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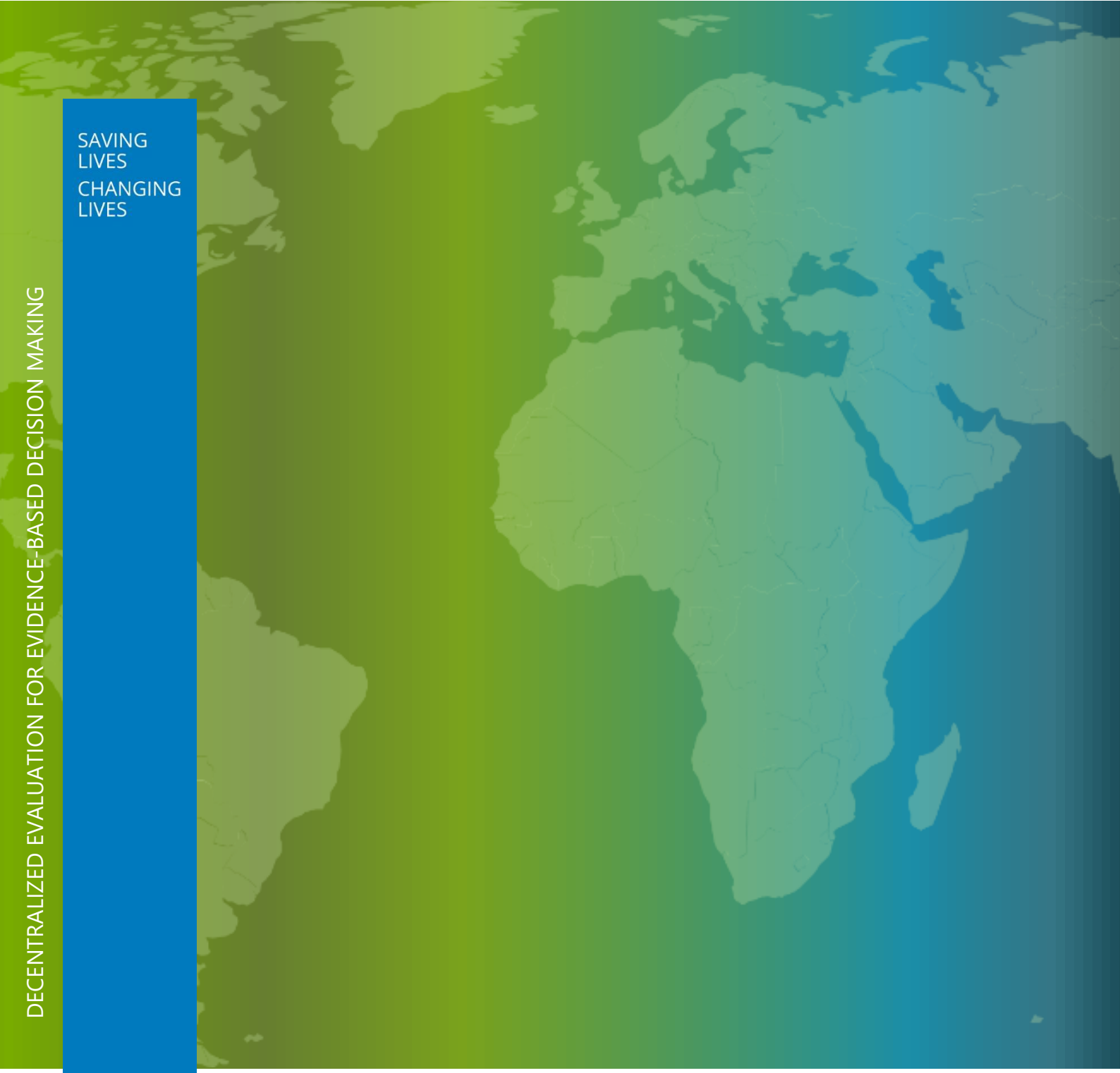

Decentralized Evaluation

Evaluation Series on Emergency School Feeding in the Democratic Republic of Congo, Lebanon, Niger and Syria

2015-2019

DR Congo Evaluation Report

October 2020

WFP School-based Programmes (SBP) Unit, Rome

Evaluation Managers: Fatema Fouda, Niamh O'Grady

Prepared by Particip GmbH

Martin Steinmeyer, Team Leader

Marian Meller, Survey Expert and Quantitative Researcher

Simon Dietrich, Survey Expert

Lene Poulsen, Senior Evaluator

WFP
World Food Programme

particip

Acknowledgements

The Evaluation Team and the staff from Particip would like to thank all those who have contributed to this evaluation. This includes in particular the staff in the World Food Programme country office in Kinshasa and in the WFP area office in Goma for their invaluable inputs and support throughout the implementation of this evaluation. We appreciate the support from the staff of WFP headquarters in Rome and also want to extend our thanks to the colleagues in the WFP regional bureau in Nairobi for their contributions and advice. Furthermore, we appreciate the assistance and cooperation of the Government of the DRC with the implementation of this evaluation, as well as that of all donors and WFP partners who have contributed to this exercise.

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List of acronyms and abbreviations

ALP	Accelerated Learning Project
CAAFAGs	Children Associated with Armed Forces and Armed Groups
COGES	School Management Committee (*Comité de Gestion*)
COPA	Parents Association (*Comité des Parents*)
CPE	Country Portfolio Evaluation
DHS	Demographic and Health Survey
DRC	Democratic Republic of the Congo
EMOP	Emergency Operation
EPSP	*Ministère de l'Enseignement Primaire, Secondaire et Professionel*
EQ	Evaluation Question
ESF	Emergency School Feeding
FAO	Food and Agriculture Organization
FCS	Food Consumption Score
GDP	Gross Domestic Product
GPS	Global Positioning System
HGSF	Home Grown School Feeding
HH	Household
ICSP	Interim-Country Strategy Plan
IDP	Internally Displaced Person
IPC	Integrated Food Security Phase Classification
LWF	Lutheran World Federation
NGO	Non-Governmental Organisation
NRC	Norwegian Refugee Council
OECD	Organisation for Economic Co-operation and Development
PROVED	*Provinces Educationnelles*
PRRO	Protracted Relief and Recovery Operation
SABER	Systems Approach for Better Education
SBP	School-Based Programmes
SF	School Feeding
SGBV	Sexual and Gender Based Violence
SIGI	Social Institutions and Gender Index
SPRs	Standard Project Report
TEP	Teacher Emergency Packages
UN	United Nations
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme
UNICEF	United Nations International Children's Emergency Fund
UNOCHA	United Nations Office for the Coordination of Humanitarian Affairs
USAID	United States Agency for International Development
USD	United States Dollar
VAM	Vulnerability Analysis and Mapping
WASH	Water, Sanitation and Hygiene
WFP	World Food Programme
WV	World Vision

List of acronyms of the survey report: see page 44

Executive summary

This Evaluation of Emergency School Feeding Activities in the Democratic Republic of the Congo (DRC) from 2015 until 2019 is part of a four-country[1] Evaluation Series on Emergency School Feeding (ESF) commissioned by the WFP School-based Programmes (SBP) Unit and made possible by a multi-year Canadian contribution to WFP.

The series provides accountability to Canada and other donors in the four countries, as well as to the wider humanitarian community. It promotes learning at the strategic and operational levels. Findings from the individual evaluations fed into lessons learned on school feeding in emergencies presented in a separate synthesis report. A global literature review, interviews with global stakeholders and a survey among a wider selection of WFP country offices on school feeding complemented the evidence from the countries.

Expected users of this report are WFP management and staff involved in School Feeding (SF) in DRC, the Regional Bureau in Johannesburg, and at headquarters. The report is also likely of interest to other partners and donors that provide support to SF. In DRC this includes partners that work closely with WFP on school feeding and related fields, such as the Government of Canada and partners from the Government of the DRC, including the Ministry of Education who may draw on and use the evaluation to inform the policy framework on school feeding. Other interested parties include the United Nations Children's Fund (UNICEF) and the Food and Agriculture Organisation (FAO).

Overview of evaluation subject

WFP has been providing school feeding in DRC at least since the early 2000s, pursuing various direct and indirect objectives: social safety nets, nutrition and health, education, gender equality and empowerment of women and girls and agricultural production.

WFP has also assisted with the development of the national Education Sector Plan (2016-2025) that foresees subsidising school feeding in 3,000 schools and has provided technical and financial assistance to the Government for developing a national social protection policy that includes school feeding as a safety net component.

Over the evaluation period, WFP carried out school feeding under the following three operations:

- Protracted Relief and Recovery Operation 200540 (April 2014 – December 2015);
- Protracted Relief and Recovery Operation 200832 (January 2016 – December 2017);
- Interim Country Strategic Plan 2018–2020 (January 2018 – December 2020).

The humanitarian crisis combined with funding constraints meant that the number of assisted schools was reduced over time; from 1,000 in 2014 to less than half in 2015. At the time of the evaluation, only 163 schools remained in the programme in North Kivu. Only 73 of those are located in Bwisha, the *Chefferie* covered by this evaluation serving approximately 41,000 children.

Theory of Change of school feeding

School feeding[2] was meant to target primary and attached pre-primary schools with one on-site cooked meal per school day. Initially, WFP officially targeted schools with particularly high numbers of Internally Displaced Persons (IDPs). From 2016 until the end of 2017, WFP shifted to targeting primary schools in the most food-insecure areas that also had high rates of out-of-school children.

WFP also foresaw supporting the Government in strengthening the national policy framework for school feeding. It also committed itself to procure food for school feeding locally to create market opportunities for local smallholders, in cooperation with the *Purchase for Progress* (P4P) programme.

Country context

The DRC, the second largest country in Africa, is a low income and fragile country with a population of 84 million people that is expected to rise to over 120 million by 2030. The population is young (median age of 16) and lives at 56 percent in rural areas. Agriculture employs 70 percent of the working population, mainly for subsistence. Many years of mismanagement, violence and insecurity have

[1] DRC, Lebanon, Niger, Syria.

[2] WFP's new SF strategy no longer speaks specifically of "Emergency School Feeding". In keeping with this strategy, this report therefore uses the term "School Feeding" (SF) instead of "Emergency School Feeding" (ESF).

reduced agricultural productivity, in spite of the huge production potential of the sector.

In 2013/14, 43.9 percent of the population lived in severe poverty; that is 54 percent of the rural population and 18 percent of the urban population. In North-Kivu, the share of the population living in severe poverty, 42.5 percent, was slightly below the national average. Food insecurity is widespread throughout the country. In North Kivu, food insecurity was about as severe as in the country as a whole, with 25 percent or 1.8 million people affected by crisis or emergency levels of food insecurity.

As of 2018, 13 million people were estimated to be in need of humanitarian assistance. 17 percent of those targeted by humanitarian assistance were from North Kivu, while the province only accounts for 6 percent of the national population. As of June 2019, only 22 percent of the identified humanitarian needs had been funded, including 11 percent of food security needs and 12 percent of education-related humanitarian needs.

The Eastern provinces of the DRC have been affected by instability ever since the refugee crisis resulting from the genocide in Rwanda. A system wide L3 was declared on 20 October 2017 and deactivated on 20 April 2018. North Kivu has also been affected by insecurity, with more than 100 armed groups active in that region.

Methodology

The scope for this evaluation was coordinated with the three other evaluations in Lebanon, Niger and Syria, guided by a global evaluation matrix to guide data collection and analysis for all evaluations in this series. The global matrix was adapted to the specific characteristics of the SF activities in DRC.

Data collection was based on a mixed-method approach. Secondary data provided an overview of the scope and scale of the school feeding activities and their context. Questionnaire-based surveys of school administrators and recipient households provided quantitative data on the effects of school feeding. Qualitative data from key informant interviews, focus group discussions and beneficiary interviews triangulated the information from the surveys and placed the effects of school feeding in context.

Key findings

EQ1 – Appropriateness of SF in Emergencies

The school lunches helped to meet the nutritional needs of students and slightly increased the dietary diversity, in particular for the poorest children, as these are offered comparatively less diverse meals at home.

However, WFP geographic targeting did not keep school feeding directed at the most vulnerable areas and populations in terms of food security or access to education[3]. While clearly in need, Bwisha *chefferie* was less food insecure than many other areas in North Kivu. From 2017 onward, piloting local procurement for home-grown school feeding (HGSF) favoured continuing school feeding in the relatively stable Bwisha over moving SF to areas with a comparatively more vulnerable population.

This applies also to the population of IDPs. The large majority of IDPs who have received SF have been living in the same place for more than six years. While still vulnerable, their displacement-related needs are likely to be less acute than families outside of Bwisha who had to leave their homes more recently.

Occasional delays in food deliveries and shortages of kitchen utensils and firewood have affected the consistency with which WFP has been able to ensure the availability of a daily meal at the schools.

EQ2 – Coherence of ESF with humanitarian response

WFP selected SF schools in cooperation with local authorities, school directors and parents. However, WFP has not sufficiently justified why it is providing school feeding to only a minority of schools in the area that are not necessarily serving the most vulnerable households.

Efforts to ensure accountability are not working as well as they could. Suggestion boxes that had been installed in a small number of SF schools are not widely known nor widely used. Parents and other key stakeholders have called for improved accountability and a more

[3] Unless otherwise specified, the term “vulnerable” in this report relates to the food security and education-related situation of the population.

transparent process for deciding which schools are covered by SF activities.

School feeding activities were successfully linked to WFP's Purchase for Progress (P4P) programme to organize the local purchase of SF supplies. Beyond this, WFP has not been able to pair SF with nutrition education, health services or deworming. Projects of other actors operated in a small number of SF schools but were not the result of deliberate coordination.

EQ3 – SF results in education, food security and nutrition

School feeding has increased enrolment, attendance and retention, helping in particular children from IDP families and from the poorest households. Attendance of children in SF schools has increased on average by 7 days over the school year, without a significant difference between girls and boys.

School lunch has slightly increased the nutritional variety available to children. The food groups served in school complement those served at home, in particular for children from the poorest households, whose home-diet is less varied. Only a minority of schools were able to complement the meal with products from school gardens.

School lunches improved food security for the one quarter of children who outside of school do not have access to a daily lunch. Close to 90 percent of this quarter of children are not able to compensate for the lost school meal with other food.

EQ4 – SF results for households and local economies

SF has not reached the schools in Bwisha or North Kivu that are serving the most socio-economically disadvantaged households (see EQ1). School feeding resources have likely flown disproportionally to relatively better-off households, as their children are more likely to be enrolled in school. School feeding has helped households to save money on food expenses.

Since 2017, WFP has purchased a total of 2,600 metric tons of local commodities paying a total of USD 1.8 million to four different farmer organizations previously supported by the P4P programme, benefitting a total of 4,690 growers.

EQ5 – Effects of SF on psycho-social well-being, exposure to armed groups and child labour

School feeding has improved the psycho-social wellbeing of students, making them happier, improving their homework practices and raising their attentiveness in class. Children from poor households were more likely to benefit psycho-socially than their peers. The data showed no gender-specific differences.

By supporting parents to send and keep their children in school, school feeding has helped to create conditions that, although indirectly, can facilitate the reduced exposure to and recruitment of children into armed groups. However, school feeding has by and large not influenced the decision of parents for or against keeping their children home from school when they were needed to work in the family business or in the household. This has affected in particular girls.

The extremely low participation of parents and community members in SF makes it implausible that SF has acted as a social mechanism for greater social cohesion and reduced conflicts among parents and in the community.

IDP households were as likely as or even more likely to benefit from school feeding than resident families. Returnee families and their children, on the other hand, did not perceive the same degree of benefit, in spite of their vulnerable status.

EQ6 – Sustainability and connectedness of SF

WFP has supported the inclusion of school feeding into national education and social protection policy frameworks, based on the Systems Approach for Better Education (SABER). The policy framework has yet to be finalized and implemented. WFP work on implementing school feeding in North Kivu has so far not informed the policy dialogue at national or provincial level.

At local level, WFP has built on existing local organisations in the form of parent's associations, school general assemblies, and school administrations, and has helped schools to put in place school kitchens and storage facilities. Schools and communities are not yet ready to take on more autonomous

responsibility for financing and organizing school feeding.

Overall conclusions

C1: SF in Bwisha benefitted children and households as additional "food energy" and "food value", and also, to some extent contributed to improved "food quality" and dietary diversity.

C2: SF has contributed to increased school access and to improved attentiveness, in particular for the poorest children. As they are considered to be safe spaces by most, greater access to SF schools and to learning opportunities has also reduced some of the risks of exposing children to armed conflicts. Moreover, local purchase has also benefitted local smallholder farmers.

C3: Without detailed situation analyses and data-driven targeting, WFP has not had the information required to tailor and adjust the SF activities and any complementary services to the specific needs of groups like IDPs, returnees or the poorest in Bwisha. SF services have therefore not reached those beneficiaries that comparatively would benefit most from school feeding.

C4: School feeding in Bwisha has not helped to decrease the differences in access to education between girls and boys. Girls have remained less likely to be enrolled in school, even with school feeding support in place. Girls were also still more likely to need to stay at home from school to help in the household.

C5: WFP has not been able to pair school feeding with complementary services in education, nutrition, Water, Sanitation and hygiene (WaSH) and psycho-social support. In conjunction with gaps in targeting and tailored design, this has made it more difficult for WFP to address the needs of vulnerable groups and to optimize the effects of school feeding.

C6: WFP has not been able to broaden the participation of parents and community members in school feeding activities to intensify contacts between groups with strained relations as a prerequisite for improving social cohesion.

C7: Needs in Bwisha are defined by a protracted crisis, inequality and poverty. While arisen out of an acute emergency, most of these circumstances have solidified into relatively stable socio-economic conditions. The piloting of local purchase has relied on the relative stability in Bwisha. Other parts of North Kivu often suffer more acute displacement, insecurity and violence, make it difficult to transfer Bwisha's model of "home-grown" school feeding to those areas.

Recommendations

R1: WFP should transition SF activities to a longer-term strategic framework and implementation modality, suitable for more careful, crisis-sensitive targeting, more comprehensive situation analyses for the development of longer-term partnerships to address the complex needs of a target population caught in a protracted crisis.

R2: WFP should begin to promote greater involvement of the provincial Government, local authorities, parents and communities in Bwisha as part of an exit strategy.

R3: WFP should review its approach for geographic and school-specific targeting. Project documents should provide a clear justification of the selection of particular geographic target areas, using up-to-date data that applies to the target area in question.

R4: WFP should emphasize partnerships when identifying future SF projects. A continuing presence and active involvement in coordination mechanisms can help to ensure that WFP is ready for partnerships when the need arises.

R5: WFP and its partners should use situation analyses (R6) and targeting exercises (R3) to formulate a comprehensive, joint response to education-related needs and challenges of SF target groups. The contribution of school feeding to the joint project should be clearly defined and explained.

R6: WFP should make detailed situation analyses mandatory for all future SF activities, ideally carried out as cooperatively with its partners. This analysis should examine the barriers to education specific to girls, IDPs and returnees and others.

R7: WFP's area office in Goma and the country office in Kinshasa should intensify their exchange on lessons learned from the Home-Grown School Feeding (HGSF) pilot in Bwisha *chefferie,* bringing into the exchange also the provincial Government of North Kivu and the national Government of the DRC.

1 Introduction

1. **This Evaluation of Emergency School Feeding in the Democratic Republic of the Congo is part of the four-country Evaluation Series on Emergency School Feeding (ESF)** that has been commissioned by the WFP Unit for School-based Programmes (SBP). The series of evaluations of ESF activities was made possible by a multi-year Canadian financial contribution to WFP to support school feeding in emergencies and corresponding evaluation work in the DRC, as well as in Lebanon, Niger and Syria. The multi-year contribution provides a unique opportunity for WFP to invest in the quality of ESF programming while at the same time generating evidence that has a significance for WFP beyond these four countries.

2. The ESF evaluation series as a whole of which this specific evaluation is a part serves the dual and mutually reinforcing objectives of accountability and learning:

- **Accountability** – The series assesses the results of WFP ESF activities funded by Global Affairs Canada and other donors. In this manner, the series fosters accountability to donors contributing to WFP ESF in the four countries and to the wider humanitarian community.
- **Learning** – The evaluation of this series helps WFP to formulate programmatic considerations for the design and implementation of ESF programmes, identify possible improvements, and derive good practices and lessons to inform operational and strategic decision-making. Findings are meant to be actively disseminated within WFP and relevant external stakeholders and networks to foster learning.

3. Specifically, the launch of the evaluation series has been timed to allow it to inform the implementation of a new **10-year school feeding strategy for WFP**. This new strategy is meant to cover both school-feeding in development contexts as well as in emergency and fragile contexts. With its development, WFP is considering new areas of focus for its school feeding portfolio; namely "girls' education (including adolescent girls) and school feeding" (SF) and the "humanitarian-development-peace" nexus[4]; two thematic areas that are also covered by the scope of the evaluations that are part of this evaluation series.

4. As stipulated in the **Terms of Reference (ToR) for the ESF Evaluation Series**, the final report of the DRC ESF evaluation should:

- Establish a multi-faceted baseline for future evaluations[5]
- Document best practices and generate evidence about ESF programming.
- Generate context-specific recommendations for ESF/SF programming.

5. **Among the users of this evaluation report will be WFP management and technical staff involved** in ESF / SF programming in DRC, the Regional Bureau (RB) in Johannesburg, and at headquarters (HQ). It is expected that the evaluation will also be of **interest to other partners and donors** that provide support to SF. In DRC this includes partners that work closely with WFP on school feeding and related fields[6], particularly the Government of Canada, as well as national level partners including the Ministry of Education who may draw on and use the evaluation to inform the policy framework on school feeding.

1.1 Overview of the evaluation subject

6. WFP has been in the DRC since 1973 and has been providing school feeding support in various forms **since the early 2000s;** with various direct and indirect objectives: social safety nets, nutrition and health, education, gender equality and empowerment of women and girls,

[4] Also referred to as the "triple nexus".

[5] An evaluation of the Interim Country Strategic Plan (I-CSP) in DRC was carried out in parallel to this evaluation. It was planned to use the ESF evaluation as input for this broader evaluation. However, due to shifts from the original schedule in the ToR, the timing for the results of the ESF country report will not allow for forming a baseline for the ICSP evaluation. The CO is also planning to conduct an evaluation of the Purchase for Progress (P4P) in 2021 and oversaw the implementation of the baseline study at the time of the field visit of the ESF Evaluation Team. The Evaluation Team is not aware of any other major WFP evaluations planned for DRC.

[6] Such as the P4P programme, jointly implemented by WFP and FAO and funded by the governments of Belgium and France, as well as UPS (https://documents.wfp.org/stellent/groups/public/documents/reports/wfp228505.pdf).

and agricultural production. The support has included technical support to the development of the national education policies and strategies.

7. The most recent **Education Sector Plan (2016-2025) of the DRC** foresees school feeding in 3,000 schools in rural areas to promote access and increase retention rates[7]. WFP has also provided technical and financial assistance for the development of a national social protection policy, which includes school feeding as one of the safety net components. This is in line with the current United Nations Development Assistance Framework (UNDAF)[8] for DRC. Also, the World Bank, WFP and other United Nations agencies are using the "Systems Approach for Better Education Results" (SABER) to engage the national Government to incorporate school feeding into its national education policy framework.

8. For the period 2014 – 2019, the **following three WFP operations** in DRC cover school feeding activities in part with funding from the Canadian Government:

- Protracted Relief and Recovery Operation (PRRO) 200540: Targeted Food Assistance to Victims of Armed Conflict and other Vulnerable Groups (ESF since Budget Revision 1 in April 2014 – December 2015)[9];
- PRRO 200832: Targeted Food Assistance to Victims of Armed Conflict and other Vulnerable Groups (January 2016 – December 2017)[10];
- Interim Country Strategic Plan (I-CSP) 2018–2020 (January 2018 – December 2020)[11];

9. Finally, the Regional Emergency Operation (EMOP) 200799[12] (Budget Revisions 1-6) also finances SF activities. However, these latter are not part of the scope of this evaluation[13].

10. The **deterioration of the humanitarian crisis in DRC** over the last five years combined with funding constraints have led WFP to refocus its activities. A prioritisation exercise carried out in July 2013[14] led to a 40 percent reduction in school feeding activities. The **number of assisted schools were reduced from 1,000 in 2014 to less than half in 2015**[15]. These changes were in line with the flexible approach suggested in the PRRO, narrowing the geographical scope and focusing on relief. Some resilience activities continued, including the Purchase for Progress (P4P) project launched in 2015 in collaboration with the Food and Agriculture Organization (FAO) to support smallholder farmers. The project has been a supplier for the Home-Grown School Feeding (HGSF) pilot in Bwisha.

11. Table 1 below **provides** an **overview of the SF beneficiaries for WFP's entire school feeding[16] portfolio** in the DRC, including the schools covered by this evaluation (i.e., in the Rutshuru Territory of North Kivu province) but also schools in other parts of North Kivu and in other provinces (i.e., in South Kivu and in Katanga, for example).

Table 1: Overview of SF beneficiaries, overall DRC SF portfolio[17]

Year	Intervention	No. of schools		No. of children		Value of distributed food (USD)[18]
		Planned	Reached	Planned	Reached	
2015	PRRO 200540	499	390	342,923	224,371	USD 8,461,431

7 Ministère de l'Enseignement Primaire Secondaire et Initiation à la Nouvelle Citoyenneté, Ministère de l'Enseignement Technique et Professionnel, Ministère de l'Enseignement Supérieur et Universitaire, Ministère des Affaires Sociales, Action Humanitaire et Solidarité Nationale (2015) "Stratégie sectorielle de l'éducation et de la formation 2016-2025"

8 UNDAF 2013-2017 has been extended to align with the National Strategic Plan for Development (2016-2020).

9 Start date of Budget Revision 1: 1 April 2014; End date: 31 December 2015; Approval date not reported.

10 Start date: 1 January 2016; End date: 31 December 2017; Approval by Executive Board: November 2015.

11 Start date: 1 January 2018; End date: 31 December 2020; Approval by Executive Board: November 2017.

12 Regional EMOP 200799: Critical Support to Populations affected by the ongoing crisis in the Central African Republic and its regional impact (January 2015 – December 2017).

13 As per the ToR of the evaluation and the discussions with WFP during the inception phase.

14 PRRO 200540 - Budget Revision 1

15 I.e., 499 school in the original planning; and 390 that were eventually reached (Standard Project Report 2015).

16 WFP's new SF strategy no longer speaks specifically of "Emergency School Feeding". In keeping with this strategy, this report therefore uses the term "School Feeding" (SF) instead of "Emergency School Feeding" (ESF).

17 The figures in this table apply to the entire SF portfolio of WFP in the DRC. Numbers only for the school supported by Canada (i.e., those included in this evaluation) were not available in the SPRs. These will need to be extracted from the raw data sets during the data collection phase once these are shared with the evaluation team.

18 Provided by WFP DRC country office.

Year	Intervention	No. of schools		No. of children		Value of distributed food (USD)[18]
		Planned	Reached	Planned	Reached	
2016	PRRO 200832	438	438	182,760	169,500	USD 5,917,185
2017		382	382	189,280	152,725	USD 5,604,709
2018	ICSP	163	Rutshuru: 73 Beni: 50[19]	186,000[20]	Rutshuru: 41,000[21] Beni: 30,000[22]	USD 1,736,463

Source: SPRs and Annual Country Report for respective programme

12. Table 2 below provides an overview of the **officially reported achievement indicators** for the same set of schools.

Table 2: Overview of outcome indicators[23]

Year	Intervention	Achievement indicators		
		Indicator	Planned	Actual
2015	PRRO 200540	Enrolment (change; boys) Enrolment (change; girls) Retention rate (boys) Retention rate (girls)	> +6.0% > +6.0% >85.0% >75.0%	+5.5% +5.7% 84.0% 70.0%
2016	PRRO 200832	Retention	>70.0%	77.0%
2017		Retention Enrolment rate (change)	> 70.0% < +6.0%	94.84% + 2.94%
2018	ICSP	Attendance Enrolment	NA	NA

13. In Rutshuru, school feeding activities during the period from 2015 until 2019 were implemented through two consecutive projects:

- A "Joint Project for Community Reintegration of Ex-Child Soldiers in Rutshuru Territory, Nord Kivu Province" implemented in two phases (henceforth referred to as "CAAFAG" project; that is, "CAAFAG I" and "CAAFAG II"), implemented by UNICEF, the United-Nations Development Programme (UNDP), WFP, and UNWOMEN. CAAFAG I started in November of 2015 and ended in October of 2016. CAAFAG II ran from November 2016 until August of 2017. School feeding was one of the components of this joint project, implemented under the responsibility of WFP. Implementing partner for the SF component of this project was the Lutheran World Federation (LWF).
- A pilot project for HGSF financed by Canada (henceforth referred to as the "Canadian project"), that continued school feeding in the *chefferie* Bwisha after the CAAFAG II project had come to an end. The Canadian project started in September of 2017 and was still ongoing at the time of the evaluation. Implementing partner for this project is World Vision International (WVI).

14. SF activities in DRC had been included in a Thematic Evaluation of School Feeding in Emergency Situations in 2007[24]. The report does not present findings or conclusions specific to the DRC, however.

1.2 Theory of Change (ToC)

15. **SF services** have been **targeting primary and pre-primary schools attached to primary schools** with one on-site cooked meal per school day. From 2013 until the end of 2015[25], WFP provided services to selected schools with particularly high numbers of IDP. From 2016 until the end of 2017, WFP shifted to targeting all primary schools in the most food-insecure areas that also had high rates of out-of-school children.

[19] In the post-Ebola areas. These schools are not included in the scope of this evaluation.
[20] For the entire period of 2018 – 2020.
[21] Attendance in assisted schools reached 92.6 percent in 2018 and a retention rate of 95 percent; up from a retention rate of 90.8 percent in 2017.
[22] Not included in the scope of this evaluation.
[23] The figures in this table apply to the entire SF portfolio of WFP in the DRC. Data disaggregated by gender were not available.
[24] Full Report of the Thematic Evaluation of the WFP School Feeding in Emergency Situations, Rome 2007.
[25] PRRO 200540.

16. **WFP has been delivering SF services to help improve the educational outcomes of girls and boys**; and to improve **health behaviours, including better dietary choices.** Both are *outcomes* commonly pursued through school feeding[26]. As a *food transfer*, school feeding was meant to increase the **amount of food available to children**. Families therefore were expected to be more likely to **enrol their children in school**, and to **keep them enrolled** (see *intermediate outcomes* in Annex 5), thereby **increasing enrolment, attendance and retention for both boys and girls. The additional *food energy* and high *quality of the food*** provided by WFP was intended to help to alleviate hunger among students and improve their nutritional status, thus increasing their ability to learn, allowing the children not just to attend school, but also to **improve their school achievement[27]**.

17. Over the long-term **SF is also meant to contribute to improved health and nutrition among recipients** and their communities, and to help **improve household resilience and food security** – impacts already mentioned in WFP's current corporate ToC for SF.

18. SF in the DRC is also intended to make **contributions to child-protection and psychological well-being, community social cohesion,** and **gender equality.** It is also meant to aid agricultural recovery, specifically through the use of local procurement of ESF inputs. In the particular conflict situation of DRC, incentivising families to keep their children in school was also meant to help protect their children from **common risks and adverse social practices**, such as child marriage, child labour and the recruitment of children into armed groups.

19. **Alongside the direct support of school children, WFP has foreseen support to capacity development and the strengthening of local markets**. WFP has been aiming to use technical assistance to help strengthen the national policy framework for school feeding, with the ultimate goal of helping the Government of the DRC to develop its own national school feeding programme[28]. In addition, WFP committed itself to the **local procurement of food for the school feeding services**. Cooperation between school feeding and WFP's P4P initiative was intended to **help create market opportunities for local smallholders** as a contribution to the **recovery of the local agricultural sector[29]**. Finally, parent-teacher associations are intended to play an active role in running school feeding programmes at their schools, facilitated by training. The aim is not only help to **increase the number of rural schools with school feeding programmes**, but also to help increase or at least maintain **social cohesion** among parents and in communities surrounding the targeted schools as a possible added benefit of school feeding in the conflict conditions of Eastern DRC.

20. **The feasibility of WFP's school feeding activities hinges on a number of factors that are external to WFP's own operations.** In the ToC (see Annex 5), these have been captured in the list of *assumptions* that are referenced in the diagram. The visualised **ToC for the SF portfolio** in the DRC is presented in Annex 5.

1.3 Context

21. **Overall context:** The DRC is a low income, fragile country with a population of 84 million people[30] that is expected to rise to over 120 million by 2030. The population is young (median age of 16) and mainly lives in rural areas (56 percent). Covering 2.3 million square kilometres, DRC is the second largest country in Africa, and shares borders with the Central African Republic, South Sudan, Uganda, Rwanda, Burundi, Tanzania, Zambia, Angola, and the Republic of Congo. This places it in an extremely volatile region with armed conflicts and associated violence leading to a high level of human displacements, including cross-border displacement. Administratively, DRC has been divided into 25 provinces in addition to the capital province, Kinshasa since 2015.[31] In the eastern provinces[32], where the majority of

[26] These outcomes correspond to Objective 2 and Objective 1 respectively of the WFP school-feeding policy (WFP, 2013)
[27] The planned provision of micronutrient powder to schools to help fortify the school meals was not carried out.
[28] Corresponding to Objective 4 of WFP's school feeding policy (WFP, 2013).
[29] Corresponding to Objective 5 of WFP's school feeding policy (WFP, 2013).
[30] UN Data estimated population 2018. The first and latest census took place in 1984. A second census is under preparation. The annual demographic growth rate is estimated at 3.3 percent.
[31] Before 2015, there were 11 provinces.
[32] I.e., Katanga, South Kivu, North Kivu, among others

WFP's SF activities have been carried out, the humanitarian situation has been particularly severe due to inter-communal conflict, complicated by an ongoing outbreak of Ebola in Ituri and North Kivu provinces.

22. **Economy and poverty:** Agriculture employs approximately 70 percent of the working population of the DRC, mainly for subsistence. According to FAO[33], there is a huge agricultural production potential in DRC but due to the many years of mismanagement, violence and insecurity the actual productivity remains very low. Economic growth was recorded at 6.9 percent in 2015 but fell to 2.4 percent in 2016 as a result of renewed violence and political instability[34]. The Oxford Poverty and Human Development Initiative (OPHI) estimated on the basis of data from the most recent Demographic and Health Survey (DHS) that in 2012, 43.9 percent of the population had lived in severe, multi-dimensional poverty[35]; that is 54 percent of the rural population and 18 percent of the urban population. In North-Kivu, the share of the population living in this type of severe poverty (42.5 percent) was slightly below the national average.

23. **Food security and nutrition**: Food insecurity is widespread, with 3.9 million people classified in food emergency by the Integrated Food Security Phase Classification (IPC) in the second half of 2019 and 11.7 million in food crisis[36]. More than 15 million people (about 26 percent of the population) were estimated to be facing crisis (IPC 3) or emergency (IPC 4) levels of food insecurity. An estimated five million children under five are acutely malnourished[37]. 43 percent of children under five were chronically malnourished[38]. Food insecurity in North Kivu was about as severe as in the country as a whole, with 25 percent or 1.8 million people affected by crisis or emergency levels of food insecurity[39]. 33.5% of children aged 6-59 months in North Kivu were anaemic in 2012[40].

24. **Government policies and priorities**: While DRC has made progress in the education sector with completion rates increasing from 29 percent in 2002 to 70 percent in 2014, 27 percent of the primary age children remain out-of-school[41]. The percentage is particularly high in rural areas.[42] Meanwhile, the United States Agency for International Development (USAID) found the Ministry of Education to be one of the most reform-minded ministries in DRC.[43] Under the auspices of the Ministry, a national Education Sector Plan for 2016 – 2025 with a focus on access and equity, improved learning quality and governance and management in the sector was launched by the Government. A key principle of the plan was to provide all children with free primary education, 77 percent of all primary school expenses were paid directly by the households of the school children[44]. Anecdotal evidence shows that fees of up to USD 40 per semester / child are a critical limiting factor for school attendance[45] in a country where the average GDP per capita is just over USD 560 (current USD)[46]. It is estimated that 3.5 million children of primary school age are out of school[47].

25. **Gender:** Gender equality has not progressed significantly in recent years: the DRC ranks 149th of 155 countries on the Gender Inequality Index (it was 142nd of 145 countries in

[33] FAO.2018. "Democratic Republic of the Congo and FAO - Building resilience and sustainable food and nutrition security"
[34] www.worldbank.org
[35] The global multi-dimensional poverty index combines ten indicators: Child Mortality, Nutrition, Years of schooling, School attendance, Living Standards, Cooking fuel, Toilet, Water, Electricity, Floor, Assets. Oxford Poverty and Human Development Initiative http://www.ophi.org.uk/multidimensional-poverty-index/. See "Global MPI Country Briefing 2019: DRC" (https://ophi.org.uk/wp-content/uploads/CB_COD_2019_2.pdf). The Oxford Poverty and Human Development Initiative (OPHI) identifies a person as living in severe multidimensional poverty if they are deprived in at least five of the ten weighted indicators making up the index defined in footnote 34.
[36] Integrated Food Security Classification – www.ipcinfo.org
[37] https://docs.wfp.org/api/documents/WFP-0000105119/download/
[38] https://data.unicef.org/country/cod/
[39] Data disaggregated by gender was not available.
[40] Data from 2013 DHS for the DRC.
[41] Data disaggregated by gender was not available.
[42] https://www.globalpartnership.org/country/democratic-republic-congo
[43] https://www.usaid.gov/democratic-republic-congo/fact-sheets/usaiddrc-fact-sheet-education
[44] PRRO 200832
[45] See for instance: Nyirabihogo, N 2019. DRC Students Drop Out as Parents Struggle to Pay Rising Required Teachers' Bonuses. Global Press Journal.
[46] According to World Bank statistics, https://data.worldbank.org/indicator/NY.GDP.PCAP.CD?locations=CD
[47] USAID in an Internet article on education in DRC; updated 29 May 2019.

2011). Only 51 percent of girls and women aged 15-24 are literate, with this rate falling to 28 percent in poorer households, and only 28 percent of girls are enrolled in secondary school. DRC has the second-highest adolescent fertility rate in the world, after Niger. A major hurdle for equal rights and opportunities among men and women are socio-cultural norms as shown in the Social Institutions and Gender Index (SIGI) which was 40 percent in 2019.[48] While this places DRC in the "medium" SIGI category, the index still masks severe gender inequalities in decision-making at all levels. Gender based violence is rampant throughout the country. The Gender Based Violence Sub Cluster in DRC recently reported that the humanitarian crises lead to more than 30,000 survivors per year[49]. North Kivu province, the site of the evaluated SF activities, is reported to have the highest number of reported incidents of sexual and gender-based violence in the country[50]. In 2017, the province accounted for about 31 percent of reported cases of sexual violence in the country[51].

26. **Humanitarian needs:** The 2018 update of the 2017-2019 Humanitarian Response Plan estimates that 13 million people are in need of humanitarian assistance.[52] The Plan outlines responses to 10.5 million with funding needs of 1.6 billion USD. 17 percent of those targeted by humanitarian assistance were from North Kivu. The province only accounts for 6 percent of the national population. As of June 2019, only 22 percent of the identified needs had been funded, including 11 percent of food security needs and 12 percent of education-related humanitarian needs[53].

27. **Security:** WFP declared internal corporate L3 emergency in August 2017 in the Kasai region[54] and Tanganyika and South Kivu provinces after the Humanitarian Country Team encouraged agencies to declare internal L3 emergencies in July 2017. Other United Nations agencies had already declared internal L3 emergencies[5556]. The background was renewed violence and inter-community tensions associated with mass displacement, disease outbreaks, food insecurity, and protection risks from 2016. A system wide L3 was declared on 20 October 2017 and deactivated on 20 April 2018. North Kivu and other Eastern provinces of the DRC have been particularly affected by insecurity, with more than 100 armed groups active in that region[57].

28. **WFP Response:** The overall goal of WFP's interventions has been to reverse root causes of food insecurity, in support of Sustainable Development Goal (SDG) 2 (zero hunger): state fragility, conflicts, weak governance, human rights violations, poverty, and inequalities and more directly address drivers of food insecurity in DRC: displacement, poor eating habits, pregnancy among adolescent girls, insecurity, women & girls exposed to Sexual and Gender Based violence (SGBV), men & boys exposed to abduction and forced recruitment, inadequate basic social services, gender inequality, destruction / occupations of schools and other basic infrastructure. WFP has also worked in support of SDG 17 (partnerships) on several fronts in the DRC. Among other things, it has led the Logistics Cluster, the Emergency Telecommunications Cluster and has co-led the Food Security Cluster. It also provides access to deep field locations for the humanitarian community through the provision of humanitarian air services. Furthermore, WFP has provided technical assistance to long-term government initiatives, including the establishment of a national social protection policy and capacity

[48] The DRC's Family Code designates the husband as the head of the household where the wife is legally obligated to obey her husband (Art. 444). The law reinforces social and cultural norms that place women as inferior to men. Moreover, it places married women under the guardianship of their husband, where they are legally obliged to obey their husband, live with him, request for permission to travel or to access family planning services. Discriminatory legislation and norms assign women specific roles in the household such as childcare and domestic responsibilities.
https://www.genderindex.org/wp-content/uploads/files/datasheets/2019/CD.pdf.

[49] GBV Sub-cluster - Democratic Republic of the Congo.2019 "Gender Based Violence in the Democratic Republic of the Congo : Key Facts and Priorities of humanitarian actors

[50]https://www.unhcr.org/en-us/news/briefing/2019/5/5ccbf72f4/attacks-congos-north-kivu-province-push-tens-thousands-flee-unhcr.html

[51] https://reliefweb.int/sites/reliefweb.int/files/resources/MAJ_DRC_HRP_2017_En.pdf

[52] https://reliefweb.int/sites/reliefweb.int/files/resources/MAJ_DRC_HRP_2017_En.pdf

[53] https://fts.unocha.org

[54] Since the latest geographical administrative reorganization in 2017, Kasai region covers five provinces:

[55] UNOCHA in May, UNICEF in July.

[56] Baker et al. 2018. Independent Evaluation of UNHCR's Response to the L3 Emergency in the Democratic Republic of Congo, December 2018.

[57] http://www.rulac.org/news/democratic-republic-of-the-congo-a-mapping-of-non-international-armed-confl.

strengthening in food security and emergency preparedness. This also included support of the Systems Approach for Better Education Results (SABER) exercise together with the national Government, resulting in the development of a SABER action plan[58].

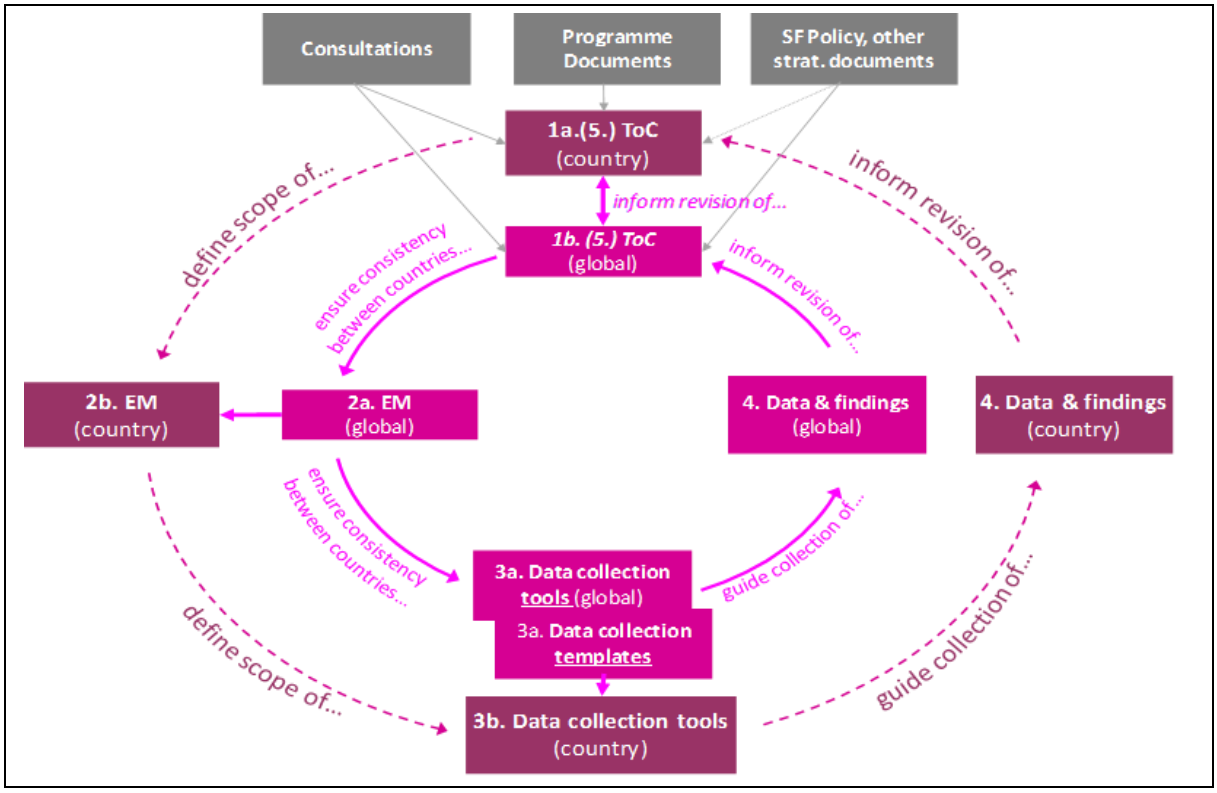
1.4 Evaluation methodology and limitations

1.4.1 Overview of the evaluation methodology

29. All evaluations in this series used a mixed-method, theory-driven approach. The starting point for the evaluation methodology was the **reconstruction of a set of country-specific ToCs** that captured how the different components of SF activities were thought to facilitate the intended results; and which assumptions WFP had made regarding the influence of external factors on the SF feasibility. **The evaluation team then developed a global version of the SF ToC that summarized the shared elements** of the four country-specific SF ToCs (see Figure 1). Relevant global and country-specific WFP strategies and policies informed the development of these ToCs.

30. The evaluation team then developed a **global evaluation matrix** that **refined the evaluation questions for each of the evaluation criteria** suggested in the ToR[59]. The team **used sub-questions and indicators** to detail their scope and to describe the data that would be collected to answer them. This matrix served as the **common framework for four all evaluations** to ensure their consistency. Each country team then adapted the global evaluation matrix to the specificities of SF activities in their country (see Figure 1). The resulting **country-specific evaluation matrices guided data collection** in the different countries. The evaluation matrix for this evaluation can be found in Annex 4.

Figure 1: Framework and process for defining SF evaluation scope and methodology



Source: Particip.

[58] (WFP DRC, 2018)

[59] Annex 4 (entitled "Evaluation Matrix") contains a table with an overview of the evaluation criteria covered by this evaluation, and their adaptation to the scope of this evaluation and the overall evaluation series. As required by the ToR, our evaluation team applied the evaluation criteria of appropriateness, coherence, effectiveness, impact (contribution), coverage and sustainability. While the ToR initially had also mentioned efficiency as an evaluation criterion, WFP decided to drop this criterion from the scope of the evaluation. Discussions of the Evaluation Manager with WFP staff at headquarters, the regional bureaus, the COs and the Evaluation Team when WFP stakeholders determined that questions related to the efficiency of SF were not among the key issues this evaluation series should address.

31. The evaluation was implemented in keeping with the four core humanitarian principles of humanity, neutrality, impartiality and independence[60] and with the additional principles of protection and accountability, protecting the anonymity and safety of respondents. The evaluation team ensured a balanced representation of views (data triangulation) introduced themselves consistently as independent from WFP's own operations and structures.

32. Table 3 below lists the evaluation questions that were addressed in this evaluation and shows which evaluation criteria are associated with each of the questions. The entire evaluation matrix for the DRC SF evaluation can be found in Annex 4 of this report.

Table 3: Overview of evaluation questions and associated evaluation criteria

Evaluation Questions – "To what extent...	*Evaluation criteria*
EQ 1. …is school feeding appropriate to address the needs of boys, girls and adolescents in evolving crisis settings and contexts in the DRC?	Appropriateness, Coverage
EQ 2: …has school feeding been coherent with the humanitarian response of WFP and other actors in DRC?	Coherence
EQ 3: …has school feeding as an emergency response supported education of girls & boys, and has contributed to their food and nutrition security in crises and emergency situations?	Coverage, Effectiveness, Impact (Contribution)
EQ 4: …has school feeding in emergencies strengthened ability of households to cope with crises and (if applicable) helped to bolster local economies and markets?	Coverage, Effectiveness, Impact (Contribution)
EQ 5. …has school feeding as an emergency response had effects not yet foreseen in WFP's school feeding policy but important in crisis and emergency settings?	Coverage, Effectiveness, Impact (Contribution)
EQ 6. …has school feeding as an emergency response been coupled with creating a sustainable system for school feeding, in line with priorities and capacities of the partner government?	Sustainability, Connectedness

33. The evaluation team has collected primary quantitative and qualitative data in the following ways:

- **A questionnaire-based field survey** among SF programme schools and the households of SF recipients in the *Chefferie* Bwisha.
  - **The school survey** *(sample: 45 schools)*[61] has provided data on school characteristics, the delivery of SF and complementary services, education outcomes and participation rates in school feeding, possible social and behavioural benefits of SF and social support among the school staff and the overall community for school feeding *(EQs 1, 3, 4, 5, 6).*
  - **The household survey** *(sample: 405 households)*[62] allowed our team to collect perception-based data on SF service delivery and its benefits for children (e.g. in terms of food security, dietary diversity and nutritional status; school attendance and retention; and social outcomes including exposure to child labour and armed conflict), as well as for their households *(EQs 3, 4 and 5).* The key added value of this survey was its specific focus on SF recipients.
- Our team carried out **focus group discussions (FGD) and group interviews** with boys and girls who have been receiving school meals, with members of parent associations (COPAs) and with cooks and SF volunteers. All FGD were carried out on the basis of interview guides *(EQs 1, 2, 3, 4, 5 and 6).*
- **Individual interviews** of key informants and other SF stakeholders allowed our team to capture the perception Government officials in Kinshasa and Goma, local authorities in Rutshuru territory, school staff and administrators and representatives from WFP's implementing partner (World Vision International) and from members of the humanitarian community and other WFP partners (FAO, UNICEF). *(EQs 1, 2, 3, 4, 5 and 6)*.

[60] https://www.unocha.org/sites/dms/Documents/OOM-humanitarianprinciples_eng_June12.pdf.
[61] For details on the sample and sampling approach, please see Annex 1.
[62] For details on the sample and sampling approach, please see Annex 1.

34. A complete list of stakeholders interviewed for this evaluation is included in Annex 3. Annex 1 presents more details on the design and implementation of the field surveys.

35. Our team collected all primary data in a gender-responsive and gender-specific manner. Interviewees and focus group participants were selected to achieve gender parity wherever feasible. Our experts communicated the requirements for data collection with local authorities, community leaders, school administrators and other stakeholders who, acted as gate keepers for the engagement with students and staff. Interviews with children were conducted in keeping with the applicable UNICEF standards[63].

1.4.2 Limitations and risks having affected the evaluation

36. Table 4 lists the risks and limitations that have affected the implementation of the SF evaluation in DRC.

Table 4: Risks, limitations and mitigation strategies for the SF evaluation in DRC

Risk / Limitation	*Mitigation Strategy*
No comprehensive baseline data available for the SF activities in *Chefferie* Bwisha. A country portfolio evaluation (CPE) from 2013 offered some very limited information on the services that had been delivered up to that point. However, no baseline for results data was available. Constraints of data available in the WFP country office also made it impossible to reconstruct a baseline from existing monitoring data.	The evaluation team used **the household and school surveys to collect data on school feeding results. In these surveys, they used the "recall**" of parents, students and school staff to capture (perceived) changes in relevant measures over time, as well as intra-household comparisons. The team used the same approach in interviews and focus groups with stakeholders.
Weak record keeping in government offices, in particular of enrolment data While the offices of the PROVED[64] and Sous-PROVED[65] provided data sets with enrolment figures to the evaluation team, the quality of the data was not sufficient to yield insights into changes in enrolment in the project area and in the targeted schools.	**The evaluation team used the school and household surveys to collect information from schools and households** on at least some of the variables associated with school enrolment. However, data accuracy was limited by the ability of respondents to remember; and their willingness to accurately report changes in school attendance, retention, behavioural issues, etc.
School strike in the DRC at the start of the school year 2019/20 The strike of teachers at the beginning of the school year meant that a majority schools in Bwisha were closed when the evaluation team was in the country to carry out interviews and focus groups. Neither students nor teachers were available in those school to meet with the evaluators.	The evaluation team worked **with staff from WFP and World Vision to identify a small number of schools that had decided to remain open in spite of the strike**. This allowed the team to visit a total of 5 schools and to conduct interviews in these schools as planned. Nonetheless, all but one of these schools were located in relative proximity to the towns of Rutshuru and Kiwanja, which meant that the diversity of schools the evaluation team could visit was adversely affected. In contrast, the school and household survey samples were representative (see the sampling strategy in Annex 1) since the strikes ended before the surveys were carried out.
Introduction of free primary education in DRC at beginning of 2019/20 school year President Felix Tshisekedi formally introduced a policy in 2019 to make primary education free in DRC. This singular event greatly changed the situation and perspective of teachers, students and parents on their local schools, in the entire country and in Bwisha. It was difficult to account for the effect of this drastic policy change in the analysis of data on school enrolment/attendance/retention.	The **evaluation team discussed the new policy with education officials and school administrators** to understand its effects on school access. The team used recall by those stakeholders to examine changes in school access prior to the introduction of the new policy.

[63] https://www.unicef.org/supply/files/ATTACHMENT_IV-UNICEF_Procedure_for_Ethical_Standards.PDF
[64] *Provinces Educationnelles*. The DRC is sub-divided into 30 of such geographical administrative units tasked with managing education services.
[65] *Sous-province éducationnelle* 002E

Risk / Limitation	Mitigation Strategy
Gender disaggregated data often not available. The availability of data for the DRC is comparatively weak, at sub-national level but even nationally[66]. This also applies to the availability of data that has been disaggregated by gender.	**Primary data collection (both qualitative and quantitative)** allowed the evaluation team to make available gender-disaggregated data on school feeding and its effects, and to make up for some gaps in gender-disaggregated data.

Overall, the limitations made the implementation of this evaluation more challenging and resource intensive. In particular, the lack of monitoring data and other quantitative data made it necessary to carry out a relatively extensive survey for the evaluation. However, overall, the mitigation strategies employed by the evaluation team succeeded in safeguarding the overall quality of the evidence base.

2 Evaluation findings

2.1 Area 1: Design of the programme

2.1.1 EQ1: Appropriateness

EQ1 To what extent is school feeding appropriate to address the needs of boys, girls and adolescents in the evolving crisis settings and contexts in DRC? *(Appropriateness, Coverage)*

Key findings

- Providing a cooked meal consisting of locally procured maize, beans and, where available, vegetables, contributed to meeting the nutritional needs of the majority of targeted students and has slightly increased the overall dietary diversity for at least the poorest children in the target group in Bwisha, who are offered comparatively less diverse meals at home.
- WFP had difficulties to adapt SF to the evolving crisis contexts and corresponding shifting of needs. WFP's geographic targeting did not keep SF activities directed at the areas and communities that were most vulnerable in terms of food security, access to education or recent internal displacements[67]. While food insecurity and nutrient deficiencies have remained a factor for vulnerable populations in Bwisha, the targeted schools and the targeted area overall were comparatively more stable and less food insecure than many others in the province.
- The large majority of IDPs in the current SF target area have been living in the same place for more than six years. While still comparatively more vulnerable than the rest of the local population, their displacement-related needs are likely to be less acute than those of families who were forced to leave their homes in the more recent past. Most of those more recent displacements have occurred outside of the SF target area.
- WFP's SF targeting was partly informed by the logistical requirements of physical access and relative security. Schools reachable by trucks were more likely to receive SF than those further afield. WFP's decision to pilot local procurement for HGSF from 2017 onwards required proximity to local producers. This favoured continuing school feeding in the relatively stable Bwisha over moving SF activities to areas in North Kivu with a comparatively more vulnerable population.

2.1.1.1 Targeting and SF priorities and rationale

37. **Necessitated by declining resources available for SF, WFP increasingly consolidated its SF activities in North Kivu in Bwisha *chefferie*, partly because of its comparatively greater accessibility.** Beginning in 2017 – 18, WFP phased out SF activities in the territories of Beni, Lubero and Masisi[68]. Even earlier, in 2015, WFP had decided against the inclusion of areas outside of Bwisha in school feeding activities. According to the project report of CAFAAG I, "physical accessibility" was the main factor for dropping areas in Masisi (North Kivu) and Irumu (Ituri) from the project (UNDP, 2015).

[66] See missing gender disaggregation in the "Context" section of this report.
[67] Unless otherwise indicated, the term "vulnerable" in this report relates to the food security and education-related situation of the population.
[68] (WFP DRC, 2019).

38. **Retaining Bwisha as remaining target area was not informed by consideration of relative food insecurity nor of school enrolment rates.** Neither CAAFAG nor the Canadian-funded SF project documents refer to food security as a targeting criterion (see Table 5). The proposal for the use of Canadian funds in HGSF acknowledges that, in 2017, the territory of Rutshuru had "the most stable food consumption score (FCS) in the province" and that the "food security situation had improved in particular in the Bwisha *chefferie*"[69]. Beyond this, the document does not consider data on school access or food security to justify the selection of Bwisha. It only cites data on the risk exposure of schools to conflict for North Kivu as a whole[70].

39. **WFP's intention to use the Canadian funds to implement a pilot project for HGSF and local purchase of commodities starting in September 2017 may have played a role in retaining Bwisha as target area for school feeding in North Kivu in those years**. However, WFP did not fully examine the trade-offs between piloting HGSF and emphasizing food insecurity and other vulnerability factors in its targeting. On the one hand, the proposal for the use of Canadian funds for HGSF in Rutshuru mentions the relative stability of the area, the ease of access from Goma, and the flourishing subsistence agriculture as factors speaking for the implementation of local purchase for SF in the area. On the other hand, the proposal also suggested that targeting Bwisha offered the opportunity to assist a high number of children from displaced families, which would qualify the area for SF assistance under PRRO 200832. However, PRRO 200832 specifically emphasized food insecurity and nutrition deficiencies among school-aged children as priorities for WFP school feeding activities, while Bwisha had the most stable food consumption score in North Kivu in 2017[71]. The proposal did not elaborate on this possible contradiction and did not examine the magnitude of the apparent trade-off between piloting local purchase in those years and the goal of addressing food insecurity and nutrition deficiencies in North Kivu.

40. **While food insecurity and nutrient deficiencies were a factor for vulnerable populations in Bwisha, food insecurity has been as high or higher in areas where WFP had phased out SF than it was in Bwisha for most of the period from 2014 until 2019.** In 2015 and 2016, Vulnerability Analysis and Mapping (VAM) data had indicated food security-related crises in the northern parts of Rutshuru territory and in parts of Masisi and Walikale territory[72], where WFP either had implemented school feeding in the last five years or had phased out its SF activities even earlier. During that same period (2016), food insecurity in the SF target area[73] that had been retained was only marginally higher than the average food insecurity in North Kivu province[74].

41. **WFP also justified Bwisha as target area with the large presence of children associated with armed groups, and with the high number of IDP households.** However, WFP did not clarify how school feeding was expected to help in addressing specific needs of these two groups. Under the CAAFAG project[75], the targeting of Bwisha was explained with reference to its "large numbers of children associated with armed forces and armed groups", along with its physical accessibility[76]. Beyond mentioning the school feeding was meant to "ease community reconciliation", the log frame of the project did not explain how this was thought to benefit children associated with armed groups (UNDP, 2015). When preparing the Canadian-funded project, WFP justified the continued targeting of Bwisha with the high relative share of IDP households living in the area[77] (see Table 5). WFP did not carry out a detailed

[69] (WFP DRC / Canada, 2017).
[70] (WFP DRC / Canada, 2017).
[71] As mentioned in the proposal for the use of the Canadian funds for HGSF.
[72] VAM data were even indicating a food security related emergency in a small part of Walikale territory in 2015. A year later, in December 2016, at least 70 percent of the population experienced moderate to severe food insecurity, with 80 percent and 89 percent of the population in this precarious situation in the health zones of Mwesa and Masisi, respectively.
[73] Made up by the health zone of Rutshuru.
[74] In the eastern part of the SF target area (made up of the Health Zone Rwanguba) food insecurity was markedly higher than in the west. Here, 87 percent of the population were affected by moderate to severe food insecurity in late 2016 (WFP (DRC), 2017).
[75] From 2015 to 2017, under the Japanese-funded "CAAFAG" project.
[76] WFP also expected that Rutshuru would eventually be covered by projects under the International Security and Stabilization Support Strategy (ISSSS).
[77] From 2017 to 2019, under the Canadian-funded project.

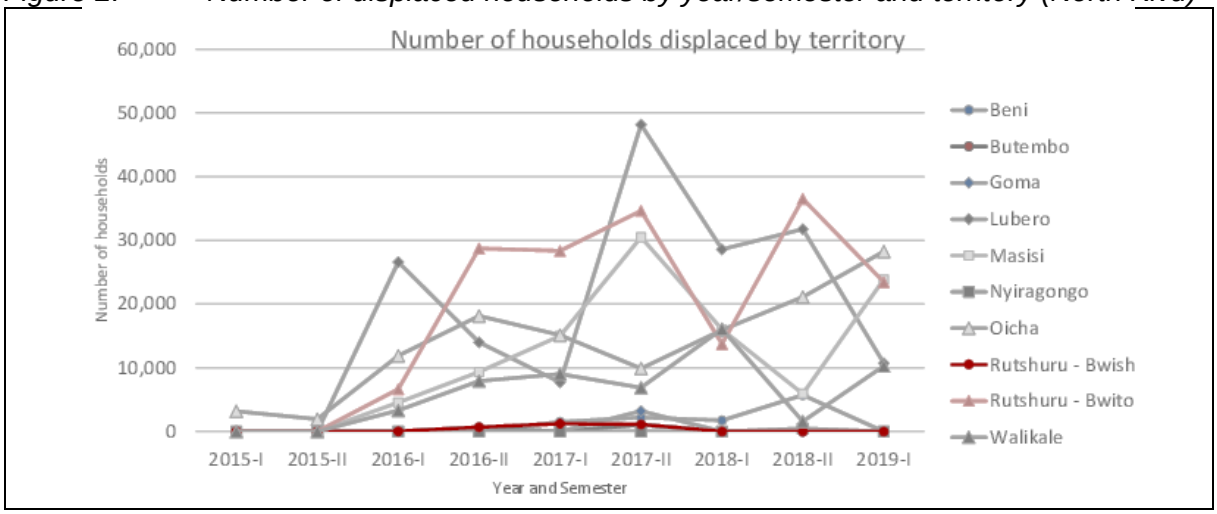
situation analysis of the particular challenges IDP and returnee children and households were facing.

Table 5: Criteria for geographically targeting the chefferie Bwisha for SF activities

Project (time period)	Selection criteria (target area)
CAAFAG I (11/2015 – 10/2016; CAAFAG II 11/2016 – 08/2017)	# of children associated w. armed forces & groups with need for reunification and re-integration; Physical accessibility; Priority zone of the International Security and Stabilization Support Strategy (ISSSS). (UNDP, 2015).
"Home-grown school feeding" (Canadian funding) (09/2017 – present)	Large number / relative share of IDPs[78]; Stability, thanks to presence of Government forces and Monusco; Thriving food crop agriculture (corn, beans, soybeans...) (WFP DRC / Canada, 2017).

42. **WFP's SF services in Bwisha have not been reaching those households in North Kivu who were most recently displaced**. Compared to other areas in North Kivu, the number of recent displacements has been relatively low in Bwisha (see Figure 2). In the second semester of 2017, when WFP introduced the IDP-focus into SF activities, the United Nations Office for the Coordination of Humanitarian Affairs (UNOCHA) recorded the displacement of just over 1,000 households in Bwisha. Over **the** same time period, close to 35,000 households were displaced in the *chefferie* Bwito in the western part of Rutshuru territory. In Masisi and Lubero territories, over 30,000 and close to 50,000 households respectively were displaced between July and December of 2017. The disparity between the SF target area and the rest of North Kivu has remained largely the same over the 5-year period covered by this evaluation.

Figure 2: Number of displaced households by year/semester and territory (North Kivu)



Source: UN-OCHA database of displacement events; date of extraction: 12 November 2019

43. **The majority of IDPs among SF recipients in Bwisha were displaced in or before 2013.** About 43 percent of households among SF recipients considered themselves to be internally displaced, or to have returned to their home from previous internal displacement[79]. Two-thirds of IDPs who received SF at the time of this evaluation had lived in their current location for at least 6 years. One-fifth of the households who considered themselves as internally displaced had even lived on their current site since birth, suggesting that it was their parents who had been displaced. Only a minority of IDP households among the recipients had been displaced relatively within the 5-year period covered by this evaluation[80].

[78] According to the "Proposition utilization financement Canada", as of March 2017, the territory of Rutshuru had received 22 percent of the cumulative number of IDPs in North Kivu. The starting date for the reference period is not provided. Moreover, the Province of North Kivu had received a total of 196,482 IDPs in the 18 months before the Canada proposal was written (date not provided). According to the proposal, 40 percent of these IDPs had settled in Rutshuru (WFP DRC / Canada, 2017).

[79] 42 percent of those households considering themselves as IDPs were still displaced at the time of the survey. 58 percent of these households are returnees who had come back from previous internal displacement to their homes.

[80] See Annex 1 for a more detailed breakdown of the target population of SF activities.

2.1.1.2 Alignment of SF with primary needs of target group

44. **The cooked meal consisting of locally procured maize, beans and, where available, vegetables, contributed to meeting the nutritional needs of students**. 87 percent of households thought that school feeding made a contribution to their children's nutritional needs[81]. 87 percent of school directors and all queried cooks thought that school feeding met "some" or "most" of the nutritional needs of children in their schools[82]. Local procurement was appropriate and functional for school feeding in Bwisha (also see EQ2 on Coherence). However, local purchase does require a certain amount of stability (i.e., absence of violence, access of local farmers to fields, roads open for transport and trade); conditions that were present in the current project area, but not necessarily in other parts of North Kivu[83].

45. **A majority of parents pointed out small rations and limited diversity as shortcomings**. 64 percent of households felt that the amount of food provided was "often" too small; another 28 percent thought the size of the rations were "sometimes" insufficient. Students, parents and school administrators explained that the rations were sufficient for the younger children, but often left older students wanting for more[84]. About half of recipient households found that a lack of dietary diversity was at least "sometimes" a shortcoming[85]. Students wished for the occasional substitution of rice for the maize; or for serving of peas instead of beans[86]. This notwithstanding, school feeding seems to have slightly increased the dietary diversity for the poorest children, who received comparatively less diverse meals at home[87]. The data does not show difference in results between girls and boys.

46. **Breaks in the food pipeline and problems with food preparation at school[88] detracted from the consistency of SF services**. Logistical difficulties and a teacher strike at the beginning of the 2019-20 school year prevented schools from delivering meals on average on 5 days during the four weeks prior to this evaluation[89]. Schools also experienced interruptions in the previous school year (2018 – 19); at least once between January and March 2019[90], but possibly up to three times over the course of that school year[91]. The interruptions were also confirmed by the findings of the household survey. Over half of beneficiary households (i.e., 56 percent) reported that their children "sometimes" did not receive a meal at school; 10 percent of households even felt this happened "often"[92], for boys and for girls.

47. **Operational requirements for preparing a cooked meal presented challenges for at least some of the targeted schools**. Only three quarters of sampled schools indicated that

[81] 37 percent found that contribution to be "strong" and 50 percent saw "some" contribution. There was no statistically significant difference between the poorest and richest households in this respect.
[82] 13 percent of school directors felt that SF met "none" of the nutritional needs of children at the school.
[83] Interview with WFP staff.
[84] Interviews Students-02, Students-04, School-02, School-03. This finding is based from feedback to the survey and answers provided in the focus groups and reflects their perception of the portion sizes. It does not necessarily suggest that the rations were smaller than WFP intended them to be. The evaluation team was not able to systematically check the portion size in a representative sample of program schools.
[85] 39 percent of households thought that this was "often" a problem; another 17% identified low diversity as a problem that occurred "sometimes" See Annex 1 for more detailed findings of the field survey.
[86] It should be noted that under the former SF funding from Japan, WFP provided larger rations per child. Moreover, the meals were based on imported rice and peas which are well-liked among school children.
[87] In the poorest group, children consume 0.61 food groups more per day than their caregivers at home – the difference is statistically significant. In contrast, beneficiary children in the relatively better-off quintile did not achieve greater dietary diversity through school lunch than they already had at home. More information on this question is provided in the chapter on EQ 3 (on results related to education, food and nutrition).
[88] Half of the schools included in the school survey cited running out of food due to logistical problems as the primary reason for not being able to deliver school meals as planned. 64 percent of schools reported that they were unable to deliver school lunch on at least some of days their school was open.
[89] I.e., in the period from early October until early November 2019. This is consistent with schools reporting that, in the 4 weeks prior to the survey, (i) schools were closed on average 1 day per week due to teacher strikes or mid-trimester break, and (ii) on the remaining days, schools closed their kitchen on average on 1 day per week.
[90] The monitoring report of the implementing partner World Vision from March 2019 states that it had been difficult to organize interview with storekeepers during the monitoring mission as stores had been empty and as storekeepers therefore had not been available to meet. The World Vision report acknowledges that the delay may have been a result of World Vision staff not submitting requests for supplies in time (World Vision International, 2019).
[91] A headmaster of one of the schools visited to collect qualitative data indicated that his / her school had run out of food at least three times during the previous school year. While this problem was not reported in the other 4 schools that had been visited for the purpose of qualitative data collection, data from the field surveys and from monitoring reports suggest that this was not an isolated problem (Interview School-05).
[92] For more detailed findings, see Annex 1.

they had the cooking pots and frying pans required for preparing the meal. Only 5 percent of schools considered the type and quantity of pots to be appropriate. Only about a third of the sampled schools indicated they had the other utensils needed for food preparation.[93] WFP and World Vision both referred to this as a temporary problem, caused by a misunderstanding in the tendering process over who should be responsible for the procurement of non-food items. However, the shortfall of kitchen utensils, pots and pans and of plates and utensils for the children had been reported in WVI monitoring reports since the start of the project in 2017[94], and was still listed among the challenges in the summer[95] and fall of 2019[96].

48. Even after a long time in their new location, IDP households were socio-economically more vulnerable than resident households, also translating into differing nutritional needs of IDP children. IDPs mentioned restricted access to land as their main obstacle, which made them reliant on work as day labourers, and on the permission of the concession holders to cultivate some crops for subsistence97. A majority of IDPs and returnee households (70 percent) felt that their children's nutritional needs were therefore different from non-IDP children98. Only 15 percent found that SF took these needs sufficiently into account99. Returnee children were more likely to not receive their school meal on school feeding days than their peers100. Although this finding, resulting from a survey of 400 households, was not triangulated with focus groups and interviews, the data suggests a possible marginalization of these children in program schools.

2.1.1.3 Gender & equity and protection

49. **Neither the CAAFAG, nor the Canadian-financed project incorporated particular gender-specific components or employed gender-specific targeting**. The larger CAAFAG project included components that were geared towards preventing gender-based violence or developing gender sensitive community development plans, but these were not linked to the school feeding activities that were targeting a different, larger population. The Canadian project had not incorporated any gender-specific activities into its design. Both projects followed WFP's approach to recruit women as cooks and storekeepers and considered gender-specific indicators in the progress reports and monitoring activities they carried out.

2.1.2 EQ2: Coherence

EQ2: To what extent has school feeding been coherent with the overall humanitarian response of WFP and other actors? *(Coherence)*

Key findings

- WFP worked in cooperation with local authorities, school directors and parents to select the specific schools that would be covered by SF support, building well-established relations with education officials in the targeted *chefferie.*
- Nonetheless, WFP did not sufficiently justify why it was providing SF only to a minority of schools in the *chefferie* that were not necessarily serving the most vulnerable populations.

[93] See Annex 1 for more detailed findings of the school survev. During group interviews with cooks and interviews with school administrators in all schools, respondents indicated that their utensils had been provided by the previous project (that is, the CAAFAG project).

[94] The problem of an insufficient quantity of kitchen utensils was mentioned in World Vision monitoring reports as early as October of 2017 (World Vision International, 2017), and was repeated in nearly all of the subsequent reports available to the evaluation team (World Vision International, 2018 (June)).

[95] I.e., in the most recent WVI monitoring report available to the ET (World Vision International, 2019 (June)).

[96] I.e., during the visit of the evaluation team to selected SF schools and during the field surveys (both implemented in October and November of 2019. According to information of WFP, utensils had been ordered but had not been received yet at the time of the evaluation.

[97] Several parents interviewed noted that they would still cultivate in their land at their original village but the risk of bringing the family there on a permanent basis was considered too high due to the ongoing militia attacks (focus Group with parents of IDP households (Parents-04)).

[98] In spite of the fact that the clear majority of IDPs had been living in their current location for more than 6 years; see above.

[99] As no similar opinions were voiced during qualitative data collection, it is not clear what factors contributed to these perceptions.

[100] The data is not specific to individual schools, but rather an average statistic on the risk that a given child does not receive a meal even though food is being served in his / her school on that particular day. While 9.6 percent of children from never-displaced households reported the risk of 'sometimes' not receiving school feeding although it was available for the rest of the school, this was the case for 22.8 percent of children from returnee households. For more details, see Annex 1 with the results of the household survey. The evaluation team did not have the opportunity to triangulate this finding through focus groups or interviews.

The uneven coverage of schools also has led a significant number of parents to transfer their students from non-SF schools to schools supported by WFP.

- Current accountability structures and processes, including the installation of suggestion boxes in a small number of approximately 10 SF schools, may not be working as well as they could, leading to requests to ensure that resources are allocated as transparently as possible.
- School feeding activities were successfully linked to the P4P programme to organize local purchase for SF. Complementarities with other humanitarian support were limited. WFP has not paired SF with nutrition education, health services or deworming. Other actors operated in a small number of SF schools but not as a result of deliberate coordination.

2.1.2.1 Protection, participation and accountability

50. **In keeping with WFP's humanitarian principle on participation[101], education officials at sub-national level, school directors and parents were involved in the original planning, oversight and set-up of SF activities in Bwisha.** During preparations for the CAAFAG project, staff from the Sous-PROVED (*Provinces Educationelles* in French) worked alongside WFP on selecting schools[102]. WFP also consulted with parent associations and school directors[103]. Throughout the 5-year evaluation period, WFP has maintained close relations with the office of the relevant education province (PROVED) and in particular with the office of the Sous-PROVED responsible for the *Chefferie* Bwisha, the office most relevant for day-to-day cooperation and coordination[104].

51. **Nonetheless, WFP did not sufficiently justify why it was providing SF only to a minority of schools in Bwisha that were not necessarily serving the most vulnerable populations[105]. This has caused discontent among parents of non-SF schools, in conflict with WFP's stated aim of improving social cohesion.** Parents in non-SF schools and other key stakeholders[106] had difficulties understanding the rationale for supporting only some of the more accessible schools. Parents whose children were attending non-SF-schools had registered complaints with the local authorities over this situation[107]. Local Catholic leaders refused to accept school feeding for only some catholic schools unless all catholic schools received support[108]. At the time of the evaluation, the food intended for catholic schools therefore sat unused in WFP's local warehouses, a circumstance that reportedly upset parents and local community members[109].

52. **Current accountability structures[110] are not working as well as they could, leading to requests to ensure that resources are managed and allocated as transparently as possible.** Parents were mostly not aware that they were able to register complaints if they saw a problem with SF. Only 8 percent of households knew that they could register complaints, and only one fourth of these households (which corresponds to 2 percent of all households) had ever registered a complaint[111]. One key informant reported that there were "doubts among the population" on the accountability that exists, pointing in particular to concerns over the accountability of storekeepers[112]. World Vision (WV) had reported similar concerns in two of

[101] WFP, 2004
[102] Interview GoDRC-06, GoDRC-05. WFP-03
[103] GoDRC-06. Representatives of 32 out of 35 responding schools (i.e., approx. 91 percent) confirmed that the school director was involved in design of the school feeding programme in that particular school; representatives of 24 out of 35 responding schools (67 percent) confirmed that the parent associations (COPAs) at the particular school was also involved in the design.
[104] The Sous-Proved is "the closest to schools in terms of day-to-day operations" and is "effectively responsible for supervising how schools are administered" (International Rescue Committee, 2017).
[105] Also see the shortcomings in the targeting process and criteria discussed in EQ1.
[106] Interview with key informant.
[107] Interview GoDRC-05.
[108] Interview GoDRC-05, WFP-03
[109] The parent association reportedly has expressed their displeasure about what is seen as preferential treatment of some schools over others with the local authorities, also raising the problem that food for catholic schools that had refused to accept the service was still in the depots. Interview with key informant (Interview not further identified to ensure anonymity). This information was based on the interview with one key informant. The evaluation team did not have the opportunity to triangulate the information on the complaints by the community and parents in other interviews.
[110] As required by WFP's humanitarian principle # IX on "Accountability" (WFP, 2004).
[111] See Annex 1 for more detailed findings from the household survey.
[112] Interview with key informant (Interview not further identified to ensure anonymity).

the more recent progress reports[113] and had recommended a "revision of the stock management policy"[114]. Parents and other key stakeholders had called for improved accountability and a more transparent process for deciding which schools were covered by SF, suggesting annual, independent participatory evaluations to improve accountability[115].

53. **WV foresees "suggestion boxes" as an anonymous way for students and teachers to voice concerns and to report problems. However, implementation and awareness of this initiative among parents and local officials has been limited.** Boxes are only installed 15 out of the 75 schools in the project, for "lack of funding"[116] Most boxes were not installed in easily accessible areas. Some were kept in the headmaster's / mistress's office[117]. This also prevented a building of awareness among parents and students that this feedback mechanism existed[118] (see above). Even government officials were not aware of the the suggestion boxes[119].

54. **Beyond causing frustration, the uneven coverage of schools in Bwisha with SF services also led a significant number of parents to transfer their students from schools not receiving school feeding to schools that were covered by WFP support**[120]. Some of the schools that were covered by school feeding reached their maximum capacity because of the influx of additional students from other schools and had to turn children away[121].

2.1.2.2 Complementarity with other humanitarian and development interventions (WFP or others)[122]

55. **WFP's PRROs foresee partnerships with UNICEF, other UN agencies and NGO partners.** PRRO 200540 (July 2013 – December 2015) speaks of seeking synergies "with interventions such as nutritional support for pre-school children" to "facilitate a life-cycle approach" and working with "UNICEF and NGOs to ensure adequate quality of education, school supplies, water and sanitation, deworming" and the "Essential Education Package" (WFP DRC, 2013). The subsequent PRRO 200832 (January 2016 – December 2017) pledged to "work with UNICEF and others to enhance complementarities with the provision of school supplies; water, sanitation and hygiene (WaSH) programme services; deworming; and the Essential Learning Package". Also mentioned are "linkages with P4P programmes" (WFP DRC, 2015).

56. **With some exceptions, these commitments were not translated into activities in project documents[123], leaving school feeding to function more or less as a stand-alone activity.** As a joint project[124], the CAAFAG project[125] foresaw the provision of a host of different services. Apart from school feeding, this included "educational reintegration of CAAFAG and vulnerable children", support services for older children[126] and unspecified "integration support" for parent committees, local leaders and teacher committees[127]. However, the project's SF

[113] (World Vision International, 2019), (World Vision International, 2019 (June))
[114] (World Vision International, 2019 (June))
[115] (Interview GoDRC-05).
[116] WV progress report (World Vision International, 2019 (June))
[117] WV progress report (World Vision International, 2019 (June))
[118] As mentioned above, only 8% of households reported to have the possibility of registering complaints on school feeding, and only one fourth of them (2% of all households) have ever registered a complaint. These numbers reflect at least in part that many parents are just not aware of the suggestion boxes, even where they have been installed. Knowledge of households of the possibility to provide feedback often varies greatly among parents from the same schools. Therefore, both awareness and physical availability of suggestion boxes seem to influence the low response rates.
[119] Interview GoDRC-05.
[120] This finding is based on interviews with administrators in 4 schools and on feedback from other key informants outside of WFP.
[121] Interview School-admin-01
[122] Combined with original sub-question "Complementarity with other humanitarian & development actors and government partners"
[123] I.e., the project documents for the joint CAAFAG project (UNDP, 2015) and the proposal for the use of Canadian funding (WFP DRC / Canada, 2017).
[124] Including UNICEF, UNDP, WFP, UNWOMEN, INPP and the Office of the Special Representative. UNDP and the DRC Government acted as "responsible parties" (UNDP, 2015).
[125] Implemented under PRRO 200540 and 200832.
[126] Such as vocational training, the construction of local training center, training equipment (all provided by UNICEF), food for training for the approx. 700 – 1,000 older children (CAAFAGs) (provided by WFP) and entrepreneurial support (UNDP, 2015).
[127] UNDP, 2015.

component targeted a population that was about 13 to 23 times larger[128] than the number of children covered by the other activities[129]. For the vast majority of SF recipients, the daily meal therefore would have presented itself as a stand-alone activity. The project document did not describe the intended conceptual linkages between school feeding and the other project components (see EQ1). The proposal for the Canadian project mentions the cooperation with the joint FAO-WFP P4P programme to facilitate the local purchase of some of the SF commodities[130], but makes no mention of other activities to complement SF in Bwisha.

57. **SF was successfully linked to the P4P programme to organize local purchase of SF commodities. Complementarities with other projects were limited and were not the result of deliberate coordination.** A CAAFAG progress report only mentions the cooperation with the P4P project and the (intended) support of school gardens. It makes brief mention of the food delivered for the "food for training" directed at the 700+ CAAFAGs and other vulnerable children[131]; but does not report any other complementarities[132]. Under the Canadian project, WFP cooperated with the P4P programme to organize a local purchase component for part of the school lunch commodities, leading, among other things, to an influx of approximately US$ 1.8 million to the local agricultural sector between September 2017 and October 2019 (see EQ4 for details). WFP did not complement SF with support in education, nutrition or WaSH, neither in the context of the humanitarian cluster system[133] nor otherwise[134].

58. **As a result, the majority of schools have not paired school feeding with "complementary" services, such as nutrition education, health services or deworming.** Only 2 out of 10 sampled schools benefitted from deworming campaigns or nutrition education during the 2018-19 school year (see Table 6)[135]. Even fewer schools (1 out of 10) received nutritional and growth monitoring. School gardens and seeds provided by FAO were meant to allow schools to supplement maize and beans with vegetables. However, at the time of the evaluation, none of the schools had received seeds from FAO[136]. Only two-thirds of the schools actually had put in place a school garden and only one-third of schools had used vegetables in the last school meal they had prepared before their interview in the survey[137]. Some schools had bought their own seeds, procured them from parents or community members or used wild seeds for the cultivation of vegetables[138]. However, not all schools were able to do this[139].

Table 6: Health services provided in 2018-19

Health services	% schools that offered the health service in 2018-19
Ebola information/prevention[140]	84%
Vaccination services	33%
Malaria prevention	26%
Deworming campaigns	25%

[128] About 13,000 children, according to the CAAFAG project document (UNDP, 2015) and from 23,000 to 24,000 according to numbers provided by WFP (WFP DRC, 2019).
[129] The activities geared towards the integration of children associated with armed forces and armed groups (CAAFAGs) targeted a population of approximately 700 to 1,000 children in Rutshuru territory, consisting of "CAAFAGs" and children from the host community.
[130] WFP DRC / Canada, 2017.
[131] Targeted by the other components of the joint project implemented by UNICEF and others.
[132] WFP DRC, 2016. The WFP country office was only able to provide some of the CAAFAG project documents; i.e., in particular the project document for CAAFAG I, and end of project report for CAAFAG I, and a post distribution report from the end of CAAFAG II in August of 2017.
[133] Interviews with humanitarian actors.
[134] This situation may be linked to the fact that Bwisha has not been the *chefferie* with the most acute humanitarian needs for the last five years (see EQ 1). However, interviews with WFP staff also suggested that developing partnerships for coordinated, complementary action has been a challenge for the organization for some time: "Doing it [i.e., partnerships] well, with government and other key partners; that has always been a big of the problem; coming together, targeting the same areas" (Interview with WFP staff).
[135] It was not clear if intestinal parasites were considered endemic in Bwisha; and if therefore deworming was a mandatory part of the essential package.
[136] Nearly all of the WVI monitoring reports since the start of the Canada project have pointed out the missing FAO seeds. The reports and findings of the field visits also showed that schools had not received the seeds.
[137] See Annex 1 for more detailed findings of the field surveys.
[138] This was also observed during the visit of the Evaluation Team to Bwisha.
[139] Confirmed by monitoring reports and findings from the field visit.
[140] The fact that Ebola info / prevention was made available in schools is not linked to WFP school feeding activities.

Health services	% schools that offered the health service in 2018-19
Nutritional education	19%
Vitamin A supplementation	18%
Nutritional and growth monitoring	9%
Psychologist for traumatised children	2%

Source: School survey; Note: No. of observations (N) varies between 40 and 45 schools in each of the questions in the table.

NGOs operated in some of the SF schools, but potential partners, including in particular UNICEF, had shifted their work to other areas of North Kivu. The Norwegian Refugee Council (NRC) was implementing an accelerated learning project (ALP) and a project to provide teacher emergency packages (TEP) to a total of 6 schools out of the 74 schools supported by WFP[141]. WV, WFP's implementing partner for school feeding, was supporting several schools in Bwisha with the installation of WaSH infrastructure[142]. While UNICEF had worked in Bwisha *chefferie* for a period of time, it had eventually shifted its attention to other areas in North Kivu[143].

2.2 Area 2 – Results of the programme

2.2.1 EQ3: Education and food & nutrition security

EQ3: To what extent has school feeding as an emergency response supported the education of girls and boys, and has contributed to their food and nutrition security in crises and emergency situations? *(Coverage, Effectiveness, Impact (Contribution))*

Key findings

- School feeding increased enrolment, attendance and retention in targeted schools, helping in particular boys and girls from IDP families and from the poorest households. Attendance of children in SF increased on average by 7 days over the school year, without a significant difference between girls and boys.
- School lunches were available on 4.5 days out of a normal 6-day school week and have slightly increased the nutritional variety for recipients, both for boys and girls. The benefit is comparatively greater for children from the poorest households; their home-diet is less varied, so that the food groups served in school complement those served at home.
- Only a minority of schools were able to maintain their own school gardens and to use the cultivated vegetables to complement the nutritional value of school meals.
- SF improved food security for children who outside of school did not have the chance to eat a daily lunch. The majority of these children were not able to compensate for the lost meal on days when lunch is not available at their school.

2.2.1.1 Reaching beneficiaries

59. **WFP has provided food to the selected schools in Bwisha mostly as intended, providing a basis for improved nutrition and food security and school access**. 80 percent of households with children attending one of the SF-supported schools reported that their child ate a meal at school on 4.5 days during a normal 6-day school week (across all children/households). This is consistent with the frequencies reported by children receiving SF[144]. 19 percent of households indicated that on average their children received school meals less than three times during a normal school week[145].

[141] Interview with WFP partner.
[142] Interview with WFP partner.
[143] Interview with WFP partner.
[144] The children receiving SF indicated that they eat on average 4.7 times lunch in a normal week school week – and 97% of the children usually eat that lunch in school.
[145] 15 percent of households said their children received a meal at school on 3 days out of the normal 5-day school week; 3 percent reported that their child received food on 2 days during a normal week, and 1 percent of households said their children normally ate only on 1 day during a normal school week. For more details on the results of the household survey, please refer to Annex 1 of this report. These figures are broadly consistent with the reported irregularities and breaks in the delivery of food and the preparation of meals at the schools that were discussed under EQ1. Differences between boys and girls were not statistically significant.

60. **While differences are relatively small, not all children at the supported schools are equally likely to receive food on days when lunch is provided. This applies in particular to children from returnee households.** In principal, all children who are at school on days when food is served should receive the school meal. Schools overwhelmingly report this to be the case[146]. However, about 1 in 8[147] households report that at times their child does not receive food even though other children in the school do. The likelihood of this occurring is the same for boys and girls, children from poor households and those from relatively better-off households and even for IDPs and resident households, suggesting that these groups are not affected by some conscious or unconscious bias against them. Data from the household survey suggests that children from returnee households are about twice as likely to be left out of the daily meal as the rest of the student population[148]. Earlier interviews and focus groups with parents, students and teachers had not examined this issue[149] and could therefore not be used to triangulate this finding or examine possible causes.

2.2.1.2 Attendance, enrolment, retention

61. **SF in Bwisha increased attendance and, according to school directors and parents, enrolment and retention, helping in particular children from IDP families and from the poorest households, without significant gender-specific differences.** As is shown in Table 7, about 42 percent of all households stated that SF helped them to send their child or children to school. Currently displaced households were more likely than never displaced households to find SF helpful in this way. The poorest 20% of households ('Quintile 1') was more likely to state that SF was helping them to send their children to school than the 20% of households with the lowest poverty level ('Quintile 5)'[150]. This is consistent with the assessment of nearly all of the sampled school administrators who found school feeding to have a positive effect on enrolment, attendance and retention[151]. Parents also confirmed this effect of school feeding[152]. A gender gap in primary enrollment notwithstanding[153], girls were as likely to complete a given grade as boys. Girls also benefitted from school feeding to the same extent as boys (see Table 7).

Table 7: Perceived SF effects on schooling (by group)

Does school feeding help the household to send the sample child to school?				
Group means				***Difference***
Girls		**Boys**		1.9%
42.9%	*N* = 198	41.1%	*N* = 207	
Currently displaced households		**Never displaced households**		**21.0% *****
58.1%	*N* = 74	37.1%	*N* = 229	
Former IDP households (returnees)		**Never displaced households**		**4.5%**
41.6%	*N* = 101	37.1%	*N* = 229	
Poorest 20% (Quintile 1)		**Least poor 20% (Quintile 5)**		**13.1% ***
51.9%	*N* = 81	38.8%	*N* = 80	

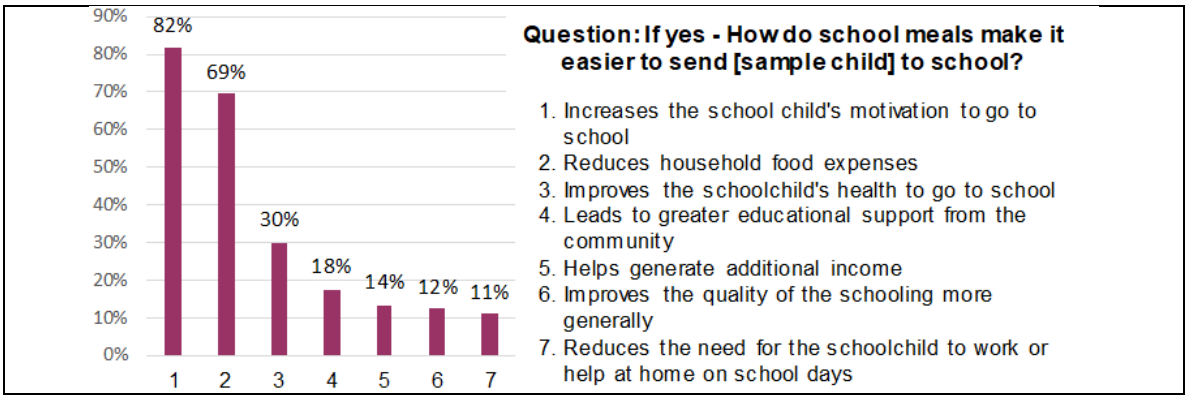
*Note: N is the number of observations in the given group, and the percentages are the fraction of 'Yes' responses in the given group to the survey question: "Do you think that school feeding helps you to send [sample child] to school?" *, **, and *** indicate statistically significant group differences at 10%, 5% and 1% levels respectively.*

[146] Schools reported that on average 99% children in all school grades were covered by SF.
[147] 12.8 percent of households.
[148] While 9.6 percent of children from never-displaced households reported the risk of 'sometimes' not receiving school feeding although it was available for the rest of the school, this was the case for 22.8 percent of children from returnee households. For more details, see Annex 1 with the results of the household survey.
[149] The HH survey was carried out after the qualitative interviews. It was therefore not possible for the ET to go more in-depth on this issue when it was raised by the findings of the survey.
[150] 51.9 percent of households from the poorest quintile thought that receiving school feeding helped them to send their child or children to school, compared to 38.8 percent of households from the least poor quintile. For details, see Annex 1.
[151] 98 percent of school administrators thought that school feeding had a strong positive effect on enrolment; the remaining 2 percent saw at least a small positive effect. 96 percent of administrators found school feeding to have a strong positive effect on school attendance. 2 percent thought the effect was positive, but small. Another 2 percent saw no effect of SF on attendance. 87 percent and 11 percent respectively thought that SF had a small or at least weak effect on the reduction of dropouts (see Annex 1 for details).
[152] Interviews Parents-01, Parents-03, Parents-04, Parents-05.
[153] The girls-to-boys ratio in primary stood at 0.89 and 0.91 in September 2018 and 2019 respectively, and it affected all grades. For details, see Annex 1

62. **An econometric comparison of school attendance by children receiving SF and their school-aged siblings living in the same household[154] who do not receive SF suggests that SF has improved attendance on average by 0.74 days per month, or 7.4 days per school year[155]**. This translated into an increase in parent-reported attendance rates from 95 percent to 98-99 percent. This finding is fully consistent with those of similar studies in the literature.[156] Also, there was no evidence that the effect was different for girls and boys. With only little intra-household variation in SF participation in the IDP sub-sample[157], it was not possible to analyse whether the effect differs between IDP and non-IDP households[158].

63. **School feeding helped increase attendance primarily by helping households save on food expenses and by increasing the motivation of children to go to school, with some variation according to IDP status and relative poverty of the household.** Among the households who found that school feeding made it easier for them to send their children to school, 82 percent found that SF increased motivation on the part of the children to go to school. 69 percent of households saw school feeding as an opportunity to save on food expenses (see Figure 3). This is consistent with the opinions of school administrators who also cited savings on food expenditures as one of the main reasons why SF had a positive effect on attendance[159]. IDP households tied the SF benefit more frequently than non-IDPs to additional opportunities for income generation (21 percent vs. 9 percent), and less frequently to opportunities to save on food expenses (55.8 percent vs. 76.5 percent). When differentiating by relative household wealth (*N* = 73), the least poor (compared to the poorest) quintile stated more often that the effects are due to SF reducing the households' needs for child labour (22.6 percent vs. 7.1 percent) while the mechanism of improved child health was less frequently mentioned (25.8 percent vs. 52.4 percent). No systematic differences in the SF channels for increased school participation between boy and girl sample children emerged.

Figure 3: Reasons of increased school participation



Note: N = 170 households. Multiple choices per respondent allowed.

2.2.1.3 Nutritional status

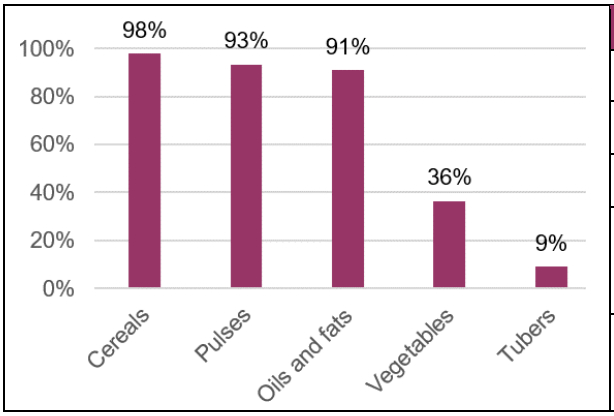
64. **The majority of children liked the school meals and finished their portions. Children from relatively better-off households were more likely to leave their lunch unfinished or to not eat it at all.** Over 80 percent of children liked or strongly liked the school

[154] In other words, children from the same household who are not receiving SF, mostly because they attend different schools (see Annex 1 for details).
[155] Assuming a 10 months school year.
[156] A global systematic review by Kristjansson et al. (2016) (Kristjansson, 2016) finds that, in randomized controlled trials, school feeding typically increased school attendance by 4 to 7 days per year. The estimate for DRC in this report (7 days) is at the upper end of this range and accounts for roughly 70% of the reported yearly school absenteeism (10 days). Although two thirds of households stated that their children's absenteeism was due to illness, it seems unlikely that SF improved child health substantially enough to prevent more than one half of illness-related absenteeism. More plausibly, some parents might have misreported the true reasons, e.g. because they did not want to admit irregular school attendance of their children for other reasons, e.g. child labor / household chores. Therefore, SF may have reduced absenteeism through these other (underreported) channels as well.
[157] Unlike gender, a heterogeneity analysis of SFs effect regarding IDP status would require splitting the sample (rather than adding interaction terms to the full sample) since IDP status is the same for all children in a given HH.
[158] Annex 1 contains a detailed description of the type of analysis that was used to compare siblings in the same households with regard to school attendance using a cross-sectional econometric model with 'family fixed effects'.
[159] 77 percent of school administrators found that savings on food expenditures were among the main reason for parents to send their children to schools who served a daily lunch.

meals. Only 27.4 percent of children reported to not have eaten or finished their meal on at least 1 day of a normal school week. However, children from the relatively better-off households were about twice as likely to not eat their food at all[160]. Relatively better-off students were also less likely to finish their meals[161]. This may be because children from poorer households are often hungrier than their relatively better-off peers.

65. **As the majority of schools did not complement food provided by WFP with vegetables from school gardens, the dietary diversity of the meal served in most of the SF schools remained low.** Only 36 percent of surveyed schools had served vegetables from their own sources along with the food provided by WFP for the last lunch before the survey for this evaluation was carried out. The survey data therefore suggests that for the majority of schools, that particular lunch consisted of a combination of cereals, pulses and oils[162]. The planned provision of micronutrient powder to schools to help fortify the school meals was not carried out[163].

Figure 4: Ingredients used for the last school meal



Food group	Examples
Cereals	Maize (maize porridge, maize foufou)
Pulses	Beans
Oils and fats	Oil
Vegetables	Eggplant, cabbage, tomato, cucumber, salad, carrot, onions, beets, spinach
Tubers	Manioc, manioc, foufou, potatoes, sweet potatoes, colcase, yam

Note: N = 44 schools. Multiple choices per school allowed. Based on the question: "For the last school meal, which of the following foods did you use?"

66. **This notwithstanding, SF slightly increased the overall dietary diversity available to children, resulting from the complementarity of the food groups served at school to those typically served at home.** Members of the households of children attending SF schools had consumed an average of 3.77 food groups on the day before the field survey. Children from these households who attended SF schools, by contrast, had consumed meals consisting of 4.04 food groups on the day before the interview, translating into a slight increase of dietary diversity among these children[164]. Meals eaten at home (breakfast and dinner) are made up primarily of tubers, pulses and vegetables, along with oils and fats, and a comparatively smaller share of cereals, without a great difference in the food groups eaten by caregivers and their children. By contrast, the food groups served for lunch differed substantially between the home-meal and the one served in SF schools. For lunch, school children were more likely to eat cereals (62 percent vs. 24 percent), pulses (77 vs. 56 percent) and oils and fats (63 vs. 45 percent). However, they were less likely to eat tubers (24 vs. 41 percent).[165]

67. **As daily diets were more diverse among the relatively better-off households, SF increased dietary diversity in particular for children from the poorest households and made their daily diet more similar to that of the relatively better-off children**. Households

[160] On average, children from the least poor households did not eat any of their food on 0.61 days per school week, compared to 0.30 days for children from the poorest households.

[161] Children from the quintile of households with the lowest poverty level on average did not finish their meals on 0.60 days during a normal school week. Students from the poorest quintile did so on only 0.44 days, on average. For details, see Annex 1.

[162] In all of the schools that were visited for focus groups and interviews, the school lunches were served with some type of vegetable to complement the beans and maize on the days the evaluation team visited. This observation is consistent with the data from the survey. The six visited schools could have been part of the 36 percent of schools that were able to complement the food provided by WFP with vegetables from their own sources. The evaluation team did not have the opportunity to triangulate the information from the surveyed schools that reported not being able to complement their school lunch with their own vegetables.

[163] Interview with WFP. The reason for cancelling this component of the activities was not known.

[164] This average difference of 0.27 food groups between main respondents (N = 402) and children (N = 324) is statistically significant at the 1% level. For details, see Annex 1.

[165] All these group differences are statistically significant at the 1% level. For details see Figure 34 in Annex 1 which disaggregates the consumption of food groups by meal and respondent type.

in the poorest quintile[166] had consumed meals consisting of an average of 3.13 food groups on the day before the interview. The children from these households who attend SF schools had eaten meals consisting of an average of 3.79 food groups. The school lunch thus added, on average, 0.66 food groups to the diet of school children from the poorest households compared to a situation where they would have eaten only the meals served at home[167]. By contrast, beneficiary children in the relatively better-off quintile did not achieve greater dietary diversity through school lunch than they already had at home[168]. There is no evidence that either girls or current IDPs had a lower overall dietary diversity than boys and non-IDP peers[169]. The increased dietary diversity resulted from the complementarity of food groups served at school to those served at home[170].

2.2.1.4 Food security

68. **In addition to increasing dietary diversity, school feeding also made food more regularly available, at least for children who outside of school did not have the chance to eat a daily lunch.** Approximately three quarters of children attending SF schools were able to eat lunch even on days when their school did not serve a meal or when school was out of session[171]. However, for the remaining quarter of children currently attending SF schools in Bwisha, obtaining lunch outside of school was not possible. A small share of these children, about 13 percent, were generally able to substitute another meal for the missed lunch, such as dinner or breakfast; meals they would not have received on school feeding days. However, close to 90 percent of children who could not eat lunch outside of school could not make up for the missed meal; roughly 20 percent of all children. Those children would eat one meal less on days without school feeding, suggesting that SF improved their chances for regular meals, and thus helped to improve their food security.

2.2.2 EQ4: Households and local economies

EQ4: To what extent has school feeding in emergencies strengthened the ability of households to cope with crises and (if applicable) helped to bolster local economies and markets? *(Coverage, Effectiveness, Impact (Contribution))*

Key findings

- SF has not reached the schools serving the most socio-economically disadvantaged households (also see EQ1). Even among the current recipients, school feeding resources have likely flown disproportionally to relatively better-off households, as their children are more likely to be enrolled in school compared to their peers from poorer families. This notwithstanding, school feeding in Bwisha has helped participating households to save money on food expenses at home.
- Since the start of the pilot for the local purchase of beans and maize in 2017, WFP has purchased a total of 2,600 metric tons of commodities from four different farmer organizations that previously had received support under the P4P programme. In this way, the programme has indirectly benefitted smallholder farmers and their communities who received payments and salaries for the commodities provided.

[166] The evaluation is using a relative measure of wealth. The agreed evaluation methodology did not explicitly foresee a poverty analysis with survey data. However, the evaluation team offered to collect data on household assets for a relative poverty index as a complementary analysis. Determining absolute poverty in the survey sample would have required the collection of additional data on household consumption. This is challenging to measure in the conditions of the DRC. Also, the purpose of our poverty analysis was to better understand the mechanisms of ESF effects - for which an absolute poverty measure would not have had a significant added value.

[167] See Annex 1 for details.

[168] The least poor households had a relatively high overall dietary diversity regardless of SF – both the main respondents and their sample children consumed on average approximately 4.5 food groups on the day prior to the survey, independent of where they had eaten lunch.

[169] See Annex 1 for details.

[170] The household survey shows that members of the poorest SF households who only ate home-cooked meals generally consumed fewer cereals, pulses, and oils and fats than children from these households who also ate a daily lunch at school. This suggests that the improvements in dietary composition that children from poorer households' experience are being introduced by the school lunches. Specifically, SF raised the probability of cereal intake on the previous day by 36.1 percent, the intake of pulses by 24.6 percent, and the intake of oils & fats by 21.3 percent. By contrast, the SF did not further increase the already high intake of all these food groups among the relatively better-off children. For details, see Annex 1.

[171] 74.3 percent of children currently attending SF schools ate lunch even on days when their school did not serve a meal; 75.6 percent of children ate lunch on days without schools. For details, see Annex 1.

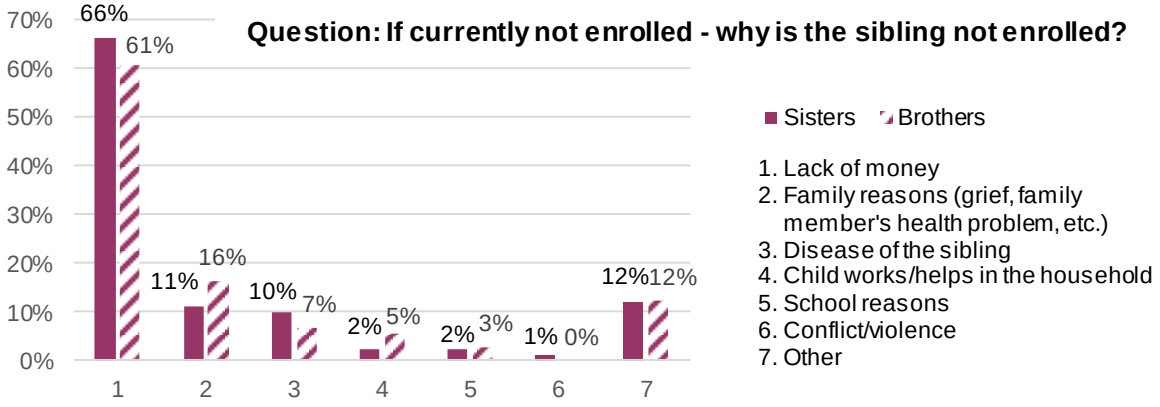
- Among the current SF-schools, insecurity was not a major barrier that would have kept students from traveling to school and to consume the daily lunch. However, security risks are limiting access to schools in other areas of Bwisha that often are serving children from more vulnerable households.

2.2.2.1 Reaching and supporting the most vulnerable households

69. **SF activities in North Kivu have not been directed at the areas with the most vulnerable populations in terms of food security, access to education or recent internal displacements**. WFP was also not necessarily reaching the schools in the *chefferie* that were attended by children from the most vulnerable households of Bwisha (see EQ2).

70. **Even among HHs with at least one child attending an SF-supported school, lack of money prevented some of them to send all their eligible children to primary school, thus affecting access to SF**. Overall, 19 percent of siblings of SF-supported children were not enrolled in primary school at the time of the evaluation, even though they had not finished their primary education. About two-thirds of caregivers indicated that lack of money was one of the reasons why these children were not able to attend school (see Figure 5 below).

Figure 5: Reasons for non-enrolment in primary school among siblings of SF recipients



Note: N = 92 sisters and 74 brothers of sample children. Multiple choices per respondent allowed.

71. **The chance for all eligible children of a household to attend primary school was far lower for children from poor households, making access to SF as a possible safety net biased against those households with comparatively greater need for assistance.** Siblings of children attending SF schools from the poorest households are 10 times more likely (26.3 percent) to never have attended school than those from the relatively better-off households (2.8 percent; Table 8). While over 90 percent of school-aged siblings from the relatively better-off households were enrolled in primary school at the time of the evaluation, this was only the case for 65 percent of siblings from the poorest households. This risk of uneven access to services exists in principle for any intervention that is using schools as distribution point. However, the risk only manifests itself if access to school is unequal, and if no sufficient measures are implemented to even out these differences. This was the case in Bwisha. This notwithstanding, receiving school feeding services did allow households to save on food expenses (see Section 2.2.1.4 for details).

Table 8: Enrolment status of siblings of SF recipients

Enrolment status	*Currently enrolled in primary school*	*Dropped out*	*Never went to school*	*No. of obs. (N)*
Panel A: by sex				
Sisters	78.4%	9.7%	11.9%	320
Brothers	83.0%	6.9%	10.1%	306
Panel B: by relative age				
Younger siblings	83.5%	4.7%	11.8%	340
Older siblings	77.3%	12.6%	10.1%	286

Enrolment status	Currently enrolled in primary school	Dropped out	Never went to school	No. of obs. (N)
Panel C: by quintile of relative wealth				
Quintile 1 (poorest 20%)	65.0%	8.8%	26.3%	137
Quintile 2	79.5%	7.9%	12.6%	127
Quintile 3	85.6%	10.4%	4.0%	125
Quintile 4	83.3%	11.1%	5.6%	126
Quintile 5 (least poor 20%)	94.4%	2.8%	2.8%	108

Note: Total N = 626 siblings of sample children (3 siblings without relative wealth quintile excluded from Panel C). The siblings are 7-15 years old and have not yet graduated from primary school (age = 6 years is excluded to allow for a margin of one year of delay in school entry).

Differences between sister and brothers are not statistically significant, but differences in currently enrolled and dropout between younger and older siblings are (at 5% and 1% respectively).

72. **The bias against poorer households extends beyond schooling to other school-based health services.** Table 9 below shows that Quintile 5 families have used the two most common health services more often for their children than those in Quintile 1. Ebola prevention services where used by 75 percent of Quintile 1 households, and by 86 percent in Quintile 5. The difference in usage rates is even larger for vaccination services. Here close to 70 percent of the relatively better-off families accessed these services at school, while this was only the case for 45 percent of the poorest households.

Table 9: Use of school-based health services by relative wealth quintile

Quintile 5 (least poor)	Quintile 1 (poorest)	Difference
Ebola prevention		**10.8% ***
86.1%	75.3%	
Vaccination services		**22.9 % *** **
68.4%	45.4%	

*Note: N = 79 and 77 households from Quintile 5 and Quintile 1 respectively. *, **, and *** indicate statistically significant group differences in the given row at 10%, 5% and 1% levels respectively.*

73. **Neither distance, transportation to and from school, nor safety on the way to school represented a barrier to school access for the majority of currently served HH.** On average, children attending SF-schools lived at 1 km walking distance from their school. 92 percent of children lived within 2 km distance from SF schools. With these short walking distances, only 11 percent of caregivers stated that the way to school was unsafe, citing physical violence or intimidation and harassment as the contributing factors[172]. School officials saw safety as much greater barrier for students. 4 out of 10 directors saw "insecurity on the way to school" as among the three most important obstacles children faced to attend primary school[173]. Directors of several schools and local officials mentioned insecurity and abductions of children as possible risk factors, in particular when students were walking outside the village or town[174].

74. **However, insecurity was limiting access to schools in other areas of Bwisha**. The 75 primary schools that were currently receiving support through school feeding represented less than half of the approximately 160 primary schools that existed in the *chefferie*. Most of the schools not included in the SF activities were inaccessible due to the lack of security in those areas[175]. Many of these schools were attended by children from households that were at least as or even more socio-economically vulnerable as the children in the current SF schools[176].

[172] Findings from the household survey. For details, see Annex 1.
[173] Findings from the school survey. For details, see Annex 1.
[174] Interviews GoDRC-03,
[175] One estimate put the number of schools that could not be accessed due to insecurity at more than 100 (Interview GoDRC-03).
[176] See EQ1. The comparatively greater vulnerability of households in other parts of Bwisha was also confirmed in interviews with local officials (GoDRC-03).

2.2.2.2 Inducing economic activity

75. **Since the start of the HGSF pilot in 2017, WFP has purchased a total of 2,600 metric tons of commodities from four different farmer organizations that had received support under the P4P programme**[177]. This corresponds to a total of US$ 1.8 million that WFP has paid to the four organizations, benefitting a total of 4,690 growers[178]. On average, each grower received a sum of about US$470 dollars for the 693 kg of commodities sold. This translated into an average price per kg for a combination of rice and maize of US$ 0.68. These purchases represented 20 percent to 85 percent of the total harvest of all of the members of the four farmer organisations[179].

76. **In addition, the cooks who prepared the daily meals in the SF schools were paid "in kind" for their work**. Under the Canadian project, each cook received 1.2 kg of maize flour; 350g of beans, oil and salt. The market value of this daily ration was approximately 1,250 Congolese franc[180].

2.2.3 EQ5: Additional effects

EQ5: To what extent has school feeding as an emergency response had effects not yet foreseen in WFP's school feeding policy, but important in crisis and emergency settings? *(Coverage, Effectiveness, Impact (Contribution))*

Key findings

- SF in Bwisha has improved the psycho-social wellbeing of the majority of both boys and girls in SF schools, making children happier both at school and at home, improving their homework practices and raising their attentiveness in class. Children from poor households were more likely to benefit psycho-socially than their peers.
- By supporting parents to send and keep their children to school, school feeding has helped to create conditions that, although indirectly, could facilitate the reduced exposure to and recruitment of children into armed groups.
- School feeding has, for the most part, not influenced the decision of parents for or against keeping their children home from school when they were needed to work in the family business or in the household. Less than 1% would ask their children to skip school more frequently if there was no SF. This notwithstanding, child labour was frequent in Bwisha, in particular for girls, who on average worked 20 to 30 percent more in the home than boys.
- IDP households were as likely as or even more likely to benefit from school feeding than resident families. According to data from the household survey, returnee families and their children did not perceive the same degree of benefit, in spite of their vulnerable status.
- The extremely low participation of parents and community members in SF beyond the small circles of parents in parent associations has made it implausible that SF has acted as a social mechanism for greater social cohesion and reduced conflicts among parents and in the community.

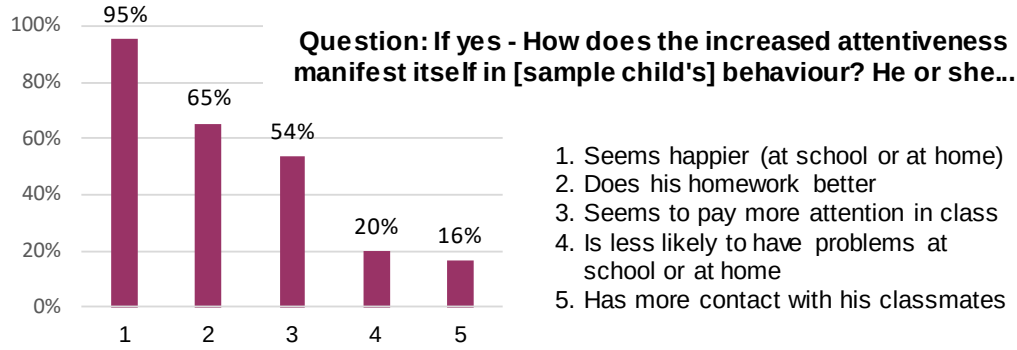
2.2.3.3 Psycho-social well-being[181]

77. **SF has had strong positive effects on students' attentiveness in class and their cognitive abilities as well as possible benefits for the social behaviour of students, without significant differences between boys and girls**. Roughly 80 percent of school officials thought that daily school lunches had improved the capacity of students to participate in and benefit from school in these ways. 60 to 70 percent saw effects of SF on the social behaviour of students. The majority of school directors thought that these effects were the same for all students, irrespective of their gender or IDP status. Among parents and caregivers,

[177] Associations des jeunes cultivateurs (AJECEDEKI), COOCENKI, Ligue des organisations des femmes (LOFEPACO), Dynamique paysanne femme (DPF) (information received from WFP).
[178] The group of growers who have provided food for purchase by WFP for school feeding represented approximately 35 percent of the total membership of these four organizations (numbers provided by WFP).
[179] For AJECEDEKI, the school feeding purchases represented 20 percent of the total amount produced, for LOFEPACO, they represented 84.5 percent of total production, For COOCENKI they constituted 40 percent of total harvest and for DPF, the school feeding purchases represent 70 percent of total harvest.
[180] According to the school survey, the cooks in in 91 percent of the schools are paid. The results from the survey confirm the information gathered in interviews (that the payment is always in-kind and is equivalent to a monthly salary of 15 USD on average).
[181] Reporting on the effects in this subsection are based on the general perceptions of parents and school directors.

65 percent of respondents observed that their children were more active and attentive on days when school lunch was served as compared to days without SF, again independent of the gender of their children. Among these parents, almost all reported that their child seemed happier at school or at home on school feeding days. More than half of the households mentioned that children paid more attention in class and did better with their homework, as is shown in Figure 6 below[182].

Figure 6: Signs of increased attentiveness



Note: N = 263 households. Multiple response options allowed.

78. **Children from poor households were more likely to benefit psycho-socially from school feeding than those with relatively better-off caregivers**. While there were no differences between current IDPs and non-IDPs, the poorest households were more likely to report a positive effect from school feeding on the attentiveness of their children (74.1%) than Quintile 5 households (58.8%), as shown in Table 10. This finding is broadly consistent with data showing that children from poorer households received greater nutritional benefits from school lunch in Bwisha than their relatively better-off peers (see EQ3).

79. **Returnees, on the other hand, were less likely than current IDPs or households that had never been displaced to find that school lunches had improved their child's attentiveness in school.** Only 53.5 percent of returnee households thought that school feeding increased the attentiveness of their children in school, compared to approximately 68 percent among current IDPs and resident households (see Table 10). This is adding to several previous findings that point towards the possible marginalization of returnees in the school community[183].

Table 10: Perceived SF effects on child attentiveness (by group)

Is the sample child more active in school (or likes school more) on school feeding days?				
Group means				***Difference***
Girls		**Boys**		3.4%
66.7%	N = 198	63.3%	N = 207	
Currently displaced households		**Never displaced households**		-0.4%
68.6%	N = 74	68.9%	N = 229	
Former IDP households (returnees)		**Never displaced households**		**-15.1% *****
53.5%	N = 101	68.9%	N = 229	
Poorest 20% (Quintile 1)		**Least poor 20% (Quintile 5)**		**15.3% ****
74.1%	*N* = 81	58.8%	*N* = 80	

*Note: N = no. of observations in the given group; percentages = fraction of 'Yes' responses to the survey question stated above. *, **, and *** = statistically significant group differences at 10%, 5% and 1% levels respectively.*

[182] The changes in behavior did differ significantly between girls and boys, or between current IDPs and resident children. However, there were statistically significant differences between returnees and non-IDPs (*N* = 211), and between the poorest and relatively better-off households (*N* = 107). For returnees, improved child behavior manifested itself more frequently (31.5%) than for non-IDPs (10.2%) in having less problems at school or at home – but less frequently in more attention in class (44.4% vs. 60.5%) and or more effort in homework (50.0% vs. 72.6%). The reverse was true for the poorest quintile households – they mentioned more frequently than the least poor quintile of households that their child paid more attention in class (58.3% vs. 36.2%) and did her/his homework better (75.0% vs 55.3%) due to SF. For details, see Annex 1.

[183] As mentioned earlier, the qualitative interviews and focus groups with parents, teachers and students that had preceded the survey had not touched on the possible marginalization of returnees. They therefore could not help to examine further to what extent the situation of returnees in the school community really represented a challenge; or what factors might have contributed to the lower satisfaction of returnees in relation to school feeding compared to other groups.

2.2.3.4 Exposure to harmful practices

80. **By supporting parents to send and keep their children to school, school feeding has helped to create conditions that can facilitate the reduced exposure and recruitment of children into armed groups.** As discussed earlier, school feeding in Bwisha has helped to increase enrolment and attendance of children in SF schools. It has also improved their cognitive abilities to learn[184]. For a large majority of caregivers, school education in turn could help to reduce their children's risk of being drawn into armed conflict, voluntarily or through kidnapping[185]. 89 percent of parents thought that higher incomes linked to education made young people less likely to participate in armed conflict. In the eyes of 84 percent of caregivers, school education taught their children to learn how to solve conflicts peacefully. 75 percent did consider schools to provide safe spaces against kidnapping of children by armed groups[186].

81. **School feeding has, for the most part, not influenced the decision of parents for or against keeping their children home from school when they were needed to work in the family business or in the household**. Children helping at home and in their parents' business was common in Bwisha. 93.3 percent of all children worked or helped in the household, usually also on school days (84.7 percent). 40 percent of children also worked in a family business, mostly related to agriculture[187]. On average, a sample child worked or helped in the household for 1.5 hours on a regular school day and 3.4 hours on a normal non-school day. The workload was particularly high for children from vulnerable groups. Girls, current IDPs, returnees, and the poorest children worked roughly 20-30 percent more than their less vulnerable peers on both school and non-school days[188]. Overall, the average number of work hours of children did not systematically threaten their school attendance. Only 1 in 10 parents said that their child sometimes had to skip school because the household required her / him to work. For those who did (*N* = 39), this happened on average on 1.6 school days in the 4 weeks before the interview. Girls were somewhat more likely to be drawn out of school for work or household chores (12.1 percent) than boys (7.2 percent). School feeding did not seem to make a big difference in this regard. Less than 1 percent of households would ask their children to skip school more frequently if there was no SF.

2.2.3.5 Support to victims of displacement

82. **As discussed in EQ1, SF has reached a sizable population of long-term IDPs as well as returnees, making up approximately 43 percent of the households benefitting from school feeding**. Both returnees and IDPs felt that even after a long time in their new location, they were socio-economically more vulnerable than households from the host population. In their view, this also translated into differing nutritional needs of their children. However, there was no evidence to suggest that the design or implementation of school feeding activities was adapted to the specific needs of those beneficiaries. Respondents from returnee and IDP households mostly did not think that their particular needs were taken into account by school feeding (see EQ1).

83. **Even without specific elements to address their needs, displaced households were as likely as or even more likely to benefit more from school feeding than resident families**. Returnee families and their children, on the other hand, did not perceive the same degree of benefit, in spite of their vulnerable status. IDPs were more likely than never displaced households to consider school feeding as helpful in sending their children to school (see EQ3). By and large, their children benefitted from the school lunch to the same degree as resident children, nutritionally, educationally as well as psycho-socially. Returnee children, on the other

[184] See chapter 2.2.1 on EQ 3.

[185] The survey tested whether parents believed that SF could play a role in reducing the risk of exposure or involvement of children in armed conflict. Since it would have been difficult for respondents to make this link directly, the questionnaire invited them to indicate their level of agreement with different statements about relevant intermediate outcomes – e.g. whether education leads to better income or conflict resolution.

[186] 12 percent of parents disagreed or strongly disagreed with that possibility. See Annex 1 for details.

[187] 80 percent of children worked in agriculture outside the home, 19 percent worked in breeding / animal husbandry, 8 percent worked in sales / trade and 4 percent worked on other tasks (multiple selections / activities possible).

[188] Gender differences are statistically significant but relatively small. While virtually all girls worked at least in the household, a small fraction (4 percent) of boys did not work in the home, but exclusively helped in a family business. Boys were more likely than girls to be required to help outside the home. 46.9 percent of boys but only 37.8 percent of girls worked in a family business.

hand, faced a systematically higher risk than children from resident families not to be able to eat the daily lunch on days when their peers from resident families were receiving food (see EQ3). Households who had returned from displacement were also less likely to find that school lunches had improved their child's attentiveness in school (see above). Finally, they were also the only socio-economically disadvantaged group that was not any more likely than the general population to consider school feeding as an incentive to send their children to school. While not conclusive, these findings may be a sign of the marginalization of returnee households and their children in the school community.

2.2.3.1 Social cohesion

84. **With participation among parents being low, school feeding has increased regular contacts among parents or between parents and the wider community**. Beyond small circles of parents involved in parent associations, the majority of parents was not involved with SF. One third of households contributed with firewood for the school kitchens. However, less than 1 percent of households participated in any of the other forms listed in the questionnaire[189]. Two thirds were not involved in school feeding at all. There is no systematic difference in participation rates between the poorest and the relatively better-off households. Contributions to school feeding from the wider community were very rare[190].

85. **The extremely low participation of parents and community members in SF made it implausible that SF had acted as a social mechanism for greater social cohesion and reduced conflicts among parents and in the community**. Roughly two-thirds of directors agreed with statements in the school survey that proposed that school feeding may improve relationships between different groups at their school and in the community at large. About one-third of directors disagreed with these statements[191]. Parents/ caregivers were split still more evenly in their opinions, with 51 to 58 percent of parents agreeing with statements on social cohesion and conflict reduction and 31 to 39 percent disagreeing[192]. These figures do suggest the possibility of a positive effect of school feeding on social relationships in the school community and beyond. However, this interpretation is not consistent with the findings that by and large neither parents nor community members were involved in school feeding activities, and therefore did not really have any greater opportunity to interact with each other than they would otherwise have. It is therefore not clear what social mechanism would link school feeding with conflict reduction or greater social cohesion[193]. Overall, the evidence for this type of effect of school feeding from this evaluation is therefore not strong.

2.2.4 Main factors influencing SF results

86. **The following list presents the key factors that are judged to have been key in influencing SF results discussed in the answers to EQs 3 to 5**. All but one of these factors are also reflected in the overall conclusions (Section 3). In order to reduce duplication, this chapter does not provide explanatory details for each of the factors, but instead indicates which of the conclusions in section presents a more in-depth explanation and analysis for each item.

- External factors:
  1) Long-standing experience and a cultural acceptance of school feeding in Bwisha has facilitated the implementation of school feeding in the communities (see EQ6).
  2) An **unreliable and diminishing funding stream** for SF services in the DRC (see EQ1)

[189] The possible answers in the questionnaire were: 'as a member of COPA', 'as a member of the school canteen management committee', 'as a commercial supplier' 'as a cook in the canteen', 'as a volunteer for specific tasks (unloading trucks, etc.)', 'by donating food for the school canteen', 'by donating money for the school canteen' and 'by attending information campaigns on the school canteen'. School directors and parents mentioned in interviews that parents contributed firewood, helped with unloading the WFP trucks and at times worked in school gardens (Interviews with parents and school directors)

[190] 60% of directors reported not to have received contribution from the community. Food ingredients, firewood and organizational support for school feeding from the community are each received only by a small fraction of schools. For details, see Annex 1.

[191] Approximately 60 percent to 65 percent of school directors agreed with the following statements: that "school feeding had reduced the conflict potential between members from different social groups" at their school; that it had "improved the relationships between members from different social groups at their school" and that it had "brought together members from different social groups in the community". 33 percent to 38 percent of directors disagreed or strongly disagreed with these statements. See Annex 1 for more details.

[192] The statements in the household survey were the same as those in the school survey.

[193] Interviews in the field did not produce information on this issue.

3) **Difficult physical access** to many of the most vulnerable communities in Bwisha and beyond (see Conclusion C3).

- Internal factors:

4) Consistency of **involvement of SF staff at WFP has helped to maintain the institutional memory and experience and has facilitated the consistent implementation of school feeding activities** in North Kivu (see Conclusions C1, C2);
5) No or too **little data-driven selection of areas** for SF services (see Conclusion C3);
6) Insufficient **analyses of the needs and challenges** faced by intended beneficiaries, in particular among vulnerable groups (see Conclusion C3, C5);
7) An **insufficiently varied approach of SF** to tailor the services to the specific needs of the targeted vulnerable groups (see Conclusions C3, C5);
8) **Insufficient efforts to combine SF with complementary services** to better address complex needs and challenges (see Conclusion C4, C5).

2.3 Area 3 – Creation of sustainable system for school feeding

2.3.1 EQ6: Sustainability and connectedness

EQ6 To what extent has school feeding as an emergency response been coupled with creating a sustainable system for school feeding, in line with priorities and capacities of the partner government? *(Sustainability / Connectedness)*

Key findings

- WFP has provided substantive and continuous support to the inclusion of school feeding into national education and social protection policy frameworks, based on the SABER approach. However, delayed by political instability and insecurity in the country, the policy framework has yet to be finalized and implemented.
- In North Kivu, WFP has been a key player for implementing school feeding, consistent with national and subnational priorities for school feeding of the GoDRC. However, so far this work has not informed the policy dialogue at national or provincial level, for example by drawing lessons from the successful effort to use local purchases from farmer organizations to source commodities for school feeding activities.
- At local level, WFP's school feeding approach has built on existing local organizations in the form of parent's associations, school general assemblies, and school administrations, and has helped schools to put in place school kitchens and storage facilities. However, schools and communities are not yet ready to take on more autonomous responsibility for financing and organizing school feeding.

2.3.1.1 Action plan for transitioning to nationally owned programme

87. **Together with the Ministry of Primary, Secondary and Vocational Education (EPSP), the World Bank, UNESCO, and UNICEF, WFP launched SABER in DRC in 2014**. The process received political support in 2018 and gained momentum, resulting in a high-level meeting followed by a SABER workshop that brought together the representatives from the Government, development partners and other stakeholders. A capacity assessment that was supported by WFP was followed by the establishment of interim committee on school feeding and the formulation of an action plan for the development of a national school feeding policy. The action plan was approved in November 2018 by a group of experts from Government, the private sector, civil society and representatives of development partners[194]. Also in 2018, a multi-stakeholder committee[195] approved the national social protection policy that listed school feeding one of its priorities[196].

88. **The school feeding policy work under the SABER approach refers to school feeding in the DRC as school feeding in emergency and transition situations[197].**The

[194] EPSP & WFP (2018) "Plan d'action Issu du Diagnostic SABER – Alimentation Scolaire".
[195] Le Conseil National Multisectoriel de la Protection Sociale (CNMPS)
[196] The validated national social protection policy has provisions for free primary education with access to health and balanced food in rural and sub-urban areas.
[197] It should be noted that according to the evaluation of the 2009-2013 country portfolio (OEV/2013/026, Oct 2014) the SF was integrated in all operations except two. However, the evaluation does not specify what qualifies as SF.

overall goal is to establish school feeding in 30,000 schools throughout the country by 2050. In the short term, it is foreseen in the national planning that there will be a gradual establishment of school feeding in 3,000 schools by 2025. The action plan of 2018 presented a detailed timetable for the development of a first policy draft by August 2019. However, in spite of a national education policy with provisions for school feeding and the various plans and strategies, the elections and the political transition did not allow for the implementation of the SABER action plan, resulting in delays in its implementation. While a national school feeding policy might indeed be adopted within the short term, various groups, including representatives of the national Government highlighted during the data collection that implementation remains the biggest challenge and a proper action plan for the implementation of the school feeding policy still needs to be developed and costed. According to the 2018 SABER SF Report[198], a preliminary budget line for school feeding was allocated in the EPSP budget for 2018[199]. However, this budget line still needs to be itemized. Also, budget lines still have to be created in other relevant ministries, particularly in the Ministry for Social Affairs.

89. **School feeding has a relatively long history in the project area, which can facilitate an eventual introduction of a national school feeding programme**. WFP itself has been supporting school feeding in Eastern DRC at least since 2001. Other actors also carried out school feeding projects in the Eastern region, such as the Norwegian Refugee Council (NRC) that had launched a SF project in the North Kivu in 2005. Anecdotally, parents referred to school feeding practices during their school years in North Kivu, also referring to situations where schools used food grown in their own gardens. As such, from a local point of view, a possible national school feeding programme will be facilitated by the familiarity with the concept and its institutions in those areas that have experience with this type of service. This is in line with the conclusion of the 2018 SABER School Feeding report that highlights that even in the absence of an official policy, local structures and institutions that are needed for school feeding already function in many of the areas that are receiving this type of support[200].

2.3.1.2 Integration of SF in policies and legislative frameworks

90. **At national level, WFP has been promoting school feeding policies and strategies, including drafting of a national school feeding policy in 2013**. The recruitment of school feeding advisor posted in Kinshasa has allowed WFP to engage in the national education and social protection policy dialogue on a more regular basis to promote school feeding as a focus area. WFP's technical assistance for school feeding is seen as a major contributing factor to the development of the school feeding action plan and the active continuation of the SABER school feeding committee[201]. Likewise, WFP has promoted school feeding as part of its support to strengthen the national social protection policy through expert support and events such as the 2018 national round table on social protection, in which school feeding was a priority. However, this support has still to be matched by efforts by the Government to strengthen national ownership of the SF policy agenda.

91. **In North Kivu, WFP has been a key player for implementing school feeding, however, so far without tying that work closely to policy initiatives at national or provincial level.** The presence of a school feeding expert at the Goma office has allowed to maintain a continuous focus on school feeding at provincial and local level. While not pursuing the development of school feeding policies and strategies for North Kivu, the provincial administration and in particular the local authorities have been actively involved in school selection, and, to some extent, the monitoring of the activities[202]. In Bwisha, members of the parents' associations and representatives of the general assemblies of the schools have been trained to support the implementation and supervision of school feeding activities[203].

[198] World Bank Group (2018) "Saber Rapport Pays 2018 – Alimentation Scolaire"
[199] For a total of 5.9 million USD for 2018.
[200] See (The World Bank, 2018)
[201] Interviews GoDRC-01, GoDRC-02, Partners-03.
[202] Interviews GoDRC-04, GoDRC-05, GoDRC-06, GoDRC-07.
[203] Interviews School-01, School-02, School-03.

2.3.1.3 Alignment with national priorities and capacities

92. **Overall, WFP's SF programme is consistent with national and subnational priorities for school feeding**. As already indicated, the national policy aims at school feeding at 3,000 schools in all rural and semi-urban areas by 2025. The Canadian funded SF project has allowed for supporting school feeding at 75 schools in Rutshuru, where the project has strengthened local capacities for managing school feeding. However, the majority of these schools had already been covered by earlier WFP school feeding projects with similar project components, including support to capacity development of school structures and institutions. As such, the targeting has not allowed for substantial increase in the number of schools capacitated for school feeding.

93. **The success of sourcing commodities for school feeding in Bwisha through local purchases from farmer organizations supported by the P4P programme has not yet been reflected in the national school feeding policy dialogue**. The integration between the food security operations managed out of WFP's area office in Goma and the national policy dialogue directed from WFP's HQ in Kinshasa has been relatively low[204]. At the same time, WFP's cooperation experience with the P4P programme in Bwisha suggests that local purchase can be part of a strategy to make school feeding activities sustainable. In fact, it was the choice of local purchase, and traditional food that allowed WFP to expand its support to 75 schools rather than the originally planned 43 schools. Choosing local purchase did change the nutritional composition of the daily meal. Under the CAAFAG project, WFP and its partners had also served peas and rice in the targeted schools, a choice that parents and children had appreciated[205]. However, all of the food for those school meals had been imported. The scope of the evaluation did not allow for further analysis of the possibilities for local purchase of alternative food, but several parents indicated that both rice and peas are available in the local region. However, this would be a more expensive option and the likelihood of sustainability would be lower.

2.3.1.4 Implementation and coordination mechanisms

94. **WFP has cooperated with several partners for implementation of direct school feeding activities in DRC, including WVI and the LWF[206].** WV has had the capacity and local presence necessary to implement the programme, including providing capacity development and monitoring and supervision. WV works in other projects allowed linking school feeding to some complementary activities, such as locally manufactured improved stoves and support for school gardens; however, only for a relatively small number of approximately 10 schools that happened to be included in the respective projects. WV also has been able to distil some lessons-learned from the current phase of the SF that could be improved in future phases to strengthen the likelihood of sustainability[207].

95. **At national level, the school feeding policy dialogue was taking part in a multi-stakeholder forum, in form of the SABER School Feeding Committee**. This allows for a multi-sector approach with good opportunities for identifying and knowing the role, capacity, and activities of each sector in line with the cross-sectoral nature of school feeding. While the committee was still strongly supported by external actors it had national ownership with commitment and participation of relevant national sectors[208].

2.3.1.5 Community participation and ownership

96. **WFP's school feeding approach was building on existing local organisations in the form of parent's associations, school general assemblies, and school administrations**. As most of the SF activities in North Kivu were a continuation of former projects and programmes, the project was able to build on the capacity of these organisations'

[204] Based on interviews with two key informants and observations by the evaluation team.
[205] During the in-country data collection, school officials, parents, children, and local authorities indicated that children preferred peas and rice were over the current beans and porridge meals.
[206] LWF had been the implementing partner in Bwisha before World Vision.
[207] Among these lessons-learned should be mentioned: importance of applying participatory MEAL with active involvement of local partners and the importance of school gardens and home-grown school meals.
[208] Interviews GoDRC-01, GoDRC-02, Partners-03.

capacity to manage school feeding. While appropriately supporting the implementation of school feeding in Bwisha, these bodies will require continuing support and a legal and policy framework for formalize their roles[209].

97. **Schools and communities were not yet prepared to take on more responsibility for financing and organizing school feeding.** A clear majority of school directors and parents did not think that school feeding should be funded by the schools or communities, or that parents and schools could significantly increase their in-kind contributions to the activities[210]. It was important to see this hesitation in the context of the ongoing debate on free primary education that has raised the expectation of parents that all school-related services should be without cost to their households[211].

3 Conclusions and recommendations

98. Based on the findings presented in the previous section, a series of conclusions on school feeding in Bwisha is provided below. For each conclusion, the report also discusses its relevance for the claims and assumptions of the ToC for SF in the DRC that informed the design of this evaluation (see Annex 5).

99. The conclusions are followed by recommendations of how the country office and WFP can take action to build on the lessons learned from this evaluation.

3.1 Conclusions

Conclusion 1: Immediate benefits to SF target group (Effectiveness)

C1: In keeping with the SF ToC, the food transfer through school feeding in Bwisha has been benefitting children and households as additional "food energy" and "food value"[212], and also, to some extent contributed to improvements to "food quality" and dietary diversity.

This conclusion is based mainly on EQs 3&4, with additional references to findings of EQs 1&2.

By making a school lunches available on most of the days as foreseen (see EQ3) school feeding in the targeted schools has produced the intended immediate benefits for children and their families. School meals have provided additional energy, in particular for children from the poorest households, who without the programme either would have to go without a daily lunch or would need to try to compensate for the lack of food during the day with scarce resources from home (i.e., food value). Additionally, the complementarity of SF food groups to the ones eaten in poorer households helped to diversify the daily diet of children from these households (food quality).

Relevance for SF ToC:

- *Conclusion and associated findings support the notion that school feeding can be seen to transfer "food energy" (i.e., for improved concentration, attentiveness) and "food value" (to support households financially), as well as (to a lesser extent) of "food quality" (in order to improve the nutritional diversity available to children).*
- *They call into question the assumption (#25) that school gardens will be maintained without additional external support.*

Conclusion 2: Positive outcome of SF in Bwisha (Effectiveness, Impact)

C2: Directly linked to the attraction and consumption of a daily school meal, SF has contributed to increased school access[213] and to improved attentiveness[214], in particular for the poorest children. As they are considered to be safe spaces by most, greater access to SF schools and to learning opportunities can be said to have reduced some of the risks of exposing children to armed conflict. Moreover, local purchase for school feeding has also benefitted local farmers and, indirectly, their families and communities.

This conclusion is based mainly on EQs 3, 4 and 5.

[209] The World Bank, 2018.
[210] For details, see the findings of the school survey and the household survey in Annex 1.
[211] This sentiment was expressed in most of the interviews/ with parents, school officials and local authorities.
[212] See outputs of DRC Theory of Change.
[213] Enrolment, attendance, retention.
[214] Including an improved ability to learn.

Alleviating hunger, increasing the regularity of food intake, and improving nutritional diversity at least for the poorest children (see C1) has helped to increase attendance among students and has also led to higher enrolment and better retention of both for boys and girls. Reduced hunger has also improved the attentiveness of children and has increased their ability to learn in school. All of these are important pre-requisites for improved school achievement.

As school feeding acted as an incentive to send their children to school, in particular for poor families; and as schools in Bwisha were largely regarded as "safe spaces" (for example when compared to risks associated with working in family fields), school feeding can also be said for children who are attending schools to have lowered their likelihood to be exposed to armed conflict during school days. However, this effect and the data that supports this conclusion are both indirect. It is also highly contingent on the status of Bwisha as a relatively stable area in North Kivu, where schools, and in particular schools closer to the main population centres, are considered to be comparatively safe from attacks by armed groups.

Finally, piloting HGSF and local purchase has meant that school feeding activities have also benefitted the local farmers who provided the commodities and who could sell between 20 to 85 percent of their harvests to WFP for use in school kitchens. While the targeted schools and areas in Bwisha were comparatively more stable and less food insecure than many others in the province, its context has nonetheless allowed to increase market opportunities and the incomes of the smallholder farmers who provided the commodities to the schools.

Relevance for SF ToC:

- *Conclusion C2 and associated findings support the claim made in the ToC that the transfer of food through school feeding benefits in particular vulnerable (i.e., resource-poor) groups. (see first level of "intermediate outcomes" of ToC).*
- *The findings also support the core claim that SF can help to incentivize caregivers to enrol and keep their children in school; and to ensure their more regular attendance (see first level of intermediate outcomes). However, school feeding has not been able to counteract economic reasons for keeping children out of school, such as to help in the household or in the family business (also see Conclusion #4 below).*

Conclusion 3: SF targeting and the needs of vulnerable groups (Appropriateness, Coverage)

C3: Without detailed situation analyses and data-driven targeting, WFP has not had the information required to tailor and adjust the SF activities (and complementary services, see below) to reflect the specific needs and underlying inequalities of groups like IDPs, returnees or the poorest in Bwisha. SF services have therefore not reached those beneficiaries that comparatively would benefit the most from SF and has not been able to address any underlying inequalities that may have limited their access to school.

This conclusion is based on EQs 1, 2, 3, 4 and 5.

Both the CAAFAG project and the Canadian-financed project justified the selection of Bwisha for SF with their intention to address the needs of two specific vulnerable groups: children associated with armed forces and armed groups (CAAFAGs) in the former and IDPs in the latter case. The proposal for the Canadian project also emphasized the suitability of Bwisha for the implementation of HGSF and local purchase.

However, neither of the projects carried out an in-depth analysis of the specific needs and challenges of these two or other vulnerable groups; or examined how school feeding could help address them[215]. Therefore, while school feeding was beneficial to the population of students overall (see EQs 3, 4 and 5), it did not respond to any specific needs of poorer households or the potential barriers for accessing school feeding services among returnees (EQs 3, 4 and 5). This may have put children from these groups at a disadvantage. Due to the unequal access to school; that is, the fact that children from better-off households were more likely to be enrolled in school compared to their peers from poorer families, school feeding resources have likely

[215] In the case of CAAFAG, school feeding targeted the same geographical area as activities of the joint project directed specifically at children associated with armed groups, but otherwise targets a population that is much larger and younger than children supported by those other activities (EQ1). Beyond that, however, there was no clear conceptual link between the school feeding activities and the CAAFAG components of the project. In both cases, school feeding followed similar approaches, with the exception of the piloting of HGSF with Canadian funding.

flown disproportionally to relatively better-off households. Children from returnee households seem to have benefitted less from school feeding than their peers from resident families.

The absence of a functioning, easily accessible feedback mechanism (including the lack of regular results monitoring) made it difficult for beneficiaries to comment and provide feedback on issues they have had with the design and delivery of the SF activities.

Relevance for SF ToC:

- *Conclusion C3 and associated findings draw attention to the crucial role of appropriate geographic targeting and the selection of schools to maximize the effectiveness of school feeding (see "Activity"-level in the ToC). Without targeting and analyses to understand the particular challenges of the targeted groups, SF likely will not yield the maximum possible benefit for recipients, reducing effectiveness.*
- *The conclusion also calls into question that equal access to schools can always be assumed (Assumption #8), as children from poorer household may be less likely to be enrolled than children from relatively better-off families. This is problematic as it introduces a bias in the access to schools that SF alone cannot address and resolve.*
- *This means, in turn, that WFP as an organization needs to ensure that available time and money allow for the implementation of the required studies and analyses (Assumptions #3, #6).*

Conclusion 4: Access to education and associated SF benefits for girls and boys (Appropriateness, Coverage, Effectiveness)

C4: While helpful to improve primary-school attendance of children, overall, school feeding in Bwisha, having had the same effect independent of gender, has not helped to decrease the existing differences in access to education between girls and boys. The presence of school feeding notwithstanding, girls remained more likely than boys to be called upon to stay home to help in the household. Girls also have remained less likely than boys to be enrolled in school in the first place.

This conclusion is based mainly on EQs 1, 3, 4 and 5.

The effect of school feeding in Bwisha on attendance, retention and psycho-social well-being has been the same for boys and girls, independent of their gender. On the one hand, parents of both boys and girls considered school feeding to be an incentive to enroll their children in school and to send them there more regularly. These children then also benefitted from the daily school lunch in the form of improved attention and concentration.

On the other hand, school feeding in Bwisha has not made parents any more likely to allow their children to go to school on days when they were needed to support the family economically, including through work in the family business or in the household. This is particularly significant for the access to education of girls, who were more likely to be called upon to stay home for these reasons and who had higher domestic workloads compared to boys. Similarly, girls in Bwisha remained less likely than boys to be enrolled in school in the first place, even with school feeding support in place.

Functioning as a stand-alone intervention in most schools and missing a situation analysis that would have identified the gender-specific challenges of school-aged children in Bwisha, school feeding has not been able to help address these differences in school access between girls and boys.

Relevance for SF ToC:

- *Conclusion C5 and associated findings highlight that equitable access to schools may not necessarily be present in the areas that WFP is targeting with school feeding activities (see Assumption #8).*
- *School feeding alone may therefore not be sufficient to address pre-existing inequities in school access between boys and girls. Activities may need to be specifically designed (Assumption #3) and may need to be coupled with complementary services to address any pre-existing differences in school access. The availability of partners cannot be merely assumed (see Assumption #12) but has to be actively facilitated and planned for by WFP.*

Conclusion 5: Missing partnerships for complementary services to formulate support package (Coherence)

C4: WFP has not been able to build and maintain longer-term partnerships to combine school feeding activities in Bwisha with complementary services in education, nutrition, WaSH and psycho-social support. In conjunction with gaps in targeting and tailored design (see above), this has made it more difficult for WFP to offer SF as part of a support package that addresses the particular needs of vulnerable groups and that optimizes the beneficial effects that school lunches have for their children.

This conclusion is based mainly on EQs 1, 2, 3, 4 and 5.

Although it had pledged in the respective PRROs to carry out SF activities in partnership with other organizations, WFP did not translate this commitment into concrete operational parameters in the design of the SF projects in Bwisha. The fact that several potential partners, including UNICEF, had shifted their focus from Bwisha to other areas of North Kivu also limited WFP's partnership opportunities. Missing situation analyses also meant that WFP did not have the information required to determine which complementary services were required to address specific needs and underlying inequalities of groups like IDPs, returnees or the poorest in Bwisha (see Conclusion #3).

WFP was therefore not in a position to form partnerships to pair SF with other "complementary" services such as nutrition education, health services or deworming that would be provided by other humanitarian actors. As a result, schools were not equipped to provide students with appropriate materials and facilities that would allow them to make the best use of the added energy and nutrition from their school meals to further improve their performance in school. Facing capacity limits, schools were also not always able to accommodate all students and their parents who had been attracted (sometimes from neighbouring schools) by the school lunch programme.

Relevance for SF ToC:

- *Conclusion C5 and associated findings confirm the importance of pairing school feeding with complementary services that support the school to offer a healthy and enabling environment for learning academic content and acquiring social skills (see "outcomes" in ToC); and for making sure that access to the schools is not biased towards or against any of the vulnerable groups WFP is trying to serve (Assumptions #12, #24, #25).*
- *Finally, the evaluation showed that support, participation and ownership of communities in school feeding activities is not guaranteed without complementary measures to raise awareness and increase involvement (Assumption #10).*

Conclusion 6: Absence of planning and project components directed at improving social cohesion (Coherence, Effectiveness, Sustainability)

C5: In the absence of more deliberate, longer-term planning and prior analysis of the situation on the ground, WFP had not included the required project components or had sought to pair school feeding with necessary complementary services that could have broadened the participation of parents and community members in school feeding activities, through parent-teacher committees or other channels. This means that SF did not really intensify contacts between groups with strained relations as a prerequisite for improving social cohesion in the SF communities and also for preparing for a continued involvement of communities in the school feeding activities.

This conclusion is based mainly on EQs 1, 2, 3 and 5

Using a shared effort to affect the way members of a community relate to each other is only possible if the participation by members from the community is relatively broad based. It also needs to bring together representatives from those groups whose relations might be particularly strained and are in need of strengthening. In the case of school feeding in Bwisha, only very few of the parents, less than 1 percent, participated in school feeding activities. The linkages between the school feeding activities and the wider community were equally weak. This means that the activities were missing an important prerequisite – a minimum level of participation by a critical mass of parents – that could link the organization and distribution of daily school meal to changes in the way that members from different households in the school community related to each

other; and that could also improve ownership and capacity in the communities over time to continue school feeding activities once WFP leaves.

Relevance for SF ToC:

- *Conclusion C6 and associated findings show it is unlikely to achieve higher-level outcomes and impacts in the ToC of school feeding (such as increased social cohesion resulting from closer interactions between members of the school- and wider community) unless they specifically planned for and consciously promoted through added activities (relates to assumptions on community support and participation, including #2, #7, and #10).*

Conclusion 7: School feeding in Bwisha has been confronted with needs arising from a complex, protracted crisis and systemic inequality instead of an acute emergency. (Appropriateness, Coverage)

C6: School feeding in Bwisha has successfully been offering support to populations whose needs are defined by the complex circumstances of a protracted crisis, and inequality and poverty. Many of these circumstances may originally have arisen out of an acute emergency. However, they have since then solidified into relatively stable, yet unequal socio-economic conditions. School feeding in Bwisha between 2014 and 2019 was therefore not driven by the need for a swift, flexible response to urgent and unexpected conditions on the ground in coordination with other humanitarian actors. The piloting of local purchase and HGSF has relied on the relative stability in Bwisha. Other parts of North Kivu often suffer more acute displacement, insecurity and violence, make it difficult to transfer Bwisha's model of "home-grown" school feeding to those areas.

This conclusion is based mainly on EQs 1, 2, 3, 4, 5 and 6

Bwisha is among the most stable and food secure areas in North Kivu. Most of the IDPs and returnees in Bwisha have been in the area for more than 6 years, making a response to their particular needs and challenges more plannable as is usually the case in emergency situations. Meanwhile, key humanitarian actors that normally would work with WFP as partners in a comprehensive response to conditions on the ground have moved on to other areas of the province where acute humanitarian needs are greater.

WFP has started to adapt the SF activities in the *chefferie* to these more stable conditions. In particular the cooperation with the P4P programme and the piloting of local purchase has relied on the relative stability in Bwisha. However, these conditions are not necessarily present in other parts of North Kivu that are suffering more acute displacement caused by insecurity and violence. The greater insecurity and level of violence would therefore make it difficult to transfer the current model of "home-grown" school feeding to those areas. Developing this model of HGSF therefore entails a certain trade-off between the emphasis on local purchase and the suitability of the model for addressing acute emergency needs in other, less stable parts of the province.

Relevance for SF ToC:

- *Conclusion C7 and associated findings call into question if the ToC for school feeding in Bwisha can and should be used to inform the development of a possible specific ToC for "Emergency" School Feeding.*
- *School feeding in Bwisha did not correspond to many of the characteristics that would have differentiated it from "normal" school feeding that is implemented in relatively stable conditions.*

3.2 Recommendations

100. Based on the findings and conclusions of this evaluation, the recommendations of the evaluation team are outlined below. The target group for each recommendation is clearly identified.

Recommendation 1: Transition SF to a longer-term approach as a prerequisite for more comprehensive planning, targeting, and partnerships

R1: WFP should transition SF activities in Bwisha to a longer-term strategic framework and implementation modality that allows embedding and integrating SF into a more complete programme context suitable for more careful, crisis-sensitive targeting and more comprehensive situation analyses and facilitates the development of longer-term partnerships for combining SF with complementary services to address the complex needs of a target population caught in a protracted crisis.

Recommendation based on:	*Priority:*	*Time horizon:*	*Directed at:*
C1, C3, C5, C6, C7	*High*	*Medium*	*DRC Country Office*

- Longer-term planning and implementation horizons embedded in a more comprehensive strategic framework for SF in DRC will make it more cost-effective for WFP to invest more resources into prior analyses, planning and the forging of partnerships around SF activities.
- Longer time horizons will also make it more realistic to expect that WFP and its partners can indeed address some of the more complex needs of different sub-groups of beneficiaries (i.e., defined by gender, age, resident status, disabilities, etc.) that may have resulted in unequal barriers to education for children from these populations.
- More careful and transparent targeting of SF should also go along with efforts to ensure that targeting choices that favour certain schools over others are seen as fair and legitimate by the local authorities and by the communities or schools that are not yet receiving school feeding.

Recommendation 2: Greater involvement of local authorities and communities in Bwisha

R2: WFP should begin to promote greater equitable and diverse involvement of the provincial Government, local authorities, parents and communities in Bwisha as part of an exit or transition strategy towards greater local ownership of school feeding

Recommendation based on:	*Priority:*	*Time horizon:*	*Directed at:*
C1, C2, C3, C5, C6	*High*	*Short to medium*	*Goma Area Office*

- School feeding in Bwisha has built valuable structures at the SF schools and is providing important benefits for the local population that should not just be abandoned as funding for emergency support is either diminishing or directed at other areas in North Kivu with more acute humanitarian needs;
- However, since needs arose in other areas of the province, WFP will likely be challenged to justify why SF support should continue to flow into Bwisha while other areas are left out of this type of support.
- WFP should therefore start to intensify the diverse and equitable involvement of local stakeholders in the delivery of school feeding services in the *chefferie*, to build the current pilot of HGSF into a model that can inform the stepwise development of a nationally-owned school feeding programme (also see below).
- This also includes the clear, transparent communication of the selection process and the SF selection criteria to communities and schools that are not yet receiving SF services, to reduce the risk discontent over not receiving school meals to act as a destabilizing factors in the target area.

Recommendation 3: Review SF targeting process and criteria

R3: WFP should review the procedures, guidelines and resources used at country level for geographic and school-specific targeting of school feeding and for addressing the needs of specific sub-groups, in time for the preparation of any follow-on SF activities.

Recommendation based on:	*Priority:*	*Time horizon:*	*Directed at:*
C3	*High*	*Medium to long*	*DRC country office in coordination with WFP HQ*

- Review needs to ensure that project documents provide a clear justification of the selection of particular geographic target areas, using up-to-date data that applies to the target area in question. The data set use for targeting should also allow a comparison between different target areas to make sure that the ultimate choice of one area over other possible candidates can be justified.
- Targeting criteria should also cover the availability of partners or organisations that can provide services to complement school feeding in areas such as education, nutrition, health or social change, to address the barriers to education of specific sub-groups of the beneficiaries and the underlying inequalities related to gender, age, disability or resident

status, for example. This will also require for targeting decisions to be aligned with priorities of the Government and of partners in the relevant humanitarian clusters.

- Targeting decisions should be discussed at the country office level / area-office level, involving management and staff from relevant units (M&E / VAM, others). Deliberations should be documented, and final decision / endorsement of targeting criteria and decision should be filed with project documents.

Recommendation 4: Emphasize partnerships in project identification

R4: WFP should emphasize the partnership aspect more strongly in the project identification phase for future school feeding projects and should explore with partners and donors the possibility of joint programming around SF activities.

Recommendation based on:	*Priority:*	*Time horizon:*	*Directed at:*
C3, C4, C5, C6	*High*	*Medium to long*	*DRC country office*

- With school feeding at its most effective when combined with other services, WFP should build the forging of partnerships into the early phase of project identification and consider the availability of partners as one of the key feasibility criteria for school feeding.
- WFP should bring into these partnerships its core capacities related to school feeding (logistics, preparation and management of SF activities, local purchase arrangements, and liaison with schools / school systems).
- Using the potential of longer-term implementation modalities for SF activities, WFP should also pursue the possibility of joint programming with partners to embed the SF activities in a broader range of complementary services (see Recommendation 5 below).
- Identifying the circle of potential or necessary partners should draw on all available coordination mechanisms, including humanitarian clusters, education platforms, etc. As the need or opportunities for school feeding projects can develop on short notice, WFP should maintain a continuing presence and active involvement in coordination mechanisms even in times when no joint project or other effort might be ongoing.

Recommendation 5: Combine school feeding with complementary services

R5: WFP and its partners should use the insights and information from situation analyses (see R5 (below) and targeting exercises (R2) to identify and assemble the required complementary services for a comprehensive response to education-related needs and challenges of target groups, including also the specific challenges faced by girls.

Recommendation based on:	*Priority:*	*Time horizon:*	*Directed at:*
C3, C4, C5	*High*	*Medium*	*Goma Area Office.*

- Looked at from the vantage point of WFP, the complementary package of services should ensure that members from the target group have equal access to school and to the school feeding services it provides; that schools have the facilities to offer food in a healthy, sanitary environment; that schools have the tools to offer a safe learning environment;
- Given that the population in Bwisha and in other similar settings is already subject to higher risks for diseases such as cholera, malaria and typhoid, it could add to the value of SF if WFP was able to leverage on school settings as platforms for scaling-up related services not only for the learners but the community at large.
- The contribution of school feeding to other components of the joint project or coalition of partners should be clearly defined and explained in a shared document or theory of change.

Recommendation 6: Make situation analyses mandatory

R6: WFP should make a detailed situation analysis mandatory for the preparation and design of all future SF activities, ideally carried out as a cooperative effort by WFP and its partners. Among other things, this analysis should also examine the barriers to education faced by groups that WFP is planning to support, such as IDPs and returnees, be they related or unrelated to school feeding. The situation analysis should also include an examination of the specific challenges to access school that are faced by girls and boys and by different age groups.

Recommendation based on:	*Priority:*	*Time horizon:*	*Directed at:*
C3, C4, C5	*Medium*	*Medium*	*DRC Country Office, Regional Office*

- The situation analysis should give WFP a better understanding of the needs and challenges of members of the targeted groups related to nutrition, education, and their socio-economic situation. WFP should examine in particular the barriers faced by girls to access education, to determine what other complementary services will be needed to address these barriers.
- The situation analysis should also make use of the findings of the *Fill the Nutrient Gap (FNG)* exercise that was being carried out in the first half of 2020 with respect to issues like diet affordability, locally available food items, and barriers to adequate nutritious diets[216].
- While it is clear that SF will not be able to address all of them, understanding these factors better will help WFP to decide on the necessary components of a comprehensive package of services that SF can become part of (see also Recommendation 4).
- Developing the situation analysis should be a cooperative effort that draws in the expertise and resources of WFP's partners in education, nutrition and agriculture. The joint analysis should strive to develop a holistic picture of the situation faced by the target groups, without being constraint by the customary division of roles among the partner organizations.

Recommendation 7: Intensify exchange between Goma area office and Kinshasa on HGSF pilot and lessons learned

R7: WFP's area office in Goma and the country office in Kinshasa should intensify their exchange on lessons learned from the HGSF pilot in Bwisha *chefferie,* bringing into the exchange also the provincial Government of North Kivu and the national Government of the DRC.

Recommendation based on:	*Priority:*	*Time horizon:*	*Directed at:*
C1, C2, C3, C5	*Medium*	*Short*	*Goma Area Office, DRC country office*

- Lessons learned in Bwisha should be used to inform the deliberations on the development of a nationally-owned school feeding programme.
- In particular the experiences with the local purchase of commodities, including associated organizational and quality-related issues could be useful to shape the policy agenda at national level.
- Involving governments at local, provincial and national level in lessons-learning exercises can also help to increase the ownership of these stakeholders of the SF activities, furthering the chances for connecting the SF activities in Bwisha to an at least partially government-owned effort.

[216] By compiling and analyzing existing data on nutrition, dietary intake, food security, household expenditure and socio-economic indicators as well as Cost of the Diet analyses, the FNG identifies key barriers to adequate nutrient intake in a specific context for different target groups (information received from WFP).

A.1 Annex 1: Survey report incl. quantitative data collection tools

Table of contents – survey report

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List of acronyms and abbreviations – survey report

AT	Arrival time
CNES	National Ethical Committee for Health (*Comité National d'Éthique de la Santé*)
COGES	School Management Committee (*Comité de Gestion*)
COPA	Parents Association (*Comité des Parents*)
DRC	Democratic Republic of Congo
DT	Departure time
HH	Household
HWF	Hand washing facility
ICC	Intra-cluster correlation
IDP	Internally displaced (persons)
MDD	Minimum detectable difference
N	Number of observations
NGO / ONG	Non-governmental organization / Organisation non gouvernementale
PCA	Principal component analysis
SF	School feeding
USD	United States Dollar
WASH	Water, sanitation and hygiene
WFP / PAM	World Food Programme / Programme Alimentaire Mondial

A.1.1 Introduction

A.1.1.1 Overview and purpose of the survey

101. Particip and Marakuja Kivu Research implemented a field survey on school feeding (SF) activities of the World Food Programme (WFP) in the Democratic Republic of Congo (DRC). Field work for the survey was conducted in November 2019 in the Bwisha *chefferie* of the Rutshuru territory (North Kivu Province). All SF schools that were supported in the school year 2018-19 by WFP with funding from the Canadian Government are located in Bwisha. Figure A- 1 on the next page displays the survey area at the lower right-hand corner of the North Kivu map. The survey included 45 SF primary schools and 405 households (households of 9 students from each school).

102. The overall purpose of the survey was to provide systematic and statistically representative evidence on the characteristics of beneficiaries (schools, children and households), their experiences with SF, and the potential effects of SF on result indicators at school, child, household and community levels. In comparison with other school and household surveys in North Kivu (including those conducted by the WFP Country Office), this survey focused specifically on SF schools, was conducted at a single point in time and covered a wider range of SF-relevant variables (incl. the pathways of programme effects).

A.1.1.2 Sampling strategy

103. Schools were selected via stratified random sampling (see A.1.1.2.1) and children with their households in a two-stage cluster sampling with schools as clusters (108).

104. Given the lack of baseline data for the schools in Bwisha – which would be needed to identify valid counterfactual schools – and resource constraints, it was not possible to employ a rigorous control group design at school level to systematically estimate all programme effects. Instead, our survey was primarily designed for a descriptive analysis (sample means of the variables), rather than extensive statistical hypothesis testing for group comparisons. We thus used standard sample size calculations for descriptive studies. Sample sizes were chosen to keep the probability (confidence level) high that the sample means of the variables would not deviate by more than a specified error margin from their true means (in the population of all SF schools and beneficiary households in the Bwisha chefferie).

105. While not being the primary objective, the survey design also accommodated some statistical hypothesis testing for group comparison, specifically (i) in vulnerability analysis (e.g. girls vs. boys, poorest vs. relatively better-off) and (ii) to quantitatively estimate SF effects on a few selected outcomes using comparisons within households. Related issues of statistical power and minimum detectable group differences in means are discussed in Section A.1.1.7.

A.1.1.2.1 Sampling of schools

106. Schools were selected through stratified random sampling with a confidence level of 95% and a maximum tolerable error margin of 10% for the total school sample.

107. The raw sampling frame (i.e. the list of all) SF schools was obtained from World Vision, the implementing organisation of SF in Bwisha, and consistency-checked by WFP against its own SF list. It included 75 SF schools, which were stratified by SF round in the sampling (rounds 1 and 2 = schools starting SF before and in the school year 2018-19, respectively) to account for the possibility that programme experiences and effects might be systematically different for schools that joined SF only recently[217]. 9 schools were included from the sampling frame for different reasons[218].

[217] Some of the survey results in the following analysis are thus presented by SF round. Give the smaller size of these sub-samples, their error margins may potentially somewhat exceed the 10% threshold.

[218] 3 schools were already targeted for the piloting of the survey, 2 schools joined SF only a few weeks before the survey, and 4 schools had an afternoon shift to which SF was about to be extended when the survey started.

Figure A- 1: Map of survey locations

Notes: *In the smaller sub-map, blue/dark and yellow/light dots indicate sample schools and households, respectively (the sub-map has been intentionally blurred and reduced to minimal scale to keep the exact location of the respondent units confidential).*

Sources: *General map – European Commission. Survey map (lower right-hand corner) – Particip based on survey data.*

108. A random sample of 45 schools was drawn in proportion to the shares of round 1 and 2 schools in the original population of 75 SF schools. From the remaining schools, a list of 15 'backup' schools' was selected in random order, in case that any of the original schools would refuse to participate, not be accessible or be closed – yet, the survey team managed to actually interview all the 45 schools in the intended sample.

A.1.1.2.2 Sampling of school children and their households

109. Within each of the 45 selected schools, a random sample of 9 children was selected for the household survey (two-stage cluster sampling with schools as clusters). The number of children per schools was chosen to make the total sample size (405 children/ households[219]) consistent with a confidence level of 95% and a maximum error margin of 5%.

110. The sampling frame for children/households consisted of the enrolment registers of the SF sample schools which, unlike the list of SF schools, were not centrally available with World Vision or WFP but had to be constructed in 'decentralised' manner through visits to each school. Before a given school was interviewed by enumerators, a survey supervisor visited the school to introduce the survey and sample a set of 9 children for the household survey.

111. The exact procedure is described in the school questionnaire for supervisors (see the French version in Section A.1.2.1 below). Essentially it required the supervisors to pre-select a total of 18 children equally across all school grades (typically 3 children per grade in schools with 6 primary school grades)[220,221]. For each possible class size from 19 to 150 (students), a list of random numbers was provided to the supervisors. The supervisors selected in each grade/class those students whose positions in the enrolment register corresponded to the first 3 random numbers for the given class size. The resulting list was introduced in the survey application, which then ranked the total of 18 students in random order. The first 9 students in the list were selected for the household survey while the others served as potential replacements. Finally, the supervisors asked the school directors for contact information of the selected students (this information was not included in the registers).

A.1.1.3 Survey instruments, respondents and informed consent

112. The survey used three different questionnaires. Table A- 1 below provides an overview of the different questionnaires, their thematic modules, and the respondents of each module. The French versions of the full questionnaires are presented in Section A.1.2.

Table A- 1: Questionnaires, modules and respondents

Questionnaire module	*Respondent*
School questionnaire for supervisors	
Enrolment data	School director and enumerator (providing access to and compiling data from registers, respectively)
Sampling of children	Enumerator (with algorithms of the survey app)
School questionnaire for enumerators	
Module 1: School characteristics	School director
Module 2: Delivery of school feeding	School cook and/or school director[222]

[219] There were no cases in which two sample children lived in the same household, that is, all child-household pairs in the sample are unique.

[220] In grades with several school classes, the supervisors randomly selected one class.

[221] In schools that did not cover all but only the first *x* primary school grades, the target of 18 children implied a larger number of selected children (18/*x*) per class. While this would result in a larger number of children from lower school grades in the total child sample, this would have correctly reflected the total distribution of beneficiaries across grades and schools if SF activities also took place in schools that only serve the lower grades. In practice, this did not turn out to be a major issue since only one of the sample schools did not cover all primary school grades.

[222] Specifically, the questionnaire accommodated three possible scenarios:

A) The school cook was not available for the interview – the school director answered Module 2 alone.

Questionnaire module	*Respondent*
Module 3: Local community	School director
Module 4: Effects of school feeding on children	School director
Household questionnaire	
Module 1: Household members and characteristics	Mother of the sample child or, in her absence, the *nourrice* or father
Module 2: Schooling of children	
Module 3: Food consumption of the household	
Module 4: Experience with school feeding	
Module 5: Household and community participation in school feeding	
Module 6: Effects of school feeding activities	
Module 7: Food consumption of the school child	Sample child

113. The survey instruments were developed in French and translated to Swahili, the main language spoken by 64% of the sample households. The electronic versions of all questionnaires were programmed using the survey application SurveyCTO, in both languages. Some households were also interviewed in Kinyabwisha/Kinyarwanda (main language of 35% of the households) by enumerators from the Bwisha communities. In these cases, the enumerators translated the survey questions orally for the interview.

114. The questionnaires were revised (and tested in SurveyCTO) in several rounds following feedback from WFP, the evaluation and survey teams, and after piloting them in the field prior to the launch of the survey.

115. The school and household questionnaires included statements of informed consent that were read by the enumerators/supervisors to the respondents. School directors and cooks signed the statement on the tablets while household members gave their consent orally.

A.1.1.4 Preparation and implementation of data collection in the field

A.1.1.4.1 Survey authorisations and ethical considerations

116. A research proposal for the survey was prepared by Particip and submitted to the National Ethical Committee for Health (CNES) of the Ministry of Public Health. The CNES granted approval and assessed the ethical consideration as good before the field work started.

117. Written authorisation was also obtained from the Provincial Ministry of Education. Moreover, the survey team obtained clearance from the local administration of the Rutshuru territory and village heads prior to interviewing schools and households in their villages.

118. Module 1 of both the school and household questionnaire included statements of informed consent (see Sections A.1.2.2 and A.1.2.3 respectively), which were read by the enumerators to all respondents. The school directors and cooks indicated their consent by electronic signature on the tablets while household members provided their consent orally. In a nutshell, respondents were informed about the purpose of the survey; the confidential treatment of their data; the voluntary character of the interview; and the possibility of ending the interview any time or skipping individual questions they would feel uncomfortable with.

A.1.1.4.2 Survey team, training and piloting

119. The survey team involved 12 enumerators (about half of them from the Bwisha *chefferie*, and an equal number of women and men), two supervisors, a field coordinator, and

B) The cook was available, and the director agreed that the cook would be interviewed alone – the director only answered a few selected questions of Module 2, and the cook answered the full module alone (as Module 5, after the enumerator finalised the interview with the director).
C) The cook was available, but the director did not agree that the cook would be interviewed alone – the cook answered the full Module 2 in presence of the director.

a research manager from the implementing partner organisation (Marakuja Kivu Research), as well as two researchers from Particip.

120. Particip conducted a two-day training workshop for the supervisors, coordinator and research manager (without the 12 enumerators). Subsequently, Marakuja and Particip jointly conducted a five-day training for the enumerators. The latter included a piloting exercise in two SF schools and a dozen beneficiary households in the survey communities in Bwisha.

A.1.1.4.3 Data collection

121. Data collection in the field took place from 4 to 15 November 2019. The interviews conducted by the enumerators lasted on average 50 minutes per household and 70 minutes per school. Every evening of the field work phase, the collected data were uploaded on the secure server of the survey application. All data were completely erased from the server on 10 December 2019.

122. The team encountered the following challenges during the field work, including:

- *Insecurity due to armed groups operating in the Rutshuru territory*

  Mitigated by regular monitoring of the security situation in the survey area, visits to villages only in groups, and self-imposed curfew at 4 pm.
- *Teacher strikes*

  An episode of teacher strikes in several sample schools had just ended when the survey started. The team kept a flexible time schedule and had the possibility of resorting to a list of replacement schools' (ultimately not needed).
- *Limited accessibility of schools*

  Mitigated through the survey team's knowledge of geographic and local road conditions, and the theoretical possibility of replacing schools.
- *Access to administrative documents of schools*

  Since the administrative documents of several schools were stored outside the main buildings (for security reasons) and not readily accessible, the supervisors announced all visits in time and, where needed, reserved two days per visit for some schools.

A.1.1.5 Monitoring and quality control of the data collection

123. The monitoring and quality control of the data collection included several layers.

- *Response constraints and skip logic in the electronic questionnaires*

  To minimise data errors and internal inconsistencies of responses from the beginning.
- *Quality control during the interviews*

  The supervisors and field coordinator conducted unannounced visits to the enumerators during the interviews, with the purpose of monitoring (and helping improve) interview techniques and the correct application of the survey instruments.
- *Real-time checks of collected data*

  Both Particip and Marakuja reviewed the data collected and uploaded on the previous day, in particular in terms of (i) interview time, (ii) missing values, (iii) outlier values. The observations were shared with the supervisors, who followed up with the individual enumerators concerned or called team meetings for general clarifications.
- *Back checks via phone*

  An independent local consultant was hired to call a random set of 10% of all households by phone and ask in detail how and by whom the interview was conducted.

Overall, no systematic deficiencies in the data collection process were observed.

A.1.1.6 Data cleaning and analysis

124. The raw data were cleaned, transformed into final datasets, consistency-checked and fully analysed using statistical software (Excel for the school survey and Stata for the more complex household data). The key steps applied in this process are listed below.

125. *Data cleaning and transformation:*

- Consistent coding of missing values;
- Transformation of data formats (e.g. from string to numerical values for analysis);
- Exclusion of outlier values in numerical household data (only in a few variables, and usually not more than 0.5% of total observations);
- Creation of new variables from the raw data;
- Recoding of answer categories in single- and multiple-choice questions (e.g. merging of categories, extraction of new categories from text responses to 'other category');
- Creation of person-level datasets for variables collected for multiple individuals within the same households: 'schooling dataset' with sample children and their siblings; 'food consumption dataset' with sample children and main respondents.

126. *Consistency checks...*

- ...of responses from different respondents to the same questions within the same questionnaire (especially from school directors and cooks on SF delivery);
- ...of responses from different respondents to similar questions in the two different questionnaires (schools vs. households);
- ...of responses from a given respondent to different but related questions in the same questionnaire.

127. *Data analysis:*

- Summary statistics for all observations and cross-tabulations;
- Data visualisation;

Additional analysis for households:

- Construction of a relative wealth index based on household assets (see Section A.1.4.1.4).
- Vulnerability analysis for households, testing group differences in key outcomes by:
    - Gender of sample children (girls vs. boys)
    - IDP status of households (non-IDP, returnees, currently displaced) and
    - Relative wealth quintiles 1 and 5 (poorest vs. least poor households);
- Comparison group analysis within families to estimate/quantify the effects of SF on:
    - School absenteeism/attendance (through an econometric model that exploits variation in SF participation and absenteeism between children living in the same household; see Section A.1.4.2).
    - Food consumption (by testing differences in food consumption profiles of beneficiary children in school vs. their caregivers at home; see Section A.1.4.6)

A.1.1.7 Minimum detectable differences in the household survey

128. In this subsection, we show that the study is also sufficiently powered to detect differences of relatively small size between relevant groups in the household survey.

129. This is important for the previous vulnerability and effect analyses, which statistically 'test' whether the average values of specific result variables differ between groups. For example, we study whether girls work more hours than boys, or whether beneficiary children who receive lunch in school consume more food groups than their families at home. The

purpose of observing group differences in the survey sample is to conclude that the same groups also differ in the entire beneficiary population.

130. For these conclusions to be correct, one needs to ensure:

i. a low probability of erroneously observing a significant group difference in the sample when there is none in the population ('significance level') and

ii. a high probability of correctly detecting a statistically significant group difference in the sample when this difference really exists in the population ('statistical power').

131. While the sample size of this survey was primarily determined for its descriptive part (see Section A.1.1.2), it should ideally also yield sufficient 'power' for purpose (ii).

132. One way to account for statistical power is to estimate the minimum size of group differences that can be identified with the chosen sample size ('minimum detectable differences', MDDs). Smaller group differences than the MDD can usually not be statistically distinguished from zero differences with the given sample size. While the desired MDD is often specified ex ante to calculate the required sample size, one can also recover an approximate 'ex post' MDD from a chosen sample size[223].

133. These ex-post MDDs are displayed in the following table for a few selected variables. The penultimate column shows the *smallest differences* that one can expect to detect with the given sample size. The last column shows the *estimated differences* in the survey data – if they are below the MDD, they are usually not detected/not statistically significant, except for a few cases where they are close to the MDD (see first row).

134. Overall the table suggests that the (sub-)samples of the household survey are large enough to detect differences of relatively small size between groups (between 4 and 45% of the comparison group value in the largest and smallest subsample respectively).

Table A- 2: Back-of-the-envelope calculations of ex-post MDDs

Group 1	*Group 2*	*Common std. dev.*	*Mean value in Group 1*	*'Ex-post' MDD* [a]	*Estimated difference in means G2-G1*
Variable: ***Number of work hours of the schoolchild on a regular school day*** Test: t-test for independent samples (continuous variable) Purpose: Vulnerability analysis of SF mechanisms					
Boys (*N* = 207	Girls (*N* = 198)	1.129	1.396	**0.315**	**0.255 **** [b]
Least poor 20% (*N* = 80	Poorest 20% (*N* = 81)	1.157	1.389	**0.514**	**0.180**
Variable: ***Does school feeding help the household to send its child to school (yes/no)?*** Test: t-test for independent samples (binary variable) [b] Purpose: Vulnerability analysis of SF mechanisms					
Non-IDPs (*N* = 229)	Current IDPs (*N* = 74)	0.495	0.371	**- 0.186**	**- 0.210 *****
Non-IDPs (*N* = 229)	Returnees (*N* = 101)	0.487	0.371	**- 0.164**	**- 0.045**

[223] We only calculate minimum detectable differences/effects ex post – not power –, following McKenzie and Ozier (2019): "Why ex-post power using estimated effect sizes is bad, but an ex-post MDE is not" https://blogs.worldbank.org/impactevaluations/why-ex-post-power-using-estimated-effect-sizes-bad-ex-post-mde-not. They argue that the estimated MDD is relatively less noisy because it only depends on one estimated parameter (standard error of the result variable), unlike power (depends on both difference and standard error).

Group 1	*Group 2*	*Common std. dev.*	*Mean value in Group 1*	*'Ex-post' MDD [a]*	*Estimated difference in means G2-G1*
Variable: ***Number of different food groups consumed on the previous day***					
Test: Paired t-test for dependent samples					
Purpose: Estimation of SF impacts					
Caregivers (*N* = 323)	Schoolchildren (*N* = 323)	1.220 [c]	3.771	**0.156**	**0.269 *****

[a] Minimum detectable differences in means (MDDs) for standard levels of statistical significance (5%) and statistical power (80%) given the group sizes, common standard deviations and mean values in the comparison groups. Tests for expected differences in one direction. Potential intra-cluster correlation among students within the same schools ignored.

[b] Using the exact test distribution (chi-square) for binary variables does not change the results much.

[c] Correlation in the outcome between children and main respondents = 0.500.

*, **, *** indicate statistically significance of the difference in means at 10%, 5%, 1% respectively.

Besides their ex-post nature, the previous MDDs are only approximations also because they abstract from 'intra-cluster correlation' (ICC) – the possibility that outcomes of students in the same schools are correlated. In principle, ICC reduces the amount of independent variation in the sample and thus the probability of detecting group differences of a given size. However, most outcomes in our study exhibit a relatively small ICC, and neither the test results nor the implied MDDs considerably change if ICC is accounted for[224].

[224] An extreme example would be the consumption of a specific food group (e.g. cereals) on a given day if all sample students attending the same school received and ate the same school lunch. In this case, ICC would be equal to 1 – there would only be 45 different independent observations (schools) rather than 405 (students). In practice, however, even for this outcome, we find an ICC of only 0.354 because not all children from the same school were interviewed on the same day, and not all children ate exactly the same school meal on a given day.

A.1.2 Survey instruments

A.1.2.1 School questionnaire for supervisors

Section 0 : Identification de l'école *Rempli par le superviseur avant l'entretien commence*	
0.1 Nom du superviseur : ____	[Choisir dans la liste]
0.2 Date de l'entretien	DD/MM/YYYY
0.3 Nom de l'école	[Choisir dans la liste]
Province / Territoire / Chefferie	Nord Kivu / Rutshuru / Bwisha
0.4 Groupement	○ Binza ○ Bukoma ○ Busanza ○ Bweza ○ Jomba ○ Kisigari ○ Rugari
0.5 Village	

Section 1 : Données sur le répondant et consentement *Répondu par le directeur de l'école*	
Consentement éclairé Bonjour. Je m'appelle [*nom du superviseur*] et je travaille pour l'ONG Marakuja Kivu Research. Je suis l'un des deux responsables d'une équipe d'enquêteurs qui mène une étude sur l'alimentation scolaire d'urgence dans la chefferie Bwisha au nom du Programme Alimentaire Mondial (PAM). L'étude comprend une enquête auprès des écoles et des ménages bénéficiaires et ses résultats aideront le PAM à évaluer les résultats, les avantages et les limites de son soutien à l'alimentation scolaire. Je suis ici pour vous présenter l'étude et vous proposer de participer. Votre participation à ce sondage est volontaire ; nous vous sommes reconnaissants d'y participer. Si vous acceptez, un de nos enquêteurs viendra dans votre école pour vous interroger, vous et le principal cuisinier de l'école. Cela peut prendre jusqu'à 90 minutes. Si vous avez des questions au sujet de cette étude, vous pouvez communiquer avec l'un ou l'autre : • XXX, le coordinateur de recherche de cette enquête à Goma (téléphone : XXX) • XXX, la personne de contact au Bureau de pays du PAM (téléphone : XXX, e-mail: XXX@wfp.org) Ensuite, j'aimerais recueillir quelques informations à partir des registres scolaires, en particulier le nombre d'élèves par année d'études primaires (inscrits et achevés). J'aimerais également jeter un coup d'œil aux registres d'inscription pour sélectionner au hasard des enfants pour notre enquête sur les ménages. Comme nous l'avons déjà mentionné, nous prévoyons également de visiter et de sonder les familles de certains de vos élèves. Pour ce faire, je prélèverais au hasard les noms de 18 élèves de différents niveaux du registre et vous demanderais les coordonnées des parents de ces élèves. Nous prévoyons de visiter et d'interroger les ménages dans lesquels vivent 9 enfants et nous vous serions reconnaissants si vous pouviez informer les ménages de notre enquête. Les informations que je recueille resteront strictement confidentielles. Votre école, votre nom et toute autre donnée d'identification ne seront accessibles qu'aux chercheurs et n'apparaîtront jamais dans aucun rapport.	
1.1 Nom complet du répondant	Nom : _____ ○ N/A
1.2 Numéro de téléphone	
1.3 Position actuelle du répondant	○ Directeur d'école ○ Autre (veuillez préciser) : ___
1.4 Consentez-vous à donner accès à vos registres d'inscription ?	○ Oui (signature) : _____ ○ Non

Section 2 : Données sur les élèves tirées des dossiers administratifs *Rempli par le superviseur*	
2.1 Niveau le plus haut de l'école primaire (max. *6ème*) :	
2.2 Les registres d'inscription et les statistiques des examens sont-ils complets ? *Note : Si non, remplir uniquement les statistiques pour lesquels les registres sont complets.*	○ Oui ○ Non

Niveau (année scolaire)	Nombre d'étudiants inscrits en niveau en septembre 2018		No. d'étudiants ayant terminé (réussi) le niveau en juin 2019		Nombre d'étudiants inscrits en niveau en septembre 2019	
	A. Filles	**B.** Garçons	**C.** Filles	**D.** Garçons	**E.** Filles	**F.** Garçons
2.3 1 (*1ère*)						
2.4 2 (*2ème*)						
2.5 3 (*3ème*)						
2.6 4 (*4ème*)						
2.7 5 (*5ème*)						
2.8 6 (*6ème*)						
2.9 Total						

Section 3 : Echantillonnage : Présélection de {N_{total}} élèves

Rempli par le superviseur

SurveyCTO effectuera les calculs internes suivants :

C		= Niveau d'études primaires le plus élevé, comme indiqué à la Q 2.1.
N_{class}	= arrondi(18/{C})	= Nombre d'élèves à présélectionner par classe/niveau
N_{total}	= {C} x {N_{class}}	= Nombre total d'élèves présélectionnés dans cette école (16-18)
N_P	= 9 (fixe)	= Nombre total d'élèves faisant partie de l'échantillon dans cette école
N_R	= {N_{total}} - {N_P}	= Nombre total d'élèves de remplacement dans cette école

Pour le superviseur : Veuillez présélectionner les {N_{total}} élèves selon les instructions détaillées que vous avez reçues. Complétez la liste des élèves sur papier, téléchargez une photo de la liste et transférez son contenu dans le tableau électronique suivant. En résumé, la procédure de présélection est la suivante :

1. Il y a {*C*} niveaux d'études dans cette école. Vous aurez besoin d'une classe par niveau. Si un niveau est divisé en plusieurs classes, choisissez au hasard une classe de ce niveau.
2. Pour chaque classe/niveau sélectionnés, obtenez la liste numérotée des élèves à partir du registre d'inscription de l'école.
3. N'oubliez pas que, pour chaque classe de 19 à 150 élèves, nous vous avons fourni une liste de 18 numéros tirés au hasard par nos soins.
4. Pour la classe du 1er niveau, déterminez la taille de la classe, et, en vous appuyant sur le registre de la classe, sélectionnez les {N_{class}} élèves qui sont inscrits aux positions correspondant aux premiers {N_{class}} nombres aléatoires pour la taille donnée de la classe.
5. Répéter l'étape précédente pour toutes les classes jusqu'au niveau {C}. Au total, {N_{total}} élèves auront été présélectionnés.
6. Dressez la liste des {N_{total}} élèves dans le modèle de tableau que vous avez reçu de notre part, et pour chaque élève, remplissez les renseignements demandés dans le tableau.

3.0 Veuillez prendre une photo de la liste papier des {Ntotal} élèves présélectionnés et la télécharger ici.	[*Picture*]

Transférez maintenant toutes les informations de la liste papier vers le tableau électronique suivant.

Q	N°	**A.** Nom complet de l'enfant	**B.** Sexe	**C.** Âge	**D.** Niveau (1 à 6)	**E.** Classe
3.1	1		○ M ○ F			
3.2	2					
3.3	3					
3.4	4					
3.5	5					
3.6	6					
3.7	7					
3.8	8					
3.9	9					
3.10	10					
3.11	11					
3.12	12					
3.13	13					
3.14	14					
3.15	15					
3.16	16					
3.17	17					
3.18	18					

A.1.2.2 School questionnaire for enumerators

○ Réponses à choix unique □ Réponses à choix multiple * Posez la question comme question ouverte (ne lisez pas les options au répondant).	
MODULE 0 : IDENTIFICATION DE L'ÉCOLE *Rempli par l'enquêteur avant l'entretien commence*	
0.1 Nom du superviseur : ____	[Choisir dans la liste]
0.2 Nom de l'enquêteur : ____	[Choisir dans la liste]
0.3 Date de l'entretien	DD/MM/YYYY
0.4 Nom de l'école	[Choisir dans la liste]
Province / Territoire / Chefferie	Nord Kivu / Rutshuru / Bwisha
0.5 Groupement	○ Binza ○ Bukoma ○ Busanza ○ Bweza ○ Jomba ○ Kisigari ○ Rugari
0.6 Village	
MODULE 1 : CARACTERISTIQUES DE L'ÉCOLE *Répondu par le directeur de l'école*	
1.1 Données sur le répondant	
Consentement éclairé Bonjour. Je m'appelle [*nom de l'enquêteur*]. Je fais partie d'une équipe de recherche qui mène une étude sur l'alimentation scolaire d'urgence dans la chefferie Bwisha au nom du Programme alimentaire mondial. L'étude comprend une enquête auprès des écoles et des ménages bénéficiaires et ses résultats aideront le Programme alimentaire mondial à évaluer les résultats, les avantages et les limites de son soutien à l'alimentation scolaire. Votre participation à ce sondage est volontaire ; nous vous sommes reconnaissants d'y participer. L'enquête couvre un certain nombre de questions sur les caractéristiques de votre école, votre expérience en matière d'alimentation scolaire et l'implication de la communauté dans l'alimentation scolaire. Cela peut prendre jusqu'à 90 minutes. Au cours de l'enquête, vous êtes libre de refuser de répondre à toute question avec laquelle vous pourriez vous sentir mal à l'aise. Vous avez également la possibilité de mettre fin à l'entretien à tout moment. Les informations que je recueille resteront strictement confidentielles. Votre décision de participer ou non n'aura aucune incidence sur vous, votre école ou les enfants. Votre école, votre nom et toute autre donnée d'identification ne seront accessibles qu'aux chercheurs et n'apparaîtront jamais dans aucun rapport. Si vous avez d'autres questions au sujet de cette recherche ou du sondage, vous pouvez communiquer avec l'un ou l'autre • XXX, le coordinateur de recherche de cette enquête à Goma (téléphone : XXX) • XXX, la personne de contact au Bureau de pays du PAM (téléphone : XXX, e-mail : XXX@wfp.org)	
1.1.1 Position actuelle du répondant	○ Directeur d'école ○ Directeur adjoint ○ Représentant des enseignants ○ Autre (veuillez préciser) : ___
1.1.2 Sexe du répondant	○ Homme ○ Femme
1.1.3 Consentez-vous à participer à l'enquête ?	○ Oui (signature) : _____ ○ Non
Si non : Si le répondant est le directeur de l'école, et s'il ne consente pas à participer à l'enquête, on ne peut pas continuer avec l'entretien.	
1.1.4 Nom du répondant	Nom : _____ ○ N/A
1.1.5 En quelle année avez-vous commencé à travailler dans cette école ?	___ ○ N/A
1.1.6 En quelle année avez-vous commencé à travailler dans cette école *à votre poste actuel* ?	___ ○ N/A
1.2 Administration et fonctionnement de l'école	
1.2.1 L'école possède-t-elle le niveau préscolaire ?	○ Oui ○ Non ○ N/A
1.2.2 Nombre total d'enseignants au niveau primaire :	**A.** Total : ___ **B.** Dont femmes : ___ ○ N/A
1.2.3 Nombre total de cuisiniers dans l'école :	**A.** Total : ___ **B.** Dont femmes : ___ ○ N/A
1.2.4 L'école a-t-elle eu un Comité des Parents (COPA) au cours de l'année scolaire précédente (2018-19) ?	○ Oui ○ Non ○ N/A
Si oui : **1.2.5** * Dans quels domaines le Comité des Parents s'est-il impliqué au cours de la dernière année scolaire (2018-19) ?	□ Investissement/amélioration/maintenance des infrastructures □ Embauche d'enseignants contractuels □ Fixation des primes pour les enseignants □ Alimentation scolaire

	□ Services de santé en milieu scolaire □ Activités communautaires et événements scolaires □ Comportement des enfants □ Collecte de fonds □ Soutien aux familles pauvres/vulnérables ○ Aucune de ces réponses ○ N/A
1.2.6 A quelle heure commencent et finissent les classes normalement ?	**A.** Début : __ **B.** Fin : __ ○ N/A
1.2.7 Nombre de jours d'école par semaine :	
1.2.8 Au cours des *quatre dernières semaines*, combien de jours l'école a-t-elle été *ouverte* et les cours ont-ils eu lieu ?	
If [*1.2.8*] < *4 x* [*1.2.7*] *:* **1.2.9** Des deux questions précédentes, j'ai les informations suivantes : • Il y a [*1.2.7*] jours d'école par semaine (voir Q 1.2.7). • Par conséquent -- sans compter les périodes de vacances --, il y aurait dû avoir [*4 x 1.2.7*] jours d'école au cours de quatre semaines. • Au cours des quatre dernières semaines, nous avons compté que l'école était ouverte [*1.2.8*] de ces [*4 x 1.2.7*] jours (voir Q 1.2.8). • J'aimerais savoir pourquoi l'école a été fermée les autres [(*4 x 1.2.7) - 1.2.8*] jours. Veuillez indiquer combien de ces [(*4 x 1.2.7) - 1.2.8*] jours l'école a été fermé au cours des quatre dernières semaines à cause de ... *Note : Vérifiez une autre fois ces numéros avec le répondant avant de continuer.*	**A.** Période de détente, vacances scolaires, ou jours fériés : ___ **B.** Grève des enseignants : ___ **C.** Autres raisons : ___
1.2.10 Au cours DE LA DERNIERE ANNEE SCOLAIRE (2018-19), pendant combien de jours scolaires l'école a-t-elle été fermée en raison de....	**A.** Conditions météorologiques : ___ ○ N/A **B.** Manque ou absence de personnel enseignant ; grèves : __ ○ N/A **C.** Violence/conflit armé : ___ ○ N/A **D.** Autres raisons : ___ ○ N/A
1.2.11 * Veuillez citer les trois obstacles les plus importants qui empêchent les enfants d'accéder aux écoles primaires de votre région et d'y aller (au cours de la dernière année scolaire, 2018-19).	□ L'insécurité sur le chemin de l'école (ou à l'école) □ Manque ou coût du transport □ Travail des enfants (tâches ménagères, entreprise familiale, etc.) □ Manque de sensibilisation des parents à l'éducation □ Autre (veuillez préciser) : _____ ○ Pas d'obstacles ○ N/A
Si au moins un obstacle sélectionné : **1.2.12** Ces obstacles sont-ils plus grands pour les filles ?	○ Oui ○ Non ○ N/A
1.3 Données sur les élèves	
1.3.1 Veuillez estimer : Sur l'ensemble des élèves inscrits en primaire au début de l'année scolaire 2018-19, quel etáit le taux d'abandon (%) au cours de l'année scolaire ?	___% ○ N/A
1.3.2 Veuillez estimer : Au cours d'une journée scolaire donnée, quel est le pourcentage d'absence des élèves ?	___% ○ N/A
1.3.3 Veuillez estimer : Parmi tous les enfants en âge d'aller à l'école primaire qui vivent actuellement dans la zone d'attraction de cette école, quel pourcentage d'enfants n'a pas été inscrit dans cette école ou dans une autre en septembre 2019 ?	___% ○ N/A
1.3.4 Veuillez estimer : Quel est le pourcentage d'enfants dans votre école primaire qui proviennent de ménages déplacés à l'intérieur du pays ?	___% ○ N/A
1.4 Eau, assainissement et installations sanitaires	
1.4.1 Quels types de toilettes votre école utilise-t-elle ? *Si vous utilisez des toilettes à chasse d'eau ou des latrines à fosse : demandez Q 1.4.2 - 1.4.4* **1.4.2** Veuillez également indiquer le nombre d'unités actuellement en fonctionnement pour chaque type.	□ Toilettes à chasse d'eau **A.** Nombre : ___ □ Latrines à fosse avec dalle **B.** Nombre : ___ □ Latrines à fosse sans dalle **C.** Nombre : ___ □ Seaux □ Autre (veuillez préciser) :_____ ○ Aucune installation (défécation en brousse/au champ) ○ N/A

1.4.3 Ces installations sont-elles séparées pour le personnel et les enfants ?	○ Oui ○ Non ○ N/A
1.4.4 Ces installations sont-elles utilisées séparément par les filles et les garçons ?	○ Oui ○ Non ○ N/A
1.4.5 *Quelle est la principale source d'eau de l'école ?	○ Robinet/eau courante ○ Eau de pluie ○ Ruisseau/rivière/lac ○ Forage ○ Puits creusé protégé ○ Puits creusé non protégé ○ Autre (préciser) : __ ○ N/A
1.4.6 Nombre d'installations fonctionnelles de lavage des mains pour les enfants (à l'intérieur ou à l'extérieur des toilettes) ?	Nombre : ___ ○ N/A
1.4.7 Combien d'entre eux sont régulièrement équipés de savon et d'eau ?	Nombre : ___ ○ N/A
1.4.8 Les installations de lavage des mains sont-elles réellement utilisées par les élèves ?	○ Oui, régulièrement ○ Oui, parfois ○ Rarement ou jamais ○ N/A

Les installations suivantes ont-elles changées depuis le début de l'alimentation scolaire du PAM ?	Installations plus nombreuses et/ou de meilleure qualité	Aucun changement significatif	Installations moins nombreuses et/ou détériorées	N/A
1.4.9 Toilettes	○	○	○	○
1.4.10 Source(s) d'eau	○	○	○	○
1.4.11 Installations de lavage des mains	○	○	○	○

1.4.12 Quelle est votre principale source d'approvisionnement en électricité (réseau, solaire, générateur…) ?	○ Pas d'électricité ○ Générateur ○ Réseau ○ Solaire ○ Autre ○ N/A

1.5 Les services de santé en milieu scolaire en 2018-1919

Veuillez me dire lesquels des services de santé suivants pour les enfants ou leurs parents ont été fournis dans votre école au cours de l'année scolaire précédente (2018-19), soit par le personnel scolaire, soit par des agents sanitaires externes.	Type de service de santé	Service de santé fourni en 2018-19 ?
	1.5.1 Services de vaccination	○ Oui ○ Non ○ N/A
	1.5.2 Surveillance nutritionnelle et de la croissance (mesure de poids, taille, périmètre de bras)	○ Oui ○ Non ○ N/A
	1.5.3 Éducation nutritionnelle	○ Oui ○ Non ○ N/A
	1.5.4 Supplémentation en vitamine A	○ Oui ○ Non ○ N/A
	1.5.5 Campagnes de déparasitage	○ Oui ○ Non ○ N/A
	1.5.6 Psychologue pour les enfants traumatisés	○ Oui ○ Non ○ N/A
	1.5.7 Prévention et information sur Ebola	○ Oui ○ Non ○ N/A
	1.5.8 Prévention du paludisme	○ Oui ○ Non ○ N/A
	1.5.9 Services dentaires	○ Oui ○ Non ○ N/A
	1.5.10 Autre (veuillez préciser) : ____	○ Oui ○ Non ○ N/A

1.5.11 Au cours de l'année scolaire précédente (2018-19), les services d'alimentation scolaire et de santé du PAM ont-ils été coordonnés avec d'autres interventions (par exemple de santé) ?	○ Oui ○ Non ○ N/A
Si oui : **1.5.12** *Comment ?	□ Coordination conjointe entre la direction de l'école, le PAM, World Vision et/ou les prestataires de services de santé □ L'alimentation scolaire et d'autres services de santé ont partagé une partie de la logistique ou des installations □ Le PAM a directement appuyé ou financé certains des services de santé □ L'alimentation scolaire a été intégrée dans le plan général de santé et de nutrition de l'école □ Les activités d'information à l'intention des parents ont porté à la fois sur l'alimentation scolaire et les services de santé □ Autre (veuillez préciser) : _____ ○ Aucune de ces réponses ○ N/A

MODULE 2 ET/OU 5 : MISE EN ŒUVRE DE L'ALIMENTATION SCOLAIRE *Répondu par le (chef-)cuisinier de l'école avec le directeur de l'école*		
2.1 Données sur le deuxième répondant		
2.1.1 Est-ce qu'un deuxième répondant (cuisinière, magasinière) est disponible pour l'enquête ?	○ Oui ○ Non	
Si non : Continuez le module qui concerne la cuisine seulement avec le directeur/premier répondant (continuer avec Q2.1.8).		
Si oui : **2.1.2** Après avoir terminé l'entretien avec vous, pouvons-nous interviewer cette personne seule à propos de la mise en œuvre de l'alimentation scolaire ?	○ Oui ○ Non	
Si 2.1.2 = non : Continuez ce module en présence des deux répondants, mais posez les questions aux deuxième répondant		
Si 2.1.2 = oui : Posez seulement les questions marquées en gris de ce module aux directeur/premier répondant. Après avoir terminé l'entretien, cherchez la deuxième répondante pour répéter le module complet (à partir de Q 2.1.3) avec elle seule.		
2.1.3 Position actuelle du répondant n°2	○ Chef cuisinier de l'école ○ Autre cuisinier ○ Autre (veuillez préciser) : __	
2.1.4 Sexe du répondant n°2	○ Homme ○ Femme	
2.1.5 *[Répéter le consentement éclairé]* Consentez-vous à participer à l'enquête ?	○ Oui (signature) : ___ ○ Non	
Si non : Si le deuxième répondant (par exemple la chef-cuisinière) refuse de participer à l'enquête, vous pouvez : • *Remplacer ce répondant par un autre (par exemple un autre cuisinier) et sélectionner 'Oui' à Q 2.1.1* • *Ou continuer le module qui concerne la cuisine avec le directeur.*		
2.1.6 Nom du répondant n°2	Nom : _____ ○ N/A	
2.1.7 En quelle année avez-vous commencé à travailler dans cette école ?	__ ○ N/A	
2.1.8 En quelle année avez-vous commencé à travailler dans cette école *dans votre poste actuel* ?	__ ○ N/A	
2.2 Installations d'alimentation scolaire		
2.2.1 L'école dispose-t-elle d'un endroit spécifique pour préparer les repas scolaires ?	○ Oui ○ Non	
Si oui : Est-ce que cet endroit a....	**A.** Équipement	**B.** *Si oui :* Est-ce suffisant ?
2.2.2 des cuisinières / foyers ?	□ Oui, foyer(s) amélioré(s) à bois □ Oui, foyer(s) à bois traditionnel(s) □ Oui, réchaud(s) électrique(s) ou au gaz ○ Non ○ N/A	○ Oui ○ Non ○ N/A
2.2.3 un endroit pour stocker du bois de chauffage?	○ Oui ○ Non ○ N/A	○ Oui ○ Non ○ N/A
2.2.4 des casseroles et poêles (pano) à frire ?	○ Oui ○ Non ○ N/A	○ Oui ○ Non ○ N/A
2.2.5 des ustensiles de cuisine ?	○ Oui ○ Non ○ N/A	○ Oui ○ Non ○ N/A
2.2.6 de l'eau potable ?	○ Oui, même source d'eau que l'école ○ Oui, eau courante dans la cuisine ○ Oui, autre (précisez) : _____ ○ Non ○ N/A	○ Oui ○ Non ○ N/A
Si oui : Veuillez également indiquer pour chaque article s'il est suffisant (en termes de type et de quantité) pour préparer tous les repas scolaires.		
2.2.7 *Si 2.2.1 = oui :* Au cours des derniers quatre semaines, pendant combien de jours scolaires l'école a été ouverte mais la cuisine n'a-t-elle pas été opérationnelle ?	Nombre de jours : ___ ○ N/A	
2.2.8 Y a-t-il une salle à manger ou une salle *couverte* prévue pour les élèves ?	○ Oui ○ Non ○ N/A	
Si oui : **2.2.9** Quel est l'état actuel de la salle à manger ou de la salle couverte ?	□ Travaux de construction □ Fuite du toit □ Sale □ Manque de chaises ou de tables □ Autres problèmes ○ Bon état ○ N/A	
2.2.10 L'école dispose-t-elle d'un jardin scolaire ?	○ Oui ○ Non ○ N/A	
2.2.11 *Pour le chef cuisinier :* Êtes-vous payé ? *Pour le directeur : Le chef cuisinier de l'école est-il payé ?*	○ Oui ○ Non ○ N/A	
Si oui : **2.2.12** *Pour le chef cuisinier :* Votre dernier paiement mensuel était-il en nature ou en espèce ? *Pour le directeur : Son dernier paiement mensuel était-il en nature ou en espèce ?*	□ Nature □ Espèce ○ N/A	
2.2.13 *Si nature :* **A.** Equivalent monétaire en Dollars (mensuel) *Si espèce :* **B.** Montant en Dollars (mensuel)	___ Dollars ○ N/A ___ Dollars ○ N/A	

2.3 Fourniture des repas scolaires						
2.3.1 Depuis quand (année scolaire) votre école participe-t-elle à l'alimentation scolaire du PAM ?	Année : ___ ○ N/A					
2.3.2 * Qui a participé aux premières discussions pour préparer l'arrivée du programme d'alimentation scolaire dans votre école ?	□ Programme Alimentaire Mondial □ World Vision □ Directeur d'école □ Enseignants □ Cuisiniers d'école □ Association de parents d'élèves □ Travailleurs de la santé/nutrition □ Autres membres de la communauté □ Autorités locales ○ N/A					
2.3.3 Quelles classes scolaires ont été couvertes par l'alimentation scolaire au cours de la dernière année scolaire (2018-19) ?	□ 1 □ 2 □ 3 □ 4 □ 5 □ 6 ○ N/A					
Si l'année d'introduction est indiquée en 2.3.1 : **2.3.4** Le programme d'alimentation scolaire dans votre école a-t-il sensiblement changé après son introduction dans votre école en [*année scolaire de 2.3.1*] ?	○ Oui ○ Non ○ N/A					
Si oui : **2.3.5** Comment ? Sélectionnez tout ce qui s'applique. **2.3.6** Veuillez indiquer l'année de la modification.	□ Expansion - des repas pour plus d'enfants **A.** Année : ○ N/A □ Expansion - plus de repas ou de quantité de nourriture par enfant **B.** Année : ○ N/A □ Réduction d'échelle - des repas pour moins d'enfants **C.** Année : ○ N/A □ Réduction d'échelle - moins de repas ou de quantité de nourriture par enfant **D.** Année : ○ N/A □ Changement de modèle de fournisseur d'alimentation scolaire **E.** Année : ○ N/A ○ N/A *Note :* Considérez seulement les modifications après l'introduction d'alimentation scolaire dans l'école en [*année de 2.3.1*].					
2.3.7 * Qui effectue le contrôle de la qualité des ingrédients et des repas scolaires ?	□ Directeur □ Enseignants □ Cuisiniers □ Autre (précisez) : ___ ○ Aucun contrôle de la qualité ○ N/A					
2.3.8 * Qui assure le suivi des stocks de vivres dans votre école ?	□ Directeur □ Enseignants □ Cuisiniers □ COPA □ World Vision □ Autre (précisez) : ___ ○ Personne ○ N/A					
2.3.9 Quel type d'alimentation scolaire votre école fournit-elle ?		□ Petit déjeuner	□ Déjeuner	□ Collations	○ N/A	
2.3.10 Veuillez indiquer pour chaque repas combien d'élèves (%) du primaire le reçoivent en moyenne.	% d'élèves :	**A.** ___% ○ N/A	**B.** ___% ○ N/A	**C.** ___% ○ N/A		
2.3.11 Quand avez-vous préparé le dernier repas scolaire (à quelle date) ?	DD/MM/YYYY					
2.3.12 * Pour le dernier repas, quels des aliments suivants avez-vous utilisés ?	**A.** Céréales ○ Oui ○ Non **B.** Tubercules ○ Oui ○ Non **C.** Légumineuses ○ Oui ○ Non **D.** Légumes ○ Oui ○ Non **E.** Fruits ○ Oui ○ Non	**F.** Viande & poisson ○ Oui ○ Non **G.** Produits laitiers ○ Oui ○ Non **H.** Sucre ○ Oui ○ Non **I.** Huiles et graisses ○ Oui ○ Non ○ N/A				

Note : L'enquêteur identifie les groupes alimentaires du repas décrits par le répondant selon la liste suivante.

Groupe alim.	Exemples
Céréales	Maïs, bouillie de maïs, foufou de maïs, riz, pain, sorgho, blé
Tubercules	Manioc, foufou de manioc, pommes de terre, patates douces, colcase, igname
Légumineuses	Haricots, petits pois, arachides, kundé, soja
Légumes	Aubergine, choux, tomate, concombre, salade, carotte, oignons, betteraves, épinards, etc.
Fruits	Banane, ananas, papaye, orange, avocat, maracuja, prune, etc.
Viande et poisson	Bœuf, chèvre, mouton, poulet, œufs et poisson
Produits laitiers	Lait, yaourt, fromage
Sucre	Produits sucrés, miel, boissons sucrées, canne à sucre
Huiles et graisses	Huiles, graisses (également dans les aliments frits), beurre, margarine

2.3.13 Est-ce que vous ajoutez des micronutriments aux repas scolaires (sel iodé, huile fortifiée en Vitamine A, biscuits enrichis, etc.) ?	○ Oui ○ Non ○ N/A
Si oui : **2.3.14** Pendant combien de jours d'alimentation scolaire par semaine fournissez-vous habituellement des repas enrichis en micronutriments ?	Jours : ○ N/A
Quand vous proposez un repas scolaire, combien de % d'enfants.... **2.3.15** ...ne mangent pas du tout le repas offert, **2.3.16** ...mangent une partie du repas offert mais ne le terminent pas, par exemple, parce qu'ils n'aiment pas son goût, sa qualité ou qu'ils n'ont pas faim ?	___% ○ N/A ___% ○ N/A

Si 1.3.4 > 0 : **2.3.17** Avez-vous observé que la participation (ou la consommation) de l'alimentation scolaire est plus élevée, plus faible ou identique chez les enfants de ménages déplacés à l'intérieur du pays par rapport aux autres enfants de votre école ?	○ supérieur ○ inférieur ○ égal ○ N/A ...aux autres enfants.
2.3.18 Dans l'ensemble – les jours que l'école était ouverte –, dans quelle mesure l'école a-t-elle été en mesure de fournir l'alimentation scolaire comme prévu lors des dernières quatre semaines ?	○ Toujours ... ○ Pas toujours ... ○ Rarement ... ○ N/A ... capable de livrer comme prévu.
2.3.19 Considérez les [*1.2.8*] jours que l'école était ouverte pendant les dernières 4 semaines. Combien de ces [*1.2.8*] jours l'école n'a-t-elle pas été capable de fournir les repas prévus ?	No. de jours : _ ○ N/A
Si jours > 0 à la question précédente : **2.3.20** * Quelles en étaient les raisons ?	□ Fonds insuffisants □ Mauvaise qualité des aliments livrés □ Problèmes logistiques d'approvisionnement □ Absence de cuisiniers ou cuisine non opérationnelle □ Autre (veuillez préciser) : _____ ○ N/A
2.3.21 Diriez-vous que le programme d'alimentation scolaire répond adéquatement aux besoins nutritionnels de vos élèves ?	○ Oui, de la plupart des enfants ○ Oui, de certains enfants ○ Non ○ N/A

A.1.2.3 Household questionnaire

○ Réponses à choix unique □ Réponses à choix multiple	
MODULE 0 : DONNEES CONTEXTE & IDENTIFICATION DU MENAGE	
Note pour l'enquêteur : Les questions du module 0 peuvent être rempli avant que l'entretien commence.	
0.1 Nom du superviseur	[Sélectionner dans la liste]
0.2 Nom de l'enquêteur	[Sélectionner dans la liste]
0.3 Date de l'entretien	JJ/MM/AAAA
0.4 Nom complet de l'enfant sélectionné à l'école du programme	
0.5 Sexe de l'enfant sélectionné	
0.6 Nom de l'école du programme où l'enfant est inscrit	[Sélectionner dans la liste]
0.7 Groupement	○ Binza ○ Bukoma ○ Busanza ○ Bweza ○ Jomba ○ Kisigari ○ Rugari
0.8 Village	
MODULE 1 : MEMBRES ET CARACTERISTIQUES DU MÉNAGE	
1.1 Identification du répondant et consentement	
Note pour l'enquêteur : Cherchez à interviewer la mère de [*enfant scolarisé*]. Si la mère n'est pas disponible ou ne vit pas dans le ménage pendant la période de l'enquête, cherchez à interviewer la nourrice de [*enfant scolarisé*]. S'il n'y a pas de nourrice dans le ménage, cherchez à interviewer le père de [*enfant scolarisé*].	
1.1.2 Consentement éclairé Bonjour. Je m'appelle [*nom de l'enquêteur*]. Je fais partie d'une équipe de l'ONG Marakuja Research qui mène une étude sur les cantines scolaires dans la chefferie Bwisha pour le Programme Alimentaire Mondial. L'étude est menée dans des écoles et des ménages sélectionnés. Elle vise à aider le PAM et ses partenaires à évaluer et à améliorer ses activités de cantines scolaires et à comprendre les besoins alimentaires des enfants, de leurs familles et de leurs écoles. Nous avons récemment visité et interviewé l'école primaire [*nom de l'école*] où [enfant scolarisé] est inscrit. Nous aimerions maintenant en savoir plus sur votre expérience en matière des cantines scolaires. Les ménages de cette étude ont été choisis au hasard dans les registres scolaires. Il n'y a donc pas de raison particulière pour laquelle nous avons choisi précisément les vôtres. Notre enquête porte essentiellement sur quelques caractéristiques de votre ménage, votre expérience avec les cantines scolaires, ainsi que sur la santé et le bien-être des enfants. Votre participation à ce sondage est volontaire ; nous vous serions reconnaissants d'y participer. Au cours de l'enquête, vous êtes libre de refuser de répondre à toute question avec laquelle vous pourriez vous sentir mal à l'aise. Vous avez également la possibilité de mettre fin à l'entretien à tout moment, sans pénalité ni inconvénient. Votre décision de participer ou non ne vous affectera en aucune façon. En particulier, elle n'a aucune influence sur le fait que votre ménage reçoive ou non certains services ou aides publics. De plus, votre nom, vos autres données d'identification et vos réponses ne seront accessibles uniquement aux chercheurs et ne seront jamais publiés ni partagés avec l'école. Les informations que je recueille resteront strictement confidentielles. L'enquête est totalement anonyme. L'entretien dure 1 à 2 heures. Avant de continuer, n'hésitez pas à poser vos questions. Si vous avez d'autres questions concernant cette enquête, vous pouvez contacter l'école ou XXX, le coordinateur de cette enquête à Goma (numéro de téléphone congolais : XXX).	
1.1.1 Nom complet du répondant :	
1.1.2 Rôle dans le ménage répondant	○ 1 : Mère de [enfant scolarisé] ○ 2 : Nourrice de [enfant scolarisé] ○ 3 : Père de [enfant scolarisé]
1.1.3 Sexe :	○ Masculin ○ Féminin
1.1.4 Consentez-vous à participer à l'enquête ?	○ Oui ○ Non
Si 'Non' à la question 1.1.6 Le consentement est obligatoire pour commencer l'entretien.	

1.2 Membres du ménage	
1.2.1 Combien de personnes au total vivent actuellement dans ce ménage ? Veuillez compter uniquement les personnes qui ont dormi au moins la moitié de leur temps au cours des 6 derniers mois dans ce ménage.	Nombre : __
1.2.2 Combien de ces personnes ont un lien de parenté directe avec [*enfant scolarisé*] ? (Père, mère, frère et sœur de la même mère, nourrice - sans compter l'[enfant scolarisé] !)	Nombre : __
Si le répondant n'est pas la mère : 1.2.2.A - Est-ce que la mère vit actuellement dans le ménage	○ Oui ○ Non
Si le répondant n'est pas le père : 1.2.2.B - Est-ce que le père vit actuellement dans le ménage	○ Oui ○ Non
Si la mère de [*enfant scolarisé*] *ne vit pas dans le ménage :* **1.2.2.C** Pourquoi la mère de [*enfant scolarisé*] ne réside-t-elle pas dans le ménage ?	○ A temporairement quitté le ménage ou migré ○ A définitivement quitté le ménage ou migré ○ Décédé
Si le père de [*enfant scolarisé*] *ne vit pas dans le ménage :* **1.2.2.D** Pourquoi le père de [*enfant scolarisé*] ne réside-t-il pas dans le ménage ?	○ A temporairement quitté le ménage ou migré ○ A définitivement quitté le ménage ou migré ○ Décédé

Question	N°	**1.2.3** Nom complet	**1.2.4** Lien avec [*enfant scolarisé*]	**1.2.5** Âge (années)	**1.2.6.** Sexe	*Si l'âge est supérieur à 15 ans :* **1.2.7** Niveau d'éducation le plus élevé de [*Nom du membre du ménage*]
A	1	[*Nom du répondant de 1.1.3*]	[*de 1.1.4*]		[*de 1.1.5*]	
B	2	[*Nom de l'enfant scolarisé de 0.4*]	NA		*[de 0.5]*	NA
Note pour l'enquêteur : La partie qui suit recensera les autres membres du ménage.						
C	3					
D	4					
E	5					
(...)	(...)	(...)	(...)	(...)	(...)	(...)

Options pour 1.2.4 (lien avec *enfant scolarisé)*

1 Mère de [enfant]
2 Père de [enfant]
3 Sœur de [enfant]
4 Frère de [enfant]
5 Nourrice de [enfant]
99 Autre de [enfant]

Options pour 1.2.7 (niveau d'éducation)

1 N'a jamais fréquenté l'école
2 Education informelle
3 A fréquenté l'école primaire, mais n'a pas obtenu son diplôme d'études primaires
4 A diplômé de l'école primaire
5 A fréquenté l'école secondaire, mais n'a pas obtenu son diplôme d'études secondaires
6 A diplômé de l'enseignement secondaire
7 A diplômé d'un collège ou d'une université

1.2.8 Qui est le chef de votre ménage ?	○ Père de [*enfant scolarisé*] ○ Mère de [*enfant scolarisé*] ○ Autre homme ○ Autre femme

1.3 Autres caractéristiques du ménage et déplacement	
1.3.1 Quelle est la langue principale parlée dans votre ménage ?	○ Swahili ○ Nande ○ Kinyabwisha/Kinyarwanda ○ Hunde ○ Kinyanga ○ Shi ○ Français ○ Autre
1.3.2 Est-ce que vous / votre ménage a été déplacé (e.g. par un conflit) ?	
1.3.3 Est-ce que vous / votre ménage est retourné (après avoir été déplacé / refugié) ?	
Si oui 1.3.2 ou 1.3.3 : **1.3.4** Depuis quand vivez-vous dans cette localité (combien d'années) ? *Indiquer '99' si toujours vécu ici (depuis la naissance).*	
Si oui 1.3.2 ou 1.3.3 : **1.3.5** Où avez-vous vécu juste avant votre arrivée ici ?	○ Ville de Goma ○ Ville de Butembo ○ Ville de Beni ○ Territoire de Beni ○ Territoire de Lubero ○ Territoire de Masisi ○ Territoire de Rutshuru ○ Territoire de Nyiragongo ○ Territoire de Walikale ○ Autre province ○ Autre pays

Si oui 1.3.2 : **1.3.6** Êtes-vous (ou un autre membre du ménage) officiellement enregistré en tant que personne déplacée auprès d'une agence internationale (par exemple le HCR ou l'OIM)	○ Oui ○ Non
Si oui : **1.3.7** Depuis quand (combien d'années) ?	

1.4 Biens et équipements des ménages		
1.4.1 Ce logement vous appartient-il ou est-il loué ?	○ Propriété ○ Location	
1.4.2 Nombre de chambres dans le ménage	Nombre :	
1.4.3 Matériel du toit	○ Sans toit ○ Toit de chaume, paille ou de palme ○ Toit en tuiles ○ Toit en tôle ondulée ○ Toit en planches de bois ○ Toit en ciment ○ Autre	
1.4.4 Matériel du sol	○ Sol / terre ○ Planches/bois ○ Semi-dalle (planches et ciment) ○ Ciment ○ Carrelage ○ Autre	
1.4.5 Lequel des biens ménagers suivants appartient au ménage ?	□ Téléphone mobile □ Radio □ TV □ Ordinateur □ Frigo □ Poêle (Pano) □ Four □ Machine à coudre □ Matelas □ Lit □ Vélo □ Moto/scooter □ Voiture/camionnette □ Trottinette (Tchukudu)	
1.4.6.A - Votre ménage possède des champs (propriété du ménage) ?		○ Oui ○ Non
Si oui 1.4.6.A : **1.4.6.B -** Combien de carrés fait votre champ ? (Un carré est 50 mètres fois 50 mètres)		Nombre de carrés : ____
Si oui 1.4.6.A **1.4.6.C -** Pouvez-vous accéder à vos champs pour cultiver ?		○ Oui ○ Non
1.4.7.A Votre ménage possède des bétails suivants (propriété du ménage) ?	□ Volaille □ Chèvre ou mouton □ Bovins/vaches □ Âne/cheval □ Porcs / cochons □ Cochons d'Inde ou lapins ○ Aucun	**B.** Nombre d'unités de volaille : __ **C.** Nombre d'unités de chèvre ou mouton : __ **D.** Nombre d'unités de bovin / vaches : __ **E.** Nombre d'unités d'âne/cheval : __ **F.** Nombre d'unités de porc / cochons : __ **G.** Nombre d'unités de cochons d'Inde ou lapins : __
1.4.8 Quelle est la source principale d'électricité de votre ménage ?	○ Pas d'électricité ○ Générateur/groupe électrogène (au sein du ménage) ○ Réseau (SNEL, Kigroupe, etc.) ○ Solaire ○ Autre	
1.4.9 Quel est le principal type de toilette dans votre ménage ?	○ Toilettes à chasse d'eau ○ Latrines à fosse avec dalle ○ Latrines à fosse sans dalle ○ Seaux ○ Autre (veuillez préciser) : ___ ○ Pas d'installation (brousse/champ)	
1.4.10 Quelle est la principale source d'eau potable de votre ménage ?	○ Eau courante (robinet à la maison) ○ Robinet/Borne-fontaine publique ○ Eau de pluie ○ Ruisseau / rivière / lac ○ Forage ○ Puits creusé protégé ○ Puits creusé non protégé ○ Eau embouteillée ○ Autre (veuillez préciser) : _____	

MODULE 2 : SCOLARISATION DES ENFANTS											
Note pour l'enquêteur : Le prochain module porte sur la scolarisation des enfants dans ce ménage. Pour cela, des informations seront demandés pour tous les enfants entre 6 et 15 ans qui sont inclus dans le registre de ménage du module 1.2.											
2.1 Scolarisation, redoublement et fréquentation scolaire (de tous les enfants du ménage plus jeunes que 16 ans)											
	Nom	**2.1.3** [*enfant*], va-t-il / elle à l'école ?	**2.1.2** A quel âge [*enfant*] a commencé l'école primaire ?	*Si inscrit(e) :* **2.1.4** Dans quelle classe (niveau) est [*enfant*] actuellement inscrit ? *Si pas inscrit(e):* **2.1.5** Quel est la dernière classe (niveau) que [*enfant*] a complété ?	*Si inscrit(e) :* **2.1.6** Quelle école [*enfant*] fréquente actuellement ? *Si pas inscrit(e) :* **2.1.7** Quelle était la dernière école où [*enfant*] est allé ?	*Si pas inscrit(e) et dernière classe complété < 6:* **2.1.8** Pourquoi [*enfant*] n'est pas l'inscrit(e) à l'école actuellement ?	**2.1.9** A [*enfant*] reçu des repas à la cantine scolaire pendant les 5 dernières années scolaires ?	**2.1.10** A [*enfant*] déjà redoublé une ou plusieurs années d'école primaire ?	*Si inscrit :* **2.1.11** Combien de jours d'école [*enfant*] a manqué pendant les 4 dernières semaines ? (jours pendant que l'école était ouverte, ne pas compter les jours de grève, détente, etc.)	*Si >0 jours :* **2.1.12** Pourquoi [*enfant*] a manqué à l'école ?
A	[*enfant solarisé de 0.4*]				N/A	N/A	□ 2015 / 2016 □ 2016 / 2017 □ 2017 / 2018 □ 2018 / 2019 □ 2019 / 2020 ○ Aucun	○ Oui ○ Non		
B	[*extrait du module 1.2*]	○ Oui (école primaire ou secondaire) ○ Non, mais il/elle a déjà terminé l'école primaire ○ Non, il / elle a abandonné l'école ○ Non, il / elle n'est jamais allé à l'école			○ [*nom de l'école 0.5*] ○ Autre école	□ Manque d'argent □ L'enfant travaille/fait les tâches ménagères □ Maladie □ Raisons familiales (santé de membre de famille, deuil, …) □ Conflit/violence □ Raisons scolaires □ Autre	□ 2015 / 2016 □ 2016 / 2017 □ 2017 / 2018 □ 2018 / 2019 □ 2019 / 2020 ○ Aucun	○ Oui ○ Non		□ Manque d'argent □ L'enfant travaillait/faisait les tâches ménagères □ Maladie □ Raisons familiales □ Conflit/violence □ Autres raisons liées à l'école □ Autre
C	[*extrait du module 1.2*]	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)
(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)	(...)

2.2 Autres aspects de l'accès à l'école	
2.2.1 Quelle est la distance à parcourir à pied (en km) pour se rendre à l'école [*l'école indiquée en 0.5*] ? (Arrondissez au km près. Par exemple, pour 200 mètres indiquez '0'. Pour 600 mètres, indiquez '1')	Km :
Si distance > 2km : **2.2.2** Existe-t-il un moyen de transport public/communautaire pour se rendre à l'école [*l'école indiquée en 0.5*], et est-il abordable pour vous ?	○ Oui, abordable ○ Oui, mais pas très abordable ○ Pas de transport disponible
Si oui : **2.2.3** [*enfant scolarisé*] se rend-il/elle à l'école en transport public/communautaire ?	○ Oui ○ Non
2.2.4 Considérez-vous que le chemin de l'école soit sûr pour [*enfant scolarisé*] ?	○ Oui ○ Non
Si non : **2.2.5** Pourquoi pas ?	□ Le transport n'est pas sûr □ Risque de violence physique par des tiers □ Intimidation ou harcèlement par des tiers □ Autre
2.2.6 Combien avez-vous dépensé pour l'éducation de [*enfant scolarisé*] pendant toute la dernière année scolaire ? (en dollars)	**A.** Frais et dons à l'école : ___ dollars **B.** Livres et matériel pédagogique : ___ dollars **C.** Transport : ___ dollars **D.** Uniforme scolaire : ___ dollars **E.** Collations pour l'enfant pour l'école (biscuits, gâteaux, jus, etc.) : ___ dollars **F.** Autre : ___ dollars
2.2.7 Avez-vous pu supporter ces coûts ?	○ Oui, sans difficultés ○ Oui, mais avec quelques difficultés ○ Avec des difficultés importantes

MODULE 3 : CONSOMMATION ALIMENTAIRE ET NUTRITION

3.1 Consommation alimentaire du ménage

3.1.2 Hier, qu'est-ce que vous avez mangé pour… ?	*Note pour l'enquêteur : Il est important de noter tout ce que la personne a mangé hier, y compris des collations, fruits, etc.*
A. …le repas du matin	□ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7 □ 8 □ 9 ○ Rien
B. …le repas de midi	□ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7 □ 8 □ 9 ○ Rien
C. …le repas du soir	□ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7 □ 8 □ 9 ○ Rien
D. Autre	□ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7 □ 8 □ 9 ○ Rien

Code	Groupe alimentaire	Exemples
1	Céréales	Maïs, bouillie de maïs, foufou de maïs, riz, pain, sorgho, blé
2	Tubercules	Manioc, foufou de manioc, pommes de terre, patates douces, colcase, igname
3	Légumineuses	Haricots, petits pois, arachides, kundé, soja
4	Légumes	Aubergine, choux, tomate, concombre, salade, carotte, oignons, betteraves,etc.
5	Fruits	Banane, ananas, papaye, orange, avocat, maracuja, prune, etc.
6	Viande et poisson	Bœuf, chèvre, mouton, poulet, œufs et poisson
7	Produits laitiers	Lait, yaourt, fromage
8	Sucre	Produits sucrés, miel, boissons sucrées, canne à sucre
9	Huiles et graisses	Huiles, graisses (également dans les aliments frits), beurre, margarine

	3.1.3 Type d'ajustement de la consommation alimentaire	**3.1.4** Utilisé (même) plus s'il n'y avait pas de cantine scolaire ?
Considérons les situations de détresse pour le ménage comme la maladie, le chômage ou les mauvaises récoltes qui réduisent le revenu du ménage. Il y a différentes façons de faire face à de telles situations. Une d'entre elles est d'ajuster la consommation alimentaire. **3.1.3** En période de détresse et de baisse de revenu, comment adaptez-vous habituellement votre consommation alimentaire ? **3.1.4** Imaginez maintenant une situation dans laquelle [*enfant scolarisé*] ne reçoit pas d'alimentation scolaire. Par exemple, essayez de vous souvenir de la situation d'il y a quelques années, quand la cantine scolaire n'était pas encore fonctionnelle. Sans cantine scolaire, avez/auriez-vous...	□ Réduire le nombre de repas □ Réduire la quantité des repas □ Acheter des aliments moins chers □ Manger des aliments de brousse ou des cultures immatures □ Envoyer des gens manger hors du ménage (p.ex. les enfants chez d'autres membres de la famille) ○ Pas d'adaptation de la consommation alimentaire	**A.** ○ Oui ○ Non **B.** ○ Oui ○ Non **C.** ○ Oui ○ Non **D.** ○ Oui ○ Non **E.** ○ Oui ○ Non

MODULE 4 : EXPERIENCE AVEC LA CANTINE SCOLAIRE					
4.1 Provision des repas à l'école					
4.1.1.A Au cours d'une journée scolaire normale, à quelle heure [*enfant scolarisé*] part de la maison pour aller à l'école ?					__h
4.1.1.B Au cours d'une journée scolaire normale, à quelle heure [*enfant scolarisé*] revient de l'école à la maison?					__ h
4.1.2.A Au cours d'une semaine scolaire normale, combien de jours par semaine [*enfant scolarisé*] mange-t-il un repas de la cantine scolaire ?					○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6
4.1.2.B Est-ce que [*enfant scolarisé*] des fois ne reçoit pas le repas scolaire bien que les autres enfants en reçoivent ?					○ Oui ○ Non
4.1.3 Quel type de repas est offert à l'école ?					□ Petit-déjeuner □ Collation □ Déjeuner
4.1.4 Au cours des 4 dernières semaines combien de jours... **A ...** l'école [*l'école indiquée en 1.1.1*] a-t-elle été fermée ou les classes ont-elles été suspendues? **B ...** il y avait classe mais [*enfant scolarisé*] n'a pas eu un repas à l'école ?					Jours : Jours :
4.1.6 Les problèmes suivants se sont produits avec les repas scolaires ?			Fréquemment	Parfois	Jamais
	A Peu de diversité alimentaire	○	○	○	○
	B Rations trop petites	○	○	○	○
	C Nourriture de mauvaise qualité	○	○	○	○
	D Pas de nourriture du tout	○	○	○	○
4.1.7 En cas de problème avec la cantine, les parents ont-ils la possibilité de déposer des plaintes ?					○ Oui ○ Non
Si oui : **4.1.8** Avez-vous déjà déposé une plainte ?					○ Oui ○ Non
Si oui : **4.1.9** L'école s'est occupée de la plainte ?					○ Oui ○ Non
4.2 Besoins d'alimentation scolaire					
4.2.1 Est-ce que la cantine scolaire de [*l'école indiquée en 1.1.1*] contribue à couvrir les besoins alimentaires de [*enfant scolarisé*]?					○ Contribution importante ○ Certaine contribution ○ Aucune contribution
Si le ménage a été déplacé / est retourné 1.3.2 ou 1.3.3 **4.2.2** Pensez-vous que [*enfant scolarisé*] a des besoins spéciaux en matière de repas à l'école parce que vous avez été déplacés par un conflit ? Par exemple, pensez-vous que [*enfant scolarisé*] a besoin des repas scolaires plus importants ou différents de celle des familles/enfants qui ont toujours vécu ici ?					○ Oui ○ Non
Si oui : **4.2.3** Pensez-vous que ces besoins spéciaux sont suffisamment pris en compte par la cantine scolaire ?					○ Oui ○ Non

MODULE 5 : PARTICIPATION DU MÉNAGE ET DE LA COMMUNAUTÉ		
5.1 Participation du ménage et de la communauté aux activités de la cantine scolaire		
5.1.1 Au cours de la dernière (2018-19) ou de la présente année scolaire (2019-20), avez-vous participé aux activités de la cantine de [*l'école indiquée en 1.1.1*] ?	□ Comme membre de COPA/COGES □ Comme membre du comité de gestion de la cantine scolaire □ Comme cuisinier dans la cantine □ Comme volontaire pour des tâches spécifiques liées à la cantine (y compris la cuisine) □ Fait un don de nourriture pour la cantine scolaire □ Fait un don d'argent pour la cantine scolaire □ Amené du bois pour la cantine □ Assisté aux campagnes d'information sur la cantine scolaire □ Comme fournisseur commercial ○ Pas impliqué	
Si impliqué d'une façon ou d'une autre : **5.1.2** Pouvez-vous influencer les activités de la cantine scolaire ? Si oui, comment? *Note pour l'enquêteur : Posez cette question comme une question ouverte et classez les réponses en fonction des options données.*		*Si choisi :* **5.1.3** Diriez-vous que votre participation/influence dans cet aspect est plutôt…

		Fort ?	Faible ?
□ L'organisation générale de la cantine scolaire □ Coordination d'événements et d'activités en rapport avec la cantine scolaire □ Financement ou contrôle financier de la cantine scolaire □ Contrôle de la qualité des ingrédients et repas fournis □ Commander/acheter les ingrédients □ Autres tâches régulières liées à la cantine scolaire ○ Aucune influence	**A** **B** **C** **D** **E** **F**	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○

5.1.4 Quelles informations sur la cantine scolaire vous recevez de l'école ? *Note pour l'enquêteur : Posez cette question comme une question ouverte et classez les réponses en fonction des options données.*	□ Type et fréquence des repas fournis □ Avantages des repas scolaires □ Difficultés liées à la cantine scolaire □ Gestion des fournisseurs et du personnel □ Activités scolaires/communautaires liés à la cantine scolaire ○ Aucune information reçue

5.1.5 Parmi les services de santé et de nutrition suivants possiblement offerts à l'école, lesquels avez-vous et/ou [*enfant scolarisé*] utilisé au moins une fois au cours de la dernière année scolaire (2018-19) ?	□ Services de vaccination □ Suivi nutritionnel et de la croissance □ Campagnes de vitamine A □ Services dentaires □ Information/prévention Ebola □ Autre (veuillez préciser) :	□ Bilans de santé généraux □ Éducation nutritionnelle □ Campagnes de vermifuge □ Psychologue (enfants traumatisés) □ Prévention du paludisme ○ Aucun

Si 5.1.1 = cuisinier rémunéré ou fournisseur commercial : **5.1.6** Au cours de la dernière année scolaire (2018-19), votre ménage a-t-il reçu des paiements en espèces ou en nature de la part de [*l'école indiquée en 1.1.1*] pour votre rôle de cuisinier/fournisseur ?	□ Oui, en espèces □ Oui, en nature ○ Non
Oui, en espèces : **5.1.7** Combien vous avez reçu de [*l'école indiquée en 1.1.1*] au cours de la dernière année scolaire en espèces ?	___ Dollars
Oui, en nature : **5.1.8** Qu'est-ce que vous avez reçu comme paiement en nature de [*l'école indiquée en 1.1.1*] au cours de la dernière année scolaire ? (L'enquêteur doit donner une estimation de la valeur en dollars)	___ Dollars

Est-ce que vous êtes en accord ou désaccord avec les affirmations suivantes ?	Fortement en désaccord	En désaccord	Ni d'accord ni en désaccord	D'accord	Tout à fait d'accord
5.1.9 Les <u>écoles</u> devraient soutenir les cantines scolaires avec leurs propres ressources.	○	○	○	○	○
5.1.10 La <u>communauté</u> devrait soutenir les cantines scolaires avec ses propres ressources.	○	○	○	○	○

5.2 Cohésion sociale

Est-ce que vous êtes en accord ou désaccord avec les affirmations suivantes ?	Fortement en désaccord	En désaccord	Ni d'accord ni en désaccord	D'accord	Tout à fait d'accord
5.2.1 Les activités de la cantine scolaire ont réuni des membres de la communauté (de différents âges, sexes, ethnies, etc.).	○	○	○	○	○
5.2.2 Les activités de la cantine scolaire ont amélioré vos relations avec d'autres membres de la communauté.	○	○	○	○	○
5.2.3 Les activités de la cantine scolaire ont réduit les conflits entre votre ménage et d'autres membres de votre communauté.	○	○	○	○	○
5.2.4 Les activités de la cantine scolaire ont réduit les conflits domestiques <u>dans</u> votre ménage.	○	○	○	○	○

MODULE 6 : EFFETS DES ACTIVITES DES CANTINES SCOLAIRES	
6.1 Effets sur la scolarité	
6.1.1 Pensez-vous que les repas scolaires vous aident à envoyer [*enfant scolarisé*] à l'école ?	○ Oui ○ Non
Si oui : **6.1.2** Comment les repas scolaires vous aident à envoyer plus facilement [*enfant scolarisé*] à l'école *??*	□ Réduction des dépenses alimentaires □ Génération des revenus supplémentaires □ Plus de soutien à l'éducation de la part de la communauté. □ Meilleure qualité de l'école en générale □ [*enfant scolarisé*] ne doit plus/moins souvent travailler ou d'aider à la maison. □ [*enfant scolarisé*] est plus motivé d'aller à l'école. □ [*enfant scolarisé*] est en meilleure santé. ○ Aucune de ces réponses
6.1.3 Avez-vous observé que [*enfant scolarisé*] est plus actif à l'école (ou aime davantage l'école) les jours de repas scolaires que les jours d'école sans nourriture ?	○ Oui ○ Non
Si oui : **6.1.4** Comment cela se manifeste-t-il dans son comportement ? Les jours de repas scolaires, [*enfant scolarisé*]...	□ ...semble plus heureux (à l'école ou à la maison) □ ...semble faire plus attention en classe □ ...fait mieux ses devoirs □ ...a plus de contacts avec ses camarades de classe □ ...est moins susceptible d'avoir des problèmes à l'école ou à la maison. ○ Aucune de ces réponses
6.1.5 En général, pensez-vous que grâce aux repas scolaires [*enfant scolarisé*] ... **A** ... passe plus de temps à l'école. **B** ...obtient de meilleures notes à l'école. **C** ...achèvera en fin de compte plus d'années de scolarité.	○ Oui ○ Non ○ Oui ○ Non ○ Oui ○ Non
6.2 Travail des enfants	
Combien d'heures [*enfant scolarisé*] travaille ou aide habituellement dans le ménage... **6.2.1** ... un jour où [*enfant scolarisé*] va à l'école ? **6.2.2** ... un jour où [*enfant scolarisé*] ne va pas à l'école ?	 Heures : Heures :
Si heures > 0 : **6.2.3** Dans quel type de travail ou de tâches ménagères [*enfant scolarisé*] est-il/elle impliqué ? Veuillez cocher toutes les réponses qui s'appliquent.	Activités génératrices de revenus de la famille : □ Agriculture □ Élevage □ Ventes/commerce □ Autres activités Tâches ménagères : □ Prendre soin des jeunes frères et sœurs □ Nettoyage □ Préparer la nourriture □ Puiser de l'eau □ Autres tâches □ Travailler pour quelqu'un d'autre ○ N/A
6.2.4 Pensez-vous que les repas scolaires ont rendu [*enfant scolarisé*] physiquement plus fort ou l'ont aidé à apprendre plus de choses pour le ménage ?	○ Oui ○ Non
Si oui : **6.2.5** Pour cette raison, pensez-vous que [*enfant scolarisé*] a travaillé/aidé plus au sein du ménage que sans repas scolaire ?	○ Oui ○ Non
6.2.6 Est-ce qu'il arrive parfois que [*enfant scolarisé*] ne se rende pas à l'école parce que vous avez besoin de lui pour le travail ou les tâches ménagères ?	○ Oui ○ Non
Si oui : **6.2.7** Combien de jours cela s'est-il produit au cours des 4 dernières semaines ?	Jours : __
6.2.8 Pensez-vous que vous demanderiez plus souvent à [*enfant scolarisé*] de ne pas aller à l'école s'il n'y avait pas de repas scolaires ?	○ Oui ○ Non
Si oui : **6.2.9** Pourquoi ?	□ Il faudrait travailler plus pour payer la nourriture de [*enfant scolarisé*]. □ Sans repas scolaires gratuits, vous ne gagneriez pas grand-chose à envoyer [*enfant scolarisé*] à l'école de toute façon. □ Parce que [*enfant scolarisé*] lui/elle-même serait moins motivé(e) à aller à l'école. □ Autre

6.3 Exposition aux conflits armés					
Est-ce que vous êtes en accord ou désaccord avec les affirmations suivantes ?	Fortement en désaccord	En désaccord	Ni d'accord ni en désaccord	D'accord	Tout à fait d'accord
6.3.1 L'éducation améliore les revenus / salaires futur de mes enfants.	○	○	○	○	○
6.3.2 Si les jeunes gagnent bien leur vie, ils sont moins tentés de participer à un conflit armé.	○	○	○	○	○
6.3.3 L'éducation aide mes enfants à apprendre à résoudre pacifiquement les conflits.	○	○	○	○	○
6.3.4 Les écoles offrent un espace sûr contre les enlèvements d'enfants par des groupes armés.	○	○	○	○	○

6.3.5 Au cours des cinq dernières années, y a-t-il eu des cas d'enlèvement d'enfants dans ce territoire ?	○ Oui ○ Non
6.3.6 Comment évaluez-vous le risque que des enfants scolarisés soient enlevés par des groupes armés dans ce territoire ?	○ Très faible ○ Faible ○ Moyen ○ Élevé ○ Très élevé
Si le ménage a été déplacé / est retourné 1.3.2. ou 1.3.3 **6.3.7** Comment était ce risque dans votre ancien lieu de résidence au moment où vous avez quitté pour vous installer ici ?	○ Très faible ○ Faible ○ Moyen ○ Élevé ○ Très élevé

MODULE 7 : CONSOMMATION ALIMENTAIRE DE L'ENFANT

Pour le prochain bloc de questions, nous aurions besoin que [*enfant scolarisé*] soit avec nous. Si vous êtes d'accord, nous aimerions lui poser quelques questions sur ce qu'il/elle mange. Comme auparavant, l'enfant ou vous pouvez décider de ne pas répondre à certaines questions, si vous le préférez.

7.1 Mère/père/nourrice: Consentez-vous à ce que [*enfant scolarisé*] soit interrogé en votre présence?	○ Oui ○Non

Si « non » : Essayez de savoir si la mère peut répondre à au moins certaines des questions de ce module au nom de l'enfant (dans ce cas, remplacez « tu » par « [enfant scolarisé] » dans ce module).

Repas	**7.2** *Pour une semaine scolaire normale*, combien de *jours scolaires* manges-tu normalement... ?	**7.3** *Lors d'une journée scolaire normale*, d'où viennent les aliments que tu manges ...	**7.4** Les jours ou il y a école, mais la cantine n'a pas préparé, est-ce que tu manges..?	**7.5** Les *jours <u>sans</u> école*, est-ce que tu reçois à *la maison...* ?
A un repas le matin après ton réveil ? **B** une collation dans la matinée ? **C** un repas de midi ? **D** une collation dans l'après-midi ? **E** un repas de soir ?	○ 0 ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 *[Répéter les réponses possibles]*	○ Maison ○ Boutique ○ Gratuit à l'école ○ Acheté à l'école ○ Autre *[Répéter les réponses possibles]*	○ Oui ○ Non *[Répéter les réponses possibles]*	○ Oui ○ Non *[Répéter les réponses possibles]*

7.6 Lors du dernier jour d'école... **A** ...étais-tu malade, avais-tu des problèmes d'estomac ? **B** ...est-ce qu'il y avait de la fête ? **C** ...es-tu allé à l'école ?	○ Oui ○ Non ○ Oui ○ Non ○ Oui ○ Non

7.7 Lors du dernier jour d'école, qu'est-ce que tu as mangé comme	*Note pour l'enquêteur : Il est important de noter tous ce que l'enfant a mangé hier. Pas seulement les repas, mais aussi les collations, fruits,etc.*
A repas le matin après ton réveil ?	□ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7 □ 8 □ 9 ○ Rien
B collation dans la matinée ?	□ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7 □ 8 □ 9 ○ Rien
C repas de midi ?	□ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7 □ 8 □ 9 ○ Rien
D collation dans l'après-midi ?	□ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7 □ 8 □ 9 ○ Rien
E repas de soir ?	□ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7 □ 8 □ 9 ○ Rien

Note : Référez-vous au tableau suivant avec la liste des groupes alimentaires		
Code	**Groupe alimentaire**	**Exemples**
1	Céréales	Maïs, bouillie de maïs, foufou de maïs, riz, pain, sorgho, blé
2	Tubercules	Manioc, foufou de manioc, pommes de terre, patates douces, colcase, igname
3	Légumineuses	Haricots, petits pois, arachides, kundé, soja
4	Légumes	Aubergine, choux, tomate, concombre, salade, carotte, oignons, betteraves,etc
5	Fruits	Banane, ananas, papaye, orange, avocat, maracuja, prune, etc.
6	Viande et poisson	Bœuf, chèvre, mouton, poulet, œufs et poisson
7	Produits laitiers	Lait, yaourt, fromage
8	Sucre	Produits sucrés, miel, boissons sucrées, canne à sucre
9	Huiles et graisses	Huiles, graisses (également dans les aliments frits), beurre, margarine

7.9 Comment aimes-tu généralement la nourriture que l'école te sert ?	○ J'aime beaucoup ○ J'aime ○ Parfois j'aime bien, parfois pas ○ Je n'aime pas beaucoup ○ Je n'aime pas tout
7.10 Durant une semaine scolaire normale, combien de jours ton école te sert-elle un repas ou une collation, mais... **A** ...tu ne le manges pas ? **B** ...tu en manges une partie, mais tu ne finis pas ?	 Jours : Jours :
Si les jours > 0 dans l'une des deux questions précédentes : **7.11** Pourquoi parfois tu ne manges / termines pas parfois les repas/collations scolaires ?	□ Pas faim □ N'aime pas la nourriture

Numéro téléphone	
8.1 Nous prévoyons d'appeler quelques répondants après l'entretien. Ces répondants sont choisis de façon aléatoire et nous aident à mettre sur que les réponses sont correctes. Acceptez-vous que nous appelions par téléphone ?	○ Oui ○ Non
8.2 Numéro de téléphone	
Coordonnées GPS	
8.3 Coordonnées GPS du ménage	[*Enregistrer la localisation*]
Question finale	
8.4 Pour l'enquêteur : Veuillez noter des remarques que vous avez par rapport à l'interview qui vous semblent pertinentes. (question ouverte)	

A.1.3 Analysis of school data

A.1.3.1 School characteristics (Module 1)

A.1.3.1.1 Respondent data

135. In 82% of all schools, the director was the first survey respondent (in the other cases, it was the vice-director or the teacher representative). Only 18% of the respondents are women.

136. Data on the years in which the respondents started to work in their schools and current positions can be used as a proxy for their institutional memory. Table A- 3 below suggests that 87% of the directors (or their substitutes) have a high or very high institutional memory of the time period covered by the survey and the evaluation (2015-2019).

Table A- 3: Level of directors' institutional memory for the survey

Level	Description of the level	% *
Very high	Started working in the school in her/his current position ≤ 2015	53%
High	Started working in the school ≤ 2015, albeit in her/his current position only > 2015	27%
High	Started working in the school > 2015 but before or in the same year that school feeding introduced in the school	7%
Limited	Started working in the school after 2015 and the introduction of school feeding	13%

Note: Responses from N = 45 schools.

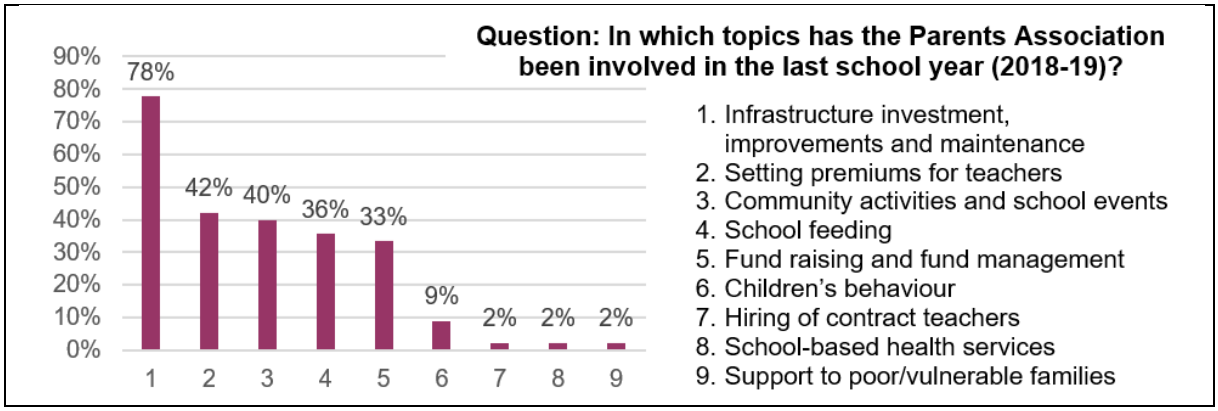
137. In all except one of the 45 schools, a school cook joined the interview (as a second respondent) for the questionnaire module on school feeding. 95% of the cooks were interviewed alone; only in 2 schools the director insisted on the cook being interviewed in the presence of the director. 93% of the second respondents were the principal cooks and 7% were other cooks in their schools. 98% of the cooks interviewed (all but one) are women. Using the same measure as in previous Table A- 3, 74% of the cooks have a high or very high institutional memory of the study period (2015-2019).

A.1.3.1.2 Administration and functioning of the school

138. A school has on average 11 teachers and 6 cooks. The total pool of teachers is relatively gender-balanced: 45% of the 483 teachers from all sample schools are women. The picture is strikingly different for cooks. 97% of the 275 cooks employed in all sample schools are female.

139. All schools had Parents Associations (COPAs) in the school year 2018-19, which were involved in different aspects of school management as shown in Figure A- 2 below. 78% of the Parents Associations participated in affairs related to school infrastructure. Between 33% and 42% were involved in setting premiums for teachers, community and school activities/events, school feeding, and fund raising/management.

Figure A- 2: Involvement of Parents Associations



Note: Responses from N = 45 schools. Multiple choices per school allowed.

140. In all schools, the school week runs from Monday to Saturday (6 school days), and a typical school day lasts on average 6 hours. All schools interviewed only teach in the morning shift. The sample distribution of start and end times of this shift is summarised in Table A- 4. On a typical school day, classes usually start before 8:00 a.m. in most schools (82%) and end between 12:00 p.m. and 2:00 p.m. in most schools (80%), before the WFP-sponsored lunch.

Table A- 4: School start and end times

Start time	% *	End time	% *
Before 7:00 a.m.	44%	Between 11:00 a.m. and before 12:00 p.m.	11%
Between 7:00 a.m. and before 8:00 a.m.	38%	Between 12:00 p.m. and before 1:00 p.m.	51%
Between 8:00 a.m. and before 9:00 a.m.	13%	Between 1:00 p.m. and before 2:00 p.m.	29%
At 9:00 a.m	4%	At or after 2:00 p.m.	9%

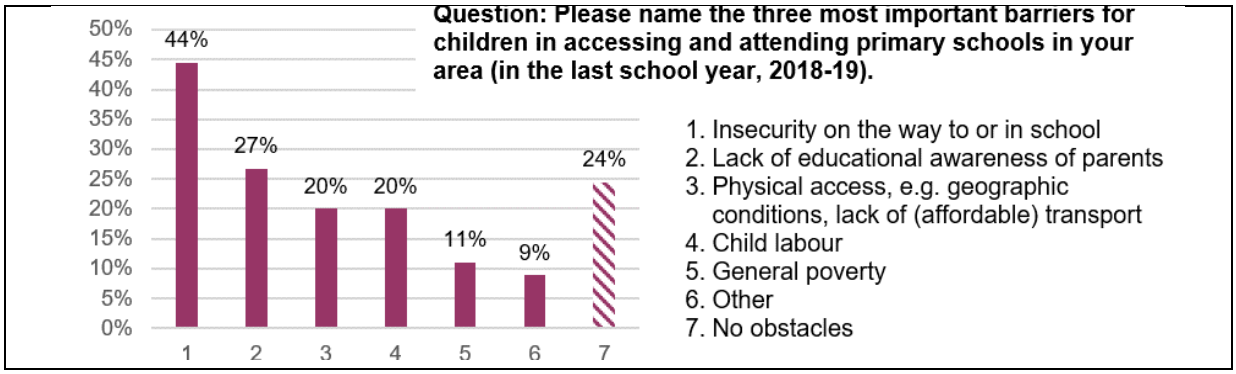
Note: Responses from N = 45 schools.

141. To interpret data on the delivery and consumption of school feeding correctly, the survey also explored on how many days the schools had been open in the 4 weeks prior to the interviews. Of the 24 possible school days (4 weeks from Monday to Saturday), schools had on average opened for 20 school days, closed on 2 days due to teacher strikes, and closed on 2 days for the regular mid-trimester break[225].

142. Schools being closed on regular school days may affect the availability of school feeding more generally. Therefore, this question was also investigated for the entire school year 2018-19. Most schools reported to have opened on all regular school days outside the official vacation periods. 2 schools each admitted having closed for a few days due of lack/absence of teaching staff and for other reasons respectively. Interestingly, nearly every fifth school (18%) had to close on average one week due to violence in the community.

143. Finally, respondents were asked to indicate the three main barriers to primary school access and attendance. The results are displayed in Figure A- 3 below. Insecurity on the way to school (named by 44% of the respondents) leads the ranking. At the same time, one quarter (11 schools) said that they were no barriers at all. Of the 34 respondents who did name some barriers, just one half considers that the barriers are larger for girls. Evidence for girl-specific barriers to primary schooling is thus only tentative, at least in the perception of school directors.

Figure A- 3: Main barriers to school access and attendance



Note: Responses from N = 45 schools. Multiple choices per school allowed.

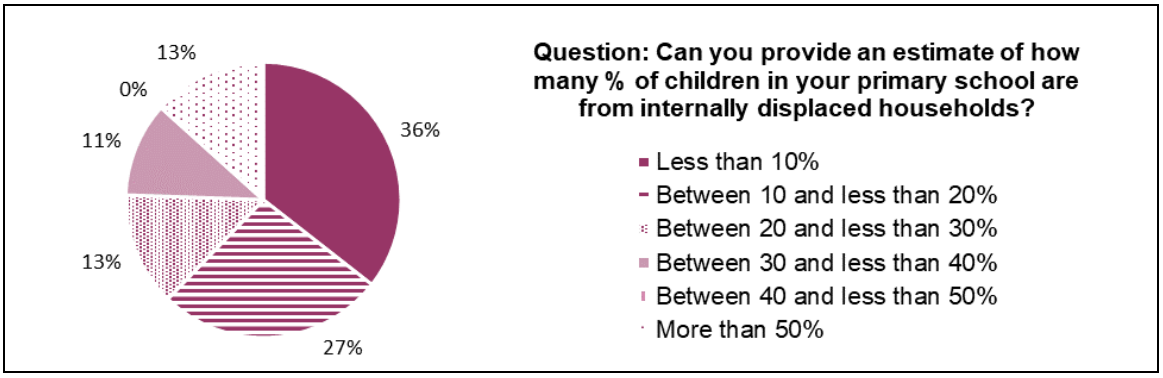
A.1.3.1.3 Student data

144. This section presents the data from Module 1.3 of the school questionnaire for enumerators (estimates provided by school directors), as well the school enrolment and completion statistics from the questionnaire for supervisors (administrative records of schools). All 45 respondents provided the data.

[225] Data from *N* = 42 schools, excluding the 3 schools with inconsistent data on school days opened/closed.

145. In general, the estimates of % out-of-school children, dropouts, absentees and children from internally displaced (IDP) households show large variation; e.g. see Figure A- 4 below for IDPs.

Figure A- 4: Estimates of students from internally displaced households



Note: Responses from N = 45 schools.

146. This reflects the possibility that estimates from individual respondents are affected by considerable error (e.g. in the previous question because school directors just did not know the true values or had different interpretations of what IDP means). However, the *average* values across all schools are correct if estimation errors are random. Under this assumption:

- *IDP children:* An estimated 20% of children in primary schools are from IDP households. This is very similar to informal estimates by WFP.
- *Dropouts:* An estimated 13% of all primary school students enrolled at the beginning of the school year 2018-19 dropped out during that school year.
- *Absentees:* On a given school day, an estimated 3%[226] of enrolled students (who have not dropped out) do not attend school.
- *Out-of-school children:* An estimated 15% of the children at primary school age living in the catchment areas of the schools are not enrolled in any school in September 2019.

147. The following Table A- 5 summarises the statistics on enrolment and school completion based on raw data from the administrative records of schools. The enrolment registers were complete in all 45 schools, and all schools except one cover all 6 primary school grades.

Table A- 5: Enrolment and school completion statistics

	Enrolment 2018-19		***School completion 2018-19***			***Enrolment 2019-20***		
School grade	*Average number of students enrolled per school in Sep 2018*	*Ratio of girls to boys enrolled in all schools in Sep 2018*	*Avg. no. of students per school who completed the grade in June 2019*	*Ratio of girls to boys in all schools who completed the grade in June 2019*	*% of students enrolled in all schools in Sep 2018 who completed the grade in June 2019*	*Average number of students enrolled per school in Sep 2019*	*Ratio of girls to boys enrolled in all schools in Sep 2019*	*Ratio of students enrolled in all schools Sep 2019 to Sep 2018*
1 (*1ère*)	132	0,94	95	0,88	72%	170	0,94	1,29
2 (*2ème*)	98	0,88	80	0,90	82%	111	0,90	1,13
3 (*3ème*)	95	0,88	76	0,86	80%	106	0,91	1,12
4 (*4ème*)	74	0,83	62	0,84	84%	83	0,87	1,12
5 (*5ème*)	64	0,89	54	0,97	85%	65	0,91	1,02
6 (*6ème*)	51	0,90	45	0,93	84%	53	0,86	1,04
Total	**514**	**0,89**	**412**	**0,89**	**79%**	**589**	**0,91**	**1,15**

Note: Administrative records from N = 45 schools.

[226] Two outlier observations reporting 30% of absentees were excluded from the sample (*N* = 43). When taking the full sample (*N* = 45), the average estimation of absentees is 5%.

148. While the previous data (and study design) do not allow for a direct estimation of the causal effects of SF on schooling outcomes, they highlight three important challenges in the school system that SF can potentially mitigate[227].

149. *Substantial gender gap in enrolment:*

The administrative records reveal a substantial gender gap in primary school enrolment. The girls-to-boys ratio in primary stood at 0.89 and 0.91 in September 2018 and 2019 respectively, and it affected all grades.

150. *Low rates of grade completion, reflecting dropouts and grade repetition:*

Only 79 % of the primary school students initially enrolled in a given grade in September 2018 completed/passed that grade in June 2019 (completion rate). The remaining 21% reflect dropouts (an estimated 13% of enrolled students, see above) and failed exams/grade repetition. Once girls are enrolled in a grade, their chance of completing that grade is not systematically lower: there was no gender gap in completion rates in % of enrolled students (omitted in the previous Table A- 5). However, the low girls-to-boys ratio in primary enrolment (0.89) was simply carried forward to grade completion (0.89).

151. *Upward trend in number of enrolled students (and SF beneficiaries):*

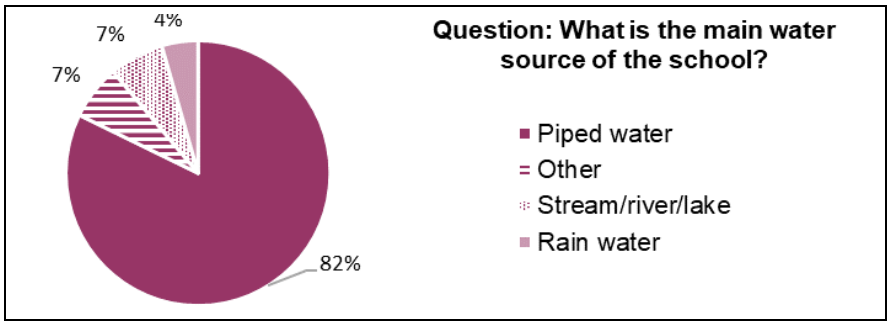
On average, the number of enrolled students per school increased by 14% between September 2018 and 2019 from 514 to 589 enrolled students per school, and this affected all grades. The increase is particularly pronounced in the lower grades, implying that the number of SF beneficiary children per school has been increasing.

A.1.3.1.4 Water, sanitation and hygiene facilities

152. Overall, the reported level of WASH facilities in the schools – in terms of improved water sources and sanitation facilities, and handwashing facilities with soap – is relatively good.

153. At least 82% of schools have improved water sources – those that use piped water as main water source. See Figure A- 5 below.

Figure A- 5: Main water source of schools



Note: Responses from N = 45 schools.

154. All schools except one use only pit latrines. Pit latrines with slab – improved sanitation facilities – are used in 91% of schools (in 89% of schools exclusively). The other schools only have pit latrines without slab (7%) or another unimproved toilet facility (2%). Schools with pit latrines have on average 9 latrines in use. The mean latrine-to-student ratio at school level is 79 – on average, there is one latrine for 79 students in a school. Toilet facilities are separated for staff and children in 80% of the schools, and for girls and boys in 80% of the schools as well.

155. There are on average 4 functioning handwashing facilities (HWFs) for children per school. The mean student-to-HWF ratio at school level is 212 – on average, there is only one

[227] At the level of individual schools, the interpretation of these statistics would potentially be affected by transfers of students to and from other schools. For the aggregation of data across all schools, we assume that the transfers among individual schools sum up to a net balance of zero.

HWF for 212 students. All except two schools have some functioning HWF. Of these schools, 74% reported that *all* HWFs were regularly equipped with soap and water. In the remaining quarter of schools, only one fifth of the HWFs in the schools are equipped with soap and water. 86% of the schools with HWFs reported that their students regularly used them.

156. The survey also asked about changes in WASH facilities since the introduction of the SF in the schools (see the following Table A- 6). On average there has been a slight improvement in WASH facilities. While most schools did not report any change, handwashing and toilet facilities improved in quality or quantity in 32% and 19% of schools respectively. Only a small proportion (less than 10% for each type of facility) reported a deterioration or a decrease in the number of facilities.

Table A- 6: Change in WASH facilities since the introduction of SF in the schools

	More and/or or better facilities	No significant change	Less and/or deteriorated facilities
Water source	9%	86%	5%
Toilet facilities	19%	74%	7%
HWFs	32%	59%	9%

Note: No. of responses (N) is 43 or 44 schools in each of the questions in the table.

157. In terms of electricity supply, 16% of schools are connected to the grid. The other 84% do not have any access to electricity.

A.1.3.1.5 School health services in 2018-19

158. On average, a school provided two different types of health services in the school 2018-19. The most common health service, given the Ebola outbreak in the North Kivu Province since 2018, were information and prevention campaigns for Ebola (conducted in 84% of schools). Full results are displayed in Table A- 7 below.

Table A- 7: Health services provided in 2018-19

Health services	% schools that offered the health service in 2018-19
Ebola information/prevention	84%
Vaccination services	33%
Malaria prevention	26%
Deworming campaigns	25%
Nutritional education	19%
Vitamin A supplementation	18%
Nutritional and growth monitoring	9%
Psychologist for traumatised children	2%
Other	5%

Note: No. of observations (N) varies between 40 and 45 schools across rows.

159. Only one quarter (27%) of respondents indicated to have coordinated their health services with other interventions in their schools. Of those that did, all coordinated these services with World Vision/WFP and/or health service providers.

A.1.3.2 Delivery of WFP school feeding (Module 2)

A.1.3.2.1 Respondent data

160. See Section A.1.3.1.1.

A.1.3.2.2 School feeding facilities

161. All schools except one have a kitchen for preparing school meals. The details of the kitchen equipment are displayed in Table A- 8 below. Overall the results show that the average

school kitchen is poorly equipped to deliver all school meals. The shortage of cooking pots, pans and kitchen utensils in sufficient number and quality is striking. The situation is better in terms of cook stoves, drinking water and places for storing firewood (but note the lack of firewood itself in some schools – see Figure A- 11 further below).

162. Of the schools with cook stoves, 79% have conventional cook stoves and 47% have improved cook stoves (multiple types of cook stoves possible). None has an electric or gas stove. 77% of schools have piped water in their kitchen.

Table A- 8: Kitchen equipment

Item	*% of schools that have the given item in their kitchen*	*% of schools that have the given item in their kitchen and consider the type and quantity of the item sufficient for preparing all school meals*
Manufactured cook stoves	98%	48%
Place for storing firewood	41%	32%
Cooking pots and frying pans	75%	5%
Kitchen utensils	34%	2%
Drinking water	93%	59%

Note: Responses from N = 44 schools.

163. On average, school kitchens were not operational on 4 of the days the schools opened in the 4 weeks prior to the interviews. Combining this with results from previous Section A.1.3.1.2, the data suggest that children only received school feeding on 16 days in the 4-week periods before the interviews (which is corroborated by the household data further below). While the school week lasts 6 days (from Mon to Sat), schools were on average closed on 2 days due to teacher strikers and on another 2 days for the mid-trimester break; and on 4 of the remaining school days, school kitchens were not operational.

164. None of the sample schools (except one) has a dining room/hall or a designated, covered eating area for students. In contrast, 76% of schools have school gardens.

165. In 91% of schools, the principal cook is paid. The payment is always in-kind and is equivalent to a monthly salary of 15 USD on average.

A.1.3.2.3 Delivery of WFP school feeding

166. In 42 of the 45 sample schools[228], all questions of this sub-module were answered by the cook – who was interviewed separately from director – while some selected questions were also asked to the director (as consistency checks for factual questions or to collect the viewpoints of both respondents on assessment/perception questions).

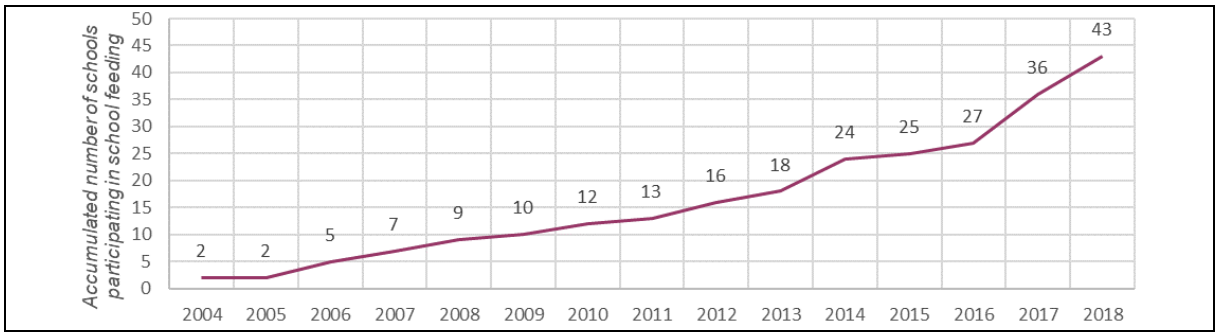
167. Several survey questions in this sub-module were retrospective and thus relied on the institutional memory of respondents. In retrospective questions with answers from both directors and cooks, the generally very high degree of coincidence of the two responses reflects the sound institutional memory of respondents (see Section A.1.3.1.1). In some questions (mentioned in the following text), the analysis excludes answers from those respondents with low institutional memory (who only started working in their school after the introduction of SF in their school).

168. School directors and cooks first had to indicate the year in which the WFP school feeding programme was introduced in their school. Based on their responses, Figure A- 6 below depicts the continuous increase in the number of sample schools participating in school feeding activities since 2004 (assuming that none of the schools interrupted school feeding once introduced). The trend accelerated in the last two years: the number of schools benefiting from WFP school feeding increased by 59% between 2016 and 2018.

[228] As explained in Section A.1.3.1.1, in 2 schools, the cook and the director were interviewed together (joint responses for all questions); and in 1 school, the entire sub-module was covered by the director without the cook.

169. In many cases, the years indicated by the survey respondents do not coincide with those provided by World Vision nor with those indicated by WFP. The latter were used to define SF rounds 1 and 2 for the stratified sampling of schools in this survey. However, since the survey responses suggest that the 'administrative SF round' of a school does not accurately reflect how long school feeding has actually been in place in that school, the results in this report are ultimately not differentiated by SF round. Similarly, the below figure also suggests that there is no sharp distinction between pre- and post-intervention periods that could be used for a (standard) control group design. In general, the years of SF introduction in the survey seem more reliable since they were directly provided by schools and (in most cases) confirmed by two different respondents with high institutional memory.

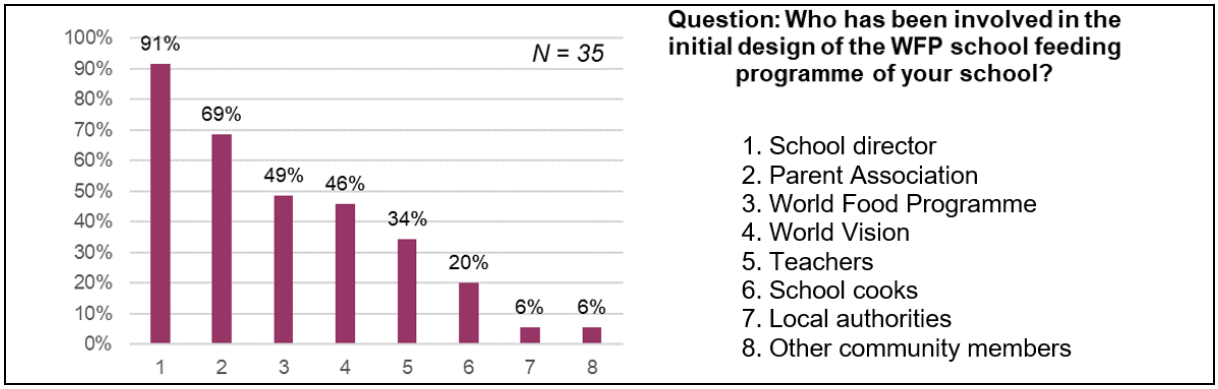
Figure A- 6: Accumulated number of sample schools participating in SF



Note: Based on the question: "Since when (school year) does your school participate in WFP school feeding?" N = 43 schools. In 3 of these schools, responses from cooks and directors did not coincide, and only the latter were used (the directors started working in their schools before the cooks).

170. As shown in Figure A- 7 below, school directors and Parents Associations were the main local actors involved in the initial discussions for the setup of the WFP school feeding programme in the schools. Interestingly, WFP and World Vision were involved in only half of the schools in the first direct discussions with school staff.

Figure A- 7: Actors involved in the WFP school feeding programme design

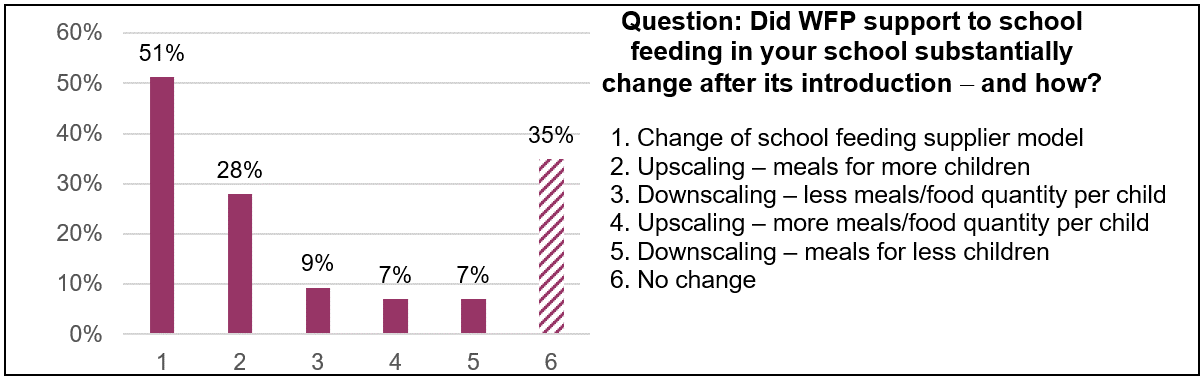


Note: N= 35 schools. Multiple choices per school allowed. A category counted for a given school if it was mentioned by at least one respondent (director or cook; but usually the two coincided). Not used: answers of directors & cooks who started working in their school only after intro of SF.

171. In all sample schools, all grades were covered by SF in the school year 2018-19.

172. The following Figure A- 8 shows how SF changed at school level after its introduction. 65% of schools reported some change. The most frequent change – in half of all sample schools – was the SF supplier model. 35% of all sample schools experienced some upscaling and downscaling, and 16% some downscaling.

Figure A- 8: Changes in WFP support to school feeding since its introduction

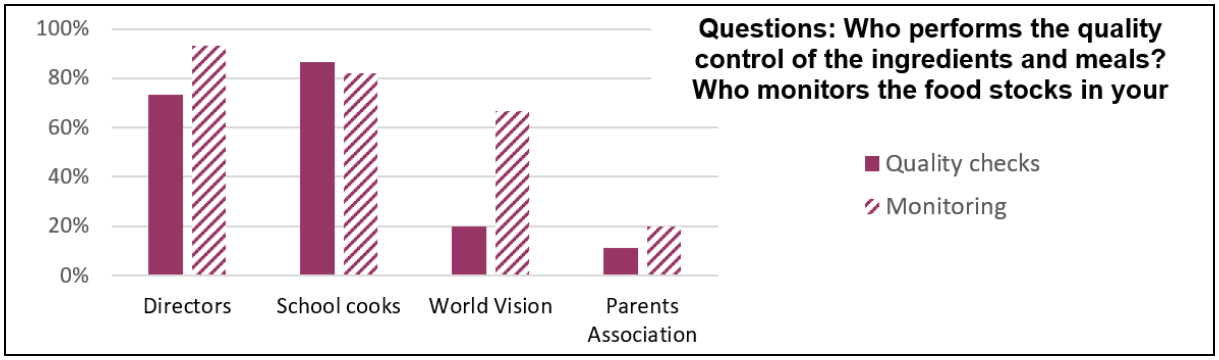


Note: N = 43 schools. Multiple choices per school allowed. A category counted for a given school if it was mentioned by at least one respondent (director or cook; usually the two coincided). Not used: answers of directors and cooks who started working in their school only after SF was introduced.

173. While expanding the *total number of beneficiary children* was far more common than reducing it, the proportion of schools that increased the *size or number of meals per child* vs. the proportion that reduced it were very similar (but low in general).

174. Next, Figure A- 9 analyses who performed the quality control of food supplies and monitored the food stocks in schools. All schools did some type of quality control and monitoring. Both directors and cooks were frequently involved – in at least two thirds of all schools – in the quality control, as well in the monitoring of food supply/stocks. World Vision plays an important role in most (nearly two thirds of all) schools for monitoring. Parents Associations are usually not involved in any of the two processes.

Figure A- 9: Quality control of school meals and monitoring of food stocks



Note: Responses from N = 45 schools. Multiple choices per schools allowed. A category counted for a given school if mentioned by at least one respondent (director or cook; usually the two coincided).

175. All schools offer lunch only and (except for two schools) serve their lunch to all students in the schools.

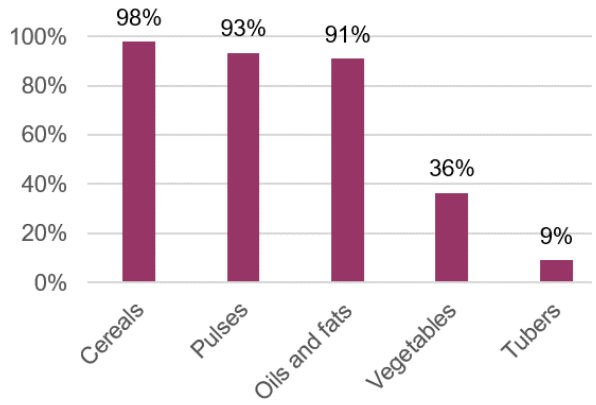
176. The next set of questions was only answered by cooks. First, the dietary diversity of the lunch was captured by asking cooks to name all ingredients of the last school meal prepared prior to the interviews. The responses were then classified by the enumerators in the 9 food groups used e.g. in WFP (2008)[229]. In this way, the food groups of 45 random school meals were identified. Results are displayed in Figure A- 10 below.

177. The dietary diversity was low both within and across schools. A given school used on average 3 of the 9 food groups in their last school meal. Even across all schools/meals, essentially only the same 3 food groups were used: cereals, pulses, oils and fats. Some schools also included vegetables and tubers. No school used fruits, meat or fish, dairy products or sugar products[230].

[229] Food groups: Cereals, tubers, pulses, vegetables, fruits, meat and fish, dairy products, sugary products, oils and fats; see WFP (2008) "Calculation and use of the food consumption score in food security analysis

[230] Use of these food groups was also not foreseen by WFP.

Figure A- 10: Ingredients used for the last school meal



Food group	Examples
Cereals	Maize, maize porridge, maize foufou, rice, bread, sorghum, wheat
Pulses	Beans, green peas, peanuts, kundé, soybeans
Oils and fats	Oils, fats (also in fried foods), butter, margarine
Vegetables	Eggplant, cabbage, tomato, cucumber, salad, carrot, onions, beets, spinach
Tubers	Manioc, manioc, foufou, potatoes, sweet potatoes, colcase, yam

Note: N = 44 schools. Multiple choices per school allowed. Based on the question: "For the last school meal, which of the following foods did you use?"

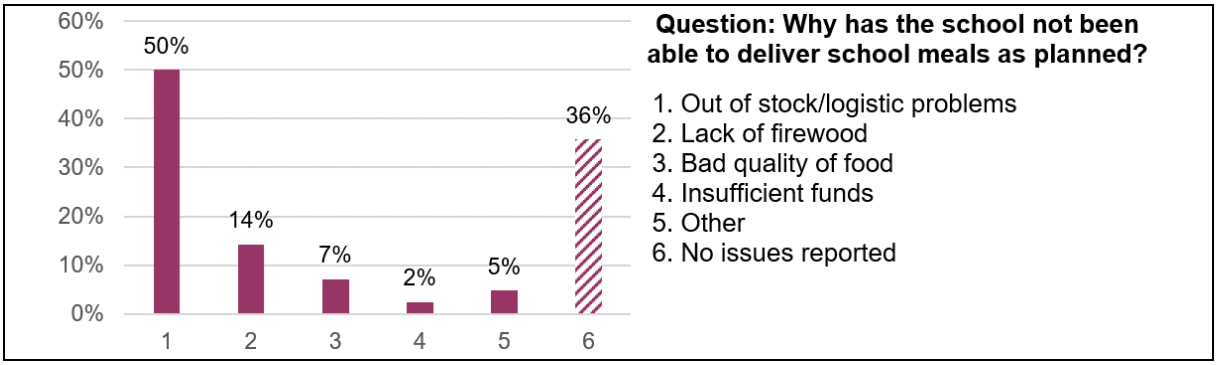
178. 58% of cooks stated they added or used some micronutrient-fortified ingredients in the school meals, such as iodised salt, Vitamin-A-fortified oil, or fortified biscuits – most of them on all school days. The result should be interpreted with caution since the SF schools are generally not covered by any specific micronutrient intervention, and some cooks may have found it difficult to understand the concept of micronutrient fortification.

179. The bulk of cooks indicated that all students completely eat the meals served to them, and that there were almost no children who only ate a part (or nothing at all) of their lunch.

180. The final set of questions in this sub-module was again asked to both directors and cooks. In line with the previous result, there was large consensus (by approximately two thirds of directors and cooks) that school feeding participation and consumption was identical among children from IDP families and other children. While one third of respondents (the assessments by directors and cooks were again very similar) considered that IDP children participated relatively more in school feeding, this difference is not backed by the previous results that all children in the schools were eligible and actually ate their complete lunch.

181. Many schools had problems in regularly providing the schools meals. Specifically, 64% reported that they were unable to deliver school lunch on some days their school was open. For these schools, this happened on average on 8 days during the 4-week-period before the interview. Having run out of stock and other logistic problems were the main reasons of temporary failure to deliver school meals as planned (mentioned by half of all sample schools). The lack of firewood – which is not provided through SF programme – also prevented 14% of all schools from serving the meals in some occasions.

Figure A- 11: Problems in school meals delivery



Note: N = 42 schools. The respondents were asked to indicate the two main reasons.

182. Overall, more than two thirds of directors and cooks think that the SF programme addresses most of the nutritional needs of the children. A minority of directors was more critical and stated that the programme did not cover any of their students' nutritional needs.

Table A- 9: Nutritional needs addressed by school feeding

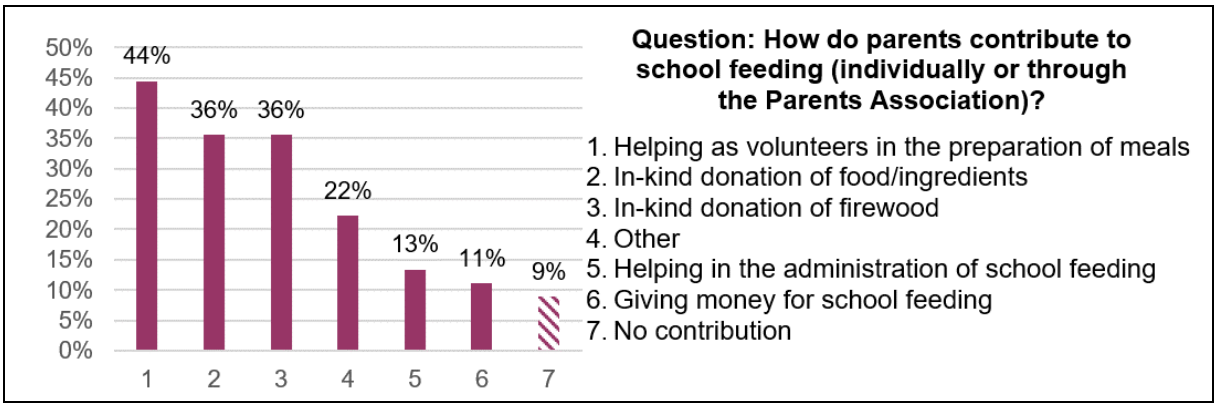
	% of respondents indicating that the school feeding programme covers... of the nutritional needs of the children in their school		
	most	**some**	**none**
School directors	69%	18%	13%
School cooks	83%	17%	0%

Note: Responses from N = 43 directors and N = 40 cooks (which coincided in ¾ of the schools).

A.1.3.3 Local community (Module 3)

183. Figure A- 12 analyses the contribution of parents to school feeding, either individually or through Parents Associations, based on information from the school directors. The most common forms of parental contributions were helping in the meal preparation (reported by 44% of school directors); as well as giving food/ingredients (36%) and firewood (36%). Only 9% said that the parents did not contribute to school feeding in any way.

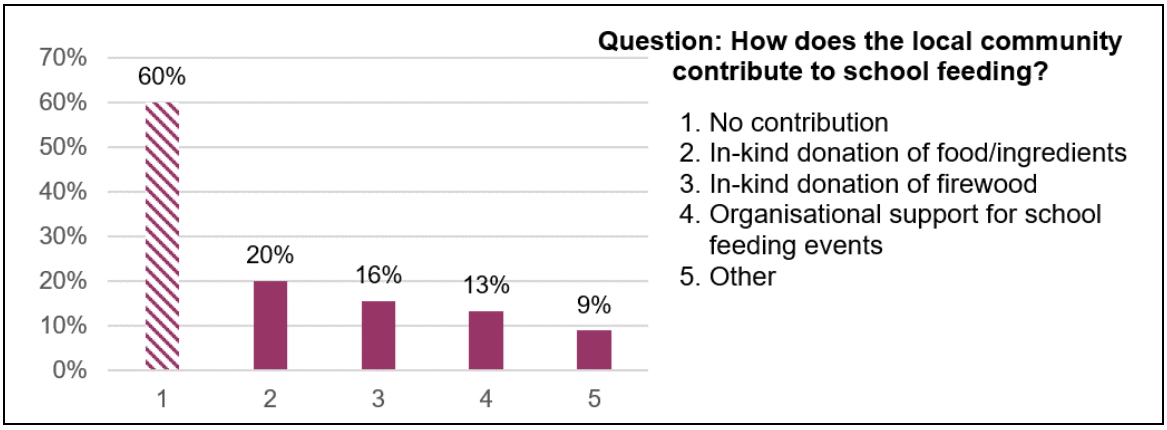
Figure A- 12: Contributions of parents to school feeding



Note: N = 45 schools. Multiple choices per school allowed.

184. The picture is drastically different for contributions from the wider community (other than parents) – see Figure A- 13. 60% of directors reported not to have received any contribution from the community. Food ingredients, firewood and organizational support for school feeding activities from the community are each received only by a small fraction of schools.

Figure A- 13: Contributions of the local community to school feeding



Note: N = 45 schools. Multiple choices per school allowed.

185. School directors were asked to assess the effects of SF on their local community by stating to which extent they would agree with specific statements read to them.

186. Only somewhat more than one half (60-65%) of respondents each agreed or strongly agreed that SF (see Figure A- 14 below):

- reduced the conflict potential between members from different social groups at their school;
- improved the relationships between members from different social groups at their school;
- brought together members from different social groups in the community;

whereas another 33-38% each disagreed or strongly disagreed – overall the case for positive effects on social cohesion is thus not very strong.

187. The questionnaire also explored whether respondents considered that the previous effects of SF were particularly strong for specific types of community members. Apart from indicating particularly strongly effects on community members from different social statuses (named by 69% of respondents), there was no clear consensus which community members benefitted most from the improvements in intracommunity relationships.

188. Asked about SF financing (see the lower panel of Figure A- 14), about 90-95% of school directors disagreed – most of them strongly – that their school or the local community should support school feeding, which highlights their strong reliance on external funding for SF.

A.1.3.4 Effects of school feeding on children (Module 4)

A.1.3.4.1 Perceived effects of SF on school participation

189. In Module 4, school directors were first asked to assess the effects of school feeding on different indicators of children's school participation. The results are displayed in Table A-10 below. Overall the responses do not vary much by indicator (across rows).

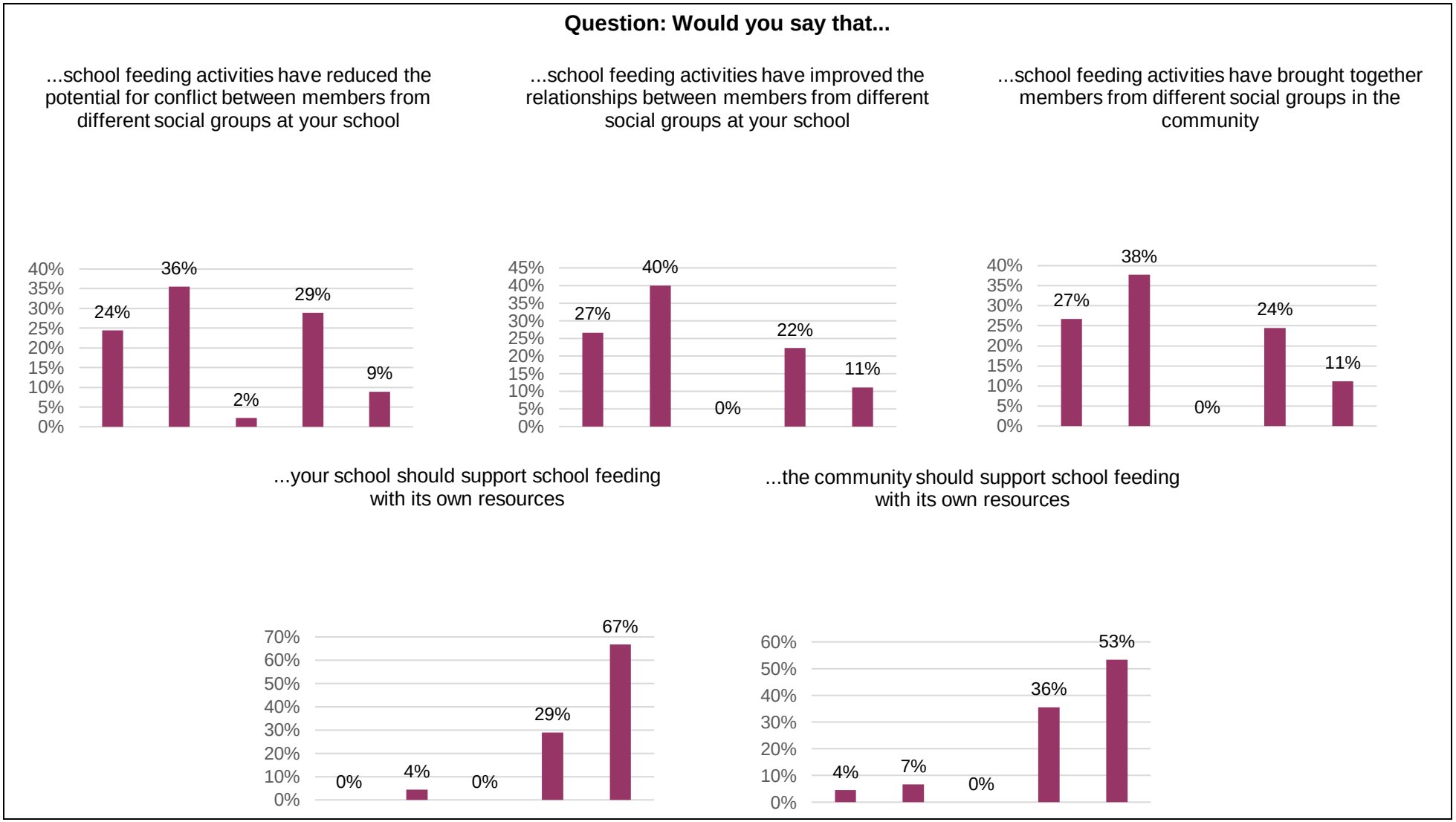
190. There was almost unanimous consensus that school feeding had strong positive effects on enrolment, dropout rates and school attendance. Roughly half of respondents considered that these positive effects were the same for girls as for boys, and one third believed that they were stronger for girls. There was no consensus whether the positive effects of school participation were different for IDPs than for other children.

Table A- 10: Perceived effects of school feeding on school participation

	% of schools indicating that there was a ... positive average effect of SF on...			*% of schools indicating that this positive effect was …for girls than/as for boys*			*% of schools indicating that this positive effect was …for IDPs than/as for other children*		
	strong	**small**	**zero**	**stronger**	**the same**	**weaker**	**stronger**	**the same**	**weaker**
Increase in enrolment	98%	2%	0%	36%	53%	11%	31%	43%	26%
Reduction of dropouts	87%	11%	2%	23%	59%	16%	34%	41%	24%
Improvement of school attendance	96%	2%	2%	34%	55%	9%	34%	41%	24%

Note: No. of responses (N) varies between 41 and 45 schools in each of the questions in the table. The questions in the second and third vertical panel were limited to schools that indicated strong or small effects for the given indicator in the first vertical panel.

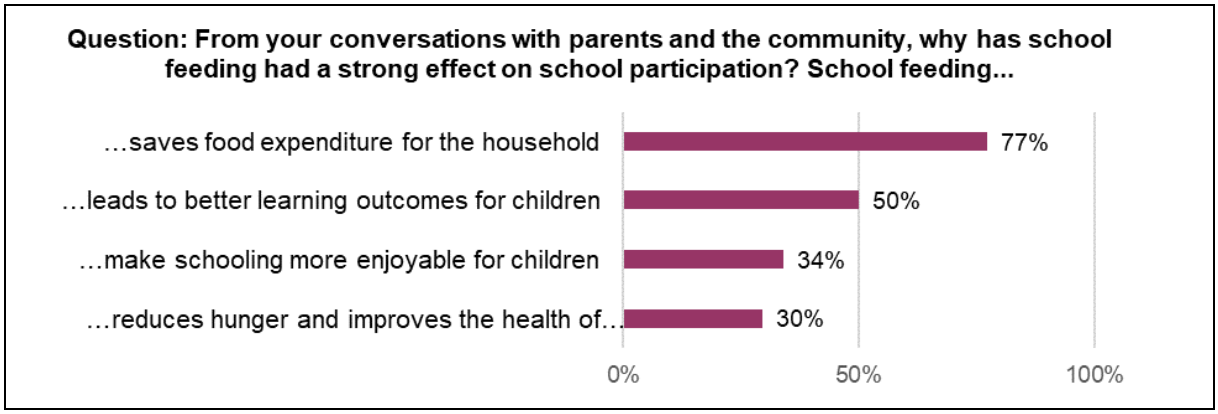
Figure A- 14: School feeding and local community



Note: N = 45 schools in all panels. On the horizontal lines of the Likert scales, values in bold denote the mean levels if one assigns numerical values from 1 to 5 to the different levels of the Likert scale and rounds the resulting averages to integers.

191. The *mechanisms* underlying these effects were examined by letting respondents indicate the two most important mechanisms out of list of four (or indicate another reason). 77% of respondents emphasized the fact that school feeding saved food expenditure for households, 50% mentioned better learning outcomes, and about one third each mentioned that school feeding make school more enjoyable for children and that it reduces hunger and improves the health of children.

Figure A- 15: Mechanisms of SF effects on school participation



Note: Responses from N = 44 schools. Respondents were asked to select the two main reasons.

A.1.3.4.2 Perceived effects on SF on student behaviour

192. The same question and response structure as in previous Table A- 10 was applied to elicit school directors' opinions on the SF effects on students' behaviour. Four outcome indicators of student behaviour were used (see the following Table A- 11).

193. There was again broad consensus (by 84-89% of respondents) that school feeding had strong positive effects on students' attentiveness in class and their cognitive abilities. The effects on social behaviour and reduction in aggressive behaviour of students were (on average) perceived as less strong. In contrast to the SF effects on school participation, at least two thirds of respondents did not think that the positive effects on most indicators of student behaviour were systematically larger for girls or IDP children.

Table A- 11: Perceived effects of school feeding on student behaviour

	% of schools indicating that there was a ... positive avg. effect of SF on…			*% of schools indicating that this positive effect was …for girls than/as for boys*			*% of schools indicating that this positive effect was …for IDPs than/as for other children*		
	strong	small	zero	stronger	the same	weaker	stronger	the same	weaker
Attentiveness in class	84%	7%	9%	17%	80%	2%	19%	68%	14%
Cognitive & learning abilities	89%	7%	4%	19%	77%	5%	21%	69%	10%
Social behaviour	72%	21%	7%	20%	70%	3%	19%	67%	14%
Ability to reduce aggressive behaviour	57%	24%	19%	32%	56%	9%	29%	52%	19%

Note: No. of responses (N) varies between 31 and 45 schools in each of the questions in the table. The questions in the second and third vertical panel were limited to schools that indicated strong or small effects for the given indicator in the first vertical panel.

A.1.4 Analysis of household data

A.1.4.1 Household members and characteristics (Module 1)

A.1.4.1.1 Respondent data

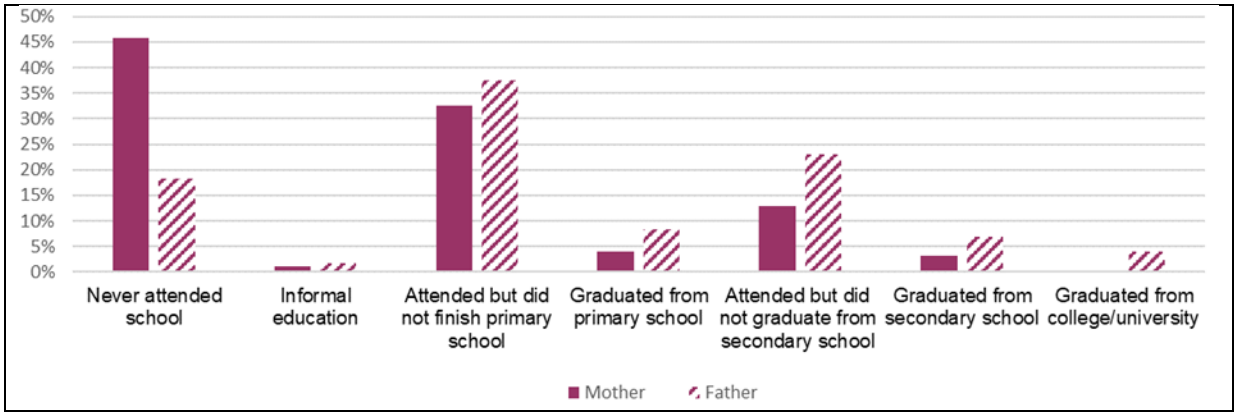
194. The sample of 405 children selected from the enrolment registers of SF schools is gender-balanced: 49% are girls. Sample children were on average 10.6 years old. The main respondent of the household survey was usually the mother of the child (76%) and in some cases the father (13%) or the child's nanny/female caregiver ('*nourrice*') (11%). 84% of the *nourrices* were women.

A.1.4.1.2 Household members

195. Sample households have on average 7.7 members (persons who, in the last 6 months, slept at least half of the time in the household); 5.6 members have a direct link with the schoolchild (mother; father; brothers and sisters of the same mother; *nourrice*).

196. Age and education data were collected for 343 mothers and 229 fathers[231]. The mother and father of a sample child are on average 38 and 43 years old respectively. 7% of sample children live permanently without their mother (because she has left the household for good or died) and 18% permanently without their father. The educational level of the parental generation is generally low, and the gender gap (see Figure A- 16 below) is even more pronounced than in the current generation of primary school children (see Section A.1.3.1.3 of the previous school analysis). Only 20% of mothers (but 42% of fathers) finished primary school, and 46% of mothers (but only 18% of fathers) never attended school at all.

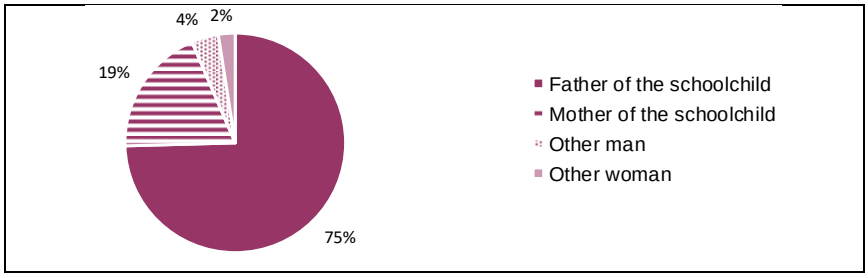
Figure A- 16: Highest level of education of mothers and fathers



Note: N = 343 mothers and 229 fathers.

197. 79% of households are male-headed (75% by the father of the sample child). In most (81%) of the few households headed by mothers, the father does not live in the household.

Figure A- 17: Household heads



Note: N = 405 households.

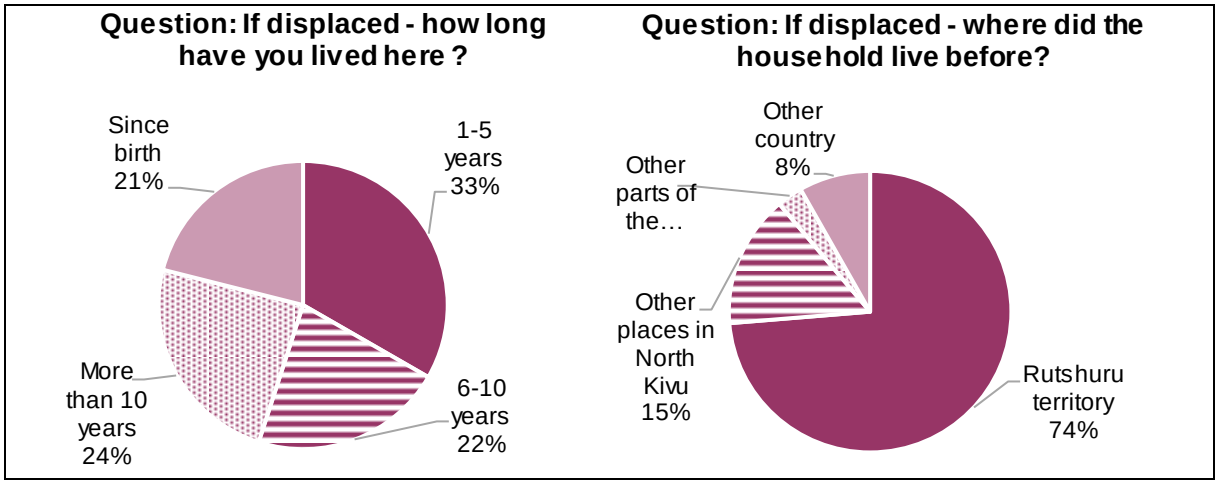
[231] No data for the 34 mothers and 93 fathers who do not live in the HH. 18 mothers and 71 fathers who should have been living not registered in the household roster. Excluded 10 mothers and 14 fathers who were reported to be younger than 14 years, or older than 45 or 50 years respectively, at childbirth.

A.1.4.1.3 Household displacement

198. The school feeding programme in the Rutshuru territory is characterised by a large share of IDP households. 43% of sample households reported to have been displaced due to conflict or other reasons, and 58% of these displaced households have returned. The share of IDP households in the sample is twice as large as the average share of IDP children in sample schools estimated by school directors of (see Section A.1.3.1.3). This discrepancy can be explained by the lack of an accurate definition of IDP children (e.g. whether households displaced in the 1990s/2000s are still counted as IDPs by school directors), and the difficulties of directors in providing reliable estimates.

199. More detailed information about household displacement is given in Figure A- 18. The years in which IDP respondents settled in their current location range from very recent years back to the 1990s – which is consistent with prolonged episodes of conflict in the North Kivu province. Most of the displacement (74% of displaced households, whether returned or still displaced) has taken place within the Rutshuru territory. 3 out of 10 displaced households had been formally registered as IDPs with an international agency at the time of the interview (for 7 years on average; not shown in the graph).

Figure A- 18: Location and length of household displacement



Note: N = 171 displaced households for both variables.

A.1.4.1.4 Household assets and construction of the relative wealth index

200. Data on household assets and facilities were collected with the main purpose of constructing an index of relative household wealth (or its inverse, poverty). Households have been ranked by their wealth index and divided into wealth (or poverty) quintiles, from the 20% of households with the lowest wealth (highest poverty) to the 20% with the highest wealth (lowest poverty), to analyse whether key outcomes differ by poverty level. Together with gender and IDP status, this poverty dimension adds a third dimension to the vulnerability analysis in the remainder of this survey report.

201. The following Box A- 1 explains in more detail how the relatively wealth index and the corresponding wealth/poverty quintiles were constructed. The procedure (principal component analysis of household asset data) was originally proposed by Filmer and Pritchett (2001)[232] and has since then been adopted in many donor-funded household surveys such as the Demographic and Health Surveys and WFP (2017)[233]. Below the box, Table A- 12 compares the average values of the household asset variables used to construct the relative wealth index in the poorest and least poor quintiles of households. As expected, the values differ drastically between the two quintiles, which lends credibility to the assumption that this reduced set of variables is an efficient way of capturing differences in relative wealth/poverty.

[232] Filmer, Deon, and Lant H. Pritchett: "*Estimating Wealth Effects without Expenditure Data – or Tears: An Application to Educational Enrollments in States of India*". Demography 38(1): 115-132.
[233] WFP (2017): "*Creation of a Wealth Index*". VAM Guidance Paper.

Box A- 1: Construction of the household wealth index

The first step in constructing the index is to pre-select a set of variables that one would expect to be highly correlated with overall household wealth. For this purpose, the school feeding survey included a range of questions on household assets and facilities, mostly those proposed by WFP (2017). See Module 1.4 of the household questionnaire for the full set of household asset/facility data collected and Table A- 12 below this box for the final selection of variables in the composition of the index.

Intuitively, the selected variables should distinguish poorer and relatively better-off households as 'sharply' as possible. Therefore, the data from Module 1.4 of the household questionnaire were first explored to exclude those household assets and facilities with little variation in ownership across households. Specifically, all variables or variable categories owned by more than 95% or less than 5% of all households were not considered for the index. Moreover, some categories of the data from single- and multiple-choice questions (such as housing materials and equipment) were recoded into binary categories, e.g. households with expensive roof materials (tiles or cements) vs. those with cheaper materials (thatch, palm, corrugated iron roofs), rather than keeping multiple categories.

Next, a principal component analysis (PCA) was applied to the pre-selected of variables. The PCA is a procedure to reduce the dimensionality of a dataset with *n* variables.

From a set of correlated variables, the PCA extracts a set of *n* uncorrelated linear combinations ('principal components') of the original variables to capture the total variation in the *n* dimensions of the dataset. The principal components are then ordered by the amount of total variation they explain in the dataset. For example, in the current analysis, the relevant dataset is the list of *n* = 12 household assets and facilities given in Table A- 12 below[234]. The PCA calculates 12 different linear combinations of these variables to explain the overall variation between households. The key assumption is that relative household wealth is the most important reason why households have different values of the selected asset variables. Therefore, their weights in the first principal component is accepted as the most 'effective' way to combine them into a single wealth index.

Finally, the index value for a given household is computed by applying the weights of the 12 variables from the first principal component to the values of these variables.

Table A- 12: Mean values of household assets in poorest and least poor quintiles

Variable at household level	Mean values	
	Quintile 1 (poorest 20%)	**Quintile 5 (least poor 20%)**
Roof material: tiled or cement [a]	1.2%	43.8%
Floor material: tiled or cement [b]	-	67.5%
Has electricity	3.7%	90.0%
Improved toilet facility (pit latrine with slab or flush toilet) [c]	13.6%	83.8%
Land area owned in *carrés* (50m x 50 m)	0.9	2.5
Owns a mobile phone	12.3%	88.8%
Owns a radio	3.7%	71.3%
Owns a TV	-	46.3%
Owns a bed	19.8%	92.5%
Owns a mattress	9.9%	98.8%
Owns a bike	-	22.5%
Owns a moto/scooter	-	28.8%

Note: N = 81 and 80 households in Quintiles 1 and 5 respectively.
All variables except land area are binary variables with values 0 or 1; mean values show the %-fractions of households with value 1.
[a] The other households have thatch, palm or corrugated iron roofs.
[b] The other households have earth or sand floors.
[c] The other households have pit latrines without slab or no toilet facilities.

[234] The list of pre-selected variables was originally longer, also including livestock ownership, the number of household members per room, and a few more household assets. After a first PCA run, the list was simplified by dropping these variables since the PCA results suggested that they would not explain much of the overall data variation among households.

A.1.4.2 Schooling of children (Module 2)

A.1.4.2.1 Schooling indicators and estimation of SF effects on absenteeism

202. Enrolment, attendance and SF participation were the main variables covered in this sub-module. Data were not only collected from the 405 sample children but also from their siblings. The 'siblings' sample contains 727 sisters and brothers who were 6 to 15 years old and had not finished primary school[235] yet when the household was interviewed. Including siblings in this questionnaire module had the double purpose of (i) capturing data on out-of-school children for the enrolment analysis and (ii) estimating the effects of SF participation on school attendance by exploiting variation between children in the same households.

Enrolment in primary school

203. While all the sample children were enrolled in (and selected from the enrolment registers of) SF schools at the time of the survey, the dataset of siblings also contains children who dropped out or never attended school. The analysis of siblings thus provides a more representative[236] picture of outcomes of primary school access. The following table presents summary statistics for enrolment.

Table A- 13: Enrolment status of siblings of the sample child

Enrolment status	Currently enrolled in primary school	Dropped out	Never went to school	No. of obs. (N)
Panel A: by sex				
Sisters	78.4%	9.7%	11.9%	320
Brothers	83.0%	6.9%	10.1%	306
Panel B: by relative age				
Younger siblings	83.5%	4.7%	11.8%	340
Older siblings	77.3%	12.6%	10.1%	286
Panel C: by relative wealth quintile				
Quintile 1 (poorest 20%)	65.0%	8.8%	26.3%	137
Quintile 2	79.5%	7.9%	12.6%	127
Quintile 3	85.6%	10.4%	4.0%	125
Quintile 4	83.3%	11.1%	5.6%	126
Quintile 5 (least poor 20%)	94.4%	2.8%	2.8%	108

Note: N = 626 siblings of sample children (3 siblings without wealth quintile excluded from Panel C). The siblings are 7-15 years old and have not yet graduated from primary school (age = 6 years is excluded to allow for a margin of one year of delay in school entry).

Differences between sister and brothers are not statistically significant, but differences in current enrolment and dropout between younger and older siblings are (at 5% and 1% respectively).

204. The small differences between sisters and brothers in Panel A (albeit not statistically significant) suggest an emerging gender gap in primary education, and the comparison of younger vs. older siblings (Panel B) shows that the risk of school dropout increases with age. Most notably, Panel C demonstrates that access to primary school sharply falls with poverty. The siblings of sample children from the poorest (Quintile 1) households are 10 times more likely (26.3%) to never have attended school than those from Quintile 5 (2.8%).

205. Overall (not shown in the table), a large fraction (19% of) siblings were currently not enrolled in primary school even though they had not finished it. This figure is similar to the out-of-school rate estimated by directors (15%, see school analysis Section A.1.3.1.3).

206. Among siblings who have ever been enrolled in primary school but have not finished it yet (*N* = 613), the average age of first school entry was 6 years. 72% of these siblings were

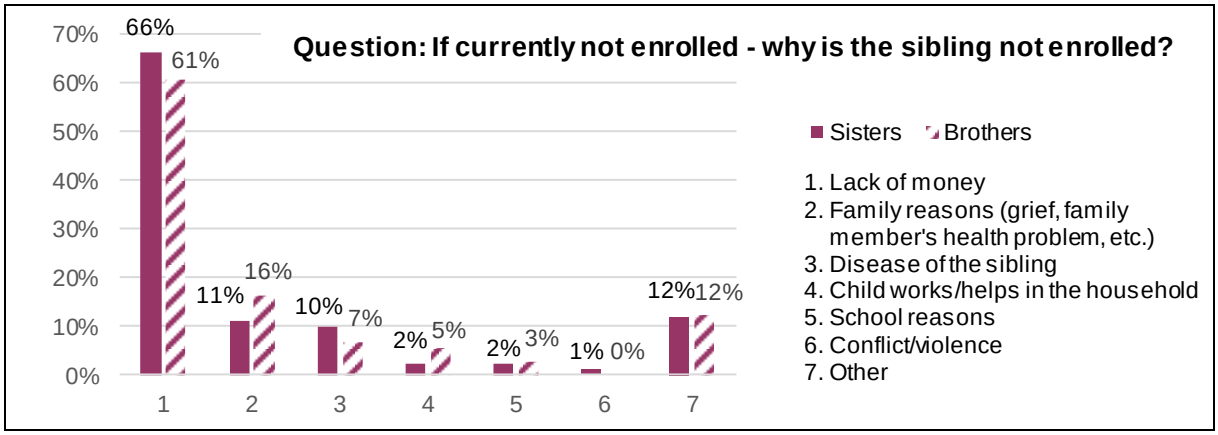
[235] Enrolment status: currently enrolled in primary school, dropped out before end of grade 6, or never enrolled.

[236] The below statistics may still suffer from a limited selection bias, because households with children in the given age group – but none of them currently enrolled in primary school, among other reasons likely because these households tend to face particularly strong educational barriers – had zero probability of being selected in the sample (which relied exclusively on the enrolment registers of SF schools). The results on school barriers (e.g. dropout rates) should thus be interpreted as lower bounds of the true values in the population.

attending (or had attended) the same school as the sample child. Figure A- 19 displays the reasons why some of the siblings were not enrolled at the time of the survey. There are no important gender differences in these reasons. Overall, lack of money appears as the main reason for not enrolling children in primary school.

207. 39% of siblings have ever repeated a grade.

Figure A- 19: Reasons for non-enrolment in primary school



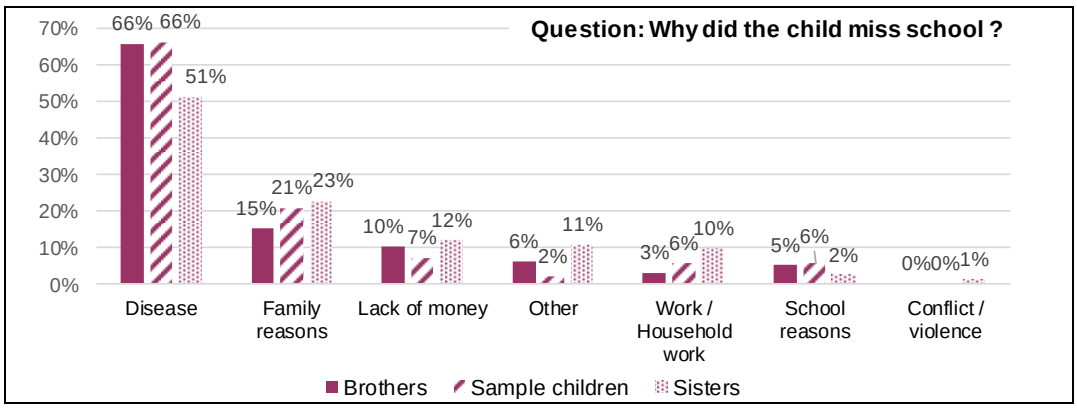
Note: N = 92 sisters and 74 brothers of sample children. Multiple choices per respondent allowed.

School attendance and SF participation

208. In the four weeks before the interviews, sample children (*N* = 405) and their siblings currently enrolled in primary school (*N* = 556) missed on average 1 and 1.2 days, respectively, that their school had opened. The implied rate of absenteeism (4-5%) is slightly higher than the rate estimated by school directors (3%, see Section A.1.3.1.3 of the school analysis). For those who were absent on some days, the reasons are displayed in Figure A- 20. Sickness is the main reason for not attending school. Girls (sisters) are less likely to miss school for this reason but have to skip school slightly more often than their brothers for (household) work or family reasons.

209. Overall, the school absenteeism rates estimated by school directors and implied by household data seem relatively low, especially in comparison with absenteeism rates in other studies obtained through surprise visits to schools in low-income countries. School directors may feel that reporting low attendance reflects poorly on their ability to motivate students, and parents may feel uncomfortable admitting that their children do not regularly attend school. For this last reason, the fraction of absenteeism in Figure A- 20 reported as being due to disease may also be overstated. This would also explain why the subsequent analysis finds that SF strongly reduces absenteeism even though this is unlikely to only happen through a positive effect on child health.

Figure A- 20: Reasons of school absenteeism



Note: N = 198 sample children, 99 brothers and 84 sisters. Multiple choices per respondent allowed.

210. The following analysis estimates the effects of SF participation on school attendance (or absenteeism). The estimation method uses an econometric model that exploits variation in the two variables between children living in the same households ('family fixed effects). Details of the method are presented in Box A- 2 below.

211. **The estimates provide evidence that participation of a child in SF reduced absenteeism by around 0.7 days per month, increasing attendance rates from 95% to 98-99%. These results are fully consistent with the size of school feeding impacts on attendance and absenteeism found by many similar studies in other countries.**

Estimation strategy

Box A- 2: Estimation strategy for SF effects on school attendance

While it was not possible to set up a control group with non-SF schools (see Section A.1.1.2), this report estimates the effects of SF exposure on key outcomes (school attendance in this section and food consumption in Section A.1.4.6 further below) by exploiting intra-household differences in these variables. In the case of school attendance, the effect is identified by comparing siblings in the same household in a cross-sectional econometric model with 'family fixed effects'.

School attendance is measured indirectly through survey data on absenteeism – the number of days in the 4 weeks prior to the interview on which the child did not attend school.

Formally, absenteeism *Y* of child *i* within household *h* is a function of multiple determinants:

$$Y_{ih} = \alpha + \beta SF_{ih,2019} + \boldsymbol{X'_{ih}}\varphi + \boldsymbol{A'_h}\delta + \varepsilon_{ih}\text{ , where:} \qquad (1)$$

$SF_{ih,2019}$ is a dummy equal to 1 if the child receives SF in the school year 2019-20:

$\boldsymbol{X'_{ih}}$ is a vector of other *observed* characteristics of the individual child;

$\boldsymbol{A'_h}$ is a vector of *unobserved* characteristics common to all children within the same household;

ε_{ih} is the error term summarising unobserved determinants of school attendance specific to the child.

β is the coefficient of interest – the causal effect of SF participation on absenteeism. A key concern that would prevent us from interpreting β as the causal effect is potential estimation bias related to omitted determinants of absenteeism in $(\boldsymbol{A'_h}\delta + \varepsilon_{ih})$ that are correlated with SF participation, e.g. unobserved household income.

The family fixed effects model solves the issue by relying on variation among children within the same households to identify the SF effect (β). Formally, the estimation strategy subtracts from each variable its mean at the household level. Since the unobserved variables in $\boldsymbol{A'_h}$ are constant within households – 'family fixed effects' – and thus equal to their means, they disappear from the equation and cannot bias the estimation results. Denoting household-level means with upper bars, the transformed equation (1) becomes:

$$Y_{ih} - \overline{Y_i} = \beta(SF_{ih,2019} - \overline{SF_{i,2019}}) + (\boldsymbol{X_{ih}} - \overline{X_{ih}})'\gamma + (\varepsilon_{ih} - \overline{\varepsilon_i}) \qquad (2)$$

The fixed effects estimator applies ordinary least square regression to equation (2). Potential omitted variable bias is then limited to unobserved determinants of absenteeism that differ across children within the same households and are correlated with their SF participation. Other remaining sources of bias could be measurement error and 'selection into identification' discussed in the main text further below.

The estimation sample includes 245 households with at least two children aged 6 to 15 years currently enrolled in primary school grades 2 to 6[237], yielding a total of *N* = 621 sample children and siblings.

In the empirical specification of equations (1) and (2), $\boldsymbol{X'_{ih}}$ includes a set of controls for:

- The school in which the child was enrolled in Nov 2019 (*s* = 1 to 45 sample schools; *s* = 0 for all other schools);
- The school grade (*g* = 2 to 6) in which the child was enrolled in Nov 2019;
- Age of the child in years (*a* = 6 to 15 years);
- A dummy for girl children (*girl*);
- The rank of the child in the household roster (*rank* = 1 to 13 for siblings; *rank* = 0 for sample children);
- SF participation of the child in the previous school years starting in *y* = 2015 to 2018[238].

Since one would not expect that absenteeism is linear in any of these variables, dummy specifications were used, where $D_{ihx,variable}$ takes the value 1 if the value of *variable* for child *i* in household *h* is equal to *x:*

$$\boldsymbol{X'_{ih}}\varphi = \sum_{s=0}^{45}\gamma_s D_{ihs,school} + \sum_{g=2}^{6}\delta_g D_{ihg,grade} + \sum_{a=6}^{15}\rho_a D_{iha,age} + \sum_{r=0}^{13}\vartheta_r D_{ihr,rank} + \mu D_{ih,girl} + \sum_{y=2015}^{2018}\theta_y SF_{ih,y}$$

[237] Children in grade 1 are not included in the estimation sample since they only started receiving SF about one month before the survey.

[238] While *current* SF participation in 2019-20 is the variable of interest that one would expect to affect *current* school attendance, the dummies for *past* SF exposure are mere control variables. One can consider including them to potentially improve statistical precision and/or reduce estimation bias, accounting for the possibility that current and past SF participation of a given child are correlated. However, the estimation results presented in Table A- 17below do not change much with the inclusion of past SF participation, and the estimated coefficients of those variables are not statistically significant, suggesting that they can be safely absorbed in the error term.

212. Table A- 14 below displays the descriptive statistics for the variables used in the family fixed effects analysis. The key variables are school absenteeism and SF participation in 2019-2020.

213. Children in the estimation sample missed on average 1.01 days in the 4 weeks prior to the survey. With schools having been open for 20 days on average in this period (see further above), this corresponds to an average attendance rate of 95% - again keeping in mind that parents might tend to overstate school attendance and underreport absenteeism.

214. SF participation in the full estimation sample stood at 81.2% in 2019-20. Evidently, it was higher among children who attended a school of the survey sample. Of the sample children and their siblings who attended the *same (SF)* schools, 87.3% were reported to actually participate in school feeding in 2019-20[239]. In contrast, in the group of siblings who attended a *different* school than the sample child, SF participation in 2019-20 was only 48.9%. While the response option 'a different school' did not register the specific school for practical reasons, the lower SF participation suggests that roughly half of these children were not in an SF school. Most of the identifying (within-family) variation in SF exposure thus derives from siblings in different schools.

Table A- 14: Descriptive statistics for family fixed effects analysis

Variable	N	Mean	Std. dev.	Min.	Max.
No. of school days missed in the last 4 weeks[240] (Y_{ih})	621	1.010	1.605	0	6
Receives SF in 2019-20 ($SF_{ih,2019}$)	621	0.816	0.387	0	1
Sibling: Attends same school as sample child	404	0.772	0.420	0	1
Sample child or sibling in same school: Receives SF	529	0.873	0.333	0	1
Sibling in a different school: Receives SF	92	0.489	0.503	0	1
School grade	621	3.868	1.414	2	6
Age in years	621	10.655	2.319	6	15
Girl child	621	0.490	0.500	0	1
Sibling: Rank in household roster	404	3.448	1.898	1	13

Note: Std. dev. = Standard deviation. All data were reported by the main respondents and refer to the situation in November 2019 (except for past SF participation). The estimation sample (N = 621) includes all children aged 6-15 and enrolled in school grades 2-6. Subsamples with smaller N (indicated in the respective rows) are reported for better insight.

215. The following Table A- 15 gives a sense of the 'identifying variation' in the estimation sample used to determine the size of the effect. Only in 35 of the 245 households of the estimation sample, SF participation varies between children ('switcher households'). While one may consider limiting the estimation sample only to these 35 households (as done in Table A-17 further below as additional robustness check), the sample size would be too low. Therefore, we kept all 245 households in the main estimation sample. Although this improves the precision of the estimates, the estimated effect still applies only to switcher households, which may potentially differ from the average household in the survey, especially in the number of children, and could theoretically produce some 'selection into identification' bias[241].

[239] This is less than the full coverage one would anticipate from the fact that all these children attended SF schools which, in principle, cover all school grades. While some households may not have accessed SF for all or some of their children, the possibility of some misreporting by parents cannot be discarded. For example, 97.0% of sample children reported themselves to have regularly eaten lunch in school but parent-reported SF participation is only 87.3%. The estimation table further below (Table A- 17) presents robustness checks in which these observations are fully or partially discarded from estimation sample. The coefficient estimates change somewhat but not substantially. This is consistent with the fact that most of the reported cases of no SF participation in sample schools applied to *all* children within the same households. Most of the potential measurement error thus forms part of vector $\boldsymbol{A_h}$, which is eliminated by the fixed effects model and does not generate estimation bias (see Box 2).

[240] The maximum number of missed days was limited to one full school week (6 days) to exclude from the estimation sample a small number of outliers with an unusually larger number of missed days.

[241] This issue is discussed in detail in Miller, Shenhav and Grosz (2019): "*Selection into Identification in Fixed Effects Models, with Application to Head Start*"; NBER Working Paper #26174. The 'identifying' subsample (switchers) may differ from the remaining households in or outside the estimation sample, among other reasons because larger families have a higher chance of having children with differential exposure to the programme. The authors suggest as good practices for family-fixed-effects studies that researchers (i) show the 'effective' identifying variation in the estimation sample (as done inTable A- 15 above), (ii) compare the characteristics of switcher and non-switcher households and (iii) I reweight the observations to recover the average effect for the entire sample. Steps (ii) and (iii) have been omitted here to limit the complexity of the analysis.

Table A- 15: Composition of the estimation sample by family size & switcher status

Number of children in household	HHs with all children or no child participating in SF	'Switcher' HHs with only some children participating in SF	Number of children in the estimation sample
2	117	12	255
3	69	18	253
4	23	3	98
5	1	2	15
Total	**210**	**35**	**621**

Results

216. Estimation results are presented in Table A- 17 on the next page. The main specification – corresponding to equation (2) in Box A- 2 – is presented in column A. The remaining columns show variants of the main model (modifications of the list of independent variables or the estimation sample itself), primarily as robustness checks. Panel A provides an overview of the elements included in the different empirical specifications. Panel B shows estimates for the SF effect (β) on the number of school days missed in the last 4 weeks.

217. **The main specification of the econometric model suggests that the SF effect is statistically significant and relatively large in size. SF participation of children reduced their absenteeism in school by on average 0.74 days per month or 7.4 days per school year (10 school months per year). Conversely, this implies an increase in parent-reported attendance rates from 95% to 98-99%. There is no evidence that the effect is different for girls and boys.** Since there is too little intra-household variation in SF participation in the IDP sub-sample[242], it is not possible to analyse whether the effect differs between IDP and non-IDP households.

218. All robustness checks yield the same negative sign for the estimated coefficients, although the estimates vary somewhat in size (between 0.4 and 0.9) and statistical significance (in the direction one would expect for each check/specification)[243]. Overall, the strength of evidence is weak to medium.

219. The presence of SF effects on school attendance – and its magnitude estimated in this report – are fully consistent with similar studies in the literature. For example, a global systematic review by Kristjansson et al. (2016)[244] finds that, in randomised controlled trials, school feeding typically increased school attendance by 4 to 7 days per year.

220. The estimate for DR Congo in this report (7 days) is at the upper end of this range and accounts for roughly 70% of the reported yearly school absenteeism (10 days). Although two thirds of households stated that their children's absenteeism was due to illness (see previous Figure A- 20), it seems unlikely that SF improved child health substantially enough to prevent more than one half of illness-related absenteeism. More plausibly, some parents might have misreported the true reasons, e.g. because they did not want to admit irregular school attendance of their children for other reasons, e.g. child labour/household chores. Therefore, SF may have reduced absenteeism through these other (underreported) channels as well.

A.1.4.2.2 Other aspects of access to education

221. On average, sample children live at 1 km walking distance from their school. 92% live within 2 km distance from school. There are too few cases of children living further away for

[242] Unlike gender, a heterogeneity analysis of SFs effect regarding IDP status would require splitting the sample (rather than adding interaction terms to the full sample) since IDP status is the same for all children in a given HH.

[243] The results in columns A vs. C suggest that school fixed effects should be included because SF participation and absenteeism are also jointly affected by unobserved school-level factors. Moreover, reducing sample size (columns G and H) reduces precision/increases the standard errors of the coefficient estimates. It also affects the coefficient estimates itself; in column G because some of the identifying variation is removed, and in column H because the exclusion of non-switcher households might affect the extent to which within-family variation in other determinants of absenteeism correlated with ESF participation is controlled via vector X_{ih}.

[244] Kristjansson, E.A., A. Gelli, V. Welch, T. Greenhalgh, S. Liberato, D. Francis, and F. Espejo (2016): "*Costs, and cost-outcome of school feeding programmes and feeding programmes for young children. Evidence and recommendations*". International Journal of Educational Development 48: 79-83.

transportation to school being generally relevant (and of those few, no child uses public or community transport even if available).

222. Given the short walking distances, it is unsurprising that only 11% of respondents stated that the way to school was unsafe. Among those who did (*N* = 46), the most common risks – each mentioned by one half of respondents – were (i) physical violence and (ii) intimidation or harassment.

223. Finally, the questionnaire asked households about school-related expenses for the sample child in the previous school year. School fees for the child accounted on average for two thirds (20 USD) of the total annual expenses (31 USD). School uniforms, books and learning materials were less costly but were also common items for more than 80% of households (see Table A- 16 below). The relatively better-off quintile of households spent almost twice as much (35.83 USD) on their sample child's education as the poorest quintile (20.00 USD; difference significant at 1% level). The bulk of households faced difficulties in bearing these school-related expenses (58% major difficulties and 36% some difficulties). Not surprisingly, only about one quarter of Quintile 5 households but two thirds in Quintile 1 face major difficulties.

Table A- 16: Annual school-related expenses for the sample child in school year 2018-19

	Average expense in USD	***% of HHs that spent money on the given item***
School fees	20.08	91.8%
School uniform	5.77	91.5%
Books and learning materials	3.60	80.4%
School snacks	0.62	9.4%
Other	0.81	23.5%
Total	**30.88**	--

Note: Sample children in grade 1 are excluded since they were not yet in school in 2018-19. For all variables, N is 340 or 341 sample children. Transportation costs are not displayed in the table because 99% of households did not spend anything on transport.

Table A- 17: Family fixed effects estimates of current SF participation on school absenteeism

	A	B	C	D	E	F	G	H
			Modifications of the list of independent variables				Sample modifications	
	Main specification	Unclustered standard errors	No school fixed effects	Not controlling for past SF exposure	No controls	Gender heterogeneity of SF effect	Excluding children in sample schools reporting no SF participation	Only households in which SF participation differs between children
Panel A: Specifications								
School fixed effects (dummies)	✓	✓		✓	✓	✓	✓	✓
Control variables – past SF exposure [a]	✓	✓	✓			✓	✓	✓
Control variables – other [b]	✓	✓	✓	✓		✓	✓	✓
Clustering of standard errors at household level	✓		✓	✓	✓	✓	✓	✓
Full estimation sample [c]	✓	✓	✓	✓	✓	✓		
Number of children (and households)	621 (245)	621 (245)	621 (245)	621 (245)	621 (245)	621 (245)	554 (225)	98 (35)
Panel B: Estimated coefficients for current SF exposure								
Dependent variable (Y_{ih})*:* Number of school days missed by the child in the 4 weeks prior to the interview (excluding days on which the school was closed)								
$SF_{ih,2019}$	**– 0.742 **** (0.348)	**– 0.742 **** (0.367)	**– 0.357** (0.301)	**– 0.749 **** (0.351)	**– 0.867 ***** (0.334)	**– 0.634** (0.412)	**– 0.428** (0.486)	**– 0.377** (0.546)
$SF_{ih,2019} \times D_{ih,girl}$						– 0.155 (0.354)		

Note: In Panel B, the cells display the estimated effects of SF participation of children in the school year 2019/20 on the number of school days missed in the 4 weeks prior to the interviews. The estimates are based on (cross-sectional) family fixed effects within households. SF participation and school days missed were reported by the main respondent of the household questionnaire (usually the mother).

*Standard errors are given in parenthesis. *, **, and *** indicate statistical significance at 10%, 5% and 1% levels, respectively.*

[a] *Dummies for SF participation of the child in the school years 2015/16 to 2018/19.*

[b] *Other control variables include dummies for: current school grade, age, sex, and rank in the household roster.*

[c] *Sample children and siblings aged 6 to 15 who were enrolled in grades 2 to 6 in a sample or other primary school at the time of the survey (November 2019).*

A.1.4.3 Experience with school feeding (Module 4)

224. This section continues with results for Module 4 of the household questionnaire (experience with school feeding). Note that Module 3 is studied together with Module 7 further below since both cover food consumption (of the main respondent and sample child respectively).

A.1.4.3.1 Delivery of school feeding

225. This subsection is divided into two large parts. The first part of this sub-module asked households about *school feeding participation of their sample child*. The second part explored *how SF was delivered by schools*.

a) School feeding participation of sample children

226. The first question of this module aimed to understand how much time children spent away from their households for school (and thus without the possibility of eating if they did not receive school feeding). The data show that school attendance leads sample children to spend on average 6:45 hours per day away from their home. Table A- 18 shows the detailed distribution of children's departure and arrival times from/at their home, which are broadly consistent with the distribution of class hours reported by schools in Section A.1.3.1.2 above and the fact that most children live only a few minutes walking from their primary school.

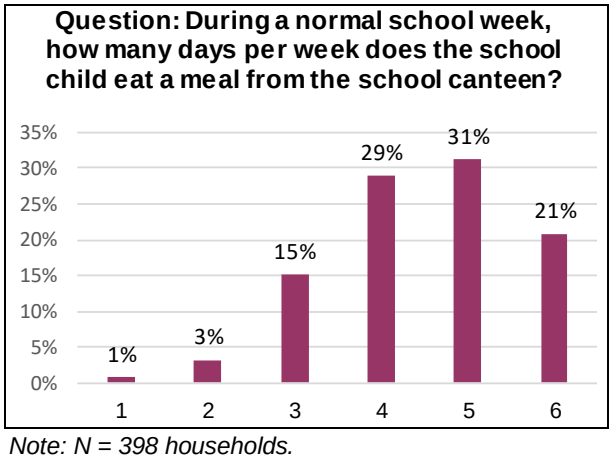
Table A- 18: Distribution of departure (DT) and arrival times (AT) of school children

	11 h ≤ AT < 12 h	12 h ≤ AT < 13 h	13 h ≤ AT < 14 h	14 h ≤ AT < 15 h	15 h ≤ AT
DT < 6 h	5%	24%	5%	1%	-
6 h ≤ DT < 7 h	3%	20%	14%	6%	1%
7 h ≤ DT < 8 h	-	1%	10%	3%	2%
8 h ≤ DT < 9 h	-			4%	1%

Note: N = 404 households. Departure (arrival) = time when the child leaves (arrives at) the household for (back from) school. The percentages of all cells sum 100%.

227. 80% of respondents reported that their sample child ate a school meal on 4 to 6 days of a normal school week. The average is 4.5 days per week across all children – fully consistent with schools having served meals on 16 school days in the 4 weeks before the interviews as reported both by schools (see Section A.1.3.2.2) and households (see point b) below).

Figure A- 21: Number of days with school feeding



Note: N = 398 households.

228. Theoretically no child should be excluded from school feeding on days when it is served in schools. Schools reported that on average 99% children in all school grades were covered by SF. However, 12.8% of household stated that their child sometimes did not get any school meal even though other children did. The responses were also analysed by three main dimensions of vulnerability (the sex of the sample child, IDP status and poverty/wealth quintile) to gauge whether partial exclusion from SF is systematically different for children from vulnerable groups. Table A- 19 presents the group mean comparison for girls vs. boys, non-

IDP vs. currently displaced and returnee children, and the poorest vs. the least poor quintile. The last column on the right indicates where the data are precise enough and the differences large enough to be statistically significant (i.e. 'systematic'; marked with asterisks). The results show that returnee children face a systematically higher risk of not receiving school meals on some days while their peers do. The other group differences are not statistically significant.

Table A- 19: Exclusion from school feeding (by sociodemographic group)

Group means				Difference
Girls		**Boys**		2.5%
14.1%	*N* = 198	11.6%	*N* = 207	
Currently displaced households		**Never displaced households**		-1.5%
8.1%	*N* = 74	9.6%	*N* = 229	
Former IDP households (returnees)		**Never displaced households**		13.6% **
22.8%	*N* = 101	9.6%	*N* = 229	
Quintile 1		**Quintile 5**		1.1%
14.8%	*N* = 81	13.8%	*N* = 80	

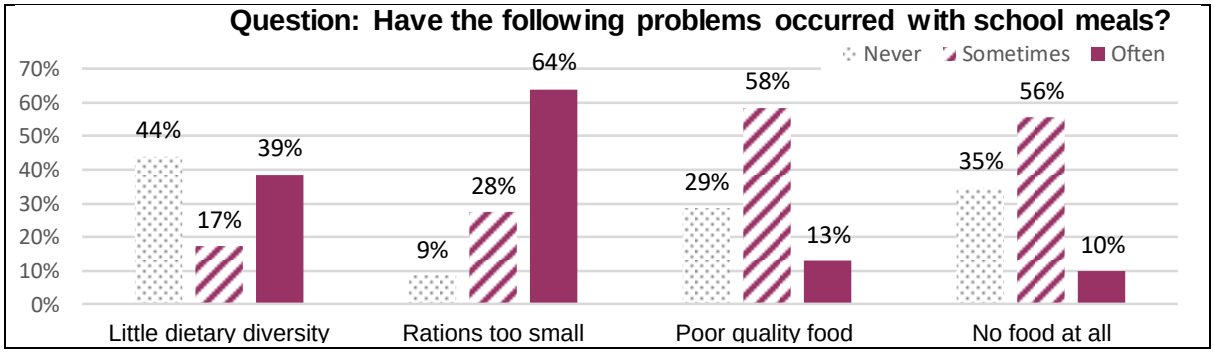
*Note: N is number of the observations in the given group, and the percentages are the fraction of 'Yes' responses in the given group to the survey question: 'Does your schoolchild sometimes not get any school meal even though other children do?' *, **, and *** indicate statistically significant group differences in the given row at 10%, 5% and 1% levels respectively.*

b) School feeding delivery by schools

229. The basic household data on school feeding delivery fully corroborate the data collected from schools for very similar questions (see Section A.1.3.2.2). Households confirmed that only lunch is offered by the schools – on average on 16 days in the 4 weeks before the interviews. Just as school directors and cooks, households also reported on average that schools had been closed on 4 days and had not served any meal on another 4 school days of the 24 possible school days (Monday to Saturday) of the 4-week period. This last problem was experienced by 67% of households with a varying number of days.

230. The enumerators then read a list of potential problems with school feeding to the respondents and asked whether these problems occurred never, sometimes or often. Results are displayed in Figure A- 22 below. There was broad consensus that the rations were often (64%) or at least sometimes (28%) too small. More than two thirds of household also mentioned that the food quality was poor (at least occasionally), and two thirds of household also stated to have (at least sometimes) faced some school days without any school feeding.

Figure A- 22: Problems with school feeding and their frequency of occurrence



Note: N = varies between 398 and 402 households, except for 'Poor quality food' (N= 363).

231. Only 8% of households reported to have the possibility of registering complaints on school feeding, and only one fourth of them (2%) have ever registered a complaint. However, these low numbers might reflect that many parents were just not aware of this possibility even if it existed. One would expect that, within a given school, the possibility of logging complaints is the same for all parents; yet the responses of households often vary *within* the same

schools[245], suggesting that awareness – rather than an actual lack – of possibilities to log complaints is the key issue.

A.1.4.3.2 School feeding needs

232. 87% of households consider that school feeding makes a contribution to covering their children's nutritional needs (37% think that the contribution is 'strong' and 50% that there is 'some' contribution). There is no statistically significant difference between the poorest and richest households in this respect.

233. 70% of IDP respondents think their children's nutritional needs are different from non-IDP children; 15% of them say that these specific needs are sufficiently taken into account in the current school feeding programme.

A.1.4.4 Participation of households and communities (Module 5)

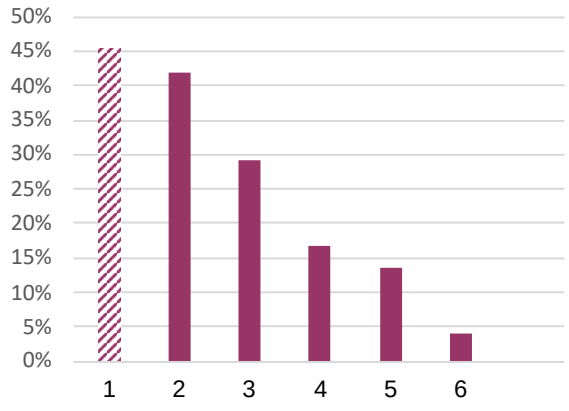
A.1.4.4.1 Participation of households and communities in school feeding

234. One third of households participated in school feeding by bringing firewood. Only between 0 and 1% of households each participated in any of the other forms listed in the questionnaire[246]. Two thirds were not involved in school feeding at all. There is no systematic difference in participation between households in the poorest and relatively better-off quintiles. Given that only 3 respondents (less than 1%) worked as cooks, the remuneration data from the schools (see Section A.1.3.2.2) cannot be triangulated with the household data.

235. In line with the low participation in SF – limited to collecting firewood, if anything –, 77% of households indicated that they had almost no influence on school feeding. Most of the remaining 23% stated to have some influence either on the general organisation of the school canteen or the coordination of events/activities related to school meals, although the bulk of them (80%) admitted that this influence is weak.

236. Overall, households appear to have received only limited information about SF directly from the schools as shown in Figure A- 23 below. 45% of households did not receive any information from the schools. The information provided to households mainly concern difficulties related to the school canteen (mentioned by 42% of respondents) and the type and frequency of meals provided (29%).

Figure A- 23: Type of information about school feeding received by households



Question: What information about the school canteen do you receive from the school?

1. No information received
2. Difficulties related to the school canteen
3. Type and frequency of meals provided
4. Benefits of school meals
5. Supplier and staff management
6. School/community activities related to the school canteen

Note: N = 403 households. Multiple choices per respondent allowed.

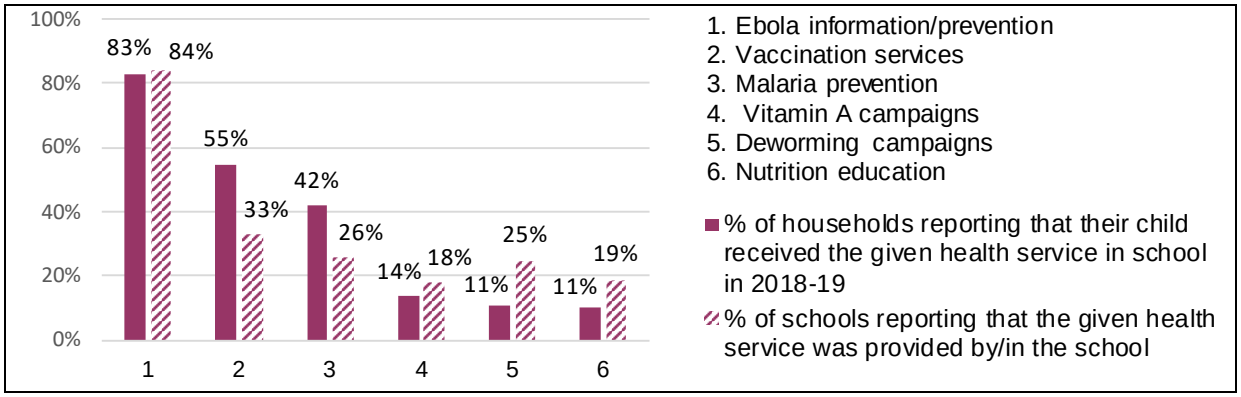
237. Besides SF, schools also delivered a range of health services addressed to children or their caregivers (for simplicity, we only refer to 'children' in the following). Figure A- 24 below shows how many % of children *received* each of the 6 most frequently used school-based

[245] Specifically, in 25 of the 45 sample schools, 1-3 parents were aware of the possibility to register complaints while the others 6-8 parents were not aware. In the remaining 20 schools, no one reported to have this possibility.
[246] The possible answers in the questionnaire were: 'as a member of COPA', 'as a member of the school canteen management committee', 'as a commercial supplier' 'as a cook in the canteen', 'as a volunteer for specific tasks (unloading trucks, etc.)', 'by donating food for the school canteen', 'by donating money for the school canteen' and 'by attending information campaigns on the school canteen'.

health services in 2018-19 and compares the outcomes with the % of schools that *offered* the given service in the same school year (see previous Section A.1.3.1.5).

238. Since the same number of children was selected in all sample schools, service usage by children should theoretically not exceed service provision by schools. In the data, this logical constraint is violated only for vaccination and malaria prevention services[247]. While the exact percentages of service provision by schools and service usage by children/households differ somewhat in the two data sources, the %-ranking of health services is the same in both (except for vitamin A campaigns ranking slightly higher in the household data). Ebola information and prevention was the most frequently received service. Vaccination services and malaria prevention were also mentioned by 55% and 42% of households respectively.

Figure A- 24: Use and provision of school-based health services



Note: N = 386 households and 45 schools. Based on the question: 'Which of the following possible school-based health and nutrition services have you and/or the school child used at least once in the last school year (2018-19)?' Multiple choices per respondent allowed.

239. The table below shows that the 20% of households with the lowest poverty level used the two most common health services more often than the poorest households (10.8 and 22.9 percentage points more for Ebola information/prevention and vaccination services respectively; the group differences are statistically significant). There are no significant differences in the use of Malaria prevention or (not shown in the table) other health services.

Table A- 20: Use of school-based health services by relative wealth quintile

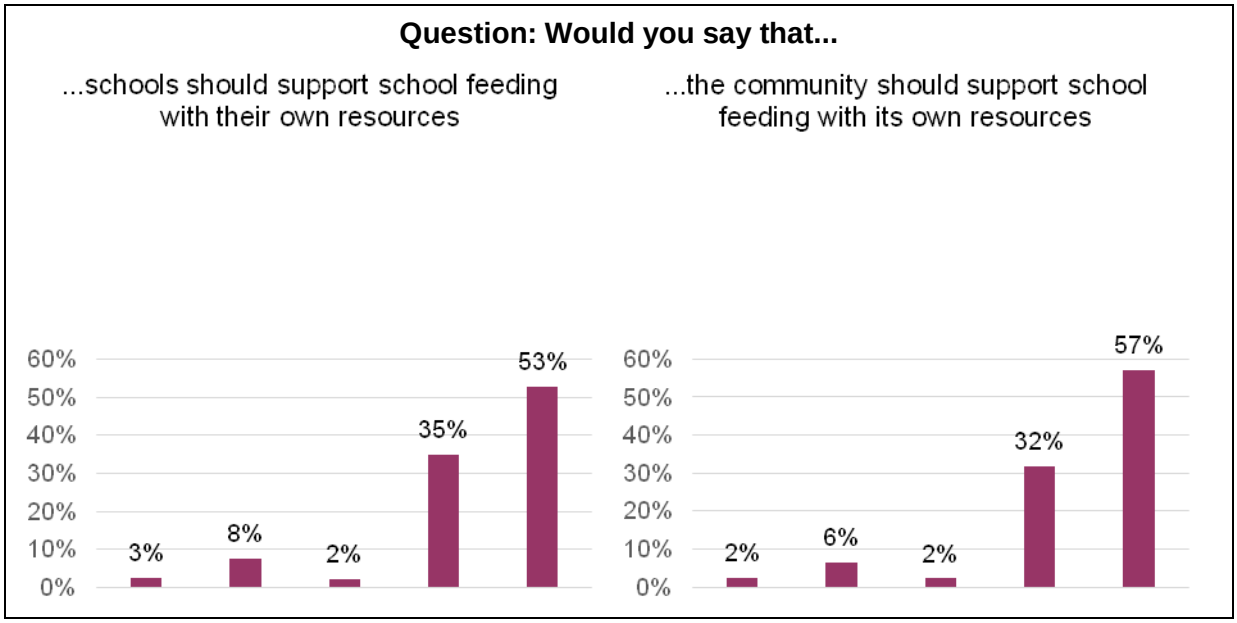
Quintile 5 (least poor)	Quintile 1 (poorest)	Difference
Ebola prevention		10.8% *
86.1%	75.3%	
Vaccination services		22.9 % ***
68.4%	45.4%	
Malaria prevention		-8.9%
40.5%	49.4%	

*Note: N = 79 and 77 households from Quintiles 5 and 1 respectively. *, **, and *** indicate statistically significant group differences in the given row at 10%, 5% and 1% levels respectively. Based on the same survey question as in previous Figure A- 24.*

240. The opinions of households on financial participation of schools and communities in SF were tested on a Likert scale in the same fashion as in the school questionnaire; see Figure A- 14. About 90% of households disagreed – most of them strongly – that schools or the local communities should support school feeding with their own resources.

[247] This is could be explained e.g. by some households considering school-based health services *ever* used (and not only in the previous school year), or by considering health services used *outside* schools.

Figure A- 25: School feeding funding and local community

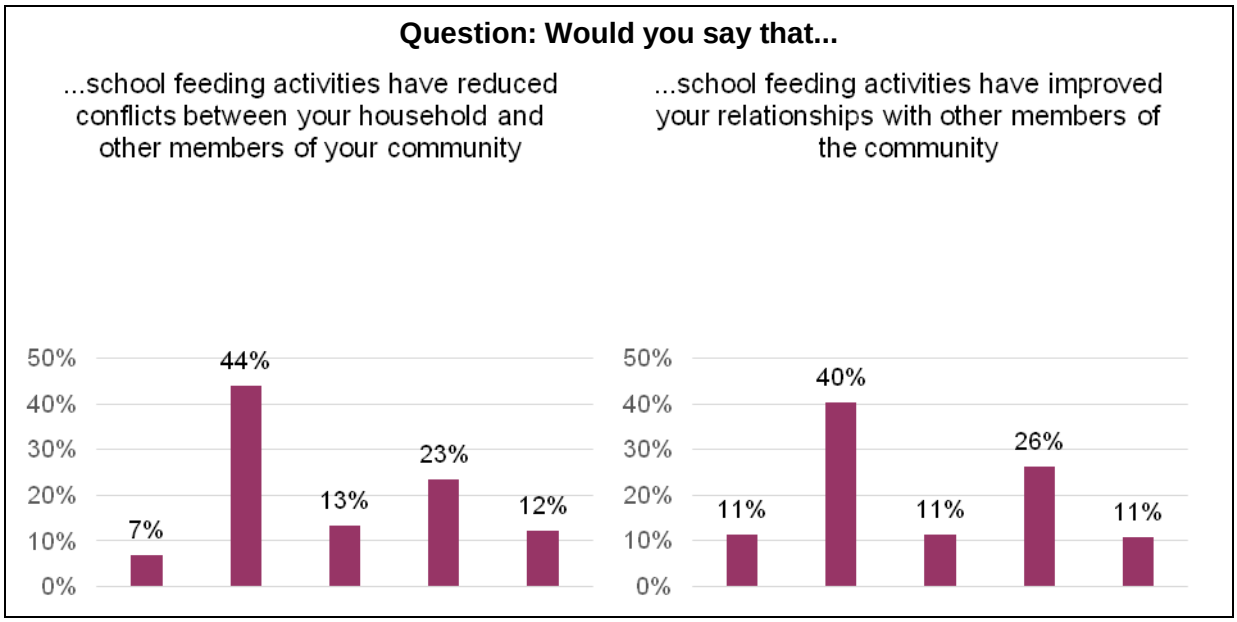


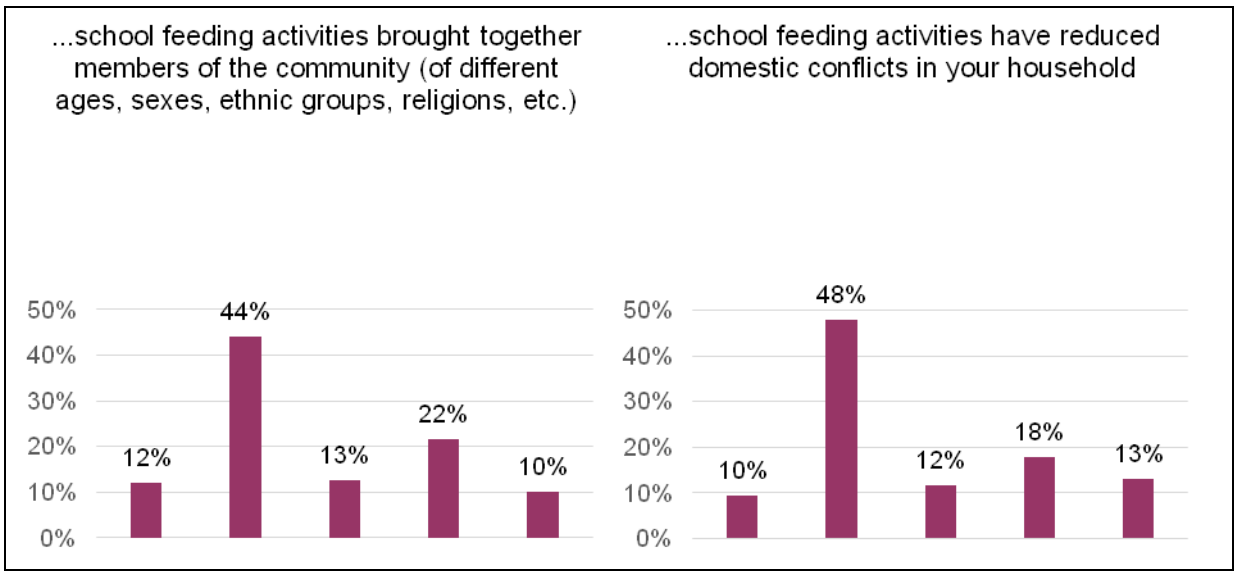
Note: N varies between 400 and 401 households. On the horizontal lines of the Likert scales, values in bold denote the mean levels if one assigns numerical values from 1 to 5 to the different levels of the Likert scale and rounds the resulting averages to integers.

A.1.4.4.2 Perceived effects of SF on social cohesion

241. Respondents were also asked to assess the effects of SF on social cohesion at the household and community level by stating to which extent they would agree with specific statements read to them. The differences between households who agreed or strongly agreed (51-58% for each outcome) vs. those who disagreed or strongly disagreed (31-39%) is even smaller than for schools in Section A.1.3.3. The evidence for positive effects of SF on social cohesion is again weak. The wide spread of responses suggests that, in general, households do not seem to be very sure whether SF has improved social cohesion.

Figure A- 26: School feeding and social cohesion





Note: N varies between 399 and 401 households. On the horizontal lines of the Likert scales, values in bold denote the mean levels if one assigns numerical values from 1 to 5 to the different levels of the Likert scale and rounds the resulting averages to integers.

A.1.4.5 School feeding effects on human capital outcomes (Module 6)

A.1.4.5.1 Perceived effects of SF on school participation

242. 42% of all households stated that SF helped them to send their sample child to school. This perceived effect tends to be larger for more vulnerable households as shown in Table A-21. Currently displaced households were 21 percentage points more likely than never displaced households to report an effect, and the poorest quintile was 13.1 percentage points more likely than the relatively better-off quintile to report an effect. In both cases, the respective group difference is statistically significant.

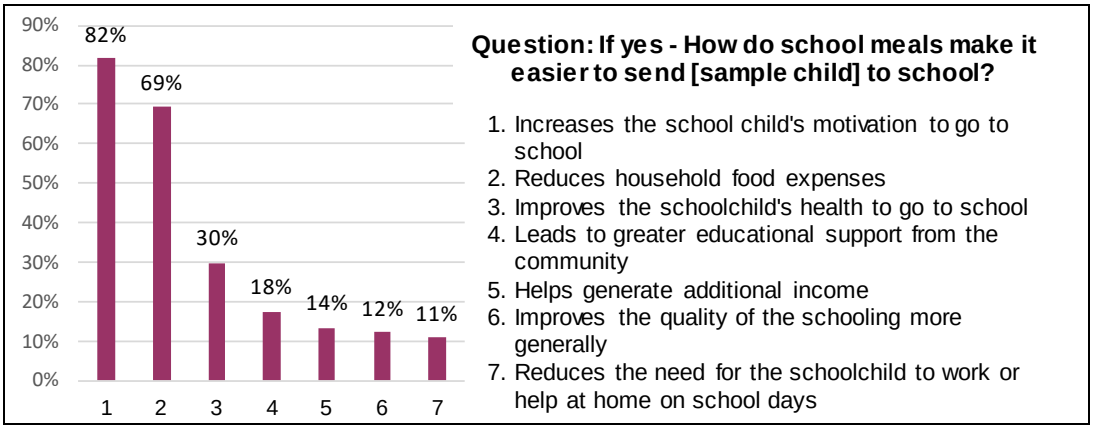
Table A- 21: Perceived SF effects on schooling (by group)

Does school feeding help the household to send the sample child to school?				
Group means				***Difference***
Girls		**Boys**		1.9%
42.9%	*N* = 198	41.1%	*N* = 207	
Currently displaced households		**Never displaced households**		21.0% ***
58.1%	*N* = 74	37.1%	*N* = 229	
Former IDP households (returnees)		**Never displaced households**		4.5%
41.6%	*N* = 101	37.1%	*N* = 229	
Quintile 1 (poorest)		**Quintile 5 (least poor)**		13.1% *
51.9%	*N* = 81	38.8%	*N* = 80	

*Note: N is the number of observations in the given group, and the percentages are the fraction of 'Yes' responses in the given group to the survey question: "Do you think that school feeding helps you to send [sample child] to school?" *, **, and *** indicate statistically significant group differences in the given row at 10%, 5% and 1% levels respectively.*

243. The main mechanisms through which SF facilitates school participation, according to those parents who did report some effect, are the increased motivation of sample children (82%) and savings on food expenditure for the household (69%) – see Figure A- 27. Other channels were less frequently mentioned (by less than one third of respondents).

Figure A- 27: Reasons of increased school participation



Note: N = 170 households. Multiple choices per respondent allowed.

244. The relative importance of some of the previous mechanisms varied by household group, showing several statistically significant group differences. For current IDPs (relative to non-IDPs) who reported increased school participation (*N* = 128), reduction of food expenditure is less frequently the reason (55.8% vs. 76.5%), whereas facilitation of income generation through SF matters relatively more (21% vs. 9%). When differentiating by relative household wealth (*N* = 73), the relatively better-off (relative to the poorest) quintile stated more often that the effects are due to SF reducing the households' needs for child labour (22.6% vs. 7.1%) while the mechanism of improved child health was less frequently mentioned (25.8% vs. 52.4%). No systematic differences in the SF channels for increased school participation between boy and girl sample children emerged.

245. Households also reported effects of SF on the attentiveness of children in school. 65% of all respondents observed that their sample child was more active in school or liked school more on school days with than without school feeding.

246. Analysing the attentiveness data by group (Table A- 22) provides an ambiguous picture. While there are no differences between current IDPs and non-IDPs, the fraction of respondents reporting effects on their child's attentiveness in school was significantly lower among returnees (53.5%) than non-IDPs (68.9%). In contrast, the poorest households were more likely to report these effects (74.1%) than Quintile 5 households (58.8%).

Table A- 22: Perceived SF effects on child attentiveness (by group)

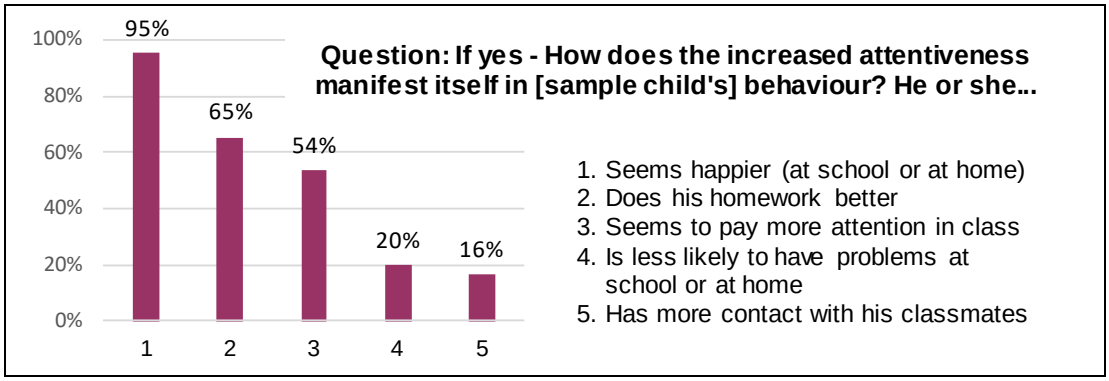
Is the sample child more active in school (or likes school more) on school feeding days?				
Group means				***Difference***
Girls		**Boys**		3.4%
66.7%	*N* = 198	63.3%	*N* = 207	
Currently displaced households		**Never displaced households**		-0.4%
68.6%	*N* = 74	68.9%	*N* = 229	
Former IDP households (returnees)		**Never displaced households**		-15.1% ***
53.5%	*N* = 101	68.9%	*N* = 229	
Quintile 1 (poorest)		**Quintile 5 (least poor)**		15.3% **
74.1%	*N* = 81	58.8%	*N* = 80	

Note: N is the number observations in the given group, and the percentages are the fraction of 'Yes' responses in the given group to the question: "Have you observed that [sample child] is more active in school (or likes school more) on days with school feeding than on days without school feeding?"

, **, and * indicate statistically significant group differences at 10%, 5% and 1% levels respectively.*

247. Households who indicated that their sample child was more attentive/liked school more on school feeding days were asked to select (from a list) the specific signs of changes in child behaviour. Almost all reported that their child seemed happier at school or at home on school feeding days. More than half mentioned that children paid more attention in class and did her/his homework better. Full results are displayed in Figure A- 28 below.

Figure A- 28: Signs of increased attentiveness



Note: N = 263 households. Multiple response options allowed.

248. The changes in child behaviour did not manifest themselves very differently between girls and boys, or between current IDP and non-IDPs. However, there were statistically significant differences between returnees and non-IDPs (*N* = 211), and between the poorest and relatively better-off households (*N* = 107). For returnees, improved child behaviour manifested itself more frequently (31.5%) than for non-IDPs (10.2%) in having less problems at school or at home – but less frequently in more attention in class (44.4% vs. 60.5%) and or more effort in homework (50.0% vs. 72.6%). The reverse was true for the poorest quintile households – they mentioned more frequently than Quintile 5 households that their child paid more attention in class (58.3% vs. 36.2%) and did her/his homework better (75.0% vs 55.3%) due to SF.

249. Finally, all households were asked whether SF affected specific higher-level educational outcomes or not. 46% think that, due to SF, sample children spend more time in school (consistent with the results presented at the beginning of this sub-section), 59% believe that children achieve higher grades, and 63% expect that children will ultimately complete more years of schooling.

A.1.4.5.2 Child labour

250. Child labour was widespread in the survey area. 93.3% of all sample children worked or helped in the household, usually also on school days (84.7% of all children). On average, a sample child worked or helped in the household for 1.5 hours on a regular school day and 3.4 hours on a normal non-school day.

251. The workload was particularly high for children from vulnerable groups as shown in the following Table A- 23. All four vulnerable groups (girls, current IDP, returnees, poorest quintile) worked roughly 20-30% more than their less vulnerable counterparts on both school and non-school days. These differences are statistically significant.

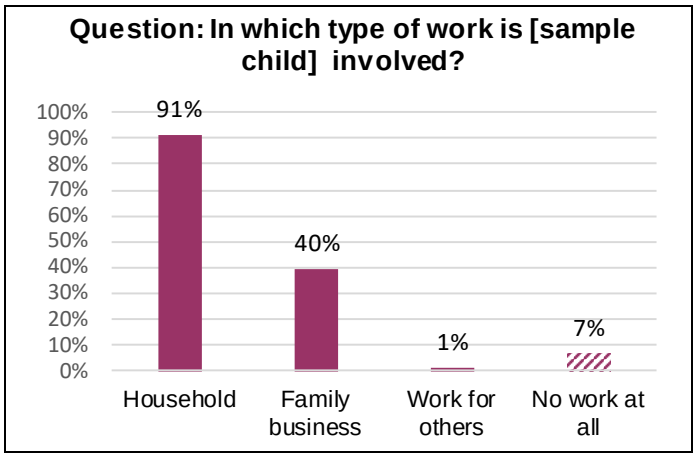
Table A- 23: Work hours of sample children (by group)

Work hours on school days			Work hours on non-school days		
Group means		Difference	Group means		Difference
Girls	**Boys**	0.26 **	**Girls**	**Boys**	0.42 *
1.65 *N* = 198	1.40 *N* = 207		3.62 *N* = 198	3.20 *N* = 207	
Current IDPs	**Non-IDPs**	0.53 ***	**Current IDPs**	**Non-IDPs**	1.26 ***
1.88 *N* = 74	1.35 *N* = 229		4.19 *N* = 74	2.93 *N* = 229	
Returnees	**Non-IDPs**	0.30 **	**Returnees**	**Non-IDPs**	1.02 ***
1.65 *N* = 101	1.35 *N* = 229		3.95 *N* = 101	2.93 *N* = 229	
Poorest	**Least poor**	0.18	**Poorest**	**Least poor**	0.87 **
1.57 *N* = 81	1.39 *N* = 80		3.79 *N* = 81	2.93 *N* = 80	

*Note: Each cell contains the mean number of work hours per day and the number of observations (N) in the given group. *, **, and *** indicate statistically significant group differences in the given row at 10%, 5% and 1% levels respectively.*

252. The next figure looks at the type of child labour. The bulk of children (91%) helped in the household and 40% (also) worked in a family business. Among those children who did some work (*N* = 377), gender differences are statistically significant albeit modest in size (not shown in the graph). While virtually all girls affected by child labour worked at least in the household, a small fraction (4%) of boys did not work in the household but exclusively in a family business. 46.9% of boys but only 37.8% of girls affected by child labour worked in a family business.

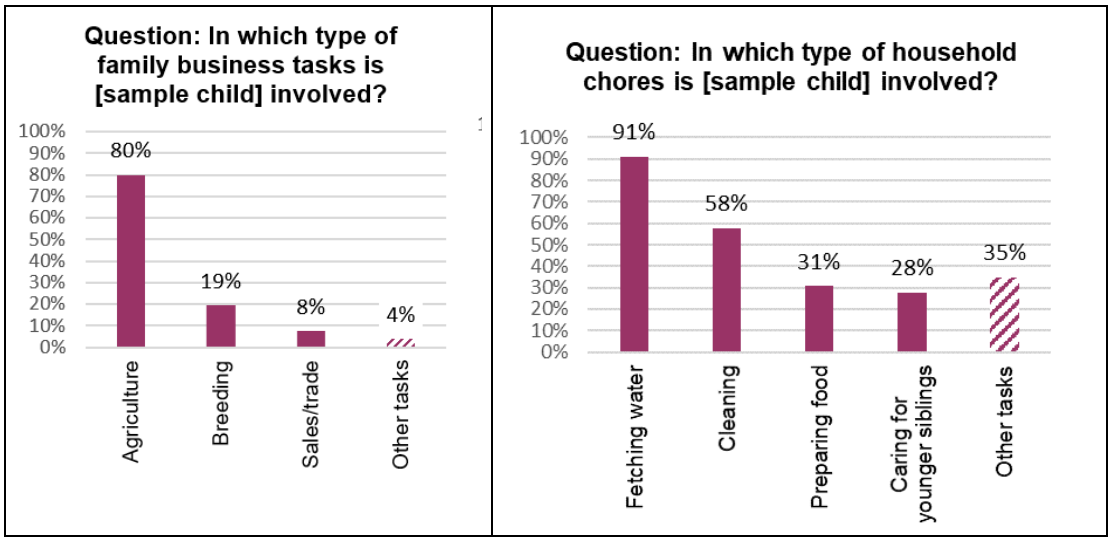
Figure A- 29: Type of child labour



Note: N = 404 households. Multiple response options allowed.

253. The most common tasks in the household were fetching water and cleaning while the most common child labour in a family business was agriculture; see the following figure.

Figure A- 30: Type of household chores and family business tasks



Note: N = 368 households for household chores and N = 160 households for family business. Multiple choices per respondent allowed.

254. Next, the questionnaire explored how SF may have affected child labour. 67.7% of households agreed that school feeding made their sample child stronger or helped her/him to learn more things for working or helping in the household. Among those who thought so (*N* = 274), 55.5% stated that the sample child worked more/helped more in the household for this reason. Altogether, these data suggest that increased physical strength or vocational capability of children due to SF, while in principle positive, may also increase the work hours of some children in their household or family business.

255. Current and former IDPs, in comparison with non-IDP households, were somewhat less convinced that SF could improve the strength or skills of their children – see the statistically significant group differences in the following table.

Table A- 24: Perceived SF effects on physical strength/work skills (by group)

Does SF increase the physical strength of the child or her/his capability to work/help in the HH?				
Group means				Difference
Girls		Boys		- 4.9%
65.2%	*N* = 198	70.0%	*N* = 207	
Current IDPs		Non-IDPs		- 11.6% *
63.5%	*N* = 74	75.1%	*N* = 229	
Returnees		Non-IDPs		- 21.6% ***
53.5%	*N* = 101	75.1%	*N* = 229	
Quintile 1 (poorest)		Quintile 5 (least poor)		0.4%
70.4%	*N* = 81	70.0%	*N* = 80	

*Note: Each cell contains the no. of observations (N) in the given group, and the percentages of 'Yes' responses to the question "Do you think that school feeding makes [sample child] physically stronger or helps her/him to learn more things for the household?" *, **, and *** indicate statistically significant group differences at 10%, 5% and 1% levels respectively.*

256. The next survey question explored to which extent child labour jeopardised school attendance. Overall, the previously reported average work hours of children did not systematically threaten their school attendance. Only 9.6% of parents said that their child sometimes had to skip school because the household required her/him to work. For the few who did (*N* = 39), this happened on average on 1.6 school days in the 4 weeks before the interview). Girls were somewhat more prone to be drawn out of school for work or household chores (12.1%) than boys (7.2%).

257. However, school feeding did not seem to have made a big difference here. Less than 1% of households thought that they would ask their children to skip school more frequently if there was no SF. Even if SF potentially increases the work hours of children (because it improves their ability, see above), this would not reduce school attendance.

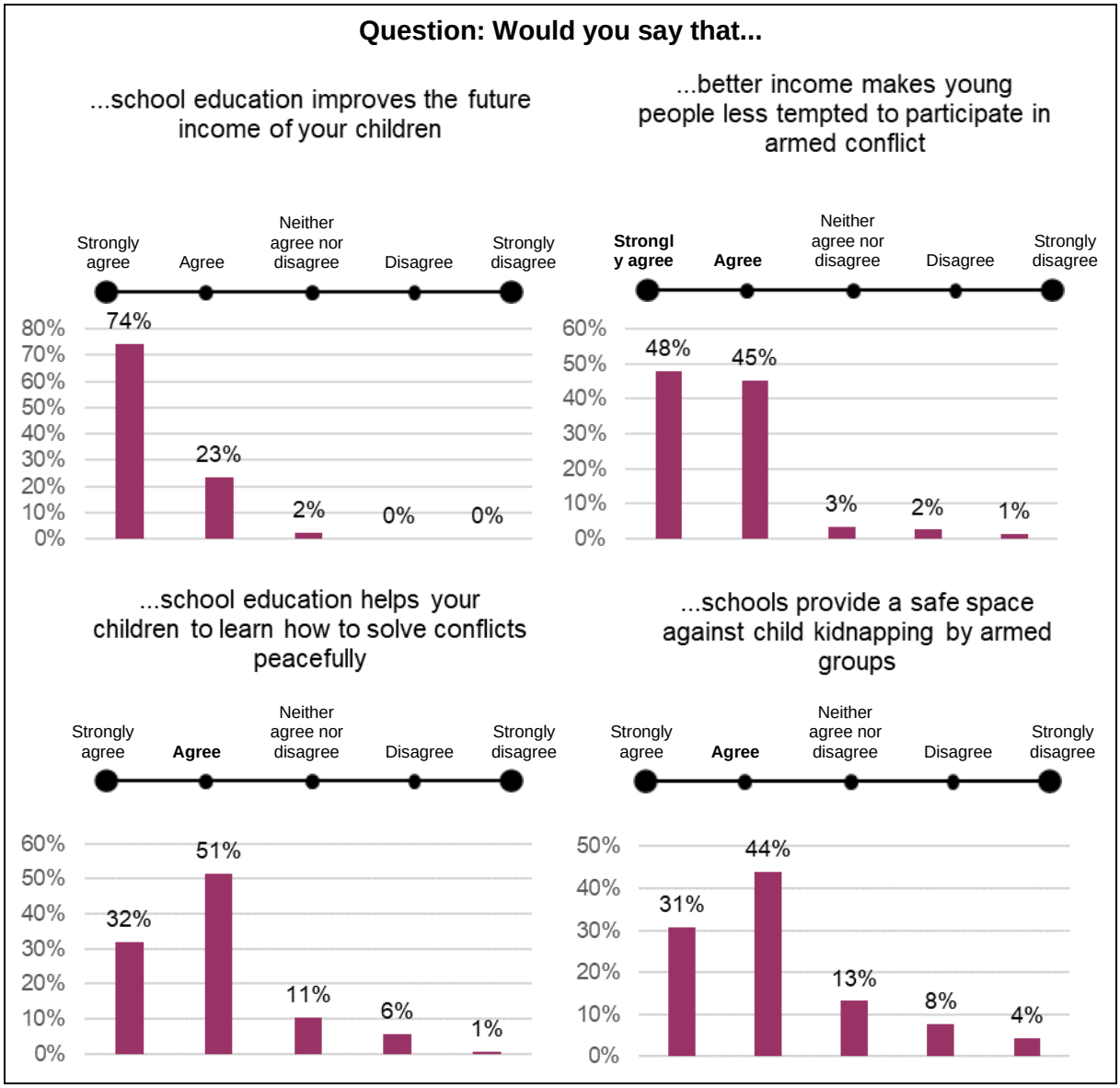
A.1.4.5.3 Exposure to armed conflict

258. 74.4% of respondents stated that there had been cases of child kidnapping in their area in the last 5 years. The level of kidnapping risk perceived by respondents varies widely in the sample – both among respondents within the same schools (probably because risk perception has a strong subjective component) and across schools (suggesting that some areas of the Bwisha chefferie are more prone to kidnapping than others). For IDPs, there is no visible difference in the perceived kidnapping risk between their former and current locations of residence.

259. The survey tested whether parents believed that SF could play a role in reducing the risk of exposure or involvement of children in armed conflict. Since it would have been difficult for respondents to make this link directly, the questionnaire invited them to indicate their level of agreement with different statements about relevant intermediate outcomes – e.g. whether education leads to better income or conflict resolution. The results are presented in Figure A-31. At least three quarters of all households agreed or strongly with each statement.

260. From the results in previous Section A.1.4.5.1, most households believe that SF improves various indicators of school education. According to Figure A- 31, the majority of households also agrees that school education can reduce exposure to and involvement in armed conflict through a number of channels: increased income, school as safe spaces, and improved conflict resolution.

Figure A- 31: SF mechanisms of reduced exposure to armed conflict



Note: N varies between 399 and 402 households. On the horizontal lines of the Likert scales, values in bold denote the mean levels if one assigns numerical values from 1 to 5 to the different levels of the Likert scale and rounds the resulting averages to integers.

A.1.4.6 Food consumption of main respondents (Module 3) and children (Module 7)

261. The food consumption of the main respondent – usually the mother – and her sample child was analysed in Modules 3 and 7 of the household questionnaire respectively. Both the main respondent and the sample child were – separately – asked about their complete food intake on the day prior to the interview. The enumerators then classified the ingredients mentioned by the respondents according to the food group table presented in Figure A- 33 further below. Responses from children were excluded if their food consumption on the previous day was 'unusual' because they did not attend school or were ill/had stomach problems.

262. Throughout the remainder of this section, we use main respondents as comparison group for SF beneficiary children in the same households to gauge the food consumption effects of the programme. While the main respondents typically eat all meals at home, SF beneficiary children receive lunch at school and only eat breakfast and/or dinner at home on school days; see the details further below. **For the analysis, we assume that, in the absence of SF and a as rule of thumb, sample children would have eaten the same as their caregivers (main respondents) at home** – because meals prepared at home are typically shared by all family members together.

263. Under this assumption, the food consumption of main respondents yields valid comparison observations for SF beneficiary children. The statistical difference between the two respondent groups can then be interpreted as the approximate effect of SF on the food consumption patterns of beneficiary children. However, since the previous key assumption might not be strictly fulfilled for all households and cannot be tested in the data, the group differences are likely to be biased estimates of the programme effects.

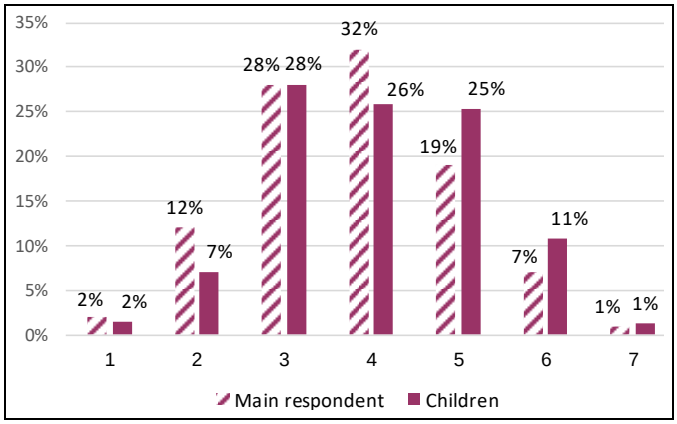
264. Besides food consumption, the survey did not collect any other joint variables for both individual main respondents and children. Without such additional information for individual household members, any econometric model with mother-child fixed effects reduces to simple t-tests of group differences in outcomes between mothers/main respondents and their children. Results of these tests are presented in the following.

A.1.4.6.1 Overall dietary diversity: total number of food groups

265. On average, main respondents consumed 3.77 food groups and sample children 4.04 food groups on the day before the interview. This average difference of 0.27 food groups between main respondents (*N* = 323) and children (*N* = 323) is statistically significant at the 1% level. Using the main respondents as comparison group, the result suggests that **SF has slightly increased overall dietary diversity among beneficiary children, adding on average 0.27 food groups to their daily diet.**

266. The distribution of food group counts for main respondents and children is displayed in Figure A- 32. While the differences between main respondents (lunch at home) and children (lunch in school) are not large, the % of children is slightly lower in the 'low-diversity tail' (< 3 food groups) and somewhat higher in the 'high-diversity tail' (> 4 food groups) of the distribution. There were no systematic differences between girl and boy children (not shown).

Figure A- 32: Number of food groups consumed by main respondents & sample children



Note: N = 323 households with complete observations from both the sample child and the main respondent. Excluded: Households with children who did not attend school or were ill/had stomach problems on the previous day or did not report any food intake.

267. Overall dietary diversity was higher in Quintile 5 than in Quintile 1 households and children. This is confirmed in the *horizontal* differences in the following table.

Table A- 25: Number of food groups consumed (by respondent type and relative wealth)

	Quintile 1 (poorest)	Quintile 5 (least poor)	Difference
Main respondents (lunch at home)	3.13	4.52	**- 1.39 *****
Sample children (lunch in school)	3.79	4.50	**- 0.71 *****
Difference (children - main resp.)	**0.66 *****	**- 0.02**	

Note: N= 61/60 households in the Quintiles 1 and 5, respectively. Each cell shows the mean number of food groups consumed by respondents in the given group on the day before the interview.
, **, and * indicate statistically significant group differences at 10%, 5% and 1% levels respectively (horizontal differences: t-test for independent samples; vertical: paired t-tests within households).*

268. The interpretation of main respondents as comparison group for SF beneficiary children within the same households is reflected in the *vertical* differences in the previous table. These differences suggest that **SF incremented the overall dietary diversity for the poorest children by converging their dietary diversity profile towards the relatively better-off children. In the poorest group, children consume 0.61 food groups more per day than their caregivers at home** – the difference is statistically significant. In contrast, beneficiary children in the least poor quintile did not achieve greater dietary diversity through school lunch than they already had at home.

269. We repeated the same exercise for the two other dimension of vulnerability, replacing the relative wealth quintiles with (i) gender and (ii) IDP status. **Unlike the poorest children, there is no evidence that girls nor current IDPs have a lower overall dietary diversity than their male and non-IDP peers, respectively, or that the effect of SF on overall dietary diversity differs in these dimensions.** In both matrices, the horizontal differences (girls vs. boys, current IDPs vs. non-IDPs) are small and not statistically significant, both for children and their caregivers/main respondents. Consequently, the effects of SF (vertical differences) do not differ either by the sex of sample children or IDP status of households.

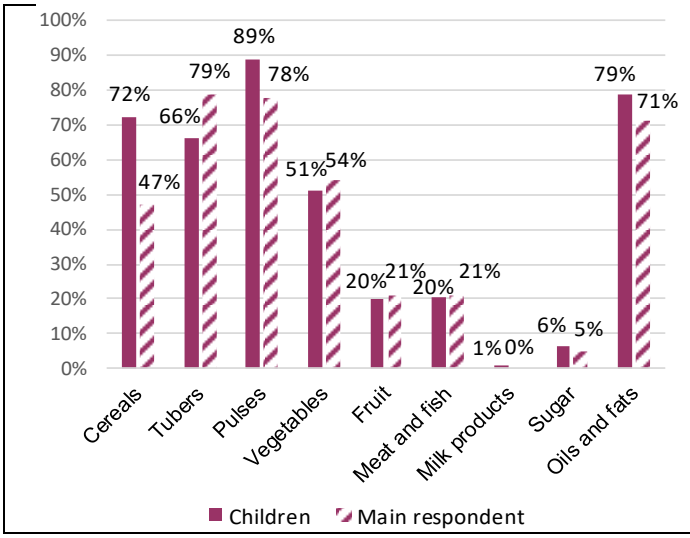
A.1.4.6.2 Dietary composition: types of food groups

270. Further to the modest improvement in the overall dietary diversity of poorer children, there is also evidence that SF has improved the dietary composition by altering the types of food groups consumed (again mostly for poorer children). Specifically, the following results show that **SF raised the intake of cereals, pulses, oils and fats of poorer children almost to the levels of relatively better-off children. While these are the only three food groups used in most school meals (Section A.1.3.2.3), they are to some extent complementary to the food groups received at home (e.g. tubers) by the poorest children**.

271. Figure A- 33 below compares for each food group the percentages of main respondents and sample children who consumed at least one ingredient from the given food group on the day before the interview. The results show that SF beneficiary children were more likely than the main respondents to eat cereals (72% vs. 47%), pulses (89% vs. 78%), as well as oils and fats (79% vs. 71%) – but less likely to consume tubers (66% vs. 79%). All these group differences are all statistically significant at the 1% level.

272. As before, this can be interpreted in an 'counterfactual' framework as the approximate effect of SF on the dietary composition of beneficiary children. This interpretation is fully consistent with data on the composition of school lunch collected from school cooks (see Figure 4 in Section A.1.3.2.3). More than 90% of SF meals contain cereals, pulses, and oils and fats – but almost never tubers. This is also corroborated in Figure A- 33 further below.

Figure A- 33: Consumption of food groups (households vs. sample children)



Food group	Examples
Cereals	Maize, maize porridge, rice, bread
Tubers	Cassava, potatoes, sweet potatoes
Pulses	Beans, peas, groundnuts and cashew nuts
Vegetables	Tomato, cucumber, lettuce
Fruit	Banana, oranges
Meat and fish	Beef, goat, chicken, eggs and fish
Milk products	Milk, yogurt, cheese
Sugar	Sugar products, honey, sweetened drinks
Oils and fats	Oils, fats (also in fried food), butter

Note: N = 323 households. Excluded: HHs with children who did not attend school or were ill/had stomach problems on the day before the interview, and a small number of respondents not reporting any food intake. Multiple choices per respondent allowed.

273. Further analysis reveals that the relatively better-off and poorest households (main respondents) also differed systematically in their dietary composition. The 4 food groups for which this happened are depicted in the different panels of Table A- 26: cereals, pulses, oils and fats, and meat and fish. The fractions of main respondents who consumed these food groups were between 24.3 and 35.7 percentage points lower in the poorest than in the least poor household quintile (see the horizontal differences; all are statistically significant).

274. In contrast, for sample children, the dietary profile of the poorest converges clearly to the better-off children. The horizontal differences were almost eliminated – they were negligible in size and statistically no longer significant. This holds for the three main food groups served in school meals – cereals, pulses, and oils and fats – but not for meat and fish, which is not included in school meals and continued to be much less consumed by the poorest children.

275. The argument that this convergence is a consequence of SF is more directly visible in the vertical differences (again using main respondents as comparison group). For the poorest children, the differences between children and their caregivers are large for cereals, pulses, and oils and fats (between 21.3 and 36.1 percentage points) and statistically significant at 1%. In contrast, the vertical differences are small (and not significant) for meat and fish in both relative wealth quintiles, and for all food groups in the relatively better-off quintile.

Table A- 26: Consumption of food groups (all meals) by respondent type and wealth quintile

	Cereals (food group 1)			**Pulses (food group 3)**		
	Quintile 1	*Quintile 5*	*Difference*	*Quintile 1*	*Quintile 5*	*Difference*
Main respondents (lunch at home)	36.1%	70.0%	**- 33.9% *****	59.0%	86.7%	**- 27.7% *****
Sample children (lunch in school)	72.1%	76.7%	**- 4.5%**	83.6%	90.0%	**- 6.4%**
Difference (child - main resp.)	**36.1% *****	**6.7%**		**24.6% *****	**3.3%**	

	Oils and fats (food group 9)			**Meat and fish (food group 6)**		
	Quintile 1	*Quintile 5*	*Difference*	*Quintile 1*	*Quintile 5*	*Difference*
Main respondents (lunch at home)	50.8%	81.7%	**-30.8% *****	9.8%	48.3%	**- 38.5% *****
Sample children (lunch in school)	72.1%	81.7%	**- 9.5%**	9.8%	50.0%	**- 40.2% *****
Difference (child - main resp.)	**21.3% *****	**0.0%**		**0.0%**	**1.7%**	

Note: N = 61 and 60 households from Quintiles 1 and 5, respectively. Each cell displays the average percentage of respondents (of the given type and relative wealth quintile) who consumed at least one ingredient from the given food group on the day before the interview.
, **, and * indicate statistically significant group differences at 10%, 5% and 1% levels respectively (horizontal differences: t-test for independent samples; vertical: paired t-tests within households).*

276. The same table structure can be used to test whether the effects of SF on the consumption of specific food groups differed between girls and boys. In Table A- 27 on the next page, the columns in each panel represent households with girl versus boy sample children, rather than relative wealth quintiles. **There are no almost horizontal differences in the consumption of the selected food groups, neither between girl and boy children nor their caregivers** (except for a few random differences). **Consequently, the SF effects – the vertical differences between children eating lunch in school and their caregivers eating the 'comparison diet' at home – are evenly distributed across girls and boys**.

277. We also repeated the same exercise to compare the consumption of the different food groups between (current) IDP and non-IDP households. Since the results have the same structure as the gender analysis, the full result table has been omitted here. There are no systematic (horizontal) differences in food consumption between IDPs and non-IDPs, neither for children nor their caregivers**. Consequently, the effects of SF (vertical differences) are essentially the same for IDPs and non-IDP households.**

Table A- 27: Consumption of food groups (all meals) by respodt. type & sex of sample child

	Cereals (food group 1)			Pulses (food group 3)		
	Girls	Boys	Difference	Girls	Boys	Difference
Main respondents (lunch at home)	50.3%	44.6%	**5.7%**	81.9%	73.8%	**8.1% ***
Sample children (lunch in school)	73.5%	71.4%	**2.1%**	89.0%	88.1%	**0.9%**
Difference (child - main resp.)	**23.2% *****	**26.8% *****		**7.1% ** **	**14.3% *****	

	Oils and fats (food group 9)			Meat and fish (food group 6)		
	Girls	Boys	Difference	Girls	Boys	Difference
Main respondents (lunch at home)	72.9%	69.0%	**3.9%**	15.5%	26.2%	**- 10.7% ** **
Sample children (lunch in school)	79.4%	78.0%	**1.4%**	16.8%	23.8%	**- 7.0%**
Difference (child - main resp.)	**6.5% ***	**8.9% *****		**1.3%**	**- 2.4%**	

Note: N = 155 and 168 households with girl and boy sample children, respectively. Each cell displays the average percentage of respondents (of the given respondent type and sex of the sample child) who consumed at least one ingredient from the given food group on the day before the interview.
, **, and * indicate statistically significant group differences at 10%, 5% and 1% levels respectively (horizontal differences: t-test for independent samples; vertical: paired t-tests within households).*

278. The general conclusion that school lunch was driving the changes in dietary composition is further supported by evidence in Figure A- 34 on the next page, which disaggregates the consumption of food groups by meal and respondent type. In the meals that were eaten by children and their caregivers together at home (breakfast and dinner), the consumption of all food groups was roughly similar in the two respondent groups. In contrast, the food groups differed substantially between lunch eaten at home by children in schools and lunch eaten at home by main respondents. **For lunch, children were more likely to eat cereals in school than their caregivers at home (62% vs. 24%), as well as pulses (77% vs. 56%), oils and fats (63% vs. 45%), but less likely to eat tubers (24% vs. 41%).** All these group differences are statistically significant at the 1% level.

A.1.4.6.3 Probability and place of meal intakes

279. Dietary diversity and composition in the sample was not only driven by the ingredients used in the meals, but also by the fractions of respondents who actually ate the different meals (meal intake). Table A- 28 displays results on meal intake for sample children, based on the survey questions whether and where they ate the different meals.

Table A- 28: Meal intake of all sample children

Meal	Children who eat the meal on at least 1 day of a normal school week	Number of meals in normal school week (max. 6)	Place where the meal is provided on a school day (most frequent response)	Children who eat the meal on a school day without SF	Children who eat the meal on days without school
Breakfast	32.8 %	3.5	**At home** (98.5% of *N*=127)	34.2%	44.9%
Morning snack	13.4 %	3.4	**At home** (78.9% of *N*=52)	12.4%	9.2%
Lunch	98.5 %	4.7	**In school** (97.0% of *N*=398)	74.3%	75.6%
Afternoon snack	11.5 %	3.8	**At home** (86.0% of *N*=42)	9.9%	8.4%
Dinner	82.8 %	5.9	**At home** (99.4% of *N*=324)	96.5%	99.8%

Note: The number of observations (N) is between 383 to 403 children, unless otherwise indicated.

Figure A- 34: Consumption of food groups by meal and respondent type

Note: N = 323 households, including respondents who did not eat the given meal at all (but at least some meal on the previous day), and but excluding households with children who did not attend school or were ill/had stomach problems on the day before the interview. The average height of the columns for a given meal is strongly affected by the fraction of children and main respondents who ate that meal on the previous day. Multiple choices per respondent allowed.

280. The data in Table A- 28 confirm that nearly all children ate lunch in school whenever it was provided (on average on 5 of the 6 school days per week, consistent with earlier data that the average school kitchen was not operational on 1 out of 6 school days). Only one third of children had breakfast on at least 1 day per week. In contrast, approximately 4 out of 5 children also had dinner at home, usually on every evening of the school week. However, more children from the poorest quintile (22.5%) than from the relatively better-off quintile (8.0%) did not eat dinner on any day of a normal school week (not shown in the table).

281. Children were also asked whether they received the different meals at home on days without school feeding (i.e. non-school days and school days without school lunch). The table shows that SF did not affect much the probability of meal intakes. The important exception was one quarter of children who claimed to not eat lunch on days without school feeding.

282. For this quarter children (*N* = 94), Table A- 29 below analyses 'substitution effects' – whether these children actually 'lost' their lunch completely or were compensated by their families with a breakfast or dinner that they would not have received on school feeding days. For this purpose, the analysis identified the meal intake patterns of all the 94 children – whether they had breakfast (B), lunch (L) or dinner (D) on different types of days. Table A- 29 shows how meal intake for these children varied across normal school days, school days without school feeding, and non-school days.

283. **The results confirm that** 87.2% of this quarter of children (i.e. **20% of all sample children) lost their lunch completely – they ate one meal less – on days without school feeding.** This suggests that there were almost no substitution effects for this subsample of children. Only some of them were compensated by their families for the lost school lunch with a breakfast or dinner that they would not have received otherwise.

Table A- 29: Meal intake of children who only eat lunch in school but not at home

Meals eaten on all or some days of a normal school week			Meals eaten on school days without SF			Meals eaten on non-school days		
			B - D	- - D	- - -	B - D	- - D	
B	L	D	28.7%	3.2%		26.60%	3.2%	
-	L	D	7.5%	50.0%	2.1%	17.0%	45.8%	
-	L	-	1.1%	4.3%	3.2%	5.3%	2.1%	

Of those children who eat lunch in school but - on days without SF - not at home, the following fractions...		
...eat one meal less (fully 'lose' their lunch)	...on non-SF school days: 87.2%	...on non-school days: 75.5%
... shift their lunch to breakfast or dinner	...on non-SF school days: 12.8%	...on non-school days: 24.5%

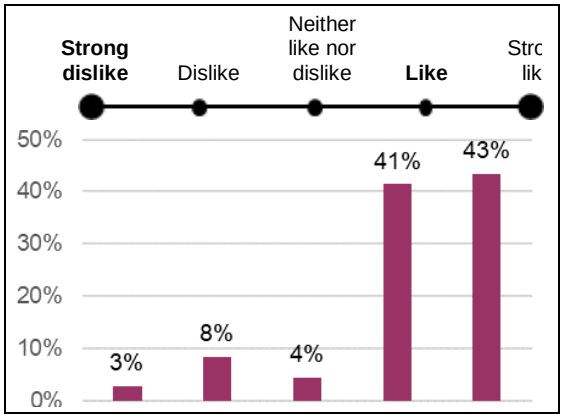
Letters in bold and highlighted in grey indicate the type of meal eaten.
B = Breakfast. L = Lunch. D = Dinner.
The sample in each of the two vertical panels is limited to only those children who have lunch on all or some days of a normal school week, but no lunch on school days without school feeding (first panel, N = 94) or no lunch on non-school days (second panel, also N = 94).

A.1.4.6.4 Preferences for school lunch

284. Most children liked the school meals, or liked them a lot, see Figure A- 35 below.

285. 27.4% of children reported to not have eaten or finished their school meals on at least 1 day of a normal school week. Children from the least poor households did not eat their food at all on more days (0.61 days per school week) than the poorest households (0.30 days). The same held for not finishing the meal (0.60 days vs. 0.44 days; all differences were statistically significant), likely because poorer children were hungrier.

Figure A- 35: Extent to which children liked the school meals



Note: N = 401 children.

A.1.4.6.5 Food-related coping mechanisms of households

286. Finally, the survey also investigated whether SF affected the way how households adjusted their food consumption to cope with shocks leading to reduced income (unemployment, illness, crop failure, etc). Table A- 30 displays results for food-related coping mechanisms.

287. Approximately 80% of households each purchased cheaper food, or ate bush foods or immature crops, in times of distress. About one half each also reduced the numbers of meals or the quantity per meal. The analysis by household wealth yields a few statistically significant differences. The relatively better-off quintile resorts systematically more than the poorest quintile to buying cheaper food and reducing the number of meals in times of distress. In contrast, the poorest households are more than three times more likely to send family members away to eat outside the household.

Table A- 30: Food-related coping mechanisms by household wealth quintile

	% of HHs that use the given food-related coping mechanisms to deal with distress/shocks			
	All HHs	Quintile 1 (poorest)	Quintile 5 (least poor)	Difference (Quintile 1 – Quintile 5)
Buy cheaper food	78.7%	67.5%	80.0%	-12.5%*
Eating bush foods or immature crops	77.9%	75.0%	67.5%	7.5%
Reduce the quantity of meals	54.3%	51.3%	50.0%	1.3%
Reduce the number of meals	53.8%	36.3%	57.5%	- 21.3%***
Sending people to eat outside the HH	14.6%	21.3%	6.3%	15.0%***
No adaption of food consumption	2.5%	2.5%	1.3%	1.3%

Note: N = 403 in the all-households sample, and N = 80 each in the poorest and richest wealth quintiles. Multiple choices per respondent allowed.

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A.3 Annex 3: List of stakeholders interviewed

WFP DRC Country Office, Kinshasa

- Jibidar, Claude; WFP Country Director, DRC
- Leone, Rocco; Deputy Country Director (Operations)
- Pausilli, Enrico, Head of Programme
- Junnila, Kirsi, Head of Supply Chain
- Mkhwanazi, Ntombi; Budget and Programming Officer
- Sarr, Ahmedoul Bachir; Programme & Policy Officer – School Feeding
- Twose, Aysha; Head of VAM and M&E, DRC Country Office

WFP Area Office, Goma / North Kivu

- Walker, Makena; Head of WFP Area Office
- Lokonga, Taban; Head of Programme
- Nzabandora, Fidèle; School Feeding Programme Manager
- Siku, Joel; Programme Officer / VAM-M&E
- Rabetsimamanga, Zo Mamisoa; Eastern Coordinator, Resilience and Safety Nets

Government of the Democratic Republic of the Congo

- Manzambi Kuwekita, Joseph; Ministry of Social Protection
- Salumo Mulenga, Jean; School Feeding Expert, Ministry of Education
- Prisca, Luanda Kamala; Provincial Minister of Education, North Kivu
- Mukanya, Justin; Administrator of Rutshuru Territory, Rutshuru, North Kivu
- Gatabazi, Claude; Sous-Proved Rutshuru, North Kivu
- Solomon, Mr; former Sous-Proved Rutshuru, North Kivu

Partner Organizations (UN, others)

- Ayite, Joelle; Chief Education, UNICEF Kinshasa
- Koupeur, Tarhonde, Chief of Office, FAO Goma
- Maleka, Antoine; Education Officer, UNICEF Goma
- Massay, Jolie; Programme Officer Education, DFID Kinshasa
- Mupaya, Pascaline, Education Officer, UNICEF Kinshasa
- Nicoletti, Luigi; Humanitarian Affairs Officer, UNOCHA
- Shamba, Edmond; National Programme Coordinator – Education; NRC
- Talabulu, Godfrey, Education officer, DFID Kinshasa

World Vision (SF Implementing Partner)

- Moyo, Khangezani; Country Director, World Vision
- Moke, Gisele Baseme; Food Assistance Officer
- Nkaka, Simon; Team Leader WVI Bwisha
- SF Field Monitors, Bwisha

Schools – Rutshuru Territory, North Kivu

- Musuhuke, Radjabu, Director, Primary School Kabemba
- Kabuye, Jérémie, Director, Primary School Kiringa
- Nbarore, Liberata; Director, Primary School Matemane
- Sibamupende, Jacquie Kahambu; Director, Primary School Kachemu
- Machozi, Kakule; Director, Primary School Kahunga
- Kamana, Innocent; Director, Primary School Mubiru
- Parents of ESF recipients, Primary School Kiringa
- Parents of ESF recipients and students, Primary School Matemane
- Parents of ESF recipients and students, Primary School Kachemu
- Parents of ESF recipients and students, Primary School Kabemba
- Parents of ESF recipients and students, Primary School Kahunga
- Parents of ESF recipients and students, Primary School Mubiru
- Cooks and Storekeepers in all six primary schools

A.4 Annex 4: Evaluation matrix

Evaluation question	*Sub-question*	*Measure/indicator*	*Source of information*	*Data collection methods*
Area 1: Design of the programme *(appropriateness and coherence)*				
EQ1 To what extent is school feeding appropriate to address the needs of boys, girls and adolescents in the evolving crisis settings and contexts in the four programme countries?	**1.1** Has targeting led to the selection of beneficiaries that is in line with the priorities and rationale of ESF activities?	• ESF services consistently flow into geographic areas with comparatively high food insecurity and malnutrition; • ESF services consistently flow into geographic areas with comparatively low net enrolment rates and high dropout rates (lower and higher than national average); • Selected schools have required prerequisites for service delivery (WaSH, store, kitchen, PTA)	• UNICEF data, WFP, Government data (on attendance, enrolment) • WFP "Checklists" • School administrators, teachers	• Analysis of secondary data • Focus group discussions (FGDs) & beneficiary interviews
	1.2 Has the choice of SF modalities been aligned with the primary food / nutrition-related and education related needs of boys and girls and adolescents, given the dynamic contexts of the four countries?[248]	• Comparative advantages of chosen ESF modality in line with clearly identified & prioritized needs of the target group (e.g., identified in an up-to-date situation analysis); • Feasible and robust solutions found for operational requirements of chosen modality • Timely delivery of SF services in the dynamic programming context.	• Planning documents, including needs assessments, programming document, targeting criteria and instructions f. PRROs 200540, 200832; iCSP; • Sector/thematic studies, data from internal monitoring systems; • ESF Stakeholders • Target groups (girls, boys in targeted primary; attached pre-primary schools) • Caregivers / parents of targeted children[249] • Community leaders • Representatives of national and provincial governments, • Humanitarian actors • Implementing partner (World Vision)	• Document analysis • Key informant interviews (KIIs) • FGDs & beneficiary interviews

[248] Nota bene: this is also about "added benefits".

[249] Note: Whenever the term 'children' is used in this evaluation matrix, it refers automatically to both girls and boys; and assumes the disaggregation of data and analysis by gender.

Evaluation question	Sub-question	Measure/indicator	Source of information	Data collection methods
	1.3 Has WFP been able to coordinate with relevant partners to provide school feeding alongside and complementary to required school- and community health and nutrition interventions?	• Schools & communities are provided with appropriate water & sanitation solutions / infrastructure; • Children receive regularly deworming treatments & periodic health treatments; • Children have received complementary health and nutrition education. • Children receive consistent and reliable nutritional benefits from school gardens.	• Planning documents, including needs assessments, programming documents, targeting criteria and instructions f. PRROs 200540, 200832; iCSP • Representatives of national and provincial governments (Ministry of Education (MoE), Ministry of Health (MoSP) • Humanitarian actors (i.e., Members of Humanitarian Country Team; Humanitarian Advocacy Group) • Target groups (girls, boys in targeted primary; attached pre-primary schools)	• Document analysis • KIIs • FGDs & beneficiary interviews • Field survey
	1.4 Have the school feeding designs benefited from sound gender and equality and protection analyses and is ESF sensitive to GEEW?	• Programme priorities and gender and equity strategies adhere to WFP, government, partner, UN and humanitarian standards on gender and equity • Programme priorities and gender and equity strategies are aligned with the expressed needs of beneficiaries (boys and girls)	• WFP programme documentation • WFP guidance on GEEW • UN and Humanitarian guidance on gender and equity • Government priorities on gender and equity • Target groups (girls, boys in targeted primary; attached pre-primary schools) • Parents / caregivers • Community leaders	• Document analysis • KIIs • FGDs & beneficiary interviews

Evaluation question	Sub-question	Measure/indicator	Source of information	Data collection methods
EQ2 To what extent has school feeding been coherent with the overall humanitarian response of WFP and other actors?	**2.1** Have principles of humanitarian assistance on protection and accountability been adequately factored into the design of the intervention?[250]	• Government and school officials have had timely access to relevant and clear information about scope and nature of school feeding.[251] • Government and school officials have been able to participate in the design & delivery of school feeding services[252], • Representatives of target communities and households have been able to participate in the design & delivery of school feeding services.[253] • Design & adjustment of school feeding services have prevented occurrence of negative effects from school feeding[254]. • Complaints are investigated, resolved (if necessary) and results fed back to complainant[255].	• Information and guidance on protection and accountability f. humanitarian actors in DRC (including humanitarian plans) • Documentation on design of the SF programme • Representatives of national and provincial governments; relevant local authorities (*chefferies*, territoires) • Humanitarian actors • Heads of households of targeted children in primary, attached pre-primary schools.	• Document analysis • KIIs • FGDs & beneficiary interviews

[250] Note: This sub-question focuses on humanitarian principles related to accountability, participation and protection. Many other relevant principles and humanitarian commitments (e.g., on "relevance of assistance", "building of local capacities", etc. are already addressed in some of the other evaluation questions.
[251] Based on WFP Humanitarian Principle #4 ("Participation") that calls for WFP to work closely with governments and national and local levels to plan and implement assistance. (WFP "Humanitarian Principles", Executive Board Annual Session, Rome, 24-26 May 2004).
[252] Based on WFP Humanitarian Principle #4 ("Participation") that calls for WFP to work closely with governments and national and local levels to plan and implement assistance. (WFP "Humanitarian Principles", Executive Board Annual Session, Rome, 24-26 May 2004).
[253] Based on WFP Humanitarian Principle #4 ("Participation") that calls for WFP to "involve women and men beneficiaries wherever possible in all activities" to plan and implement assistance (WFP "Humanitarian Principles", Executive Board Annual Session, Rome, 24-26 May 2004).
[254] Based on WFP Humanitarian Principles #1 ("Humanity") and #5 ("Self-reliance") that stipulate for assistance to be provided in "ways that respect life, health and dignity" and to ensure that it "does not undermine local agricultural production, marketing or coping strategies, or disturb normal migratory patterns or foster dependency" (WFP "Humanitarian Principles", Executive Board Annual Session, Rome, 24-26 May 2004).
[255] Based on WFP Humanitarian Principle #9 ("Accountability") that calls for WFP to keep "beneficiaries and other relevant stakeholders informed of its activities and their impact through regular reporting" (WFP "Humanitarian Principles", Executive Board Annual Session, Rome, 24-26 May 2004).

Evaluation question	Sub-question	Measure/indicator	Source of information	Data collection methods
	2.2 Have the ESF interventions complemented / been complemented by other relevant WFP assistance in the country?	• Approaches to achieve coordination and complementarity of SF and other relevant assistance are specifically foreseen in relevant programme documents (iCSP, PRROs 200540, 200832) • Efforts to achieve coordination and complementarity of ESF and other support are documented in work plans, SPRs and other relevant documents. • ESF and other relevant interventions have achieved synergies in supporting the same or related target groups.	• WFP programme documentation (incl. monitoring and ESF progress reports) • WFP Evaluations • National and regional governments, humanitarian actors, other actors). • Target groups (girls, boys in targeted primary; attached pre-primary schools) • Parents / caregivers • Community leader	• Document analysis • KIIs • FGDs & beneficiary interviews
	2.3 Have the ESF interventions complemented the humanitarian responses of humanitarian actors and government partners in the relevant sector(s)?	• ESF services have been planned in coordination with key relevant humanitarian actors. • Efforts to achieve coordination and complementarity with key relevant humanitarian programmes are foreseen and documented in relevant work plans or project reports. • ESF and services from other humanitarian actors have achieved synergies in supporting the same or related target groups.	• Documentation & data on the humanitarian and development situation in *Chefferie* of Bwisha • GoDRC (national) or provincial (North Kivu) plans for education, social protection, nutrition; • National and regional governments, sector specialists, humanitarian actors, other actors.	• Document analysis • KIIs
	2.4 Have the ESF interventions complemented the longer-term development responses of WFP partners in the relevant sector(s), in keeping with main principles of the triple nexus?	• ESF interventions have been planned in coordination with key relevant development actors. • ESF interventions are implemented in close coordination with key relevant development programmes. • Programme documentation foresees plans and approach for transition from crisis response to development assistance.	• Country/ government or regional plans for different sectors (education, social protection, nutrition) • National and regional governments, sector specialists, humanitarian actors, other actors.	• Document analysis • KIIs

Evaluation question	Sub-question	Measure/indicator	Source of information	Data collection methods
Area 2 – Results of the Programme (effectiveness, impact (contribution), coverage)				
EQ3 To what extent has school feeding as an emergency response supported the education of girls and boys, and has contributed to their food and nutrition security in crises and emergency situations?	**3.1** Have the intended beneficiaries been reached with the planned inputs (food and other inputs)?	• Delivery of outputs has met targets set in programming documents (disaggregated by gender and age (i.e. for adolescents) • (average percentage of) school population able to access schools on feeding days[256]; • (average percentage of) schools functioning on feeding days; [257] • Beneficiaries report that the service was delivered according to plans	• WFP performance data • Analysis of other national/sub-national data as available per country (if there is a need to validate/cross-check with WFP data • Target groups (girls, boys in targeted primary; attached pre-primary schools) • Teachers	• Document analysis • Field survey
	3.2 Has SF as an emergency response improved the probability for an improved nutritional status among school children?	• Average number of school days per month when multifortified foods or at least four food groups were provided[258]; • Proportion of target population who participate in adequate number of distributions[259]; • Children eat the meals provided • SF services have changed the dietary habits of members of the target groups[260].	• Project monitoring data • Target groups (girls, boys in targeted primary; attached pre-primary schools) • Parents / caregivers • Teachers	• Analysis of secondary data • FGDs & beneficiary interviews • KIIs[261]. • Field survey

[256] Examining key assumption of the SF ToC.
[257] Examining key assumption of the SF ToC.
[258] Use of this indicator depends on data availability. This indicator is / was not a *key outcome indicator* for school feeding programmes under the 2014 – 2017 Strategic Results Frameworks (SRF); it therefore is not guaranteed that all ESF efforts covered by this evaluation will have collected data on this indicator.
[259] WFP "Key Outcome Indicator" for participation in activities aimed at reducing micronutrient deficiencies (i.e., under Outcome 2.3 of 2014 – 2017 SRF). Still to be clarified: What is considered to be an "adequate number of distributions" for school feeding? And would this indicator have been collected systematically for school feeding interventions?
[260] Qualitative indicator, examining a) change in dietary habits among target population since start of the programme / entry of participants into programme and b) existence of (unprompted) causal statements by respondents (children, caregivers, teachers) linking SF to changes in diet.
[261] With school administrators, teachers (reporting on their observations and knowledge of the school community, overall).

Evaluation question	Sub-question	Measure/indicator	Source of information	Data collection methods
	3.3 Has SF as an emergency response contributed to improved food security among children in the targeted schools?	• ["Food consumption score" and / or any other standard WFP food security indicators] • ESF services have increased the frequency of consumption of foods in some of the food consumption groups among targeted children[262]. • Reduced prevalence of food-related "negative coping strategies" [263]	• Project monitoring data / secondary data from WFP • Situation analyses (f. food needs) & Project documentation (f. composition of rations & meals) • Target groups (girls, boys in targeted primary; attached pre-primary schools) • Parents / caregivers	• Analysis of secondary data • FGDs & beneficiary interviews • KIIs • Field survey
	3.4 Has SF as an emergency response contributed to increased attendance, enrolment and retention for boys and girls?	• (Change in) attendance among primary school students (by gender, school, school-district) related to ESF • (Change in) adjusted net enrolment[264] (by gender, school district) related to ESF • (Change in) retention (primary school, by gender, school / school district) related to ESF • ESF services have incentivized caregivers & children to enroll, attend, remain in school[265]	• UNICEF data, WFP monitoring data (f. enrolment, attendance, retention) • Target groups (girls, boys in targeted primary; attached pre-primary schools) • Parents / caregivers • Teachers, school administrators	• Analysis of secondary data • FGDs & beneficiary interviews • KIIs • Field survey

[262] Starches, pulses, vegetables, fruit, meat, dairy, fats, sugar.

[263] Negative coping strategies can include any of the following: First, households may change their diet. For instance, households might switch food consumption from preferred foods to cheaper, less preferred substitutes. Second, the household can attempt to increase their food supplies using short-term strategies that are not sustainable over a long period. Typical examples include borrowing or purchasing on credit. More extreme examples are begging or consuming wild foods, immature crops, or even seed stocks. Third, if the available food is still inadequate to meet needs, households can try to reduce the number of people that they have to feed by sending some of them elsewhere (for example, sending the kids to the neighbours house when those neighbors are eating). Fourth, and most common, households can attempt to manage the shortfall by rationing the food available to the household (cutting portion size or the number of meals, favoring certain household members over others, or skipping whole days without eating).

[264] Total number of students of the official primary school age group who are enrolled at primary or secondary education, expressed as a percentage of the corresponding population.

[265] Qualitative indicator, used to examine the contribution of ESF to change attendance, enrolment, retention.

Evaluation question	Sub-question	Measure/indicator	Source of information	Data collection methods
EQ4 To what extent has school feeding in emergencies strengthened the ability of households to cope with crises and (if applicable) helped to bolster local economies and markets?	**4.1** Has school feeding as an emergency response reached the most vulnerable households in need of food-based safety-net transfers in crises and emergencies?[266]	• Percentage of most vulnerable households with children receiving ESF services (alternative: children attending / enrolled in school[267]). • Access to school is consistently not prevented by external barriers (insecurity, cost of transportation, etc.)	• UNICEF data, Government data (on attendance, enrolment) • School administrators, teachers • Target groups (girls, boys in targeted primary; attached pre-primary schools) • Parents / caregivers	• Analysis of secondary data • FGDs & beneficiary interviews • KIIs • Field survey
	4.2 Has school feeding (as an emergency response) improved the ability of recipient households to cope with the effects of crises and emergencies?	• Reduced prevalence of food-related "negative coping strategies"[268]	• Caregivers (households) • Situation analyses • Secondary data / information on prevalence of coping strategies	• Field survey • FGDs & beneficiary interviews • Document analysis
	4.3 Have activities or effects related to ESF, and in particular the partnership with the P4P programme (FAO), helped to induce (greater) economic activity in the community / communities surrounding the schools?	• Suppliers, service providers for ESF activities indicate economic benefit from (support of) ESF activities; • Monthly direct payments of ESF actors to members of surrounding communities (for salaries, supplies, tools & materials) (US$ / month); • (Providers report) indirect / knock-on effects of payments received from ESF	• School administrators / principals • ESF implementer (World Vision) • ESF volunteers / participants / organizers • ESF suppliers / service providers (through P4P • Other community members • *(Snowball sampling)*	• Field survey • KIIs

[266] This question corresponds with the principle of the WFP Safety Nets Policy (2013) that defines safety nets as "the component of social protection targeted to the people in greatest need".

[267] Depending on data availability; i.e. as attendance ratios are typically gathered through household survey counts of the proportion of children reported to have participated in school at any point over a particular time period; enrolment ratios are calculated based on school census counts of the number of pupils officially enrolled in school, in combination with demographic estimates of the school age population (https://www.epdc.org/topic/school-participation).

[268] Negative coping strategies can include any of the following: First, households may change their diet. For instance, households might switch food consumption from preferred foods to cheaper, less preferred substitutes. Second, the household can attempt to increase their food supplies using short-term strategies that are not sustainable over a long period. Typical examples include borrowing or purchasing on credit. More extreme examples are begging or consuming wild foods, immature crops, or even seed stocks. Third, if the available food is still inadequate to meet needs, households can try to reduce the number of people that they have to feed by sending some of them elsewhere (for example, sending the kids to the neighbours house when those neighbours are eating). Fourth, and most common, households can attempt to manage the shortfall by rationing the food available to the household (cutting portion size or the number of meals, favouring certain household members over others, or skipping whole days without eating).

Evaluation question	Sub-question	Measure/indicator	Source of information	Data collection methods
EQ5 To what extent has school feeding as an emergency response had effects not yet foreseen in WFP's school feeding policy[269] but important in crisis and emergency settings?	**5.1** Have ESF activities and deliverables helped to bring together members of the surrounding communities for joint activities, shared events and other occasions that have helped strengthen familiarity and relationships across social groups?	• Percentage of school administrators / HH who find that school feeding activities bring together members from different social groups (5 point Likert scale); • Percentage of HH who find that participation in school feeding has improved their relationships with members from other social groups (5 point Likert scale) • percentage of school administrators who find that school feeding has improved the relationships between members from different social groups at their school. • HH who find that participation in school feeding has reduced the potential for conflict between themselves and members of other social groups; • percentage of school administrators who find that school feeding has reduced the potential for conflict between members from different social groups at their school. • Members of Committees / PTAs who support school feeding activities have improved relationships with (otherwise not / little connected) social groups • Participants / supporters of school feeding have reduced potential of conflict with members of other social groups	• School administrators / principals • ESF implementer (World Vision) • ESF volunteers / participants (PTA) / organizers (community level)	• Field survey • KIIs

[269] The School feeding policy of 2013 lists five main Objectives of school feeding: 1) To Provide a Safety net for Food-insecure Households through Income Transfers; 2) To Support Children's Education through Enhanced learning Ability and Access to the Education System; 3) To Enhance Children's nutrition by reducing Micronutrient Deficiencies; 4) To Strengthen national Capacity for School Feeding through Policy Support and Technical Assistance; 5) To Develop links between School Feeding and local Agricultural Production where Possible and Feasible.

Evaluation question	Sub-question	Measure/indicator	Source of information	Data collection methods
	5.2 Have ESF activities helped to improve the psycho-social well-being among beneficiaries, administrators and caregivers?	• Changes in pupil behaviour (attentiveness, disruptiveness, social interaction) on SF days / days without SF • percentage of beneficiaries / teachers who perceive changes in behaviour (attentiveness, disruptiveness, irritability) on school feeding / "non-school feeding" days.	• Teachers, • Target groups (girls, boys in targeted primary; attached pre-primary schools) • Parents / caregivers • PTA	• FGDs & beneficiary interviews • Field survey
	5.3 Has SF as an emergency response helped to reduce the exposure of targeted children to harmful practices in the geographic target area, including in particular child recruitment into armed groups, child marriage and child labor?	• Parents / caregivers report reduced pressure / risk for children in relation to recruitment into armed groups, child marriage, child labor • percentage of households reporting reduced pressure to subject children to harmful practices (recruitment into armed groups, child marriage and child labor).	• Caregivers (households) • Teachers • Target groups (girls, boys in targeted primary; attached pre-primary schools)	• Field survey • FGDs & beneficiary interviews • KIIs
	5.4 Has SF as an emergency response been able to support victims of acute and / or protracted displacement in Eastern DRC?	• percentage of households (ESF recipients) who are IDPs / have been displaced from their home	• Beneficiaries (Households)	• Field survey
	5.5 Has SF as an emergency response had other non-foreseen effects on the targeted children and communities?	• Perception of beneficiaries (boys and girls), teachers, caregivers, and community of additional effects of school feeding (beyond those mentioned in 4.1 through 4.3)	• Caregivers (households) • Teachers • Target groups (girls, boys in targeted primary; attached pre-primary schools) • Community leaders, PTA	• Field surveys • FGDs & beneficiary interviews • KIIs

Evaluation question	Sub-question	Measure/indicator	Source of information	Data collection methods
Area 3 – Creation of sustainable system for school feeding (connectedness)				
EQ6 To what extent has school feeding as an emergency response been coupled with creating a sustainable system for school feeding, in line with priorities and capacities of the partner government?[270]	**6.1** Are WFP and its partners operating on the basis of a realistic action plan for integrating school feeding as an emergency response in a nationally-owned programme?	• SABER action plan developed and approved by Government, WFP, other relevant parties; • Action plan items translated into concrete, funded actions by each partner; • Implementation of action plan on schedule;	• Project documentation; SPRs f. PRROs 200540, 200832; iCSP; SABER SF report • WFP staff • Government • UNICEF, Norwegian Refugee Council[271]	• Document analysis • KIIs
	6.2 Has WFP been able to strengthen the integration of school feeding in national social protection policies and legislative frameworks?	• Policy dialogue surrounding delivery of ESF triggered specific (positive) changes in national social protection policies & laws;	• Project documentation f. PRROs 200540, 200832; iCSP; SPRs, SABER • National policy documents (National Social Protection Policy, Education Sector Plan) • WFP staff • Government	• Document analysis • KIIs
	6.3 Have ESF targeting & design choices been in line with national / sub-national priorities and capacities for school feeding?	• ESF target groups, targeting criteria and targeting methodology correspond to priorities expressed in relevant national policies (SF & social protection policy, etc.); • Chosen food modalities correspond to priorities and objectives expressed in relevant national policies[272].	• Project documentation f. PRROs 200540, 200832; iCSP; SPRs, SABER • National policy documents (incl. National Social Protection Policy, Education Sector Plan) • WFP staff • Government	• Document analysis • KIIs
	6.4 Has WFP been able to link ESF planning and delivery to an accepted, and well-established implementation partner and	• Implementation partner (World Vision) has proven track-record to implement ESF	• Project documentation, SPRs f. PRROs 200540, 200832; iCSP • Minutes of coordination meetings; other engagements between ESF implementer (World Vision), WFP,	• Document analysis • KIIs

[270] This question references the SABER framework for school feeding as well as the Country Capacity Strengthening (CCS) framework.
[271] Implementer of School Feeding in DRC.
[272] Will be based on comparison of comparative effects of different SF modalities on school feeding outcomes; i.e., incl. enrollment, attendance, educational achievement, cognition, etc. (see Bundy, D. A. P., C. Burbano, M. Grosh, A. Gelli, M. C. H. Jukes, and L. J. Drake. 2009. "Rethinking School Feeding: Social Safety Nets, Child Development, and the Education Sector." Directions in Development Series. World Bank, Washington, DC.

Evaluation question	Sub-question	Measure/indicator	Source of information	Data collection methods
	an active, government-driven, inclusive coordination mechanism?	independent of external organizational support; • Coordination mechanisms include relevant partners for all required complementary support (education, health); • Implementation and coordination owned, driven and accompanied by national, relevant sub-national authorities	Government (Ministry of Primary, Secondary and Professional Education; Ministry of Employment and Social Security), FAO (P4P), UNICEF and other partners; • Representatives of implementing partner (World Vision), WFP partners ((UNICEF, FAO) • Government representatives	
	6.5 Has WFP successfully fostered community participation in and community ownership of ESF activities?	• Participating community organizations have institutionalized their role in ESF (e.g., through standing committees; committee chair, budget, pool of volunteers); • percentage of school administrators / HH who agree that "the Community / school should support ESF with its own resources to make sure it continues"	• Programme documentation f. PRROs 200540, 200832; iCSP; • Community members / representatives; • Teachers, school administrators; • WFP country office staff (School Feeding Programme Officer, Head & Officers of M&E, VAM Team) • Representatives from World Vision (ESF Implementer)	• Document analysis • KIIs • FGDs & beneficiary interviews • Field survey

Table 11: Overview of evaluation criteria covered by this evaluation, and their adaptation to the scope of this evaluation series.

Evaluation Criterion (corresponding EQs)	**Scope adapted for ESF Evaluation Series**
Appropriateness *(Evaluation Question 1)*	Tailoring and design of SF activities to ensure that activities are suitable to respond to local needs of targeted beneficiaries (boys and girls; households) and adapted to specific emergency context. Assessment includes suitability of chosen SF modality to meet identified needs and the adequate integration of gender-aspects in the activities to ensure addressing specific needs of girls and boys.
Coverage *(Evaluation Questions 1, 3-5)*	The degree to which major population groups in each country that are facing life-threatening suffering, wherever they are, have been provided with impartial assistance through SF activities, proportionate to their need. Includes the analysis of differential coverage and targeting of SF activities and that impacts on key population subgroups defined by gender, ethnicity, location or family circumstance (such as displaced or returned populations).
Coherence *(Evaluation Question 2)*	The relationship between SF activities and the wider response of the humanitarian community and (where applicable) the policies and actions of the State. Includes an assessment of how SF activities take into selected humanitarian principles, foundations of effective humanitarian action and standards of accountability and professionalism of WFP, including *Humanity*, *Self-reliance*, *Participation,* and *Accountability*[273].
Effectiveness *(Evaluation Questions 3 – 5)*	Achievement of the outputs and objectives of SF in the emergency conditions in target areas, in particular in relation to education, food and nutrition security, the ability of households to deal with crises, and other unforeseen effects.
Impact (Contribution) *(Evaluation Questions 3 – 5)*	Assessment of the contribution of SF to wider effects in relation to the main thematic areas of education, food and nutrition security, the ability of households to deal with crises, and other unforeseen effects.
Sustainability / Connectedness *(Evaluation Question 6)*	The degree to which SF activities were carried out in a way that took longer-term and interconnected problems into account (e.g. in relation to refugee/host community issues; further-reaching relief and resilience support, integration of SF into national programs, policies and laws and local (incl. community-driven) efforts).

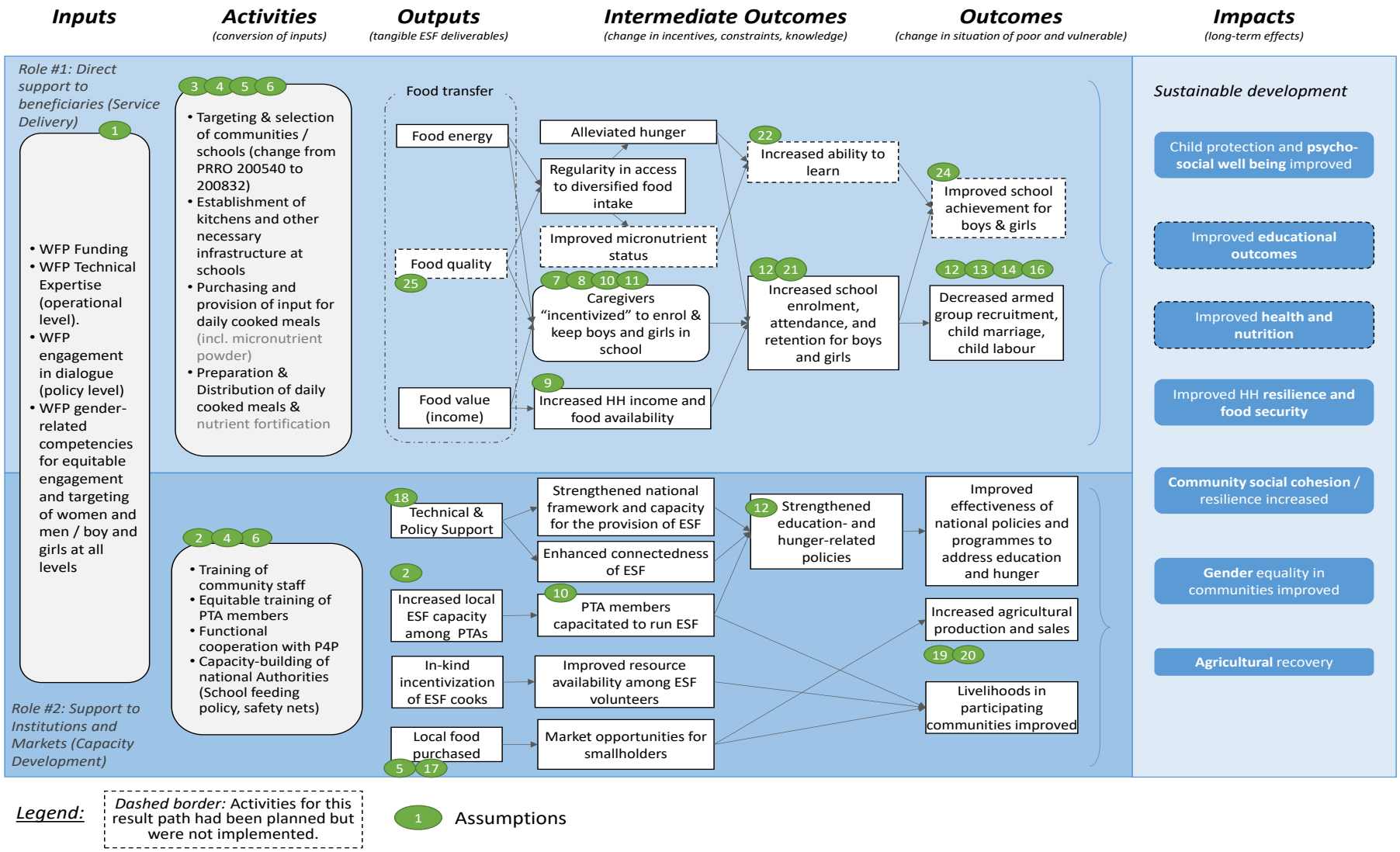
[273] See "Humanitarian Principles", WFP Executive Board Annual Session, Rome, 24 – 26 May 2004, Agenda Item 5 (WFP/EB.A/2004/5-C).

Table 12: Overview of evaluation questions and their relevance for the DRC

EQ – To what extent...	Relevance for DRC Evaluation
EQ 1. …is school feeding appropriate to address needs of boys, girls and adolescents in evolving crisis settings and contexts in the DRC?	The prolonged conflict in Eastern DRC has created a complex web of needs of boys, girls and adolescents in relation access to education, nutrition and food security and the creation of safe spaces. Insecurity and instability create challenging circumstances for implementing school feeding as an emergency response. This question therefore examined if SF as an intervention type is a good fit for the existing needs and challenges in DRC.
EQ 2: …has school feeding been coherent with the humanitarian response of WFP and other actors in DRC?	With 13 million people in the DRC in need of humanitarian assistance as of 2018[274], school feeding as an emergency response should complement assistance offered by others in the humanitarian community. Consistency with the overall humanitarian response is an important operational principle in its own right. It is also a prerequisite for effective partnerships on the ground.
EQ 3: …has school feeding as an emergency response supported education of girls & boys, and has contributed to their food and nutrition security in crises and emergency situations?	School feeding has been shown to be effective to promote educational and nutritional objectives and to contribute to greater food security in stable, developmental contexts. This is not true to the same extent for emergency conditions. This question therefore goes to the heart the issues that has led WFP to organize this evaluation series. It is examining the ways in which school feeding has performed under conditions of instability and conflict.
EQ 4: …has school feeding in emergencies strengthened ability of households to cope with crises and (if applicable) helped to bolster local economies and markets?	The National Social Protection Policy of the GoDRC of 2016 emphasises school feeding provided by WFP as one of the main social safety net programmes in the country, with specific reference to the services provided in North Kivu to IDPs and returnees, the target population of the SF activities covered by this evaluation. WFP's own school feeding policy of 2013 refers to school feeding as an element of social protection and safety nets[275]. This question is therefore relevant for WFP globally as well as its work in the DRC.
EQ 5. …has school feeding as an emergency response had effects not yet foreseen in WFP's school feeding policy but important in crisis and emergency settings?	Little is known about possible additional benefits of school feeding for social cohesion and the psycho-social well-being of children affected by conflict and instability. This is particularly the case where conditions are characterised by a combination of acute and protracted displacement of populations, like in Eastern DRC. Answering this question for the DRC is therefore meant to inform WFP if SF should be considered as an activity that can deliver benefits beyond education, nutrition and food security.
EQ 6. …has school feeding as an emergency response been coupled with creating a sustainable system for school feeding, in line with priorities and capacities of the partner government?	Research and evaluations that have informed the SABER framework have found that national ownership of school feeding programmes is a key factor to improve their quality, their effectiveness and their sustainability. In the DRC, the SABER framework has been used to engage the Government in an effort to anchor school feeding; i.e., the establishment of school cantines, more firmly in the national Education Sector Plan and to support the establishment of a national school feeding programme. The WFP Country Office used the SABER approach to assess national capacities relevant for school feeding and developed an action plan for moving towards a national programme.

[274] https://reliefweb.int/sites/reliefweb.int/files/resources/MAJ_DRC_HRP_2017_En.pdf
[275] WFP School Feeding Policy (2013), p. 14.

A.5 Annex 5: Theory of Change for school feeding in DRC

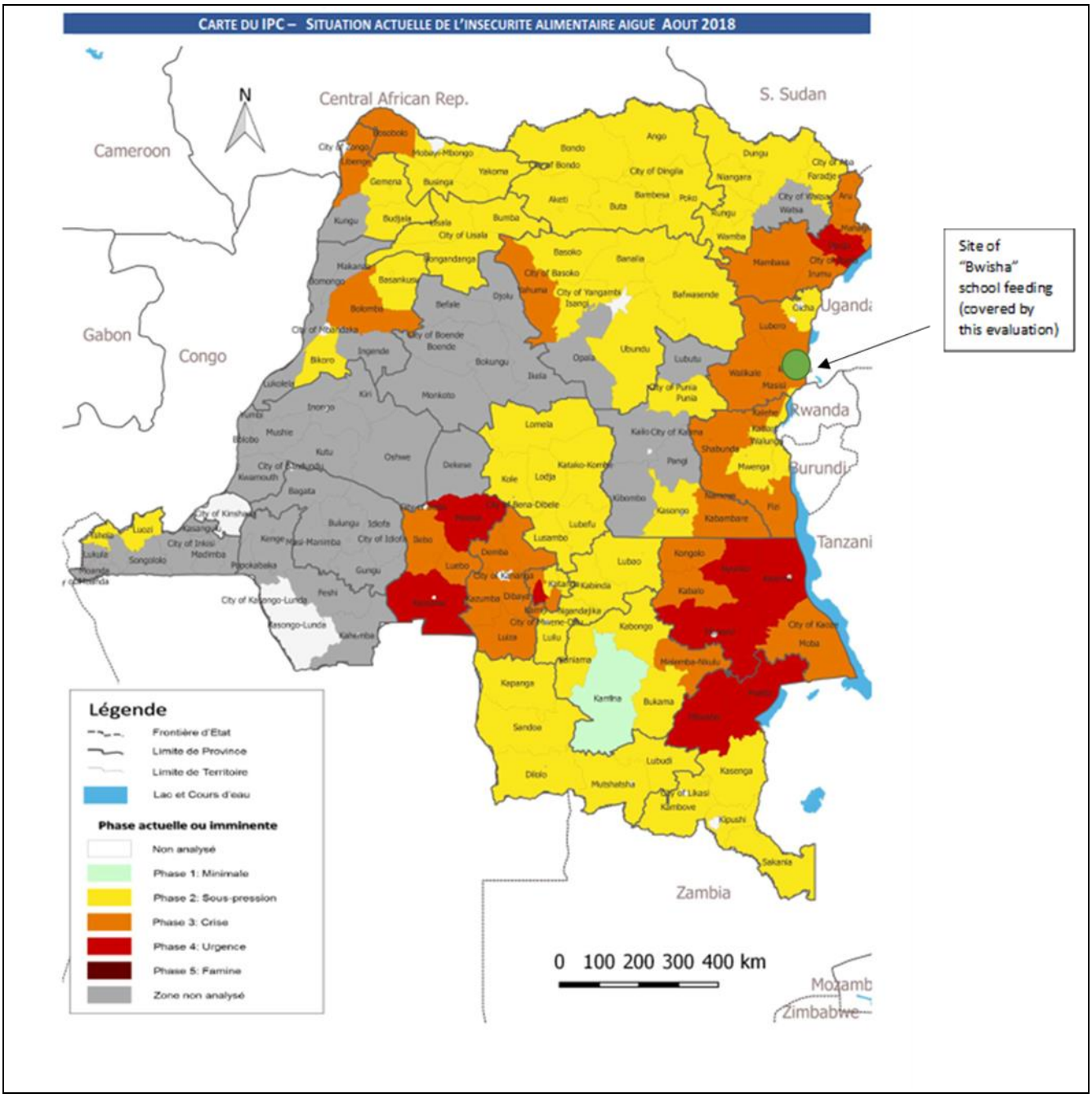


Box 1 Assumptions underpinning the DRC ToC

1. Sufficient Funds are available on time *(cross-EQ)*
2. Qualified and motivated local community staff are available *(EQ 6 – sustainability, connectedness)*
3. WFP-CO has the technical capacity to design, development, implement and MEL the SF activities *(cross-EQ)*
4. WFP-CO has the Logistical capacity to procure and provide high quality input in a timely manner *(cross-EQ)*
5. No pipeline breaks (due to insecurity, other issues) *(cross-EQ)*
6. Funding for surveys and assessments adequate *(cross-EQ)*
7. Caregivers aware of school feeding *(EQ3 – effectiveness, EQ 6 – sustainability, connectedness)*
8. Schools are functioning and are equitably accessible for boys and girls *(EQ 3 - effectiveness)*
9. Children eat their meals *(EQ 3 – effectiveness)*
10. Schools and local communities are supportive of SF *(EQ 6 – sustainability, connectedness)*
11. Sufficient security allowing children to attend school *(EQ 3 – effectiveness, connectedness)*
12. Partners complement ESF activities with gender-equitable provision of services, incl. psycho-social support *(EQ 1 – Appropriateness of ESF; EQ 6 – sustainability)*
13. Higher school attendance reduces early marriage and adolescent pregnancies *(EQ 5 – additional benefits)*
14. Higher school attendance makes recruitment of children by militias less likely *(EQ 5 – additional benefits)*
15. Government adopts and implements gender-equitable safety nets policy / social protection policies that include ESF *(EQ 6 – sustainability, connectedness)*
16. Caregivers / children choose school over harmful coping mechanisms (avoid school enrolment and attendance of children, early marriage) *(EQ 5 – additional benefits)*
17. P4P (Purchase for Progress) capacity for supporting / collaborating with ESF *(EQ 5 – household / economic effects)*
18. Capacity development of local and central authorities possible *(EQ 6 – sustainability, connectedness)*
19. Smallholder producers respond positively to increased market opportunities *(EQ 5 – household / economic effects)*
20. ESF programs can ensure future purchases in the short- and medium-term
21. School meals decrease negative coping mechanisms *(EQ 5 – additional benefits)*
22. Community leaders support change of values and gender-related norms
23. Hunger and micro-nutrient deficiencies result in decreased learning capacities
24. Educational inputs and services are still available / being delivered (teachers, educational support services, books, curricula, etc.)
25. Vegetables for the school meals are brought in regularly by members of the community; School gardens are able to provide fresh vegetables for school meals.

A.6 Annex 6: Map of food insecurity in the DRC (August 2018)

Figure 7: Food insecurity map DRC



Source: http://www.ipcinfo.org/fileadmin/user_upload/ipcinfo/docs/IPC_DRC_AFI_2018August.pdf