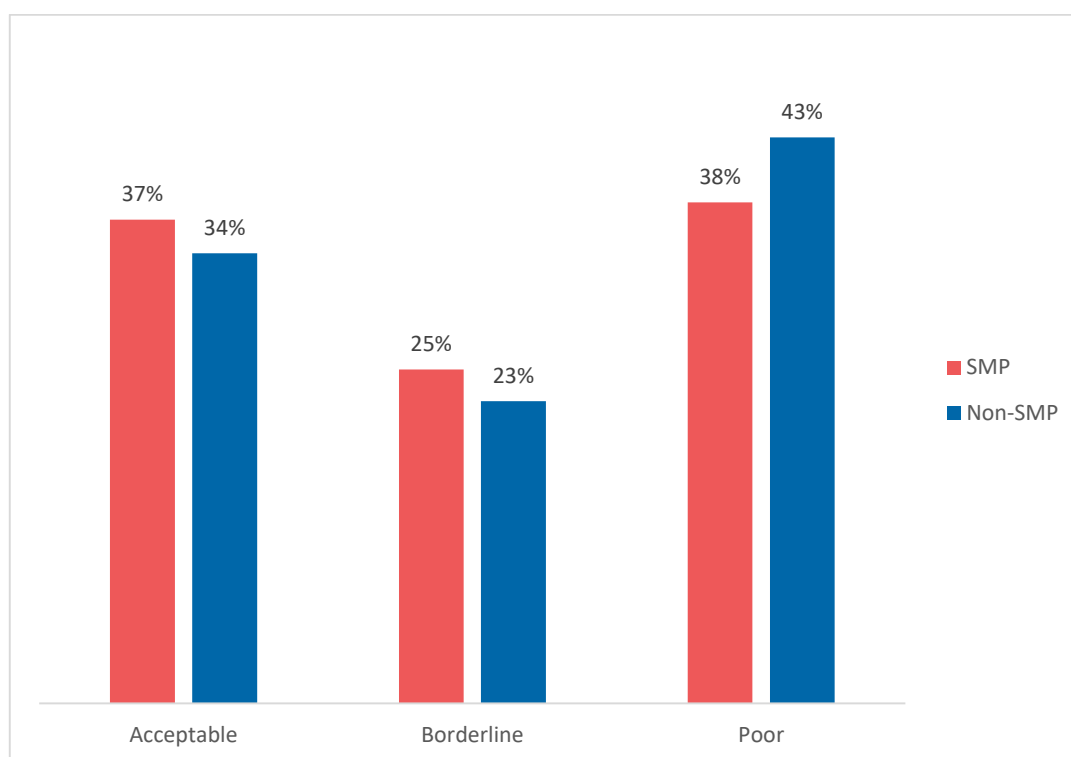
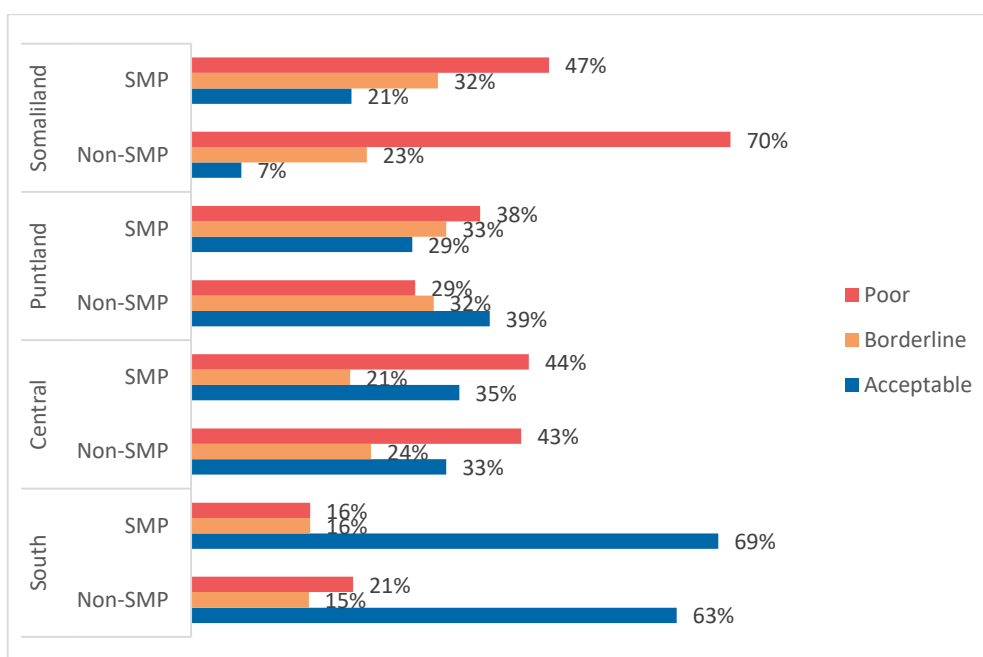


Figure 14 presents the FCS by area and school type (see Annex 5 for district level FCS). Somaliland has the highest rates of households with poor FCS, 47% of SMP and 70% of non-SMP households. In Puntland, a larger proportion of the SMP households (38%) have a poor FCS as compared to non-SMP households (29%). Sixteen percent of the SMP and 21% of the non-SMP households in South Somalia reported a poor FCS, which are the lowest reported rates of the assessed areas. Only three districts were assessed in the South - Doolow, Belet Xaawo and Kismayo, which may explain the relatively high proportions of households with an

acceptable FSC. In addition, schools in Kismayo were located in the town, where FCS are generally higher.

Figure 14: % of HH FCS, by State



Reduced Coping Strategy Index

On average, there is no major difference between non-SMP and SMP schools when it comes to reduced coping strategies, calculated over the past 7 days. The 2 percentage points difference in the total rCSI score between non-SMP (15) and SMP (13) schools relate to the use of limiting portion size that is more frequently adopted by non-SMP households (see Figures 15 – 16). See figure 17 for total rCSI by district and school type.

Figure 16: Weighted rCSI, by School Type

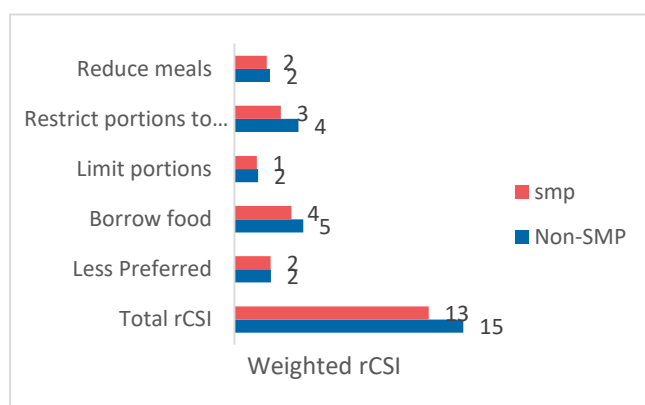
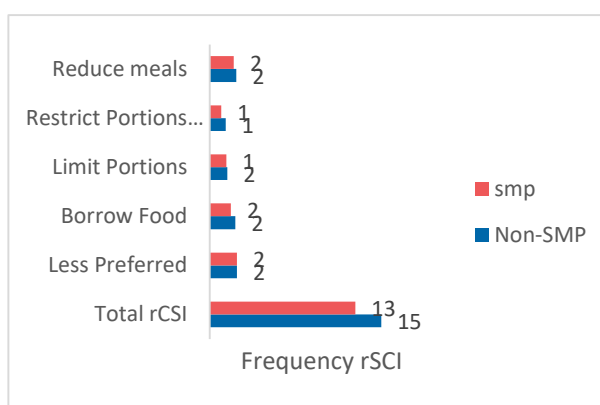


Figure 15: Frequency rCSI, by School Type

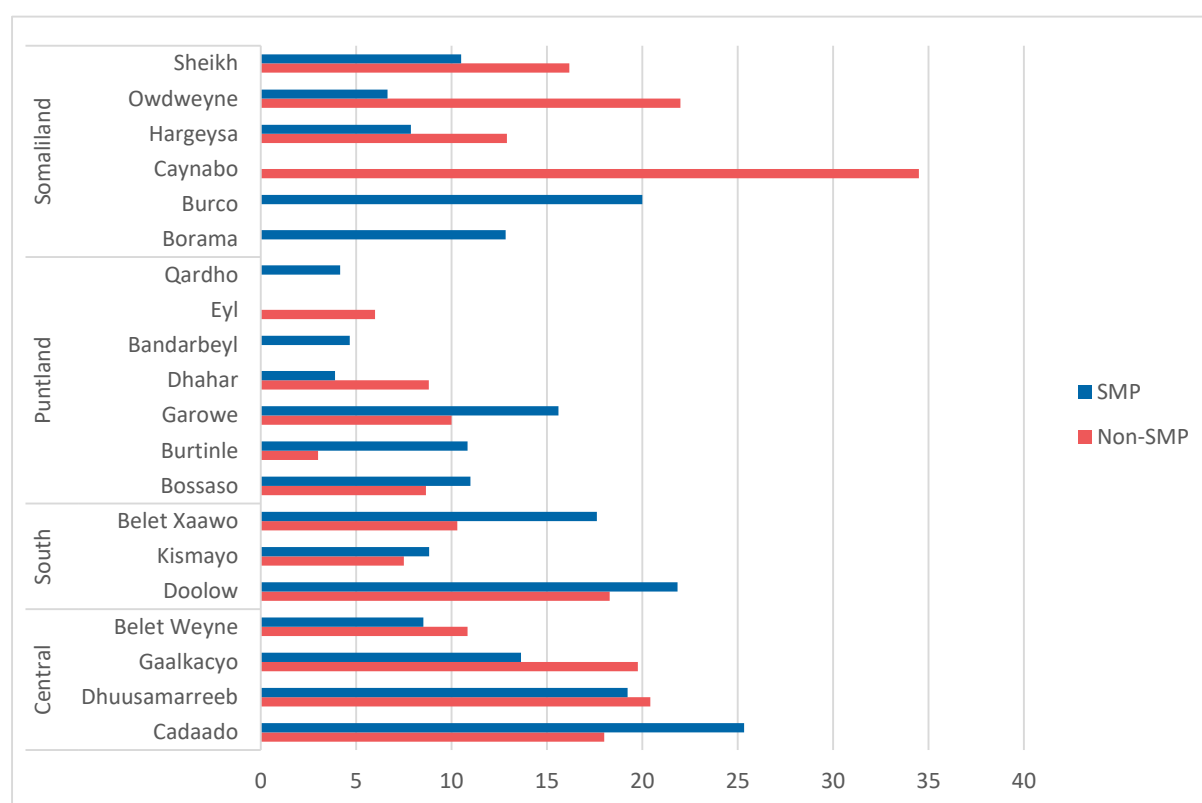


While the low statistical variation means that it is not possible to draw a causal link between the feeding programme and food security of households, particularly as other factors play an important role, the findings indicate that households with children attending a SMP school are less likely to reduce the portion size of meals for the household. Families reported that even if the take-home ration was discontinued, the fact that their children received food at school helped them reduce food spending, and they did not have to worry about how to feed the children that attend school:

“Parent 1: they are happy with the SMP since their children are not hungry during the school time anymore, and the children are satisfied with the food provided. Parent 2: the parents don’t have to worry about the feeding of their children.” (Dawo, Belet Xaawo, FGD)

Seeing that children that attend SMP schools are being fed twice a day, this limits the pressure on families to maintain the amount of food cooked for the households. Ultimately, households might have access to the same amount of resources but households with children in SMP schools would have fewer household members to feed during school days.

Figure 17: Weighted Total rCSI, by District



Livelihood Coping Strategy Index

Slightly more of the non-SMP households, 3 percentage points, as compared to SMP households reported to have used crisis strategies during the past 30 days. The majority of the SMP households had adopted stress strategies over the past 30 days, which is 3% more of the households than for the non-SMP schools (See Figure 18).

South (19%) and Central Somalia (11%) were the areas where most households, SMP and non-SMP combined, reported to be using emergency coping strategies, including 3% of the households in Puntland. The graph below (see Figure 19), presents the percentage of households adopting emergency strategies (no other district had households reporting emergency strategies). In addition, Dhuusamarreeb (40%), Dhahar (29%), Belet Weyne (25%), Cadaado (25%), Belet Xaawo (22%), and Doolow (21%) had the most households adopting crisis strategies.

Figure 18: % of HH with the following ICSI Score:

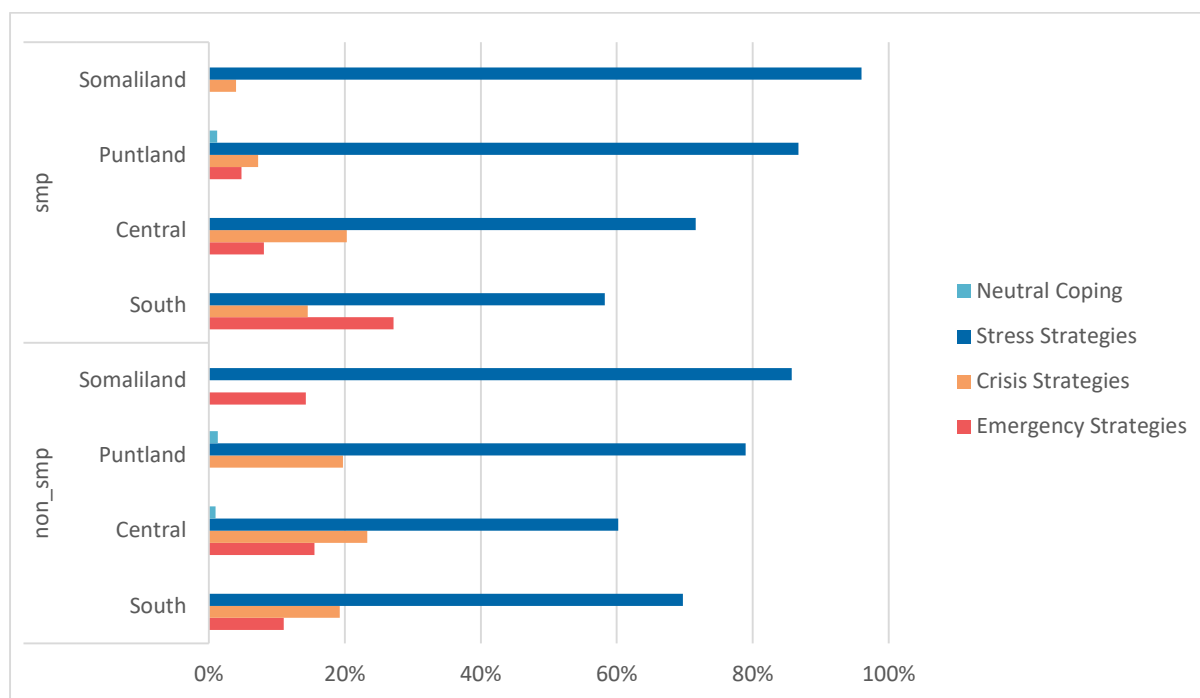
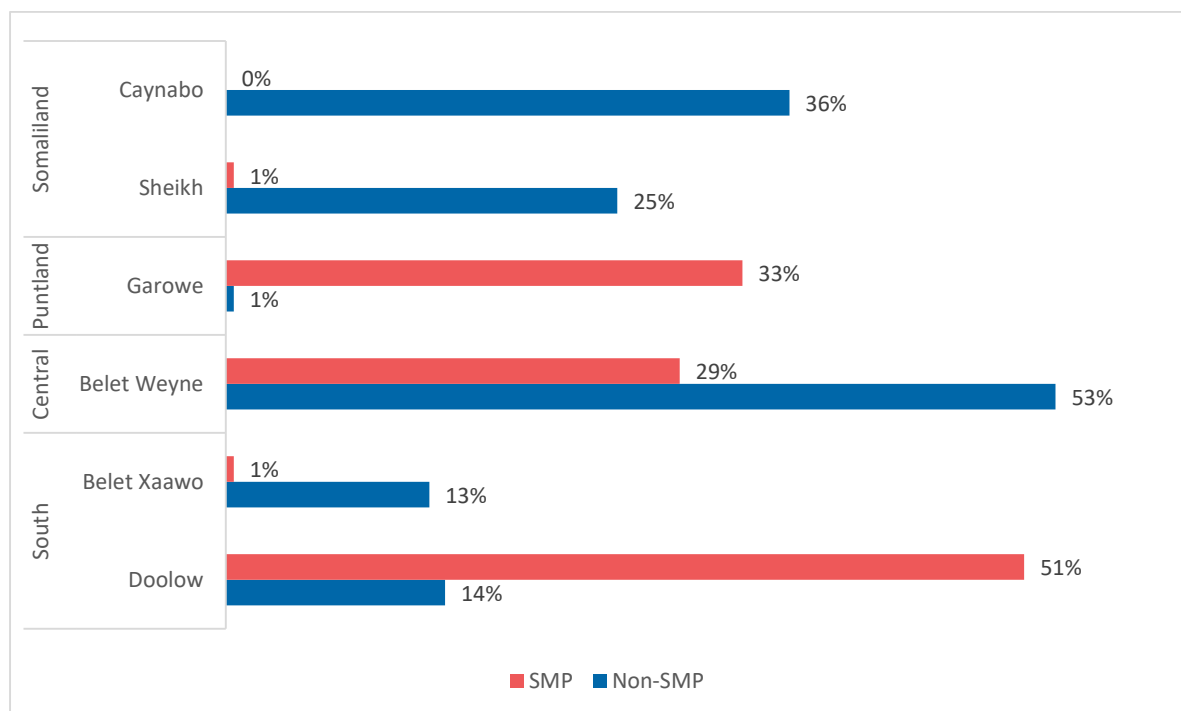


Figure 19: % of HH Adopting Emergency Strategies



Diet Diversity Score (DDS)

The diet diversity score does not indicate a large difference between SMP and non-SMP schools. Only 1% of the non-SMP school households reported a low DDS grade. Households in South Somalia reported the highest DDS on average across the assessed households for both SMP and non-SMP schools. The DDS was higher for households in SMP schools in Somaliland and Central as compared to non-SMP schools. In Puntland, the DDS for SMP households was 4.6 as compared to 5.5 among non-SMP households (See Figures 20-21).

Figure 20: % of HH with the following DDS grading:

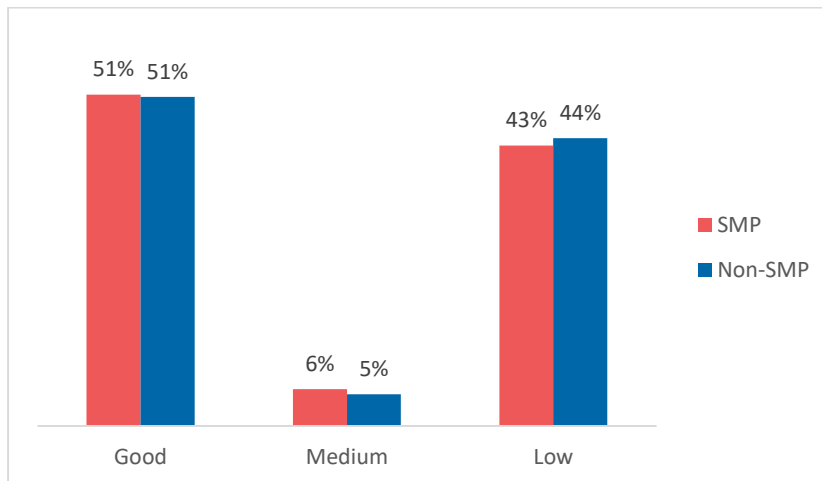
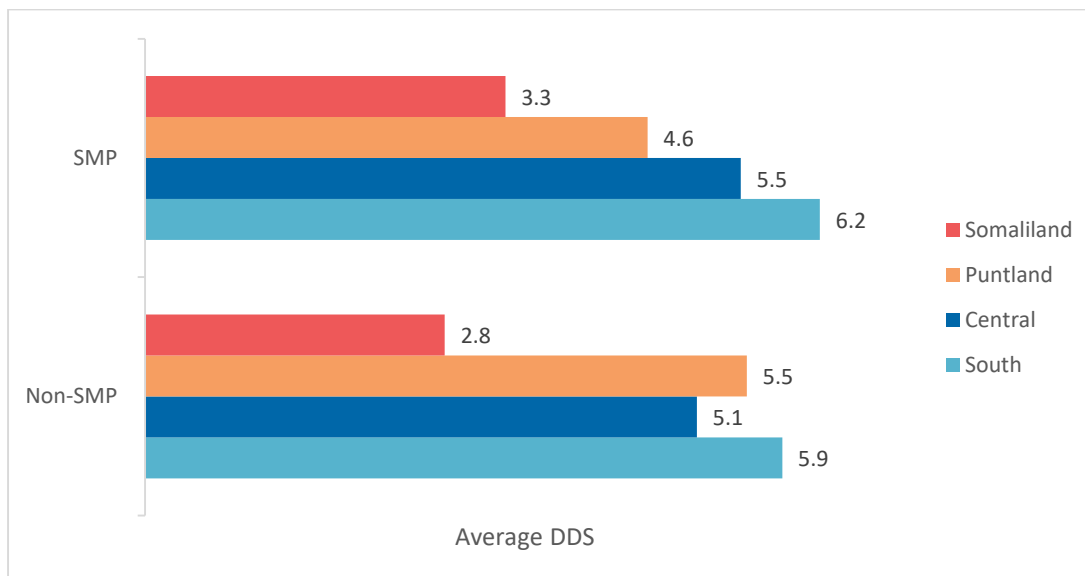


Figure 21: Average DDS, by State



Resources and Transfer Modalities

This section will address the adequacy of the school feeding programme and identify areas where resources could be reallocated or refocused in order to improve the impact of the SMP on school going children and households. As per the above findings, the SMP appears to have a stronger impact on girls' education outcomes than on boys'.

Sufficiency of the transfer modalities

The WFP School Feeding Programme was set out to provide on-site / hot meals two times a day to boys and girls enrolled in the school. In addition, school going children in the targeted schools were to receive a take-home ration (oil) once per month upon successful attendance on 80% of school days. One parent from Gani School in Cadaado summarized the claim that most participants in FGDs made:

“Feeding encourage the student to learn at school because a student who is hungry is not able to continue his lessons. Feeding is an important part of a presence and attendance of students at school” (Gani, Cadaado, FGD9)

On-site / Hot meals:

The provision of hot meals, as evident by the increase in the enrolment, retention and completion rates (see education indicator section), has had a positive impact on households’ decision to enrol their out of school girls in primary school and improved the retention and completion rates for girls. On the other hand, quantitative key informant data from the school representatives reveals insignificant to negative impact on education indicators for boys in SMP schools. Nevertheless, teachers and household representatives interviewed for this review acknowledge the role of hot meals in relieving the households that would otherwise have struggled to provide sufficient quantities of food to all the members of the household.

“Parents are happy to send their children to school when the school is able to give them food and then parents can go to look for livelihoods (water and food) or work with the household chores.” (FGD, Dawo, Belet Xaawo)

In addition, FGDs and teacher interviews highlighted the wider benefits of hot meals provision, including improved performance of children in school, greater awareness of the benefits of education and school feeding in communities, promoting children to complete a higher level of education, and relieving families and children from worrying about hunger.

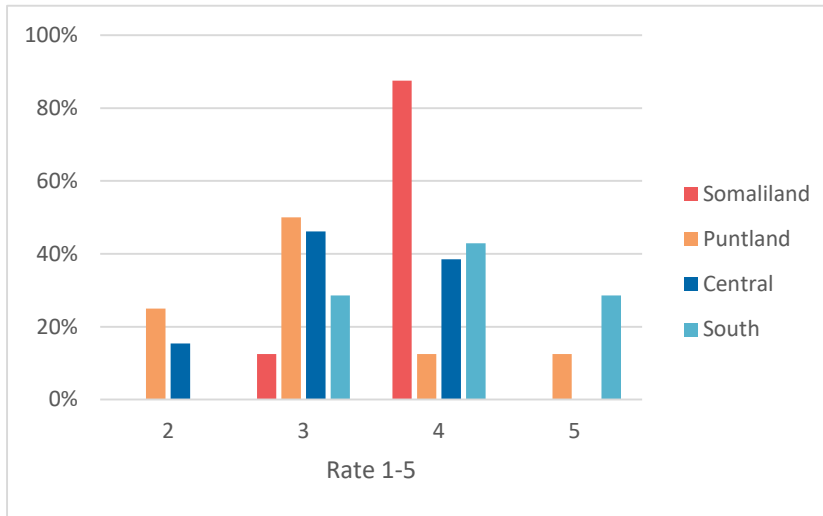
“Among the factors that affect the performance of the students is the life standard of the child so this program improved their life standard after receiving it, improved their morale and the poor children who received food improved their performance. The children no longer worry about hunger.” (New Waberi, Garowe, Teacher)

Partner organisations working with both WFP-supported schools and schools without a feeding programme also reflected on the nutritional and educational value of the school feeding and its impact on encouraging community support to education.

“I think the feeding program responded to the needs of the beneficiaries positively, because many students from destitute families whose families could not feed them three times a day but were getting meals only one time the whole day benefited from the program, so it served both for nutritional and educational improvement. It served as driving force for the children to schools.” (Relief International, Garowe)

School representatives perceived the feeding programme to have contributed to reducing children’s short-term hunger, with the majority of respondents awarding the feeding programme a score of 3 or 4 (36% and 44% of respondents respectively) out of 5 (where 5 is “greatly contributed to reduced short term hunger” and 1 denotes no contribution at all) (see Figure 22).

Figure 22: SMP Contribution to Reducing Short-Term Hunger



When school representatives were asked whether the hot meals adequately met the needs of the children, 69% and 79% of all the assessed schools responded that the SMP sufficiently met the needs of girls and boys respectively. No schools in South Somalia reported that the hot meals did not sufficiently meet the needs of boys and girls (see Figures 23-24). This can be explained by the support of external actors in the schools and the fact that the WFP-provided food types meet the local preference.

Figure 23: SMP Adequately Meeting the Needs of Girls

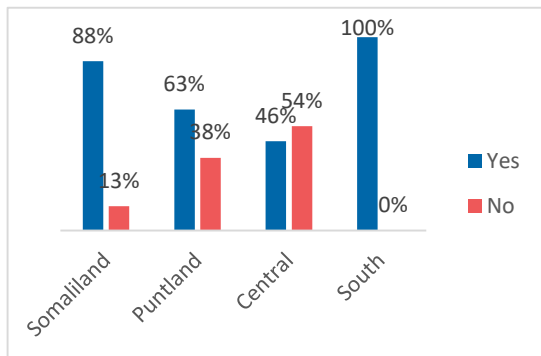
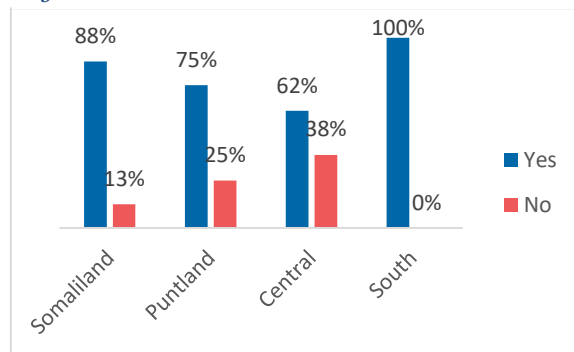


Figure 24: SMP Adequately Meeting the Needs of Boys



Among the schools that reported inadequate hot meals, the main issues raised were the need to change the food types provided, increase the quantity of food or provide cash incentives instead of meals (see Figures 25-26).

Figure 25: Hot-Meals Issues, Girls

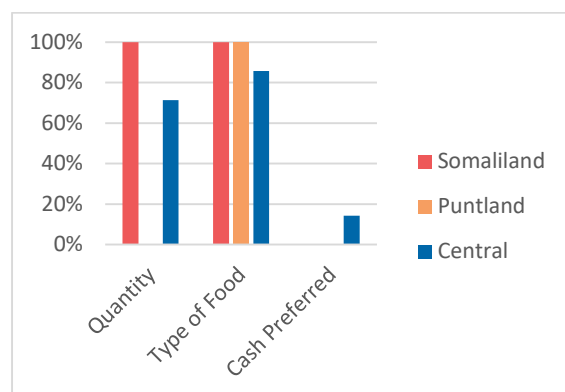
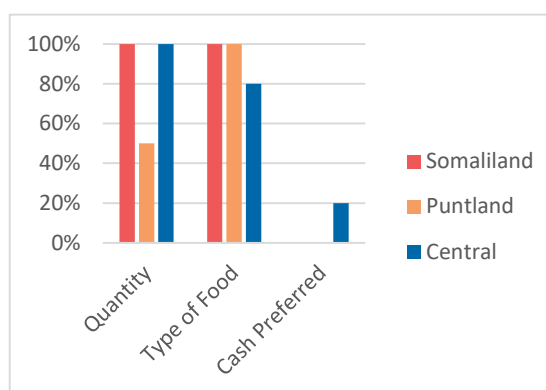
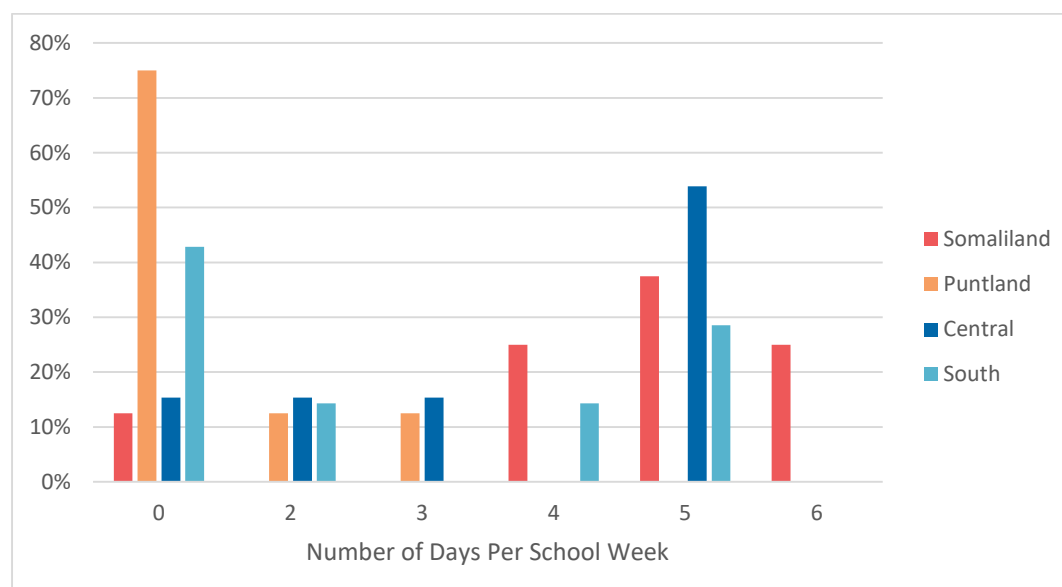


Figure 26: Hot-Meals Issues, Boys



In order to reduce or stabilize under nutrition among school aged children, the WFP aims to provide multi-fortified foods, or at least 4 food groups, on 80% (16 days) of school feeding days per month. According to school reports, 67% of SMP schools provide multi-fortified foods to their students, while 33% of schools do not provide such foods at all. The majority of the schools in Puntland (75%) do not provide multi-fortified foods to students at all. Thirty-eight percent of schools in Somaliland and 54% of schools in Central reported to be providing multi-fortified foods on at least 5 school days (see Figure 26).

Figure 26: Number of Days Multi-Fortified Foods are Provided



There is not a clear difference between MoE or NGO supported schools in terms of provision of multi-fortified food types for the hot meals. Rather, the difference between areas is more likely to be explained by supply route challenges.

Take-Home Ration

By the end of 2016, the take-home ration was suspended in all sites due to pipeline breaks and funding being reallocated for the drought. Only schools in South Somalia were still receiving THR by the end of 2016. Since January 2017, no THR's were distributed to school girls. However, four of the reviewed schools, in Doolow, Belet Xaawo and Kismayo, reported that girls in the school received a take-home ration of oil. In addition, 38% of the households with

girls in SMP schools reported that THR were being provided, which was confirmed by some FGD participants who referred to the provision of oil.

“I have three children learning at this school two girls and one boy. Girls receive cooking oil to bring home and their other brother and sisters who are not attending school and their parents benefit from this cooking oil.”
(Fanoole, Kismayo, FGD)

The discrepancy in the data could be due to households referring to THR’s that were provided months ago in which case they might not have been fully informed that the THR had been suspended. It could also be that the schools still have stocks of oil that they are distributing to the girls.

As shown by the enrolment data as well as reports by partners, parents and teachers, the THR seems to have acted as a strong pull factor for girls’ enrolment in the SMP schools.

“I think THR for the girls was the most valuable aspect to the project which has attracted and caused large number of girls to attend and learn from the schools when they have been given oil after enrolment.” (ARS, Field Officer, Cadaado)

With only four of the school representatives in the assessed schools reporting that THR were being provided, the review cannot draw a generalizable conclusion on the impact of the THR. However, Figures 28-30 show the education indicators for the four schools with THR and schools without THR. Current enrolment rates in SMP schools with THR is 9 percentage points higher for girls and 4 percentage points higher for boys than in schools without THR. Retention and completion rates for girls in schools with THR are lower than in schools without THR. The data shows, however, that the completion rates for boys in schools with THR is slightly higher (7 percentage points) than in schools without THR.

Figure 28: Enrolment Rates (%), by SMP Schools with THR provided

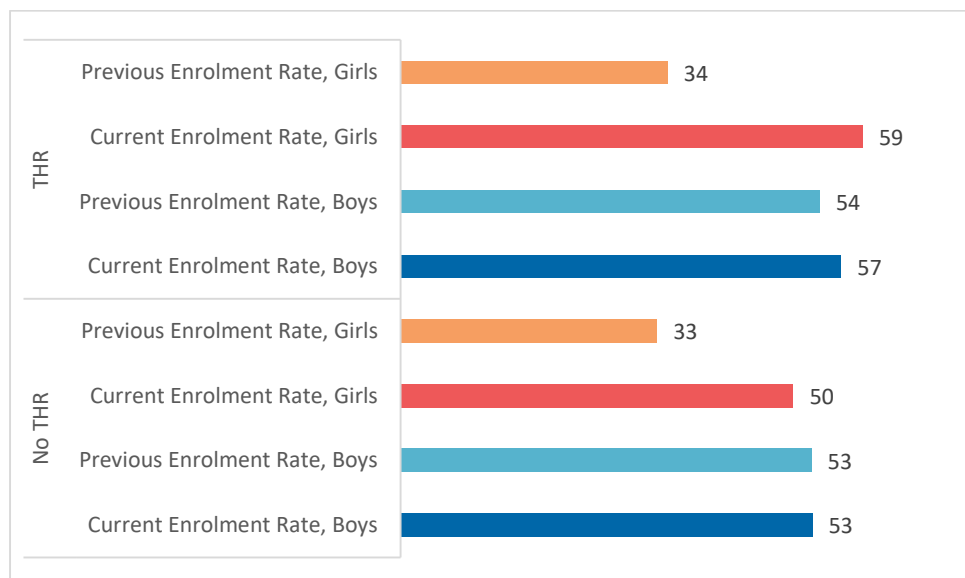


Figure 27: Retention Rate (%), by SMP Schools with THR Provided

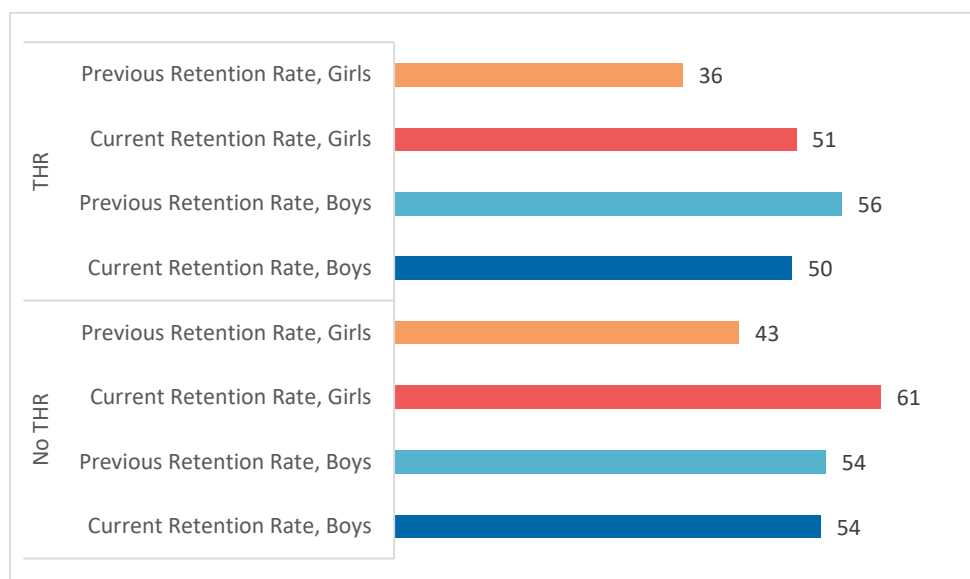
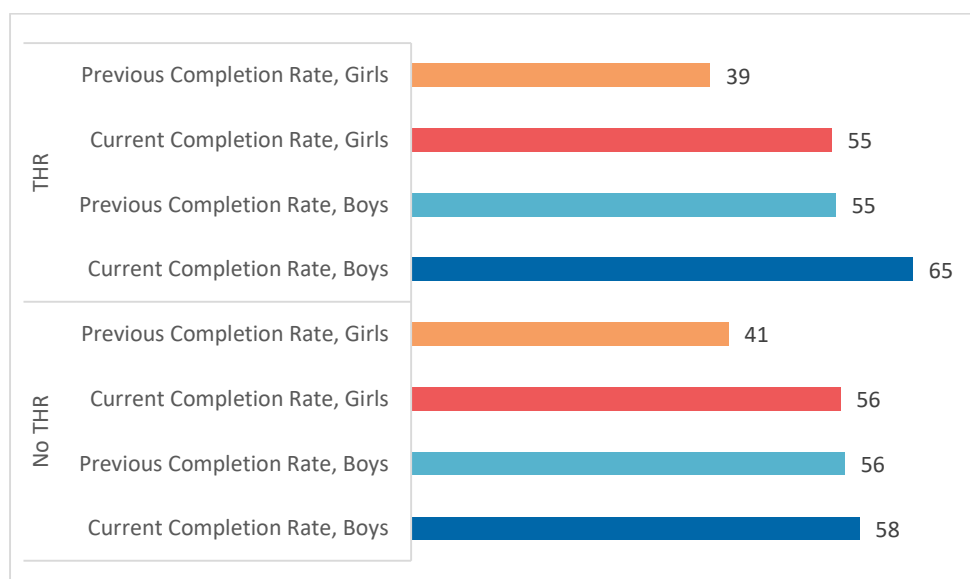


Figure 28: Completion Rate (%), by SMP School with THR Provided



While the data does not definitively show that the THR has had any significant impact on education outcomes, data must be collected on a monthly basis since before the THR was suspended in order to properly assess the impact of the THR on the enrolment, attendance, retention and completion rates for girls and boys. It also needs to include the whole catchment area of the SMP schools and allow for a comparison with communities sending their children to non-SMP schools.

Quality of the food

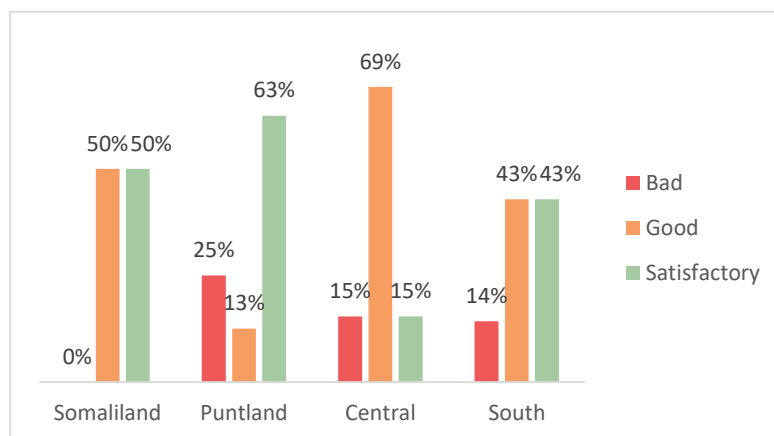
Among the schools that reported issues with the feeding, 100% expressed concerns with the type of food provided by WFP (see Figures 25-26). The majority of the participants in the FGDs as well as the teachers interviewed raised concerns regarding the food types provided for the hot meals, indicating that more soft foods should be provided such as pasta, rice and vegetables, and milk and sugar should be included. The fact that the food types provided did not match the food types consumed in the local environment was a key concern. Preparation of the food posed another challenge, due to lack of knowledge or inadequate water supply.

“At the beginning of the school meals program in this school, girls were getting cooking oil, we witnessed many girls joining the school, and at the same time the food also had a good quality, it contained sugar, rice, sorghum and lentils...Now the quality of the food has changed. We get wheat, porridge, cooking oil and little lentils. Both the quality and the quantity has changed. This food is not food that local people use or like. This food requires to be cooked with soft water, and there is no soft water due to the drought.” (New Waberi, Garowe, FGD)

In addition, while the plurality of the school representatives (47%) of all the assessed schools reported that the quality of food provided at the school was good, 25% of the schools in Puntland, 15% in South and 14% in Central reported that the quality of food was poor (see Figure 29). However, when school representatives were asked about the main challenges of the SMP, 56% identified poor food quality as a main issue (see Figure 31). Poor food quality could be a result of delays in food delivery causing food items to expire, or poor facilities for food storage and preparation. Two schools (in Hargeysa and Borama) reported that the food sometimes attracted flies and dust due to improper storage or that the food had expired.

“The school doesn’t have store and kitchen and this causes flies and dust particles in the food.” (Gadga Warsame, Hargeysa, FGD)

Figure 29: Quality of Food

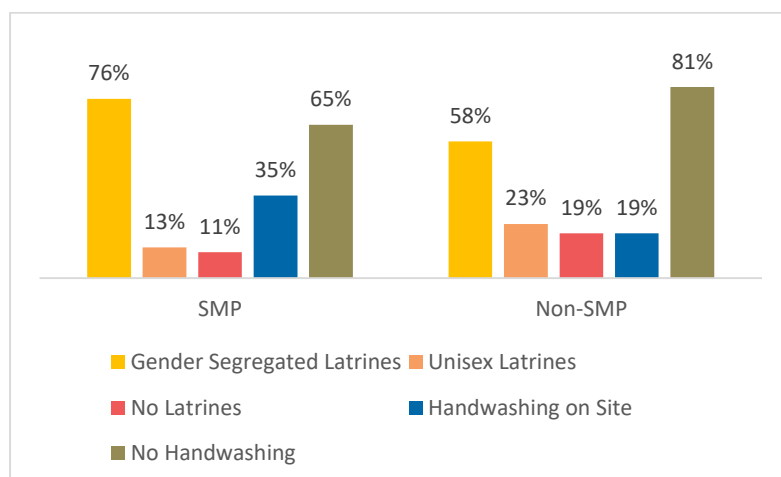


Facilities

One of the selection criteria for the initial selection of schools (Revised SF Guideline 2016 August) for the implementation of the School Meals Programme stipulates that schools must have a proper school infrastructure in terms of classrooms, latrines, safe water supply and kitchen, on-site storage capacity for food and non-food items. In addition, the school’s funding base for the running and management of the school (e.g. teachers’ salaries) has to be secure. The evaluation found that these pre-conditions had not always been met or followed up on as the programme progressed.

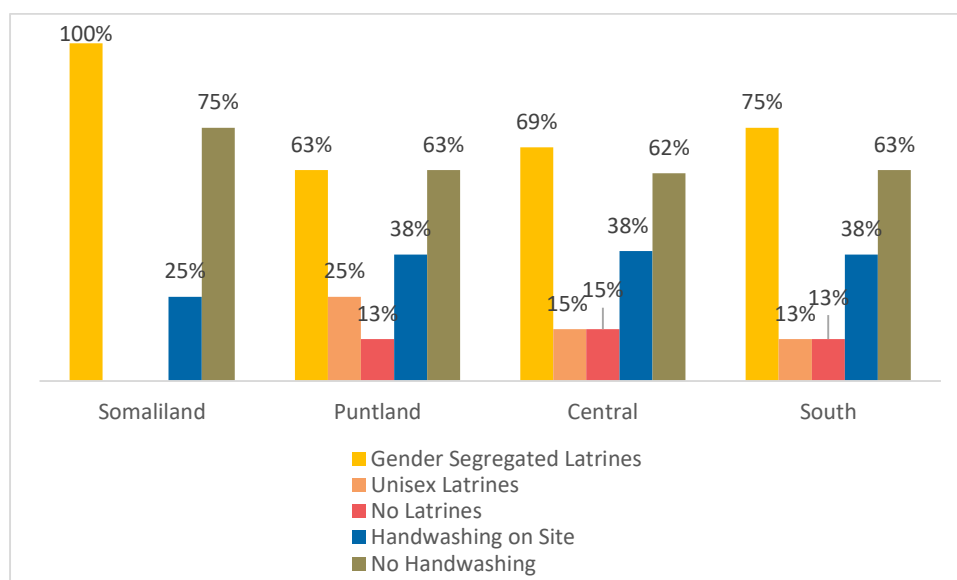
The review findings revealed that the majority (76%) of SMP schools had access to gender-segregated latrines, which is higher than non-SMP schools (58%). However, 19% of non-SMP schools and 11% of SMP schools did not have any functioning latrines. Handwashing facilities in SMP schools could be improved, as only 35% of the assessed SMP schools reported having such facilities (see Figure 30).

Figure 30: WASH Facilities, by School Type



In South Somalia, Central Somalia and Puntland, 38% of the SMP schools, respectively, reported access to hand washing facilities as compared to 25% in. Thirteen percent of the SMP schools in South and Puntland, and 15% in Central reported lacking functioning latrines. In Somaliland, all the schools had functioning latrines that were all gender segregated. On the other hand, Somaliland reported the highest proportion of SMP schools that lacked hand washing facilities (75%), compared to Puntland, Central and South (62%) (see Figure 31).

Figure 31: SMP WASH Facilities



Twenty-two percent of SMP schools and 29% of non-SMP schools did not have access to a water source in the school (see Figure 32). Of the assessed SMP schools, Somaliland (31%) and South (31%) were the states with the largest proportions of schools lacking access to a water source at the school (See Figure 33).

Figure 32: Water Source Access, by School Type

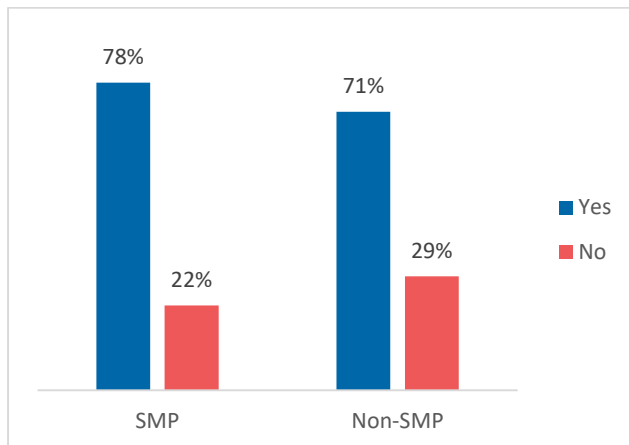
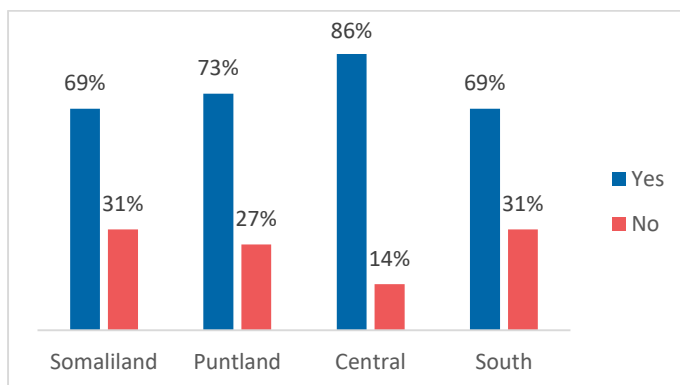


Figure 33: SMP Water Source Access, On-Site



While access to water is integral to the running of the feeding program, for both cooking and sanitation purposes, the quality of the water is also causing challenges when cooking the food types provided by WFP. This was reflected by FGD participants and teachers in particular during the interviews:

“This food requires soft water to be cooked with, and there is no soft water due to the drought. Once we get soft water children take lentils but not wheat. They don’t eat it, they leave it in the dishes, and that is a waste of food” (New Waberi, Garowe, FGD)

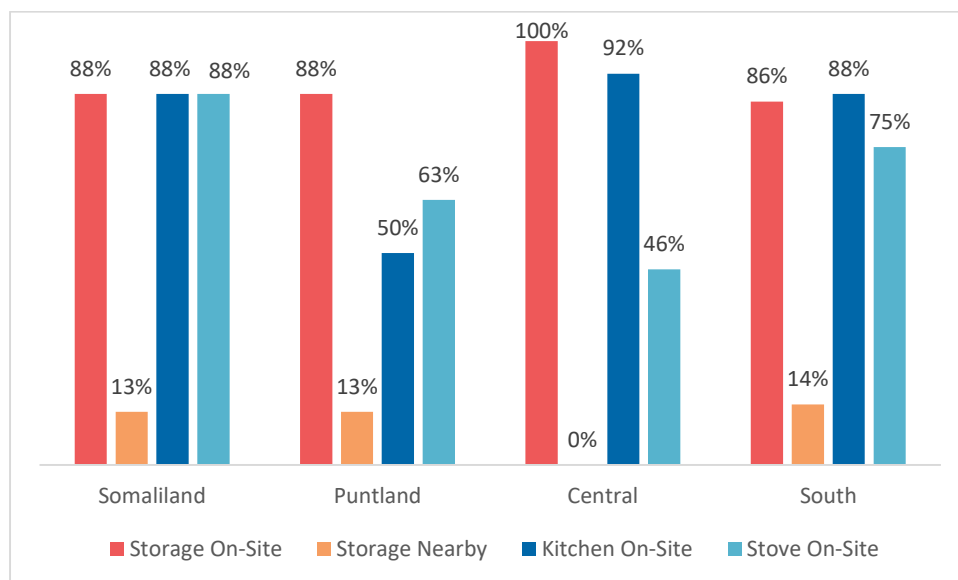
FGD participants and teachers also reported that SMP schools lacked utensils for both cooking and eating purposes.

“The school has kitchen, stove, cooking utensils but we don’t have serving materials like plates and cups and water buckets. Children waste time in searching for plates from home.” (Kabaso, Doolow, Teacher)

Ensuring that all SMP schools have access to a water source and that the water is treated and of good quality should be a top priority. The provision of non-food items for the schools should also be reviewed to ensure that there is sufficient amount of items of good quality for the feeding programme.

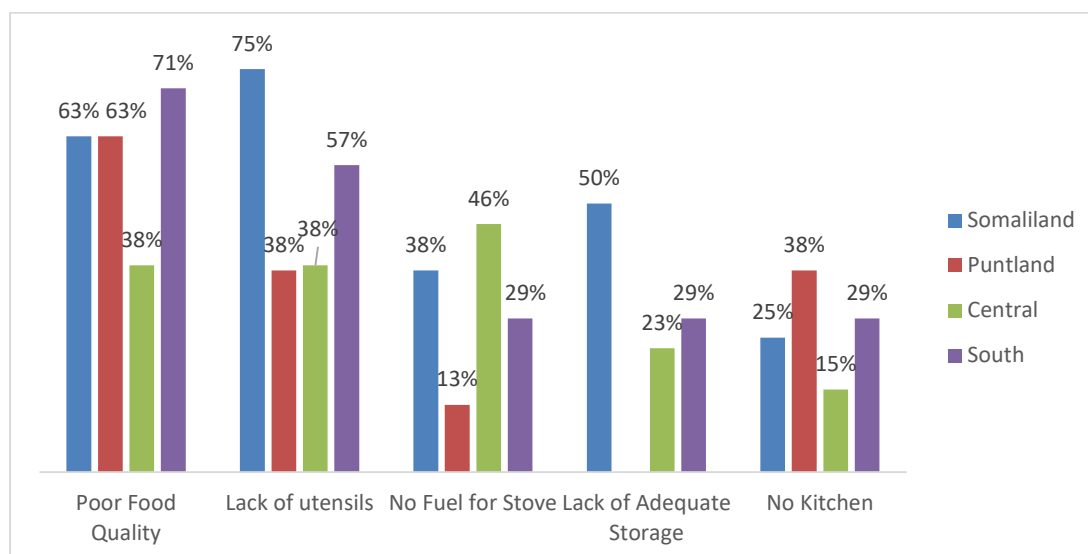
In three of the SMP schools in Burtinle, Belet Xaawo and Hargeysa, no storage space was available in the school. In the two schools in Burtinle and Belet Xaawo, a storage room close by was rented to store the food for the SMP. The one school in Hargeysa reportedly stored the food in the bush. In 81% of the schools there was a proper kitchen on-site and 65% of the schools reported having a functioning stove on the school premises. As per the SMP guidelines, all schools with a feeding programme are required to have functioning kitchen and stoves. Overseeing the existence and functionality of key facilities in all SMP schools would be key in order to ensure efficiency of the programme and to guarantee that health and hygiene aspects are upheld. Fuel-efficient stoves had been provided in Gedo and Kismayo regions at the time of the data collection and CEC members were waiting for training on how to use them. Key informant respondents were, however, not always clear in regards to whether their stove was fuel-efficient or traditional (see Figure 34). This could be due to the pending training.

Figure 34: SMP Storage and Cooking Facilities



A large proportion of SMP schools in Somaliland and South (75% and 57% respectively) reported lack of utensils as one main factor that hampered the running of the feeding programme. A plurality of schools also highlighted the issues of lack of fuel, inadequate storage and no kitchen (see Figure 35).

Figure 35: Reported Challenges by School Representatives



Teachers' salaries and school fees

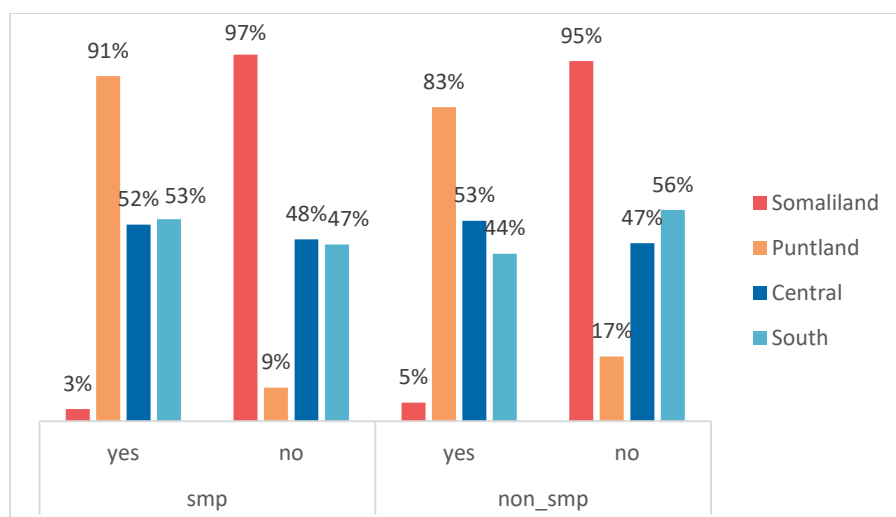
While a secure funding base is one of the key criteria for selecting a school to be part of the feeding programme, the lack of resources for teachers' salaries and the high student fees were regularly brought up in interviews with teachers and parents.

“Economical barriers for example if the student cannot pay fee for the school he/she may not attend the class and take advantage from the feeding program.” (Biakulule, Bossasso, Teacher)

The inability to afford paying school fees was reported as a key reason for children, both boys and girls, to drop out of school, or for households to fail to enrol all their children in school (see Education Indicator section).

About half of all household respondents reported to be paying a fee of 9-10 USD per child every month. In Somaliland, 97% of households with children in SMP schools and 95% of those in non-SMP schools reported paying no school fees. In Puntland, however, 91% of households with children in SMP schools were paying fees, with 83% of those in non-SMP schools reporting the same. Figure 36 shows the percentage of households that are paying fees.

Figure 36: % of Households Paying Fees



External support from educational actors and from Local Authorities might vary greatly from district to district. In order to reduce school drop-out as a result of households' inability to pay for school fees, it is key to examine partners' support to school fees and encourage MoE support for the same. A coherent approach to schools with a feeding programme might provide a better support to children from more destitute households and ensure that they can benefit from the feeding without risking dropping out due to lack of financial resources.

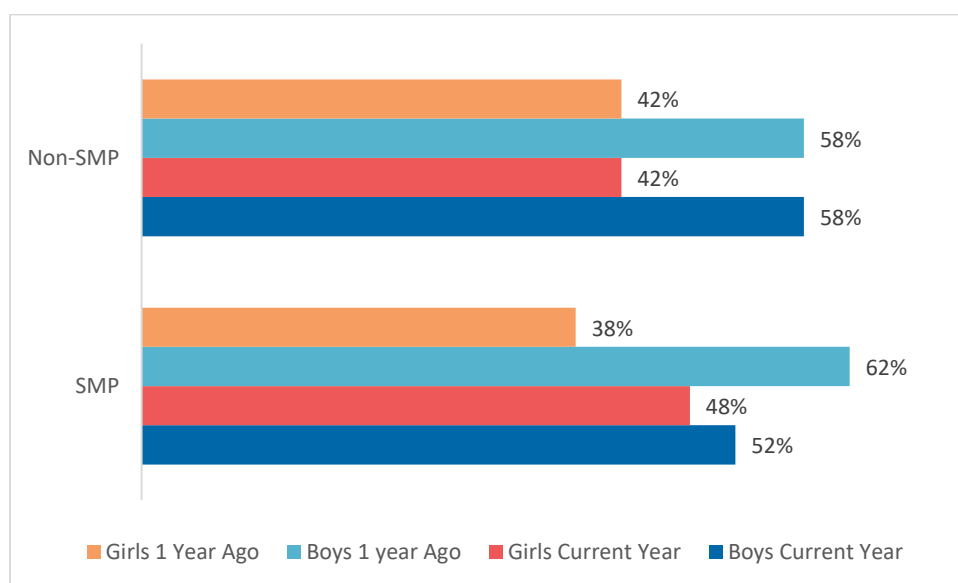
Gender Mainstreaming

One of the main outcomes of the SMP is to: Increase gender equity in access to, and completion of, basic education, through increased enrolment rates, stabilised attendance and reduced dropout rates, especially for girls. The project indicators are measuring gender disaggregated education data and the percentage of females in leadership position, and gender distribution of members, in Community Education Committees (CEC). Take-home rations have been provided to girls on a monthly basis upon 80% attendance in order to ensure increased enrolment of school aged girls in the catchment areas for the SMP schools.

Gender Ratio

Gender data from the assessed schools showed that non-SMP schools had a lower gender ratio (58 % boys / 42% girls) on average across the assessed schools than SMP schools (52% boys / 48% girls). The findings also revealed that the number of girls in SMP schools has increased by 10 percentage points on average across all the assessed schools since the start of the SMP programme. In non-SMP schools the gender ratio has remained the same over the past year (See Figure 37).

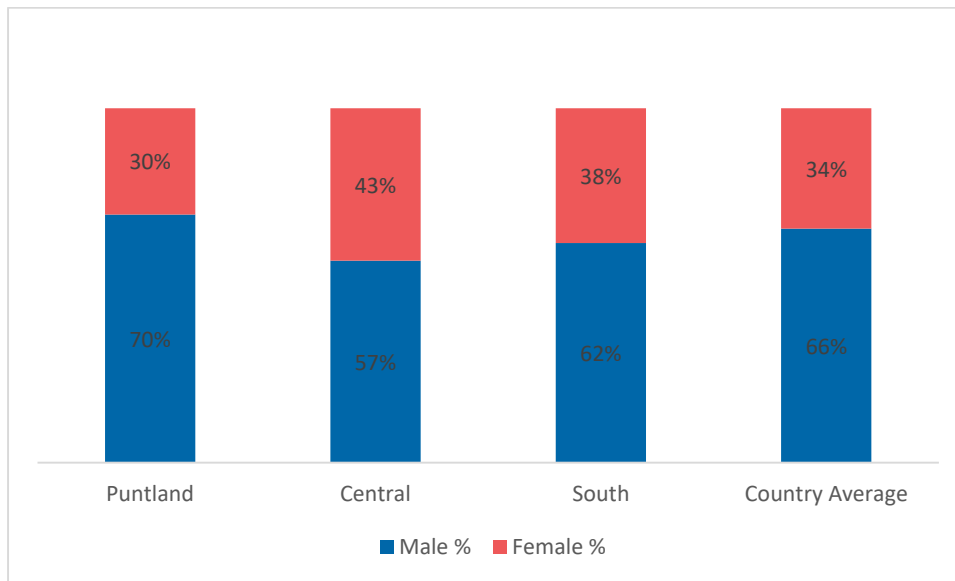
Figure 37: Gender Ratio, by School Type



Women in leadership positions of CECs

According to WFP data on the gender disaggregation of CEC members, an average of 66% of the members are male while 34% are female (see Figure 38).

Figure 38: Gender Distribution of CEC Members



The level of involvement and active decision-making of women in CECs is difficult to assess as partner monitoring of these indicators has proven challenging and assessing leadership involvement is intangible and requires qualitative assessments over time.

However, given traditional gender roles, women's knowledge of feeding and cooking, as well as mobilizing communities (women and girls in particular), respondents in the interviews acknowledged the invaluable support and knowledge women provide to the management of the school feeding programme.

"We have seven members in every school that include men and women. In some schools there are four women and three men, others have four men and three women. When the CEC consists of seven members which four are female and three are male they have good decision making. In community mobilization, women are better than men." (NAPAD Focal Point, Gedo)

"In decision making we all take part in equal manner. We decide everything together after thorough discussion all of us, regardless of gender, we take part the decision making of the school activities." (CEC Salaama, Gaalkacyo)

Establishing CECs with an equal gender distribution should be a priority for the continuation of the SMP programme. The sustainability of the programme might also improve if additional capacity building of the CEC school feeding management is provided and if the CECs are granted wider responsibilities. CEC dialogue with the school management on gender specific issues could facilitate the identification of gaps in the response.

Take-home ratio

This review highlighted a positive impact of the SMP on girls' enrolment, retention and completion of education, with a 55% increase of girls' enrolment across the assessed SMP schools during the course of the feeding programme (See Education Indicators Section). The THR was an integral part to the high enrolment of girls according to FGD participants and teachers as well as retaining them in school:

"[The SMP] has improved the retaining of enrolled girls at school because girls are not absent when distributing cooking oil...For example, when girls are receiving cooking oil and bring it back to their households, they become

very delighted and this motivates them and keeps them at school to complete their primary education.” (Faanoole, Kismayo, FGD)

FGD and teachers alike reported that when the take-home rations were provided, this prevented girls from early marriage (33% of the non-SMP schools reported that the decrease in the retention rate for girls was due to early marriage, compared to 0% of the SMP schools), encouraged families to send their girls to school and further contributed to increased awareness of the importance of education for girls as well as boys.

While household representatives and teachers requested the THR to be reintroduced, only providing girls with oil to bring home was believed to also have had unintended consequences in terms of households preferring to send girls to school over boys. 25% of the school representatives reported that the lack of THR for boys was one reason for the decrease in the completion rate for boys in SMP schools. In addition, 36% of the SMP schools reported a decrease in the enrolment of boys over the course of the feeding programme.

“Previously there were more boys than girls in this school. When the oil started so many girls enrolled in the school. So far the THR was for girls only so parents with four daughters brought all of them to school and the number of boys reduced. This is because they replaced the girls at home.” (Khalid, Belet Xaawo, FGD)

The findings show that while there has been a positive impact on the enrolment of girls, the overall enrolment rates have not been affected to the same extent. In other words, girls seem to have replaced boys in some instances, while the overall enrolment of children has not increased.

Providing a space for both girls and boys

The WFP can work more closely with partners to ensure that both the facilities in the schools as well as the general support provided are adapted to meet the specific needs of girls and boys. For example, 76% of the SMP schools reported having gender-segregated latrines, while 13% had latrines that were not gender-segregated and 11% reported no functioning latrines. FGD and teacher interviews also revealed that some girls feel shy eating in front of the boys and there is therefore a need to oversee the space for children to eat.

Both SMP and non-SMP schools highlighted the importance of female teachers. On average, SMP schools had a higher ratio of female to male teachers (29% female) than non-SMP schools (17% female).

“It is important to get both types of teachers (male & female) in order for female teachers to be an example for female students and give them confidence. This might boost the education to a higher level.” (Sadhumay, Doolow, FGD).

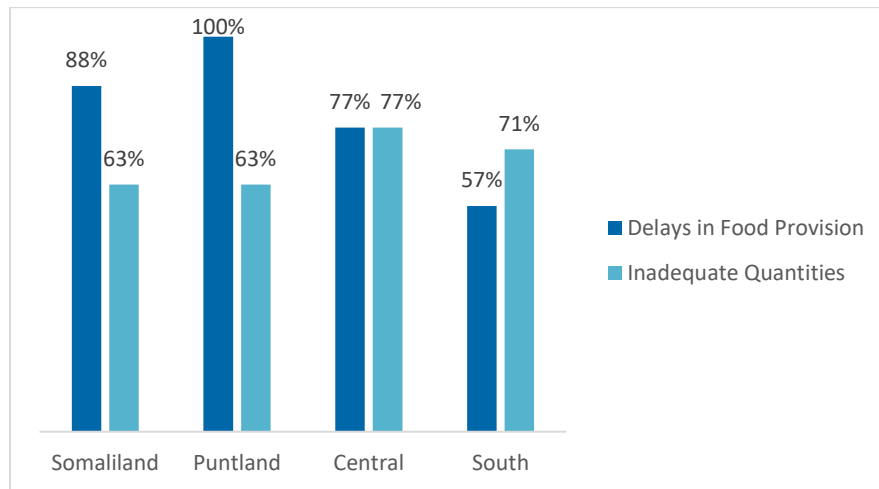
Working with partners and MoE to provide teacher’s incentives so that schools are able to hire more teachers and ensuring a better gender balance of teachers should be part of the wider strategy for the SMP.

Program Coverage and Adaptability

The data collection for this review took place during severe drought conditions that affected the whole of Somalia, resulting in intensified hardship for families and displacement of households into areas where more services were known to be provided. As a result, the review captured some significant challenges to the SMP programme. Firstly, schools reported an insufficient amount of food provided for the hot meals as compared to the current enrolment rate of students due to an increase in the number of students in school catchment areas.

Secondly, disruptions in supply were reportedly causing delays in food provision and expiration of food stocks (see Figure 39).

Figure 39: % of Schools Reporting Inadequate Food quantity and Delays in Food Provision



Challenges in Responding to Drought and Displacement

Before the data collection for the review, the drought was already ongoing and internal reports highlighted areas in which SMP schools had been closing down or were receiving large numbers of IDPs. FGDs and teachers in some schools reported that the number of students enrolled in school had increased (in some cases new students had joined every week), with the consequence that the food provisions by WFP were not enough to feed all the children.

“WFP dispatched food based on the initial student targeting. The SMP raised the school enrolment thus you find two students in the same class that one of them is taking ration while the other don’t. It took me a lot of time energy to explain the issue to the parents.” (Kabaso, Doolow, Teacher)

“The quantity of the food and the number of the students were not balanced the number of the students was increasing rapidly but the food was not increasing so sometimes the breakfast finishes while many children are in the queue for the breakfast.” (Salaama, Gaalkacyo, Teacher)

FGD participants and KII’s reported that student enrolment increased by the week as a result of population movements and increased poverty due to the drought.

“Yes [enrolment] increased and is going up until now... It increases every two to three days with three children and almost six new students per week. There are people migrating from other place because of the school.” (Surgaduud, Doolow, KII)

“Even yesterday I received new students.” (Kabaso, Doolow, KII)

Although enrolments should take place once a year, the drought that affected Somalia during the time of the data collection seemed to result in ad-hoc enrolments of new students. This was particularly evident in Gedo region, and to an extent in Mudug region.

In addition, FGD’s in Gedo and Burco attested that families and children from neighbouring schools / villages came to the SMP schools to ask for food during the feeding programme.

“There were weak students who come to school and get food. There are also children under five years from the neighbouring whom we give food...People are not the same, some cannot even afford meals two times a day, at the same time they are neighbours. Do you expect them to just stay home? I hope not. So they come and we serve them because they are hungry and didn't eat in the morning. It is a must that we have to give them.” (Khalid, Belet Xaawo, FGD)

“There are some weak people in the community who sometimes come at the feeding site to get food when the food is ready, for example lactating mothers and the homeless kids. It is not an official feeding of non-beneficiaries but it is a Somali culture” (Surgaduud, Doolow, FGD)

“P1) Yes, there are a lot a people whom benefited the residues of the food every day. P2) Sometimes an old age women come to us and say I need to eat food so we give her. P3) Every person who is hungry come to us.” (Koosar, Burco, FGD)

WFP should keep closer monitoring of attendance on a more regular basis, weekly or bi-weekly in order to ensure that the food provisions match the number of student beneficiaries. While it is crucial for the SMP programme to be flexible and adaptable in times of extreme conditions, the schools should not become mere feeding points. Taking advantage of the school as a catchment point for the provision of other services, particularly in areas severely affected by climate change or displacement, is key.

Delays in food provision

Sixty-nine percent of the KII's reported that delays in food delivery affect the SMP. Both teachers and FGD participants confirmed that food delivery sometimes got delayed, leading to a halt in feeding, or that food commodities expired by the time they were served to the students.⁹

“As it's now, sometimes the feeding program stops for the lack of cooking materials and coal” (Baligubalie, Hargeysa, Teacher)

“The food brought is sometimes delayed to which it almost get expired.” (Abdullahi Isse, Gaalkacyo, FGD)

The SMP covers a large area of schools spread out across Somalia. Focusing on specific catchment areas and encouraging local communities and school management committees to source food from the neighbouring environment could contribute to more sustainable food delivery processes. At the same time, focusing on localised food would strengthen the ownership of the programme by CECs and ensure that food types provided are fit to the local taste.

Monitoring & Information Management

This review identified a certain degree of uncertainty as to the main focus / outcome of the SMP – it being food security, education or both. In the Corporate Results Framework for 2017-2021, no education indicators are mentioned whereas the output and objectives in the Standard Project Report 2016 are heavily focused on education and the program has been set up to contribute to educational outcomes. This review revealed a stronger impact of the SMP on educational outcomes (enrolment, retention and completion rates) compared to food security outcomes (see Education and Food Security Section). However, in order to get a full picture of the potential improvements in food security for households with children in

⁹ Input from WFP logs department is needed to analyse the feasibility delivering food and non-food items to schools.

assessed schools, a wider assessment needs to be done at the household level in SMP and non-SMP schools catchment areas.

WFP is receiving monthly reports from partner organisations and the MoE. Implementing partners that were interviewed for this review reported good collaboration with WFP in regards to the SMP programme. According to the WFP, SMP partners have proved greater accountability and better quality of monitoring than the Ministry of Education in Somaliland and Puntland.

Issues regarding the quality of monitoring have been raised, including inconsistency in the information provided and wrong interpretation of the aspects of the programme that are being monitored. These issues might be a result of challenges in the monitoring of various technical aspects of the SMP such as education, food security, and infrastructure/SMP management. To counter this, technical skills training and supervision on how to monitor food security and educational outcomes could be improved for the field teams collecting the data. WFP should also coordinate better with the various Clusters, with the Education and Food Security Clusters in particular, to get support on the monitoring aspects of the programme. Improved information sharing with Clusters and other key stakeholders would make it easier to identify gaps as well as monitor results.

Monitoring adapted to changing situations

The school feeding monitoring tool captures the school register/attendance sheet and compares it to the WFP distribution plan. However, as addressed in this review, schools can experience enrolment of new students on a rolling basis, especially during times of drought and displacements. Monitoring education indicators, and attendance in particular, is challenging in a context like Somalia. Stronger collaboration with, and capacity building of, partners and coordination with the Clusters could improve monitoring data. More regular data collection on enrolment in areas that are experiencing a population increase as a result of displacements and/or during emergency situations could help to ensure that the quantity of food provided matches the number of students enrolled.

Consultation with communities

Parents, teachers and CEC members in the SMP schools raised the issues of lack of feedback mechanisms for the SMP programme and lack of response to their concerns with the programme.

“WFP brought this program and we appreciate it. The only dissatisfaction we have is that we don’t get feedback to our complaints.” (Barbashe, Gaalkacyo, FGD)

“As CEC member I am satisfied how WFP involved the program but I request to involve us when WFP wants to change any item of the food and to seek advice about the alternative.” (Salama, Gaalkacyo, CEC)

A hot line for the SMP programme to allow parents and teachers to provide direct updates on new arrivals, poor food quality or food delays, would ensure direct beneficiary feedback that can be compared / supported by the regular monitoring by partners and WFP.

Community Engagement and Involvement

Parents, teachers, and the wider community play an integral part to the implementation and monitoring of the SMP. The specific roles and responsibilities of the CECs are to provide in kind or financial support to the SMP, ensure maintenance of the school feeding-related infrastructure and NFIs, keep a record of food storage and food monitoring, prepare and distribute food for the pupils and provide record keeping and reporting. Based on the FGD and teacher interviews at SMP schools, the contribution of the CEC’s came out strong both in

terms of the mentioned responsibilities, but also in terms of community mobilisation and awareness raising for education within their communities. Some CEC have collected contributions from the community to support children from destitute families with school fees or restore and build additional infrastructure for the school feeding.

“The program would not be fulfilled without the CEC. School managers and CEC are cooperating to implement this program. CEC, managers and other community members built the feeding room for the school...CEC played an important role as they encouraged parents to enrol their children, also they help managers and teachers to perform the program.” (Baqbaq, Garowe, Teacher)

The CEC’s could be further encouraged to take on mentoring roles for boys and girls in the schools. As mentioned by a teacher in Yombays, Kismayo:

“I see women involvement in CEC activities very important because they can act as both role models of the young girls to take part in community activities and leadership in the future; they can also act as representatives of the women in the CEC and will always present the needs of the girls and the possible ways to intervene.” (Yombays, Kismayo, Teacher)

Working with local partners could strengthen the CECs’ position in regards to school feeding management, health / nutritional aspects for children, awareness raising in communities and providing role models for students.

Partner Engagement and Integrated Approaches

Government

The Ministry of Education is the implementing partner of 386 SMP schools in Somaliland and Puntland. The Ministry of Education has a vast reach and is key to ensuring the long-term sustainability of the programme. The benefit of working closely with the ministry is that it opens an opportunity for capacity building of education officials and strengthening of institutions and paves the way for a potential hand over of the school feeding to the Government. WFP’s continued representation in meetings and enhanced working relationships with the Ministry of Education remain a priority.

The role of the MoE is mainly to act as a liaison office to ensure the overall coordination with all stakeholders in the education sector, be responsible for the overall supervision of the CECs, support the school administration in delivery and reception of the commodities, advocate for the availability and implementation of the school feeding package, and provide monthly statistical reports on the school feeding in selected schools.

In most of the assessed schools, the MoE was perceived to be acting as the monitoring actor, but to be limited in the other ways it is supposed to support the SMP management. When asked about its role in the SMP, the representative of the MoE in Puntland said it was to conduct monitoring while the CEC is ensuring the implementation of the school feeding and providing in kind support to the SMP. The MoE is limited in the ways it can contribute to the programme mainly as a result of limited resources but also limited capacity within the ministry.

WFP representatives both in the field offices and at regional (Nairobi) level reported a lack of capacity and knowledge within the MoE in terms of providing high quality monitoring and consistent reporting of SMP schools. As the Education Cluster does not have a permanent presence in Somaliland and Puntland, which could have supported a coordinated monitoring effort with partners, WFP is heavily relying on the MoE for reporting and monitoring. If the WFP is continuing with the SMP in all the current schools in Somalia, there should be a

stronger focus on building the monitoring capacity of government officials and putting in place requirements to monitor and report on attendance (and other education indicators) on a monthly basis.

Cluster Engagement

The Education Cluster representative in Nairobi mentioned that as WFP has been submitting the Humanitarian Response Plan through the Food Security Cluster since 2015, communications with the Education Cluster had been limited. As per the current structure, the SMP falls under the Food Security Cluster and does not formally report to the Education Cluster. As a result, exchange of information might have been limited.

Clarifying the role of the SMP in Somalia both to external partners and internally to WFP would ensure that there is support by the Clusters when and where needed. Improved understanding of the level of involvement of WFP in the Education Cluster and enhanced collaboration with both the Education and Food Security Clusters could facilitate monitoring the impact of the SMP on the relevant education indicators. Information sharing in terms of output and areas of operation would improve both monitoring and identification of potential partners and convergences.

Humanitarian Actors

The evaluation that was conducted in 2015 recommended increased collaboration with UNICEF in order to assess the contribution to educational outcomes. Considering the current donor context, the large number of projects implemented by both UNICEF and WFP, as well as the challenging operational context in Somalia, there seem to have been minimal steps towards improved direct convergences between the two organisations in terms of the SMP.

This review finds that an improved working relationship with UNICEF is key to improving overall educational outcomes, but that the main focus should be on providing a holistic approach to schools, where school feeding is one component, in order to ensure a greater impact on children. While a formalised framework for engagement at a regional/global level would be necessary for establishing a stronger partnership between WFP and UNICEF, information management and information sharing to identify gaps in areas, schools and children's needs could be improved in Somalia. The SMP would benefit from an engagement with UNICEF which takes into consideration a wider scope such as child protection, nutrition, health and WASH aspects. In order to accomplish this, an effort of joint targeting of schools and areas is key in order to identify where and how the two organisation can best pull together their resources and capacities to improve the impact for children and their households.

Working with partners that are providing complimentary support is a key aspect of upholding the quality of the School Meals Programme, improving monitoring and increasing the overall impact of the programme in terms of education, food security, nutritional and health outcomes. Currently, partner organisations are providing supplementary feeding, support to school infrastructure, rehabilitation, teachers' stipend etc. - all elements crucial to ensuring that the SMP does not just become simply a 'feeding point'.

Partners such as ADRA and Relief International, which have been working under the Girls' Education Challenge, are good examples of how partners can contribute to the overall support to children in school and start building a 'social safety net' which incorporates the above mentioned aspects. The assumption being that schools with supplementary feeding *and* additional support from other NGOs are more likely to be sustainable, given that the assistance is provided on a long-term basis.

Working more closely with local partners, including in areas where the MoE is the implementing partner, could also enhance the contextual knowledge of the targeted areas, which informs the design of both WFP's support and the supplementary assistance that is provided. Community engagement could be further encouraged through stronger partnership



and, where the context allows, giving communities/CEC's greater responsibility over certain aspects of school feeding (e.g. school gardening, provision of goats, purchasing of local produce etc.).

Private Sector Engagement

Given the dire humanitarian context in Somalia and multiple competing humanitarian priorities in the country, accessing earmarked funding for the SMP has been raised as a challenge by WFP. As a result, funding can more easily be redirected to emergency response in times of crisis, which is partly the reason for the suspension of the take-home ration for girls in SMP supported schools. WFP has been approached by private sector stakeholders showing an interest in financially supporting schools in Somalia with feeding programmes. Increasing private sector engagement in the project is one way to ensure that there is a sustainable source of funding to the SMP, even during times of crisis. Private actors might be better positioned to support infrastructural aspects of the supported schools such as wash facilities. Providing teachers' incentives and school fees to children would be another area of engagement for private actors. WFP should explore ways to link up with the private sector in ways that do not challenge/contradict the mandate, accountability and responsibility of WFP.

5. Conclusions and Recommendations

Based on the findings presented in the previous section, an overall assessment that responds to the objectives of the review is provided below. This is followed by 14 recommendations of how the WFP can take action in terms of the strategic objective of the programme going forward.

Conclusions

Education vs. Food Security Indicators

The review findings highlight a significant impact of the School Meals Programme on education indicators, with enrolment, retention and completion rates increasing for girls over the course of the School Meals Programme. The findings indicate that the SMP's impact on girls' enrolment and performance is stronger than on boys', as 36% of SMP schools reported a decrease in the enrolment rate of boys. However, the SMP has had a limited impact on overall enrolment figures, which is likely due to constrained resources and the fact that the THR, in some instances, resulted in some households prioritising girls' attendance in SMP schools over boys'.

There is no significant difference in the SMP's impact on food security indicators between SMP and non-SMP schools. The main highlight is that non-SMP schools are more frequently minimizing the food portion size for the household members. Households with children in SMP and non-SMP schools are therefore likely to have the same food consumption patterns, but children in SMP schools are consuming two additional portions per day, which does not affect the overall household food consumption score.

Resources and Transfer Modalities

The hot meals provided as part of the SMP have been a strong pull factor for families to enrol and retain their children in primary education. They have also ensured that families, particularly those from more destitute backgrounds, have more time and resources to focus on providing for the rest of the household. The hot meals have also contributed to improved concentration and learning of children in class.

The THR had been suspended during the data collection for this review but four schools still reported to be providing oil on a monthly basis for the girls. While the findings can only be indicative for the impact of the THR, schools that did provide THR had higher enrolment rates than schools without, for both boys (4 percentage points) and girls (9 percentage points). However, retention and completion rates for girls in the four schools with THR were lower on average than non-THR providing schools. A more comprehensive analysis of attendance rates on a monthly basis should be conducted to assess if the suspension of the THR has had an impact on girls' attendance in school.

Challenges were also identified in terms of the food types provided not meeting local preferences, and lack of resources for properly preparing the food that was being provided. Schools also reported delays in food provision which have resulted in challenges for the running of the SMP, such as disruptions in school feeding and occasionally food expiring before it has been consumed. Adapting the food types to the preferences of local communities and sourcing food from the neighbouring environment, with support from partners, would ensure a stronger ownership of the SMP.

Not all the assessed schools upheld the requirements in terms of facilities available at the school. This was particularly pertinent to WASH facilities and non-food items required for the SMP as per WFP standards. Moving forward, this is a key area to be addressed.

Having a secure funding base for the running of the schools is one criteria for WFP to select a school for the SMP. However, inability to pay for school fees was a key issue that prevented

families from being able to send their children, boys and girls, to school. High school fees were also a main reason for school drop-out. Ultimately, this will have a higher impact on children in families with limited resources as they might not be able to prioritise their children's education, even when school feeding is provided. Improved collaboration and coordination with external partners to provide a secure funding source for the running of the schools should be taken into consideration in order to ensure that children can benefit from the school feeding.

Gender Mainstreaming

The gender performance for the SMP is monitored through gender disaggregated data on education outcomes, the gender composition of CECs and the proportion of women in CEC leadership positions. While the programme has enhanced gender equality in the assessed schools, as shown by the improved gender ratios, and improved enrolment, retention and completion rates for girls, the programme could be improved by ensuring a more coherent gender approach in terms of other support systems to girls and boys.

Only 33% of all the CEC members in Puntland, Central and South¹⁰ were female. The review identified that women do play an important role in the SMP implementation at the school level, and that ensuring a balance between men and women in the CECs is crucial for the improvement of the SMP. WFP could be working more closely with the CECs in promoting the role of women in community mobilisation and raising awareness. In addition, building the capacity of the CEC members in terms of reporting on and monitoring wider gender aspects at the school level would improve the overall gender impact.

While the findings indicate an increase in the rates of enrolment, retention and completion for girls, the THR incentive does not seem to have increased the overall demand for education but rather prioritised girls. This would suggest that the SMP THR would not increase overall enrolment unless it was substantial enough to compensate the cost of sending an extra child to school. However, the gender gap in enrolment in SMP schools has decreased since the previous school year from 38% girls and 62% boys to 48% girls and 52% boys. While it cannot be determined if the THR is the reason for this improvement, the gender ratio is at an acceptable level with a less than 25% difference of enrolment between girls and boys on average across the assessed schools.

Program Coverage and Adaptability

The review identified that the amount of food provided for the hot meals has not been sufficient enough to match the actual enrolment numbers of students. It also highlighted that schools have experienced enrolment of new students on a rolling basis, especially when drought and displacements are increasing the needs in SMP school areas. The SMP struggles to meet the needs in situations of severe crisis due to limited resources, a lack of adaptability in responding to changing circumstances, such as increasing enrolment in times of crisis, and the collective nature of how people respond to crisis, i.e. whether neighbouring schools and households share resources. Additionally, WFP should conduct closer, and more regular, attendance monitoring in order to ensure that the food provisions match the number of student beneficiaries.

Monitoring and Information Management

The review identified challenges in terms of the focus of the SMP, which have also resulted in difficulties in monitoring the project. In order to fully assess the programme's impact on food security outcomes, a wider assessment should be done in the whole catchment area, at the household level, and include a control group of households with children in non-SMP schools as well as out of school children.

¹⁰ No data was provided for Somaliland

The limited capacity of the MoE officials in charge of collecting monitoring data was also raised as a concern. Capacity building of all partners involved in monitoring should be prioritised. WFP should also work more closely with the other clusters to collect monitoring data, identify gaps in programming and areas of need and allow regular comparisons between SMP and non-SMP schools.

While parents were generally pleased with the consultation processes in regards to the SMP, lack of feedback mechanisms for households was raised as a concern. Improving communication with households and setting up a hot line to allow for beneficiary feedback would improve the monitoring of the SMP and provide additional input to the programme team.

The findings revealed challenges in responding to emergency situations. Ad-hoc enrolments had taken place in schools during the course of the school year, and during the drought in particular. This seems to have resulted in inadequate portions of food provided by the WFP as compared to the number of children enrolled. More regular monitoring to capture these changes would allow for a quicker and more effective response. Improving information management and sharing with other actors would also ensure that gaps and needs are identified.

Community Engagement and Involvement

The Community Education Committees play an important role in the management of the SMP and in regards to community mobilisation. Developing the capacity and ownership of CEC members would improve the management of the programme in terms of stock, utilities and food preparation. The CECs key role, apart from SMP management, lies in awareness raising in communities, providing role models for children – boys and girls – in the schools and overseeing other sectoral aspects of the schools such as health, nutrition and WASH. Better communication mechanisms, such as hotlines, would further improve the direct feedback to WFP.

Partner Engagement and Integrated Approaches

Considering that the government in Somalia is still fragile with limited capacities and multiple competing priorities, the SMP programme will continue to rely on WFP and partners for its management and implementation. This review highlights that inadequate monitoring practices have resulted in challenges to properly tracking progress of the SMP for children and target schools. Capacity building of the Government should continue to be a long-term strategy and focus should be on building institutional capacity where possible while ensuring ownership of the monitoring and implementation of the SMP.

Consultations with partners and WFP staff revealed that there is a significant scope for expanding the indirect impact of the SMP and adopting a holistic approach to children in primary schools. While the review was not able to assess the full impact of supplementary support to schools, due to the small sample size, additional support to schools in terms of infrastructure, health, WASH, nutrition, re-productive health etc. would ultimately improve the long-term sustainability of the programme and ensure wider benefits to children and households in targeted areas. Engaging more closely with UNICEF on a practical and strategic level might be beneficial in terms of collaboration with a wider range of stakeholders/partners and managing a more holistic approach to target schools.

The review also identified funding challenges for the SMP, particularly as funding is easily diverted from the feeding programme to other emergency activities in times of crisis. The SMP might benefit in the long term by engaging private sector actors.

Recommendations

Based on the findings, the following recommendations have been developed in consultation with WFP:

Adopt an area-based approach for the SMP: The findings indicate that there are not great differences within districts in terms of education and food security indicators but that district / regional variations are more pertinent. The review also identified challenges in responding to the drought crisis, with increasing numbers of children seeking support from SMP schools in affected areas. Narrowing down the target areas for the SMP and promoting an area-based school meals programme that covers a whole catchment area rather than focusing on individual schools could be considered. Areas should be identified on a needs basis and allow for a wider support to the community as well as neighbouring schools in the area. This would allow greater flexibility in times of severe crisis and ensure a larger impact for children and their families.

SMP as part of a holistic approach to students' wellbeing: An area-based approach would also make it easier for WFP to more closely coordinate with other actors in order to ensure that the SMP forms part of a holistic approach to the schools, creates a conducive environment for children and serves as a safety net in communities where the vulnerability and poverty is high.

Promote integrated approaches to SMP: Focusing on particularly vulnerable areas will open opportunities for better coordination with additional partners, which can provide supporting services to the schools. Involving partners to provide complimentary services in a holistic manner can address issues identified by the review such as inadequate facilities in schools and challenges for households to pay for school fees/teacher's salaries. The SMP would also benefit from a greater integration into pre-existing WFP programmes of improving food security and educational access, both in terms of logistics and general impact of beneficiaries.

Strengthening the relationship with UNICEF: Engaging with UNICEF on a more strategic level and focusing on joint targeting at the school or community level would ensure that capacities from both organisations can be pulled together to provide better/stronger service system for specific areas/schools. For example by including additional nutrition services in SMP schools. Working not only on education but also on WASH, nutrition, health and child protection aspects would ensure a stronger integration of partners and sectors for the targeted schools and areas. Additionally, strengthening the collaboration between the organisations in regards to Information Management would help improve collaboration as well as understanding of mandate and programming.

More regular and better coordinated monitoring: As it is a challenge to monitor education indicators, a stronger link with the Education Cluster and partners for support would enable WFP to better compare indicators across SMP and non-SMP schools. WFP should also ensure more regular monitoring of enrolment and attendance to follow developments in terms of displacement and areas with more severe needs and to adapt the program accordingly. As identified in this review, schools can experience enrolment of new students on a rolling basis especially during times of drought and displacement.

Identify the SMP focus suitable for the Somali context: Clarifying the focus of the SMP in Somalia based on the needs in the country, in other words is it aimed at improving educational outcomes or at improving food security, would facilitate programme monitoring and the identification of needs and gaps in programming.

Improve gender indicators and mainstreaming: Consistent and more regular monitoring of the current gender indicators, developing better ways of monitoring women's leadership in Community Education Committees (CEC) and building stronger capacities of

partners and staff in monitoring gender indicators would contribute to stronger evidence of the gender mainstreaming results of the project. WFP could work more with projects such as the Girls Education Challenge in order to provide a stronger support system for girls, for example through psycho-social support, menstrual hygiene and female role models. While the scope of this review was limited in assessing particular pros and cons of extended partnership in this regards, a more in-depth assessment on the impact on gender indicators in schools that have been covered by projects focusing on specific gender issues should be considered. Overall, a gendered approach to the SMP where the needs of both genders are adequately considered would improve the identification of gaps in the programme that respond to both genders.

Re-assessing the THR: While the THR is one factor for the large increase of girls' enrolment in the assessed schools, the methods used for encouraging girls to come to school could be reconsidered, to further increase the positive impact at the household level. A possible mechanism for this could be to change the take-home ration to cash incentives. Examples from similar programmes in other countries (for example the DFID-funded Girls' Education South Sudan project 2013-2018) suggest that individual cash transfers received by girls in school reduce the overall financial burden of education on the household. Given that the most commonly identified barrier to education identified in this study was an inability to pay school fees, provision of cash transfers rather than THR would likely go some way to reduce this burden. Giving households a degree of financial autonomy through the provision of cash transfers may also improve school attendance for both genders, as the money can be spent on fees, school materials, and even non-education related items such as food or medicine.

Using the call centre, WFP could conduct a short survey of households with girls in SMP schools to explore how the oil rations were used, what preferences they have in regards to the THR composition and what would potentially have a larger impact on the overall household.

In addition to THR and/or cash transfers, households receive an overall food incentive based on the number of children attending school: findings suggest that whilst incentivising girls' education has had a positive impact on retention of female students, it has potentially negatively affected retention of male students. Some FGD respondents indicated that boys were expected to cover the domestic responsibilities of girls who were now regularly attending school. One possible way to mitigate against this would be to expand the THR and/or cash transfers to also include boys, for example by boys receiving a half ration, or the household receiving an overall food ration based on the school attendance of all children.

The findings from this review also highlights that the gender gap between boys and girls enrolled in SMP schools has decreased since the start of the project and over the past school year. Findings also show that the enrolment of girls has increased since the beginning of the project. On the ground that there is currently a less than 25% gender gap in enrolment on average across the assessed schools, WFP could consider discontinuing the THR and focus the resources on other aspects of the program under the condition that there is a thorough monitoring of the education indicators for girls during the next school year.

Work more closely with communities to ensure sustainability and ownership: Working with local partners could strengthen the CECs' position in regards to school feeding management, health / nutritional aspects for children, awareness raising in communities and providing role models for students. The programme should explore opportunities such as creating school gardens and sourcing food from local community to ensure greater sustainability and ownership.

Review school facilities: The findings reveal insufficient, or lack of, facilities in a significant plurality of the assessed schools. A review of the support for non-food items (NFIs) in schools is needed to ensure that the facilities required by the SMP guidelines are upheld. All schools



participating in the SMP programme having access to a potable and reliable water source and appropriate kitchen / food preparation facilities should be a top priority. The provision of NFIs for the schools should also be reviewed to ensure that there is sufficient amount of items of good quality for the feeding programme. Identifying partners to support with infrastructural and facility upgrades is key.

Localise food types provided: WFP could consider adapting the food types provided for the hot meals to fit the local consumption patterns and taste.

Private sector investments: Engaging with private sector actors in supporting the target schools in terms of infrastructure, facilities, teachers' incentives etc. could provide a more secure and sustainable funding base for the SMP.

Support to local education authorities to strengthen and institutionalise attendance reporting mechanisms at the school level: Alongside incentivising students to stay in school, placing attendance reporting requirements on schools and local education authorities may further improve overall retention. Submission of monthly attendance sheets from SMP schools could be enforced as a condition of receiving WFP assistance in order to encourage buy-in from, and build institutional capacity of, local education structures.

ANNEX 1 – Education Rate Change for SMP Schools by District

Figure 40: Enrolment Rate SMP, Boys

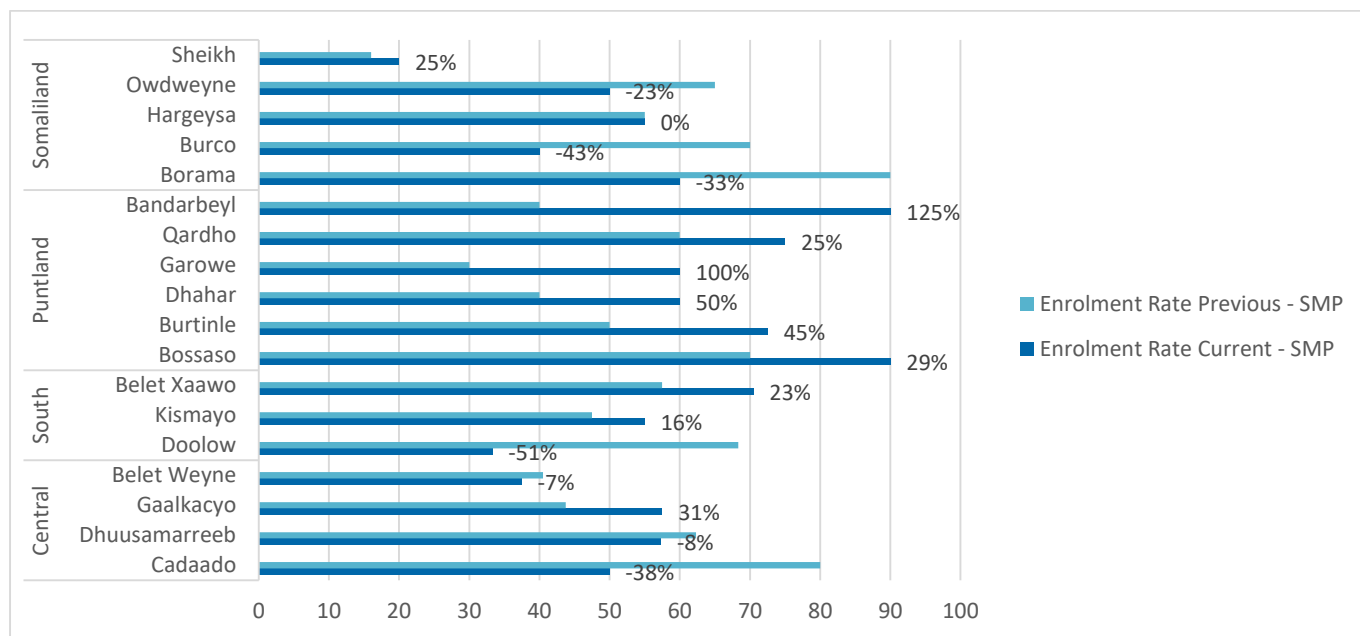


Figure 41: Enrolment Rate SMP, Girls

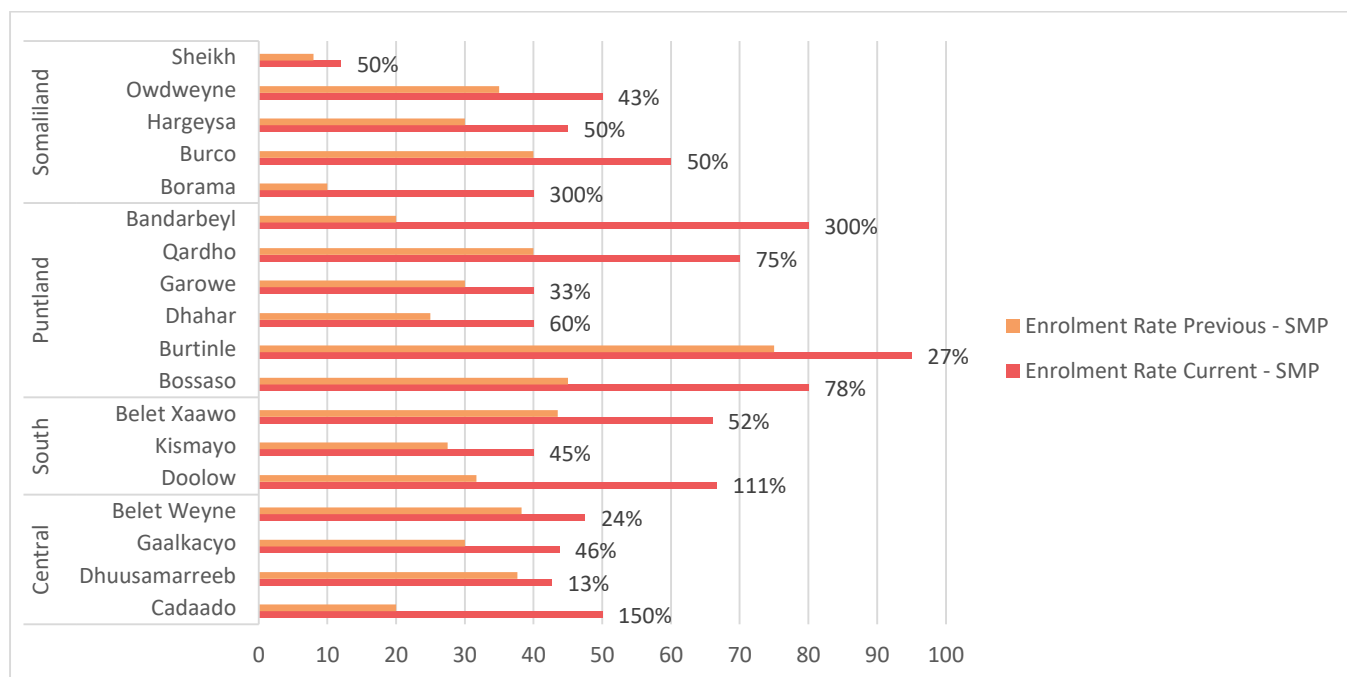


Figure 42: Retention Rate SMP, Boys

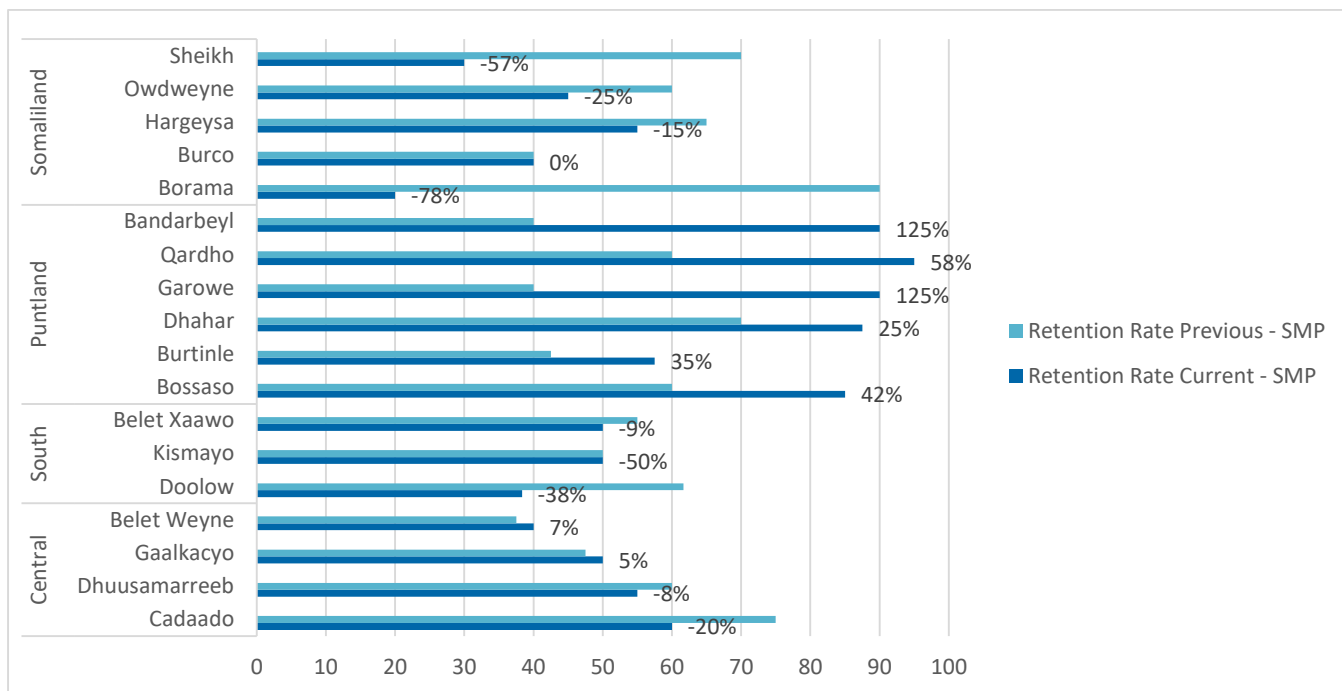


Figure 43: Retention Rate SMP, Girls

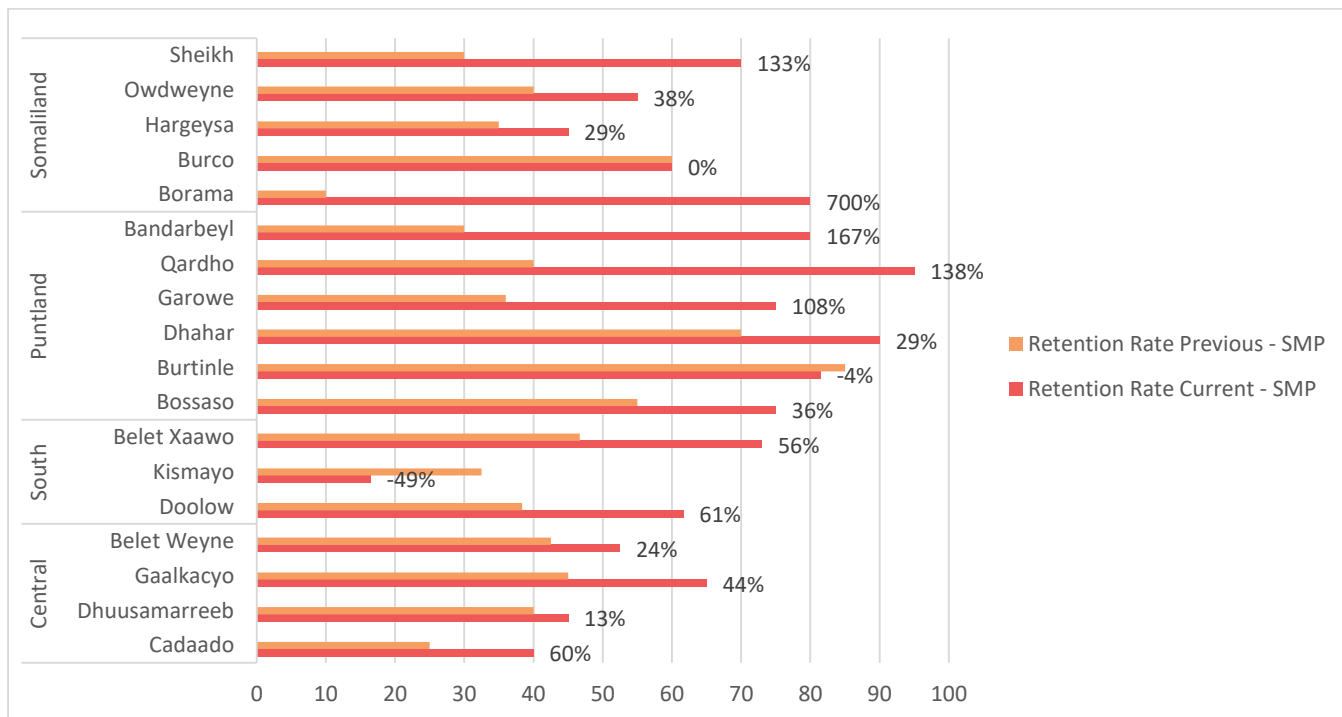


Figure 44: Completion Rate SMP, Boys

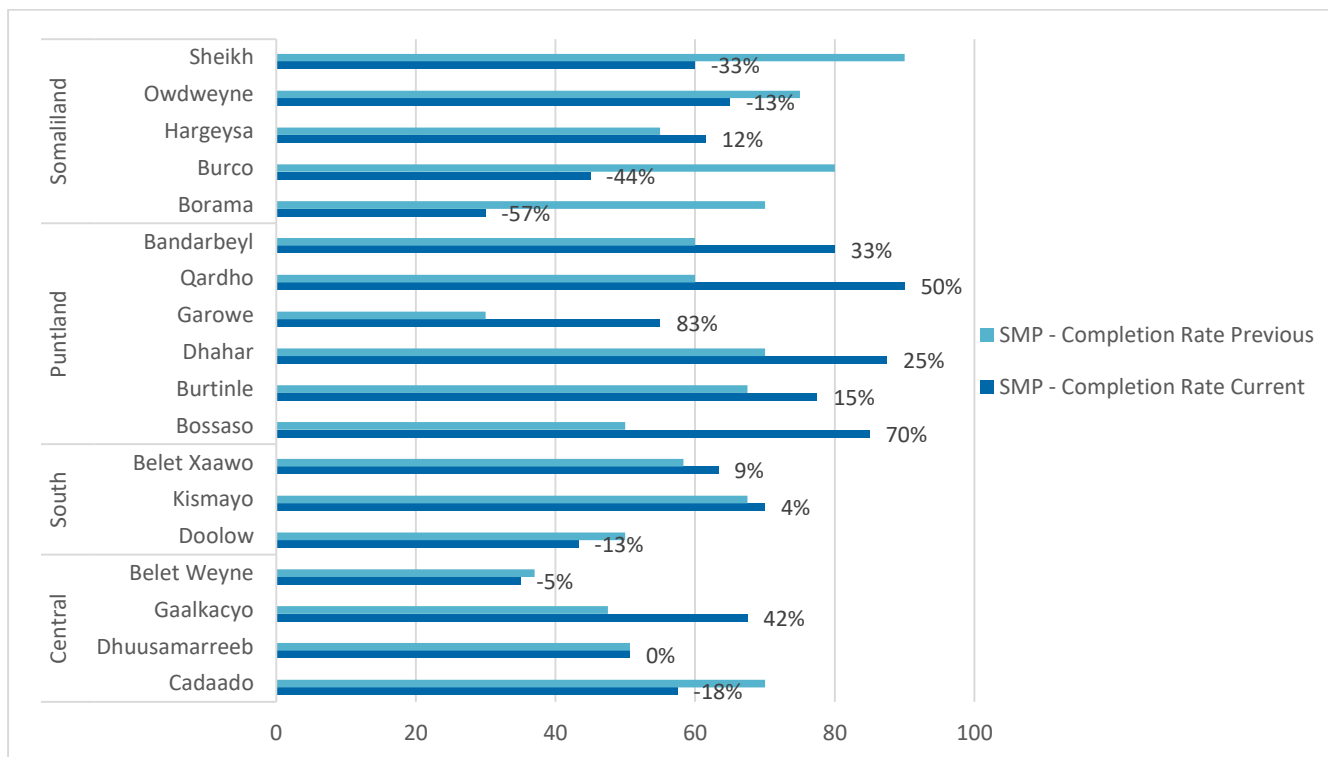
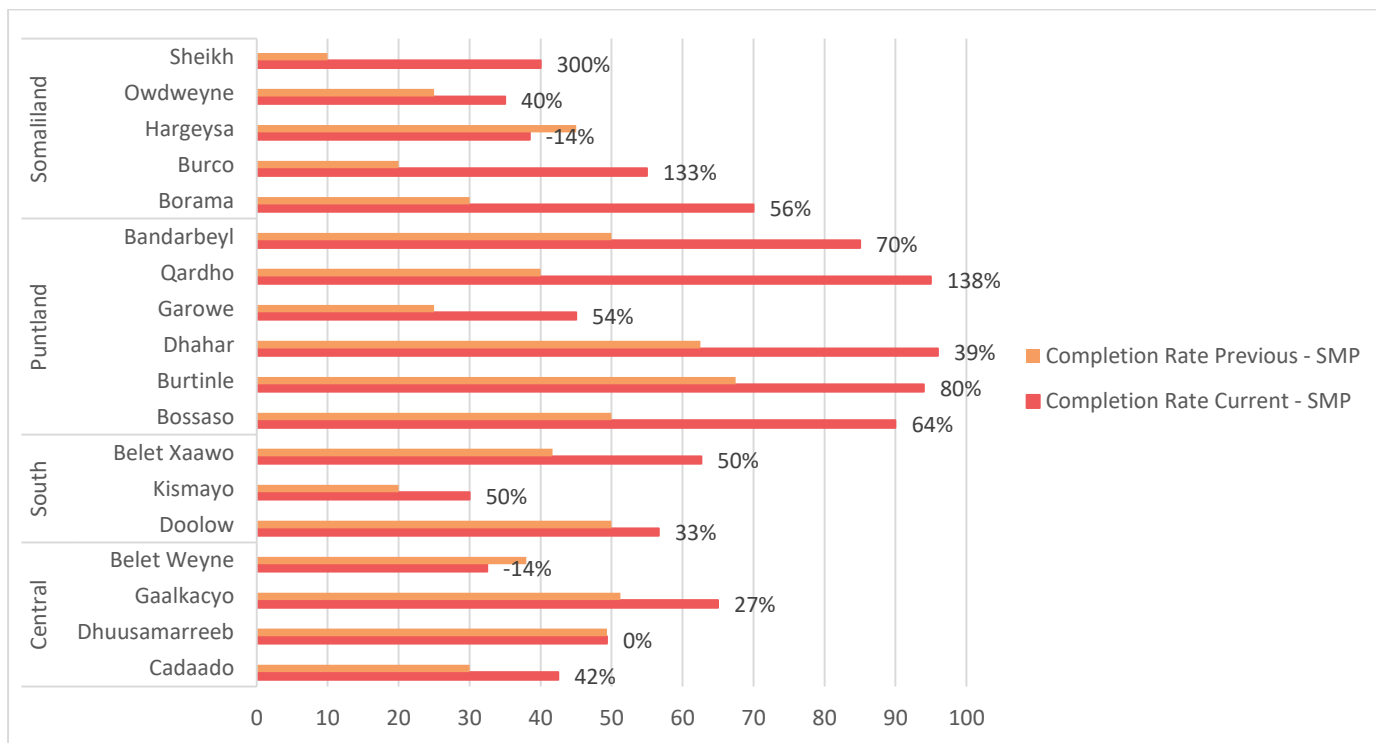


Figure 45: Completion Rate SMP, Girls





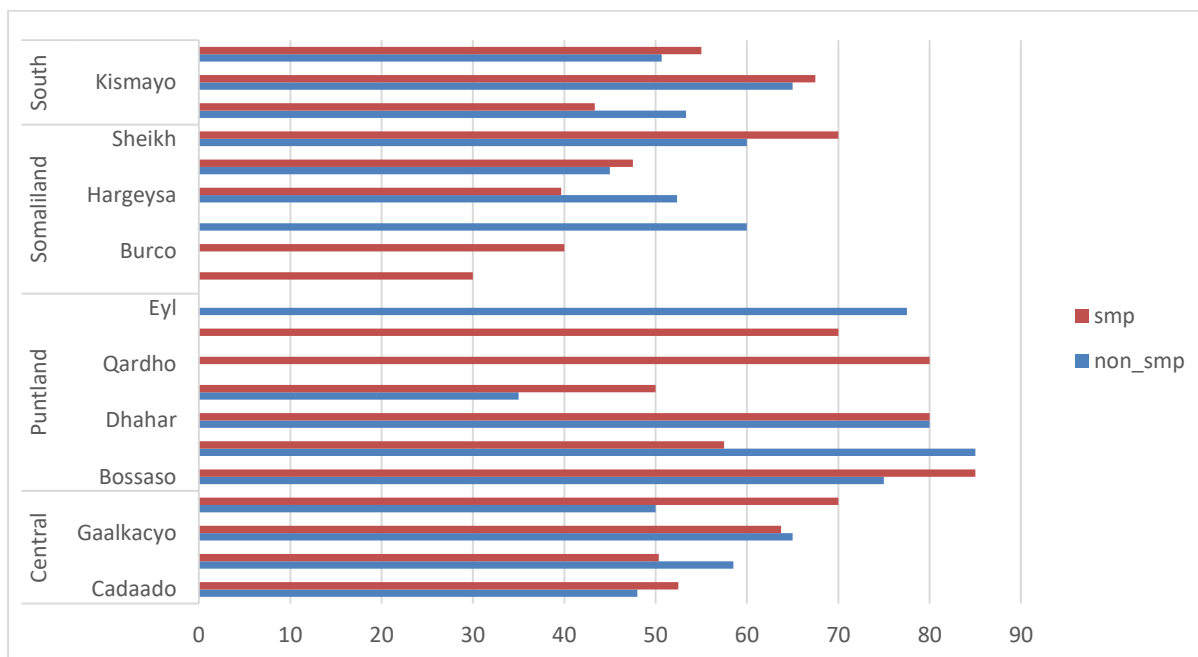
ANNEX 2– Reasons for Increase and Decrease in Education Indicators

SMP Schools				
Reason for Change - Enrolment Rates				
		Decrease	Increase	
Boys	Work	54%	School Feeding Provided	95%
	House Chores	38%	Improved Security	30%
	School Fees	38%	Complimentary Services in School	15%
	Displacement	38%	Decrease in School Fees	10%
Girls	House Chores	67%	School Feeding Provided	96%
	Displacement	67%	Complimentary Services in School	22%
	No THR Provided	67%	Improved Security	18%
	Improved Security	33%	THR Provided	14%
Reason for Change - Retention Rates				
		Decrease	Increase	
Boys	School Fees	33%	School Feeding Provided	93%
	Work	33%	Complimentary Services in School	36%
	House Chores	27%	Improved Security	21%
	Displacement	27%	Decreased School Fees	21%
Girls	School Fees	50%	School Feeding Provided	93%
	Boys Prioritised	50%	Complimentary Services in School	30%
	Decrease in Security	25%	Decrease in School Fees	19%
	Displacement	25%	Increased HH Income, THR Provided	11%
Reason for Change - Completion Rates				
		Decrease	Increase	
Boys	Work	50%	School Feeding Provided	100%
	School Fees	42%	Complimentary Services in school	22%
	No THR for boys	25%	Improved Security	11%
	House Chores	17%	Decrease in School Fees	11%
Girls	School Fees	44%	School Feeding Provided	96%
	Boys Prioritised	22%	Complimentary Services	22%
	Work	22%	Decrease in School Fees, Improved Security	17%
	Displacement	22%	THR provided	13%
11% reported early marriage and the halt of the THR as reasons for decrease in the completion rate				
Non-SMP Schools				
Reason for Change - Enrolment Rates				
		Decrease	Increase	
Boys	Work	50%	Complimentary Services in School	20%

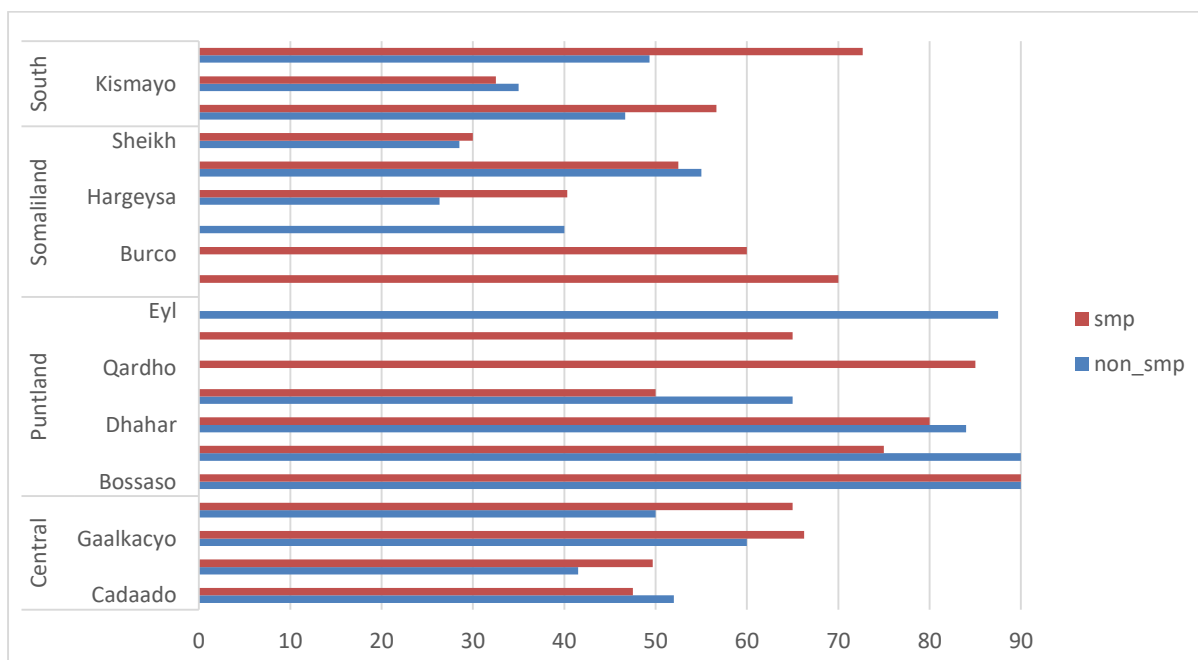
	House Chores	40%	Population Increased	20%
	Displacement	30%	Increased Awareness	20%
	School Fees	20%	Boys Prioritised	20%
Girls	House Chores	44%	Increased Awareness	40%
	Displacement	44%	Complimentary Services in School	20%
	Boys Prioritised	33%	Improved Security	10%
	School Fees, Work and Early Marriage	22%	Population Increased	10%
Reason for Change - Retention Rates				
	Decrease		Increase	
Boys	School Fees	50%	Increased Awareness	33%
	House Chores	50%	Complimentary Services in School	33%
	Work	33%	Improved Security	17%
	Displacement	33%	Decrease in School Fees, Increased Household Income	17%
Girls	Boys Prioritised	67%	Complimentary Services in School	43%
	School Fees	33%	Improved Security	29%
	Early Marriage	33%	Increased Awareness	29%
	Displacement, House Chores, Work	17%	Increased Household Income	14%
Reason for Change - Completion Rates				
	Decrease		Increase	
Boys	School Fees	50%	Increased Awareness	67%
	House Chores	33%	Improved Security	33%
	Work	17%	Decrease in School Fees	17%
	Girls Prioritised	17%	Increased Household Income	17%
Girls	School Fees	80%	Population Increased	44%
	Boys Prioritised	40%	Increased Awareness	33%
	House Chores	40%	Population of Girls Increased	22%
	Work, Displacement, Early Marriage	20%	Improved Security	11%

ANNEX 3: Average Grade Score

Average Grade Score Current Year, Boys:



Average Grade Score Current Year, Girls:



ANNEX 4: Definition of Food Security Indicators

The livelihoods-based coping (ICSI) strategies module is used to better understand longer-term coping capacity of households. Household livelihood and economic status is determined by income, expenditures and assets. By understanding the behaviours households have taken to adapt to recent crises, such as selling productive assets, we can get a rough sense of how difficult their current situation is, and how likely they would be able to meet challenges in the future.

The reduced coping strategy index (rCSI) measures the behaviours adopted by HHs when they have difficulties in covering their food needs. This indicator assesses whether there has been a change in the consumption patterns of a given HH. It is calculated using standard food consumption-based strategies and severity weighting.

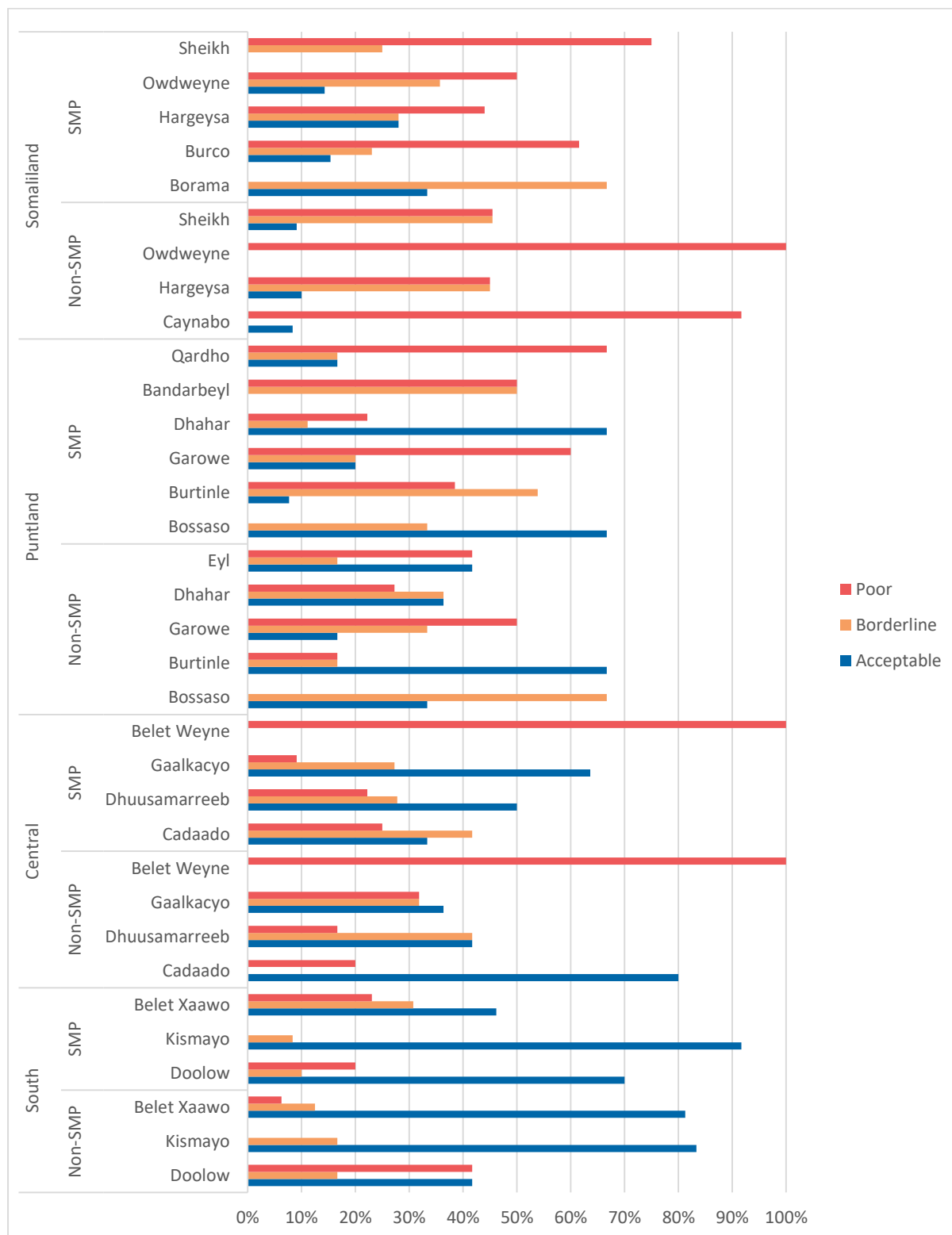
Food Consumption Score (FCS): The FCS is a composite score of food consumption at the household level as recorded from a 7-day recall and is based on 8 weighted food groups. In addition, for households with children in SMP schools, an additional weight of 1 was added to the overall food consumption score to take into account the extra meals that the children are provided, which ultimately increases the overall FCS for households.

- **Poor FCS:** An expected consumption of staple 7 days, vegetables 5-6 days, sugar 3-4 days, oil/fat 1 day a week, while animal proteins are totally absent. An expected consumption of staple 7 days, vegetables 6-7 days, sugar 3-4 days, oil/fat 3 days, meat/fish/egg/pulses 1-2 days a week, while dairy products are totally absent.
- **Borderline FCS:** An expected consumption of staple 7 days, vegetables 6-7 days, sugar 3-4 days, oil/fat 3 days, meat/fish/egg/pulses 1-2 days a week, while dairy products are totally absent.
- **Acceptable FCS:** An expected consumption of staple 7 days, vegetables 6-7 days, sugar 3-4 days, oil/fat 3 days, meat/fish/egg/pulses 1-2 days a week, with more number of days a week eating meat, fish, egg, oil, and complemented by other foods such as pulses, fruits, milk.

The diet diversity score (DDS) uses a standard list of 16 food groups, for all countries and contexts. Information for each group is of a bivariate type (yes/no). To calculate the DDS, the 16 food groups are aggregated into 12 main groups. All food groups have the same importance (relative weights equal to 1), with each group consumed providing 1 point. The DDS is the simple sum of the number of consumed food groups.

ANNEX 5: FCS by District

Figure 46: FCS by District and School Type





List of Acronyms

DDS	Diet Diversity Score
FCS	Food Consumption Score
ICSI	Livelihood Coping Strategy Index
rCSI	Reduced Coping Strategy Index
SMP	School Meals Programme
WFP	World Food Programme