



WFP/Lorene Didier

Final evaluation of WFP Haiti's Food for Education and Child Nutrition Programme (2016-2019)

October 2019

Scope and aim What have we evaluated and what for?

The Food for Education and Child Nutrition Programme 2016 – 2019 contributed to the efforts of the Government of Haiti (GoH) in establishing a viable foundation for school feeding activities. The evaluation assessed the relevance, effectiveness, efficiency and sustainability of the McGovern-Dole school meals model, driven by WFP's aspiration for accountability and learning. It also focused on the long-term viability of the McGovern Dole Food for Education Programme (McGovern-Dole) model for school feeding in Haiti.

Objectives and activities

1 Improved Literacy of School-Aged Children

- a) Provide School Meals
- b) Provide Storage and Food Preparation Equipment, Tools and Eating Utensils
- c) Capacity Strengthening Strategy: Building the foundations of a National School Feeding Programme
- d) Provide Creole/French literacy kit and school supplies
- e) Provide training/materials to teachers and administrators on literacy and professional teaching modules

2 Increased Use of Health and Dietary Practices

- a) Training on Good health and nutrition practices at the school level
- b) Training on Supply Chain, Warehouse and Commodity Management for local Cooperating Partners and Government of Haiti (GoH)
- c) Training on food preparation and storage practices
- d) Provide Storage and Food Preparation Equipment, Tools and Eating Utensils
- e) Capacity Strengthening Strategy: Building the foundations of a National School Feeding Programme
- f) Distribute water purification tablets and soap to schools

Results What have we learned?



Relevance

In terms of **educational benefit, nutrition and health**, the programme aligned with the National Policy and Strategy on School Feeding (PSNAS). However, the policy's requirement to support local economy and promote environmentally-friendly solutions were not taken into account.

Rural areas and public schools were targeted, with parents and especially female-headed households highlighted its benefit in easing economic barriers. But the most vulnerable schools, with their limited personnel and basic infrastructure, did not meet the minimum requirements to qualify. The programme also didn't allow feeding children from the 3rd cycle upwards. This was challenging when three cycles are in class at the same time, often involving children overaged for their grade.

Food baskets were distributed, and **nutrition trainings** provided, but products didn't offer food diversity. The **energetic target** set by the PSNAS was not met and its recommended morning 'snack' was only offered until 2017.

Following **Hurricane Mathew** in 2016, the programme was not taken advantage of as a shock response safety net, despite schools being used in the past as an entry point to provide services to families.

Strengths and Weaknesses of McGovern-Dole in Haiti

The key advantage of the McGovern-Dole model is that the cost of the basic meal provided to schools is much lower than models relying on local purchases. The key disadvantage is that it contributes very little to the local economy. Other models, such as the local purchase model in Nippes, that included local purchases demonstrate that more dynamic and collaborative actions can be nurtured through school feeding with higher nutritional and economic benefits achieved for local communities.



Effectiveness

While reaching the expected number of children, the overall total decreased from year to year and the amount of **daily meals** served did not meet annual targets. Of no help were delays for imported commodities to reach Haiti, disasters, strikes, staff absences and bad road conditions.

Trainings in **canteen management, nutrition and hygiene** mostly took place as planned. While cause-effect of these activities remains unclear, **enrolment rate, attendance and retention** targets were almost achieved and more children than expected passed to the next level. These results were similar for both girls and boys.

Children benefitting from the **Literacy Component** significantly increased their Creole and French reading skills. But overall achievements fell short of targets due to poorly trained teachers and overcrowded classrooms.

The programme's focus on **internationally procured goods** missed opportunities for local purchases. An example is WFP buying salt from Haitian producer associations, but these did not supply the McGovern-Dole programme.



Efficiency

Although parents recognise the positive impact **school feeding** has on their children, actively engaging them in it has proven challenging. Therefore, schools struggled to supplement meals with grains, pulses or fish. Less difficulties sourcing contributions from parents were felt by schools run by religious congregations or those where awareness-raising activities for this purpose had been carried out. While men contribute to the functioning of school canteens and participate in decision-making through committees, women do so disproportionately more.

Scarce **partnerships** between the education, health and agricultural sectors and community-level partners limited the improvement of educational outcomes.



Sustainability

With no **capacity strengthening** being provided to the GoH, their institutional and financial capability to manage the programme independently was lacking. Opportunities do exist, however, to **strengthen decentralised government** structures and local production until governance conditions improve.

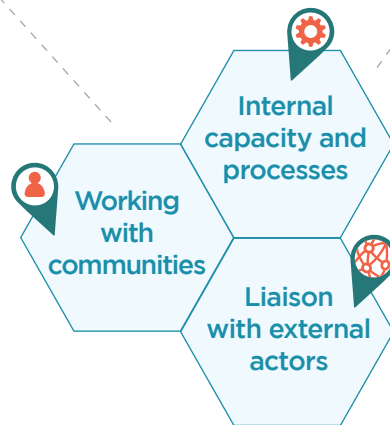
Overall, **parent's contributions** were insufficient to make school feeding sustainable over time. Then again, no social mobilisation strategy was implemented to promote it.

Recommendations What has been suggested to be continued, improved or changed in the future?

Develop a gender-transformative strategy for community engagement, using proven approaches combining social mobilisation with work carried out by NGOs.

Increase local purchases and support local producer organizations, in particular women, complemented with activities related to nutrition and food growing.

Investigate the suitability and potential of financial tools, such as Village Savings and Loans, possibly supported by private sector actors like Sogebank, Digicel or Mon Cash.



Advance a strategy to make food preparation safer and reduce its environmental impact, while using the most appropriate and feasible cooking stove set-up.

Include vulnerability as a criterion for the suspension of schools, thus supporting establishments struggling to comply with programme rules.

Review the practice of sanctioning schools for feeding older students or seek alternative sources to complement school feeding efforts.

Continue to support the validation of normative documents and governance structures and assist with their adoption and application.

Emphasise capacity building efforts benefitting decentralized government structures, including awareness raising and training on gender equality.

Establish partnerships to support WFP school feeding efforts with programmes strengthening the quality of education.

Carry out a joint assessment with the GoH and other actors on the use of the McGovern-Dole school feeding platform as a response mechanism to slow and rapid-onset emergencies.



Methodology How we carried out this evaluation?

The evaluation used a theory-based, non-experimental design with a mixed method approach, including the collection of primary qualitative data combined with a review of secondary quantitative monitoring data collected by WFP. During the country visit, the evaluation team interviewed stakeholders to directly assess the strengths and weaknesses of the McGovern-Dole Programme.

Data collection was carried out through the following:



35 school visits



key informant interviews



1 FDG with WFP monitoring staff



34 FDG with School Meal Management and Supervision committees; parents and community members



30 FDG with children

up to 141 people

- 47** school directors
- 35** cooks
- 3** donor representatives
- 3** Ministry of Education representatives at departmental level
- 4** National Program for School Canteens
- 4** Ministry of Agriculture, Natural Resources and Rural Development
- 2** WFP management and specialist staff
- 4** implementing Partners
- 1** CRS trainers
- 4** NGOs
- 4** producer organizations
- 1** multilateral bank / IDB representative



References:

Full evaluation report and the WFP Management Response are available at: <https://www.wfp.org/publications/haiti-food-education-and-child-nutrition-2016-2019-evaluation>
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