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Baseline Evaluation of WFP's USDA McGovern-Dole International Food for Education and Child Nutrition Programme Support in Haiti

September 2020 to September 2023



Decentralized MCGovern-Dole Baseline Evaluation Report

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Executive Summary

R.1. **Purpose and scope of the evaluation.** This is the baseline evaluation for the World Food Programme's (WFP) McGovern-Dole International Food for Education and Child Nutrition Programme support in Haiti. The programme will run from September 2021 until June 2023 and is financed by the Foreign Agricultural Services (FAS) of the United States Department of Agriculture (USDA). This baseline study was commissioned by WFP's country office (CO) in Haiti and was executed by The KonTerra Group. It will be followed by an endline evaluation in 2023. The baseline data collection took place between November 16 and December 15 2020. The objective of both the baseline and the endline evaluation, for which the evaluation team has also been commissioned, is accountability to beneficiaries and donors as well as learning. More specifically, this baseline evaluation presents a situational analysis of conditions and values at the baseline.

R.2. **Context.** In 2019, with a Human Development Index (HDI) of 0.503, Haiti ranked 169th out of 189 countries.¹ When the HDI is adjusted to take inequality into consideration Haiti's score falls from 0.503 to 0.299 and drops by eleven places to 180th.² In the 2019 Global Hunger Index it ranks 111th out of the 117 qualifying countries.³ It is estimated that between August 2020 and February 2021 almost 1 million people in Haiti were in an emergency food security situation and over 3 million were in crisis, making 4 million people in need of urgent action to protect and save their lives and livelihoods.⁴ While 40 percent of all children under 2 years of age reached the required minimum meal frequency,⁵ only 25 percent received the minimum dietary diversity (MDD).⁶ According to WFP's evaluation of the previous McGovern-Dole programme (2016-2019), the school meal is the only daily meal that some children receive.⁷

R.3. **Subject of the evaluation.** The McGovern-Dole programme provides a US\$23,000,000 grant over a three-year period. Through a broad panel of activities including school feeding, health and dietary sensitisation, capacity-building, infrastructure rehabilitation, etc., the McGovern-Dole theory of change aims to achieve the programme's overall objectives: Strategic Objective 1 (SO1), Improved Literacy of School-Age Children and Strategic Objective 2 (SO2), Increased Use of Health and Dietary Practices. In addition, foundational results, which are based on capacity-building, are expected to provide the basis of the programme's sustainability in the long term. The school feeding component of the programme will be implemented at 388 schools in Haiti's Grande-Anse, Nord and Nord-Est

¹ UNDP, Human Development Report 2019

²The Inequality-Adjusted Human Development Index (IHDI) looks beyond a country's average achievements in longevity, education and income to show how these are distributed among its residents. The IHDI value can be interpreted as the level of human development when inequality has been accounted for. The relative difference between IHDI and HDI values is the loss due to inequality in the distribution of the HDI within a country. Haiti's HDI for 2019 is 0.503.

³ Global Hunger Index, <https://www.globalhungerindex.org/haiti.html> (accessed August 13 2020).

⁴ Integrated Food Security Phase Classification,

http://www.cnsahaiti.org/Web/Bulletin_IPC/2020/IPC%20Haiti%20AcuteFoodSec%202020Aug2021June%20French.pdf (accessed February 1 2021).

⁵ Minimum acceptable diet is a composite indicator based on minimum dietary diversity and meal frequency.

⁶ The MDD score for children aged 6-23 months is a population-level indicator designed by the World Health Organization (WHO) to assess diet diversity as part of infant and young-child feeding (IYCF) practices for children of that age.

⁷ Final evaluation of WFP Haiti's Food for Education and Child Nutrition Programme (2016-2019), October 2019.

Departments and will reach around 100,000 pupils. Integrated literacy activities directly aligned with SO1 will be implemented in 50 schools in the Grande-Anse department.

R.4. **Intended users.** Besides the USDA and the WFP’s CO, the main intended users of this evaluation at the institutional level are the Ministry of Education (MoE) (*ministère de l’Éducation nationale et de la Formation professionnelle - MENFP*) and the National School Canteens Programme (NSCP) (*Programme national de cantines scolaires - PNCS*), both of which are directly concerned with the subject of the programme. Other intended users are the direct implementing partners: Catholic Relief Services (CRS), the Bureau national de développement (BND),⁸ the Ananda Marga Universal Relief Team (AMURT),⁹ and Plan International. The WFP Regional Bureau (Panama) (RBP) may use the report for regional learning.

Methodology used for the evaluation and baseline data collection

R.5. The baseline sets out the starting values of WFP’s McGovern-Dole programme in Haiti and a situational analysis of the baseline conditions. The baseline values and situational analysis are framed with the objective of informing the final evaluation questions presented in Table 1, below:

Table 1: Endline evaluation questions

<p>Coverage and Relevance</p> <ul style="list-style-type: none"> Did the project reach the intended beneficiaries with the right mix of assistance? Is the project aligned with and does it complement other national governments and donors’ education and school feeding policies and strategies? 	<p>Impact and Coverage</p> <ul style="list-style-type: none"> What effects has the project had on its beneficiaries and community-level systems of governance and management? Have there been any unintended positive or negative outcomes? Have there been effects on gender equality and women’s empowerment (GEWE), and if so, what are they? Did the intervention influence the GEWE context? What internal and external factors affected the project’s ability to deliver the impact?
<p>Effectiveness</p> <ul style="list-style-type: none"> Did the intervention produce the expected results and outcomes – were the set targets achieved? Did the intervention deliver equal results for men and women, boys and girls? 	<p>Sustainability</p> <ul style="list-style-type: none"> Is the programme sustainable in the following areas: strategy for sustainability; sound policy alignment; stable funding and budgeting; quality programme design; institutional arrangements; local production and sourcing; partnership and coordination; community participation and ownership? What remains to be done to achieve a full handover and nationally-owned school feeding programmes?
<p>Efficiency and Effectiveness</p> <ul style="list-style-type: none"> How efficient was the programme in terms of transfer costs, cost per beneficiary, logistics, and timeliness of delivery? What were the most effective methods for ensuring food safety within the school meal programme taking into consideration the different national, regional, local and community governance systems? 	

R.6. Three questions from USDA’s learning agenda will also be answered in the final evaluation:

⁸The BND is a Haitian NGO founded in 1986 that operates mainly in the field of school canteens.

⁹ AMURT is one of the few private international humanitarian organisations founded in India. At its inception in 1965 its original objective was to meet the needs of affected populations following the disasters that regularly hit the Indian subcontinent. Over the years AMURT has established teams in 34 countries and created a network that can meet disaster and development needs almost anywhere in the world (<https://www.amurt.net/about-amurt/>).

Table 2: USDA Learning Agenda endline evaluation questions

<p>School meal programme implementation What community-level systems of governance and management are required for the successful implementation and sustainability of school meal programmes?</p>
<p>Agricultural evidence gaps How can a combination of local procurement at harvest time be supplemented with international food aid to promote a locally and/or nationally sustainable school meals programme?</p>
<p>Government investment What types of incentives (and in what contexts) are most effective for securing local or national government investment in school meal programmes? What are the barriers and challenges to securing investment?</p>

R.7. The methodology has been designed to refine and populate the baseline values as required by USDA's programme monitoring plan (PMP). This evaluation used a mixed-method approach with three main collection methods: a secondary data review, collection of primary qualitative data and collection of primary quantitative data, which will be used to derive endline evaluation findings.

R.8. A **review of past activities**, national policies and other documentation related to school feeding have provided the evaluation team (ET) with a global understanding of the context of school feeding in Haiti and allowed the validation of certain PMP indicators against existing data and identified gaps. The **quantitative component** of the evaluation followed a quasi-experimental approach and included a total of 1,240 interviews in 108 schools using 5 different questionnaires with school directors, teachers, pupils, cooks and school feeding management committee members. The **qualitative assessment** included over 40 key informant interviews (KIIs) and 40 focus group discussions (FGDs) with schoolgirls and schoolboys, mothers and fathers, teachers and other school staff members, implementing partners, other UN agencies, donors, national institutions and WFP staff.

R.9. **Limitations.** Due to the Covid-19 pandemic, WFP CO and The KonTerra Group agreed not to send the international evaluation team members to Haiti. A second national consultant was hired to strengthen the team on the ground. The national and international team members communicated daily during the data collection phase.

Key findings from baseline data collection and analysis

R.10. **Programme Monitoring Plan Indicators.** The 25 standard and fifteen custom indicators in the PMP, presented by strategic objectives SO1 and SO2, have been reviewed individually, clarifying what additional information is needed for regular programme monitoring. Certain adjustments are needed if the baseline data and yearly targets are to be appropriate for monitoring the McGovern-Dole programme. The standard indicators #3, 4, 5, 6, 7 and 8 and custom indicators #1 and 5 need redefining to reflect adjustments made over the last months due to budget constraints and other changes in the national context. Standard indicators #1, 2 and 9 and custom indicators #11, 12, 13 and 15 should be disaggregated by schools receiving and not receiving the integrated literacy component. Standard indicators #1, 22 and 23 need special attention, as they do not follow USDA guidelines.

R.11. **Situational Analysis.** In addition to data that would inform the standard and custom indicators the ET collected data that would allow insight into other indicators. The situational analysis provides information about the availability of teaching materials in schools, school attendance, schoolchildren's attentiveness, schoolchildren's dietary diversity, the use of sanitation facilities, handwashing, the cooking environment, the state of food storehouses, etc. The situational analysis is a snapshot of the situation that will be actualised during the endline evaluation in 2023 by running the same questionnaires at the same schools.

R.12. **Gender Analysis.** Women are underrepresented as presidents and deputy presidents on School Feeding Management Committees (SFMCs). Schoolchildren are familiar with gender-based violence. Discussions with implementing partners revealed that the fact that cooks are not remunerated by the programme creates disruptions in the programme's implementation. However, school feeding programmes are the perfect opportunity to empower women and recognise their work for society by paying them appropriately for what they do. Through its Social Behaviour Change Communication (SBCC) programme, WFP has set up a tool with strong potential outcomes that could have a greater impact if WFP were to collaborate with the Ministry of Women's Status and Women's Rights and the Ministry of Public Health and Population.

R.13. **Analysis of the Theory of Change.**¹⁰ The fact that the literacy component of the programme will be implemented in only a limited number of schools (50 out of the total 338, for only 36 of which this activity will be completely new) and only one of the three departments limits the potential for assessing the effectiveness of the theory of change. While WFP and its implementing partners will be running regular sensitisation sessions in school, in-depth training on these matters, as recommended by USDA, will not be delivered. Good sanitation practices are clearly lacking, which could directly impact the achievement of SO2. On the other hand, the SBCC could definitely have a positive impact on reaching SO2. Activities linked to capacity-building (foundational results) have been reduced, but some of these, such as the training of teachers and school directors on integrated literacy activities, are expected to yield strong results.

R.14. **WFP's activities.** The baseline evaluation reveals the following based on WFP's five main activities throughout the programme:

- **Distribute food.** WFP will distribute fortified rice, soy-fortified bulgur, black beans, lentils, vegetable oil and salt in all schools. There is a need to look into the safe storage of food, which is not optimal in certain schools. For example some food with expired use-by dates was found.
- **Promote improved health.** While various activities promoting improved health will be conducted (improved knowledge of storage, cooking, nutrition), certain activities are not sufficiently addressed (promoting food diversity, increased access to sanitation facilities, sensitisation to good sanitation practices). The situational analysis shows that over 63 percent of the cooks interviewed prepare school canteen meals over an open fire with the cooking pot supported on three stones. Regarding hygiene practices, only 43 percent of schools claimed to have enough or a reasonable amount of soap for pupils to wash their hands, despite the fact that the survey was done during the Covid-19 pandemic when handwashing with soap was being promoted worldwide.¹¹
- **Promote improved literacy.** Only 50 out of 388 schools will receive the integrated literature activities. It is unlikely that pupil literacy in the remaining 338 schools will improve significantly due to the McGovern-Dole programme.
- **Promote improved nutrition.** While sensitisation to improved nutrition practices will be carried out, the school meals distributed do not supply a properly nutritious meal. In Grande-Anse over 40 percent of children eat from four or more of the seven recommended food groups, and in the Nord and Nord-Est departments is this is only 23 to 26 percent respectively. The daily meals should be complemented with fresh fruit and vegetables.
- **Capacity building.** Capacity-building activities will focus on the increased engagement of local communities through the sensitisation of various actors, capacity-building for the Ministry of Education at the regional level, and training teachers and directors in new teaching techniques.

Conclusions and Recommendations

¹⁰ See annexes 6, 7 and 8.

¹¹ Additional data on hand washing, use of latrines, etc. can be found in the main text.

R.15. A large number of indicators need to be slightly redefined to reflect adjustments made over the last months due to budget constraints and other adaptations to the national context. Besides the indicators related to the number of schools, others that need to be revised are the standard indicators #3, 4, 5, 6, 7 and 8 and custom indicators #1 and 5. Other adjustments involve the disaggregation of indicators such as standard indicators #3 and 12 and custom indicator #6 for a clear picture of WFP's objectives. As many schools will not benefit from the integrated literacy component, the monitoring and evaluation (M&E) of certain indicators will need to be disaggregated by schools receiving and not receiving the integrated literacy component, involving standard indicators #1, 2 and 9¹² and custom indicators #11, 12, 13 and 15. Three indicators require special attention, mainly because they do not follow USDA guidelines. The first is St. Ind. #1 related to reading, whose baseline and target measurements do not follow USDA requirements, affecting the programme's M&E. The two others, St. Inds. #22 and 23, concern training on safe food preparation and storage and on child health and nutrition; as both of these are less than two days' duration they cannot be called training according to USDA guidelines. These elements may affect the proper implementation of the programme and the ToC.

R.16. Collaboration with the Ministry of Women's Status and Women's Rights (MWSWR) and the Ministry of Public Health and Population (MPHP) could be highly beneficial for everyone, particularly considering the SBCC pilot project that WFP is to implement in 25 schools with Plan International in the Nord department.

R.17. WFP and its partners will not be able to implement all the activities required for every school enrolled in the programme to achieve SO1 and SO2. When considering SO1, without additional funding or other actors willing to implement activities in the McGovern-Dole programme schools the ToC can only be expected to be correct for the 13 percent of schools receiving the integrated literacy activities. Concerning SO2, the ET sees the SBCC as the activity with the highest potential impact when it is rolled out in all schools in the second and third years of the programme. The findings have shown a deficiency of good sanitation practices in schools. The impact of the McGovern-Dole programme on this issue will not be sufficient unless additional funding is invested in the programme.

R.18. The evaluation team suggest the following action based on their findings and conclusions from the baseline data collection and analysis:

Monitoring-orientated recommendation

Recommendation I: WFP should go through all PMP indicators with its implementing partners to reflect adjustments made over the last months due to budget constraints and changes in the national context.

Strategic-orientated recommendation

Recommendation II: Use the WFP McGovern-Dole programme as leverage to involve other donors and partners in investing in Haiti's education, sanitation, health, nutrition and capacity-building sectors.

Recommendation III: To strengthen the impact and sustainability of the programme's health, WASH and gender components, WFP should increase its collaboration with the Ministry of Women's Status and Women's Rights and Ministry of Public Health and Population.

Recommendation IV: For the McGovern-Dole programme to contribute to women's empowerment, WFP should consider ways of compensating cooks financially.

¹² Disaggregating #9 may reveal whether enrolment patterns in the schools receiving and not receiving the integrated literacy component differ.

Recommendation V. WFP should advocate and explore alternative solutions for the school feeding of all pupils in the schools it intervenes in.

Recommendation VI: To maximise the chance of achieving the McGovern-Dole programme's strategic objectives, the FAS should ensure that all relevant activities cover all programme beneficiaries.

1. Introduction

1. This baseline report has been prepared for the evaluation of WFP's McGovern-Dole International Food for Education and Child Nutrition Programme in Haiti under agreement number FFE-521-2019/012-00. The programme is funded by the Foreign Agricultural Services (FAS) of the United States Department of Agriculture (USDA). This evaluation was commissioned by WFP's Haiti CO and will cover the period from September 2020 to June 2023.
2. The **main objectives** of the full evaluation, comprising baseline and endline evaluations, serve the dual purpose of accountability and learning:
 - **Accountability.** The evaluation will assess and report on the programme's performance to help WFP present publicly-available, high-quality and credible evidence from the evaluation to its donors and partners, government bodies and the public.
 - **Learning.** The evaluation will determine why certain results have or have not been achieved in order to draw conclusions and recommendations, determine good practice and pointers for programme-level learning, and contribute to WFP Haiti's 2019-2023 Country Strategic Plan (CSP). The evaluation will provide evidence that will inform operational and strategic decision-making and contribute to USDA and WFP's learning agendas. The findings will be actively disseminated and the lessons learned will be incorporated into relevant lesson-sharing systems.
3. This baseline report sets out the **methodology** used for the baseline data collection and analysis and reports on their findings. It provides information on the context and subjects of the evaluation and the evaluation timeline. It also confirms the quality of the data collected and its usability for assessing change in the chosen indicators. The methodology of the baseline study is based on a mixed-method approach. In addition to an in-depth document review it has involved over 40 interviews, 40 focus group discussions and a quantitative survey of 108 schools across all three departments in which the programme is to be implemented. The data collected has allowed the evaluation team to revise the PMP, propose various paths for reflection and provide WFP and its partners with information towards regular monitoring throughout the programme. The baseline report also provides a situational analysis documenting and a gender analysis.
4. The outputs and outcomes of all McGovern-Dole programmes are anticipated and measured via a standardised Programme Monitoring Plan (PMP) with around 30 standard indicators, to which the grant recipient, WFP in this case, can add its own custom indicators. The PMP provides baseline measures for each indicator and annual targets throughout the programme. One of the objectives of the baseline study is to complete and validate the PMP.
5. This baseline report will allow the evaluation team to answer all predefined endline evaluation questions related to coverage, relevance, effectiveness, efficiency, impact and sustainability, integrating gender as a cross-cutting theme, and USDA's Learning Agenda questions covering school meal programme implementation, the agricultural evidence gap and government investment (see Tables 1 and 2 in the Executive Summary). The baseline provides a picture of the situation at the beginning of the programme, making a rigorous end-line evaluation in 2023 possible.
6. The **expected users** of this report are the FAS, the Haiti WFP CO and WFP's main implementing partners: the Ministry of Education (MoE) (*ministère de l'Éducation nationale et de la Formation professionnelle - MENFP*), the National School Canteens Programme (NSCP) (*Programme national de cantines scolaires - PNCS*), non-governmental organisations (NGOs) such as Catholic Relief Services (CRS), the *Bureau national de développement* (BND), the Ananda Marga Universal Relief Team (AMURT), and Plan International. The baseline report will also be shared with the WFP's Regional Bureau (Panama) (RBP) to support regional learning about school feeding. The main stakeholders

are other school feeding actors in Haiti such as the United Nations Children’s Fund (UNICEF), the World Bank, and donors such as the Inter-American Development Bank (IDB), the Canadian cooperation, the Japanese cooperation and the French cooperation.

7. **Overview of the subject of evaluation.** USDA McGovern-Dole programmes have two strategic objectives (SOs): SO1, Improved Literacy of School-Age Children, and SO2, Increased Use of Improved Health, Nutrition and Dietary Practices. The SOs are supported by the Foundational Results, which promote capacity-building. WFP and its implementing partners will engage in five main activities: 1) distribute food; 2) promote improved health; 3) promote improved literacy; 4) promote improved nutrition, and 5) build capacity.
8. The McGovern-Dole programme will be implemented within the framework of WFP’s 2019-2023 CSP under Activity 3 of SO2: ‘Provide nutritious meals and complementary sensitisation and training in targeted schools, relying on centralised procurement of commodities.’ Some 100,000 pupils in 388 schools in Grande-Anse, Nord and Nord-Est departments will benefit from the programme for three school years. One hundred and twenty teachers and forty directors in the Grande-Anse department will be trained in new teaching techniques, and educational material will be provided. Fifteen latrines will be constructed and another fifteen rehabilitated. In all three departments a total of a hundred tippy taps are to be installed, and cooks, school feeding committees and teachers will receive sensitisation to school feeding management, child health and nutrition. WFP is the primary recipient of the US\$22,998,967 award from USDA for the programme, with CRS a sub-recipient. The direct implementing partners besides CRS are the BND and AMURT.

2. Country and Development Context

9. The Republic of Haiti shares the Caribbean island of Hispaniola with the Dominican Republic. In 1804 Haiti was the first and only country in the world to gain independence through a slave rebellion. Over the last 200 years Haiti’s rich history has inspired numerous writers, poets, and activists to document their memories, dreams, suffering and hopes. Haiti’s mountains cover about three quarters of its land area and the remainder is plains. Most of the territory has suffered vast deforestation.
10. Haiti’s 200 years of independence have been politically fraught. The first Haitian governor, Dessalines, was assassinated fewer than three years after the country’s independence. During the next four decades over ten presidents ruled the country before a despotic President named the country the Haitian Empire and ruled as its emperor for ten years. From 1915 until 1935 the US took military control of Haiti, changed its constitution, took over its gold reserves and largely influenced the political environment. From 1957 to 1986 the country was ruled by the Duvalier dictatorship. At his death the life proclaimed president handed power to his 20-year-old son, making him the youngest-ever president in the world. Since 1986 the road towards democracy has continued to be unstable, punctuated by coups and periods of military rule.
11. **Current political context.** The current president, Jovenel Moïse, was elected in January 2017 following the annulment of the presidential election in October 2015 due to mass protest and fraud. Since July 2018 the country has experienced several waves of violent demonstrations that have paralysed its economy. Demonstrators have denounced the high cost of living and demanded accountability from the management of Petrocaribe, a Venezuelan cooperation programme worth nearly US\$4 billion, the misappropriation of whose funds has been detailed in various investigative reports by the Senate and the Superior Court of Auditors and Administrative Disputes and mention the involvement of numerous political and business figures. In January 2020 the mandate of almost all Haitian parliamentarians expired as they failed to agree on the terms of new elections in November. The President officially declared parliament null and void. At the time of writing the

Chamber of Deputies is empty and only 10 of the 30 senators are in place. In October and November 2020 the country underwent another wave of protests, with kidnappings for ransom. The government promises that 2021 will be a year of constitutional reform and the organisation of elections at all levels. Given the postponement of the 2015 presidential election, the end date of the current president's term has become a sensitive issue. According to the opposition his mandate should have ended on February 7 2021, but the current government states that the next president will be sworn in on February 7 2022. This is creating civil unrest at the moment of writing this report.

12. **Poverty, food security and nutrition.** Haiti has a population of over 11 million with an average life expectancy of 63 years.¹³ In 2019 it ranked 169th out of 189 countries with a Human Development Index (HDI) of 0.503.¹⁴ In the 2019 Global Hunger Index it ranked 111th among the 117 qualifying countries.¹⁵ Between August 2020 and February 2021 it is estimated that almost 1 million people were in an emergency food security situation and over 3 million were in crisis, meaning that 4 million people are in need of urgent action to protect and save their lives and livelihoods.¹⁶ While 40 percent of all children aged under 2 receive meals at the minimum statutory frequency required,¹⁷ only 25 percent achieve minimum dietary diversity (MDD).¹⁸ There are no comparable figures for school-age children; however, according to the evaluation of WFP's last McGovern-Dole programme (2016-2019) some children receive meals only at school.¹⁹ The Covid-19 pandemic has aggravated the food insecurity and the poor nutrition status of many already vulnerable populations. With school closures, many Haitian schoolchildren may not receive even one meal for the day, highlighting the need to continue to provide school feeding.
13. **Agriculture.** While agriculture represented 45 percent of gross domestic product (GDP) in the 1970s, this had dropped to around 20 percent by 2016. In 1981 Haiti imported 8.5 percent of its food;²⁰ today it imports more than 50 percent. The foreign trade liberalisation policy followed since the 1990s, justified by the inadequacy of supply, has further weakened the agricultural sector,²¹ which employs about 60 percent of the working population. Farms are characterised by poor access to means of production, and 90 percent are dependent on rainfall.²²
14. **Gender and protection.** The Ministry for Women and Women's Rights 2014-2034 policy on gender equality states that Haiti's constitution recognises women and men's equal status.²³ The policy intended to establish an egalitarian legal and regulatory framework promoting non-discrimination between girls and boys in the education system. Despite these intentions, when the HDI is adjusted

¹³ <https://data.worldbank.org/country/haiti> (accessed July 20 2020).

¹⁴ UNDP, Human Development Report 2019.

¹⁵ Global Hunger Index, <https://www.globalhungerindex.org/haiti.html> (accessed 13th of August 2020)

¹⁶ Integrated Food Security Phase Classification,

http://www.cnsahaiti.org/Web/Bulletin_IPC/2020/IPC%20Haiti%20AcuteFoodSec%202020Aug2021June%20French.pdf (accessed February 1 2021).

¹⁷ The minimum acceptable diet is a composite indicator based on minimum dietary diversity and meal frequency.

¹⁸ The minimum dietary diversity score for children aged 6-23 months is a population-level indicator designed by the WHO to assess diet diversity as part of the IYCF practices for children in this age bracket.

¹⁹ Final evaluation of WFP Haiti's Food for Education and Child Nutrition Programme (2016-2019), October 2019.

²⁰ MoA, Politique de développement agricole 2010-2025, 2011.

²¹ Ibid.

²² Food and Agriculture Organisation, <http://www.fao.org/haiti/fao-en-haiti/le-pays-en-un-coup-doeil/fr/> The roundtable discussions on gender were initiated by the MWCWE in 2013. The process was supported by UN Women and the European Union. Furthermore, the Ministry is now promoting the roundtable discussions at department level, one of which was initiated in Cap Haitien in 2019.

²³ Haitian Republic; Politique d'égalité hommes-femmes (2014-2034), December 2014.

to take inequality into consideration Haiti's score falls from 0.503 to 0.299, dropping by eleven places to 180th of 189 countries.²⁴

15. Seventeen percent of women and eleven percent of men think that beating a woman for one of the following reasons is justified: burning food, arguing with her husband, leaving the house without notice, neglecting her children and refusing sexual intercourse. These figures are the same in the 2012 Demographic and Health Survey and that of 2016-17. Twenty-nine percent of all women reported having suffered from physical violence since the age of 15, while 12 percent reported being victims of sexual violence. Indicators given above decline with women's increased education. Child marriage in Latin America and the Caribbean most often takes the form of an informal union in which a girl lives with a partner, rather than formal marriage. According to UNICEF, 15 percent of Haitian girls are married or in an informal union before the age of 18.²⁵
16. Twenty-seven percent of the population declared that it was not acceptable for a woman in their family to work outside the home, and 33 percent stated that children suffer if their mother works outside the home.²⁶
17. **Education.** The current socioeconomic context and mode of governance have not made it possible to achieve a satisfactory level of good-quality education and training due to the very low level of teacher qualification, inadequate learning conditions, insufficient school infrastructure, etc.²⁷ In 2020 the US Agency for International Development's (USAID) early grade reading assessment (EGRA) found that roughly 75 percent of children at the end of first grade and nearly half of students finishing second grade could not read a single word, and only 61 percent of the adult population was literate.²⁸ NGOs, churches, communities and for-profit operators manage more than 85 percent of primary schools privately. Half of all public-sector teachers lack basic qualifications, and almost 80 percent have received no pre-service training.
18. **School canteens.** Haiti has a history of school feeding initiatives since the 1980s. The NSFP was created in 1997 to administer and regulate the national school meals programme. Following the 2010 earthquake the Coordination of the National School Feeding Programme, the World Bank and WFP CO in Haiti organised a joint workshop on the future of school feeding in the country. The workshop was attended by the Brazilian Ambassador, the Canadian International Development Agency (CIDA), the *Bureau de Nutrition et Développement* (BND), CRS, USAID, the National Council for Food Security (CNSA), and the *Conseil National des Cantines Scolaires* (CNCS). At the end of the meeting a roadmap/action plan was drawn up to produce a Vision of School Feeding by 2030: School Feeding Based on Local Resources and Production. The roadmap outlined actions to be implemented in the following areas: 1) strengthen the capacity of the NSFP (regulation); 2) Geographic coverage of the NSFP; 3) Lobbying: legal text; 4) Local purchases; 5) Transition plan (school feeding strategy): 18 months. The roadmap was reviewed and improved based on the results of future meetings. Thereafter a government report called for a national school feeding strategy. The first National School Feeding Policy and Strategy (NSFPS) was developed in 2016 in collaboration with WFP.²⁹ WFP has since developed a National School Feeding Implementation

²⁴ The IHDI looks beyond a country's average achievements in longevity, education and income to show how these are distributed among its residents. The IHDI value can be interpreted as the level of human development when inequality has been accounted for. The relative difference between IHDI and HDI values is the loss due to inequality in the distribution of the HDI within the country. Haiti's HDI for 2019 is 0.503.

²⁵ UNICEF, *A Profile of Child Marriage and Early Unions in Latin America and the Caribbean*, 2019.

²⁶ OECD Development Centre's *Social Institutions and Gender Index (SIGI) 2019*, <https://www.genderindex.org/wp-content/uploads/files/datasheets/2019/HT.pdf> (accessed on March 17 2021).

²⁷ *Plan décennal d'Éducation et de Formation (PDEF) 2017-2027*, ministère de l'Éducation nationale et de la Formation professionnelle (MENFP), January 2018.

²⁸ USAID/Haiti Education, *Fact Sheet*, January 2020.

²⁹ *Politique et stratégie nationales d'alimentation scolaire* (PSNAS), January 2016.

Manual, which is yet to be endorsed by the MOE. However, despite past and more recent efforts, including an evaluation and review of WFP support for national school feeding, day-to-day school meal operations are still almost entirely dependent on donor contributions and WFP's implementing partners.³⁰ Each schoolday WFP delivers hot meals to almost 300,000 children in more than 1,000 mainly public schools throughout the country. The NSFPS states that school feeding is particularly important because it is at the intersection of two priority sectors for the social and economic development of the nation: education and agriculture. From this perspective WFP launched its Home-Grown School Feeding (HGSP) programme in 2015/16, which exclusively uses produce from local smallholders and serves locally-sourced meals to 45,000 students daily. In 2016, in cooperation with WFP and the World Bank, the Haitian government conducted a Systems Approach for Better Education Results-School Feeding (SABER-SF)³¹ exercise that resulted in a government-authored policy document intended to inform Haiti's school feeding policy.³² As part of this diagnosis, 'participants in the SABER-SF exercise found the need to strengthen the capacity of the NSFP; a need for synergy with sectoral departments, national food safety, and health/nutrition agencies; as well as a need for coordination with the structures involved in school health, hygiene, sanitation and NGO partners. SABER-SF also highlighted opportunities to improve cooperation between local and regional authorities and decentralised services. Recommendations for improvement included developing tools to achieve better institutional capacities for management and control'. Despite repeated requests for an appointment the ET was unable to meet with NSFP staff to assess the extent to which the 2010 Roadmap and the more recent SABER-SF recommendations have been implemented. A new SABER exercise is envisioned for 2021.

19. **Natural hazards.** The 2020 Climate Risk Index currently ranks Haiti third in the world for extreme weather events. Since 1998 it has been hit by ten hurricanes and other tropical storms, causing widespread loss of life and flooding. In 2016 the UN Office for the Coordination of Humanitarian Affairs estimated that 2.1 million people in Haiti had been affected by Hurricane Matthew and 1.4 million needed humanitarian assistance. Other natural disasters such as the 2010 earthquake have caused massive damage to property and infrastructure. This combination of environmental factors, exacerbated by soil erosion, has strongly contributed to Haiti's ranking as the poorest country in the Western hemisphere. The persistence of the El Niño phenomenon during the first half of 2019 exacerbated the drought in many areas of the country. According to the IPC this affected production of the main crops, in particular cereals (maize, rice and sorghum) and legumes, resulting in a drop in agricultural production of 12.3 percent compared to 2018.
20. **Government policy and priorities.** The national planning document, the *Plan stratégique de développement d'Haiti* (PSDH), was developed in 2012 and has since 'served as a guide for the national authorities and its international partners to initiate or carry out a set of emergency measures and trigger projects to put Haiti on the path of change desired by all and make it an emerging country in 2030'.³³ Other policies relevant to this baseline are the NSFPS, the Agricultural Development Policy (2010-2025), the Gender Equality Policy (2014-2034) and the National Food Sovereignty and Food Security and Nutrition Policy and Strategy (2018).
21. **WFP.** Besides school feeding WFP engages in various other programmes across the country providing emergency food assistance and supporting risk reduction and the recovery of crisis-

³⁰ An evaluation of WFP's Support for the National School Feeding Programme and a review of Canada-funded programming were conducted in 2014 and 2017 respectively.

³¹ SABER: Systems Approach for Better Education. According to the SABER approach, in general terms a quality school feeding programme has the following in place: (1) a national policy framework, (2), sufficient institutional capacity for implementation and coordination, (3) stable funding, (4) sound design and implementation, and (5) community participation.

³² SABER in Action: Haiti – Strengthening Haiti's School Feeding Program, World Bank, 2016.

³³ Government of Haiti, *Plan stratégique de développement d'Haiti*, 2012

affected populations. In collaboration with the Ministry of Agriculture (MoA) (*Ministère de l'Agriculture, des Ressources naturelles et du Développement rural – MARNDR*), WFP implements disaster risk-reduction activities to improve local productivity, income and resilience. In partnership with the Unit for the Facilitation of the Purchase of Local Agricultural Products (*Unité de facilitation des achats de produits agricoles locaux*), WFP works to develop and improve local smallholders' production and purchases local food from them. During the school year (SY) 2018/19, 77 school canteens used 101 mt of local produce. WFP also provides policy support to the Ministry of Social Affairs and Labour (*Ministère des Affaires sociales et du Travail - MAST*) and technical assistance to national stakeholders in the fields of social protection and disaster risk management.

22. **Sustainable Development Goals.** 'With Sustainable Development Goal 2, Zero Hunger, a critical issue on the public agenda, WFP is well-positioned to make a significant contribution to Haiti's overall development by leveraging its strong operational capacity in humanitarian and development activities and its technical and policy-level partnerships with core ministries.³⁴ In keeping with the 2030 Agenda for Sustainable Development Goals, as WFP focuses on its core business of saving lives it must do so in ways that contribute to outcomes that provide productive opportunities over the longer term.³⁵
23. **Other humanitarian actors.** According to the United Nations Office for the Coordination of Humanitarian Affairs (OCHA), more than 70 humanitarian organisations operate in Haiti. Since 2016 their operational capacity has fallen due to a drop in available financial resources and consequently reduced human and logistical capacity. The number of Haiti's humanitarian partners fell from 179 in 2016 to 70 in 2018. Over the last few years WFP has been working on school feeding activities in close collaboration with national and international NGOs such as AMURT-Haiti, the *Bureau diocésain de l'éducation* (BDE), the BND, the *Fédération des écoles protestantes d'Haiti* (FEHP), World Vision, CRS and others. Several international donors are active in the education sector including Canada, Japan, and France. WFP, the Inter-American Development Bank and the World Bank are the main foreign school feeding actors in the country.
24. **Covid-19.** The Covid-19 pandemic has disrupted the country since mid-March 2020. Schools were closed, but reopened on August 10 2020 for two months to complete the 2019-20 academic year. As a result the 2020/21 school year did not start until November 2020. The pandemic has exacerbated the social, political and economic difficulties that the country and the international community have been trying to overcome for decades. Even though the state of health emergency has now been lifted, the use of barrier measures 'in any place and under any circumstances' remains applicable.

3. The Food for Education and Child Nutrition Programme and its Theory of Change

3.1 Subject of the Evaluation, Theory of Change, Activities and Intended Outputs and Outcomes

25. **Timing.** The agreement between the USDA and WFP on the provision of agricultural commodities through the McGovern-Dole International Food for Education and Child Nutrition Programme Act was approved on 26 September 2019 as FFE-521-2019/012-00. An amendment was signed on 22 November 2019. The programme is to be implemented over the four fiscal years (three school years) 2020-2023. It was due to start in September 2020 at the beginning of SY 2020-21, and to finish at the end of SY 2022-23 in June 2023. However, due to the Covid-19 pandemic the start of

³⁴ WFP, Haiti Country Strategic Plan (2019–2023).

³⁵ WFP, Policy on Country Strategic Plans, November 2016.

SY 2020/21 was postponed until November 2020. No budget revision had been carried out at time of writing this report.

26. **Geographical scope of the evaluation.** The programme is being implemented in Haiti's Nord, Nord-Est and Grande-Anse departments, as shown on the map in Annex 2.
27. **Objectives and activities.** The McGovern-Dole programme has two main strategic objectives (SOs): SO1, Improved Literacy of School-Age Children and SO2, Increased Use of Improved Health, Nutrition and Dietary Practices. According to the WFP/USDA workplan, WFPs comprehensive school feeding programme in Haiti will seek to achieve the following objectives:
- increase school enrolment and retention through the provision of school meals;
 - improve the literacy of school-age children and the quality of instruction in classrooms through teacher training and a holistic early-grade reading (EGR) curriculum;
 - promote good nutrition and water, sanitation, and hygiene (WASH) practices through effective school-level interventions;
 - strengthen the national capacity of institutions with a view to enabling a school feeding programme with a lasting impact.
28. These objectives will be reached via the following five main activities:
- **Activity 1: Distribute food:** (1) provide school meals; (2) provide training in food preparation and storage; (3) provide non-food items.
 - **Activity 2: Promote improved health:** (1) provide water purification tablets, soap, and water buckets; (2) provide handwashing stations, latrines³⁶ and water access points; (3) provide training on health and hygiene; (4) distribute deworming tablets; (5) provide fuel-efficient stoves.
 - **Activity 3: Promote improved literacy** (to the 50 USDA-assisted schools in Grande-Anse Department only): (1) procure and distribute materials for teachers and students; (2) provide teacher training; (3) provide teacher coaching and mentorship; (4) provide classroom libraries; (5) establish peer-to-peer tutoring activities to support student literacy; (6) conduct national summer reading camps; (7) train and mentor school directors; (8) initiate cluster meetings.
 - **Activity 4: Promote improved nutrition:** (1) conduct a social and behaviour change communication (SBCC) study;³⁷ (2) develop a comprehensive SBCC package; (3) set up a nutrition week.
 - **Activity 5: Capacity-building:** (1) conduct a SABER assessment; (2) build government capacity; (3) conduct department-level training; (4) conduct a South-South exchange visit; (5) conduct community sensitisation.³⁸
29. WFP sees gender issues as cutting across all activities. More detailed information can be found in Annex 3.
30. **Outputs and planned beneficiaries.** All programme outputs (and outcomes) are summarised in the Programme Monitoring Plan (PMP), a standardised list of indicators that accompanies all McGovern-Dole Food for Education and Child Nutrition programmes.

³⁶ The construction and rehabilitation of latrines are only planned for the Grande-Anse department.

³⁷ WFP conducted a gender analysis of the school feeding programme in 2019 and an SBCC and nutrition study in 2020. There is an ongoing SBCC study specifically within the USDA McGovern Dole departments (Grand Anse, Nord and Nord-Est) The data collection was conducted in December 2020-January 2021, with data analysis and report writing ongoing.

³⁸ The SABER framework was developed under the leadership of the World Bank in collaboration with WFP and other partners. It is based on the quality standards for school feeding set out in the WFP policy.

31. The McGovern-Dole programme plans to reach 388 schools in the three departments of Nord, Nord-Est and Grande-Anse.³⁹ These departments had already been selected based on education indicators at the time of the notice of funding opportunity.⁴⁰ Due to a lack of funding it has been decided that only 50 schools in Grande-Anse Department will receive the total McGovern-Dole package: Nord and Nord-Est will not receive Activity 3, promoting improved literacy. In all three departments, meals will be served to 100,000 children in grades 1 to 6 during the first school year, to 95,000 during the second school year and to 85,000 during the third school year. In Years 2 and 3, 5,000 and 10,000 pupils respectively will be gradually transferred from the McGovern-Dole programme to the homegrown school food programmes run by WFP with funds from Canada, Japan and France.⁴¹
32. Over the three school years of the programme WFP plans to distribute 7,600 tonnes of food. According to its annual work plan it will provide alternating ration consisting of (1) 120g of fortified rice, 50g of black beans and 10g of vegetable oil; and (2) 120g of soy-fortified bulgur, 50g of lentils and 10g of vegetable oil per pupil, with the support of the USDA.⁴² Each of these food baskets will be complemented by 3g of iodised salt, mobilised through non-USDA resources. A hot school meal will be served five days a week on the 150 school calendar days from September to June.⁴³
33. In addition to output directly linked to food distribution, WFP and its implementing partners aim to train 120 teachers (78 women and 42 men) and 40 school administrators (4 women and 36 men) in relation to the integrated literacy activities. Fifteen latrines will be constructed and another fifteen rehabilitated. Four hundred and fifty improved water facilities will be rehabilitated or constructed. Each school's school feeding management committee (SFMC)⁴⁴ will receive training and two cooks per school will be trained in safe food preparation and child health and nutrition.
34. Annex 4 provides an exhaustive breakdown of all outputs initially agreed between WFP and USDA. The Findings section 5.3 discusses each of these outputs and whether the targets need to be adapted to reflect the reality in the field.
35. **Outcomes.** USDA-supported activities are intended to improve the schoolchildren's academic performance (literacy) and health and dietary practices. The two main outcome indicators are:
 - the percentage of pupils (disaggregated by sex) who, after completing two primary school years, demonstrate that they can read and understand the meaning of appropriate grade-level text. This is USDA standard indicator 1, and directly measures SO1.
 - the number of individuals who demonstrate the use of new child health and nutrition practices as a result of USDA assistance. This is USDA standard indicator 19 and directly measures SO2.

39 The terms of agreement between USDA and WFP state that WFP will assist approximately 400 schools. This figure has been adjusted to 388 schools.

40 USDA, McGovern-Dole International Food for Education and Child Nutrition Program, Notice of Funding Opportunity, March 2019 (page 66).

41 Whilst the McGovern Dole programme transition plan intends that 15,000 school children will eventually transition to the HGSF programme in the second and third years of implementation of the McGovern-Dole programme, this is contingent upon reception of additional funding from other donors. Canada and Japan are currently funding the HGSF programme. However WFP is unclear as to whether these funds will be sufficient to intervene the McGovern-Dole intervention zones. WFP is currently exploring partnerships with other donors and actors.

42 This is an improvement over the bulgur, peas, and vegetable oil under the FY16 project.

43 SY 2020/21 started in November 2020 instead of September 2020 as a result of the Covid-19 situation.

44 SFMCs are made up of school directors, teachers and parents.

36. The other outcomes measure pupil attendance, and administrators, teachers and cooks' increased skills with new tools and techniques and knowledge of safe food preparation, etc. The outcomes, as originally outlined in the PMP, are presented in Annex 5.
37. **Results frameworks and foundational results.** USDA has developed two results frameworks (RFs) that bring together all of the outputs and outcomes described above under the two strategic objectives.⁴⁵ The RFs depict the expected theory of change (ToC) for the achievement of the SOs. The two results frameworks are:⁴⁶
- **Literacy Results Framework (RF1):** The strategic objective of this framework is to improve the literacy of school-age children. Its success is dependent upon the achievement of three results streams related to improved quality of literacy instruction, improved attentiveness, and improved pupil attendance. Each activity is directly linked to the framework (see Annex 6).
 - **Health, Nutrition and Dietary Practices Results Framework (RF2):** The strategic objective of this framework, which complements RF1, is increased use of beneficial health, nutrition and dietary practices, primarily by school-age children but also by those who influence their health and wellbeing, including parents, families and school staff. Achievement of the SO is intended to result in reduced health-related absences in RF1. Each nutrition and dietary activity is directly linked to RF2 (see Annex 7).
38. To increase the likelihood of achieving the SOs and the sustainability of the results once FAS assistance ends, the USDA has identified a set of standardised **foundational results** common to both RFs: a) increased government institution capacity; b) improved policy and regulatory frameworks; c) increased government support; and d) improved engagement of local organisations and community groups. A diagram of the foundational results can be found in Annex 8.
39. **Partners.** According to the terms of the agreement the WFP will work directly with the MoE, the NSCP, USAID and CRS. As a sub-recipient of the McGovern-Dole programme CRS will be the technical implementing partner for activities linked to the promotion of literacy and the construction and rehabilitation of latrines and water sources. CRS is also responsible for the development of WASH modules and the rollout of trainer-training sessions for staff at WFP and its local implementing partner, to ensure that all USDA McGovern-Dole schools receive training on health and WASH. For all other activities BND will be the implementing partner in Grande-Anse department and AMURT in the Nord and Nord-Est departments. Plan International will implement a pilot project based on a SBCC study (gender, WASH and nutritional behaviour change) carried out in October 2019 (see Annex 3).
40. **Resource requirements and funding situation.** According to the terms of the agreement signed by WFP and the FAS, the total amount awarded for this project is US\$22,998,967, comprising commodity costs of US\$4,279,610, freight of US\$1,915,200, and administrative expenses – the operational budget for WFP and its implementing partner CRS – of US\$16,804,157 (see Annex 9 for detailed information).
41. **Integration of gender in the intervention.** In October 2019, WFP undertook a gender analysis of its school feeding programmes and developed an SBCC strategy to advance positive gender norms, healthy eating, and good hygiene behaviour and practice.⁴⁷ A large number of recommendations

⁴⁵ These results frameworks were originally developed by the FAS and are part of the McGovern-Dole programme.

⁴⁶ As stated in the Fiscal Year 2017 Food Assistance Proposal Guidance and Notice of Funding Opportunity, page 59.

⁴⁷ According to the key findings of these two studies, key behaviours, knowledge, attitudes and practices were prioritised for WFP to tackle within the overall SBCC strategy. The SBCC study also identified key channels for the dissemination of appropriate targeted messages.

for action were identified at the school, community, government and partner levels.⁴⁸ As part of the McGovern-Dole programme, WFP together with Plan International will implement a pilot SBCC project in 25 schools in Nord-Est department. At the country office level WFP has recruited international and national staff to support gender mainstreaming across its school feeding programmes. Details of WFP's action to create a more gender-transformative approach can be found in Annex 10.

42. **Relevant preceding interventions and recommendations from past evaluation.** This is WFP Haiti's second McGovern-Dole programme, the previous one running from 2016-2019. The main recommendations of the last McGovern-Dole programme were:

- Continue supporting the validation of normative documents and governance structures and assist with their adoption and application;
- Build a partnership with the Ministry of Women's Status and Women's Rights (MWSWR-MCFDF) to promote awareness-raising and training on gender equality in decentralised government structures;
- Develop a gender-transformative strategy for community engagement;
- Consider increasing local purchasing and support local producer organisations;
- Establish partnerships in the field of education to strengthen the quality of education in WFP-supported schools;
- Establish a comprehensive cookstove strategy to eliminate all occupational health and safety risks and reduce unwanted environmental impacts related to cooking, such as cooking on open fires in closed spaces and burning wood in urban areas;
- Find a way to prevent the suspension of schools that do not conform to the rule of not feeding cycle 3 children (grades 7 to 9) with USDA food.

43. It is important to note that of the 50 schools that will benefit from the literacy activities, 20 took part in CRS's *Haiti Lit*, a programme based on similar literacy activities in past years, and that WFP has provided school meals to 307 of the 388 McGovern-Dole schools under former school feeding programmes.

3.2 Evaluation Questions and Criteria

44. In addition to the PMP, the evaluation team will answer twelve evaluation questions in the endline evaluation in three years' time. These questions, proposed in the Terms of Reference (ToR), are based on the Organisation for Economic Cooperation and Development's Development Assistance Committee (OECD-DAC) evaluation criteria: relevance, effectiveness, efficiency, impact, and sustainability. These criteria will be refined and prioritised when planning the final evaluation in 2023. The ET has also been asked to answer three of USDA's McGovern-Dole Learning Agenda questions:⁴⁹

- What community-level systems of governance and management are required for the successful implementation and sustainability of school meal programmes?
- How can a combination of local procurement at harvest time be supplemented with international food aid to promote locally and/or nationally sustainable school meals programme?

⁴⁸ Nora Pistor, Gender Analyses, WPF, May-October 2019.

⁴⁹ McGovern-Dole School Feeding Agenda: 'Questions highlighted in the Learning Agenda are intended to identify gaps in the knowledge base within the school meals literature that should be addressed as a matter of priority.'

- What types of incentives (and in which contexts) are most effective for securing local or national government investment in school meal programmes? What are the barriers and challenges to securing investment?

45. All of the evaluation questions are presented in Annex 11.
46. This baseline report will not answer any of the evaluation questions. However, the methodology has ensured that the data collected and the information provided for regular monitoring enables the inclusion of all the evaluation questions in the monitoring and evaluation processes throughout the whole programme.

4. Evaluation Approach and Methodology for Baseline Data Collection

4.1. Evaluation Approach and Methodology

47. This three-year evaluation will use the USDA McGovern-Dole results frameworks (RFs) and performance indicators as the basic pillars of performance measurement.
48. The methodology described in this section has been put together to refine and populate the programme monitoring plan (PMP) and anticipate the information needed for the final evaluation. The baseline evaluation used a mixed-method approach with three main data collection methods – a secondary data review, collection of qualitative data, and collection of quantitative data – from which it will derive the evaluation findings. Baseline data collection was carried out in November 2020.
49. **Desk review.** The CO provided the ET with a review of past activities, national policies and other documentation related to school feeding to enable a global understanding of the context of school feeding in Haiti. The documentation supports the validation of certain PMP indicators against existing data and identified gaps.
50. **Quantitative data collection.** The quantitative component of the evaluation follows a quasi-experimental approach which includes two case studies and a control group for the schools in Grande-Anse department, and pre- and post-comparison methods for the schools in Nord and Nord-Est departments. The methods and tools are described below.
51. **Qualitative data collection.** The qualitative assessment elicits stakeholder perceptions with a focus on the five OECD-DAC criteria stated above. During the fieldwork phase qualitative data was obtained from a mix of key informant interviews (KIIs) and focus group discussions (FGDs) with schoolgirls and schoolboys, mothers and fathers, teachers and other school staff, implementing partners, other UN agencies, donors, national institutions and WFP staff. Due to the Covid-19 pandemic on-site KIIs and FGDs were conducted by national team members with remote backstopping provided by the international team (see Limitations, Risks and Mitigation section below).
52. **Evaluation matrix.** Two evaluation matrices have been produced, one per exercise, to guide the ET's work and ensure consistent and systematic data collection. They including the questions to be answered, how the judgement will be reached, expected sources of information, opportunities for triangulation, and the data-collection methods. The baseline evaluation matrix for the is presented in Annex 12. The final evaluation matrix, which will be further refined during the final evaluation inception phase to reflect the context at the time, is presented in Annex 13.
53. **Gender data, gender analysis and gender-responsive monitoring.** United Nations Evaluation Group (UNEG) guidance on gender has been used to shape the evaluation approach as a basis for ensuring that the gender aspects of the programme are assessed at all stages of the evaluation. At baseline, the ET ensured that all stakeholders were asked about gender issues related to school

attendance and school feeding so that appropriate recommendations can be made to ensure an adequate gender focus in the programme. The ET has ensured that data is disaggregated by gender, age and disability where relevant and available throughout the evaluation. The team analysed gender inequalities, gaps and barriers to inform the design of the programme and assess the extent to which the different needs, priorities, voices and vulnerabilities of women and men, boys and girls are considered in its design, selection, implementation and monitoring.

54. Whenever necessary, women and men and boys and girls were interviewed separately. Throughout the data collection process the evaluation team put special emphasis on gathering women's views. The ET provided an environment adapted to local practices and cultural habits to promote free discussion, and ensured that the need for confidentiality was well understood by all interviewees.

4.2. Baseline Data Collection Methods and Tools

55. **Quantitative data collection tools.** Quantitative data was collected using five survey tools adapted for the five different informant groups: school directors/administrators, teachers, pupils, cooks and SFMCs (see Annex 14 to Annex 18 for the questionnaires).

- The **school director survey** collected information about numbers of staff, teachers and students, teacher attendance, student enrolment and attendance, school supplies, school infrastructure, access to clean water, and sanitary practices.
- The **teacher survey** gathered information on the quality of literacy instruction, access to teaching and learning supplies, materials, skills and knowledge, student attentiveness, use of health and hygiene practices, and knowledge of nutrition.
- The **pupil survey** focused on knowledge, attitude and practice (KAP) questions regarding girls' and boys' level of knowledge on the use of health and dietary practices.
- The **cooks survey** collected information on the use of health and dietary practices, knowledge of safe food preparation and storage practice, and access to requisite food preparation and storage tools and equipment. This survey was not administered in the control schools.
- The **SFMC survey** gathered information about access to food, knowledge of safe food preparation and storage practice, and access to requisite food preparation and storage tools and equipment. This survey was not administered in the control schools.

56. **Quantitative sampling strategy.** As the full range of McGovern-Dole programme activities is only to be implemented in 50 of the 131 schools in Grande-Anse department, two groups of schools, CaseG1 and CaseG2, were selected from these to fit the quasi-experimental case-control design and examine the impact of the school feeding programme on the targeted outcomes. CaseG1 school will benefit from the integrated literacy activities whilst CaseG2 will not. A separate Nord and Nord-Est sample group (CaseG3) was selected for a before-and-after design, as these two departments are located in a separate geographic region and have similar school feeding programmes. The literacy part of the programme and improvements to latrines and water systems is not being applied in these regions.

57. The ET used a conservative approach to calculating the sample size for the quasi-experimental approach based on a 95 percent confidence level and a margin of error of 8 percent.⁵⁰ The response distribution for primary school enrolment rate of 88 percent as reported⁵¹ being applied to a total of 131 schools in Grand-Anse. The calculated sample size is 44 case-study schools.

⁵⁰ Sample size calculated using <http://www.applied-survey-methods.com/samplesize.html>.

⁵¹ https://en.wikipedia.org/wiki/Education_in_Haiti.

58. For the comparative analysis the ET divided the 44 case schools into 22 full-package schools (CaseG1) and the remaining 22 schools (CaseG2). The required number of schools was selected using systematic random sampling sorted by public vs. private schools and whether or not schools had received WFP school feeding assistance in the past. For the quasi-experimental design in Grande-Anse Department the evaluation design also requires a **comparison group** (ControlG) drawn from children attending schools in in Grande-Anse department districts where the McGovern-Dole programme is active and which have not previously received WFP support. An initial 22 schools were selected randomly⁵² from the list of 246 schools provided by WFP; however, after data collection only 11 were considered suitable for the comparison group (see Limitations section). ControlG was used as a reference against which to assess the impact of the McGovern-Dole programme. Complete information about the sampling methodology can be found in Annex 19.
59. In the Nord and Nord-Est departments the ET proposed a before and after comparison evaluation approach (one group pre- and post-test design⁵³) for the quantitative data collection, with data collected from the same group of schools before (pre-test) and after the intervention (post-test). The ET used the same approach to calculate the sample size based on a 95 percent confidence level with an 8 percent margin of error. The same response distribution for an 88 percent primary school enrolment rate was applied to a total of 257 schools. The calculated sample size is 52 case schools. This sample was then proportionately allocated to the Nord and Nord-Est departments and samples were selected randomly by the ET. The list of schools selected is provided in Annex 20.
60. Table 3, below, shows the different sample sizes of the 118 schools initially selected. As shown, the planned number of schools per case group changed slightly with the data collection, but this does not have any significant impact on the robustness of the study.

Table 3: Number of intervention and comparison schools in the baseline sample (effective/planned)

Department	Total no. of schools		Intervention schools		Comparison schools		Total	
			Effective	Planned	Effective	Planned	Effective	Planned
Grand-Anse	131	CaseG1	25	22	11	22	57	66
		CaseG2	21	22				
Nord	128	CaseG3	25	26	0	0	25	26
Nord-Est	129	CaseG3	26	26	0	0	26	26
TOTAL	388		97	96	11	22	108	118

61. Sample schools were selected randomly by the ET. The list of schools selected is provided in Annex 20. The firm contracted for the quantitative survey, Papyrus, planned to interview one school administrator, one male and one female teacher, three male and three female pupils, two cooks and two members of the school feeding management committee (one male and one female where available) per school.^{54, 55} Each group of respondents was selected randomly from the list provided

⁵² Comparison sample selection: During the inception phase, ET proposed to match the comparison schools with the case schools in GA using propensity score matching (PSM) and to select the samples randomly. However, due to the unavailability of matching variables, in close coordination with WFP CO, ET selected comparison schools randomly without matching.

⁵³ Singleton, R. A. & B. C. Straits. 2005. *Approaches to Social Research*. Fourth Edition. New York, Oxford: Oxford University Press.

⁵⁴ Papyrus is a locally owned and managed private, majority woman-owned, for-profit, limited liability management company registered in Haiti.

⁵⁵ Six pupils were randomly selected from grades 1 to 6. For practical reasons only one grade per school was selected randomly and the grade differed from one school to the other. From that grade 3 girls and 3 boys were randomly selected to answer the survey.

by the school. The numbers of males and females actually interviewed at the 108 selected schools are shown in the table below.⁵⁶ The reason for the gap between planned and actual numbers is explained in the Limitations section.

Table 4: Number of survey interviews by disaggregated by sex.

Interviews intended	Departments									Total		
	Grand-Anse			Nord			Nord-Est			Total	Male	Female
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
School (1 administrator)	57	47	10	25	15	10	26	23	3	108	85	23
2 teachers (1 M, 1 F)	113	71	42	50	23	27	52	24	28	215	118	97
6 pupils (3 boys, 3 girls)	342	167	175	150	74	76	155	92	63	647	333	314
2 cooks (2 cooks)	83	4	79	37	2	35	37	2	35	157	8	149
2 SFMC members (1 M, 1 F)	68	50	18	28	19	8	33	28	5	129	97	32
GRAND TOTAL										1,256	641	615

62. Except in grade 1, the distribution of students by grade is fairly balanced. In total, only 3 percent students come from grade 1, and in other grades the distribution ranges between 14.4 percent and 22.7 percent. The ET will make sure and examine results (at midline and endline) with and without grade 1 (or other distributions) students to compare the results.

63. **Qualitative data collection tools.** Key informant interviews and focus discussion groups were used to collect qualitative data.

- **Key informant interviews** were conducted with a range of programme stakeholders including WFP staff, relevant line ministries, implementing partners, and other UN agencies and development partners. The ET developed a **semi-structured interview plan** to ensure that all team members collected relevant information from the key informants, asking multiple stakeholders for the same information to enable triangulation of findings.
- **Focus group discussions** were developed to gather information from teachers, school feeding committees, cooks and pupils. Whenever needed and where possible, women and men were interviewed separately to ensure that the ET captured the views of both independently.

64. All guidelines were developed for implementation in both the baseline and the final evaluation (see Annex 21). To maintain confidentiality all identifying information was removed so that no data can be traced to any individual. The dataset was uploaded to a separate folder only accessible to ET members and WFP staff.

65. **Qualitative sampling strategy.** For the interviews, purposive sampling was applied to include the people thought to be best able to provide the data needed. Snowball sampling followed⁵⁷, asking the first key informants to identify further relevant people for interview. In total 43 people were interviewed, 16 remotely by international team members, and the national evaluation team held 44 focus group discussions in the field. The list of interviewees can be found in Annex 22. The following table gives a breakdown of the schools, organisations and institutions involved both locally and remotely.

⁵⁶ The female /male ratio is not always equal to 1 as some schools do not have both males and females as teachers or as SFMC members or in other cases, it is that the day of the survey, the team did not find males or females to be interviewed. However, this does not influence the results.

⁵⁷ The ET is aware that snowball sampling is subject to bias such as informants wanting stress certain points by including friends into the sample. In that sense, the evaluation team always strongly analysed the context before including new informants in the sample.

Table 5: Organisations and institutions meet during data collection

		Schools	Decentralised institutions	WFP and implementing partners
Grande-Anse	Onsite interviews	5	NSFP, MPEVT, MSWWR	BND, CRS
Nord		2	NSFP, MPEVT, MSWWR, MPHP ⁵⁸	AMURT
Nord-Est		2	NSFP, MPEVT, MSWWR, MPHP	AMURT, WFP
Port-au-Prince	Remote interviews	WFP (M&E/gender/deputy country director/school feeding), institutions (MWSWR/MPHP), partners (CRS/Plan International/BND), donors (USAID, Japan, Canada, IDB), UN agencies (UNICEF, World Bank)		

66. **Ensuring data validity and reliability.** The ET took several steps to ensure the validity and reliability of the data by:

- Ensuring that the evaluation questionnaires enable the triangulation of all information;
- Using trained and independent enumerators to collect the data;
- Checking the data regularly for anomalies.

67. Further details on ensuring the validity, reliability and quality of findings can be found in Annex 23.

4.3. Limitations, Risks and Mitigation

68. **Covid-19.** Due to the Covid-19 pandemic WFP CO and The KonTerra Group agreed not to send the international evaluation team members to Haiti. This meant that the ET had to manage remotely under numerous limitations in the following areas:

- the international part of the team grasping certain aspects of the reality in the field;
- creating synergy between all team members;
- national and international team members expressing their expectations and sharing their respective experiences;
- communicating orally over poor phone and Internet connections.

It was also impossible for the international team to observe the reality in the field and analyse it based on their experience of similar programme evaluations. Moreover, the possibility of acting quickly was limited with the team physically separated and in different time zones.

69. Various mitigation measures were put in place to reduce the inevitable disadvantages of remote evaluation:

- The international team had already worked together and all had previous experience of McGovern-Dole programme evaluations. Two international team members had also previously worked in Haiti, including as part of a WFP Portfolio evaluation.
- A second local consultant was hired to support the national consultant to spread the workload and ensure that the data would not be biased by the view of only one evaluator.
- Daily communication was instituted between the team leader based in France and the national team members in Haiti. Reports from the field were emailed to all team members daily. Every second day during the data collection period the team leader communicated with all team members by phone.

⁵⁸ Ministry of Public Health and Population

- Close communication was maintained between the team leader and the WFP evaluation manager.
70. To create a control group the ET requested a list of all public schools not receiving school feeding activities in the Grande-Anse region. Due to lack of time the team was unable to double-check this list prior to the data collection, and found that half of the schools on the list were already involved in WFP or other school feeding programmes. These were removed from the comparison group, leaving eleven schools. Although the smaller size of the comparison group has some implications for testing between case and comparison groups, the ET is confident that these are minor.
 71. **Information gaps.** Despite various attempts to liaise with the NSCP the ET was unable to contact them at the national level. This is a major information gap that cannot be filled in any other way. However, the national ET did manage to contact the regional offices of both the MOE and the NSCP.
 72. **Not all activities are being implemented in all areas.** According to the agreed Annual Work Plan, all children receiving school meals at the 388 USDA-assisted schools across the three departments have access to potable water, sanitation and safe hygienic conditions (Activities 2 and 4). However, only a limited number of selected schools are to be provided with handwashing stations, latrines and water access points (part of Activity 2), and activities intended to improve literacy outcomes, school attendance and retention rates will only be implemented at 50 schools in Grande-Anse Department.
 73. The ET wish to note at this stage that the exclusion of activities promoting improved literacy in two of the three departments and the implementation of activities targeting improving the school environment and infrastructure in USDA-assisted schools in only certain schools, will limit the possibility of assessing and establishing the validity of the theory of change that is the backbone of the McGovern-Dole FFE programme.
 74. **Early grade reading assessment.** According to the ToR, the ET's duty does not include collecting data on standard indicator #1, 'Percentage of students who, by the end of two grades of primary schooling, can demonstrate that they can read and understand the meaning of grade-level text'. The ET notes that the planned collection of data for this indicator by the CRS in April 2021 does not follow the USDA's requirements as stated in the Indicator Handbook.⁵⁹ See Annex 24 for further explanation.

4.4. Quality assurance of baseline data collection

75. WFP's Decentralised Evaluation Quality Assurance System (DEQAS) defines the quality standards applied to this baseline. DEQAS is based on UNEG's norms and on standards and on good practice in the international evaluation community, and aims to ensure that the evaluation process and results conform to best practice. DEQAS has been systematically applied to this baseline report and will be applied to the full evaluation.
76. To enhance the quality and credibility of this evaluation an outsourced quality support service directly managed by the WFP Office of Evaluation has reviewed and provided recommendations on the draft inception and evaluation reports. The feedback and recommendations were reviewed by the evaluation manager before being shared with the evaluation team.

⁵⁹ FAS, Food Assistance Indicators Handbook, Feb 2019 (p. 72).

77. While this quality assurance process does not interfere with the views and independence of the evaluation team, it ensures that the report provides the necessary clear and convincing evidence from which the ET will draw its conclusions.
78. The evaluation team is responsible for ensuring the validity, consistency and accuracy of the data throughout the analytical and reporting phases.
79. The evaluation committee chairs the final approval of the baseline Evaluation Report. A WFP Evaluation Reference Group and the external quality assurance systems will be used to review and comment on the report before it is submitted to USDA for comments and final approval.
80. The final evaluation reports (baseline and endline) will be subjected to post hoc quality assessment by an independent body through a process managed by OEV. The overall rating of the reports will be made public alongside the reports themselves.

4.5. Ethics

81. The assignment was conducted in full compliance with UNEG’s Ethical Guidelines and Code of Conduct and Guidance on Human Rights and Gender Equality in Evaluation.⁶⁰ The enumerators received training ahead of the survey and strict ethical protocols were observed during the data collection. The protocol ensured that all participants were clearly informed of the pros and cons of participating in the research and that their participation was voluntary. It was made clear to them that no personally identifiable information would be disclosed, and that all responses would remain anonymous so that findings cannot be attributed to specific respondents.
82. The enumerators and the ET followed WFP protocol regarding obtaining oral consent for the schoolchildren to be interviewed from their school directors and teachers. Equal numbers of boys and girls were randomly selected across classes. Whenever possible, girls were interviewed by female and boys by male enumerators. The data collection complied with national Covid-19 prevention protocols and WFP’s overarching principles, as stated in its Technical Note for Planning and Conducting Evaluations during Covid-19.⁶¹

5. Baseline Findings and Discussion

83. The baseline findings and the evidence substantiating them are presented below. The first part of this section provides a global situational analysis, and the second, a gender analysis directly related to the programme. Both parts can be seen as snapshots of the situation at each school included in the survey. These will be actualised in the endline evaluation by running the same questionnaires again at the same schools. In the third part, all 25 standard and 15 custom indicators from the PMP are presented by strategic objective (SO1 and SO2) and individually reviewed. The last part presents an analysis of USDA’s theory of change.

5.1. Situational Analysis

84. It is important to have an idea of the contextual situation to anticipate for the programme’s needs and for comparison with the situation in three years’ time. While only the key data tables are displayed in the main text, all of the other data tables can be found in Annex 25, which is disaggregated by department. Some of the data collected has not been explicitly analysed for this baseline report but may be used for comparison purposes in the final evaluation.

⁶⁰ UNEG Ethical Guidelines for Evaluation, 2008.

⁶¹ WFP, Technical Note for Planning and Conducting Evaluations during Covid-19, 2020.

85. **Political context.** The political context has been described in section 2. However, the ET emphasises that the present political context could lead to major civil unrest such as that seen in September 2019, especially regarding the contested date of the end of the president’s mandate in February 2021 and the announced reform of the constitution in 2021 without first establishing a newly-elected parliament. WFP and its partners should plan in advance how they will operate if, for example, access to Port-au-Prince is blocked from both the south (via Martissant) and the north (via Carrefour Paye). If schools remain open, school meals should not be interrupted.

Education/teacher qualification. Teachers must be prepared with both traditional and non-traditional skills before they join teaching. Traditional skills include content knowledge and sound pedagogy; non-traditional skills include being able to foster socio-emotional skills such as empathy and creating a growth mindset in students. Teachers must also be able to manage heterogeneous learning trajectories, as well as use technology to maximise learning gains for all students. This is a long and difficult wish list, especially when countries are some distance from ensuring teachers enter the classroom with the most basic traditional skills.⁶²

Table 6: Characteristics of teachers in grade years one and two according to Government data

	Public		Non-Public	
	Total	% Women	Total	% Women
Number of teachers	16 469	43%	68 099	43%
<i>Level of qualification⁶³</i>	<i>% per qualification level</i>	<i>% Women</i>	<i>% per qualification level</i>	<i>% Women</i>
Normalien	25%	59%	13%	67%
Capiste	18%	42%	23%	43%
Bachelor of Science of Education	3%	35%	2%	40%
Recruté	13%	40%	14%	40%
No response	41%	36%	48%	38%

Source: 2013-2014 yearbook – DCPE/MoE

86. For many years the lack of qualified teachers has been one of the main problems in the Haitian education sector. The 2015-2016 education yearbook (the most recent available) indicates that less than 50 percent of teachers in the first two cycles of fundamental education (grades 1 to 6) were considered qualified, although data for half of these was missing. The National Teacher Training Policy states in its introduction that in 2012 half of all preschool teachers and 80 percent of primary school (grades 1 to 6) teachers were underqualified. Teachers in high schools are better qualified.⁶⁴

87. The 2013-2014 yearbook provides more detailed teacher profiles. The qualification rate was around 27 percent for preschool teachers and 46 percent for those teaching grades 1 to 6, and there was little difference between the public and private sectors, although this data is also partial, with a non-response rate of 27 and 41 percent for preschool and grades 1 to 6 respectively.⁶⁵ The number of ‘recrutés’⁶⁶ was particularly high in preschool. There are many more women teaching in preschool than in grades 1 to 6. At both levels female teachers are fairly qualified and are in the minority among those recruited.

⁶² Tara Bêteille and David K. Evans, 2019. ‘Successful Teachers, Successful Students: Recruiting and Supporting Society’s Most Crucial Profession’, World Bank Policy Approach to Teachers, World Bank Group.

⁶³ Normalien: received the national exam following their years of training; Capiste: not passed the national examination but hold a teaching aptitude certificate; Recruté: recruited without automatically having a professional qualification or academic training.

⁶⁴ Source: Analyse sectorielle détaillée – PDEF 2018-2028 Haïti, Cambridge Education, 19 April 2019, UNICEF.

⁶⁵ Basic education has been in three parts since the Bernard reform in 1982. It is compulsory and free according to the constitution of 1987 (amended): The first two parts, Fundamental 1 (lasting four years) and Fundamental 2 (two years), supply basic education for children aged 6 to 11. The third cycle of basic education is aimed at children aged 12-14 and leads to a national examination.

⁶⁶ Teachers not paid by the government.

88. Data collected by the ET on the professional qualification of teachers in the departments where the McGovern-Dole programme is implemented provides the following figures:

Table 7: Characteristics of teachers in grade years one and two according to survey data

Attendance register ⁶⁷	Departments				
	Grande-Anse			Nord	Nord-Est
	Case 1	Case 2	Control		
1=École Normale Jardinière	4 (8%)	1 (2%)	0	0	2 (4%)
2=École normale d'instituteur	30 (60%)	15 (37%)	10 (45%)	11 (22%)	12 (23%)
3=École normale supérieure	0	2 (5%)	0	0	1 (2%)
4=Science de l'éducation	1 (2%)	0	0	2 (4%)	8 (15%)
5=Certificat d'aptitude pédagogique (CAP)	0	1 (2%)	0	3 (6%)	2 (4%)
6= Formation initiale accélérée (FIA)	3 (6%)	0	0	0	4 (8%)
7= No diploma	5 (10%)	13 (32%)	12 (55%)	26 (52%)	11 (22%)
8=other	7 (14%)	9 (22%)	0	8 (16%)	12 (23%)
Total	50 (100%)	41 (100%)	22 (100%)	50 (100%)	52 (100%)

89. **Early grade reading.** Early grade reading (EGR) is not new in Haiti and has attracted the attention of many stakeholders. In 2012 USAID supported the 29-month (August 2012 to December 2014) *Tout Timoun Ap Li* (ToTAL) (All Children Reading) applied research project to address two concerns: education and literacy in Haiti. The *Map li nèt ale* (MLNA) (I read fluently) reading method used by WFP and CRS in the McGovern-Dole programme is based on the results of research conducted in September 2018 by the International Association for the Evaluation of Educational Achievement (IEA), IDB, MNVET, and the Haitian Institute for Training in Educational Sciences, which analysed the factors influencing the learning and skills of 4th-grade students. More information about EGR can be found in Annex 27.

90. **Availability of materials.** The detailed sector analysis carried out for UNICEF in 2019⁶⁸ found that under 20 percent of schools observed had textbooks available in class and under 10 percent had notebooks. This lack of materials is much more marked in schools in Nord department (17 percent of schools) than in Grande-Anse department (27 percent). Only one of the 36 schools observed has a library and none have a reading club. In more than 85 percent of the schools the children generally share books in lessons.

91. For comparison, the ET collected data on the presence of basic educational material in schools such as chalk, brushes and rulers for the blackboard, pencils, pupils' writing, reading and maths textbooks, and educational posters in the classroom. Table 8 shows the percentage of teachers claiming that they had sufficient materials:

92. Overall, 47.5 percent of teachers said they had sufficient teaching materials to teach properly. This figure should positively increase during the implementation of the programme, especially in schools where the integrated reading programme is included.

93. While analysing the data collected it was important to keep in mind that 77 percent of the 97 case schools surveyed have been recipients of school feeding programmes over the last five years.⁶⁹

⁶⁷ École Normale Jardinière: : grande école for training Kindergarten school teachers; École normale d'instituteur: grande école for training primary school teachers; École normale supérieure: grande école for training secondary school teachers; Science de l'éducation: Science of education; Certificat d'aptitude pédagogique: Certificate of teaching ability; Formation initiale accélérée: Accelerated initial training

⁶⁸ Source: Analyse sectorielle détaillée – PDEF 2018-2028 Haïti, Cambridge Education, 19 April 2019, UNICEF.

⁶⁹ 108 schools minus the 11 control schools

Table 8: Availability of teaching material

Does your class have enough [...] for effective teaching this school year? Answer: Yes, there is enough					
Teaching material availability	Departments				
	Grande Anse			Nord (n=50)	Nord Est (n=52)
	Case 1 (n=50)	Case 2 (n=41)	Control (n=22)		
Chalk	58%	54%	32%	70%	64%
Brushes for blackboard	42%	39%	23%	66%	54%
Rulers for blackboard	27%	27%	23%	34%	40%
Pencils for pupils	8%	20%	18%	26%	33%
Rulers for pupils	2%	15%	9%	22%	27%
Writing books for pupils	14%	15%	14%	34%	40%
Reading books for pupils	8%	7%	9%	16%	37%
Math books available for pupils	4%	12%	18%	16%	37%
Instructional posters in classroom	4%	2%	9%	2%	21%

94. **Teacher absenteeism.** According to the data collected almost all schools have a teacher attendance register. When asked about teacher absenteeism, school directors' figures showed that attendance is high, with 38 percent of teachers never absent and 54 percent rarely absent.
95. **School attendance.** As school registers are not always available, questions were asked about school attendance during the survey. When asked *'In your opinion, do the children come to school on a regular basis?'* teachers estimated that in schools receiving the McGovern-Dole programme more than 82.7 percent of pupils attend school on a regular basis compared to 50 percent in the control group. When pupils were asked *'Are you often absent?'* 71 percent responded never or rarely. From these figures, the percentage of pupils regularly or often absent can be estimated at 20-30 percent. Table Q3.42 in Annex 25 provides more precise details.
96. **Schoolchildren's attentiveness.** The quantitative survey asked teachers to estimate the number of boys and girls who were often or sometimes inattentive in class (see Table 9, below). Teachers identified 10.9 percent of their students as inattentive,⁷⁰ with no statistically significant difference between boys and girls.

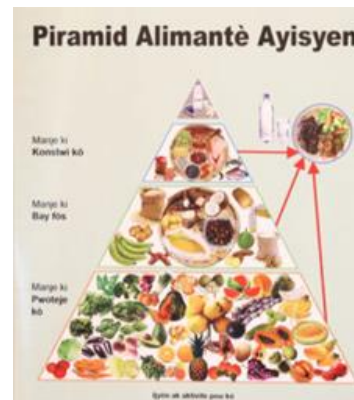
Table 9: Student attentiveness

Departments	Often inattentive		Sometimes inattentive	
	# Boys (%)	# Girls (%)	# Boys (%)	# Girls (%)
Grande-Anse Case 1	153 (6.2%)	153 (6.0%)	108 (4.4%)	133 (5.2%)
Grande-Anse Case 2	111 (7.6%)	106 (8.0%)	87 (6.0%)	71 (5.3%)
Grande-Anse Control	62 (7.1%)	58 (7.1%)	72 (7.5%)	54 (6.6%)
Nord	114 (3.8%)	96 (3.9%)	73 (2.4%)	88 (3.6%)
Nord Est	236 (8.0%)	160 (10.0%)	120 (4.1%)	96 (6.0%)
Total	728 (6.3%)	612 (6.5%)	504 (4.3%)	475 (5.1%)

⁷⁰ This is a crude measure of inattentiveness. Inattentiveness of students who are often or sometimes inattentive in a class was measured separately for girls and boys in response to the request 'Please estimate the number of [girls/boys] who are often inattentive in class (sleepy, inactive)'. These questions were addressed to class teachers and the response was based on a teacher's observation of the students.

97. **Food and Nutrition.** For a long time the main focus of the Ministry of Public Health and Population (MPHP/MSPP) has been the first 1,000 days of a child's life.⁷¹ However, the Ministry has realised that this is shortsighted. An initiative led by FAO was introduced on December 14 2020 to enlarge the target group to include schoolchildren.

Figure 1: Haitian food pyramid



98. In 2017 the government of Haiti published a food pyramid strongly emphasising fruit and vegetables in the diet and replacing the former three food groups with four (see Figure 1). This was the result of a USAID-assisted project implemented in collaboration with the Ministry of Health.⁷²

99. School meals include very small amounts of fruit and vegetables, if any, and neglect the importance of the food group at the base of this pyramid. This creates a monotonous diet, deficient in vitamins and minerals, as confirmed in many of the FGDs with different target groups. For some children the school meal is the only meal of the day. Table 10, below, shows that 270 of the 707 children sampled have only one or two meals a day including the school meal.

100. In terms of dietary diversity, the ET used the internationally accepted seven food groups for small children, which has a recognised cut-off point for adequacy (4 out of 7). The MPHP reported that it includes only 6 of these 7 food groups for infant and young child feeding. For comparison with other countries, the ET team still used the seven food groups. The table below was calculated by asking children whether and what they ate before coming to school, whether they brought food to school with them, and if so what food, and whether they would eat when they got home from school. They were asked about the content of each meal by food group. The school meal mainly contributes food groups 1 and 2.

101. Table 10 shows that the percentage of children receiving four or more food groups⁷³ in Grande-Anse Department varies from that in the two other departments in the north of the country. While in Grande-Anse over 40 percent of the children eat four or more food groups, for children in the control group and in the Nord and Nord-Est departments the percentage is 23 to 26. Apart from in the Nord department there is no statistically significant difference between the average number of food groups eaten by boys and by girls. In the Nord department girls ate an average of 3.24 out of 7 food groups, significantly more than boys at 2.8. It is interesting to note that girls seem to be better nourished, which could be due to the fact that they are more likely to eat fruit and vegetables (see

102.

103. Table 11).

104. The MPHP stated that it had been in very close contact with WFP up to 2017 but is currently unaware of any ongoing programme (e.g. the SBCC initiative).⁷⁴ Collaboration used to be good and they hope it will improve in the future. They value the WFP's interventions highly, especially since the earthquake in 2010. The MPHP felt that there is little coordination between the major donors

⁷¹ Concentrating on pregnant and lactating women plus children up to two years old. SUN initiative

⁷² <https://ht.usembassy.gov/usaidsupports-ministry-health-release-food-pyramid/> (accessed February 03 2021)

⁷³ According to the guidelines for infant and young child feeding, receiving four or more food groups implies a greater likeliness of enjoying at least one animal food as well as fruit or vegetables in the a. Since there is no such classification for schoolchildren, the ET team decided to apply it to them.

⁷⁴ However, WFP has shared key results of former SBCC with the MPHP, MOE and the MWSWC and is planning to do the same with the ongoing SBCC.

of school meals in Haiti and points out the wide differences in the composition of school meals depending on the donor.

Table 10: Number of food groups eaten per day

Number of food groups eaten per 24 hours (%)	Departments									
	Grande-Anse						Nord		Nord-Est	
	Case 1		Case 2		Control		Total	Girls	Total	Girls
	Total	Girls	Total	Girls	Total	Girls				
0	0	0	2	3*	0	0	0	0	0	0
1	0	0	2	0	21	21	1	0	5	5
2	24	25	22	20	29	27	32	25	41	37
3	35	35	32	28	27	29	41	45	31	33
4	25	23	28	31	15	18	19	17	7	11
5	9	11	8	10	3	3	5	9	7	8
6	5	4	3	5	5	3	1	3	5	6
7	2	3	3	3	0	0	1	1	4	0
≥ 4	41	41	42	49	23	24	26	30	23	25
Avg. # of food groups	Girls	3.41		3.49		2.65		3.24**		3.00
	Boys	3.40		3.20		2.63		2.80		3.03

*One child reported not having eaten that day – most likely this child falls under the category of one meal per day
 ** Independent sample t-test significant at .01 (p<=.01).

Table 11: Food groups most eaten

Food groups	Food group eaten during the day	Girls	Boys
1. Cereals, roots, tubers	100%	99%	100%
2. Peanuts and pulses	88%	88%	87%
3. Other fruit and vegetables	28%	31%	25%
4. Vitamin A-rich fruit and vegetables	26%	28%	23%
5. Meat and fish	50%	53%	46%
6. Eggs	13%	13%	13%
7. Dairy products	11%	10%	11%
8. None of the above	1%	1%	0%

105. **Water supply.** The data shows that 68.9 percent of schools have an improved water supply.⁷⁵

Table 12 shows the percentages of the surveyed schools with improved and unimproved water sources. In Grande-Anse Department over 60 percent of the case schools reported access to an improved water source compared to 42 percent of control schools; similarly, 72 percent of schools in Nord and 54 percent of schools in Nord-Est reported access to an improved water source.

Table 12: School's access to an improved water source

Water source (%)	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
Improved source	15 (60%)	14 (67%)	8 (42%)	18 (72%)	12 (54%)
Unimproved source*	10 (40%)	7 (33%)	11 (58%)	7 (28%)	14 (46%)
Total	25 (100%)	21 (100%)	19 (100%)	25 (100%)	26 (100%)

*If no water source was reported it was recorded as unimproved.

106. **Handwashing.** The baseline survey data shows that 84 to 96 percent of case-study schools have handwashing facilities, with control schools significantly lower at 74 percent. While the condition of 80 to 91 percent of handwashing facilities in the Grande-Anse Case 1 and 2 schools

⁷⁵ USDA defines improved water supply as a) piped water in the premises, plot, or yard; b) public tap/pipe, c) piped well/drilling, d) protected dug well, e) protected source and f) rainwater collection. (do you mean all of these must apply or 'a) piped water in the premises, plot, or yard; b) public tap/pipe, c) piped well/drilling, d) protected dug well, e) protected source or f) rainwater collection.?' All other categories are unimproved water sources.

was good, in the control schools in the same region only 64 percent were in good condition. In the Nord and Nord-Est, 76 and 52 percent of schools respectively reported that their handwashing facilities were in good condition. The data revealed an average of 2 handwashing stations per school visited.

107. Table 13 summarises the availability of soap at handwashing stations. Only 43 percent claimed to have enough or a reasonable amount of soap for washing hands, despite the fact that the survey was carried out during the Covid-19 pandemic when handwashing with soap was being promoted worldwide. This gap in soap availability needs to be addressed.

Table 13: Soap availability in schools

Do you have enough soap?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1. Yes	7 (30%)	8 (40%)	2 (14%)	2 (10%)	4 (16%)
2. No, but we do have a good amount of soap	7 (30%)	3 (15%)	2 (14%)	3 (14%)	6 (24%)
3. No, we have about half of our needs covered	3 (13%)	2 (10%)	0	0	4 (16%)
4. No, we have less than half of what we need	5 (22%)	5 (25%)	7 (50%)	4 (19%)	6 (24%)
5. No, we have almost no soap or none at all	1 (4%)	2 (10%)	3 (21%)	12 (57%)	5 (20%)

108. Further, despite schools providing handwashing stations, the practice of handwashing is still poor. In addition, there was a difference between what teachers reported the children doing and what the children themselves reported. The following table, summarised from tables Q2.68 and Q3.38 in 0, illustrates this discrepancy: while 76 percent of all teachers stated that children always wash their hands after going to the toilet, only 15 percent of pupils stated that they did so and 80 percent said they rarely or never washed their hands. This was stated by only 9 percent of all teachers in the overall sample (see tables Q2.66, Q2.67 and Q2.68 and Q3.26 Q3.27 and Q3.28 in Annex 25 for more information on handwashing). WASH sensitisation in school can help to improve

Teacher survey: Do children wash their hands after using the toilet?	Grand Total	Departments				
		Grande-Anse			Nord	Nord-Est
		Case 1	Case 2	Control		
1= Yes, always	165 (76%)	32 (64%)	37 (90%)	16 (73%)	36 (72%)	42 (81%)
2= Sometimes	18 (8%)	5 (10%)	3 (7%)	2 (9%)	4 (8%)	4 (8%)
3= No, rarely or never	19 (9%)	13 (26%)	1 (2%)	0 (0%)	3 (6%)	2 (4%)
4= I don't know	13 (6%)	0	0	4 (18%)	7 (14%)	4 (8%)
Total	215 (100%)	50 (100%)	41 (100%)	22 (100%)	50 (100%)	52 (100%)

Pupil survey: Do you wash you hands after using the toilet? P	Grand Total	Departments				
		Grande-Anse			Nord	Nord-Est
		Case 1	Case 2	Control		
1= Yes, always	100 (15%)	17 (11%)	27 (21%)	19 (29%)	23 (15%)	14 (9%)
2= Sometimes	27 (4%)	8 (5%)	6 (5%)	2 (3%)	3 (2%)	8 (5%)
3= No, rarely or never	520 (80%)	125 (83%)	93 (74%)	45 (68%)	124 (83%)	133 (86%)
4= I don't know	NA	NA	NA	NA	NA	NA
Total	647(100%)	150 (100%)	126 (100%)	66 (100%)	150 (100%)	155 (100%)

hygiene behaviour.

Table 14: Handwashing according to teachers and pupils

109. **Sanitation.** WHO defines a safe sanitation system as one 'designed and used to separate human excreta from human contact at all steps of the sanitation service chain from toilet capture and containment through emptying, transport, and final disposal or end use'.⁷⁶ The survey found that 90 percent of all schools visited had toilet facilities, and 69 percent had separate boys and girls'

⁷⁶ WHO, Guidelines on Sanitation and Health, 2018

latrines (see Table 15). However, only 68 percent of these facilities are ‘improved’⁷⁷ according to USDA standards.

110. Improved toilets in schools are essential to pupils’ wellbeing. As WHO states, ‘the lack of safe sanitation contributes to diarrhoea, a major public health concern and a leading cause of disease [...]. Lack of access to suitable sanitation facilities is also a major cause of risks and anxiety, especially for women and girls.’⁷⁸ In 68.6 percent of cases the main reason for absenteeism, according to the pupils, is sickness. Table 15 shows that on average 36 percent of the children surveyed admitted only rarely using the toilet facilities, while 30 percent said they never used them.

Table 15: Use of toilets by pupils in school

Do you have toilets at school?		If so, do you find them handy to use?		Do you use them?		If not, why?*	
Yes	582 (90%)	Yes	311 (53%)	Yes, often	218 (34%)	Always closed	6 (3%)
No	65 (10%)	Sometimes	88 (15%)	Rarely	234 (36%)	Dirty	48 (27%)
Total 647		No	146 (25%)	No	195 (30%)	I don't like them	37 (21%)
		I don't know 37 (6%)				I don't know	16 (9%)
						Other	96 (55%)

*19 of 195 children did not respond (valid response = 176)

111. The McGovern-Dole programme is planning to build and rehabilitate 30 latrines in the Grande-Anse region. Hence basic sanitation standards will not be reached in around 92 of the 388 schools benefiting from the programme.⁷⁹ Whereas the survey shows an average of 5.6 latrines per school (see table Q1.113 in 0 for more details), the international Sphere standard is one toilet for every 30 girls and one for every 60 boys. Considering the average number of pupils per school (116 boys and 93 girls), the minimum required number of latrines would be 2 for boys and 3 for girls. A more detailed analysis carried out in schools with students in grades 1 to 9 (see table Q1.116a in Annex 250) shows that on average schools had 1 latrine per 37 girls and 1 for 48.4 boys. This means that boys are over-catered for while the number of latrines for girls is far below the SPHERE standard. According to the United Nations’ Millennium Development Goals Report, one in five girls of primary-school age are not in school compared to one in six boys.⁸⁰ One factor accounting for this difference is the lack of sanitation facilities for girls reaching puberty. The latrines in just over 10 percent of the schools in the sample had a specific space for menstrual information and hygiene kits. WFP does not plan to engage in school sensitisation regarding sanitation.

112. **Cooking environment.** According to the data over 63 percent of cooks interviewed cooked school meals over an open fire with the cooking pot resting on three stones. Of these, 57 percent reported that the cooking fire was in a well-ventilated space and 6 percent that it was in an unventilated area. During the KIIs cooks asked for an improved kitchen space, cooking utensils and a wider variety of food to provide balanced meals. Table 16 presents the availability of cooking pots, kitchen utensils, plates, spoons, knives, forks and cups, and cooks’ head coverings and aprons.

⁷⁷ USDA defines improved sanitation facilities as: a) Flushing or drainage system connected to a sewerage system, septic system or pit latrine, b) Pit latrine with slab, c) Compost toilet and d) Ventilated improved pit latrine.

⁷⁸ Ibid.

⁷⁹ 266 of the 388 (68.6%) schools have improved sanitation facilities; 266 plus 30 new/rehabilitated latrines makes 296 schools with improved sanitation facilities, leaving 92 with unimproved or no sanitation facilities.

⁸⁰ United Nations, Millennium Development Goal Report, 2017.

Table 16: Availability of cooking material in schools

Do you have enough [...]? Yes, we have enough / Yes, but not quite enough	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
Cooking pots	19% / 0%	14% / 0%	-*	32% / 0%	24% / 0%
Kitchen utensils	8% / 38%	11% / 29%	-	32% / 43%	16% / 35%
Plates, spoons, knives, forks, cups	6% / 33%	11% / 31%	-	30% / 32%	5% / 30%
Head coverings	46% / 29%	51% / 23%	-	24% / 5%	16% / 19%
Aprons	52% / 33%	49% / 31%	-	19% / 14%	16% / 11%

* Comparison schools without school feeding programmes were selected

113. Asked whether they were happy in their work and whether they received any compensation for it, 50 to 78 percent of cooks said that they were happy doing the job. The final evaluation of WFP's last McGovern-Dole programme in Haiti raised the fact that cooks do not receive enough compensation for their work: ET found that 48 percent of cooks reported receiving an average of 1,900 gourdes per month (US\$ 29), although the minimum wage for cooks in Haiti is around 7,350 gourdes per month (US\$ 100).⁸¹ Cash remuneration mainly comes from SFMCs (95%). Very few cooks reported receiving remuneration in kind, such as meals. Discussions with implementing partners revealed that the fact that cooks are not remunerated by the programme creates disruptions in the programme's implementation: 'In some schools, it often happens that the canteen does not function due to the absence of cooks, especially on market days'; and 'The non-compensation of [mothers'] daily work in schools seems inconceivable, especially as they leave their income-generating activities to come and help the school'. Implementing partner suggested a daily wage for cooks of around 200 Haitian gourdes (2.60 US\$). However, this is still below the minimum cook's wage.

114. The cooks, 87 percent of whom are women (see Q4.13 in Annex 25), asked for the following improvements to be made:

- provision of adequate stoves and cooking utensils
- increased availability of water
- more balanced ingredients/contributions from parents towards balanced meals
- plates for the children
- an appropriate cooking space.

115. **Food Storage.** The quality of food storage depends on not only training received but also the quality of the storeroom in which it is kept. The ET captured a picture of the quality of such storerooms at the beginning of the programme. Table 17 shows that improvements are needed to ensure food is appropriately stored, especially with regard to keeping it off the ground for hygiene reasons. Damaged doors and windows and leaking roofs need attention. Some schools had stocks of food without a visible expiry date, and several had food that had exceeded its expiry date. In most cases food is stored in the directors' houses as not all schools have a proper storeroom.

⁸¹ Published in the official journal of the Republic of Haiti, *Le Moniteur*, Spécial No 20. The decree sets the new minimum wage from 1 November 2019. <https://www.haitilibre.com/article-29201-haiti-flash-augmentation-du-salaire-minimum-tous-les-details.html> (accessed March 17 2021).

Table 17: Condition of food storeroom

Food storage conditions	Departments				
	Grande-Anse			Nord	Nord Est
	Case 1	Case 2	Control		
Storeroom is clean	36 (100%)	31 (97%)	-	27 (96%)	29 (88%)
Dry floor	35 (97%)	27 (84%)	-	27 (96%)	33 (100%)
Pallets available for food storage	30 (83%)	27 (84%)	-	28 (100%)	31 (94%)
Food stored off the ground	5 (14%)	8 (25%)	-	1 (4%)	2 (6%)
Food stored in good order	26 (72%)	15 (47%)	-	27 (96%)	19 (58%)
Lockable door	33 (92%)	31 (97%)	-	28 (100%)	29 (88%)
Security guard present overnight and in school holidays	14 (39%)	15 (47%)	-	23 (82%)	19 (58%)
Roof leaking	8 (22%)	6 (19%)	-	7 (25%)	1 (3%)
Windows/doors damaged	17 (47%)	9 (28%)	-	7 (25%)	7 (21%)
Space is ventilated	32 (89%)	25 (78%)	-	20 (71%)	28 (85%)
Expiry or manufacturing dates visible	23 (64%)	10 (31%)	-	14 (50%)	24 (73%)
Some foods' expiry dates exceeded	12 (33%)	11 (34%)	-	7(25%)	7(21%)
Total no. of schools	36	32	-	28	33

116. **School Feeding Management Committees.** Most SFMCs have the school director as president. Observation on the ground found that the school director usually manages the canteen food. Baseline interviews indicate that WFP's school feeding activity faces an issue with parents' contributions. To involve the community in the programme, WFP and its partners suggest that parents contribute food, wood or water to school meals or offer money or labour depending on their ability. Contributions are centralised by the SFMC, who redistribute them according to priority and need. However, in certain cases a financial contribution is seen as an obligatory. In an extreme case it was reported that children not bringing 5 gourdes (US\$ 0.07) for their meal would not receive any food. It seems that WFP's suggestion that parents contribute is subject to misinterpretation in certain circumstances. As the cooks are not paid by WFP, the idea that they should be paid by the parents via the SFMC could quietly become an established rule in the community. However, this can lead to unexpected and undesirable outcomes such as that mentioned above. As WFP aims to reach the most vulnerable people, communities cannot be expected to supply payment for cooks or the procurement of additional food to compensate for the lack of vegetables, fruit or meat in McGovern-Dole school canteens.
117. **Other school feeding, education and WASH actors in the area.** As stated in the Context section, there are many humanitarian actors and donors in Haiti. Various interviews revealed that coordination between them is not optimal. Synergies could be created to share experience, harmonise tools and perhaps share programmes. Today most school feeding interventions follow a holistic approach, as the McGovern-Dole programme does to a certain extent, although it does not consider local purchasing or gender-specific activities, for example. However, humanitarian actors often have specific areas of expertise and holistic programmes are inevitably better implemented when they use the different skills of multiple actors. WFP has partnered appropriately with BND, CRS, Plan International and AMURT, all of which have the capacity to work at the local level and a vast range of expertise. Further collaboration with other partners or donors could fill the existing gaps, for instance in integrated literacy activities, the construction of additional latrines, provision of additional water infrastructure, and increased funding for SBCC activities, etc.
118. **Previous recommendations.** According to discussions and interviews held by the national consultant team during the data collection, the question of feeding grade 7, 8 and 9 pupils has not yet been settled. As expressed in the recent McGovern-Dole endline evaluation, schools strongly opposed the McGovern-Dole programme's refusal to feed these pupils.⁸² While the lower grades

⁸² Mailloux. L., Final evaluation of WFP Haiti's Food for Education and Child Nutrition Programme (2016-2019), October 2019

benefit from school meals, their fellow students go without. This is a strong moral issue for school directors, teachers and cooks. According to certain stakeholders, some schools would prefer other school feeding programmes to that of McGovern-Dole for this reason. Other issues related to recommendations made in previous evaluations about the involvement of the MWSWR, gender-transformative activities, strengthening educational activity and cook-stove strategies are also mentioned throughout this report.

5.2. Gender Analysis

119. **Women’s participation in decision-making.** As Table 18 shows, while SFMC membership includes women they are underrepresented in decision-making positions such as president and deputy president, at 25 percent and 30 percent respectively. Holding a position and having an influence are different parts of the overall picture and will be evaluated at the end of the current project phase.

Table 18: Role of Women in School Feeding Management Committees

% of women in School Feeding Management Committees		
President: 24.2%	Treasurer: 64.2%	Secretary: 48.5%
Deputy: 30.7%	Deputy: 81.8%	Deputy/ 66.7%

120. **Gender-based violence.** During the qualitative interviews girl and boy pupils were asked separately about their experiences of gender inequality and gender-based violence (GBV). Gender in schools was also discussed with the MWSWR. See following footnote for children’s answers.⁸³ The following issues were identified:

- Schoolchildren are aware of gender inequality and GBV at school and in their communities. While they do not report what happens at home, they can recall GBV problems in their neighbourhoods. In general both boys and girls said that they did not like seeing GBV in their communities and felt that it should stop.
- Boys reported being subjected to more physical violence than girls at school. Girls are more likely to be sexually abused, according to discussions with the MWSWR. Such cases are also reported in the media.⁸⁴

121. The ET believes that the school feeding programme provides a good opportunity to address gender inequality and GBV in primary schools. A start can be made by addressing textbooks presenting gender stereotyping, as recommended in the gender evaluation at the end of the previous McGovern-Dole project. The SBCC will provide additional areas of intervention.

122. According to the MWSWR, gender is being addressed in the secondary school curriculum but not yet in that of primary schools. The MWSWR has revived roundtable discussions on gender with United Nations partners, although WFP has not yet participated.⁸⁵ The roundtable was initiated by

⁸³ National School XX: Girls: There are girls who have problems with the boys in the class. They know how to hit girls' bottoms when they pass by them. Boy: Some boys harass girls at school. At home - no - but in the neighbourhood some women are abused and beaten by men

National School XX: Girls: at home parents can call each other names. In the neighbourhood after the men have finished drinking they may beat their wives. Boys: Our fathers can beat our mothers for disrespect. We get angry when our mothers are beaten. We would like men to get along with women.

⁸⁴ Haïti Libre, Grand’Anse, ‘40 élèves mineures d’une même école mises enceintes,’ September 2010, (<https://www.haitilibre.com/article-32053-haiti-flash-grand-anse-40-eleves-mineures-d-une-meme-ecole-mises-enceintes.html> - accessed on January 14 2021); Loop Haïti, Grande-Anse: un homme arrêté pour avoir mis enceinte 6 enfants, December 2019 (<http://www.loophaiti.com/fr/node/435972>- accessed on January 14 2021).

⁸⁵ The United Nations Development Programme (UNDP), the United Nations Population Fund (UNFPA), the Food and Agriculture Organisation (FAO) and the United Nations Children’s Fund (UNICEF).

the MWSWR in 2013, supported by UN Women and the European Union.⁸⁶ The Ministry is now promoting roundtable discussions at department level. A roundtable was initiated in Cap Haitien in 2019.⁸⁷

123. Although the WFP's 2019 SBCC study looked at gender-specific taboos and practices, gender mainstreaming is not mentioned in its conclusions and recommendations, leaving the document incomplete.
124. WFP and Plan International worked together on a Social and Behavioural Change communication Strategy to Advance Gender Equality and Nutrition (2019-2023). The strategy focuses on gender as well as child protection and gender-based violence, nutrition, health, and WASH. It is based on the findings from the SBCC nutrition study and the analysis of gender in school feeding programmes carried out in 2019. Plan International and WFP have established a list of monitoring and evaluation indicators that include the existence of women in leadership positions on school feeding management committees, the nutritional knowledge and attitudes of different target groups, and gender-specific indicators. These include the number of schools putting measures in place to eliminate violence, children and staff knowing at least three gender-based violence messages, etc. Plan International has a one-year contract to develop the SBCC component as a pilot in 25 schools in Haiti's Nord-Est Department; it is also implementing this in 25 schools in the Sud-Est Department outside the McGovern-Dole programme. The plan is to roll out the SBCC strategy to all schools via the implementing partners over the next few years. However, it seems unlikely that the pilot project can be implemented and completed within a year. At the time of writing this report the training manuals are still under development.
125. **Coordination on gender initiatives.** According to the data collected the SBCC pilot project is not known to either the MWSWR/MCFDF or the MPHP/MSPP, the latter stating that WFP should validate and approve the training manuals before implementation. Both ministries have expressed willingness to collaborate with WFP on SBCC.
126. Other initiatives to tackle gender equality, such as Spotlight, a European Union consortium, UNDP, UNFPA, UNICEF and UN Women target domestic violence in Haiti. Intervention areas include both Grande-Anse and Nord-Est, where the McGovern-Dole programme is operational. Other organisations could also be identified as partners on gender inequality issues.

5.3. Baseline Values, Validation of Yearly Targets and Information for Regular Programme Monitoring

127. This subsection summarises all McGovern-Dole programme activities and objectives over the three next years. USDA Standard Indicators 10, 14, 15, 21, 24, 25, 26 have been excluded by WFP as they are not relevant to the programme.⁸⁸ Each indicator has been extracted from the PMP and analysed individually. As in the example below, the second line of values with a coloured background represents the ET's findings in the field.

⁸⁶<https://www.hpnhaiti.com/site/index.php/societe/10350-haiti-politiquecondition-feminine-lancement-de-la-table-thematique-genre> (accessed on February 3 2021)

⁸⁷ https://www.lenational.org/post_free.php?elif=1_CONTENUE/actualitees&rebmun=5496 (accessed on February 3 2021)

⁸⁸ Indicator 10 refers to policies, regulations, and administrative procedures; indicators 14 and 15 are linked to take-home rations distributed at school and are not relevant to the McGovern-Dole programme in Haiti; indicators 21, 24, 25 and 26 relate to nutrition for children aged 0 to 59 months and pregnant women and is not relevant to this programme.

Standard ind. #				
Baseline	Year 1	Year 2	Year 3	Life of project
XX,XXX	XX,XXX	XX,XXX	XX,XXX	XXX,XXX
XX,XXX	XX,XXX	XX,XXX	XX,XXX	XXX,XXX

128. This subsection also provides additional information for regular programme monitoring. Where necessary and based on the evaluation findings the ET has developed a rationale for better monitoring of certain indicators. A colour indicates the extent to which the ET considers that the indicator requires modification.

	Indicator may benefit from minor changes but is generally appropriate		Indicator needs some changes		Indicator needs major change
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129. According to the USDA’s Indicator Handbook the annual indicator targets are assessed by the US federal government each fiscal year (October 1 to September 30). To clarify the yearly target indicators, the ET has assimilated fiscal years with school years. All the following standard and custom indicators are presented in Annex 26 for ease of reference.

5.3.1. Improved Literacy of School-age Children

USDA Standard Indicators

		Standard Ind. #1		Percentage of students who, by the end of two grades of primary schooling, can demonstrate that they can read and understand the meaning of grade-level text							
		Baseline	Year 1	Year 2	Year 3	Life of project					
		3%	25%	25%	50%	50%					
		<i>Need to consider that only 13% of pupils will benefit from activities linked to literacy.</i>									
Female	Male	3%	3%	25%	25%	25%	25%	50%	50%	50%	50%
Female	Male										

130. **Baseline figure.** The low reading score at baseline is based on the results of literacy and EGRA programmes previously carried out in Haiti by CRS in partnership with the Episcopal Commission for Catholic Education and the University of Notre Dame. However, CRS is planning to run an EGRA test for first-grade pupils in April 2021 to inform the baseline more accurately.

131. **Yearly targets.** The yearly targets are also based on former CRS experience. However, it appears to the ET that when considering schoolchildren’s previous academic performance and the impact on schooling of both the Covid-19 pandemic and the prevailing political situation, the yearly targets seem overambitious and should be revised once the uncertainty linked to the coming elections has been resolved. Furthermore, as only 13 percent of participating children will benefit from the integrated literacy programme the yearly targets do not seem realistic. Data should be disaggregated by schools receiving and not receiving the literacy programme.

132. To inform this indicator, USDA requires assessment of the reading capacity of pupils at the end of second grade at the start of the programme and then again at the end of second grade when the programme is complete. However, the WFP and CRS are planning to assess the reading capacity

of first-grade pupils in April 2021 and then again of the same pupils, who will then be in grade 3, at the end of the programme. The ET points out that this protocol does not conform to USDA requirements.

		Standard Ind. #2		Average student attendance rate in USDA-supported classrooms/schools							
		Baseline		Year 1		Year 2		Year 3		Life of project	
		70%		80%		80%		83%		83%	
Female	Male	70%	70%	80%	80%	80%	80%	83%	83%	83%	83%
Female	Male										

133. **Baseline figure.** According to the implementing partners the attendance figures are realistic. However, WFP's 2018 and 2019 Annual Country Reports do not include attendance rates.

134. **Yearly targets.** The implementing partner will collect this indicator based on pupils' regular presence in class as usual.

		Standard Ind. #3		Number of teaching and learning materials provided as a result of USDA assistance							
		Baseline		Year 1		Year 2		Year 3		Over life of project	
		0		11,200		6,900		6,900		20,700	
		0		<i>Figures should be disaggregated by type of material provided</i>							

135. **Baseline figure.** This is an output indicator. The baseline value is zero.

136. **Yearly targets.** This indicator relates to the fifty schools receiving the integrated reading programme. According to the one-year contract between WFP and CRS, the following should be distributed to each school:

- a teacher guide (*Gid mèt la*), a box of pencils and an eraser for each teacher;
- a picture booklet for oral French, a reading book (*Iekti Kreyol*) and an exercise book (*kaye egzesis*), a box of pencils, a sharpener, an eraser, a pencil case and a notebook for each pupil;
- a box of chalk and a mini-library of 75 to 100 titles in Creole and French for each school.

137. Considering the variety of items for distribution the ET strongly suggests that the yearly target should be disaggregated by type of item distributed rather than covered by one figure encompassing everything and giving the same weight to a box of chalk as to a library of 100 books. This would allow better understanding of the planned objectives and greater transparency regarding achievements.

		Standard Ind. #4		Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance							
		Baseline		Year 1		Year 2		Year 3		Life of project	
		0		90		102		108		108	
		0		47		106		112		112	
Female	Male	0	0	59	31	66	36	70	38	70	38
Female	Male	0	0	32	14	72	34	76	36	76	36

138. **Baseline figure.** This outcome indicator is a direct result of the following indicator. Its baseline value is zero.

139. **Yearly targets.** By the end of the three years of the programme WFP estimates that 90 percent of the teachers and directors trained will be applying their newly-acquired teaching techniques in the classroom. This seems a reasonable objective. The yearly objective increases from 75 percent at the end of the first year to 85 percent at the end of the second year and 100 percent at the end of the final year. To inform this indicator, Literacy Supervisors will follow each teacher in training on a monthly basis.⁸⁹ The yearly targets and gender-disaggregated figures proposed by the ET reflect various conversations held with WFP and CRS (linked to St. Ind. #5).

		Standard Ind. #5		Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance							
		Baseline		Year 1		Year 2		Year 3		Life of project	
		0		120		120		120		120	
		0		62		124		124		124	
Female	Male	0	0	78	42	78	42	78	42	78	42
Female	Male	0	0	42	20	84	40	84	40	84	40

140. **Baseline figure.** This is an output indicator. Its baseline value is theoretically zero. The ET notes that 14 of the 50 targeted schools have been following a similar programme since 2017, and these could be used as the baseline figure if the indicator did not consider only the results of USDA assistance.

141. **Yearly targets.** This indicator concerns the 50 schools receiving the integrated reading programme. The training focuses on the *Map Li Nèt Ale* (MLNA) reading method, literacy strategies, classroom management, use of classroom libraries, integration of social and emotional learning skills, creation of a positive school climate and classroom learning environment, peer tutoring, and summer reading camps. To date 62 grade 1 teachers have been trained, of which 42 are female. According to the agreement signed between WFP and CRS, in years 2 and 3 both first and second grade teachers should be trained, hence the yearly objective for these two years should be twice that of year 1. Certain schools have more than one grade 1 and/or grade 2 class, and for this reason more teachers are trained than the number of schools. The ET points out that the training should cover at least two days (16 hours). This is the case for both MLNA training and the yearly refresher courses, which take five and three days respectively. WFP's yearly targets, presented above, have evolved over time. The yearly targets and gender-disaggregated figures proposed by the ET in the table above reflect conversations held with both WFP and CRS.

		Standard Ind. #6		Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance							
		Baseline		Year 1		Year 2		Year 3		Life of project	
		0		30		30		30		30	
		0		38		43		45		45	
Female	Male	0	0	3	27	3	27	3	27	3	27
Female	Male	0	0	9	29	10	33	11	34	11	34

⁸⁹ To date eight Literacy Supervisors have been trained to provide training to teachers and supervisors in all fifty schools.

142. **Baseline figure.** This outcome indicator is a direct result of the following indicator. Its baseline value is zero.

143. **Yearly targets.** The ET suggests that the percentage of school administrators demonstrating the use of new techniques should increase over the years, as for teachers in St. Ind. #4. To inform this indicator, Literacy Supervisors will follow every teacher receiving training on a monthly basis. The yearly targets and gender-disaggregated figures proposed by the ET reflect conversations held with both WFP and CRS (linked to St. Ind. #7).

		Standard Ind. #7		Number of school administrators and officials trained or certified as a result of USDA assistance							
		Baseline		Year 1		Year 2		Year 3		Life of project	
		0		40		40		40		40	
		0		50		50		50		50	
Female	Male	0	0	4	36	4	36	4	36	4	36
Female	Male	0	0	12	38	12	38	12	38	12	38

144. **Baseline figure.** This is an output indicator. The baseline value is zero.

145. **Yearly targets.** To date CRS has trained 12 female school directors and 34 male school directors and four inspectors, hence 46 altogether. They have been trained in the same topics as the teachers. School directors in Haiti are in charge of supervising the school and do not usually teach. The yearly targets and gender-disaggregated figures proposed by the ET reflect conversations held with both WFP and CRS.

		Standard Ind. #8		Number of educational facilities (i.e. school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance.							
		Baseline		Year 1		Year 2		Year 3		Life of project	
		0		162		162		162		486	
				Indicator needs to be revised once negotiations with the MoE and DINEPA are over.							
Latrine construction		0		5		5		5		15	
Latrine rehabilitation		0		5		5		5		15	
Improved water sources		0		152		152		152		456	
				<i>To be adjusted once WFP has decided on an alternative to tippy-taps</i>							

146. **Baseline figure.** This is an output indicator. The baseline value is zero.

147. **Yearly targets.** CRS will make latrine construction and rehabilitation first-year objectives. The contract between CRS and WFP is for one year, meaning that CRS has no official visibility over the whole length of the programme. According to WFP, the contract will be renewed each school year.

148. The initial plan was that CRS would install 4 tippy taps per school in 100 schools (35 in Grande-Anse, 35 in the North and 30 in the Nord-Est) in the first school year and 4 tippy taps per school in 40 schools in the second year. This does not match the yearly targets given in the PMP. However, the MoE does not accept the idea of tippy taps for hand-washing stations, preferring more sustainable facilities. In August 2020, following discussion with the National Directorate of Drinking Water and Sanitation (DDWS) (*Direction Nationale de l'Eau Potable et de l'assainissement - DINEPA*),

the national authorities refused to allow the installation of tippy taps. Negotiations about possible alternatives are now ongoing with the MOE, the DDWS, CRS and WFP. For the moment the replacement option would be a hand-washing system used by the Haitian Red Cross consisting of a 50-litre plastic reservoir with an integrated tap that is positioned approximately 80 centimetres off the ground on a metal frame. Its low cost could allow WFP to implement this in all 100 schools. Another option used by UNICEF and the IDB is also being considered, but it is ten times more expensive. This indicator will need to be readjusted by WFP once a decision has been made.

		Standard Ind. #9		Number of students enrolled in schools receiving USDA assistance							
				Baseline		Year 1		Year 2		Year 3		Life of project
		0	0	100,000	100,000	95,000	95,000	85,000	85,000	100,000	100,000
		<i>100,000</i>		<i>The possible increase in enrolment should be taken into account</i>							
Female	Male	0	0	50,000	50,000	47,500	47,500	42,500	42,500	50,000	50,000
Female	Male	<i>49,000</i>	<i>51,000</i>	<i>To adapt according to comments below</i>							

149. **Baseline figure.** The baseline for this indicator should not be zero. As stated in the FAS Indicator Handbook, it should reflect the number of pupils enrolled in the project schools before the project begins, which is 100,000. WFP’s Annual Country Report 2019 and Standard Programme Report 2017 both show girls making up 49 percent of students. Our survey found that girls made up 44 percent of pupils in grades 1 to 6 (see situational analysis above).

150. **Yearly targets.** The ET understands that WFP has selected the appropriate number of schools to reach 100,000 pupils at the beginning of the programme. However, the number of pupils is subject to variation in school enrolment numbers over time, and excluding schools from the programme if enrolment figures increase to the point of having to feed more pupils than planned in years 2 and 3 would be morally unacceptable. For this reason increases in enrolment figures should be taken into consideration. WFP’s 2018 and 2019 Annual Country Reports (ACR) estimate annual increases in enrolment rates of 5 and 6.8 percent respectively. This means that if 100,000 pupils are fed in year 1, in year 2 some 106,000 pupils would need to be considered.

151. Another solution could be to start year 1 with fewer than 100,000 pupils to ensure that an increase in enrolment would not oblige WFP to reduce individual food portions to cover a greater number of pupils in years 2 and 3.

152. As reflected in the yearly targets, WFP is planning to move 20 schools in year 2 (5,000 pupils) and 40 schools in year 3 (10,000 pupils) over to the home grown school feeding (HGSA) programmes that it runs with other donors.

Standard Ind. #10		Number of policies, regulations, and administrative procedures in each of the following stages of development as a result of USDA assistance			
Baseline		Year 1	Year 2	Year 3	Life of project
-		-	-	-	-

153. WFP and USDA agreed to remove government secondment activities during initial negotiations on the programme implementation. While WFP is still doing advocacy work within the government, it does not consider three years enough time to initiate new policies without employing an extra person within WFP in charge. Hence the activities linked to the Improved Policy and Regulatory

Framework (MGD 1.4.2 and MGD 2.7.2) attached to the Foundational Results will not contribute to the theory of change.

Standard Ind. #11	Value of new USG commitments, and new public and private sector investments			
Baseline	Year 1	Year 2	Year 3	Life of project
0	7.700	6.500	6.750	20.950

154. **Baseline figure.** This is an output indicator. The baseline value is zero.
155. **Yearly targets.** The values represent the investment of the cooperating agent providing iodised salt to the programme. However, it is not clear why in year 3 the cost of iodised salt is expected to be higher than in the previous year, knowing that the number of schools reached will be lower as indicated in St. Ind. #32.

Standard Ind. #12	Number of public-private partnerships formed as a result of USDA assistance			
Baseline	Year 1	Year 2	Year 3	Life of project
0	-	1	1	2

156. **Baseline figure.** This is an output indicator. The baseline value is zero.
157. **Yearly targets.** The identity of the proposed partners has not been made clear to the ET. One partner will provide iodised salt, as stated in the St. Ind. #11. However, the ET does not understand why this partnership does not appear in the first year, and is waiting for information about the second partnership indicated in the table.

Standard Ind. #13	Number of parent-teacher associations (PTAs) or similar 'school' governance structures supported as a result of USDA assistance			
Baseline	Year 1	Year 2	Year 3	Life of project
0	400	380	340	400
185	388	368	328	388

158. **Baseline figure.** According to the list of the 388 schools enrolled on the programme provided by WFP, 185 have previously benefited from WFP school feeding, including McGovern-Dole programmes. Hence the baseline figure for this indicator can be expected to be 203.
159. **Yearly targets.** WFP are committed to supporting SFMCs in each school they intervene in by providing insights on the supervision, implementation and monitoring of school canteens. Yearly targets will need to be adjusted to reflect the actual number of schools at the beginning of the programme, as indicated in St. Ind. #32.

Standard Ind. #16	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance			
Baseline	Year 1	Year 2	Year 3	Life of project
0	15,000	14,250	12,750	42,000,000

0	Linked to St. Ind. #9
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160. **Baseline figure.** This is an output indicator. The baseline value is zero.

161. **Yearly targets.** The figure are based on meals being served five days a week from September to June on 150 school calendar days.⁹⁰ This indicator is directly linked to St. Ind. #9 (number of students enrolled in schools receiving USDA assistance) and should be adjusted according to the comments provide by the ET.

		Standard Ind. #17	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance								
			Baseline	Year 1		Year 2		Year 3		Life of project	
		0 / 0	100,000	99,200		93,400		100,000			
Female	Male	0 / 0	50,000	50,000	47,500	45,000	42,500	4,250	50,000	50,000	
Female	Male										
New	Continuing	-	100,000	0	0	100,000	0	95,000	0	85,000	
New	Continuing		100,000	0	24,400	79,800	24,400	79,000	N/A		

162. **Baseline figure.** This is an output indicator. The baseline value is zero.

163. **Yearly targets.** As all children in schools receiving USDA assistance receive daily school meals, this indicator is directly linked to St. Ind. #9. Regarding the 'new/continuing' disaggregation figures, in years 2 and 3 the number of new pupils cannot be equal to zero. This number should reflect the new pupils enrolled in schools. The 'continuing' number should take into consideration pupils leaving the programme: dropouts and pupils passing from grade 6 to grade 7 and hence moving out of the programme. Considering these 'new' and 'continuing' figures precisely would allow for more accuracy in the number of pupils needing assistance over the entire course of the programme. This is directly linked to the ET's comment on St. Ind. #9.

164. The ET attempted to calculate the number of new and continuing pupils over the length of the programme as follows: data collected from school registers show that for SY 2020/21 an average of 64 children were newly enrolled (enrolment in grade 1 + new enrolments in grades 2 to 6). Multiplying this figure by 388 schools makes 24,382 new pupils in the programme each year. Regarding pupils continuing, the data shows that 26 pupils from grades 1 to 5 dropped out in the previous year in. To this figure, we need to add the 26 pupils in year 6 who will be in year 7 the following year. We can hence estimate that from one year to the next, 52 pupils will leave the school. Across the 388 schools this represents 20,176 pupils leaving the programme. This gives us an approximate calculation of the number of new and continuing pupils to be expected over the length of the programme.

⁹⁰ Due to the Covid situation, SY 2020/21 will start in November instead of September

		Standard Ind. #18		Number of social assistance beneficiaries benefiting from productive safety nets as a result of USDA assistance							
		Baseline		Year 1		Year 2		Year 3		Life of project	
		0		100,000		95,000		85,000		100,000	
		xx,xxx									
Female	Male	0	0	50,000	50,000	47,500	45,500	42,500	42,500	50,000	50,000
Female	Male							-		-	
New	Continuing	0	0	100,000	0	0	100,000	-		-	
New	Continuing										

165. According to the USDA's Indicator Handbook, three kinds of activities can provide the foundation for a 'productive safety net' program:

- Activities that strengthen community assets (e.g. public works);
- Activities that strengthen human assets (e.g. school feeding, maternal and child health support such as prenatal and well-baby visits);
- Activities that strengthen household assets (e.g. take-home rations).

166. Due to the nature of the programme, which strengthens community assets only in schools and does not provide take-home rations, the ET understands that this standard indicator is exactly the same as the previous indicator and can be removed as it does not provide any new information.

Custom Indicators

167. WFP has added the following custom indicators to USDA's compulsory standard indicators.

Custom Ind. #1		Number of classroom libraries distributed							
Baseline		Year 1		Year 2		Year 3		Life of project	
0		100		50		0		150	
0		60		0		0		60	

168. **Baseline figure.** This is an output indicator. The baseline value is zero.

169. **Yearly targets.** Although WFP and CRS initially planned to distribute one library per classroom through the MLNA programme, this number has had to be halved due to budget constraints. Following discussions with WFP and CRS, the ET proposes new yearly objectives in the table above.

		Custom Ind. #2		Number of students attending summer reading camp							
		Baseline		Year 1		Year 2		Year 3		Life of project	
		0		300		300		300		900	
Female	Male	0	0	150	150	150	150	150	150	450	450
Female	Male										

170. **Baseline figure.** This is an output indicator. The baseline value is zero.

171. **Yearly targets.** Ten schools per year are to participate in summer reading camps with an average of twenty pupils per schools. Each year different schools and pupils will attend.

		Number of students participating in peer tutoring									
		Custom Ind. #4		Year 1		Year 2		Year 3		Life of project	
		Baseline		300		300		300		900	
		0		300		300		300		900	
Female	Male	0	0	150	150	150	150	150	150	450	450
Female	Male										

172. **Baseline figure.** This is an output indicator. The baseline value is zero.

173. **Yearly targets.** Peer tutoring is an activity integrated into the summer reading camps, and every pupil attending summer reading camp is expected to participate in this activity.

		Number of teachers receiving bi-monthly coaching and monitoring support									
		Custom Ind. #5		Year 1		Year 2		Year 3		Life of project	
		Baseline		100		150		150		150	
		0		100		150		150		150	
		0		62		124		124		124	
Female	Male	0	0	35	65	52	98	52	98	52	98
Female	Male	0	0	42	20	84	40	84	40	84	40

174. **Baseline figure.** This is an output indicator. The baseline value is zero.

175. **Yearly targets.** This indicator is directly linked to St. Ind. #5, hence the ET proposes the same yearly objectives.

		Number of local commodities added to the food basket									
		Custom Ind. #6		Year 1		Year 2		Year 3		Life of project	
		Baseline		2		2		2		2	
		0		2		2		2		2	
		<i>See comment below.</i>									

176. **Baseline figure.** This is an output indicator. The baseline value is zero.

177. **Yearly targets.** According to discussions with WFP, iodised salt is one of the local commodities to be added to the food basket. The other commodities have not yet been defined. During training and sensitisation sessions the implementing partners suggested that schools, and mostly parents, should add additional items to the meals such as vegetables or other local ingredients. However, the implementing partners do not systematically collect information about whether local foods are being added on their monthly school visits. The terms of AMURT's agreement with WFP include distributing moringa powder⁹¹ to fortify the meals provided by 80 of the schools in the Nord and

⁹¹ Moringa oleifera, also called tree of life, is a tree native to India. It has been used for its nutritional benefits for decades by NGOs in programmes fighting malnutrition. It contains a variety of proteins, vitamins, and minerals.

Nord-Est departments. The ET considers that a standardised protocol is needed to monitor this yearly target accurately. WFP is advised to revise this indicator and disaggregate it by commodity.

Custom Ind. #7	Number of tonnes of salt provided			
Baseline	Year 1	Year 2	Year 3	Life of project
0	45.00	42.75	38.25	126
<i>Should follow increase of pupils as mentioned for St.Ind. #9.</i>				

178. **Baseline figure.** This is an output indicator. The baseline value is zero.
179. **Yearly targets.** WFP plans to distribute 3 grams of salt per child per day. The ET suggests that this amount should be adapted to take into account the annual increase in pupil numbers, as mentioned under Standard Indicator #9.

Custom Ind. #8	Number of cluster meetings held			
Baseline	Year 1	Year 2	Year 3	Life of project
0	48	48	48	144

180. **Baseline figure.** This is an output indicator. The baseline value is zero.
181. **Yearly targets.** CRS organises cluster meetings with teachers and school directors to discuss difficulties encountered and lessons learned for the better implementation of the programme. The ET was unable to discover the rationale behind the number of meetings planned.

Custom Ind. #9	Number of fuel-efficient stoves provided			
Baseline	Year 1	Year 2	Year 3	Life of project
0	105	106	106	317

182. **Baseline figure.** This is an output indicator. The baseline value is zero.
183. **Yearly targets.** WFP has issued a national call for tenders for the provision of 317 fuel-efficient stoves over the three years of the programme. The provider should be selected in April. Most of these stoves will burn wood, as gas is little used in remote areas of the country. In addition BND will distribute 32 fuel-efficient stoves in year 1 (16 *réchauds améliorés* and 16 *chaudières adaptées*). This is not included in the McGovern-Dole indicators as it is one of the extra activities that implementing partners sometimes propose to increase the benefit of the programme.

Custom Ind. #10	Number of schools with proper NFI ⁹² due to USDA assistance			
Baseline	Year 1	Year 2	Year 3	Life of project
0	275	350	400	400
0	275	350	388	388

⁹² Non Food Items

184. **Baseline figure.** This is an output indicator. The baseline value is zero.

185. **Yearly targets.** WFP has issued a national call for tenders for providing kitchen implements (cooking pots, plates, spoons, forks, glasses, etc.) to all 388 schools. According to WFP, these non-food items should be available in April/May 2012.

Custom Ind. #11	Retention rate of students in USDA-supported schools				
	Baseline	Year 1	Year 2	Year 3	Life of project
	91%	91%	91%	95%	95%

186. **Baseline figure.** This is an output indicator. This baseline has been provided by the CRS based on data collected in the field.

187. **Yearly targets.** Yearly targets reflect CRS's experience of implementing integrated literacy programmes over the past years. As only 13 percent of the schools will receive the integrated literacy activities, the increase of retention rate over the duration of the programme may not be identical in all schools in the programme. WFP should specify where indicators are linked only to a certain category of schools, i.e. schools benefiting from the integrated literacy component.

		Custom Ind. #12	Percentage of students who pass to the next grade in USDA-supported schools								
			Baseline	Year 1		Year 2		Year 3		Life of project	
		0	73%	73%	73%	73%	77%	77%	77%	77%	
		73%	73%	73%	73%	77%	77%	77%	77%	77%	
Female	Male	0	0	74%	72%	74%	72%	78%	76%	78%	76%
Female	Male	0	0	74%	72%	74%	72%	77%	77%	77%	77%

188. **Baseline figure.** The baseline value is 73%. It is based on WFP's regular monitoring as documented in its annual Country Reports. The gender disaggregation is also collected by WFP.

189. **Yearly targets.** This indicator should be disaggregated by schools receiving or not receiving the integrated reading programme to show the difference between a complete McGovern-Dole programme and one without the literacy component. WFP should aim to reduce the existing gender gap in pass rates over the duration of the programme.

		Custom Ind. #13	Consistent teacher attendance in USDA-supported schools								
			Baseline	Year 1		Year 2		Year 3		Life of project	
		50%	65%	70%	75%	75%					
Female	Male	0	0	-	-	-	-	-	-	-	
Female	Male	<i>Gender disaggregation should be collected</i>									

190. **Baseline figure.** The baseline value reflects past CRS experience.

191. **Yearly targets.** The yearly targets also reflect past CRS experience. Like Custom Indicator #12, this indicator should be disaggregated by schools receiving and not receiving the integrated reading programme to show the difference between a complete McGovern-Dole programme and one

without the literacy component. The ET suggests collecting gender-disaggregated data for this indicator.

Custom Ind. #14		Number of training sessions with government stakeholders			
Baseline		Year 1	Year 2	Year 3	Life of project
0		2	2	2	6

192. **Baseline figure.** This is an output indicator. The baseline value is zero.
193. **Yearly targets.** In order to increase local institutional capacity WFP will provide training to the MOE at department level. The training will focus on monitoring and evaluating the school feeding component of the programme. One training session will be held each year in the Grande-Anse department and another for both Nord and Nord-Est departments stakeholders.

		Custom Ind. #15		Percentage of students identified as attentive by their teachers			
		Baseline		Year 1	Year 2	Year 3	Life of project
		60%		60%	60%	75%	75%
Female	Male	0	0	-	-	-	-
Female	Male						

194. **Baseline figure.** Baseline value reflects CRS past experience.
195. **Yearly targets.** Yearly targets also reflect CRS’s past experience. This indicator should be disaggregated by schools receiving and not receiving the integrated reading programme in order to show the difference between a full McGovern-Dole programme and one without the literacy component. Data should also be disaggregated by gender.

5.3.2. Increased Use of Health and Dietary Practices

Standard Indicators

		Standard Ind. #19		Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance							
		Baseline		Year 1		Year 2		Year 3		Life of project	
		0		960		912		816		960	
		0		960		1.140		1.156		1.360	
Female	Male	0	0	480	480	456	456	408	408	480	480
Female	Male	0	0	<i>See comment for St. Ind. #23</i>							

196. **Baseline figure.** This outcome indicator is a direct result of St. Ind. #23. Its baseline value is zero.
197. **Yearly targets.** The figures show that 60 percent of those trained should be putting into practice what they have learnt. As those individuals are the same ones over the years, one could expect that this figure would rise, reaching at least 85 percent in year 3. During their regular school visits, implementing partners observe cooks’ work and if necessary help them to put the cooking

skills they have learnt during the training into practice. While they do not systematically collect data on individuals or schools' use of these new practices at present, they are willing to do so if asked. See St. Ind. #23 for comments on gender disaggregation.

		Standard Ind. #20		Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance							
		Baseline		Year 1		Year 2		Year 3		Life of project	
		0		960		912		816		960	
		0		960		1.140		1.156		1.360	
Female	Male	0	0	480	480	456	456	408	408	480	480
Female	Male	0	0	480	480	570	570	578	578	680	680

198. **Baseline figure.** This outcome indicator is a direct result of the following indicator. Its baseline value is zero.

199. **Yearly targets.** As described above, implementing partners will assist directors and SFMCs to manage food stocks and storerooms on their monthly visits. WFP and its implementing partners will need to coordinate on how to collect this indicator. Ideally, individual trainee follow-up would be requested. The percentage of individuals putting into practice what they have learnt could grow over the years to reach 85 percent in year 3.

		Standard Ind. #22		Number of individuals trained in safe food preparation and storage as a result of USDA assistance							
		Baseline		Year 1		Year 2		Year 3		Life of project	
		0		1,600		1,520		1,360		1,600	
		0		0		0		0		0	
Female	Male	0	0	800	800	760	760	680	680	800	800
Female	Male										

200. **Baseline figure.** This is an output indicator. The baseline value is zero.

201. **Yearly targets.** Once a year the BND and AMURT, WFP's implementing partners, organise a one-day (7-hour) commune-level training session for cooks, SFMCs and SFSCs. One or two sessions may be organised depending on the number of schools per commune. Four people are invited from each school: two cooks, the school director, who is also president of the SFMC, and one member of the SFSC. Training topics include food preparation (recipes, hygiene, etc.) and stock management.

202. As USDA requires trainings to be at least two days (16 hours) long, the above 7-hour sessions cannot technically be called 'training'. To allow the McGovern-Dole ToC to unfold as planned, WFP and its implementing partners should increase this training to two days, or the programme's standard indicator will not be reached. The ET suggests adding a custom indicator directly linked to the training.

203. All the implementing partners collect disaggregated data during workshops. For example BND identified 26 percent female participants at its workshop in Grande-Anse with 218 SFMC representatives. Cooks are mostly women. Gender-disaggregated figures should be anticipated based on implementing partners' experience, and should not be represented as 50/50.

		Standard Ind. #23		Number of individuals trained in child health and nutrition as a result of USDA assistance							
--	--	--------------------------	--	--	--	--	--	--	--	--	--

		Baseline		Year 1		Year 2		Year 3		Life of project	
		0		1,600		1,520		1,360		1,600	
		0		0		0		0		0	
Female	Male	0	0	800	800	760	760	680	680	800	800
Female	Male										

204. **Baseline figure.** This is an output indicator. The baseline value is zero.

205. **Yearly targets.** In addition to the standardised WFP training provided as part of all of its school feeding programmes as mentioned above, the McGovern-Dole programme puts special emphasis on child health and nutrition training. St. Inds. #22 and #23 target the same beneficiaries during one single training session. Comments on the validity of this standard indicator are the same as those for St. Ind. #22.

Standard Ind. #27	Number of schools using an improved water source			
Baseline	Year 1	Year 2	Year 3	Life of project
WFP waiting for baseline	-	-	-	-
59.6%				

206. **Baseline figure.** The results of the CRS evaluation of the water system in January 2021 will be used to determine the baseline number of schools with an improved water source. In addition, the Papyrus survey collected information on all water sources at the schools they visited, more than half (59.6%) of which were 'improved' as described in the USDA's Indicator Handbook. Specific tables can be found in Annex 25. Using CRS and ET data, WFP will be able to populate this indicator accordingly.

207. **Yearly targets.** Yearly targets to be added by WFP once the baseline figure has been agreed.

Standard Ind. # 28	Number of schools with improved sanitation facilities			
Baseline	Year 1	Year 2	Year 3	Life of project
WFP waiting for baseline	-	-	-	-
68%				

208. **Baseline figure.** The results of the CRS evaluation of sanitation facilities in January 2021 will be used to determine the number of schools with improved sanitation facilities at baseline. In addition, the Papyrus survey also collected information on sanitation facilities at the school they visited. More than two thirds (68%) of visited schools have improved sanitation facilities as described in the USDA Indicator Handbook. Specific tables can be found in Annex 250. WFP will be able to populate this indicator using the CRS and ET data.

209. **Yearly targets.** Yearly targets will need to be added by WFP once the baseline figure is agreed.

Standard Ind. #29	Number of students receiving deworming medication(s)			
Baseline	Year 1	Year 2	Year 3	Life of project
0	100,000	95,000	85,000	100,000
0	<i>Directly linked to St.Ind. #17</i>			

210. **Baseline figure.** This is an output indicator. The baseline value is zero. No disaggregation is required by USDA for this indicator.

211. **Yearly targets.** WFP will provide deworming tablets to all implementing partners to be dispensed each year to each child benefiting from the programme. The number of beneficiaries is directly linked to St. Ind. #17.

	Standard Ind. # 30	Number of individuals participating in USDA food security programmes									
	Baseline	Year 1		Year 2		Year 3		Life of project			
	0	113,359		107,699		96,379		113,359			
	<i>To be amending considering all St.Ind. below</i>										
Students	0	0	50,000	50,000	47,500	47,500	42,500	42,500	50,000	50,000	
Female | Male	<i>Directly linked to St.Ind. #17</i>										
School admin.	0	0	80	320	80	320	80	320	80	320	
Female | Male	<i>Directly linked to St.Ind. #7</i>										
Teachers	0	0	98	52	98	52	98	52	98	52	
Female | Male	<i>Directly linked to St.Ind. #5</i>										
People in Govt.	0	0	0	0	0	9	0	9	0	9	
Female | Male											
People in civil society	0	0	7,680	5,120	7,296	4,864	6,528	4,352	7,680	5,120	
Female | Male											

212. **Baseline figure.** This is an output indicator. The baseline values are zero.

213. **Yearly targets.** All yearly targets and their gender disaggregation need to be revised according to the indicators to which they are linked.

214. WFP needs to define the people in government and in civil society listed above.

Standard Ind. #31	Number of individuals benefiting indirectly from USDA-funded interventions			
Baseline	Year 1	Year 2	Year 3	Life of project
0	400,000	380,000	340,000	400,000

215. **Baseline figure.** This is an output indicator. The baseline value is zero.

216. **Yearly targets.** According to the USDA Indicator Handbook this indicator should measure the number of individuals indirectly benefiting from the programme but not directly engaged in any programme activity. Usually this relates to pupils' family members. In certain programmes the indicator is calculated by multiplying the number of pupils by the average household size. However, this figure needs adjusting, as siblings at school should not lead to the same household being

counted more than once. Although the yearly targets seem realistic, WFP should provide a precise method for calculating this indicator's yearly targets.

Standard Ind. #32	Number of schools reached as a result of USDA assistance			
Baseline	Year 1	Year 2	Year 3	Life of project
0	400	380	340	400
0	388	368	328	388

- 217. **Baseline figure.** This is an output indicator. The baseline value is zero.
- 218. **Yearly targets.** According to the latest data the number of schools to be reached is 388 and therefore the data requires adjustment.

Custom Indicators

- 219. WFP has added the following custom indicator to the compulsory standard indicators.

Custom Ind. #3	Number of schools receiving WASH hygiene training sessions			
Baseline	Year 1	Year 2	Year 3	Life of project
0	400	380	360	400
0	388	368	328	388

- 220. **Baseline figure.** This is an output indicator. The baseline value is zero.
- 221. **Yearly targets.** All of the schools will benefit from water, sanitation and hygiene (WASH) training. However, it seems that WFP and USDA define training in a particular way and the training for this indicator appears more like regular sensitisation sessions. The implementing partners run short sessions of not more than 20 minutes for teachers and pupils at each field visit. Various topics around WASH, health and nutrition are discussed. At the beginning of each school year the implementing partners also arrange a two-hour meeting with parents to talk about the importance of education for boys and girls, the presentation of the programme, how parents should contribute to it, and general information about WASH and health.

5.4. Analysis of the Theory of Change

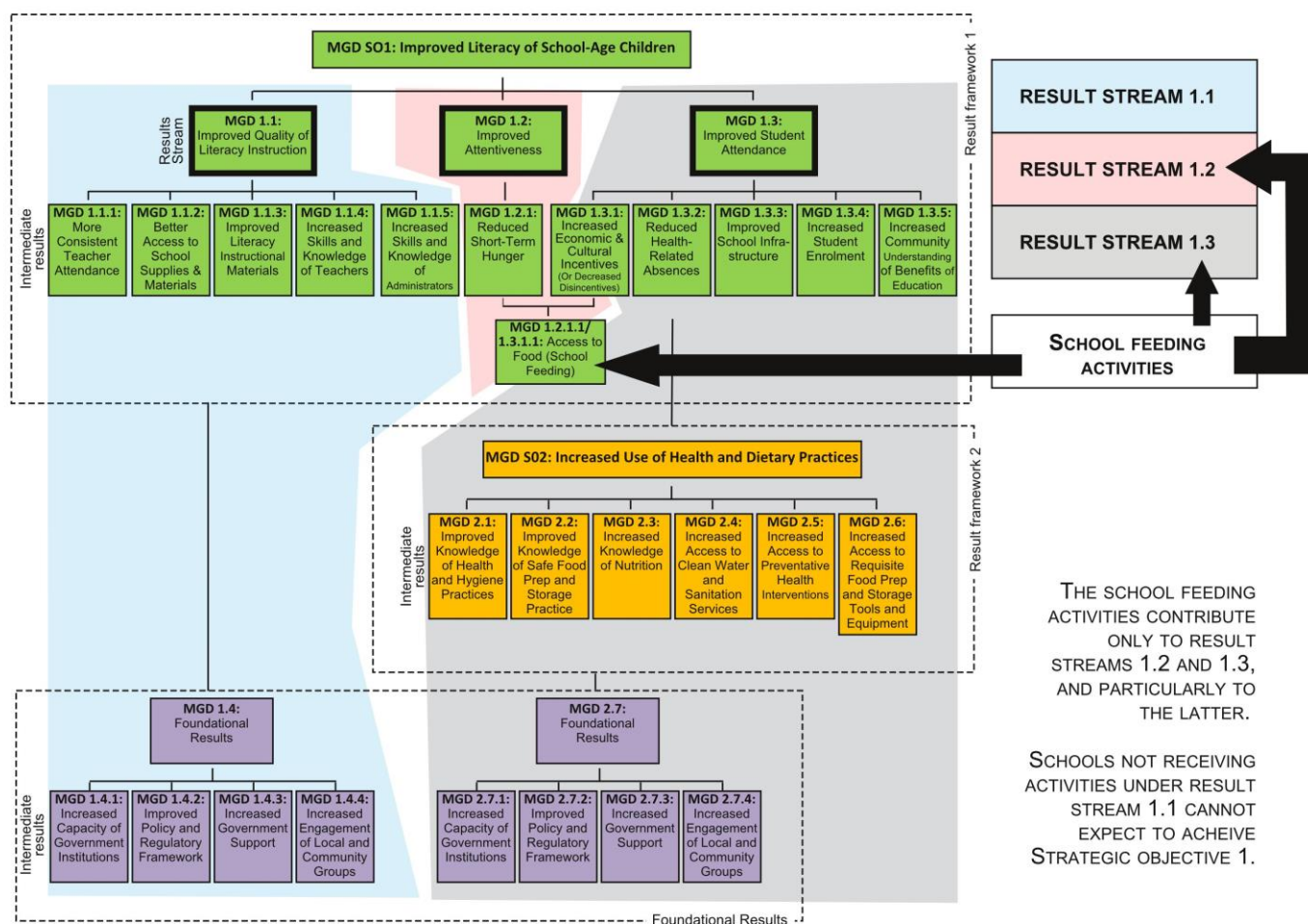
- 222. School feeding programmes can be implemented in very different ways depending on the country context, the implementing agency, and even the donor's agenda. A school feeding programme may prioritise feeding as many children living in a very unstable context as possible, or it may focus on school canteens and developing the local economy through home-grown school feeding programmes. It may also have a special focus on improving the quality of teaching in order to get the best from pupils who are well-fed and thus ready to learn. Although the McGovern-Dole programme is seen as a school feeding programme, school feeding is only one of its components: its official title is the McGovern-Dole International Food for Education and Child Nutrition Program. The McGovern-Dole approach fits well with WFP's Strategic Plan (2017-2021), which promotes 'working collaboratively across institutional boundaries at the humanitarian-development nexus, [...] while ensuring that it does not deviate from the primacy of humanitarian principles'.
- 223. The McGovern-Dole programme has its own theory of change (ToC). Numerous interlinked activities are seen as leading to improved literacy (Strategic Objective 1) and increased use of health and dietary practices (Strategic Objective 2). Food from school canteens plays a prominent role, as it increases pupil attentiveness in class (result stream 1.2) and contributes to school attendance (result stream 1.3). However, many other activities also contribute to school attendance, including

health-related activities (intermediate result 1.3.3, directly linked to SO2), activities for increasing community understanding of the benefits of education (intermediate result 1.3.5), and other activities linked to the intermediate results, as shown in Figure 2, below. Further, a large number of activities are linked to another result stream (result stream 1.1) focusing on improved quality of literacy instruction. As Figure 2 shows, the theory of change also relies for the sustainability of the programme on foundational results linked to activities that increase the beneficiaries and national institutions' national and regional involvement.

224. The above description of the McGovern-Dole theory of change is partly reflected in the Agreement between USDA and WFP.⁹³ The objectives of the Haiti McGovern-Dole FY19 programme are as follows:

- Increase school enrolment and retention through the provision of school meals;
- Improve the literacy of school-aged children and the quality of instruction in classrooms through teacher training and a holistic early grade reading (EGR) curriculum;
- Promote good nutrition and water, sanitation, and hygiene (WASH) practices through effective social behaviour change communication (SBCC) and school-level interventions;
- Strengthen national capacities and institutions with a view to enabling a school feeding program with a lasting impact.

Figure 2: Theory of Change



⁹³ Agreement number OGSM: FFE-521-2019/012-00 between the Foreign Agricultural Service and World Food Programme, September 26, 2019.

225. **Strategic Objective 1.** The fact that literacy activities will be implemented in only a limited number of schools (50, for only 36 of which this activity will be completely new) and in only one of the three departments will limit the potential for assessing the effectiveness of implementing the two results frameworks and the validity of the theory of change designed with USDA guidance. However, the high quality of the integrated literacy activities in the selected schools will theoretically have a positive impact on their achievement of the McGovern-Dole SO1.
226. **Strategic Objective 2.** The ToC relies on improved knowledge of health, hygiene, nutrition, safe food preparation, and sound food storage to reach SO2. While WFP and its implementing partners will run regular sensitisation sessions in schools, no in-depth training on these matters, as recommended by USDA, will be delivered. Regular sessions could make a bigger impact than a two-day training session, especially in areas such as safe food storage and preparation. It is for WFP and its partners to decide how this can best be done. However, there is clearly a lack of good sanitation practice which could directly affect the achievement of SO2 and is related to the intermediate result 'Reduced health-related absences' (see Figure 2).
227. The SBCC component is currently under development and has not yet been implemented in the 25 pilot schools. As soon as the pilot phase is completed, SBCC training on nutrition, health and hygiene will be rolled out to all USDA McGovern Dole schools. The SBCC pilot project specifically looks at addressing gender issues, as well as child protection and violence within school grounds and schoolchildren, parents, teachers, and their surrounding communities' attitudes to and practices regarding nutrition. The SBCC could have a positive impact in reaching SO2. The final evaluation will pay particular attention to improvements to not only dietary diversity but also gender issues.
228. **Foundational Results.** USDA and WFP have decided to remove activities related to the development or support of policy, regulations, and administrative procedures linked to the foundational results, estimating that a three-year programme would not allow enough time to produce substantive results. Foundational results-related activities will focus on local communities' increased engagement through the sensitisation of various actors. All parents are sensitised to the importance of school for both boys and girls, their involvement in school canteens, the importance of food diversity, basic hygiene behaviours, etc. Teachers, directors and parents more involved in school feeding are regularly sensitised during the implementers' monthly visits to the schools.
229. Local capacity-building at the 50 schools targeted for the integrated literacy activities will be very significant and the training and follow-up sessions for teachers and school directors are expected to provide a solid foundational basis for their lifetime careers. Capacity-building for the eight literacy supervisors is similarly a direct input into local and institutional capacity. At the institutional level, WFP is planning to integrate the MoE at departmental level in all of its school feeding programmes, involving it in the entire monitoring and evaluation process. Past collaboration with the MoE and NSFP has not been very successful, even though collaboration with national institutions has improved since 2018. To date WFP has not liaised with the MPHP/MSPP on activities to promote increased use of health and nutrition practices, nor with the Ministry of Women on the gender aspects of the programme.

6. Conclusions and Recommendations

230. The overall assessment and conclusions are provided below followed by six recommendations.

6.1. Overall Assessment and Conclusions

231. **Situational analysis.** The data from the survey of 108 schools and the secondary data add information to the baseline indicator figures. The ET has used this picture of the current context to

analyse the relevance, effectiveness, efficiency, impact and sustainability of the McGovern-Dole programme to inform the endline evaluation questions (both WFP and USDA learning agenda questions).

232. **Literacy.** The learning environment in WFP's area of intervention is not optimal. Lack of teacher training and insufficient pedagogical materials hinder pupils' learning. Twenty to thirty percent of pupils told the ET that they are regularly or often absent from school. The literacy component of the programme that is to be implemented in 50 schools is robust. However, the ET strongly suggests that this activity should be rolled out to all schools participating in the programme to meet McGovern-Dole objectives.
233. **WASH.** Two important gaps in the WASH school sanitation programme are the only partial improvement of sanitation facilities through the activities planned by WFP and CRS and the lack of sensitisation to good sanitation practices. Even though some schools have enough latrines, very few pupils use them; and while 69 percent of sanitation facilities are separated for boys and girls, the number of latrines for girls is 1 per 37 girls, which is below the international Sphere standard of 1 per 30 girls. Only just over 10 percent of the schools in the sample had a designated space for menstrual information and hygiene kits in the girls' latrines. The WASH component requires more attention if it is to reach the McGovern-Dole objectives. Further collaboration could be sought with UNICEF, which is expert in the provision of access to clean water and basic toilets, and in sensitisation to good hygiene practices. This would be coherent with the Deliver as One approach through which United Nations partners and governments seek to collaborate more and work together effectively and efficiently.
234. **Nutrition.** The ET has collected basic information on nutrition for comparison with data collected at the end of the programme. The main findings are that the major component of the Haitian food pyramid, fruit and vegetables, is missing from schoolchildren's dietary intake and school meals are not helping to improve their dietary diversity. In general dietary diversity is very low, and this needs to be addressed. For some pupils the school meal is their the only or their major daily meal.
235. **SBCC.** The SBCC is expected to make an important contribution to achieving SO2 (health and nutrition practices). However, its strategy was still under development for piloting at 25 schools with the aim of advancing positive gender norms, healthy eating and hygiene behaviours. WFP's SBCC study has identified key channels for its dissemination. However, the impact will only be measurable if it is successfully rolled out to all the school's covered by the programme. The final evaluation will look at the content of this strategy and measure whether any of the baseline findings have changed for the better.
236. **Gender.** Women's dignity depends, among other things, on recognition of their work. While the WFP school feeding strategy states that well-designed school feeding programmes create employment opportunities and contribute to women's economic empowerment and decision-making, this is not evident in the current programme.⁹⁴ The remuneration of cooks is often raised as an issue in school feeding programmes. Sometimes donors and/or development actors do not want to pay them, claiming that the community should be mobilised to promote the ownership and sustainability of school feeding programmes. This rarely works, and many women find themselves working every morning at school and every afternoon in their fields. School feeding programmes are the perfect opportunity to empower women and recognise their work for society by paying them appropriately for what they do. Remuneration of an average of two cooks per school for 150 schooldays at 200 gourdes a day would amount to 23,280,000 gourdes (300,000 US\$) per school

⁹⁴A Chance for Every Schoolchild: Partnering to Scale up School Health and Nutrition for Human Capital. WFP School Feeding Strategy 2020–2030, January 2020.

year. Over three years, this would amount to 3.6 percent of the entire McGovern-Dole programme budget.

237. Through the SBCC, WFP, in close collaboration with Plan International, has determined various opportunities for promoting social behavioural change and has defined several indicators for monitoring their impact. As schoolchildren were found to be aware of GBV in their communities and schools it is hoped that the project will contribute to behavioural change and thus towards gender equality in the future.
238. The deficiency in the number of latrines for girls has been discussed in paragraph 232. Few schools have a specific space for menstrual information and hygiene kits in the girls' latrines. Improvement in this area could make it easier for girls to continue to attend school during their menstruation periods.
239. **Collaboration.** WFP plans to train the MoE at the decentralised level to integrate the programme's M&E. However, earlier collaboration could have helped to anticipate DINEPA and MNEVC's disapproval of tippy-taps. From discussions with key stakeholders it appears that WFP could benefit from wider collaboration with other actors on school feeding, nutrition, WASH and gender equality. Various stakeholders including the MWSWR and the MPHP have explicitly expressed their willingness to collaborate with WFP both nationally and regionally. This would contribute to the McGovern-Dole Foundational Results, strengthening the programme's impact and sustainability. As stated above, this type of collaboration should be sought via the United Nations Deliver as One approach.
240. **Recommendations for former McGovern-Dole.** As it stands the school canteen programme provides food for pupils in preschool and the first two primary cycles (grades 1 to 6), but not for those in the 3rd cycle (grades 7 to 9). This poses an ethical problem. Some students receive a hot meal and others do not, especially since for some years the MoE has required national schools to teach a complete fundamental cycle (from grade 1 to 9). This ongoing issue needs to be tackled.
241. **PMP indicators/baseline and yearly targets.** Certain adjustments are needed to make the baseline data and yearly targets appropriate for monitoring the McGovern-Dole programme. Standard indicators #3, 4, 5, 6, 7 and 8 and custom indicators #1 and 5 need redefining to reflect adjustments made over the last months due to budget constraints and other changes in the national context. Moreover, standard indicators #3 and 12 and custom indicator #6 should be disaggregated to provide a clear picture of WFP's objectives.
242. Standard indicators #1, 2 and 9 and custom indicators #11, 12, 13 and 15 should be disaggregated by schools receiving and not receiving the integrated literacy component for more transparent data on achievements.
243. Three indicators need particular attention, mainly because they do not follow USDA guidelines. The baseline and target measurements of standard indicator #1, on schoolchildren's reading scores, do not conform to USDA requirements. This will have a negative impact on the M&E of the programme. Standard indicators #22 and 23 concerning training on safe food preparation and storage and child health and nutrition are not defined as training by USDA as their duration is shorter than the two days that it requires for all training.
244. **Regular programme monitoring.** WFP can rely on its implementing partners' wide experience of school feeding, community sensitisation, teacher training, etc. These partners consider that the schools will benefit from at least monthly visits. Due to the large number of PMP indicators and specific USDA stipulations it is important that WFP and each partner ensure that they understand the USDA's requirements thoroughly. For example, ET's discussions with partners revealed that no specific way of monitoring standard indicators #4 and 6, on demonstration of the use of new teaching techniques and tools, has been established, and that specific M&E tools need to be defined

to enable to the collection of data on custom indicator #6 on the number of local commodities included in the food basket.

245. **Theory of Change.** WFP and its partners will not be able to implement all the activities required to achieve SO1 and SO2 at every school enrolled on the programme. In terms of SO1, without additional funding or other actors willing to implement activities at the McGovern-Dole programme schools, the ToC can only be expected to be correct for the 13 percent of schools receiving the integrated literacy activities. It is unlikely that the literacy outcomes expected will be achieved at the remaining 87 percent of schools. The ET points out that baseline indicator #1 on early grade reading will not be established at the 338 schools not receiving the integrated literacy activities, and endline evaluation of this indicator is not planned. Furthermore, the ET sees the SBCC as the activity with the highest potential impact on SO2 when it is rolled out at all schools during the second and third year of the programme. However, the findings have shown that sanitation practices are poorly implemented in schools. The impact of the McGovern-Dole programme here will be insufficient unless additional funds are invested in the programme. At this stage the ET expects that the desired outcomes of the McGovern-Dole International Food for Education and Child Nutrition Programme can only be expected at a limited number of schools.

6.2. Recommendations

246. The design for the evaluation envisioned as part of the inception phase is still appropriate. However, the following recommendation on monitoring will enable better endline evaluation t. Five further recommendations provide strategic insights into the programme’s rationale and implementation.

Monitoring-orientated recommendation

Recommendation I. WFP should go through all of the PMP indicators with its implementing partners to reflect adjustments made over the last months due to budget constraints and changes in the national context. ET has examined all of the indicators and presents explicit recommendations for each one below.

Steps for implementation of the recommendation I	Priority	Timing	Responsibility
Examine each PMP indicator to ensure that: <ul style="list-style-type: none"> ▪ yearly targets are adapted to reflect later adjustments ▪ data is disaggregated by schools receiving and not receiving integrated literacy activities ▪ data is sufficiently disaggregated so that the indicators are explicit ▪ indicators respect USDA M&E protocols. 	High	ASAP	WFP CO
Develop a strict M&E protocol with implementing partners to ensure that all indicators are correctly monitored throughout the programme.	High	3 months	WFP CO

Strategy-orientated recommendations

Recommendation II. Use the WFP McGovern-Dole programme as leverage to involve other donors and partners in investing in Haiti’s education, sanitation, health, nutrition and capacity-building sectors. Additional funds could allow the introduction of activities that have had to be omitted from the current programme mainly financial reasons. Filling these gaps would help all the targeted schools and beneficiaries reach the objectives described through the USDA theory of change. This opportunity should be not only taken by WFP itself but also proposed to other actors in the education sector, e.g. national and international NGOs, UN agencies, etc. This would bring the emphasis of WFP’s Strategic Plan 2017-2021 on continued efforts to respond to the dual mandate of humanitarian and development intervention into line with that of the CO.

Steps for the implementation of Recommendation II	Priority	Timing	Responsibility
Identify the current gaps in the WFP McGovern-Dole programme. The main gaps identified by the ET are in education, sanitation practices, health and WASH training. However, using baseline the data collected the WFP can identify and consider additional intervention priorities.	High	ASAP	WFP CO
In a multi-donor intervention it is difficult to credit a particular donor with good results. Considering this, WFP and USDA need to ascertain whether USDA would find a multi-donor intervention acceptable.	High	3 months	WFP RB and USDA
Prepare an official document describing the McGovern-Dole programme as implemented by WFP, highlighting the activities needed to achieve better results. These activities should be disaggregated by sector (education, health, nutrition, and capacity-building).	High	4 months	WFP CO
Propose to donors that they participate in augmenting the results of the McGovern-Dole programme.	High	6 months	WFP CO
Propose to support national and international actors in the education, health and nutrition sectors in finding donors for them to complement the McGovern-Dole programme.	High	6 months	WFP CO

Recommendation III. To strengthen the impact and sustainability of the programme’s health, WASH and gender components, WFP should increase its collaboration with the Ministry of Women’s Status and Women’s Rights and Ministry of Public Health and Population. This would contribute to the McGovern-Dole Foundational Results by building institutional capacity and enhancing the implementation of gender-transformative activities. It would also help to increase the potential impacts of the SBCC’s health, nutrition and gender components and hence increase the SO2’s endline results.

Steps for the implementation of Recommendation III	Priority	Timing	Responsibility
Explore the potential for collaboration with the Ministry of Women’s Status and Women’s Rights related to the gender components of the SBCC and broader McGovern-Dole activities.	High	6 months	WFP CO
Explore the potential for collaboration with the Ministry of Public Health and Population related to the health and WASH components of the SBCC and broader McGovern-Dole activities.	High	6 months	WFP CO

Recommendation IV. For the McGovern-Dole programme to contribute to women’s empowerment, WFP should consider ways of compensating cooks financially. This compensation should come not from the community but rather from donors and civil actors willing to promote gender equality and women’s empowerment of (GEWE). School feeding programmes are the perfect opportunity to promote women’s empowerment and recognise their work in society by paying them for their work.

Steps for the implementation of Recommendation IV	Priority	Timing	Responsibility
The RB together with the CO should take a clear stand regarding their positioning on how the payment (excluding payment by the community) or non-payment of cooks agrees with their overall GEWE policy.	High	3 months	WFP CO and RB
If WFP CO and RB are willing to promote GEWE by paying school cooks, determine the best ways of proceeding with other actors, taking the national context into consideration.	High	6 months	WFP CO
Approach donors willing to promote GEWE interventions in Haiti.	High	9 months	WFP CO

Recommendation V. WFP should advocate and explore alternative solutions for the school feeding of all pupils in the schools it intervenes in. Not providing school meals for children in grades 7 to 9 causes considerable stress and puts WFP, its implementing partners and school feeding committees in an uncomfortable situation vis-à-vis the beneficiaries.

Steps for the implementation of Recommendation V	Priority	Timing	Responsibility
WFP, together with the main SF actors in the country (MoE, NSCP, World Bank, BID, etc.) should elaborate a common strategy regarding the SF for pupils from grades 7 to 9.	Medium to High	4 months	WFP CO and RB
As per recommendations II and IV, WFP could use this common strategy to approach donors that may be open to participating in the strengthening of school feeding activities.	Medium to High	6 months	WFP CO and RB

Recommendation VI. To maximise the chance of achieving the McGovern-Dole programme’s strategic objectives, the FAS should ensure that all relevant activities cover all programme beneficiaries. FAS should ensure that its partner organisations give the same priority to school feeding activities as to promoting improved literacy and increased use of good health and dietary practices. As this programme is already under way, this recommendation addresses future McGovern-Dole programmes in Haiti and elsewhere.

Steps for the implementation of Recommendation V	Priority	Timing	Responsibility
In future McGovern-Dole programme attribution and/or budget revisions the FAS should ensure that the programme’s objectives can be achieved through the activities planned by its partner organisations.	High	18 months	FAS
Where funding support is critical, FAS should actively support its partner organisations by contacting other international donors to try to fill funding gaps.	High	18 months	FAS

Annexes

Annex 1. ToRs

Will be added in the final version

Annex 2. Map of the McGovern-Dole intervention in Haiti

Map 1: Map of WFP's McGovern-Dole interventions, 2020-2023



Annex 3. Detailed description of all McGovern-Dole activities according to workplan agreed by the FAS and WFP

Activity implementation period to be readjusted based on the Covid-19 school year calendar considering the fact that SY 2020-2021 is not due to start until November 2020. The workplan agreed by FAS and WFP was developed prior to these current circumstances.

Activity 1: Distribute food
<p>1.1. Provide school meals</p> <p>WFP will provide a rotating ration consisting of (1) 120g of fortified rice, 50g of black beans, 10g of vegetable oil; and (2) 120g of soy-fortified bulgur, 50g of lentils, 10g of vegetable oil. Each meal to be complemented by 3g iodised salt, mobilised through non-USDA resources. The school meal will be served five days a week from September to June on 150 school calendar days.</p> <p>WFP, cooperating partners, and NSFP at the department level will work with school authorities and school governance structures including School Management Committees (SMC) to help ensure that school feeding is integrated into school development plans and that the roles and responsibilities for the implementation of the programme are clear.</p> <p>In addition to monthly monitoring visits, WFP will implement the innovative monitoring system that entails a call centre that directly and proactively contacts school director after each delivery to confirm the quantity of commodities and to gather feedback on activities. WFP has also established an internal hotline that allows students, parents and directors to provide feedback, report issues and recommend improvements relating to the programme directly to WFP.</p> <p>WFP will leverage its engagement with smallholder farmers through its home-grown school feeding (HGSF) programme to complement McGovern-Dole school meal baskets with locally procured and purchased fresh vegetables.</p>
<p>1.2. Training in food preparation and storage</p> <p>WFP will provide a two days of training in food storage and preparation at the beginning of each school year (September-November). The training will target school directors, teachers, SMCs, warehouse managers, cooks and community members.</p> <p>Topics covered by the training to include preparing and serving food in a safe manner, stopping the spread of bacteria through cross-contamination, routines to follow and habits to avoid, age-appropriate nutrition and portion servings, best storage practice, commodity management, and record keeping. Two manuals and posters will be distributed (in Haitian Creole) on food preparation and best storage practice to reinforce the training content.</p>
<p>1.3. Provide non-food items</p> <p>WFP will assess schools receiving school meals to determine whether they have adequate non-food items (NFI) for food preparation and cooking and eating utensils to prepare and serve the daily school meal. WFP will also replace any damaged NFI to existing schools participating in its school meal programme and to new schools. NFI equipment includes weighing scales, measuring utensils, plates, spoons, pots and aprons.</p>

Activity 2: Promote improved health

2.1. Provide water purification tablets, soap and water buckets

Soap and water purification tablets will be distributed to schools every three months during September, December and March. The WFP will also distribute water buckets alongside other NFI material at the beginning of the academic school year in September and October.

2.2. Provide handwashing stations, latrines, water access points (Grande-Anse)

WFP with the support of its sub-recipient the CRS, will assess schools in the Grande-Anse Department receiving the literacy intervention for latrine construction and/or rehabilitation, with 15 constructions and 15 rehabilitations over the life of the project (an average of 5 latrines annually).. The latrine construction design will follow the minimum standards prescribed by the MENFP, the National Directorate of Drinking Water and Sanitation (DINEPA) and UNICEF, which require at least 1 latrine per 60 males, 1 per 30 females and at least 1 for teachers. Where possible, male and female latrines will be placed in opposite areas of the school compound to reduce the risk of gender-based violence. Latrines will also be designed to be age- and disability-inclusive, with smaller drop holes appropriate for younger students, and one latrine will be constructed with a wider floor area and hand ramps for accessibility for students with disabilities.

With the results from the water access assessment, WFP with the support of the CRS will construct 15 water access points in schools receiving literacy intervention over the life of the project. Additionally, tippy-tap handwashing stations will be constructed in the remaining schools receiving literacy intervention (35 of 50), with the overall target of 100 schools (additional 65 tippy-taps to be installed in the Nord and Nord-Est departments) with an average of 4 tippy-taps per school based on student population.

2.3. Health and hygiene training

All schools on the school meals programme will receive WASH training to improve positive health and hygiene practices amongst students, schools and the community. Training for teachers and school directors will be planned in August, while sensitisation activities for schoolchildren will be conducted across the academic school year. WFP and CRS will coordinate with SMCs to ensure that all handwashing stations in the schools meet national standards.

WFP, with the support of its sub-recipient the CRS, will train school directors on integrating WASH and hygiene into the responsibilities of WASH working groups and SMC work plans at the school level. The WASH working groups and SMCs will be responsible for collaborating with teachers, cooks, and students to ensure schools practice effective hygiene and have access to safe sanitation facilities and potable water. Awareness of positive health and hygiene practices will be increased through the display of a range of information education communication (IEC) materials including posters with hygiene messaging in Haitian Creole on school grounds and sensitisation activities for International Handwashing Day. WFP will reinforce these synergies with the GoH and local partners working on water installations during the life of the project, to continue improving sustainable access to potable water through innovative and cost-efficient solutions.

2.4. Distribution of deworming tablets

WFP will distribute deworming tablets annually to all USDA-supported schools across the three academic school years.

2.5. Provide fuel-efficient stoves

WFP will provide locally-produced and contextually-appropriate fuel-efficient stoves.

WFP plans to support the installation of 20 gas stoves in 20 schools in the urban and peri-urban areas of Nord and Nord Est departments during the first and second year of the programme.

WFP also plans to distribute 130 charcoal stoves to 65 schools (each school with up to 200 students will receive 2 stoves) annually over the 3-year programme across the 3 departments.

Activity 3: Promote improved literacy (50 schools in the Grande-Anse Department only)

3.1. Procurement and distribution of materials for teachers and students. WFP will work with the CRS to procure and distribute the Map Li Nèt Ale (MLNA) curriculum⁹⁵ to the first and second grades at 50 public schools in in the Grande-Anse Department. First graders will be targeted during the first academic school year and first and second graders during the second (2021-2022) and third SY (2022-2023).

Teachers will also receive a classroom supply bin to protect curriculum materials from loss and damage, as well as chalk, erasers, rulers, pens, and notebooks, with additional materials for ten schools participating in summer camps and tutoring. Students will receive pencils, erasers, sharpeners, pencil cases and notebooks annually.

3.2. Provide training for teachers

WFP, with the support of the CRS, will use a cascade training model (training of trainers) with literacy supervisors to train schoolteachers and administrators. CRS will hire eight literacy supervisors to be assigned a maximum of five to seven schools each depending on the total number of classes per school.

The training will be delivered via a phased model, commencing with focusing on first-grade teachers in the first year, and then second-grade teachers in years two and three. Training delivered will include an initial three days of refresher training on the MLNA curriculum, followed by additional training throughout the year on thematic content to support teachers in their classrooms. Each CRS literacy supervisor will observe French and MLNA lessons twice a month to assess performance on the implementation of the curriculum, lesson pacing, classroom management, and a safe and inclusive environment.

3.3. Teacher coaching and mentorship

The Literacy Supervisors will also support teachers' Teacher Development Plans to promote a growth mindset, focus on areas for improvement in their classrooms, give them feedback on building teacher capacity, and provide individual support for their professional development throughout the academic school year. Feedback will be given after each teacher observation and coaching collectively during cluster meetings. For schools participating in peer tutoring and social emotional learning activities, literacy supervisors will have additional tools to track student progress and report to teachers and school directors.

⁹⁵ MLNA is a holistic, evidence-based, early grade reading (EGR) and writing program developed through close collaboration by the US Agency for International Development (USAID), the GoH's MENFP, and other education development partners. Materials include reading textbooks and workbooks for first- and second-grade students, teacher guides, accompanying curriculum-related instructional materials, and a classroom library of Creole and French reading books appropriate for early readers.

3.4. Provision of classroom libraries

The CRS will work in collaboration with teachers and school directors to develop low-cost, culturally relevant early-grade reading classroom libraries for first- and second-graders, offering a sustainable and cost-effective model using Bloom library software and purchasing additional books from local vendors. Bloom is a user-friendly open-source platform that allows teachers to create culturally relevant, levelled early-grade reading texts that can be produced locally at a low cost. This approach offers a sustainable cost-effective model, providing children the opportunity to read at their level and select texts that are of interest to them, two key components that encourage a positive reading culture amongst schoolchildren. The CRS will work with the MoE, teachers and school directors to produce 100 classroom libraries during the life of the project, increasing access to approximately 75-100 locally-developed articles of reading material at each early-grade reading level

3.5. Establish peer to peer tutoring activities to support student literacy

Peer tutoring will be implemented in 20 percent of the participating schools under the literacy intervention (10 schools) for the lowest 20 percent readers in each class, selected through formative assessment and teacher observation. Peer tutoring will take place in 90-minute sessions two afternoons per week to provide additional time for struggling readers to focus on basic foundational literacy skills through remediation activities, and opportunities for differentiated learning in smaller groups. Tutors are selected from schoolchildren in the fourth or fifth grade with a ratio of one tutor per two students, with selected teachers and school directors monitoring tutoring activities in their classrooms. Student attendance will be tracked to monitor improvement in class attendance over the academic year, with formative assessments to monitor monthly progress and students and tutors completing a weekly attitude questionnaire to measure improved attitudes towards school and reading.

3.6. Conduct national summer reading camps

Summer reading camps will also be provided to 20 percent of participating schools (10 schools) with a focus on first-grade students during the first year and second-grade students in the following summer throughout the project. Reading camps are promoted by the MENFP to provide struggling learners with the opportunity to continually focus on building their basic foundational literacy skills and not lose skills gained throughout the year. They are held five days a week from 8am-1pm for four weeks in July. Camp activities include morning meetings to focus on relationship-building, remediation activities, peer tutoring, recreation time and classroom library activities, with a hot meal served daily.

3.7. School Director training and mentoring

School directors play a critical role in providing an enabling environment for teachers and students. CRS's literacy supervisors will therefore also deliver five days of refresher training annually in August on school management, leadership, a positive school climate and effective supervision for school directors. Literacy supervisors will continue to mentor school directors over the academic school year at monthly cluster meetings.

3.8. Cluster meetings

Cluster meetings are held monthly by literacy supervisors for teachers and school directors in clusters of up to five schools. The cluster meetings are organised as a participatory platform for teachers and directors to share their challenges and generate collective solutions, as well as focusing on specific strategies or skills where additional training may be required, such as classroom management or utilisation of classroom libraries. Parent meetings will be organised twice per academic school year.

Activity 4: Promote improved nutrition

4.1. Conduct SBCC study

Early in 2020 WFP conducted two formative research phases, one on gender analysis and one on nutrition and social and behaviour change communication (SBCC) study. With the evidence generated the WFP plans to develop an effective SBCC strategy to support good nutrition and dietary practice amongst targeted communities, taking into consideration gender-sensitive and transformative approaches.

According to the key findings of these two studies, key behaviours, knowledge, attitudes and practices were prioritised for the WFP to tackle within the overall SBCC strategy. The SBCC study also identified key channels for the dissemination of appropriate targeted messages.

4.2. Comprehensive SBCC package

WFP, in collaboration with Plan International, will leverage the above assessment findings to develop a comprehensive SBCC package employing a wide range of channels to reinforce tailored messages about good nutrition and healthy diet to schoolchildren of different age groups and genders, parents, and the wider community. The SBCC package will include innovative methods and materials that resonate with local communities through media such as theatre, storytelling etc. The most effective tools and communication strategies will also be employed during School Nutrition Week and leveraged within WFP activities throughout the academic school year.

4.3. Nutrition Week

WFP will work with school directors and administrators to convene a Nutrition Week during the school year to engage students, caretakers, community members and relevant regional government stakeholders from the Ministry of Health with good nutrition practices. Activities will include disseminating information and messages about general nutrition with a focus on raising awareness of locally available nutritious foods and healthy eating habits; providing healthy snacks; limiting the availability of junk food near schools; mother and child health and nutrition; sensitisation on the adolescents' specific nutritional needs with an emphasis on girls; sensitisation on maintaining health and nutrition during and after natural disasters; promoting positive water, sanitation and hygiene practices, and active field screening for acute malnutrition. Effective SBCC methods will be employed during Nutrition Week to underscore fundamental nutrition and health messages that students can incorporate into their daily life, for through example drawing contests, recreational activities and games, skits and music. WFP will also distribute instructional materials and information on nutrition to teachers. Lessons learned and effective activities will be disseminated throughout the network of schools to make it a more effective week each year with a view to handover.

Activity 5: Build capacity

5.1. Revised SABER assessment

Drawing on best practice and lessons learned, WFP plans to conduct a decentralised revised SABER School Feeding assessment (regional, departmental and local levels) between July 2020 and June 2021. The assessment will support the development of a roadmap to strengthen the policy environment for school health and school feeding interventions. The roadmap will entail an action plan with measurable benchmarks and targets for successful graduation to a national and sustainably-owned programme with strengthened institutions and capacity at decentralised levels of governance.

5.2. Build government capacity

WFP will support the Government of Haiti with the organisation of an annual workshop with key counterparts from NSFP and MENFP at the central and departmental level. The workshop will be planned towards the end of the academic school year, enabling participants to openly share and discuss best practice and lessons learned on the implementation of the school feeding programme over the course of the school year, to contribute to future programme directives. In particular, the workshop has been effective in the past for government counterparts to reflect upon the key challenges they faced throughout the year, in enabling them to engage in discussion about areas for improvement. Strengthened collaboration and information-sharing amongst the agencies will contribute to more harmonised and effective implementation of the programme.

5.3. Department-level trainings

WFP will conduct capacity-strengthening training and provide the NSFP with learning materials and computers at the department and central levels. As WFP digitises its monitoring database and cooperating partners begin providing reports, it is important that government counterparts are also able to utilise the same tools. Being connected will further strengthen the government's ability to make results-based decisions and monitor progress in real-time. Training will focus on the management of school feeding programmes, monitoring, results-based decisions, and all aspects of managing the supply chain for a home-grown school feeding programme. Computers and tablets will ultimately ensure that the NSFP can emulate WFP's processes as they are being trained.

5.4. Conduct South-South exchange visit

WFP will facilitate learning exchange visits to the newly-established WFP Regional Centre of Excellence in Cote d'Ivoire, for MENFP and NSFP stakeholders to learn about the Government of Cote d'Ivoire's increased ownership of and commitment to the national school feeding programme

5.5. Community sensitisation

WFP will conduct community sensitisation on the importance of education and literacy and school feeding interventions, and how they positively contribute to school attendance and nutrition outcomes. WFP will also sensitise targeted communities in school feeding intervention areas about the critical role of local communities in the school feeding programme for improved sustainability and increased community ownership and engagement. Regular exchanges with school directors will provide opportunities to share best practice on how to successfully engage Parent-Teacher Associations (PTAs) and the community in school feeding in order to build a sustainable and long-lasting programme.

Annex 4. Output indicators according to the Performance Monitoring Plan

Refer to the findings section for an updated version of those indicators

OUTPUT INDICATORS FROM THE PROGRAMME MONITORING PLAN

Standard or Custom indicator	Performance Indicator	Disaggregation	Baseline figure to be confirmed during data collection phase in November 2020	Targets				Life of project
				Fiscal Year 1	Fiscal Year 2	Fiscal Year 3	Fiscal Year 4	
St. #3	Number of teaching and learning materials provided as a result of USDA assistance	-	0	4,600	6,900	6,900	6,900	20,700
St. #5	Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	Total	0	0	120	120	120	120
		Female	0	0	78	78	78	78
		Male	0	0	42	42	42	42
St. #7	Number of school administrators and officials trained or certified as a result of USDA assistance	Total	0	40	40	40	40	40
		Female	0	4	4	4	4	4
		Male	0	36	36	36	36	36
St. #8	Number of educational facilities (i.e. school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance	Total	0	0	162	162	162	486
		Improved water sources						456
		Latrines						30
St. #10	Number of policies, regulations, and administrative procedures in each of the following stages of development as a result of USDA assistance	-	0					0
St. #11		Total	0	700	7,000	6,500	6,750	20,950

	Value of new USG commitments, and new public and private sector investments leveraged by USDA to support food security and nutrition	USG commitment amount	0	700	7,000	6,500	6,750	20,950	
		Other public sector	0	0	0	0	0	0	
		Private amount	0	0	0	0	0	0	
		Host Government	0	0	0	0	0	0	
St. #12	Number of public-private partnerships formed as a result of USDA assistance	-	0	0	1	1	0	2	
St. #13	Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance	-	0	400	400	380	340	400	
St. #16	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	-	0	1,500,000	13,500,000	14,250,000	12,750,000	42,000,000	
St. #17	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	Total	0	100,000	100,000	95,000	85,000	100,000	
		Female	0	50,000	50,000	47,500	42,500	50,000	
		Male	0	50,000	50,000	47,500	42,500	50,000	
		New	0						0
		Continuing	0						0
St. #18	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	Total	0	100,000	100,000	95,000	85,000	100,000	
		Female	0	50,000	50,000	47,500	42,500	50,000	
		Male	0	50,000	50,000	47,500	42,500	50,000	
		New	0						0
		Continuing	0						0
St. #22	Number of individuals trained in safe food preparation and storage as a result of USDA assistance	Total	0	0	1,600	1,520	1,360	1,600	
		Female	0	0	800	760	680	800	
		Male	0	0	800	760	680	800	
St. #23	Number of individuals trained in child health and nutrition as a result of USDA assistance	Total	0	0	1,600	1,520	1,360	1,600	
		Female	0	0	800	760	680	800	
		Male	0	0	800	760	680	800	
St. #27	Number of schools using an improved water source	-	Baseline and targets to be defined during data collection						
St. #28	Number of schools with improved sanitation facilities	-	Baseline and targets to be defined during data collection						

St. #29	Number of students receiving deworming medication(s)	-	0	0	100,000	95,000	85,000	100,000
St. #30	Number of individuals participating in USDA food security programmes	Total	0	100,100	113,359	107,699	96,379	113,359
		Students Female	0	50,000	50,000	47,500	42,500	50,000
		Students Male	0	50,000	50,000	47,500	42,500	50,000
		School administrators and officials Female	0					80
		School administrators and officials Male	0					320
		Teachers Female	0					98
		Teachers Male	0					52
		People in Government Female	0					0
		People in Government Male	0					9
		People in Civil Society Female	0					7,680
		People in Civil Society Male	0					5,120
St. #31	Number of individuals benefiting indirectly from USDA-funded interventions	-	0	400,000	400,000	380,000	340,000	400,000
St. #32	Number of schools reached as a result of USDA assistance	-	0	400	400	380	340	400

Ct. #1	Number of classroom libraries distributed	-	0	0	100	50	0	150
Ct. #2	Number of students attending summer reading camp	Total	0	0	300	300	300	900
		Female	0	0	150	150	150	450
		Male	0	0	150	150	150	450
Ct. #3	Number of schools receiving WASH hygiene trainings	-	0	400	400	380	360	400
Ct. #4	Number of students participating in peer tutoring	Total	0	0	300	300	300	900
		Female	0	0	150	150	150	450
		Male	0	0	150	150	150	450
Ct. #5	Number of teachers receiving bi-monthly coaching and monitoring support	Total	0	0	100	150	150	150
		Female	0	0				98
		Male	0	0				52

Ct. #6	Number of local commodities added to the food basket	-	0	0	2	2	2	2
Ct. #7	Number of tonnes of salt provided	-	0	0	45.00	42.75	38.25	126.00
Ct. #8	Number of cluster meetings held	-	0	0	48	48	48	144
Ct. #9	Number of fuel-efficient stoves provided	-	0	0	105	106	106	317
Ct. #10	Number of schools with proper NFI due to USDA assistance	-	150	200	275	350	400	400
Ct. #14	Number of training sessions with government stakeholders	-	0	0	2	2	2	6

Annex 5. Outcome indicators according to the Performance Monitoring Plan

Refer to the findings section for an updated version of those indicators

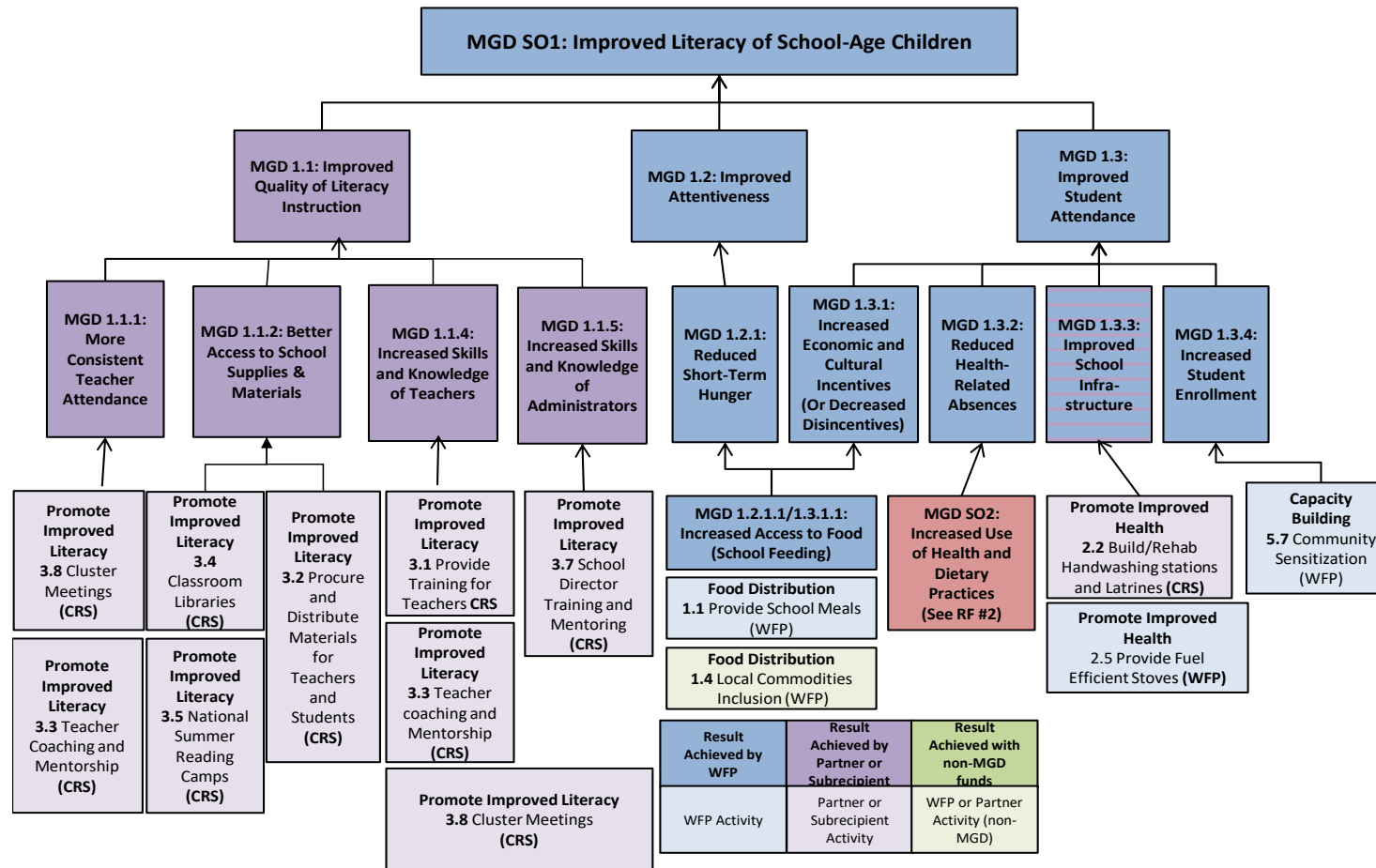
OUTCOME INDICATORS FROM THE PROGRAMME MONITORING PLAN

Std. or Custom indicator	Performance Indicator	Disaggregation	Baseline figure	Targets				Life of project
				Fiscal Year 1	Fiscal Year 2	Fiscal Year 3	Fiscal Year 4	
St. #1	Percentage of students who, by the end of two grades of primary schooling, can demonstrate that they can read and understand the meaning of grade-level text	Total	3%	3%	25%	25%	50%	50%
		Female	3%	3%	25%	25%	50%	50%
		Male	3%	3%	25%	25%	50%	50%
St. #2	Average student attendance rate in USDA supported classrooms/schools	Total	70%	70%	80%	80%	83%	85%
		Female	70%	70%	80%	80%	83%	85%
		Male	70%	70%	80%	80%	83%	85%
St. #4	Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance	Total	0	0	90	102	108	108
		Female	0	0	58	66	70	70
		Male	0	0	32	36	38	38
St. #6	Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	Total	0	0	30	30	30	30
		Female	0	0	3	3	3	3
		Male	0	0	27	27	27	27
St. #9	Number of students enrolled in school receiving USDA assistance	Total	0	100,000	100,000	95,000	85,000	100,000
		Female	0	50,000	50,000	47,500	42,500	50,000
		Male	0	50,000	50,000	47,500	42,500	50,000
St. #19		Total	0	0	960	912	816	960
		Female	0	0	480	456	408	480

	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	Male	0	0	480	456	408	480
St. #20	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	Total	0	0	960	912	816	960
		Female	0	0	480	456	408	480
		Male	0	0	480	456	408	480
Ct. #11	Retention rate of students in USDA		91%	91%	91%	91%	95%	95%
			Need to find disaggregated figures during data collection phase					
Ct. #12	Percentage of students who pass the grade in USDA-supported schools	Total	73%	73%	73%	73%	77%	77%
		Female	72%	72%	72%	72%	76%	76%
		Male	74%	74%	74%	74%	78%	78%
Ct. #13	Consistent teacher attendance in USDA-supported schools		50%	0	65%	70%	75%	75%
Ct. #15	Percentage of students identified as attentive by their teachers		60%	60%	60%	60%	75%	75%

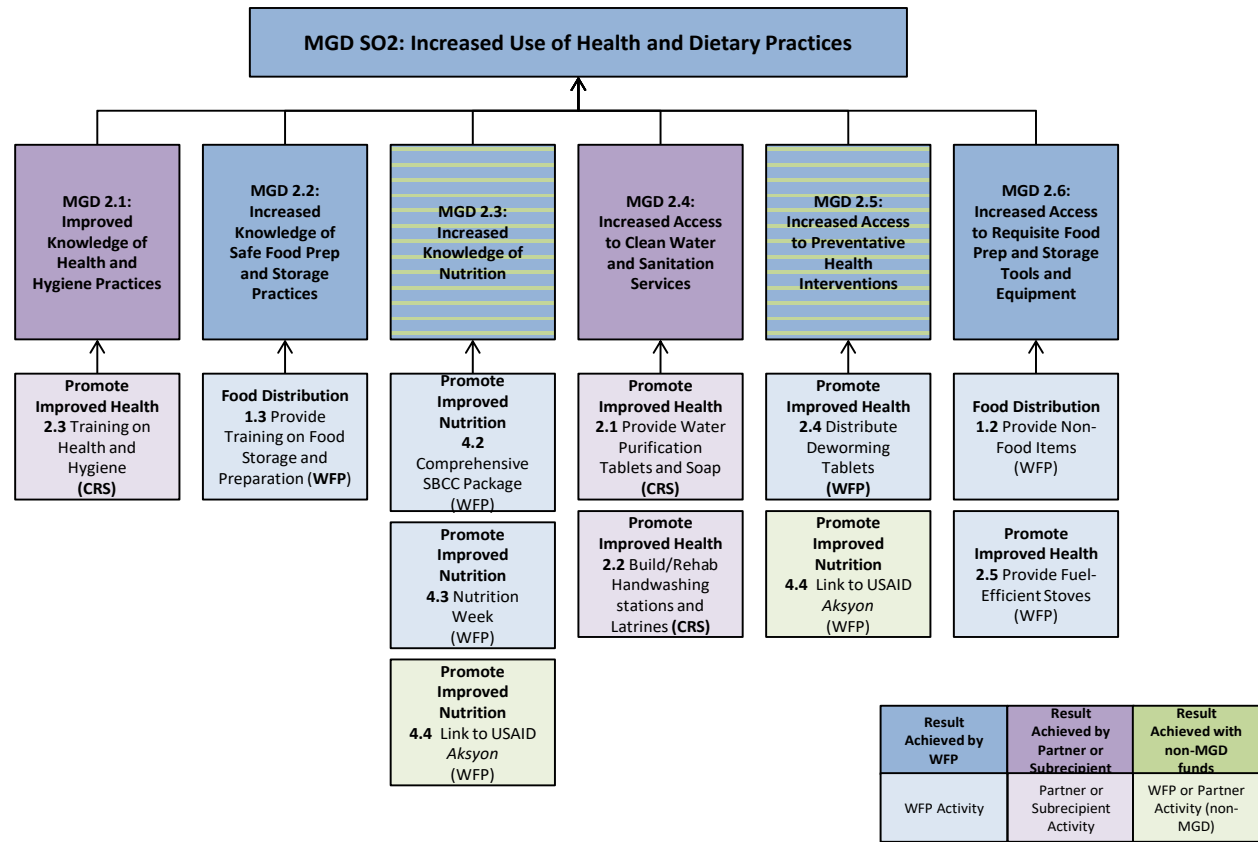
Annex 6. Results framework 1: Improved literacy of school-age children

WFP Haiti FY2019 McGovern-Dole Proposal: Results Framework #1

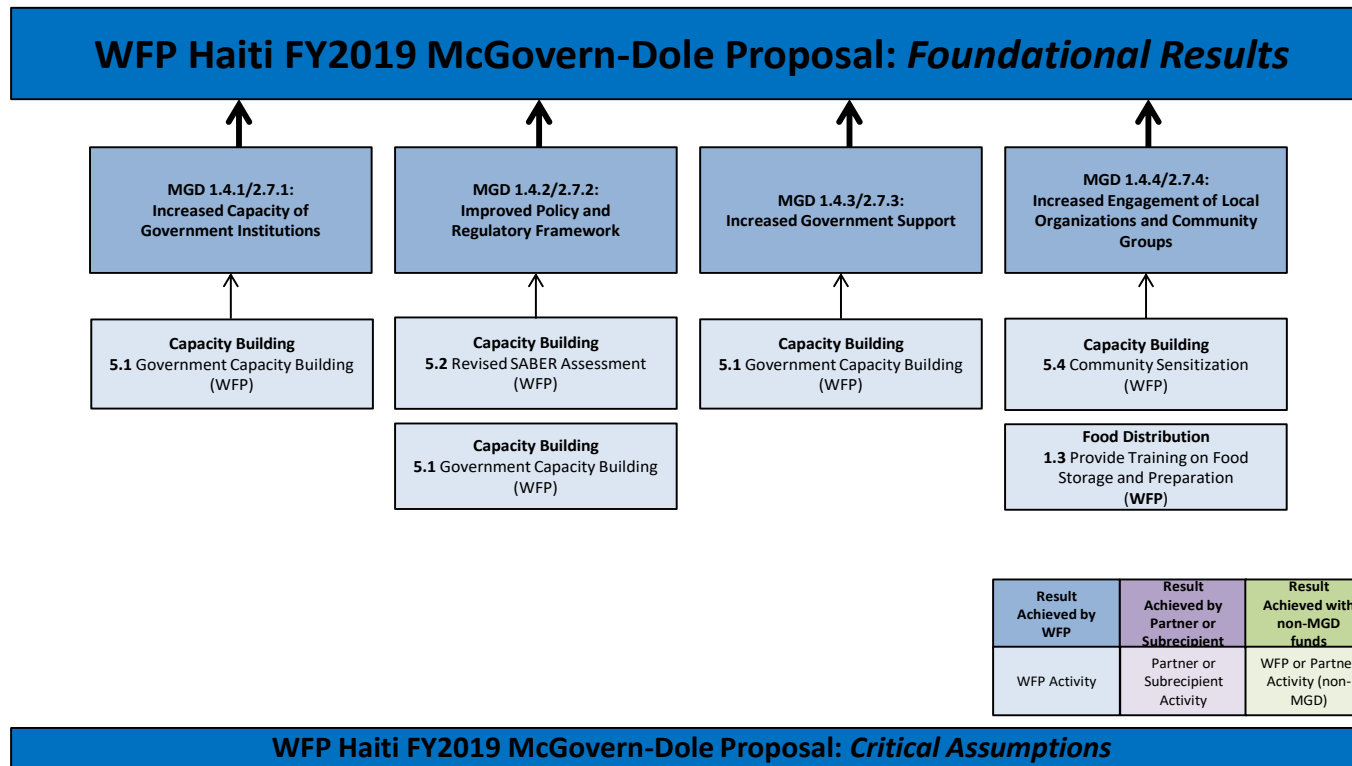


Annex 7. Result framework 2: Increased use of health, nutrition and dietary practices

WFP Haiti FY2019 McGovern-Dole Proposal: Results Framework #2



Annex 8. Foundational Results



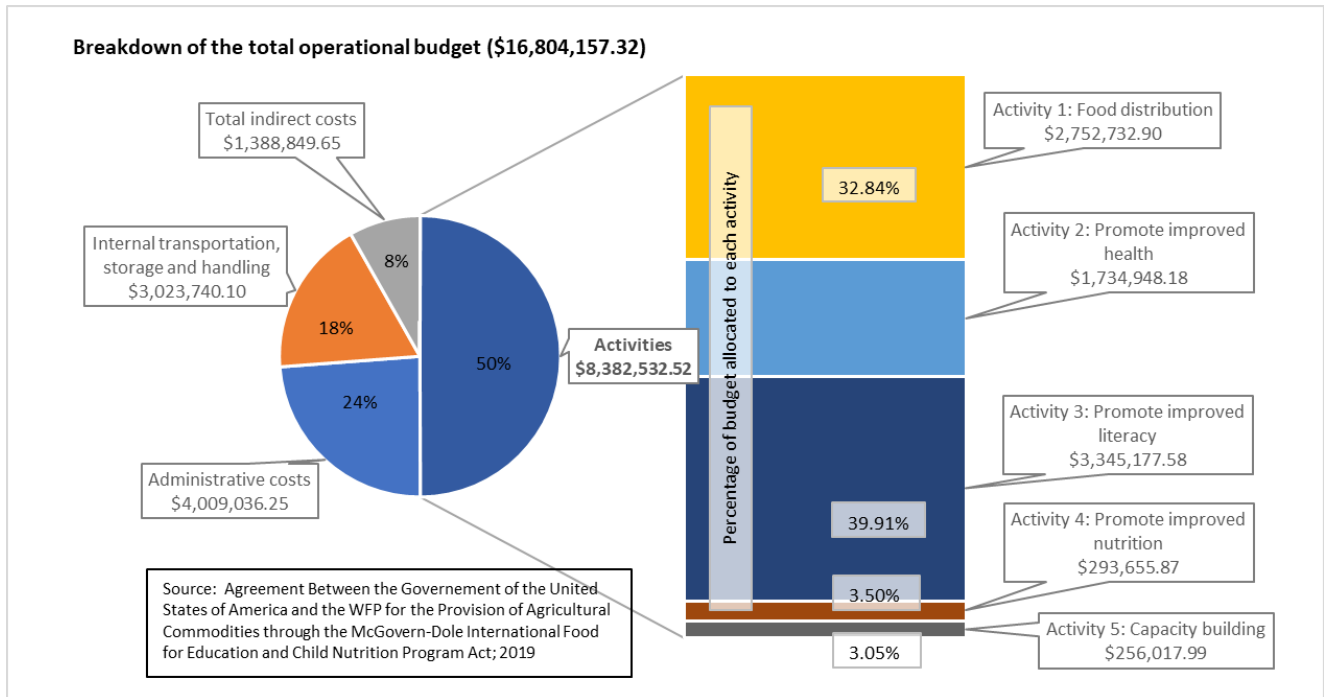
Political Assumptions: Continued support from the Ministry of National Education and Vocational Training; political tension decrease, increased central government backing of school feeding; establishment of line item in national budget dedicated to home-grown school feeding

Environmental Assumptions: No major disasters coming from natural hazards disrupt school feeding activities or require WFP to rededicate food

Funding Assumptions: Continued support from other donors (Canada, France, Japan) and increase in host government funds; dedicated line in national budget for school feeding

Programmatic Assumptions: Sufficient linkages to complementary programs, USG investments, and other UN agencies.

Annex 9. Breakdown of total operational budget



Annex 10. Action points to ensure a more gender-transformative approach

- Ensure that all data collected during the next phase will have been disaggregated by sex, and age (where feasible).
- Revise all M&E tools for process monitoring to be collected at the field level, to ensure that they are gender-responsive.
- Plan to develop and deliver training to all partners under the school feeding programme after signing Field-Level Agreements, which will include components on gender, protection and accountability to affected populations, as well as a module on how to mainstream gender across the various steps of the school feeding programme.
- Revise all current training modules that are under the SFP to ensure that all images and texts in the module are gender-responsive and/or transformative.
- Encourage partners, to ensure moving forward, that an equal number of male and female staffs and/or parents will be involved during each awareness-raising activity and/or training that will be organised at the field level. Further, encourage partners to coordinate with the community members (teachers/parents, etc.) at the field level, to ensure that activities are organised taking into consideration differential gendered roles and responsibilities.
- Deliver training modules, communication messages and various project activities that are gender-transformative and as such are able to challenge traditional gender roles, and reinforce positive masculinities for boys and men.
- Discuss how to ensure that school cooks under the SFP are being recognised for the work that they are doing (as opposed to accepting it as a community contribution), considering that cooks in the Haitian context are typically women and unpaid.
- Strengthen WFP beneficiary complaints and feedback mechanisms (CFM) to ensure that the hotline is able to respond to complaints regarding gender-based violence, as well as sexual exploitation and abuse across the programme and ensure that WFP CFM reports are at least disaggregated by sex.
- Elaborate a plan framework that will allow of the collection of data directly linked to gender transformative approaches of the programme.
- At the end of the third year of implementation of a SBCC Programme (September 2022 - July 2023), WFP plans to develop a gender in school feeding module based on their experiences over the next three years. This module would then be integrated into the National School Feeding Policy documents for endorsement by the Ministry of Education.

The RB added the following points during the report review :

- 1) disability is also a recommended disaggregation in WFP;
- 2) include the need to do gender analysis with an intersectional lens to inform what gender inequalities the programmes should address;
- 3) ensure and inclusive and equitable participation in all phases of the programme cycle.;
- 4) to have a gender transformative approach WFP should be aiming at addressing the underlying social norms, attitudes and behaviours that perpetuate the inequalities, and the

discriminatory institutions, policies and laws. Programmes with a gender transformative approach should be challenging the existing and unequal power dynamics. In this sense perhaps WFP should be a bit more ambitious in these recommendations. It is not only encourage, discuss and train, but to set the basis for a sustainable change towards gender equality.

Annex 11. Evaluation questions

Table 19: Final evaluation questions and criteria

<p>Coverage and Relevance</p> <p>Did the project reach the intended beneficiaries with the right mix of assistance?</p> <p>Is the project aligned with and does it complement other national governments and donor education and school feeding policies and strategies?</p>
<p>Effectiveness</p> <p>Did the interventions produce the expected results and outcomes – were the set targets achieved?</p> <p>Did the intervention deliver equal results for men and women, boys and girls?</p>
<p>Efficiency and Effectiveness</p> <p>How efficient was the programme in terms of transfer costs, cost per beneficiary, logistics, and timeliness of delivery?</p> <p>What were the most effective methods for ensuring food safety within the school meal programme, taking into consideration the different national, regional, local and community governance systems?</p>
<p>Impact and Coverage</p> <p>What are the effects of the project on beneficiaries and on community-level systems of governance and management?</p> <p>Have there been any unintended positive or negative outcomes?</p> <p>Were there gender equality and women's empowerment (GEWE) effects, and if so, what were they? Did the intervention influence the GEWE context?</p> <p>What internal and external factors affected the project's ability to deliver the impact?</p>
<p>Sustainability</p> <p>Is the programme sustainable in the following areas: strategy for sustainability; sound policy alignment; stable funding and budgeting; quality programme design; institutional arrangements; local production and sourcing; partnership and coordination; community participation and ownership?</p> <p>What needs remain to achieve a full handover and nationally-owned school feeding programmes?</p>

Table 20: USDA's McGovern-Dole Learning Agenda questions

<p>School meal programme implementation</p> <p>What community-level systems of governance and management are required for the successful implementation and sustainability of school meal programmes?</p>
<p>Agriculture evidence gaps</p>

How can a combination of local procurement at harvest time be supplemented with international food aid to promote locally and/or nationally sustainable school meals programme?

Government investment

What types of incentives (and in which contexts) are most effective for securing local or national government investment in school meal programmes? What are the barriers and challenges to securing investment?

Annex 12. Baseline evaluation matrix

Baseline evaluation matrix

Baseline values for each indicator in the Performance Monitoring Plan							
Note: Indicators that are supposed to measure outputs and outcomes resulting directly from USDA assistance have been removed as their baseline figure is zero.							
No.	Standard/Custom no.	PMP indicators	Measure/indicator of progress	Main sources of information	Data collection methods	Data analysis methods	Availability and reliability of evidence
1	Standard #1	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade-level text. ⁹⁶	Baseline figure for Grade 2 students' literacy level	CRS (is in charge of literacy support in Grande-Anse Department)	Early-grade reading assessment (only in Grande-Anse) Quasi-experimental	Male/female disaggregated narrative description & graphs	Strong
2	Standard #2	Average student attendance rate in USDA-supported classrooms/schools (female/male)	Student attendance level	WFP monitoring reports; school-teachers and pupils	Desk review Teacher & pupil surveys	Narrative description; Tables; Disaggregation male/female and per department	Strong
3	Standard #27	Number of schools using improved water source	Set baseline figure ⁹⁷	School directors	School director survey	Descriptive statistics	Strong

⁹⁶ The WFP and CRS are planning to carry out an EGRA for the 50 schools in the Grande-Anse Department that are to receive the programme's literacy component.

⁹⁷ As the ET surveys can only verify information from the schools that fall into our sampling frame, the WFP and its implementing partners will need to provide the ET with a list of schools' water source facilities.

4	Standard #28	Number of schools with improved sanitation facilities	Set baseline figure ⁹⁸	School directors	School director survey	Descriptive statistics	Strong
5	Custom #10	Number of schools with proper NFI due to USDA assistance	Set baseline figure	School director	School director survey	Descriptive statistics	Strong
6	Custom #11	Students retention rate in USDA-supported schools	Set baseline figure	School director, MoE at local or national level	School director survey (for school level data), national statistics	Descriptive statistics	Strong
7	Custom #12	Percentage of students who passing their grades in USDA-supported schools	Set baseline figure	School directors, MoE at local or national level	School director survey (for school level data), national statistics	Descriptive statistics	Strong
8	Custom #13	Consistent teacher attendance at USDA-supported schools	Set baseline figure	School director, teacher and pupils, MoE at local or national level	School director, teacher & pupil surveys, national statistics	Descriptive statistics	Medium
9	Custom #15	Percentage of students identified as attentive by their teachers	Set baseline figure	Teacher and pupils	Teacher & pupil surveys	Descriptive statistics	Medium

Other questions about the Performance Monitoring Plan

⁹⁸ As the ET surveys can only verify information from the schools that fall within our sampling frame, WFP and its implementing partners will need to provide the ET with a list of schools' sanitation facilities (including gender-separated latrines).

No.	Question/Topic	Measure/indicator of progress	Main sources of information	Data collection methods	Data analysis methods	Availability and reliability of evidence
10	Are the programme targets appropriate and realistic?	Difference between target and baseline values	Secondary data, WFP staff, government staff, implementing partners	Comparison of baseline values and target values, desk review, interviews with WFP staff, government staff and implementing partners	Qualitative analysis, triangulation of multiple key informants	Strong
11	Information for regular monitoring	Monitoring capacity of various actors	Secondary data, WFP staff, government staff, implementing partners	Desk review, interviews with WFP staff, government staff and implementing partners	Qualitative analysis, triangulation of multiple key informants	Strong
12	Ensure all data requirements for final evaluation are covered	N/A	Teachers, cooks, pupils, school directors, WFP staff, implementing partners	Various surveys, interviews with WFP staff, government staff and implementing partners	Qualitative and quantitative analysis, triangulation of multiple key informants	Strong
13	Include a gender analysis that will inform the final evaluation findings	Gender transformative impacts of the programme	Teachers, cooks, pupils, school directors, WFP staff, implementing partners, disaggregated enrolment, pass rates, etc. data	Various surveys, interviews with WFP staff, government staff and implementing partners	Qualitative and quantitative analysis, triangulation of multiple key informants	Medium (gender-transformative impact can be difficult to measure)

USDA McGovern-Dole Food for Education – School Meals Learning Agenda

No.	MGD Learning Agenda question	Measure/indicator of progress	Main sources of information	Data collection methods	Data analysis methods	Evidence availability and reliability
LA.1	What community-level systems of governance and management are required for the successful implementation and sustainability of school meal programmes? (USDA learning agenda)	N/A	NSFP, MoE, school directors, school feeding committees, cooks	Semi-structured interviews	Triangulation	Strong
LA.2	How can a combination of local procurement during harvest time be supplemented with international food aid to promote locally and/or nationally sustainable school meals programme? (USDA learning agenda)	N/A	NSFP, FAO, World Bank, implementing partners, desk review	Semi-structured interviews	Triangulation	Strong
LA.3	What types of incentives (and in which contexts) are the most effective at securing local or national government investment into school meal programmes? What are the barriers and challenges in securing investment? (USDA learning agenda)	N/A	Government officials (MoE, MoH) at central and decentralised levels Donors (Canada, France, etc.) Desk review	Semi-structured interviews	Triangulation	Medium: it will not be easy for the evaluation team to access the people who can really respond to those questions

Annex 13. Endline evaluation matrix

Final evaluation matrix

Q1 - What are the achievements of outputs and outcomes compared to the targets in the Performance monitoring plan?						
Standard/Custom no.	PMP indicators	Measure/indicator of progress	Main sources of information	Data collection methods	Data analysis methods	Availability and reliability of evidence
Standard #1	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade-level text. ⁹⁹	Baseline figure for Grade 2 students' level of literacy	CRS (charge of literacy support in the Grande-Anse Department) Director, teacher and pupil surveys (Nord and Nord-Est departments)	Early Grade Reading Assessment (Grande-Anse only) Director, teacher and pupil surveys (Nord and Nord-Est Departments)	males/females disaggregated narrative description & graphs	Strong
Standard #2	Average student attendance rate in USDA-supported classrooms/schools (female/male)	Student attendance level	WFP monitoring reports; Schoolteachers and pupils	Desk review; Teacher & pupil surveys	Narrative description; Tables; Disaggregation male/female and per department	Strong
Standard #3	Number teaching and learning materials provided as a result of USDA assistance	Quantitative assessment	Distribution reports; WFP staff or implementing partners	Desk review Semi-structured questionnaires School administrator survey	Triangulation Narrative description	Strong

⁹⁹WFP and the CRS are planning to carry out an EGRA for the 50 schools in Grande-Anse Department that are receiving the literacy component of the programme. However, this indicator will not be followed for the other 338 schools receiving the programme. As conducting the EGRA is not part of the ET's duties the only way to determine this indicator is through surveys of directors, teachers and pupils. The ET is aware that this is a very subjective way of collecting this data and we use the results taking this into account.

Standard #4	Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance	Measure link between training and implementation of new methods	School directors	Desk review Administrator survey Semi-structured interviews; Observation	Triangulation Narrative description	Strong
Standard #5	Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	Quantitative and qualitative assessment	Training attendance sheets; WFP staff or implementing partners	Desk review Semi-structured questionnaires; Final survey	Triangulation Narrative description	Strong
Standard #6	Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	Measure link between training and implementation of new methods	School directors and teachers	Desk review Teacher survey; Semi-structured interviews; Observation	Triangulation Narrative description	Strong
Standard #7	Number of school administrators and officials trained or certified as a result of USDA assistance	Quantitative and qualitative assessment	Training attendance sheets; WFP staff or implementing partners	Desk review Semi-structured questionnaires; Endline survey	Triangulation Narrative description	Strong
Standard #8	Number of educational facilities (i.e. school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance	Quantitative assessment	WFP and/or partner reports; Confirmation survey	Desk review Observation	Triangulation Narrative description	Strong
Standard #9	Number of students enrolled in school receiving USDA assistance (female/male)	Quantitative assessment	WFP and/or partner reports	Desk review Observation	Triangulation Narrative description	Strong
Standard #10	Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance	This indicator will not be not used as the WFP is not planning to follow up on education-enabling environment policies/regulations/administrative procedures.				
Standard #11	Value of new USG commitments, and new public and private sector investments leveraged by USDA to support food security and nutrition	Quantitative assessment	WFP and/or partner reports	Desk review; Interview through purposive sampling	Triangulation Narrative description	Strong

Standard #12	Number of public-private partnerships formed as a result of USDA assistance	The ET is waiting for information concerning the second partnership appearing in the indicator table.				
Standard #13	Number of Parent-Teacher Associations (PTAs) or similar school governance structures supported as a result of USDA assistance	Quantitative assessment	WFP and/or partner reports School survey	Desk review Focus group discussions with PTAs	Triangulation Narrative description	Strong
Standard #16	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	Quantitative assessment	School statistics WFP monitoring data Monthly reports	Desk review	Narrative description	Strong
Standard #17	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (female/male/new/continuing)	Quantitative assessment	School feeding attendance sheets WFP monitoring School directors	Desk review	Narrative description; Tables; Disaggregation male /female /new /continuing	Strong
Standard #18	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (female/male/new/continuing)	Quantitative assessment	School feeding attendance sheets WFP monitoring School directors	Desk review	Narrative description; Tables; Disaggregation male /female /new /continuing	Strong
Standard #19	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	Measure link between training and implementation of new methods	School directors, teachers and pupils	Desk review Interviews as part of school survey Observation	Triangulation Narrative description	Strong
Standard #20	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	Measure link between training and implementation of new methods	PTAs School directors and teachers	Desk review Interviews in schools Focus group discussions with PTAs; Observation	Triangulation Narrative description	Strong

Standard #22	Number of individuals trained in safe food preparation and storage as a result of USDA assistance	Quantitative and qualitative assessment	Training attendance sheets WFP staff and/or implementing partners	Desk review Semi-structured questionnaires Final survey	Triangulation Narrative description Disaggregation male/female	Strong
Standard #23	Number of individuals trained in child health and nutrition as a result of USDA assistance (female/male)	Quantitative and qualitative assessment	Training attendance sheets WFP staff and/or implementing partners	Desk review Teacher & pupil surveys; Semi-structured questionnaires Final survey	Triangulation Narrative description Disaggregation male/female	Strong
Standard #27	Number of schools using an improved water source	Quantitative and qualitative assessment	School directors	School director survey; Observation	Narrative description	Strong
Standard #28	Number of schools with improved sanitation facilities	Quantitative and qualitative assessment	School directors	School director survey; Observation	Narrative description	Strong
Standard #29	Number of students receiving deworming medication(s)	Quantitative and qualitative assessment	WHO reports School directors	Desk review Semi-structured questionnaires Final survey	Triangulation Narrative description	Strong
Standard #30	Number of individuals participating in USDA food security programmes	Quantitative and qualitative assessment	WFP and/or partner reports; MoE; MoH	Desk review Semi-structured questionnaires Observation	Triangulation Narrative description	Strong
Standard #31	Number of individuals benefiting indirectly from USDA-funded interventions	Quantitative assessment	WFP and/or partner reports; MoE; MoH	Desk review Semi-structured questionnaires Observation	Triangulation Narrative description	Strong
Standard #32	Number of schools reached as a result of USDA assistance	Quantitative assessment	WFP and/or partner reports; MoE; MoH	Desk review Semi-structured questionnaires Observation	Triangulation Narrative description	Strong

Custom #1	Number of classroom libraries distributed	Quantitative and qualitative assessment	School directors and reports	Semi-structured questionnaires Desk review School administrator survey	Triangulation Narrative description	Strong
Custom #2	Number of students attending summer reading camp	Quantitative and qualitative assessment	School directors, pupils and reports	Semi-structured questionnaires Desk review	Triangulation Narrative description Disaggregation male /female	Strong
Custom #3	Number of schools receiving WASH hygiene trainings	Quantitative and qualitative assessment	School directors, teachers, cooks, and reports	Desk review Semi-structured questionnaires School director survey	Triangulation Narrative description	Strong
Custom #4	Number of students participating in peer tutoring	Quantitative and qualitative assessment	School directors, pupils, and reports	Desk review Semi-structured questionnaires	Triangulation Narrative description Disaggregation male /female	Strong
Custom #5	Number of teachers receiving bi-monthly coaching and monitoring support	Quantitative and qualitative assessment	School directors, teachers, and reports	Desk review Semi-structured questionnaires Teacher survey	Triangulation Narrative description Disaggregation male /female	Strong
Custom #6	Number of local commodities added to the food basket	Quantitative and qualitative assessment	School feeding committee, cooks, and reports	Desk review Semi-structured questionnaires Cooks survey	Triangulation Narrative description	Strong
Custom #7	Number of MT of salt provided	Quantitative assessment	School feeding committee, cooks, and reports	Interview as part of school survey	Narrative description	Medium

Custom #8	Number of cluster meetings held	Quantitative assessment	PTAs	Final survey	Descriptive statistics	Strong
Custom #9	Number of fuel-efficient stoves provided	Quantitative assessment	Cooks survey, and reports	Desk review, Interview as part of school survey	Narrative description	Strong
Custom #10	Number of schools with proper NFI due to USDA assistance	Quantitative assessment	Cooks survey, and reports	Desk review, Interview through school survey	Narrative description	Strong
Custom #11	Retention rate of students in USDA	Retention level of students	WFP monitoring data; Schoolteachers	Desk review; Teacher surveys	Narrative description Tables Disaggregation male /female	Strong
Custom #12	Percentage of students who pass the grade in USDA-supported schools	Pass rate	School directors, Pupils, school register on pass rates, WFP monitoring data	Desk review School director and Pupil surveys	Disaggregation male /female	Medium (according to the ET's experience, such data can be hard to collect if not done on yearly by the WFP or its implementing partners)
Custom #13	Consistent teacher attendance in USDA-supported schools	Teacher's attendance	Attendance sheet (if available) Teachers, school directors and pupils	Teacher, school director and pupil surveys	Triangulation Narrative description Disaggregation male/female	Medium if school attendance sheets not available (This can sensitive indicator)

Custom #14	Number of trainings with government stakeholders	Number of trainings	WFP/CRS reports on training Government stakeholders	Desk review Semi-structured interviews with government stakeholders	Triangulation Narrative description Disaggregation male/female	Strong
Custom #15	Percentage of students identified as attentive by their teachers	Pupils' attentiveness	Teachers and pupils	Teacher and pupil surveys	Triangulation Narrative description Disaggregation male/female (if possible)	Medium (attentiveness is not an objective criterion to measure)

Annex 14. School director questionnaire

Enquête pour l'évaluation du programme alimentaire pour l'éducation et la nutrition des enfants financé par USDA et mis en place par le PAM en Haïti (2020-2023)	
I. Questionnaire aux directeur·rice·s d'écoles	
Section 1. INFORMATIONS GÉNÉRALES	
A. Identification et localisation de l'école	
Q1.1	Département : 1=Grande-Anse 2=Nord 3=Nord-Est
Q1.2	Arrondissement :
Q1.3	Commune :
B. Équipe de collecte	
Q1.4	Enquêteur 1
Q1.5	Enquêteur 2
Q1.6	Chef d'équipe
C. Information sur l'école et les caractéristiques de/de la directeur·rices	
Q1.7	Nom de l'école :
Q1.8	Type d'école : Merci de préciser que le type de cette école 1= publique 2= non publique
Q1.9	Avec ou sans programme de cantines du PAM en cours: 1= avec 2= sans
Q1.10	L'école a-t-elle bénéficiée de cantines scolaires au moins durant un an pendant ces cinq dernières années ? 1= oui 2= non
Q1.11	Pour les cycles 1 et 2, l'école à lieu 1= le matin 2= l'après-midi 3= le matin et l'après midi
Q1.12	La personne interviewée est-telle le directeur de l'école : 1= oui (<i>aller à la question 14</i>) 2= non (<i>aller à la question 13</i>)
Q1.13	Si « non », précisez le poste de la personne interviewée (<i>ensuite aller à la question 14</i>)
Q1.14	Nom de la personne interviewée :
Q1.15	Sexe : 1= féminin 2= masculin
Q1.16	Age :
Q1.17	Quel est le dernier diplôme obtenu par le directeur·trice ? 0= Aucun diplôme 1= BEPC 2=BAC 3=Licence 4=Maitrise 5=Doctorat 6=autre à préciser 7= je ne sais pas
Q1.18	Si « autre », précisez
Q1.19	Quel est le dernier diplôme professionnel obtenu par le directeur·trice ?

	0= Aucun diplôme 1=École Normale Jardinière 2=École normale d'instituteur 3=École normale supérieure 4=Science de l'éducation 5=Certificat d'aptitude pédagogique (CAP) 6= Formation initiale accélérée (FIA) 7=Pas de diplôme 8=Autre 9= Je ne sais pas
Q1.20	Si « autre, précisez
Q1.21	Le directeur/directrice est en place dans cette école depuis combien d'années : 1=première année 2=moins de 3 ans 3=trois ans ou plus
Section 2 :	INFORMATIONS SUR L'ÉCOLE
Q1.22	Nombre d'élèves inscrit en 1 ^{re} année (cycle 1) ? " mettre -999 si les chiffres ne sont pas disponibles".
Q1.23	Nombre de filles inscrites en 1 ^{re} année (cycle 1) ?
Q1.24	Nombre d'élèves ayant abandonné leur 1 ^{re} année l'année dernière ?
Q1.25	Nb de filles en 1 ^{re} année (cycle 1) ayant abandonné en fin d'année dernière ?
Q1.26	Nombre d'élèves inscrit en 2 ^e année (cycle 1)?
Q1.27	Nombre de filles inscrites en 2 ^e année (cycle 1)?
Q1.28	Nb d'élèves en 2 ^e année (cycle 1) ayant abandonné en fin d'année dernière ?
Q1.29	Nb de filles en 2 ^e année (cycle 1) ayant abandonné en fin d'année dernière ?
Q1.30	nombre de nouveaux élèves en 2 ^e année n'étant pas inscrits dans cette école l'année dernière ?
Q1.31	nombre de nouveaux élèves filles en 2 ^e année n'étant pas inscrits dans cette école l'année dernière ?
Q1.32 à Q1.73	Mêmes questions jusqu'à l'année 9 du cycle 3.
Q1.74	L'école a-t-elle des cahiers de présence par classe sur les trois dernières années scolaires ? 1= oui, observable par les enquêteurs 2=oui, observable, mais il manque certains registres 3= oui, observable, mais c'est majoritairement manquant 4=non, ou pratique non existante
Section 3	AUGMENTATION DE L'INSCRIPTION SCOLAIRE (MGD 1.3.4)
Q1.75	Votre école connaît-elle une augmentation de l'inscription scolaire ces trois dernières années ? 1= Oui 2= Non (<i>allez à la question 77</i>)
Q1.76	Si oui, comment qualifieriez-vous cette augmentation ? 1= très forte 2=Forte 3=moyenne 4=faible
Q1.77	(Question uniquement pour les écoles suivies par le PAM) Les nouveaux élèves qui arrivent chez vous, sont-ils des élèves qui quittent une école sans cantine scolaire pour venir dans votre école ou est-ce que ce sont des élèves qui viennent à l'école pour la première fois ? 1= Ce sont majoritairement des enfants qui quittent une école sans cantines 2= Ce sont majoritairement des enfants qui viennent à l'école pour la première fois

	<p>3= C'est un peu des deux</p> <p>4= Je ne sais pas</p> <p>5= Autre raison</p>
Q1.78	<p>(Question pour les écoles sans cantines)</p> <p>Avez-vous des enfants qui quittent votre école qui n'a pas de cantines scolaires pour aller vert des écoles avec des cantines scolaires ?</p> <p>1= Oui, beaucoup</p> <p>2= Oui, mais c'est peu</p> <p>3= non</p>
Section 4	AMÉLIORATION DE LA FRÉQUENTATION SCOLAIRE (MGD 1.3)
Q1.79	<p>Uniquement si le répondant est le directeur/directrice</p> <p>"Selon vous, les enfants viennent-ils à l'école de manière régulière, ou viennent-ils seulement de temps en temps selon les périodes de l'année ?"</p> <p>1= Tous les enfants viennent à l'école de manière régulière</p> <p>2= Une bonne partie des enfants viennent de manière régulière</p> <p>3= à peu près la moitié des enfants viennent à l'école de manière régulière</p> <p>4= moins de la moitié des enfants viennent de manière régulière à l'école</p> <p>5= Peu d'enfants viennent de manière régulière à l'école.</p>
Section 5	UNE PRÉSENCE PLUS RÉGULIÈRE DES ENSEIGNANT·E·S (MGD 1.1.1)
Q1.80	Quel est le nombre d'enseignantes (femmes) dans l'école (directrice comprise) ?
Q1.81	Quel est le nombre d'enseignants (masculin) dans l'école (directeur compris) ?
Q1.82	<p>Avez-vous un registre de présence des enseignant·e·s ?</p> <p>1= Oui 2= Non</p>
Q1.83	<p>De manière générale comment qualifieriez-vous le degré de présence des enseignant·e·s ?</p> <p>1= Toujours présents pour faire la classe aux élèves</p> <p>2= Rarement absent</p> <p>3= Régulièrement absent</p> <p>4= Un peu trop absents</p> <p>5= Souvent absents pour faire la classe aux élèves</p> <p>6= Je ne sais pas, car je ne suis pas le directeur</p>
Section 6	UN MEILLEUR ACCÈS AUX FOURNITURES ET MATÉRIELS SCOLAIRES (MGD 1.1.2)
	Fournitures
Q1.84	<p>Votre école a-t-elle suffisamment de crayons pour un enseignement efficace cette année scolaire ? <i>(Remarque pour l'enquêteur : observez)</i></p> <p>1=oui, il y en a assez</p> <p>2=Il y en a, mais il en manque un peu</p> <p>3= Il y en a, mais il en manque beaucoup</p> <p>4 =Il n'y en a pas.</p>
Q1.85	<p>Votre école a-t-elle suffisamment de Brosse pour effacer le tableau pour un enseignement efficace cette année scolaire ? <i>(Remarque pour l'enquêteur : observez)</i></p> <p>1=oui, il y en a assez</p> <p>2=Il y en a, mais il en manque un peu</p> <p>3= Il y en a, mais il en manque beaucoup</p> <p>4 =Il n'y en a pas.</p>
Q1.86	<p>Votre école a-t-elle suffisamment de Règle pour le tableau pour un enseignement efficace cette année scolaire ? <i>(Remarque pour l'enquêteur : observez)</i></p> <p>1=oui, il y en a assez</p> <p>2=Il y en a, mais il en manque un peu</p> <p>3= Il y en a, mais il en manque beaucoup</p> <p>4 =Il n'y en a pas.</p>

Q1.87	<p>Votre école a-t-elle suffisamment de Crayons pour les élèves pour un enseignement efficace cette année scolaire ? <i>(Remarque pour l'enquêteur : observez)</i></p> <p>1=oui, il y en a assez 2=Il y en a, mais il en manque un peu 3= Il y en a, mais il en manque beaucoup 4 =Il n'y en a pas.</p>
Q1.88	<p>Votre école a-t-elle suffisamment de Règles pour les élèves pour un enseignement efficace cette année scolaire ? <i>(Remarque pour l'enquêteur : observez)</i></p> <p>1=oui, il y en a assez 2=Il y en a, mais il en manque un peu 3= Il y en a, mais il en manque beaucoup 4 =Il n'y en a pas.</p>
Q1.89	<p>Votre école a-t-elle suffisamment de Cahiers d'écriture pour les élèves pour un enseignement efficace cette année scolaire ? <i>(Remarque pour l'enquêteur : observez)</i></p> <p>1=oui, il y en a assez 2=Il y en a, mais il en manque un peu 3= Il y en a, mais il en manque beaucoup 4 =Il n'y en a pas.</p>
Q1.90	<p>Votre école a-t-elle suffisamment de Livres de lectures pour les élèves pour un enseignement efficace cette année scolaire ? <i>(Remarque pour l'enquêteur : observez)</i></p> <p>1=oui, il y en a assez 2=Il y en a, mais il en manque un peu 3= Il y en a, mais il en manque beaucoup 4 =Il n'y en a pas.</p>
Q1.91	<p>Votre école a-t-elle suffisamment de Livres de mathématique pour les élèves pour un enseignement efficace cette année scolaire ? <i>(Remarque pour l'enquêteur : observez)</i></p> <p>1=oui, il y en a assez 2=Il y en a, mais il en manque un peu 3= Il y en a, mais il en manque beaucoup 4 =Il n'y en a pas.</p>
Q1.92	<p>Votre école a-t-elle suffisamment de Affiches pédagogiques dans la classe pour un enseignement efficace cette année scolaire ? <i>(Remarque pour l'enquêteur : observez)</i></p> <p>1=oui, il y en a assez 2=Il y en a, mais il en manque un peu 3= Il y en a, mais il en manque beaucoup 4 =Il n'y en a pas.</p>
Section 7	AMÉLIORATION DES COMPÉTENCES ET DES CONNAISSANCES DE L'ADMINISTRATEUR·TRICE (MGD 1.1.5)
Q1.93	<p>Uniquement si le répondant est le directeur/directrice Avez-vous reçu de la formation professionnelle pour directeur·trice d'école durant ces trois dernières années ? 1= Oui 2= Non <i>(Allez à la question 100)</i></p>
Q1.94	<p>Si oui, par qui ? (Plusieurs réponses possibles)</p> <p>1= Le MENFP 2= Le Catholique Relief Service et/ou le Programme alimentaire mondial 3= UNICEF 4= Autre, précisez</p>
Q1.95	Si « autre », précisez
	Pour chaque type de suivi, merci de préciser ce que pensez-vous de la qualité de la formation :

Q1.96	Le MENFP 1= Très bonne formation, rien à ajouter 2= Bonne formation, mais pas assez complet 3= Formation médiocre qui nécessite encore beaucoup d'amélioration
Q1.97	La CRS et/ou le PAM 1= Très bonne formation, rien à ajouter 2= Bonne formation, mais pas assez complet 3= Formation médiocre qui nécessite encore beaucoup d'amélioration
Q1.98	UNICEF 1= Très bonne formation, rien à ajouter 2= Bonne formation, mais pas assez complet 3= Formation médiocre qui nécessite encore beaucoup d'amélioration
Q1.99	Autre 1= Très bonne formation, rien à ajouter 2= Bonne formation, mais pas assez complet 3= Formation médiocre qui nécessite encore beaucoup d'amélioration
Section 8	AMÉLIORATION DE LA LECTURE DES ÉLÈVES (MGD SO1)
Q1.100	Uniquement si le répondant est le directeur/directrice Comment qualifieriez-vous la capacité de lecture de vos élèves en tenant compte de leur classe ? (pas de l'âge) 1= Très bonne 2= Bonne 3= Moyenne 4= Médiocre 5= Très médiocre 6= Mauvaise
Section 9	INFORMATION COVID-19
Q1.101	Est-ce que dans le contexte du Covid-19 les enfants se lavent les mains plus souvent que d'habitude ? 1=oui 2=non (<i>allez à la question 103</i>)
Q1.102	Si oui, combien de fois en moyenne par jour quand ils sont à l'école ?
Section 10	AMÉLIORATION DES CONNAISSANCES EN MATIÈRE DE SANTÉ ET DE PRATIQUES D'HYGIÈNE (MGD 2.1)
Q1.103	Uniquement si le répondant est le directeur/directrice Avez-vous reçu de la formation sur le thème de la santé et des pratiques d'hygiène ces trois dernières années ? 1= Oui 2= Non (<i>allez à la question 112</i>)
Q1.104	Si oui, par qui ? (Plusieurs réponses possibles) 1= Le MENFP 2= Le Programme alimentaire mondial ou ses partenaire (BND ¹⁰⁰ pour grande Anse et le FEPH ¹⁰¹ pour le Nord et Nord Est) 3= Autre
Q1.105	Si « autre », précisez
Pour chaque source de formation, merci de préciser le type de formation :	
Q1.106	Le MENFP (Plusieurs réponses possibles) 1= sur le lavage des mains 2= sur l'hygiène 3= sur l'eau potable 4= sur l'assainissement 5= sur la prévention des maladies
Q1.107	Le PAM est ses partenaires (Plusieurs réponses possibles) 1= sur le lavage des mains

¹⁰⁰ Bureau de nutrition et de développement

¹⁰¹ Fédération des écoles protestantes d'Haïti

	2= sur l'hygiène 3= sur l'eau potable 4= sur l'assainissement 5= sur la prévention des maladies
Q1.108	Autre (Plusieurs réponses possibles) 1= sur le lavage des mains 2= sur l'hygiène 3= sur l'eau potable 4= sur l'assainissement 5= sur la prévention des maladies
Q1.109	Durant ces trois dernières années, avez-vous mis en place de nouvelles choses dans votre école en matière de prévention sanitaire et de pratiques d'hygiène ? 1= Oui 2= Non
Q1.110	Si oui, merci de préciser les nouvelles mesures mises en place. (Plusieurs réponses possibles) 1= sur le lavage des mains 2= sur l'hygiène 3= sur l'eau potable 4= sur l'assainissement 5= sur la prévention des maladies 6= autre
Q1.111	Si « autre », précisez
Section 11	AMÉLIORATION DE L'ACCÈS À L'EAU POTABLE ET A L'ASSAINISSEMENT (MGD 2.4)
Section 12	AMÉLIORATION DES INFRASTRUCTURES SCOLAIRES (MGD 1.3.3)
	Latrines (les enquêteurs doivent se déplacer et voir les latrines pour confirmer les dires du directeur)
Q1.112	L'école a-t-elle des latrines ? 1= Oui 2=Non (allez à la question 127)
Q1.113	Si oui, combien y en a-t-elles ?
Q1.114	Parmi ces latrines combien sont fonctionnelles ?
Q1.115	Combien de latrines fonctionnelles sont réservées pour les élèves ?
Q1.116	Les latrines fonctionnelles pour les élèves sont-elles séparées pour les garçons et les filles ? 1= Oui 2=Non (allez à la question 121)
Q1.117	Si oui, combien de latrines fonctionnelles pour les garçons ?
Q1.118	Si oui, combien de latrines fonctionnelles pour les filles ?
Q1.119	Les latrines pour les filles comportent-elles un espace spécifique pour les informations sur les menstruations et des kits d'hygiène ? (si oui l'enquêteur doit procéder à une observation) 1= Oui 2=Non
Q1.120	Les latrines pour filles et celles pour garçons sont-elles situées dans des endroits différents de la cour ? 1= Oui 2= Non
Q1.121	Les latrines peuvent-elles être fermées de l'intérieure ? 1= Oui 2= Non
Q1.122	Nombre de latrines fonctionnelles non séparées
Q1.123	Veuillez catégoriser les latrines (par observation directe) (Plusieurs réponses possibles.) 1= Chasse d'eau ou système d'évacuation raccordé à un réseau d'égouts, un système septique ou une latrine à fosse 2= Chasse d'eau ou système d'évacuation sans système d'égout 3= Latrines à fosse avec dalle 4= Latrines à fosse sans dalle/ouvertes

	5= Toilettes à compost 6= Latrines à fosse améliorées ventilées 7= Autre
Q1.124	Si « autre », précisez
Q1.125	Comment gérez-vous et entretenez-vous les latrines ? (plusieurs réponses possibles) 1= Forme les élèves et organise des rotations pour le nettoyage des latrines 2= Assure la présence de savon et de matériel pour le lavage des mains à l'intérieur ou à proximité des toilettes 3= Ferme les latrines pendant les vacances scolaires 4= S'assure que le lavabo est plein d'eau 5= Invite les utilisateurs à laisser leurs chaussures à l'extérieur des latrines 6= Autre
Q1.126	Si « autre », précisez
	Lavage des mains
Q1.127	L'école a-t-elle un poste de lavage des mains ? <i>(L'enquêteur doit procéder à une observation)</i> 1=Oui 2= Non <i>(allez à la question 133)</i>
Q1.128	Si oui, il y a combien de postes de lavage des mains dans l'école ?
Q1.129	Si oui, quelles sont les conditions actuelles des stations de lavage des mains ? 1=Bon état et bon fonctionnement toute l'année 2= Bon état et bon fonctionnement seulement pendant la saison des pluies 3=Mauvais état, mais fonctionne toute l'année 4= Mauvais état, mais ne fonctionne que pendant la saison des pluies 5= Hors d'état de service, ne fonctionne pas 6= Autre
Q1.130	Si « autre », précisez
Q1.131	Quels sont les types de dispositifs de lavage des mains ? (Plusieurs réponses possibles) 1= Une bassine avec de l'eau 2= Un système de seau à robinet 3= Un système de bidon d'eau que se déverse avec l'aide d'une cordelette (tippy-tap) 4= Un évier avec de l'eau courante 5=Autre
Q1.132	Si « autre », précisez
	Savon
Q1.133	Avez-vous assez de savon pour les besoins de votre école ? 1= Oui 2= Non, mais nous avons en avons une bonne quantité de savon 3= Non, nous avons environ la moitié des besoins couverts 4= Non, il nous manque plus de la moitié des besoins 5= Non, nous n'avons pas ou quasiment pas de savon
	Source d'eau améliorée
Q1.134	L'école a-t-elle une source d'approvisionnement en eau ? 1=Oui 2= Non <i>(allez à la question 140)</i>
Q1.135	Veuillez décrire la source d'approvisionnement en eau (observation et cochez les réponses correspondantes) : <ul style="list-style-type: none"> ▪ a) Eau canalisée dans les locaux, la parcelle, ou la cour ▪ b) Robinet/tuyau public ▪ c) Puits canalisé/forage ▪ d) Puits creusé protégé ▪ e) Puits creusé non protégé

	<ul style="list-style-type: none"> ▪ f) Source protégée ▪ g) Source non protégée ▪ h) Collecte des eaux pluviales ▪ i) Chariot avec petit réservoir/tambour ▪ j) Camion-citerne ▪ k) Eau de surface (rivière, barrage, lac, étang) ▪ l) Eau de bidon/gourdes ▪ m) Autre à préciser
Q1.136	Si « autre », précisez
Q1.137	Préciser la source principale <ul style="list-style-type: none"> ▪ Eau canalisée dans les locaux, la parcelle, ou la cour ▪ b) Robinet/tuyau public ▪ c) Puits canalisé/forage ▪ d) Puits creusé protégé ▪ e) Puits creusé non protégé ▪ f) Source protégée ▪ g) Source non protégée ▪ h) Collecte des eaux pluviales ▪ i) Chariot avec petit réservoir/tambour ▪ j) Camion-citerne ▪ k) Eau de surface (rivière, barrage, lac, étang) ▪ l) Eau de bidon/gourdes ▪ m) Autre à préciser
Q1.138	Si « autre », précisez
Q1.139	Est-ce que l'eau n'a-t-elle pas été disponible à partir de cette source d'approvisionnement au cours des 2 dernières semaines durant au moins une journée ? 1=Oui 2= Non 3=Ne sais pas
	Traitement de l'eau potable
Q1.140	Avez-vous de quoi traiter l'eau dans votre école pour la rendre potable ? 1= Oui, nous avons de quoi traiter toute l'eau dont nous avons besoin 2= Oui, mais nous n'avons pas assez pour traiter toute l'eau dont nous avons besoin. 3= Non, nous n'avons rien ou presque rien pour traiter l'eau dont nous avons besoin 4= Non, notre eau n'a pas besoin d'être traitée
	Poubelles
Q1.141	L'école a-t-elle des poubelles ou d'autres équipements pour gérer les déchets solides ? 1=Oui observable 2=Non (aller à la question 143)
Q1.142	Si oui, À quelle fréquence les déchets solides sont-ils collectés ? 1=tous les jours 2=tous les deux ou trois jours 3=toutes les semaines
Q1.143	Comment les déchets solides sont-ils éliminés ? 1=incinérés 2=jetés hors de l'école 3=enterrés 4=vider aux environs de l'école 5=jetés dans la nature. 6=Autre
Section 12	MEILLEUR ACCÈS AUX INTERVENTIONS SANITAIRES PRÉVENTIVES (MGD 2.5)
	Déparasitage
Q1.144	Les enfants du cycle 1 et 2 ont-ils reçu un traitement de déparasitage pendant l'Année en cours ? 1=Oui 2= Non 3= Je ne sais pas
Q1.145	Les enfants du cycle 1 et 2 ont-ils reçu un traitement de déparasitage l'Année dernière ?

	1=Oui 2= Non 3= Je ne sais pas
Q1.146	Les enfants du cycle 1 et 2 ont-ils reçu un traitement de déparasitage l'Année avant la dernière ? 1=Oui 2= Non 3= Je ne sais pas
Section 13	AUTRE
Q1.147	Si vous avez des questions ou des problèmes liés au programme du PAM, vous est-il facile de contacter quelqu'un ? 1=Oui 2= Non
Q1.148	A votre connaissance, y a-t-il un numéro de téléphone gratuit pour avoir des renseignements ou déposer une plainte ? 1=Oui 2= Non (<i>fin du questionnaire</i>) 3= je ne sais pas (<i>fin du questionnaire</i>)
Q1.149	L'avez-vous déjà utilisé ? 1=Oui 2= Non
Q1.150	Si oui en êtes -vous satisfait ? 1= oui 2= moyennement 3= non

Annex 15. Teacher questionnaire

Enquête pour l'évaluation du programme alimentaire pour l'éducation et la nutrition des enfants financé par USDA et mis en place par le PAM en Haïti (2020-2023)		
II. Questionnaire aux enseignants-es (de cycle 1 ou cycle 2)		
Section 1.	INFORMATIONS GÉNÉRALES	
	A. Identification et localisation de l'école	
Q2.1	Département : 1=Grande-Anse 2=Nord 3=Nord-Est	
Q2.2	Arrondissement :	.....
Q2.3	Commune :	.....
	B. Équipe de collecte	
Q2.4	Enquêteur 1	.....
Q2.5	Enquêteur 2	.....
Q2.6	Chef d'équipe	.....
	C. Information sur l'école et les caractéristiques de/de la directeurs-rices	
Q2.7	Nom de l'école :	
Q2.8	Type d'école : Merci de préciser que le type de cette école 1= publique 2= non publique	|_ |
Q2.9	Avec ou sans programme de cantines du PAM en cours: 1= avec 2= sans	|_ |
Q2.10	Nom de la personne interviewée : <i>(mettre uniquement les initiales si la personne ne veut pas donner son nom)</i>	.....
Q2.11	Sexe : 1= féminin 2= masculin	|_ |
Q2.12	Âge :	.....
Q2.13	En place dans cette école depuis combien d'années ? 1=première année 2=moins de 3 ans 3=trois ans ou plus	|_ |
Q2.14	Niveau d'enseignement (plusieurs réponses possibles pour les classes à niveaux multiples) : 1= 1 ^{ère} année 2= 2 ^{ème} année 3= 3 ^{ème} année 4= 4 ^{ème} année 5= 5 ^{ème} année 6= 6 ^{ème} année	|_ | |_ | |_ | |_ | |_ | |_ |
	AMÉLIORATION DE LA QUALITÉ DE L'ENSEIGNEMENT (MGD 1.1)	

AMÉLIORATION DES COMPÉTENCES ET DES CONNAISSANCES DE L'ENSEIGNANT·E (MGD 1.1.4)		
Q2.15	Quel est le dernier diplôme obtenu par l'enseignant·e ? 0= Aucun diplôme 1= BEPC 2=BAC 3=Licence 4=Maitrise 5=Doctorat 6=autre	
Q2.16	Si « autre », précisez	
Q2.17	Quel est le dernier diplôme professionnel obtenu ? 0= Aucun diplôme 1=École Normale Jardinière 2=École normale d'instituteur 3=École normale supérieure 4=Science de l'éducation 5=Certificat d'aptitude pédagogique (CAP) 6= Formation initiale accélérée (FIA) 7=Pas de diplôme 8=Autre	
Q2.18	Si « autre », précisez	
Q2.19	Pensez-vous avoir assez d'outils pédagogiques pour pouvoir bien exercer votre métier d'enseignant·e ? 1= Oui 2= Non	|_ |
Q2.20	Pensez-vous avoir suffisamment de connaissances pour bien enseigner à vos élèves ? 1= Oui 2= Non	|_ |
Q2.21	Avez-vous reçu une formation professionnelle durant ces trois dernières années ? 1= Oui 2= Non (<i>allez à la question 28</i>)	|_ |
Q2.22	Si oui, par qui ? (Plusieurs réponses possibles) 1= Le MENFP 2= Le Catholique Relief Service et/ou le Programme alimentaire mondial 3= UNICEF 4= Autre	|_ | |_ | |_ | |_ |
Q2.23	Si « autre », merci de préciser qui vous a fourni cette formation professionnelle.....	
	Pour chaque source de formation, merci de préciser le type de formation :	
Q2.24	Le MENFP (plusieurs choix possibles) 1= Les techniques de lecture 2= Les techniques d'écriture 3= Les mathématiques 4= Autre	|_ | |_ | |_ | |_ |
Q2.25	La CRS et/ou le PAM (plusieurs choix possibles) 1= Les techniques de lecture 2= Les techniques d'écriture	|_ | |_ |

	3= Les mathématiques 4= Autre	|_ | |_ |
Q2.26	UNICEF(plusieurs choix possibles) 1= Les techniques de lecture 2= Les techniques d'écriture 3= Les mathématiques 4= Autre	|_ | |_ | |_ | |_ |
Q2.27	Autre, merci de préciser le type de formation (plusieurs choix possibles) 1= Les techniques de lecture 2= Les techniques d'écriture 3= Les mathématiques 4= Autre	|_ | |_ | |_ | |_ |
Q2.28	Avez-vous vous un suivi pédagogique régulier qui vous permette de progresser dans votre métier ? 1= Oui 2= Non (<i>allez à la question 34</i>)	|_ |
Q2.29	Si oui, qui s'occupe de votre suivi pédagogique ? (plusieurs choix possibles) 1= Le MENFP 2= Le Catholique Relief Service et/ou le Programme alimentation mondial 3= Autre	|_ | |_ | |_ |
Q2.30	Si «autre », merci de préciser.....	
	Pour chaque type de suivi, merci de préciser ce que pensez-vous de la qualité du suivi :	
Q2.31	Le MENFP, merci de préciser ce que vous pensez de la qualité du suivi pédagogique : 1= Très bon suivi, rien à ajouter 2= Bon suivi, mais pas assez complet 3= Suivi médiocre qui nécessite encore beaucoup d'amélioration	|_ |
Q2.32	La CRS et/ou le PAM, merci de préciser ce que vous pensez de la qualité du suivi pédagogique : 1= Très bon suivi, rien à ajouter 2= Bon suivi, mais pas assez complet 3= Suivi médiocre qui nécessite encore beaucoup d'amélioration	|_ |
Q2.33	Autre, merci de préciser ce que vous pensez de la qualité du suivi pédagogique : 1= Très bon suivi, rien à ajouter 2= Bon suivi, mais pas assez complet 3= Suivi médiocre qui nécessite encore beaucoup d'amélioration	|_ |
UN MEILLEUR ACCES AUX FOURNITURES ET MATERIELS SCOLAIRES (MGD 1.1.2)		
Q2.34	Votre classe a-t-elle suffisamment de craie pour un enseignement efficace cette année scolaire ? (<i>Remarque pour l'enquêteur : observez la classe</i>) 1=oui, il y en a assez 2=Il y en a, mais il en manque un peu	|_ |

	3= Il y en a, mais il en manque beaucoup 4 =Il n'y en a pas.	
Q2.35	Votre classe a-t-elle suffisamment de Brosse pour effacer le tableau pour un enseignement efficace cette année scolaire ? (Remarque pour l'enquêteur : observez la classe) 1=ooui, il y en a assez 2=Il y en a, mais il en manque un peu 3= Il y en a, mais il en manque beaucoup 4 =Il n'y en a pas.	|_ |
Q2.36	Votre classe a-t-elle suffisamment de Règle pour le tableau pour un enseignement efficace cette année scolaire ? (Remarque pour l'enquêteur : observez la classe) 1=ooui, il y en a assez 2=Il y en a, mais il en manque un peu 3= Il y en a, mais il en manque beaucoup 4 =Il n'y en a pas.	|_ |
Q2.37	Votre classe a-t-elle suffisamment de Crayons pour les élèves pour un enseignement efficace cette année scolaire ? (Remarque pour l'enquêteur : observez la classe) 1=ooui, il y en a assez 2=Il y en a, mais il en manque un peu 3= Il y en a, mais il en manque beaucoup 4 =Il n'y en a pas.	|_ |
Q2.38	Votre classe a-t-elle suffisamment de Règles pour les élèves pour un enseignement efficace cette année scolaire ? (Remarque pour l'enquêteur : observez la classe) 1=ooui, il y en a assez 2=Il y en a, mais il en manque un peu 3= Il y en a, mais il en manque beaucoup 4 =Il n'y en a pas.	|_ |
Q2.39	Votre classe a-t-elle suffisamment de Cahiers d'écriture pour les élèves pour un enseignement efficace cette année scolaire ? (Remarque pour l'enquêteur : observez la classe) 1=ooui, il y en a assez 2=Il y en a, mais il en manque un peu 3= Il y en a, mais il en manque beaucoup 4 =Il n'y en a pas.	|_ |
Q2.40	Votre classe a-t-elle suffisamment de Livres de lectures pour les élèves pour un enseignement efficace cette année scolaire ? (Remarque pour l'enquêteur : observez la classe) 1=ooui, il y en a assez 2=Il y en a, mais il en manque un peu 3= Il y en a, mais il en manque beaucoup 4 =Il n'y en a pas.	|_ |
Q2.41	Votre classe a-t-elle suffisamment de Livres de mathématique pour les élèves pour un enseignement efficace cette année scolaire ? (Remarque pour l'enquêteur : observez la classe)	|_ |

	1=oui, il y en a assez 2=Il y en a, mais il en manque un peu 3= Il y en a, mais il en manque beaucoup 4 =Il n'y en a pas.	
Q2.42	<p>Votre classe a-t-elle suffisamment d'affiches pédagogiques dans la classe pour un enseignement efficace cette année scolaire ? (Remarque pour l'enquêteur : observez la classe)</p> <p>1=oui, il y en a assez 2=Il y en a, mais il en manque un peu 3= Il y en a, mais il en manque beaucoup 4 =Il n'y en a pas.</p>	
AMÉLIORATION DE LA FRÉQUENTATION DES ÉLÈVES (MGD 1.3)		
Q2.43	Combien d'élèves filles avez-vous au total dans votre classe (y compris les absents) ?	.....
Q2.44	Combien d'élèves garçons avez-vous au total dans votre classe (y compris les absents) ?	.....
Q2.45	<p>Selon vous, les enfants viennent-ils à l'école de manière régulière, ou viennent-ils seulement de temps en temps selon les périodes de l'année ?</p> <p>1= Tous les enfants viennent à l'école de manière régulière 2= Une bonne partie des enfants viennent de manière régulière 3=à peu près la moitié des enfants viennent à l'école de manière régulière 4= moins de la moitié des enfants viennent de manière régulière à l'école 5=Peu d'enfants</p>	|_|
Q2.46	<p>Pour quelles raisons les enfants sont-ils le plus souvent absents ? (Plusieurs réponses possibles)</p> <p>1= malade 2= la maison est éloignée de l'école 3= l'enfant travaille 4= raisons financières 5= l'enfant à trop faim pour venir 6= grossesse précoce 7=mariage précoce 8= ne sais pas 9= autre</p>	
Q2.47	Si « autre », Merci de précisez.....	
AMÉLIORATION DE L'ATTENTION DES ÉLÈVES (MGD 1.2)		
Q2.48	<p>Veillez estimer le nombre de filles qui sont souvent inattentives en classe (somnolentes, inactives) (mettre -999 quand l'enseignant ne sait pas)</p>	
Q2.49	<p>Veillez estimer le nombre de garçons qui sont souvent inattentifs en classe (somnolents, inactifs) (mettre -999 quand l'enseignant ne sait pas)</p>	
Q2.50	<p>Veillez estimer le nombre de filles qui sont parfois inattentives en classe (somnolentes, inactives) (mettre -999 quand l'enseignant ne sait pas)</p>	
Q2.51	<p>Veillez estimer le nombre de garçons qui sont parfois inattentifs en classe (somnolents, inactifs) (mettre -999 quand l'enseignant ne sait pas)</p>	

Q2.52	Est-ce que cela change selon la saison/ mois ? 1= Oui 2= Non (<i>allez à la question 55</i>)	
Q2.53	Si oui, veuillez préciser s'il y a des moments de l'année durant lesquelles des élèves sont plus inattentifs : (Plusieurs réponses possibles) 1= Début de la saison sèche (novembre/décembre) 2= Fin de la saison sèche (février/mars) 3= Début de la saison des pluies (avril mai) 4= Fin de la saison des pluies (septembre/octobre) 5 = autres moments	
Q2.54	Si « autre », merci de préciser les autres moments de l'année durant lesquelles des élèves sont plus inattentifs	
AMÉLIORATION DES CONNAISSANCES EN MATIÈRE DE SANTÉ ET D'HYGIÈNE (MGD 2.1)		
Q2.55	Avez-vous reçu de la formation sur le thème de la santé et des pratiques d'hygiène ces trois dernières années ? 1= Oui 2= Non (<i>allez à la question 64</i>)	|_|
Q2.56	Si oui, par qui ? (Plusieurs réponses possibles) 1= Le MENFP 2= Le Programme alimentaire mondial ou ses partenaire (BND ¹⁰² pour grande Anse et le FEPH ¹⁰³ pour le Nord et Nord Est) 3= Autre	|_| |_| |_|
Q2.57	Si « autre », merci de préciser qui vous a donné la formation sur le thème de la santé et des pratiques d'hygiène ces trois dernières années	
Pour chaque source de formation, merci de préciser le type de formation :		
Q2.58	Le MENFP, merci de préciser le type de formation (plusieurs choix possibles) 1= sur le lavage des mains 2= sur l'hygiène 3= sur l'eau potable 4= sur l'assainissement 5= sur la prévention des maladies 6= autre	|_| |_| |_| |_| |_|
Q2.59	Si « autre », merci de préciser le type de formation	
Q2.60	Le PAM est ses partenaires, merci de préciser le type de formation (plusieurs choix possibles) 1= sur le lavage des mains 2= sur l'hygiène 3= sur l'eau potable 4= sur l'assainissement 5= sur la prévention des maladies 6= autre	|_| |_| |_| |_| |_|
Q2.61	Si « autre », merci de préciser le type de formation	
Q2.62	Autre, merci de préciser le type de formation (plusieurs choix possibles)	_

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	1= sur le lavage des mains 2= sur l'hygiène 3= sur l'eau potable 4= sur l'assainissement 5= sur la prévention des maladies 6= autre	_ _ _ _
Q2.63	Si « autre », merci de préciser le type de formation	
Q2.64	Durant ces trois dernières années, avez-vous mis en place des nouvelles choses dans votre école en matière de prévention sanitaire et de pratiques d'hygiène ? 1= Oui 2= Non (<i>allez à la question 66</i>)	|_|
Q2.65	Si oui, merci de préciser les nouvelles mesures mis en place. (plusieurs choix possibles) 1= sur le lavage des mains 2= sur l'hygiène 3= sur l'eau potable 4= sur l'assainissement 5= sur la prévention des maladies	|_|
AUGMENTATION DE L'USAGE DES BONNES PRATIQUES DE SANTÉ ET D'HYGIÈNE (MGD SO2)		
Q2.66	Les enfants se lavent-ils les mains avant de manger ? 1= oui, toujours 2= Parfois 3=non, rarement ou jamais 4= Je ne sais pas	
Q2.67	Les enfants se lavent-ils les mains après manger ? 1= oui, toujours 2= Parfois 3=non, rarement ou jamais 4= Je ne sais pas	
Q2.68	Les enfants se lavent-ils les mains après avoir été aux toilettes ? 1= oui, toujours 2= Parfois 3=non, rarement ou jamais 4= Je ne sais pas	
Q2.69	En classe, est-ce que vous avez de cours de sensibilisation à l'hygiène ? 1= oui 2=non	
Q2.70	Y-a-t-il des supports pédagogiques en classe concernant les bonnes pratiques liées à l'hygiène (l'équipe d'enquêteurs doit voir le matériel) ? 1= oui 2= non	
Q2.71	Selon vous, la maladie est-elle une cause importante de l'absence des élèves dans votre classe ? 1= Oui, c'est la raison majeure 2= Oui, c'est une cause importante, mais ce n'est pas la cause principale 3= Non, la maladie n'est pas une cause principale de l'absence des enfants (<i>allez à la question 74</i>)	
Q2.72	Si réponses 1 ou 2, quelles sont les maladies les plus fréquentes ? (Plusieurs réponses possibles) 1= Fièvre 2= Paludisme 3= Diarrhée 4= Rhume 5 = Je ne sais pas 6 = Autre	
Q2.73	Si « autre », merci de préciser	
Q2.74	Selon vous, est-ce que la santé de vos élèves à une influence sur leurs capacités scolaires ? 1= Oui, beaucoup 2= Oui, un peu 3= Non, pas du tout.	

	4= Je ne sais pas
	AMÉLIORATION DES CONNAISSANCES EN MATIÈRE DE NUTRITION (MGD 2.2)
Q2.75	Avez-vous reçu de la formation au sujet de la nutrition ou des bonnes pratiques alimentaire ? 1= oui 2= non (<i>allez à la question 78</i>)
Q2.76	Si oui, par qui ? (Plusieurs réponses possibles) 1= Le MENFP 2= Le Programme alimentaire mondial ou ses partenaire (BND ¹⁰⁴ pour grande Anse et le FEPH ¹⁰⁵ pour le Nord et Nord Est) 3= Autre
Q2.77	Si « autre », merci de préciser
Q2.78	A l'école, durant la classe, y a-t-il des cours concernant l'alimentation et les bonnes habitudes alimentaires ? 1= oui 2= non

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Annex 16. Pupil questionnaire

Enquête pour l'évaluation du programme alimentaire pour l'éducation et la nutrition des enfants financé par USDA et mis en place par le PAM en Haïti (2020-2023)		
III. Questionnaire aux écolier·ère·s		
Section 1	INFORMATIONS GÉNÉRALES	
	A. Identification et localisation de l'école	
Q3.1	Département : 1=Grande-Anse 2=Nord 3=Nord-Est	|_ |
Q3.2	Arrondissement :	.....
Q3.3	Commune :	.....
	B. Équipe de collecte	
Q3.4	Enquêteur 1	.....
Q3.5	Enquêteur 2	.....
Q3.6	Chef d'équipe	.....
	C. Information sur l'élève	
Q3.7	Nom de l'école :	.....
Q3.8	Type d'école : Merci de préciser que le type de cette école 1= publique 2= non publique	|_ |
Q3.9	Avec ou sans programme de cantines du PAM en cours: 1= avec 2= sans	|_ |
Q3.10	Nom de la personne interviewée <i>(Mettre seulement les initiales si la personne ne veut pas donner son nom.)</i>	.....
Q3.11	Sexe : 1= féminin 2= masculin	|_ |
Q3.12	Âge :	.....
Q3.13	Niveau scolaire : 1= 1 ^{re} année 2= 2 ^e année 3= 3 ^e années 4= 4 ^e année 5= 5 ^e année 6= 6 ^e année	|_ |
Q3.14	Les cours de l'enfants ont lieu 1= le matin 2= l'après-midi	|_ |
Section 2	RÉDUCTION DE LA FAIM À COURT TERME (MGD 1.2.1)	
Q3.15	Manges-tu habituellement quelque chose à la maison avant de venir à l'école le matin ? 1= Oui, tous les jours 2= Parfois 3= Rarement 4= Jamais (<i>allez à la question 19</i>)	|_ |
Q3.16	Est-ce que ça change selon les saisons ?	|_ |

	1= Oui 2= Non (<i>si non, allez à la question 3.19</i>)	
Q3.17	Si oui, précise la saison durant laquelle tu ne manges pas avant d'aller à l'école 1= Début de la saison sèche (novembre/décembre) 2= Fin de la saison sèche (février/mars) 3= Début de la saison des pluies (avril mai) 4= Fin de la saison des pluies (septembre/octobre) 5= Autre, préciser	|_ |
Q3.18	Si « autre », précisez	
Q3.19	Qu'as-tu mangé ce matin avant de venir à l'école (plusieurs réponses possibles) 1= Manioc(, Riz, petit mil, mais, blé, Pain ou beignets, autres céréales (pates, etc.), autres tubercules (Patate douce/Pomme de terre, Igname) et banane plantain, sucre, miel et autres sucreries 2= Haricot, Pois, lentilles, niébé, courge, soja, Pâte d'arachide, arachide, sésame et autres légumineuses 3= Légumes (Amarantes, , chou, cresson, , lalo, épinards, Oseille...) , autres légumes (aubergines, courgette, concombre, navet, betterave ...) 4= Légumes oranges (courge, carottes, patate douce à chair rouge...), Fruits oranges (papaye, mangue, oranges, melon), fruits sauvages, autres fruits frais 5= Viande d'élevage et viande de brousse (bœuf, cabri, porc, cheval, gibiers), Volailles, , crevettes, poissons (frais, salé et fumé), abats, etc. 6= Œufs 7= Lait/Fromage/Yaourt/Produits laitiers 8= Rien	|_ | |_ | |_ | |_ | |_ | |_ | |_ |
Q3.20	As-tu apporté de la nourriture à manger pendant que tu es à l'école ? 1= Oui 2= Non (<i>si non, allez à la question 3.22</i>)	
Q3.21	Si oui, qu'as-tu apporté ? (plusieurs réponses possibles) 1= Manioc(Chikwangue)/Foufou, Riz, Pain ou beignets, autres céréales (pates, etc.), autres tubercules (Patate douce/Pomme de terre, Igname) et banane plantain, sucre, miel et autres sucreries 2= Haricot, Pois, lentilles, niébé, courge, soja, Pâte d'arachide, arachide, sésame et autres légumineuses 3= Légumes (Amarantes, Feuilles de manioc , Endives, épinards, Oseille...) , autres légumes (aubergines, courgette ...) 4= Légumes oranges (courge, carottes, patate douce à chair rouge...), Fruits oranges (papaye, mangue, oranges), fruits sauvages, autres fruits frais 5= Viande d'élevage et viande de brousse (gibiers), Volailles, escargot, crevettes, poissons (frais, salé et fumé), Insectes comestibles (Chenilles...), abats, etc.	|_ | |_ | |_ | |_ | |_ |

	6= Œufs 7= Lait/Fromage/Yaourt/Produits laitiers	
Q3.22	Reçois-tu des repas à l'école ? 1= Oui 2= Non (<i>allez à la question 24</i>)	|_ |
Q3.23	Si oui, as-tu encore faim après le repas que tu reçois à l'école ? 1= oui souvent 2=oui parfois. 3=non, jamais	|_ |
Q3.24	Combien de repas manges-tu à la maison après ton retour de l'école ? 1= Rien (<i>allez à la question 26</i>) 2=Un repas 3= deux repas 4=Seulement des casse-croûtes	|_ |
Q3.25	Quel type de nourriture as-tu reçu à la maison, après ton retour de l'école (la veille ou le jour d'école précédent) : Plusieurs réponses disponibles. 1= Manioc(Chikwangu)/Foufou, Riz, Pain ou beignets, autres céréales (pates, etc.), autres tubercules (Patate douce/Pomme de terre, Igname) et banane plantain, sucre, miel et autres sucreries 2= Haricot, Pois, lentilles, niébé, courge, soja, Pâte d'arachide, arachide, sésame et autres légumineuses 3= Légumes (Amarantes, Feuilles de manioc , Endives, épinards, Oseille...), autres légumes (aubergines, courgette ...) 4= Légumes oranges (courge, carottes, patate douce à chair rouge...), Fruits oranges (papaye, mangue, oranges), fruits sauvages, autres fruits frais 5= Viande d'élevage et viande de brousse (gibiers), Volailles, escargot, crevettes, poissons (frais, salé et fumé), Insectes comestibles (Chenilles...), abats, etc. 6= Œufs 7= Lait/Fromage/Yaourt/Produits laitiers	|_ | |_ | |_ | |_ | |_ | |_ | |_ |
Section 3	AUGMENTATION DE L'USAGE DES BONNES PRATIQUES DE SANTÉ ET D'HYGIÈNE (MGD SO2)	
Q3.26	As-tu l'habitude de laver les mains avant le repas ? 1=Tous les jours 2=Parfois 3=rarement 4= Jamais	|_ |
Q3.27	As-tu l'habitude de laver les mains après le repas ? 1=Tous les jours 2=Parfois 3=rarement 4= Jamais	|_ |
Q3.28	As-tu l'habitude de laver les mains avant d'aller aux toilettes ? 1=Tous les jours 2=Parfois 3=rarement 4= Jamais	|_ |
Q3.29	As-tu l'habitude de laver les mains après avoir été aux toilettes ? 1=Tous les jours 2=Parfois	|_ |

	3=rarement 4= Jamais	
Q3.30	Y a-t-il des toilettes à l'école ? 1= Oui 2= Non (<i>aller à la question 35</i>)	|_ |
Q3.31	Trouves-tu ces toilettes bien à utiliser ? 1= Oui 2= Non 3= Parfois oui, parfois non 4= Je ne sais pas	|_ |
Q3.32	Les utilises-tu ? 1= oui, souvent (<i>allez à la question 35</i>) 2= oui, mais rarement 3= non	|_ |
Q3.33	Si non, qu'est ce qui ne va pas ? (plusieurs choix possibles) 1= Elles sont souvent ou toujours fermées 2= Elles sont sales 3= Je n'aime pas les toilettes 4= Je ne sais pas 5= Autres, précisez	|_ | |_ | |_ | |_ | |_ |
Q3.34	Si « autre », précisez	
Section 4	INFORMATION COVID-19	
Q3.35	Pourquoi faut-il se laver les mains à votre avis ? (NE PAS INFLUENCER LA RÉPONSE) (plusieurs choix possibles) 1= Tuer les microbes 2= Avoir les mains propres 3= Lutter contre le Covid 4= Je ne sais pas 5= Autre	|_ | |_ | |_ | |_ | |_ |
Q3.36	Si « autre », précisez.....	
Q3.37	Est-ce que à cause du Covid-19 vous vous lavez plus les mains que d'habitude ? 1=oui 2=non (<i>allez à la question 40</i>)	|_ |
Q3.38	Si oui, combien de fois en moyenne par jour ?	.....
Q3.39	(QUESTION SEULEMENT POUR LES ÉCOLES AVEC CANTINE) Si oui, quand il n'y a pas le Covid-19 est-ce que vous vous lavez les mains avant de manger à l'école ? 1=oui 2=non 3= N/A, c'est une école sans cantine	|_ |
Section 5	AMÉLIORATION DE L'ATTENTION DES ÉLÈVES (MGD 1.2)	
Q3.40	As-tu faim quand tu es en cours le matin à l'école ? 1= Oui, souvent 2= Oui, parfois 2= Pas trop souvent 4= Non (<i>allez à la question 42</i>)	|_ |
Q3.41	Si tu as faim, est-ce ça t'empêche de bien travailler et écouter à l'école ? 1=oui 2=non	|_ |

Section 6	AMÉLIORATION DE LA FRÉQUENTATION DES ÉLÈVES (MGD 1.3) RÉDUCTION DES ABSENCES LIÉES À LA SANTÉ (MGD 1.3.2)	
Q3.42	Es-tu souvent absent ? 1= Oui, souvent 2= Oui, parfois 3= Non, c'est rare. 4= Non, jamais	|_|
Q3.43	Pourquoi as-tu été absent(e) ? (plusieurs réponses possibles) 1=malade 2= la maison est éloignée de l'école 3= travail à la maison 4=raison financière 5=Faim 6=déplacement familiale 7= travaux de champs 8= prendre soins d'un membre de la famille 9=pas de réponse 10= autre à préciser : _____	|_| |_| |_| |_| |_| |_| |_| |_| |_| |_| |_|
Q3.44	Si « autre », précisez..... (C'est la fin du questionnaire)	
Q3.45	Si tu as été malade, quelle maladie as-tu souffert ? (plusieurs choix possibles) 1= fièvre 2= vomissement 3= faiblesse fatigue 4= mal au ventre 5= mal à la tête 6= douleur corporelle 7= réactions diarrhéiques 8= rhume 9= froid 10= autre à préciser : _____	|_| |_| |_| |_| |_| |_| |_| |_| |_| |_|
Q3.46	Si « autre », précisez.....	

Annex 17. Cook questionnaire

Enquête pour l'évaluation du programme alimentaire pour l'éducation et la nutrition des enfants financé par USDA et mis en place par le PAM en Haïti (2020-2023)		
IV. Questionnaire aux cuisinier-ère-s		
Section 1. INFORMATIONS GÉNÉRALES		
A. Identification et localisation de l'école		
Q4.1	Département : 1=Grande-Anse 2=Nord 3=Nord-Est	|_ |
Q4.2	Arrondissement :	.....
Q4.3	Commune :	.....
B. Équipe de collecte		
Q4.4	Enquêteur 1	.....
Q4.5	Enquêteur 2	.....
Q4.6	Chef d'équipe	.....
C. Information sur l'équipe de cuisine		
Q4.7	Nom de l'école :	.....
Q4.8	Type d'école : Merci de préciser que le type de cette école 1= publique 2= non publique	|_ |
Q4.9	Nom de la personne interviewée <i>(mettre seulement les initiales si la personne ne veut pas donner son nom.)</i>	.....
Q4.10	Sexe : 1= masculin 2= féminin	|_ |
Q4.11	Âge :	.....
Q4.12	Travaille comme cuisinier-ère dans cette école depuis combien d'années : 1=première année 2=moins de 3 ans 3=trois ans ou plus	.....
Q4.13	Combien de femmes ?	.....
Q4.14	Combien hommes ?	.....
Section 2. AMÉLIORATION DE L'ACCÈS AUX OUTILS ET ÉQUIPEMENTS NÉCESSAIRES À LA PRÉPARATION DES ALIMENTS (MGD 2.6)		
Q4.15	Êtes-vous satisfait des infrastructures pour faire votre travail ? 1= Oui, très satisfait	|_ |

	2= Oui, mais ça pourrait être mieux 3= Non	
Q4.16	Sur quel type de feu faites-vous la cuisine ? (Plusieurs réponses possibles) 1= Trois pierres / feu ouvert dans un endroit bien aéré 2= Trois pierres / feu ouvert dans un endroit non aéré 3= Réchaud simple avec charbon de bois 4= Réchaud amélioré avec brique 5= Foyers amélioré à bois 6= Foyers amélioré à gaz 7= Autre	|_ | |_ | |_ | |_ | |_ | |_ | |_ |
Q4.17	Si « autre », préciser	
Q4.18	Si réponses 5 et/ou 6 Les foyers ont-ils été fournis par le PAM ? 1= Oui 2= Non	|_ |
Q4.19	Les marmites que vous utilisez sont-elles en nombre suffisant ? 1=oui 2=Oui mais in en manque un peu 3=il en manque beaucoup 4= Non, nous n'en avons pas.	|_ |
Q4.20	Les marmites que vous utilisez sont-elles en bon état ? 1= Très bon état 2= État moyen 3= Mauvais état	|_ |
Q4.21	Les marmites que vous utilisez sont-elles fournies par les parents ? 1= Oui , toutes (<i>allez à la question 23</i>) 2= Une partie 3= Non	|_ |
Q4.22	Les marmites que vous utilisez sont-elles fournies par le PAM ? 1= Oui , toutes 2= Une partie 3= Non	|_ |
Q4.23	Les ustensiles pour préparer la nourriture sont-ils en nombre suffisant ? 1=oui 2=Oui mais in en manque un peu 3=il en manque beaucoup 4= Non, nous n'en avons pas.	|_ |
Q4.24	Les ustensiles pour préparer la nourriture sont-ils en bon état ? 1= Très bon état 2= État moyen 3= Mauvais état	|_ |
Q4.25	Les ustensiles pour préparer la nourriture sont-ils fournis par les parents ? 1= Oui , toutes (<i>allez à la question 27</i>) 2= Une partie 3= Non	|_ |
Q4.26	Les ustensiles pour préparer la nourriture sont-ils fournis par le PAM ? 1= Oui , toutes 2= Une partie 3= Non	|_ |

Q4.27	Les assiettes, cuillères couteaux, fourchettes ou gobelets sont-ils en nombre suffisant ? 1=oui 2=Oui mais in en manque un peu 3=il en manque beaucoup 4= Non, nous n'en avons pas.	|_ |
Q4.28	Les assiettes, cuillères couteaux, fourchettes ou gobelets sont-ils en bon état ? 1= Très bon état 2= État moyen 3= Mauvais état	|_ |
Q4.29	Les assiettes, cuillères couteaux, fourchettes ou gobelets sont-ils fournis par les parents ? 1= Oui , toutes (<i>allez à la question 31</i>) 2= Une partie 3= Non	|_ |
Q4.30	Les assiettes, cuillères couteaux, fourchettes ou gobelets sont-ils fournis par le PAM ? 1= Oui , toutes 2= Une partie 3= Non	|_ |
Q4.31	Avez-vous des fichus pour mettre sur la tête en nombre suffisant ? 1=oui 2=Oui mais in en manque un peu 3=il en manque beaucoup 4= Non, nous n'en avons pas.	|_ |
Q4.32	Si oui, les fichus sont-ils en bon état ? 1= Très bon état 2= État moyen 3= Mauvais état	|_ |
Q4.33	Avez-vous des tabliers en nombre suffisant ? 1=oui 2=Oui mais in en manque un peu 3=il en manque beaucoup 4= Non, nous n'en avons pas.	|_ |
Q4.34	Si oui, Les tabliers sont-ils en bon état ? 1= Très bon état 2= État moyen 3= Mauvais état	|_ |
Section 3.	RÉDUCTION DE LA FAIM À COURT TERME (MGD 1.2.1)	
Q4.35	Pouvez-vous servir de la nourriture soit en quantité suffisante tous les jours de classe ? 1= Oui, toujours 2= Presque tous les jours 3= La nourriture est régulièrement manquante 4= La nourriture est souvent manquante	|_ |
Q4.36	À votre avis, les repas fournis par la cantine nourrissent-ils assez les enfants le midi ? 1= Oui 2= Pas toujours 3= Non	|_ |
Section 4.	AUGMENTATION DE L'USAGE DES BONNES PRATIQUES DE SANTÉ ET D'HYGIÈNE (MGD SO2)	
Q4.37	Les repas sont-ils parfois enrichis d'aliments autres que ceux livrés par le PAM ? 1= Oui 2= Non (<i>allez à la question 47</i>)	|_ |
Q4.38	Si oui, à quelle fréquence ? 1= tous les jours 2= 2 à 4 fois par semaine	|_ |

	3= une fois par semaine 4= rarement (moins d'une fois par semaine)	
Q4.39	Si oui, d'où vient cette nourriture ? (Plusieurs réponses possibles) 1= des parents sous forme d'argent ou de nourriture 2= d'une autre organisation ou programme 3= des fonds propres de l'école 4= Du gouvernement 5= D'un jardin scolaire 6= Autre	|_ | |_ | |_ | |_ | |_ | |_ |
Q4.40	Si « Autre », précisez.....	
Q4.41	Si oui, quelle est la source principale de la nourriture supplémentaire ? 1= des parents sous forme d'argent ou de nourriture 2= d'une autre organisation ou programme 3= des fonds propres de l'école 4= Du gouvernement 5= D'un jardin scolaire 6= Autre	|_ |
Q4.42	Si « autre », précisez	
Q4.43	Si oui, quelle est la seconde source de la nourriture supplémentaire ? 1= des parents sous forme d'argent ou de nourriture 2= d'une autre organisation ou programme 3= des fonds propres de l'école 4= Du gouvernement 5= D'un jardin scolaire 6= Autre 7= Pas d'autre source de nourriture (<i>allez à la question 47</i>)	|_ |
Q4.44	Si « autre », précisez	
Q4.45	Si oui, quelle est la troisième source de la nourriture supplémentaire ? 1= des parents sous forme d'argent ou de nourriture 2= d'une autre organisation ou programme 3= des fonds propres de l'école 4= Du gouvernement 5= D'un jardin scolaire 6= Autre 7= Pas d'autre source de nourriture	|_ |
Q4.46	Si « autre », précisez	
Section 5.	AMÉLIORATION DES CONNAISSANCES SUR LES BONNES PRATIQUES DE PRÉPARATION ET DE STOCKAGE DES ALIMENTS (MGD 2.2)	
Q4.47	Les aliments que vous recevez des stocks sont-ils avariés ? 1= Oui, souvent 2= Oui, parfois 3= Non, c'est rare 4= Non, jamais	|_ |
Q4.48	Avez-vous reçu de la formation sur les bonnes pratiques de préparation et de stockage des aliments au cours de ces trois dernières années ?	|_ |

	1= Oui 2=Non (<i>allez à la question 55</i>)	
Q4.49	Si oui, par qui ? (plusieurs réponses possibles) 1= Le MENFP 2= Le PAM ou ces partenaires de mise en œuvre (BND, CRS, FEPH) 3= Autre 4= Je ne connais pas le nom de l'organisme	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Q4.50	Si « autre », précisez	
Q4.51	Cette formation fournie par le MENFP vous paraît-elle complète et appropriée ? 1= très bonne formation 2= bonne formation, mais pas assez complète 3= formation médiocre qui nécessite des améliorations	
Q4.52	Cette formation fournie par le PAM ou ces partenaires de mise en œuvre (BND, CRS, FEPH) vous paraît-elle complète et appropriée ? 1= très bonne formation 2= bonne formation, mais pas assez complète 3= formation médiocre qui nécessite des améliorations	
Q4.53	Cette formation fournie par l'« autre » organisation vous paraît-elle complète et appropriée ? 1= très bonne formation 2= bonne formation, mais pas assez complète 3= formation médiocre qui nécessite des améliorations	
Q4.54	Cette formation fournie par l'organisation dont vous ne connaissez pas le nom vous paraît-elle complète et appropriée ? 1= très bonne formation 2= bonne formation, mais pas assez complète 3= formation médiocre qui nécessite des améliorations	
Section 6.	GENRE	
Q4.55	Êtes-vous content-e de travailler comme cuisinier-ère-s ? 1= Oui, très 2= Oui, un peu 3= Non, pas vraiment	<input type="checkbox"/>
Q4.56	Est-ce qu'il y a beaucoup de personnes dans la communauté qui aimeraient travailler à la cantine scolaire ? 1= Oui 2=Non 3= Je ne sais pas	<input type="checkbox"/>
Q4.57	Est-ce que vous collaborez avec le comité de gestion de cantines scolaires ? 1= Oui 2=Non	<input type="checkbox"/>
Q4.58	Faites-vous parfois des propositions au comité de gestion des cantines ? 1= Oui 2=Non	<input type="checkbox"/>
Q4.59	Si oui, ces remarques sont-elles prise en compte ? 1= Oui 2=Non 3= Je ne sais pas	<input type="checkbox"/>
Q4.60	Recevez-vous une contrepartie pour votre travail ? 1= Oui 2= Non	<input type="checkbox"/>
Q4.61	Si oui, de qui recevez-vous la contrepartie pour votre travail ? (plusieurs réponses possibles)	<input type="checkbox"/>

	1=PAM 2=Gouvernement 3=École 4=la communauté 5=autre	|_ | |_ | |_ | |_ |
Q4.62	Si oui pour le PAM, comment recevez-vous cette contrepartie ? 1 = en nature (<i>allez à la question 64</i>) 2= en espèce (<i>allez à la question 63</i>)	|_ |
Q4.63	Combien en espèce recevez-vous du PAM ?	.....
Q4.64	Quoi en nature recevez-vous du PAM ? (plusieurs réponses possibles) 1= un plat 2= De la nourriture à rapporter pour la famille 3= autre	|_ |
Q4.65	Si « autre » précisez	
Q4.66	Considérez-vous cette rémunération du PAM (nature ou espèce) suffisante ? 1= Oui 2= Non	|_ |
Q4.67	Si oui pour le Gouvernement, comment recevez-vous cette contrepartie ? 1 = en nature (<i>allez à la question 69</i>) 2= en espèce (<i>allez à la question 68</i>)	|_ |
Q4.68	Combien en espèce recevez-vous du Gouvernement?	.....
Q4.69	Quoi en nature recevez-vous du Gouvernement ? (plusieurs réponses possibles) 1= un plat 2= De la nourriture à rapporter pour la famille 3= autre, précisez.....	|_ |
Q4.70	Si « autre » précisez	
Q4.71	Considérez-vous cette rémunération du gouvernement (nature ou espèce) suffisante ? 1= Oui 2= Non	|_ |
Q4.72	Si oui pour l'École, comment recevez-vous cette contrepartie ? 1 = en nature (<i>allez à la question 74</i>) 2= en espèce (<i>allez à la question 73</i>)	|_ |
Q4.73	Combien en espèce recevez-vous de l'école?	.....
Q4.74	Quoi en nature recevez-vous de l'école? (plusieurs réponses possibles) 1= un plat 2= De la nourriture à rapporter pour la famille 3= autre, précisez.....	|_ |
Q4.75	Si « autre » précisez	
Q4.76	Considérez-vous cette rémunération de l'école (nature ou espèce) suffisante ? 1= Oui 2= Non	|_ |
Q4.77	Si oui pour la communauté, comment recevez-vous cette contrepartie ?	|_ |

	1 = en nature (<i>allez à la question 79</i>) 2= en espèce (<i>allez à la question 78</i>)	
Q4.78	Combien en espèce recevez-vous de la communauté?	.....
Q4.79	Quoi en nature recevez-vous de la communauté? (plusieurs réponses possibles) 1= un plat 2= De la nourriture à rapporter pour la famille 3= autre, précisez.....	|_ |
Q4.80	Si « autre » précisez	
Q4.81	Considérez-vous cette rémunération de la communauté (nature ou espèce) suffisante ? 1= Oui 2= Non	|_ |
Q4.82	Si oui pour « autre », comment recevez-vous cette contrepartie ? 1 = en nature (<i>allez à la question 84</i>) 2= en espèce (<i>allez à la question 83</i>)	|_ |
Q4.83	Combien en espèce recevez-vous de l'«autre»?	.....
Q4.84	Quoi en nature recevez-vous de l'«autre»? (plusieurs réponses possibles) 1= un plat 2= De la nourriture à rapporter pour la famille 3= autre, précisez.....	|_ |
Q4.85	Si « autre » précisez	
Q4.86	Considérez-vous cette rémunération de l' « autre » (nature ou espèce) suffisante ? 1= Oui 2= Non	|_ |

Annex 18. School feeding management committee questionnaire

Enquête pour l'évaluation du programme alimentaire pour l'éducation et la nutrition des enfants financé par USDA et mis en place par le PAM en Haïti (2020-2023)		
De préférence, ne pas faire avec le/la directeur·rice qui est souvent le/la président·e du CGCS		
V. Questionnaire aux comités de gestion des cantines scolaires		
Section 1	INFORMATIONS GÉNÉRALES	
A. Identification et localisation de l'école		
Q5.1	Département : 1=Grande-Anse 2=Nord 3=Nord-Est	|_ |
Q5.2	Arrondissement :	.....
Q5.3	Commune :	.....
Équipe de collecte		
Q5.4	Enquêteur 1	.....
Q5.5	Enquêteur 2	.....
Q5.6	Chef d'équipe	.....
Information sur le comité		
Q5.7	Nom de l'école :	.....
Q5.8	Type d'école : Merci de préciser le type de cette école 1= publique 2= non publique	|_ |
Q5.9	Avec ou sans programme de cantines du PAM en cours: 1= avec | 2= sans	|_ |
Q5.10	Précisez le nombre de personnes du comité présentes (hommes)	.....
Q5.11	Précisez le nombre de personnes du comité présentes (femmes)	.....
Q5.12	Précisez l'âge du président du comité	.....
Q5.13	Précisez le sexe du président du comité 1=masculin 2=feminin	.....
Q5.14	Précisez le métier du président du comité	.....
Q5.15	Le comité a-t-il un vice-président ? 1=oui 2=non (<i>allez à la question 19</i>)	|_ |
Q5.16	Précisez l'âge du vice-président du comité	.....
Q5.17	Précisez le sexe du vice-président du comité	.....
Q5.18	Précisez le métier du vice-président du comité	.....
Q5.19	Le comité a-t-il un trésorier ? 1=oui 2=non (<i>allez à la question 23</i>)	|_ |

Q5.20	Précisez l'âge du trésorier du comité.....	.....
Q5.21	Précisez le sexe du trésorier du comité.....	.....
Q5.22	Précisez le métier du trésorier du comité.....	.....
Q5.23	Le comité a-t-il un vice-trésorier ? 1=oui 2=non (<i>allez à la question 27</i>)	|_ |
Q5.24	Précisez l'âge du vice-trésorier du comité.....	.....
Q5.25	Précisez le sexe du vice-trésorier du comité.....	.....
Q5.26	Précisez le métier du vice-trésorier du comité.....	.....
Q5.27	Le comité a-t-il un secrétaire ? 1=oui 2=non (<i>allez à la question 31</i>)	|_ |
Q5.28	Précisez l'âge du secrétaire du comité.....	.....
Q5.29	Précisez le sexe du secrétaire du comité.....	.....
Q5.30	Précisez le métier du secrétaire du comité.....	.....
Q5.31	Le comité a-t-il un vice-secrétaire ? 1=oui 2=non (<i>allez à la question 35</i>)	|_ |
Q5.32	Précisez l'âge du vice-secrétaire du comité.....	.....
Q5.33	Précisez le sexe du vice-secrétaire du comité.....	.....
Q5.34	Précisez le métier du vice-secrétaire du comité.....	.....
Section 2	AMÉLIORER L'ACCÈS À LA NOURRITURE (MGD 1.2.1.1)	
Q5.35	Cette école reçoit-elle des vivres du PAM pour la première année, ou en a-t-elle déjà reçu les années précédentes? 1=Oui, c'est la première année (<i>allez à la question 37</i>) 2=non, nous avons déjà reçu du PAM	|_ |
Q5.36	Si non, Y a-t-il des ruptures de nourriture entre les livraisons du PAM ? 1= Oui, souvent 2= Oui, de temps en temps 3= Oui, mais c'est rare 4= non, jamais	|_ |
Q5.37	La nourriture livrée par le PAM arrive-t-elle en bon état ? 1= Oui, toujours 2= La nourriture livrée est parfois abîmée 3= La nourriture livrée est souvent abîmée	|_ |
Q5.38	Recevez-vous de la nourriture pour agrémenter le repas scolaire de la part des parents ? 1= tous les jours 2= 2 à 4 fois par semaine 3= une fois par semaine 4= rarement (moins d'une fois par semaine) 5= Non, Jamais	|_ |
Section 3	AMÉLIORATION DES CONNAISSANCES SUR LES BONNES PRATIQUES DE PRÉPARATION ET DE STOCKAGE DES ALIMENTS (MGD 2.2)	

Q5.39	Avez-vous reçu de la formation sur les bonnes pratiques de préparation et de stockage des aliments au cours de ces trois dernières années ? 1= Oui. 2=non (<i>allez à la question 45</i>)	|_ |
Q5.40	Si oui, par qui ? (plusieurs réponses possibles) 1= Le MENFP 2= Le PAM et/ou ces partenaires 3= Autre, précisez.....	|_ | |_ | |_ |
Q5.41	Si « autre », précisez	
Q5.42	Si par le MENFP, Cette formation vous paraît-elle complète et appropriée ? 1= très bonne formation 2= bonne formation, mais pas assez complète 3= formation médiocre qui nécessite des améliorations	|_ |
Q5.43	Si par le Le PAM et/ou ces partenaires (BND, CRS, FEPH, etc.), Cette formation vous paraît-elle complète et appropriée ? 1= très bonne formation 2= bonne formation, mais pas assez complète 3= formation médiocre qui nécessite des améliorations	|_ |
Q5.44	Si par un autre, Cette formation vous paraît-elle complète et appropriée ? 1= très bonne formation 2= bonne formation, mais pas assez complète 3= formation médiocre qui nécessite des améliorations	|_ |
Section 4	MEILLEUR ACCÈS AUX OUTILS ET ÉQUIPEMENTS NÉCESSAIRES À LA PRÉPARATION ET AU STOCKAGE DES ALIMENTS (MGD 2.6)	
Q5.45	Le dépôt est-il Bien nettoyé ? (observer) 1= Oui 2= Non	|_ |
Q5.46	Le plancher est sec (observer) 1= Oui 2= Non	|_ |
Q5.47	Ils existent des palettes pour le stockage des aliments (observer) 1= Oui 2= Non	|_ |
Q5.48	La porte est bien verrouillée (observer) 1= Oui 2= Non	|_ |
Q5.49	Garde de sécurité pendant la nuit/pendant les vacances scolaires 1= Oui 2= Non	|_ |
Q5.50	Les aliments sont stockés en bon ordre (observer) 1= Oui 2= partiellement 3= Non	|_ |
Q5.51	Toitures qui fuient (observer) 1= Oui 2= Non	|_ |
Q5.52	Fenêtres et/ou portes cassées (observer) 1= Oui 2= Non	|_ |
Q5.53	Pas de murs ? (observer) 1= Il y a des murs 2= Il manque certains ou tous les murs	

Q5.54	Murs endommagés (observer) 1= Oui 2= partiellement 3= Non	|_ |
Q5.55	La nourriture a été stockée hors sol (elle n'est pas part terre) (observer) 1= Oui 2= partiellement 3= Non	|_ |
Q5.56	La réserve a une ventilation (observer) 1= Oui 2= Non	|_ |
Q5.57	La date de péremption ou de fabrication est-elle visible sur les stocks ? (observer) 1= Oui, toujours 2= Pas toujours 3= Jamais	|_ |
Q5.58	Certaines dates de péremptions ou de fabrication ont-elles expirées ? (observer) 1= Oui, toujours 2= Pas toujours 3= Jamais	|_ |
Q5.59	Merci de préciser s'il y a d'autres remarques	.....
Q5.60	Au niveau de la sécurité de votre lieu de stockage, pensez-vous qu'il peut y avoir un problème ? (Plusieurs réponses possibles) 1= Non, l'entrepôt est bien sécurisé (cadenas, gardes, etc.) 2= Non, la communauté veille sur l'entrepôt. 3= Oui, c'est difficile de sécuriser l'endroit malgré qu'il soit fermé 4= Oui, le fait d'avoir un entrepôt de nourriture crée une tension dans la communauté ou avec les communautés voisines	|_ | |_ | |_ | |_ |
Q5.61	Comment qualifieriez-vous la qualité de votre lieu de stockage des aliments ? (Sans prendre en compte la sécurité) 1= Très bien, rien à améliorer en particulier 2= Bien, certaines améliorations mineures pourraient être envisageables. 3= Moyen, des améliorations devraient être faites, la nourriture pourrait s'abîmer 4= Mauvaise, la nourriture n'est pas stockée convenablement.	|_ |

Annex 19. Complete information on sampling strategy for quantitative data collection

Quantitative survey sample approach

The population of interest for the evaluation is the 100,000 children attending rural primary schools in Nord, Nord-Est and Grande-Anse departments where the McGovern-Dole programme is implemented during SY 2020/2021 (see table below). Fifty schools in Grande-Anse will receive the whole McGovern-Dole package, whereas the 338 other schools will not receive activities related to the improved literacy component of the programme (Activity 3) or those linked to the construction or rehabilitation of latrines and handwashing stations. One hundred schools (35 in the Grande-Anse department and 65 Nord and Nord-Est) will benefit from tippy-taps with an average of four per school.

Targeted number of schools by school year and department

Departments	School year 2020/2021	School year 2021/2022	School year 2022/2023
Nord	128	128	128
Nord-Est	129	120	101
Grande-Anse	131	120	99
TOTAL	388	368	328

The baseline and subsequently the final evaluation utilise (a) a quasi-experimental case control for Grande-Anse department and (b) pre-experimental before-and-after only design methodology for Nord and Nord-Est to enable determination of impact and attribution at the endline. ET proposed a before/after pre-experimental design which is less equipped to detect the effect of the intervention than a quasi-experimental design due to unavailability of appropriate comparison schools in Nord and Nord-Est. It is important to note that WFP has already been providing school meals to 307 of the 388 schools under former school feeding programmes.

In Grande-Anse case-control design, the evaluation considers the 50 schools with the literacy component as the first case population group of the evaluation (CaseG1). Children attending in 81 schools in Grand-Anse that will not receive the literacy component are planned to be studied separately (CaseG2). Children attending the 257 schools that will not receive the literacy component in Nord and Nord-Est will also be studied and analysed separately (CaseG3). If necessary, children attending the 388 schools (81 in Grande-Anse, 257 in Nord and Nord-Est) without the literacy component may be examined as a separate group during the data analysis.

A comparison group of children attending public rural schools in the Grande-Anse departments (ControlG) have been drawn for comparison with CaseG1 and CaseG2. These comparison schools will never have received WFP or any other type of school feeding support. They will be used as a reference against which to assess the impact of the McGovern-Dole programme. This comparison group will only include schools in districts where the McGovern-Dole programme is implemented. No comparison groups are used in Nord and Nord-Est.

In Grande-Anse, altogether 44 sample schools have been estimated. The ET used a conservative approach to calculate the sample size for the quasi-experimental approach based on a 95 percent confidence level and a margin of error of 8 percent. The response distribution for primary school enrolment rate of 88 percent as reported being applied to a total of 131 schools in Grand-Anse. The

calculated sample size is 44 case schools. The ET allocated 22 case schools (CaseG1) to the McGovern-Dole programme with the complete literacy package and another 22 to the rest of the programme schools (CaseG2). The ET identified 22 school samples for comparison group to compare its results with those of the case schools before and after the intervention. This comparison group comprises children attending schools in the Grande-Anse departments that have never received WFP support. These control schools will be used as a reference against which to assess the McGovern-Dole programme's impact. The comparison group has been referred to as ControlG and includes schools only in districts where there are McGovern-Dole schools. ET originally proposed to use the propensity score matching technique to identify comparison schools. However, due to unavailability of appropriate indicator variables in case and comparison schools, the schools could not be matched. The 22 comparison schools were randomly chosen from a list of public-school list provided by WFP CO that consisted of a total of 246 schools that had not received any school feeding support from either WFP or any other partner organisations. In Nord and Nord Est, a total of 52 sample schools (26 from each department) were selected randomly. In the Nord and Nord-Est departments, the ET proposed a before and after comparison evaluation approach (one group pre- & post-test design) for quantitative data collection, with data collected from the same group of schools before the intervention (pre-test) and after the intervention (post-test). The ET used the same approach to calculate the sample size based on a 95 percent confidence level with a margin of error of 8 percent. The same response distribution for an 88 percent primary school enrolment rate was applied to a total of 257 schools. The calculated sample size is 52 case schools. This sample was then proportionately allocated to the Nord and Nord-Est departments and samples were selected randomly by the ET. The list of both case and comparison schools (n=118) is provided in Annex 20.

Annex 20. List of schools selected for the quantitative survey.

SN	SCHOOL_DIR_ID	Department	Sample Type	Name of school	Type of school	Commune
1	69	Grande-Anse	CASEG1	Ecole Nationale Mixte de Corail	Publique	Corail
2	25	Grande-Anse	CASEG1	Ecole Nationale Anacaona de Platon	Publique	Jeremie
3	109	Grande-Anse	CASEG1	EFA de Dame-Marie	Publique	Dame-Marie
4	36	Grande-Anse	CASEG1	Ecole Nationale d'Anse du Clerc	Publique	Abricots
5	51	Grande-Anse	CASEG1	Ecole Nationale de Gomiers	Publique	Roseaux
6	55	Grande-Anse	CASEG1	Ecole Nationale de Moulines	Publique	Beaumont
7	108	Grande-Anse	CASEG1	EFA de Beaumont	Publique	Beaumont
8	95	Grande-Anse	CASEG1	Ecole Nationale Trouis Bois	Publique	Pestel
9	58	Grande-Anse	CASEG1	Ecole Nationale de Tozia	Publique	Pestel
10	24	Grande-Anse	CASEG1	Ecole Nationale Agnus Alexis	Publique	Jeremie
11	61	Grande-Anse	CASEG1	Ecole Nationale Duquillon	Publique	Corail
12	80	Grande-Anse	CASEG1	Ecole Nationale St Joseph	Publique	Moron
13	26	Grande-Anse	CASEG1	Ecole Nationale André	Publique	Beaumont
14	33	Grande-Anse	CASEG1	Ecole Nationale Congréganiste Saint Charles	Publique	Jeremie
15	60	Grande-Anse	CASEG1	Ecole Nationale Dumarsais Estimé	Publique	Jeremie
16	62	Grande-Anse	CASEG1	Ecole Nationale Edouard Germain	Publique	Bonbon
17	71	Grande-Anse	CASEG1	Ecole Nationale Nathalie Lombard	Publique	Bonbon
18	72	Grande-Anse	CASEG1	Ecole Nationale notre dame de l'assomption	Publique	Jeremie
19	73	Grande-Anse	CASEG1	Ecole Nationale Notre dame de lourdes	Publique	Anse d'Hainault
20	46	Grande-Anse	CASEG1	Ecole Nationale de filles de Dame Marie	Publique	Dame-Marie
21	75	Grande-Anse	CASEG1	Ecole Nationale nouvelle Marfranc	Publique	Jeremie
22	34	Grande-Anse	CASEG1	Ecole Nationale Congreganiste St-Martin de PORRES	Publique	Les Irois
23	35	Grande-Anse	CASEG1	Ecole Nationale congreganiste Ste Anne	Publique	Jeremie
24	31	Grande-Anse	CASEG1	Ecole Nationale clervain Hilaire	Publique	Jeremie
25	70	Grande-Anse	CASEG1	Ecole Nationale Mixte de Pestel	Publique	Pestel
26	47	Grande-Anse	CASEG2	Ecole Nationale de Fondin	Publique	Dame-Marie

27	68	Grande-Anse	CASEG2	Ecole Nationale Marie Reine Immaculee	Publique	Abricots
28	7	Grande-Anse	CASEG2	Collège Philantropique de Chambellan	Non publique	Chambellan
29	20	Grande-Anse	CASEG2	Ecole Maranatha de Marfranc	Non publique	Jeremie
30	22	Grande-Anse	CASEG2	Ecole Mixte Action Chrétienne	Non publique	Moron
31	106	Grande-Anse	CASEG2	Ecole Sainte Famille de Bonhomme	Non publique	Jeremie
32	56	Grande-Anse	CASEG2	Ecole Nationale de Ramonde	Publique	Abricots
33	66	Grande-Anse	CASEG2	Ecole Nationale Lavalette	Publique	Chambellan
34	81	Grande-Anse	CASEG2	Ecole Nationale Ste Famille	Publique	Beaumont
35	18	Grande-Anse	CASEG2	Ecole Jean Marie Vincent	Non publique	Anse d'Hainault
36	2	Grande-Anse	CASEG2	Centre d'Application	Non publique	Beaumont
37	118	Grande-Anse	CASEG2	Institution Mixte Nazaréen	Non publique	Chambellan
38	28	Grande-Anse	CASEG2	Ecole Nationale Boiseaux	Publique	Jeremie
39	21	Grande-Anse	CASEG2	Ecole Maranatha MEBSH de Corail	Non publique	Corail
40	114	Grande-Anse	CASEG2	Institut Saint Louis	Non publique	Dame-Marie
41	117	Grande-Anse	CASEG2	Institution Mixte Maranatha des Abricots	Non publique	Abricots
42	53	Grande-Anse	CASEG2	Ecole Nationale de Iverne Vilsaint	Publique	Les Irois
43	65	Grande-Anse	CASEG2	Ecole Nationale Lamentin	Publique	Pestel
44	82	Grande-Anse	CASEG2	Ecole Nationale Ti Pousseline	Publique	Roseaux
45	5	Grande-Anse	CASEG2	Collège Elim	Non publique	Jeremie
46	39	Grande-Anse	CASEG2	Ecole Nationale de Bernard	Publique	Pestel
47	8	Grande-Anse	CONTROLG	Comm. d'Annette	Publique	Roseaux
48	85	Grande-Anse	CONTROLG	Ecole Nle d'Abeille	Publique	Corail
49	91	Grande-Anse	CONTROLG	Ecole Nle de Lagombrie*	Publique	Abricots
50	93	Grande-Anse	CONTROLG	Ecole Nle de Maniere	Publique	Jeremie
51	94	Grande-Anse	CONTROLG	Ecole Nle de Preval	Publique	Beaumont
52	100	Grande-Anse	CONTROLG	Ecole Nle Yolande Gilles de Savon	Publique	Pestel
53	88	Grande-Anse	CONTROLG	Ecole Nle de Doco	Publique	Jeremie
54	84	Grande-Anse	CONTROLG	Ecole Nle Bigarousse	Publique	Irois
55	96	Grande-Anse	CONTROLG	Ecole Nle Mixte de Moron*	Publique	Moron
56	97	Grande-Anse	CONTROLG	Ecole Nle Montagnac*	Publique	Dame Marie

57	67	Grande-Anse	CONTROLG	Ecole Nle Lory	Publique	
58	90	Grande-Anse	CONTROLG	Ecole Nle de Julie*	Publique	Chambellan
59	92	Grande-Anse	CONTROLG	Ecole Nle de Mandou*	Publique	Dame Marie
60	15	Grande-Anse	CONTROLG	Ecole de la Haie	Publique	Dame Marie
61	86	Grande-Anse	CONTROLG	Ecole Nle de Carrefour Charles	Publique	Roseaux
62	37	Grande-Anse	CONTROLG	Ecole Nle de Baptiste*	Publique	Abricots
63	87	Grande-Anse	CONTROLG	Ecole Nle de Carrefour Citron	Publique	Pestel
64	89	Grande-Anse	CONTROLG	Ecole Nle de Gabriel*	Publique	Anse d'Hainault
65	98	Grande-Anse	CONTROLG	Ecole Nle N.D. du Perpetuel Secours*	Publique	Jeremie
66	99	Grande-Anse	CONTROLG	Ecole Nle Nouv. De Beaumont*	Publique	Beaumont
67	6	Nord	CASEG3	Collège Jehovah Jiré	Non publique	Cap Haitien
68	14	Nord	CASEG3	École Communautaire Saintiaque	Publique	St. Raphael
69	110	Nord	CASEG3	Enfant de Jésus	Non publique	Quartier Morin
70	102	Nord	CASEG3	Ecole Paradis des Petits Princes	Non publique	St. Raphael
71	116	Nord	CASEG3	Institution Mixte Évangélique Lavoisier de Pilate	Non publique	Pilate
72	63	Nord	CASEG3	Ecole Nationale Fondation Vincent	Publique	Cap Haitien
73	79	Nord	CASEG3	Ecole Nationale Saint Nom de Jesus	Non publique	Acul du Nord
74	42	Nord	CASEG3	Ecole Nationale de Claire Heureuse, Madeline	Publique	Cap Haitien
75	9	Nord	CASEG3	École Agneau de Dieu de Lavictoire	Non publique	La Victoire
76	11	Nord	CASEG3	Ecole Baptiste Jérusalem	Non publique	La Victoire
77	115	Nord	CASEg3	Institution Gabriel Bien-Aime*	Non publique	Grande Riviere Du Nord
78	10	Nord	CASEG3	Ecole Alpha du Cap-Haitien	Non publique	Cap Haitien
79	12	Nord	CASEG3	Ecole Communautaire de l'Amitié	Non publique	Cap Haitien
80	40	Nord	CASEG3	Ecole Nationale de Breteau	Publique	Grande Riviere Du Nord
81	1	Nord	CASEG3	Centre Chrétienne de Haïti de Robillard	Non publique	Plaine du Nord
82	76	Nord	CASEG3	Ecole Nationale PM Acul du Nord	Publique	Acul du Nord
83	50	Nord	CASEG3	Ecole Nationale de Garde-Biassou	Publique	Pignon
84	30	Nord	CASEG3	Ecole Nationale Charlotin Marcadiou	Publique	Cap Haitien
85	16	Nord	CASEG3	Ecole Don Bosco de Palmary	Non publique	Ranquette
86	13	Nord	CASEG3	Ecole Communautaire de Ravine-Trompette	Publique	Pilate

87	27	Nord	CASEG3	Ecole Nationale Bassin Caiman	Publique	Dondon
88	48	Nord	CASEG3	Ecole Nationale de Galman Duplaa	Publique	Quartier Morin
89	52	Nord	CASEG3	Ecole Nationale de Haut Gouape	Publique	La Victoire
90	77	Nord	CASEG3	Ecole Nationale. Presbyt. St. Joseph de Pignon	Publique	Pignon
91	83	Nord	CASEG3	Ecole Nationale Yayou	Publique	St. Raphael
92	4	Nord	CASEG3	Collège de la Grâce	Non publique	Pignon
93	43	Nord Est	CASEG3	Ecole Nationale DE COLONIE DE MONT-ORGANISE	Publique	MONT-ORGANISE
94	19	Nord Est	CASEG3	Ecole Maranatha de Bois Laurence	Non publique	Mombin Crochu
95	112	Nord Est	CASEG3	Institut Baptiste de Derac	Non publique	Fort Liberte
96	29	Nord Est	CASEG3	Ecole Nationale CATHERINE FLON DE TROU DU NORD	Publique	Trou du Nord
97	103	Nord Est	CASEG3	Ecole Prebyterale Saint-Pierre de Foulon	Non publique	Sainte Suzanne
98	78	Nord Est	CASEG3	Ecole Nationale Rose Bonite	Publique	Carice
99	105	Nord Est	CASEG3	Ecole Saint François Xavier	Non publique	Ouanaminthe
100	17	Nord Est	CASEG3	École Evangile Salem de Acul Samedi	Non publique	Fort Liberte
101	41	Nord Est	CASEG3	Ecole Nationale DE CARICE	Publique	Carice
102	57	Nord Est	CASEG3	Ecole Nationale de Sylvestre	Publique	Mombin Crochu
103	111	Nord Est	CASEG3	Évangélique Salem des Perches	Non publique	Perches
104	74	Nord Est	CASEG3	Ecole Nationale NOTRE-DAME DE LOURDES DE STE. SUZANNE	Non publique	Sainte Suzanne
105	107	Nord Est	CASEG3	Ecole Sainte Marie Savanette	Non publique	Mont Organise
106	113	Nord Est	CASEG3	Institut Renommee de Vallieres	Non publique	Valliere
107	32	Nord Est	CASEG3	Ecole Nationale CONG. NOTRE-DAME DE LOURDES DE GRAND-BA	SSIN Non publ	ique Terrier Rouge
108	23	Nord Est	CASEG3	ECOLE NATIOANALE S ET H VILLAGE EKAM	Publique	Caracol
109	101	Nord Est	CASEG3	Ecole Notre Dame de la Délivrance de M.Crochu	Non publique	Mombin Crochu
110	3	Nord Est	CASEG3	CENTRE EDUCATIF Ecole Nationale JERUSALEM DE WELSH	Non publique	Capotille
111	104	Nord Est	CASEG3	Ecole Saint Dominique Savio	Non publique	Trou du Nord
112	38	Nord Est	CASEG3	Ecole Nationale DE BAYAHA	Publique	Fort Liberte
113	45	Nord Est	CASEG3	Ecole Nationale DE FERRIER	Publique	FERRIER
114	59	Nord Est	CASEG3	Ecole Nationale DE WELSH	Publique	Capotille
115	64	Nord Est	CASEG3	Ecole Nationale JEAN-ROBERT ELIE	Publique	Ouanaminthe

116	44	Nord Est	CASEG3	Ecole Nationale DE COLONIE /GRAND-BASSIN	Publique	Terrier Rouge
117	49	Nord Est	CASEG3	Ecole Ecole Nationale de Garçons de Trou-du-Nord	Publique	Trou du Nord
118	54	Nord Est	CASEG3	Ecole Nationale DE MOMBIN-CROCHU	Publique	MOMBIN CROCHU

* These schools were excluded from analysis due to pre-existing school feeding programme experience.

CASEG1: MGD schools with literacy component (these are all public schools)

CASEG2: MGD schools without literacy component

Annex 21. Semi-structured interview guidelines

School visits (Focus discussion groups)

Chaque visite d'école comprendra plusieurs réunions distinctes :

- Une discussion de groupe avec les représentants du comité d'alimentation scolaire (le cas échéant) comprenant des représentants des écoliers, de l'APE et des parents individuels ;
- Une réunion avec le directeur de l'école et les enseignants ;
- Une rencontre avec les cuisiniers/cuisinières ;
- Un échange avec les élèves.

Afin d'éviter toute partialité éventuelle, il sera précisé dès le départ que le directeur et les enseignants n'assistent pas à la réunion avec les parents et autres membres de la communauté.

Discussion de groupe

Le questionnaire ci-dessous présente une série de questions qui pourraient être posées au niveau de l'école lors de discussions de groupe avec des représentants des écoliers, de l'APE et des parents individuels. Ces questions visent plus spécifiquement à évaluer **la participation de la communauté** aux activités d'alimentation scolaire et **leur appropriation**.

Le format de l'entretien suivra une présentation standard de l'équipe d'évaluation et une explication du but de l'évaluation. L'indépendance, la neutralité et la confidentialité des réponses de l'équipe seront clairement exposées, ainsi que la durée approximative (40-50 minutes) de la réunion.

Dès le début de la réunion, il faudra demander à l'assistance combien de personnes parmi elle sont allées à l'école et jusqu'à quel niveau. Cela permettra ultérieurement d'établir un tableau avec répartition par niveau et par sexe.

- Lorsque vous-même alliez à l'école, existait-il une cantine scolaire ?
- Selon vous, pourquoi y-a-t-il aujourd'hui une cantine scolaire dans cette école ?
- Quand l'alimentation scolaire a-t-elle commencé dans cette école ?
- Avez-vous été consultés avant le lancement de la cantine scolaire dans l'école ? Par qui ?
- Avez-vous entendu parler du programme McGovern-Dole ? Est-ce que ce programme vous semble différent d'un autre programme de cantine scolaire ? Si oui, quelle est cette différence ?
- Avez-vous été impliqués dans la décision concernant les produits fournis ?
- Est-ce que vous contribuez d'une manière ou d'une autre au fonctionnement de la cantine scolaire (fourniture de denrées, équipement, préparation des repas, etc.) ?
- Y-a-t-il un comité spécial pour la cantine scolaire dans l'école ?
- Qui participe à ce comité ?
- Combien de femmes sont membres du comité de la cantine scolaire ? Quel rôle y jouent-elles ?
- Quel genre d'activités les membres du comité de la cantine scolaire doivent-ils mener chaque jour ? Veuillez décrire une journée typique du fonctionnement de la cantine scolaire.
- Quand et par qui la nourriture est-elle livrée à l'école ? Cela a-t-il toujours été fait en temps voulu ?
- Comment le transporteur sait-il la quantité exacte de nourriture qu'il doit livrer à l'école ?
- Qui s'occupe du déchargement du camion de livraison ?
- Des représentants du comité de la cantine scolaire sont-ils présents lors du déchargement du camion ?
- Qui contrôle la quantité de nourriture livrée et signe la feuille de route ?
- Où la nourriture est-elle stockée ?
- Qui est responsable du stockage des denrées alimentaires ?

- Existe-t-il un registre pour consigner le stockage et la distribution quotidienne des denrées alimentaires ? Qui est responsable de ce registre ?
 - Pouvez-vous dire quelle est la quantité de vivres aujourd'hui dans le magasin ?
 - Est-ce que les parents contribuent d'une manière ou d'une autre au fonctionnement de la cantine scolaire (fourniture de denrées, équipement, préparation des repas, etc.) ?
 - Selon vous, dans quelle mesure le programme de la cantine scolaire est-il couronné de succès ?
 - Quel est le principal avantage de la cantine
 - pour les enfants ?
 - pour leur famille ?
 - Des améliorations sont-elles nécessaires ? Que proposez-vous ?
-

Rencontre avec la direction de l'école et les enseignants

La réunion avec le directeur et les enseignants portera sur les principaux points suivants :

- Les objectifs de la cantine scolaire en général
 - Les objectifs du programme McGovern-Dole en particulier
 - Le rôle et la responsabilité du directeur et des enseignants dans le fonctionnement quotidien de la cantine au sein de l'école ;
 - La tenue des registres et l'établissement de rapports ;
 - L'appréciation qualitative et l'évaluation quantitative des résultats et de l'impact de la cantine scolaire.
-
- Depuis quand êtes-vous directeur/enseignant dans cette école ?
 - Selon vous, pourquoi y a-t-il une cantine scolaire dans cette école ?
 - Est-ce que le programme McGovern-Dole est différent des autres programmes d'alimentation scolaire ? Si oui, quelle est sa spécificité ?
 - Qui (quelle institution) vous a présenté le programme d'alimentation scolaire ?
 - Avez-vous été impliqué dans la conception de l'activité de la cantine ?
 - Avez-vous bénéficié d'une formation à l'alimentation scolaire ? Combien de temps a-t-elle duré et qui vous l'a dispensée ?
 - Est-ce que vous même ou d'autres enseignants de l'école avez reçu une formation spécifique en relation avec le programme McGovern-Dole ? Si oui, par qui a-t-elle été dispensée ? Sur quel sujet ?
 - Les enseignants ont-ils reçu du matériel didactique en relation avec le programme McGovern-Dole ? Si oui, sur quels sujets ?
 - Les élèves ont-ils reçu du matériel d'apprentissage en relation avec le programme McGovern-Dole ? Si oui, sur quels sujets ?
 - Lorsque de vos cours avec les enfants, traiter vous de sujet sur :
 - La nutrition et la diversification alimentaire
 - L'importance de l'hygiène (lavage de mains, latrines, etc.)
 - L'égalité des sexes
 - Quel est votre rôle dans la mise en œuvre de l'activité de la cantine à l'école ?
 - Avez-vous reçu des outils spécifiques pour la gestion et le suivi de la cantine ? Si oui, par qui (quelle institution) ?
 - L'école a-t-elle bénéficié d'équipements nouveaux en liaison avec le programme McGovern-Dole ?
 - Êtes-vous chargé de faire des rapports sur l'activité de la cantine ? Si oui, quels sont les sujets couverts par vos rapports, leur périodicité, et à qui les transmettez-vous ?
 - Êtes-vous chargé de faire des rapports spécifiques sur les activités du programme McGovern-Dole ? Si oui, quels sont les sujets couverts par vos rapports, leur périodicité, et à qui les transmettez-vous ?
 - Êtes-vous confronté à des difficultés pour remplir vos obligations concernant la cantine ?

- Pensez-vous que vous auriez besoin d'une formation complémentaire ? Si oui, sur quels sujets particuliers ?
- Selon vous, dans quelle mesure le programme d'alimentation scolaire est-il couronné de succès ? Quel est le principal avantage
- pour les enfants ?
- pour les familles ?
- Des améliorations sont-elles nécessaires ? Que proposez-vous ?

En plus de la réunion avec le directeur et les enseignants, l'équipe d'évaluation recueillera des données de l'école sur les 5 (6 si possible) années scolaires précédentes indiquant les inscriptions, la fréquentation, les abandons, par niveaux, désagrégées par sexe. Dans la mesure du possible, il est conseillé d'envoyer un message au directeur avant la visite de l'école afin qu'il ait le temps de collecter les données et soit prêt à les fournir à l'arrivée de l'équipe d'évaluation.

Rencontre avec les cuisiniers/cuisinières

Noter le nombre et la répartition hommes/femmes avant de commencer la réunion.

- Est-ce que vous avez vos propres enfants ou petits-enfants dans cette école ?
- Comment avez-vous appris que vous pouviez participer à la préparation des repas de la cantine ?
- Pour quelle(s) raison(s) avez-vous souhaité participer à cette activité ?
- Comment avez-vous été recruté(e), par qui ?
- Est-ce que vous avez reçu une formation spécifique pour la préparation des repas de la cantine ? Donnée par qui ? De quelle durée ? Sur quels sujets ?
- Souhaiteriez-vous éventuellement renouveler ou compléter cette formation ? Sur quels sujets ?
- Est-ce que vous recevez une indemnisation, en espèces ou en nature, pour le travail fourni ? Si oui, est-ce que cela vous convient ?
- Pensez-vous que des actions sont nécessaires pour améliorer la préparation des repas ? Si oui, lesquelles ?

Rencontre avec les élèves

Noter le nombre et l'âge des participants et leur répartition par niveau scolaire et par sexe avant de commencer la réunion. Il faut prendre au hasard 5 filles et 5 garçons dans une classe (mettre les noms dans un récipient puis tirer au hasard). Chaque jour, faites une classe différente. Interrogez les enfants de 3^{ème}, 4^{ème}, 5^{ème} et 6^{ème} années seulement. Il faut bien dire aux enfants qu'il ne sont pas obligés de participer, et que même s'il décident d'y participer, ils peuvent se rétracter ensuite en ne répondant pas aux questions. La discussion doit se faire à l'écart, là où les enfants se sentiront à l'aise pour pouvoir parler en toute sécurité. Aucun autre adulte que vous et aucun autre enfant ne doit participer à cette discussion.

- Selon vous, pour quelle(s) raison(s) doit-on aller à l'école ?
- Pensez-vous qu'il y a une cantine dans chaque école dans votre région ? (Si réponse = non) Pourquoi donne-t-on à manger aux élèves dans votre école ?
- Est-ce que vous avez suffisamment à manger à la maison ?
- Est-ce que vous viendriez à l'école s'il n'y avait pas la cantine ?
- Est-ce que vous participez au fonctionnement de la cantine ?
- Etes-vous satisfait(e)s de la nourriture servie à la cantine ? (Si réponse = non) Que faudrait-il changer pour améliorer le repas ?

Puis pour les filles seulement :

- Avez-vous des problèmes avec les garçons de votre classe ? Est-ce qu'ils vous harcèlent ?
- Pensez-vous que les filles et les garçons sont traités de la même façon ?

- J'ai entendu dire que certains garçons & hommes battent les filles/femmes - avez-vous déjà observé cela
- en classe
- à la maison
- dans le quartier ?
- S'ils font état de ces problèmes : Y a-t-il quelque chose à faire pour changer la situation

Puis pour les garçons seulement :

- Pensez-vous que les garçons et les filles sont traités de la même façon chez vous / à l'école ?
- Est-il vrai que les garçons aiment harceler les filles dans votre école ?
- Est-ce qu'il arrive que les filles, les femmes soient maltraitées/battues dans votre village à la maison (votre mère)
- dans le voisinage
- Pensez-vous que cela devrait changer ?

Departmental Directorate of Education
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Participants :

- Directeur de la Direction départementale de l'Éducation
- Directeur de l'enseignement primaire
- Responsable départemental des activités d'alimentation scolaire (point focal)
- Tout autre membre du personnel de la direction départementale concerné par les activités d'alimentation scolaire dans le département

Deux séquences :

- Une brève présentation par la direction départementale de l'Éducation du contexte éducatif général du département et des défis, en mettant l'accent sur l'enseignement primaire.
- Une séance de questions-réponses.

Les questions suivantes sont fournies comme guide pour la session de questions-réponses :

- Quelle est la population totale en âge de fréquenter l'école primaire dans le département (ventilée par sexe) ?
- Quel est le nombre total d'enfants inscrits à l'école primaire dans le département pour l'année scolaire en cours (ventilé par sexe) ?
- Combien d'écoles primaires, privées et publiques, y-a-t-il dans la circonscription ?
- Combien d'écoles primaires bénéficient d'un programme d'alimentation scolaire ?
- Selon vous, y-a-t-il un besoin d'alimentation scolaire dans ce département ? Si oui, pour quelles raisons ?
- Selon vous, quel est l'objectif global du programme des cantines scolaires ? Est-il axé sur
 - L'éducation
 - La santé et la nutrition
 - Le soutien social/familial
 - Autre
- Selon vous, est-ce que le programme McGovern-Dole a le même objectif ou bien a-t-il un objectif plus particulier ?
- Existe-t-il un organe/système au niveau du département où les partenaires (représentants du gouvernement, ONG, bureau de terrain du PAM, autres agences des Nations unies, secteur privé, etc.) discutent des questions d'éducation, y compris de l'alimentation scolaire ?
- Quand le programme d'alimentation scolaire a-t-il débuté dans le département ? Est-il toujours en cours ?

- Quelles sont les modalités de l'alimentation scolaire ? Pouvez-vous fournir des détails opérationnels sur la mise en œuvre des cantines scolaires ?
- Avez-vous été impliqué dans la conception du programme des cantines scolaires avant son lancement dans le département ?
- Avez-vous bénéficié d'une formation spécifique à l'administration des cantines scolaires ? Combien de temps a-t-elle duré et qui vous l'a dispensée ?
- Quel est votre rôle dans le processus d'alimentation scolaire ?
- Êtes-vous chargé de rendre compte de l'activité des cantines scolaires ? Si oui, quels sont les sujets couverts par vos rapports, leur périodicité, et à qui transmettez-vous vos rapports ?
- Êtes-vous confronté à des difficultés pour remplir vos obligations concernant les cantines scolaires ?
- Pensez-vous que vous auriez besoin d'une formation complémentaire dans ce domaine ? Si oui, sur quels sujets particuliers ?
- Selon vous, dans quelle mesure le programme d'alimentation scolaire sera-t-il couronné de succès ? Comment allez-vous mesurer ce succès ? Quel est le principal avantage pour les enfants ?
- Pouvez-vous fournir des preuves objectives à l'appui de votre appréciation ? (pour évaluation finale)
- Des améliorations du programme d'alimentation scolaire sont-elles nécessaires ? Que proposez-vous ?

En plus de la réunion avec le personnel de la Direction départementale de l'Éducation, l'équipe d'évaluation recueillera des données sur les 5 (6 si possible) années scolaires précédentes indiquant les inscriptions, la fréquentation, le taux d'abandon, par année d'études primaires, ventilées par sexe. Dans la mesure du possible, il est conseillé d'envoyer un message au responsable de l'éducation du département avant la réunion afin de laisser le temps de collecter les données pour pouvoir les fournir à l'arrivée de l'équipe d'évaluation.

Departmental Directorate of Public Health and Population

Implication du MSPP dans les programmes de cantines scolaires

- Depuis combien d'année le MSPP est impliqué dans les programmes de cantines scolaire ?
- Comment est-il impliqué concrètement ?
- Pouvez-vous décrire l'évolution des vos activités depuis ces 15 dernières années ? Quels ont été les grandes avancées, les grands changements ?
- Quels ont été les problèmes majeurs rencontrés ?
- Comment voyez-vous la continuité de vos efforts dans le contexte actuel des choses (mis à part les problèmes liés au covid-19) ?

Collaboration du MSPP avec les autres acteurs

- La collaboration du MSPP est-elle bonne avec la NSFP et avec le MEPFP ? Comment ce passe cette collaboration ?
- Le MSPP a-t-il été intégré dans l'élaboration du programme MGD ? Comment ?
- Le MSPP a-t-il été intégré dans la mise en œuvre du programme MDG ? Comment ?
- Comment se passe la collaboration entre le MSPP et le PAM ? Cette collaboration peut-elle être améliorée ? Comment ?

Suivi et évaluation

- Comment mesurez-vous l'impact de vos actions ?
- Avez-vous des chiffres ou des rapports qui montrent l'impact de vos actions au niveau des écoles ?
- Pouvez-vous partager ces chiffres et/ou rapport avec nous ?

Programme McGovern-Dole

- Selon vous, le MGD diffère-t-il des autres programmes de cantines scolaire ?
- Trouvez-vous ce programme pertinent par rapport à d'autre programme de cantines scolaires ? Oui/Non/Pourquoi ?

Departmental Directorate of the Status of Women

- Quels sont les problèmes de genres les plus courants dans votre pays/région ?
- Quelles sont les principales activités de la coordination départementale
- Quels sont les défis auxquels fait face le CDCF (Coordination départementale à la condition féminine)?
- Est ce que vous travailler dans les écoles directement (sensibilisation) ou indirectement (appui aux instituteurs, élaboration de programme scolaire)
- Quels sont, selon vous les problèmes concernant la place des femmes et des filles dans la société en général, puis dans les écoles en particulier?
- Qu'est ce qui devrait être fait ?
- Voyez vous une différence dans la société suite à votre travail? Laquelle? Comment vous la mesurez?

Implementing partners and NSFP

- Selon vous, quel est l'objectif global du programme des cantines scolaires du PAM ? Est-il axé sur
- L'éducation
- La santé et la nutrition
- Le soutien social/familial
- Autre
- Selon vous, est-ce que le programme McGovern-Dole a un objectif particulier ? Si oui, lequel ?
- Quels sont les domaines d'activité auxquels contribuent vos activités ? (Pour mémoire : distribution de vivres, formation des maîtres et production/distribution de matériel pédagogique/didactique, WASH, formation à la gestion de cantines, jardin scolaire, etc.).
 - Existe-t-il un organe/système au niveau du département où les partenaires (représentants du gouvernement, ONG, bureau de terrain du PAM, autres agences des Nations unies, secteur privé, etc.) échangent régulièrement sur la mise en œuvre du programme ?
 - Quels mécanismes de retour d'information avez-vous mis en place ? (Pour mémoire : visites de terrain, collecte de fiches de suivi, etc.) ?
 - Combien d'écoles devez-vous appuyer dans ce département ? De combien d'agents de terrain disposez-vous pour le faire ?

- Quels sont les sujets couverts par vos rapports, leur périodicité, et à qui transmettez-vous vos rapports ?
- Selon vous, dans quelle mesure le programme d'alimentation scolaire sera-il couronné de succès ? Comment allez-vous mesurer ce succès ? Quel sera le principal avantage pour les enfants ? Pourrez-vous fournir des preuves objectives à l'appui de votre appréciation ?
- Existe-t-il des défis auxquels vous devez faire face en coopérant avec le PAM ?
- À votre avis, ce programme va-t-il contribuer à améliorer l'égalité des genres et l'émancipation des femmes (ÉGAF) ? Comment ? Comment comptez-vous mesurer cela ?
- Des améliorations du programme d'alimentation scolaire sont-elles nécessaires ? Que proposez-vous ?

WFP sub office

- Selon vous, quel est l'objectif global du programme des cantines scolaires du PAM ? Est-il axé sur
 - L'éducation
 - La santé et la nutrition
 - Le soutien social/familial
 - Autre
- Selon vous, est-ce que le programme McGovern-Dole a un objectif particulier ? Si oui, lequel ?
- Les zones géographiques ciblées par le PAM sont-elles celles où se trouvent les plus vulnérables et les bénéficiaires qui ont le plus besoin du soutien du PAM ?
- Les critères de ciblage des bénéficiaires et les interventions ont-ils été déterminés par des approches participatives avec les membres de la communauté ?
- Les questions de genre ont-elles été bien analysées et prises en compte dans la conception et/ou la mise en œuvre des activités du programme ?
- Quels sont les domaines d'activité auxquels contribuent vos activités ? (Pour mémoire : distribution de vivres, formation des maîtres et production/distribution de matériel pédagogique/didactique, WASH, formation à la gestion de cantines, jardin scolaire, etc.).
- Les ressources (matérielles, financières et humaines) dont vous disposez pour la mise en œuvre du programme sur le terrain sont-elles suffisantes ?
- Quel système avez-vous mis en place pour suivre les activités sur le terrain et évaluer les résultats ? Quelle aide recevez-vous du Bureau de pays à cet égard ?
- Quels mécanismes de retour d'information avez-vous mis en place ? (Pour mémoire : visites de terrain, collecte de fiches de suivi, etc.) ?
- Combien d'écoles devez-vous appuyer dans ce département ? De combien d'agents de terrain disposez-vous pour le faire ?
- À votre avis, ce programme va-t-il contribuer à améliorer l'égalité des genres et l'émancipation des femmes (ÉGAF) ? Comment ? Comment comptez-vous mesurer cela ?
- Rencontrez-vous des difficultés dans le travail avec les partenaires, y compris le gouvernement et les ONG ainsi que les communautés ?
- Des améliorations du programme d'alimentation scolaire sont-elles nécessaires ? Que proposez-vous ?

Annex 22. List of people data was collected from

Semi-structured interview participantes

N°	Position	Female/male	Organisation	Date	Place
1	Departmental coordinator	Female	Departmental directorate for the status of women	23 rd and 25 th of Nov.	Jérémie (GA)
2	Field officer	Female			
3	Field officer	Female			
4	Director	Male	NSFP from Grande-Anse	23 rd of Nov.	Jérémie (GA)
5	Programme officer	Female	Bureau de nutrition et de développement (BND)	25 th of Nov.	Jérémie (GA)
6	Field monitor	Male			
7	Field monitor	Male			
8	Field monitor	Male			
9	Programme officer	Female	Catholic Relief Services (CRS)	25 th of Nov.	Jérémie (GA)
10	Field monitor	Male			
11	Senior Education Advisor	Female	USAID	25 th of Nov.	International
12	Field officer	Female			
13	School feeding programme Coordinator	Female	Inter-American Development Bank/ World Bank	26 th of Nov.	International
14	Grants & Special Projects Manager	Male	World Vision	26 th of Nov.	International
15	Education Technical Adviser	Male	Plan International	30 th of Nov.	International
16	M&E assistant	Male			
17	Grant Manager	Female			
18	SBCC Coordinator	Female	WFP	30 th of Nov.	International
19	M&E Supervisor	Male			
20	M&E officer	Male			
21	Coordinator	Female	Departmental directorate for the status of women	30 th of Nov.	Cap-Haïtien
22	Coordinator	Male	AMURT North-Est	30 th of Nov.	Cap-Haïtien

23	Field Monitor North	Male			
24	M&E Officer	Male	AMURT North	1 st of Dec.	Cap_Haitien
25	National Coordinator	Male			
26	Director	Female	Public school École nationale Claire Heureuse de Madeleine	1 st of Dec.	Cap-Haitien
27	Director	Male			
28	Primary Coodinator	Male	Department directorate of education (DDE) in the North	1 st of Dec.	Nord
29	Primary deputy Coordinator	Male			
30	Departmental dircetor	Male			
31	M&E officer	Male	NSFP N-E	2 nd of Dec.	Fort Liberté
32	Planning Officer	Male	Department directorate of education (DDE) in the North-Est	2 nd of Dec.	Fort Liberté
33	Focal point at sub office North and North-Est	Female	WFP	2 nd of Dec.	Fort Liberté
34	Nutrition Programme Manager	Female	Department Directorate of Health in the North-Est	3 rd of Dec.	Fort Liberté
35	Departmental Coordinator	Female	Departmental directorate for the status of women (North-Est)	3 rd of Dec.	Fort-Liberté
36	Nutrition focal point	Female	Department Directorate of Health in the North	4 th of Dec.	Cap-Haitien
37	Minister	Female	Ministry of Women's Affairs and Women's Rights	7 th of Dec.	International
38	Programme Officer	Male			
39	Development Officer	Female	Canadian cooperation	7 th of Dec.	International
40	M&E officer	Male			
41	Deputy Country Director	Male	WFP	7 th of Dec.	International
42	Director of the Health and Nutrition	Female	Ministry of Public Health and Population	8 th of Dec.	International
43	Project Coordinator	Male	Ministry of National Education and Vocational Training	21 st of Jan. 2021	International

Focus group discussions

N°	Position	Organisation	Date	Place
1	5 boys in 4 th grade	Public school Edouard Germain	23 rd of Nov.	Bombon (GA)
2	5 girls in 4 th grade	Public school Edouard Germain	23 rd of Nov.	Bombon (GA)
3	Teachers (4 male and 4 female, including director)	Public school Edouard Germain	23 rd of Nov.	Bombon (GA)
4	Parents (3 female, 2 male)	Public school Edouard Germain	24 th of Nov.	Bombon (GA)
5	Cooks (3 females)	Public school Edouard Germain	24 th of Nov.	Bombon (GA)
6	Parents (4 female, 2 male)	Public school Anse du Clerc	24 th of Nov.	Abricot (GA)
7	Teachers (2 male and 4 female, including director)	Public school Anse du Clerc	24 th of Nov.	Abricot (GA)
8	Cooks (2 females)	Public school Anse du Clerc	24 th of Nov.	Abricot (GA)
9	5 boys in X th grade	Public school Anse du Clerc	24 th of Nov.	Abricot (GA)
10	5 girls in X th grade	Public school Anse du Clerc	24 th of Nov.	Abricot (GA)
11	Deputy director	Department directorate of education (DDE) in Grande-Anse	25 th of Nov.	Jérémie (GA)
	Deputy coordinator of basic education			
	Senior inspector Pestel/Corail			
	Senior inspector Roseaux/Léon			
	Senior inspector Abricot/Bombon			
	Senior inspector Beaumont-Duchiti et and part of Pestel			
	Senior inspector Jérémie 2			
	Senior inspector Jérémie 1			
Senior inspector Dame Marie				
Senior inspector Prévilé				
12	Parents (2 female, 3 male)	Private school Action Chétienne	26 th of Nov.	Moron
13	Teachers (2 male)	Private school Action Chétienne	26 th of Nov.	Moron
14	Cooks (2 female, 1 male)	Private school Action Chétienne	26 th of Nov.	Moron
15	5 boys in 5 th grade	Private school Action Chétienne	26 th of Nov.	Moron
16	5 girls in 5 th grade	Private school Action Chétienne	26 th of Nov.	Moron
17	Parents (2 female and 2 male)	Private school Institut Saint Louis	26 th of Nov.	Dame Marie

18	Teachers (4 female, 3 male)	Private school Institut Saint Louis	26 th of Nov.	Dame Marie
19	5 boys in 6 th grade	Private school Institut Saint Louis	26 th of Nov.	Dame Marie
20	5 girls in 6 th grade	Private school Institut Saint Louis	26 th of Nov.	Dame Marie
21	Parents (5 female, 2 male)	Public school École nationale des Gomers	27 ^t of Nov.	Roseaux
22	Teachers (5 female, 1 male)	Public school École nationale des Gomers	27 ^t of Nov.	Roseaux
23	Cooks (2 female)	Public school École nationale des Gomers	27 ^t of Nov.	Roseaux
24	5 boys in 3 rd and 6 th grade	Public school École nationale des Gomers	27 ^t of Nov.	Roseaux
25	5 girls in 3 rd and 6 th grade	Public school École nationale des Gomers	27 ^t of Nov.	Roseaux
26	Parents (4 female, 3 male)	Public school École nationale Claire Heureuse de Madeleine	1 st of Dec.	Cap-Haïtien
27	Cooks (3 female)	Public school École nationale Claire Heureuse de Madeleine	1 st of Dec.	Cap-Haïtien
28	5 boys in 4 th grade	Public school École nationale Claire Heureuse de Madeleine	1 st of Dec.	Cap-Haïtien
29	5 girls in 4 th grade	Public school École nationale Claire Heureuse de Madeleine	1 st of Dec.	Cap-Haïtien
30	Parents (3 female, ,3 male)	Public scholl École nationale notre Dame de Lourdes	3 rd of Dec.	Sainte Suzane
31	Teachers (2 female, 2 male)	Public school École nationale notre Dame de Lourdes	3 rd of Dec.	Sainte Suzane
32	Cooks (2 female 1 male)	Public school École nationale notre Dame de Lourdes	3 rd of Dec.	Sainte Suzane
33	7 boys in 6 th grade	Public school École nationale notre Dame de Lourdes	3 rd of Dec.	Sainte Suzane
34	7 girls in 6 th grade	Public school École nationale notre Dame de Lourdes	3 rd of Dec.	Sainte Suzane
35	Parents (1 female, 1 male)	Public school École nationale Catherine Flon de Trou du Nord	4 th of Dec.	Trou du Nord
36	Teachers (3 female, 2 male)	Public school École nationale Catherine Flon de Trou du Nord	4 th of Dec.	Trou du Nord
37	Cooks (2 female, 1 male)	Public school École nationale Catherine Flon de Trou du Nord	4 th of Dec.	Trou du Nord

38	5 boys from 3 rd and 4 th grade	Public school École nationale Catherine Flon de Trou du Nord	4 th of Dec.	Trou du Nord
39	5 girls from 3 rd and 4 th grade	Public school École nationale Catherine Flon de Trou du Nord	4 th of Dec.	Trou du Nord
40	Parents (2 female, 5 male)	Public school École nationale Bassin Caiman	4 th of Dec.	Dondon
41	Teachers (2 female, 3 male)	Public school École nationale Bassin Caiman	4 th of Dec.	Dondon
42	Cooks (2 female)	Public school École nationale Bassin Caiman	4 th of Dec.	Dondon
43	5 boys from 3 rd and 5 th grade	Public school École nationale Bassin Caiman	4 th of Dec.	Dondon
44	5 girls from 3 rd and 5 th grade	Public school École nationale Bassin Caiman	4 th of Dec.	Dondon

Annex 23. Ensuring data validity and reliability

For data validity and reliability, the evaluation questionnaires were designed using an evaluation matrix to ensure that all baseline questions were answered by multiple stakeholders for triangulation purposes and that all aspects of the ToR are included. Available data was assessed for strength and reliability during the inception phase. The evaluation matrices include a rating of the quality and usability of the data and data sources that should feed into the PMP. This rating system is derived by the ET based on the availability and reliability of data encountered and collected.

The evaluation was carried out by an experienced and independent team of enumerators from Papyrus for good data quality. Altogether, Papyrus hired 26 staff – 1 Survey Leader, 1 Programmer and 24 enumerators (6 supervisors and 18 surveyors) to collect quantitative data collection and management. Among six supervisors, 5 were males and 1 was female. Among 18 field surveyors, 13 were males and 5 were females. All field enumerators received training on all survey tools. A three-day training was held (16, 17 and 19 November 2020) and the training was led by KonTerra local team members and Papyrus survey leader. The data collection instruments were translated into Haitian Creole and then programmed into CommCare, Papyrus' survey software. The actual field data collection occurred between 23 November and 4 December 2020. The data was collected through face-to-face interviews using tablets. ET ensured that the enumerators had a sound understanding of the purpose of the survey and of each question. The ET and Papyrus' monitoring and evaluation (M&E) made spot checks on the survey teams to ensure that data were being collected as per the training instructions, and contacted each enumerator team at least once a day. Papyrus uploaded and checked new data every day.

A series of measures to respond to consistency issues and potential bias were built into the methodological approach. First, the stakeholders selected for interview comprised a mix of women and men, girls and boys to ensure that all voices are included in the data. Second, the team developed standardised interview protocols based on the evaluation questions so that all interviews were consistent and easily validated. Different team members interviewed different sets of stakeholders to limit potential interviewer bias.

The questionnaire design, training of the enumerators and pre-testing in the field were carried out under the supervision of the ET and the Papyrus supervisor. Special emphasis was given to survey ethics (see below) and gender issues to equip the enumerators to collect data accurately and unbiased by the presence of the opposite sex.

A number of quality control procedures were applied during the quantitative data collection. First, data collection and data entry programmes were designed to allow the identification of data entry errors. Second, direct supervision and observation of enumerators by field supervisors (one supervisor per three enumerators) and daily team briefs were held to discuss pertinent issues in the field. The ET systematically cleaned and checked the accuracy, consistency and validity of the collected data. Quantitative data were checked, cleaned and prepared for analysis using SPSS software. As soon as the data was received, schools and associated samples were cross-checked to establish that it had been collected from the intended schools and other respondents. Then the distribution of each variable was examined for inconsistencies in codes (for example wild codes), missing values and logical distribution. Any inconsistency or discrepancy was fed back to Papyrus and the data collection team for cross verification. The ET discovered that some comparison schools had been supported in the last or current year by WFP or the World Bank only after interviews had been held there. The ET expects the inclusion of these schools to bias the comparison results. Although a smaller comparison school sample will have some implications for the results of testing case and comparison groups, the ET is confident that these will be minor and the exclusion of these schools will improve the robustness of the results.

Annex 24. How the EGRA should be implemented according to USDA

Standard indicator 1 of McGovern-Dole’s PMP is “Percent of students who by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade-level text”. The USDA handbook on indicators allows for an Early Grade Reading Assessment to collect this indicator. According to the ToR, the CRS will be in charge of the EGRA test for this evaluation.

The USDA handbook on indicators states that the assessment of this indicator “should be done at baseline, midterm, and endline, using comparable assessments given at the same grades or their equivalents (at the end of grade 2, the beginning of grade 3, or at the equivalent level of accelerated learning programmes)”.¹⁰⁶ According to WFP and CRS, the baseline for the EGRA will be done in April 2021 and the endline evaluation will be done on the same pupils as for the baseline. Hence, WFP and CRS plan to assess the cohort by assessing grade 2 pupils for year 1 and again those same pupils (that will be in grade 4) in year 3 instead of testing grade 2 pupils for year one and again different grade 2 pupils for year 3.

The evaluation team proposes that WFP and CRS use a similar sampling strategy to the one used for the quantitative surveys in Grande-Anse to assess literacy performance area based on standard indicator 1. This would imply applying an EGRA in:

- 22 USDA-assisted schools receiving the full McGovern-Dole package
- 22 USDA- assisted schools not receiving the literacy component of the McGovern-Dole program
- 22 schools not receiving USDA assistance or any other school feeding programme.

¹⁰⁶ USDA, Food Assistance Indicators and Definitions, 2019

Annex 25. Survey data analysis

Summary of interviewed data (effective against planned).

Samples	Departments			Total
	Grand-Anse	Nord	Nord Est	
School (1 administrator)	57 / 66	25 / 26	26 / 26	108 / 118
Teachers (2 teachers)	113 / 132	50 / 52	52 / 52	215 / 236
Pupils (3 boys, 3 girls)	342 / 396	150 / 156	155 / 156	647 / 708
Cooks (2 cooks)	83 / 88	37 / 52	37 / 52	157 / 192
SFMC members (1 male, 1 female)	68 / 88	28 / 52	33 / 52	129 / 192
GRAND TOTAL	1,256 / 1,446			

Summary of interviewed data by gender(effective).

Samples	Departments									Total		
	Grand-Anse			Nord			Nord-Est			Total	Male	Female
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
School (1 administrator)	57	47	10	25	15	10	26	23	3	108	85	23
Teachers (2 teachers)	113	71	42	50	23	27	52	24	28	215	118	97
Pupils (3 boys, 3 girls)	342	167	175	150	74	76	155	92	63	647	333	314
Cooks (2 cooks)	83	4	79	37	2	35	37	2	35	157	8	149
SFMC members (1 male, 1 female)	68	50	18	28	19	8	33	28	5	129	97	32
GRAND TOTAL										1,256	641	615

Q1.1: Number of intervention and comparison schools in the baseline sample (effective against planned)

Departments	Total # of schools	Intervention schools	Comparison schools	Total
Grand-Anse	131	CaseG1 25/22 & CaseG2 21/22	CompG 11/22	57/66
Nord	128	CaseG3 25/26	0	25/26
Nord Est	129	CaseG3 26/26	0	26/26
TOTAL	388	97/96	11/22	108/118

Q1.10: School canteens for at least one year in the last five years

Has the school benefited from school canteens for at least one year in the last five years?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		

1= Yes	24 (96%)	13 (62%)	2 (18%)	16 (64%)	22 (85%)
2= No	1 (4%)	8 (38%)	9 (82%)	9 (36%)	4 (15%)
Total	25 (100%)	21 (100%)	11 (100%)	25 (100%)	26 (100%)

Q1.22-Q1.73: Student enrolment and drop out (Grade 1-6)

Departments	Enrolment*				Drop-out rate (%)**			
	Total (mean)	# Boys (mean)	# Girls (mean)	% Girls	Total (%)	# Boys (%)	# Girls (%)	% Girls dropped out
Grande Anse								
Case 1 (n=24)	5042 (210)	2476 (103)	2566 (107)	51%	358 (7.1%)	193 (7.8%)	165 (6.4%)	46%
Case 2 (n=16)	3025 (189)	1459 (97)	1330 (83)	44%	436 (14.4%)	204 (14.0%)	232 (17.4%)	53%
Control (n=9)	1689 (188)	874 (97)	815 (91)	48%	210 (12.4%)	127 (14.5%)	83 (10.2%)	40%
Nord (n=24)	5454 (227)	2996 (125)	2458 (102)	45%	806 (14.8%)	459 (15.3%)	347 (14.1%)	43%
Nord Est (n=22)	4710 (214)	2950 (141)	1599 (76)	34%	274 (5.8%)	186 (6.3%)	88 (5.5%)	32%
Total	19920 (210)	10755 (116)	8768 (93)	44%	2084 (10.4%)	1169 (10.9%)	915 (10.0%)	44%

*Enrolment is missing from 13 schools due to missing in one or more cycle's education (Nord=1, Nord Est=4, GA Case 1=1, GA Case 2=5 and GA control=2).

**Dropout rate is missing from 33 schools (Nord=5, Nord Est=6, GA Case 1=8, GA Case 2=7, GA Control=7)

Q1.22-Q1.73: Student new enrolment (Grade 1-6)

Departments	Enrolment*		
	Total (average)	New (average)	% New
Grande Anse			
Case 1 (n=21)	4309 (205)	1235 (59)	28.7%
Case 2 (n=15)	2738 (183)	1096 (73)	40.0%
Control (n=9)	1689 (188)	709 (79)	42.0%
Nord (n=23)	5178 (225)	1523 (66)	29.4%
Nord Est (n=21)	4598 (219)	1147 (55)	24.9%
Total (89)	18512 (208)	5710 (64)	30.8%

*For estimation, only 89 schools with no missing data on total and new enrolment have been included.

Q1.22 to Q1.74: New enrolment per school year (Grade 1-6)

Departments	New Enrolment*		
	Total (mean)	# Boys (mean)	# Girls (mean)
Grande Anse	(N=97)	(N=94)	(N=95)
Case 1 (n=21)	1235 (59)	621 (30)	614 (29)
Case 2 (n=15)	1096 (73)	564 (40)	544 (36)
Control (n=9)	709 (79)	323 (36)	386 (43)
Nord (n=23)	1523 (66)	811 (35)	712 (31)
Nord Est (n=21)	1147 (55)	704 (35)	384 (19)
Total	5710 (64)	3023 (35)	2640 (30)

*New Enrolment is missing from 19 schools due to missing in one or more cycle's education (Nord=2, Nord Est=5, GA Case 1=4, GA Case 2=6 and GA control=2).

Q1.22 to Q1.74: New enrolment per school year (grade 1-9)

Departments	Enrolment*		
	Total (average)	New (average)	% New
Grande Anse			
Case 1 (n=13)	3584 (276)	960 (74)	27%
Case 2 (n=10)	2190 (219)	994 (99)	45%
Control (n=3)	632 (211)	337 (112)	53%
Nord (n=14)	3636 (259)	947 (68)	26%
Nord Est (n=16)	4502 (281)	1132 (71)	25%
Total (56)	14544 (260)	4370 (78)	30%

Note: Included are 56 schools where there is no missing value.

Q1.22-Q1.73: Continuing students (Grade 2-6)

Number of continuing new students	Enrolment*				
	A. Total	B. GRADE 2-6 TOTAL (Average)	C. New Enrolment in Grade 2-6 (Average)	D. Continuing in Grade 2-6	E.% Continuing (D/A)*100
Grande Anse					
Case 1 (n=21)	4309	3609 (172)	535 (26)	3074	71.3%
Case 2 (n=15)	2738	2188 (146)	546 (36)	1642	60.0%
Control (n=9)	1689	1201 (133)	221 (25)	980	58.0%
Nord (n=23)	5178	4135 (180)	480 (21)	3655	70.6%
Nord Est (n=21)	4598	3790 (181)	339 (16)	3451	75.1%
Total (89)	18512	14923 (168)	2121 (24)	12802	69.2%

*For estimation, only 89 schools with no missing data on total and new enrolment have been included.

Q1.22-Q1.73: Increase in students

Number of students	Enrolment*				
	A. Enrolment in grade 1 + new enrolment in grade 2 to 6	B. # enrolled in Grade 6 (Average)	C. Drop out in Grade 1 to 5 (Average)	E. Increase of pupil (A-B-C)	Average Increment/ School
Grande Anse					
Case 1 (n=16)	978 (61)	474 (30)	322 (20)	182	11
Case 2 (n=13)	969 (75)	292 (23)	392 (30)	285	22
Control (n=6)	381 (64)	80 (13)	204 (34)	97	16
Nord (n=20)	1360 (68)	481 (24)	725 (36)	154	8
Nord Est (n=20)	1129 (57)	605 (30)	260 (13)	264	13
Total	4817 (64)	1932 (26)	1903 (26)	982	13

*For estimation, only 75 schools with no missing data on total and new enrolment have been included.

Q1.75: The effect of school feeding programme on school enrolment in school

Has your school experienced an increase in enrolment in the last three years?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes	16 (64%)	13 (62%)	8 (73%)	16 (64%)	16 (62%)
2=No	9 (36%)	8 (38%)	3 (27%)	9 (36%)	10 (38%)
Total	25 (100%)	21 (100%)	11 (100%)	25 (100%)	26 (100%)

Q1.76: The effect of school feeding programme on school enrolment in school with canteen vs. schools without canteens:

Enrolment: If so, how would you qualify this increase?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Very strong	4 (25%)	3 (23%)	1 (13%)	0	4 (25%)
2=Strong	4 (25%)	6 (46%)	2 (25%)	2 (13%)	4 (25%)
3=Average	7 (44%)	3 (23%)	2 (25%)	13 (81%)	5 (31%)
4=Low	1 (6%)	1 (8%)	3 (38%)	1 (6%)	3 (19%)
Total	16 (100%)	13 (100%)	8 (100%)	16 (100%)	16 (100%)

Q1.77: Are the new pupils who arrive at your school, are they pupils who leave a school without a school canteen to come to your school or are they pupils who are coming to school for the first time?

Are the new students coming to your home, are students leaving a school without a school canteen to come to your school or are they students coming to school for the first time?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Most of them are children who leave a school without canteens	9 (36%)	5 (24%)	0	2 (8%)	11 (42%)
2= Most of them are children who are coming to school for the first time.	0	2 (10%)	0	3 (12%)	2 (8%)
3= It's a bit of both	6 (24%)	11 (52%)	0	8 (32%)	4 (15%)
4= Don't know	5 (20%)	1 (5%)	0	6 (24%)	4 (15%)
5= Other reason	4 (16%)	0	0	5 (20%)	4 (15%)
Missing information**	1 (4%)	2 (10%)	11 (100%)	1 (4%)	1 (4%)
Total	25 (100%)	21 (100%)	11 (100%)	25 (100%)	26 (100%)

Q1.79: Attendance of pupils according to directors

Do you think children come to school on a regular basis, or do they only come from time to time depending on the time of year?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
All children come to school on a regular basis	12 (48%)	9 (43%)	1 (9%)	8 (32%)	10 (39%)
A large proportion of the children come on a regular basis.	7 (28%)	7 (33%)	5 (45%)	12 (48%)	12 (46%)
About half of the children come to school on a regular basis	1 (4%)	2 (10%)	2 (18%)	1 (4%)	0
Less than half of the children come to school regularly	0	1 (5%)	1 (9%)	0	1 (4%)
Few children come to school on a regular basis	0	0	1 (9%)	0	0

No response	5 (20%)	2 (10%)	1 (9%)	4 (16%)	3 (12%)
Total	25 (100%)	21 (100%)	11 (100%)	25 (100%)	26 (100%)

Q1.82 Attendance register

Do you have an attendance register for teachers?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes	25 (100%)	19 (90%)	10 (91%)	24 (96%)	26 (100%)
2= No	0	2 (10%)	1 (9%)	1 (4%)	0
Total	25 (100%)	21 (100%)	11 (100%)	25 (100%)	26 (100%)

Q1.83: Teacher attendance according to school directors?

Generally speaking, how would you qualify the level of attendance of teachers?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Always present to teach the students	7 (28%)	9 (43%)	4 (36%)	7 (28%)	15 (58%)
2= Rarely absent	15 (60%)	10 (48%)	5 (46%)	16 (64%)	11 (42%)
3= Regularly absent	0	0	0	2 (8%)	0
4= A little too absent	3 (12%)	1 (5%)	0	0	0
5= Often absent to give classes to students	0	0	2 (18%)	0	0
6= I don't know, because I'm not the director	0	1 (5%)	0	0	0
Total	25 (100%)	21 (100%)	11 (100%)	25 (100%)	26 (100%)

Q1.93: Director's training over the last 3 years (Only if the sponsor is the director).

Have you received any vocational training for director school for the past three years?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
Yes, received	19 (76%)	14 (67%)	4 (36%)	12 (48%)	14 (54%)
No, not received	1 (4%)	5 (24%)	96(55%)	9 (36%)	9 (35%)
Missing (not a director)	5 (20%)	2 (10%)	1 (9%)	4 (16%)	3 (12%)
Total	25 (100%)	21 (100%)	11 (100%)	25 (100%)	26 (100%)

Q1.94: Providers of Director's training over the last 3 years (Only if the sponsor is the Director).

By whom?	Departments				
	Grande Anse			Nord (n=12)	Nord Est (n=14)
	Case 1 (n=19)	Case 2 (n=14)	Control (n=4)		
MENFP	2	2	1	2	2
The Catholic Relief Service and/or the World Food Programme	10	1		0	2
UNICEF	0	0	0	0	0
MENFP, Other	2	1	0	1	2
MENFP, The Catholic Relief Service and/or the World Food Programme, Other	2	1	0	2	0
The Catholic Relief Service and/or the World Food	0	0	0	1	0

Programme, Other					
MENFP, UNICEF	0	0	0	0	1
MENFP, The Catholic Relief Service and/or the World Food Programme	0	1	0	0	0
MENFP, The Catholic Relief Service and/or the World Food Programme, UNICEF, Other	0	1	0	0	0
Other	3	7	3	4	7

Q1.96 - Q1.99 For each type of follow-up, please specify what you think of the quality of the training.

Please specify what you think of the quality of the training	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
MENFP					
Very good training, nothing to add	2	4	5	3	1
Good training, but not complete enough	3	1	0	3	4
Poor training that still requires a lot of improvement	1	1	0	0	0
CrS and or WFP					
Very good training, nothing to add	10	3	0	3	2
Good training, but not complete enough	2	1	0	0	0
Poor training that still requires a lot of improvement	0	0	0	0	0
UNICEF					
Very good training, nothing to add	0	0	0	0	1
Good training, but not complete enough	0	1	0	0	0
Poor training that still requires a lot of improvement	0	0	0	0	0
OTHER					
Very good training, nothing to add	3	5	3	9	8
Good training, but not complete enough	1	4	0	1	1
Poor training that still requires a lot of improvement	1	1	0	0	0

Q1.103: Training of directors on hygiene practices. [Only if the sponsor is the director]

Have you received training on health and hygiene practices in the last three years?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes	13 (65%)	8 (42%)	4 (40%)	12 (57%)	12 (52%)
2=No	7 (35%)	11 (58%)	6 (60%)	9 (43%)	11 (48%)
Total	20 (100%)	19 (100%)	10 (100%)	21 (100%)	23 (100%)

Q1.104: Training of directors on hygiene practices: If so, by whom? [Only if the sponsor is the director]

Training by whom?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= The MENFP	1 (8%)	0	0	2 (17%)	0
2= The World Food Programme or its	9 (69%)	3 (38%)	1 (25%)	1 (8%)	1 (8%)

partners (BND for Grande Anse and EDF for the North and North East)					
3= Other	3 (23%)	4 (50%)	3 (75%)	8 (40%)	8 (40%)
1= Le MENFP 2= Le Programme alimentaire mondial ou ses partenaire (BND[1] pour grande Anse et le FEPH[2] pour le Nord et Nord Est)		1 (12%)			2 (16%)
1= Le MENFP 3= Autre				1 (8%)	1 (8%)
Total	13 (100%)	8 (100%)	4 (100%)	12 (100%)	12 (100%)

Q1.109: In the last three years, have you implemented new things in your school in terms of health prevention and hygiene practices? *Only if the respondent is the actual director*

In the last three years, have you implemented new things in your school in terms of health prevention and hygiene practices?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes	18 (90%)	14 (74%)	4 (40%)	20 (95%)	19 (83%)
2=No	2 (10%)	5 (26%)	6 (60%)	1 (5%)	4 (17%)
Total	20 (100%)	19 (100%)	10 (100%)	21 (100%)	23 (100%)

Q1.110: Clarify the new measures put in place. (Several possible answers)

If so, please clarify the new measures put in place. (Several possible answers)		Frequency
Departments	New measures	
GA CASE 1	1= sur le lavage des mains	3
	1= sur le lavage des mains 2= sur l'hygiène	1
	1= sur le lavage des mains 2= sur l'hygiène 3= sur l'eau potable	2
	1= sur le lavage des mains 2= sur l'hygiène 3= sur l'eau potable 4= sur l'assainissement	1
	1= sur le lavage des mains 2= sur l'hygiène 3= sur l'eau potable 4= sur l'assainissement 5= sur la prévention des maladies	2
	1= sur le lavage des mains 2= sur l'hygiène 3= sur l'eau potable 5= sur la prévention des maladies	2
	1= sur le lavage des mains 2= sur l'hygiène 5= sur la prévention des maladies	3
	1= sur le lavage des mains 4= sur l'assainissement	1
	1= sur le lavage des mains 5= sur la prévention des maladies	1
	1= sur le lavage des mains 6= autre	2
	Total	25
GA CASE 2	1= sur le lavage des mains 2= sur l'hygiène	3
	1= sur le lavage des mains 2= sur l'hygiène 3= sur l'eau potable	1
	1= sur le lavage des mains 2= sur l'hygiène 3= sur l'eau potable 4= sur l'assainissement 5= sur la prévention des maladies	3
	1= sur le lavage des mains 2= sur l'hygiène 3= sur l'eau potable 5= sur la prévention des maladies	1
	1= sur le lavage des mains 2= sur l'hygiène 4= sur l'assainissement 5= sur la prévention des maladies	1
	1= sur le lavage des mains 2= sur l'hygiène 5= sur la prévention des maladies	1
	1= sur le lavage des mains 2= sur l'hygiène 6= autre	1
	1= sur le lavage des mains 5= sur la prévention des maladies	1
	2= sur l'hygiène 3= sur l'eau potable	1
	6= autre	1
Total	21	
GA CONTROL	1= sur le lavage des mains	2
	1= sur le lavage des mains 2= sur l'hygiène	1
	1= sur le lavage des mains 2= sur l'hygiène 3= sur l'eau potable	0
	1= sur le lavage des mains 2= sur l'hygiène 3= sur l'eau potable 5= sur la prévention des maladies	0
	1= sur le lavage des mains 2= sur l'hygiène 5= sur la prévention des maladies	1
	1= sur le lavage des mains 3= sur l'eau potable	0
	1= sur le lavage des mains 5= sur la prévention des maladies	0
Total	19	
NORD	1= sur le lavage des mains	3

	1= sur le lavage des mains 2= sur l'hygiène	5
	1= sur le lavage des mains 2= sur l'hygiène 3= sur l'eau potable 5= sur la prévention des maladies	2
	1= sur le lavage des mains 2= sur l'hygiène 4= sur l'assainissement 5= sur la prévention des maladies	1
	1= sur le lavage des mains 2= sur l'hygiène 4= sur l'assainissement 6= autre	1
	1= sur le lavage des mains 2= sur l'hygiène 5= sur la prévention des maladies	3
	1= sur le lavage des mains 3= sur l'eau potable	2
	1= sur le lavage des mains 3= sur l'eau potable 5= sur la prévention des maladies	2
	3= sur l'eau potable	1
	Total	25
NORD EST	1= sur le lavage des mains 2= sur l'hygiène	3
	1= sur le lavage des mains 2= sur l'hygiène 3= sur l'eau potable 4= sur l'assainissement 5= sur la prévention des maladies	6
	1= sur le lavage des mains 2= sur l'hygiène 3= sur l'eau potable 4= sur l'assainissement 5= sur la prévention des maladies 6= autre	1
	1= sur le lavage des mains 2= sur l'hygiène 3= sur l'eau potable 5= sur la prévention des maladies	4
	1= sur le lavage des mains 2= sur l'hygiène 5= sur la prévention des maladies	2
	1= sur le lavage des mains 3= sur l'eau potable	3
	Total	26

Q1.112: Latrine in school

Does the school have a latrine	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes	25 (100%)	19 (91%)	5 (46%)	23 (92%)	25 (96%)
2=No	0	2 (9%)	6 (55%)	2 (8%)	1 (4%)
Total	25 (100%)	21 (100%)	11 (100%)	25 (100%)	26 (100%)

Q1.113: Numbers of latrines

How many latrines?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
Average	5.60	2.84	4.20	5.96	7.76
SD	2.33	1.71	1.92	3.98	11.37
Min-Max	2-10	1-6	1-6	1-18	1-48
Sample	25	19	5	23	25

Note: One school in Nord Est reported 40 latrines and other school reported 48 latrines.

Q1.116 Functional latrines for students separate for boys and girls

Are functional latrines for students separate for boys and girls?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes	20 (80%)	9 (47%)	2 (40%)	20 (80%)	15 (60%)
2=No	5 (20%)	10 (53%)	3 (60%)	3 (20%)	10 (40%)
Total	25 (100%)	19 (100%)	5 (100%)	23 (100%)	25 (100%)

Q1.116a: Functional latrines per girls and boys in grade 1-9 schools

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
GRADE1_9_ENROL_TOT GRADE 1 TO 9 TOTAL ENROLLMENT IN SCHOOLS	61	49.00	782.00	16822.00	275.7705	167.19803

GRADE1_9_ENROL_GIRLS GRADE 1 TO 9 GIRLSL ENTOLLMENT IN SCHOOLS	61	.00	312.00	7282.00	119.3770	73.67771
GRADE1_9_ENROL_BOYS GRADE 1 TO 9 BOYS ENROLMENT IN SCHOOLS	61	27.00	782.00	9540.00	156.3934	140.81043
q1_115 How many functional latrines are reserved for students?	61	0	18	197	3.23	2.969
# of total (grade 1-9) students per functional latrines = 16822/197= 85.4 students						
# of total girls (grade 1-9) students per functional latrines = 7282/197= 37.0 girl students						
# of total boys (grade 1-9) students per functional latrines = 9540/197= 48.4 boy students						

Q1.119: Latrines for girls with specific space for information on menstruation and hygiene kits

Do latrines for girls have a specific space for information on menstruation and hygiene kits?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes	6 (24%)	1 (5%)	1 (9%)	1 (4%)	2 (8%)
2=No	14 (56%)	8 (38%)	1 (9%)	19 (76%)	13 (50%)
No separate latrines for girls and boys	5 (20%)	12 (57%)	9 (82%)	5 (20%)	11 (42%)
Total	25 (100%)	21 (100%)	11 (100%)	25 (100%)	26 (100%)

Q1.123: Percentage of improved toilet facilities

Categories of latrines	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
Improved source	18 (72%)	16 (76%)	3 (73%)	17 (68%)	18 (69%)
Unimproved source	7 (28%)	5 (24%)	8 (27%)	8 (32%)	8 (31%)
Total	25 (100%)	21 (100%)	11 (100%)	25 (100%)	26 (100%)

*Others specified are considered as unimproved. If no toilet is reported, this is also considered as unimproved.

Q1.127: Water and soap availability for hand washing

Does the school have a handwashing station?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes	23 (92%)	20 (95%)	6 (55%)	21 (84%)	25 (96%)
2= No	2 (8%)	1 (5%)	5 (45%)	4 (16%)	1 (4%)
Total	25 (100%)	21 (100%)	11 (100%)	25 (100%)	26 (100%)

Q1.128: Water and soap availability for hand washing: number of handwashing stations

If yes, how many handwashing stations are there in the school?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
Mean (SD)	3.13 (2.20)	1.85 (0.875)	1.50 (0.84)	2.90 (2.43)	3.16 (2.64)
Min-Max	1-9	1-4	1-3	1-10	1-11
Number of schools	23	20	6	21	25

Q1.129: Current conditions of the handwashing stations

If yes, what are the current conditions of the handwashing stations?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1=Good condition and functioning all year round	21 (91%)	16 (80%)	1 (25%)	16 (76%)	13 (52%)
2= Good condition and functioning only during the rainy season	1 (4%)	1 (5%)	1 (25%)	1 (5%)	2 (8%)
3=Bad condition, but works all year round	0	3 (15%)	0	2 (10%)	6 (24%)
4= Poor condition, but only works during the rainy season	0	0	1 (25%)	0	0
5= Out of order, does not work	1 (4%)	0	0	1 (5%)	3 (12%)
6= Other	0	1 (5%)	1 (25%)	1 (5%)	1 (4%)
Total	23 (100%)	20 (100%)	4 (100%)	21 (100%)	25 (100%)

Q1.133: Supply of enough soap for the needs of your school

Do you have enough soap for the needs of your school?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes	7 (30%)	8 (40%)	1 (17%)	2 (10%)	4 (16%)
2= No, but we do have a good amount of soap	7 (30%)	3 (15%)	0	3 (14%)	6 (24%)
3= No, we have about half of the needs covered.	3 (13%)	2 (10%)	0	0	4 (16%)
4= No, we are missing more than half of the needs	5 (22%)	5 (25%)	2 (34%)	4 (19%)	6 (24%)
5= No, we have no or almost no soap	1 (4%)	2 (10%)	3 (50%)	12 (57%)	5 (20%)
Total	23 (100%)	20 (100%)	6 (100%)	21 (100%)	25 (100%)

Q1.134: Water supply in school

Does the school have a water supply?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes	17 (68%)	16 (76%)	6 (55%)	21 (84%)	13 (50%)
2=No	8 (32%)	5 (24%)	5 (45%)	4 (16%)	13 (50%)
Total	25 (100%)	21 (100%)	11 (100%)	25 (100%)	26 (100%)

Q1.134a: Percentage of school using an improved water source.

Water source	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
Improved source	15 (60%)	14 (67%)	3 (27%)	18 (72%)	12 (54%)
Unimproved source	10 (40%)	7 (33%)	8 (73%)	7 (28%)	14 (46%)
Total	25 (100%)	21 (100%)	11 (100%)	25 (100%)	26 (100%)

*Others specified are considered as unimproved. If no water source reported, this is also considered as unimproved source.

Improved source: a) Piped water in the premises, plot, or yard; b) Public tap/pipe; c) Piped well/drilling; d) Protected dug well; f) Protected source; h) Rainwater collection. All other categories are unimproved source.

Q1.134b: Percentage of school using an improved water source.? Public vs. Private

Hand washing	Departments														
	Grande Anse									Nord			Nord Est		
	Case 1			Case 2			Control			Total					
	Total	Pub	Non	Total	Pub	Non	Total	Pub	Non	Total	Pub	Non	Total	Pub	Non
Improved source	15 (60%)	60%	0	14 (67%)	60%	73%	3 (27%)	27%	0	18 (72%)	69%	75%	12 (46%)	54%	39%
Unimproved source	10 (40%)	40%	0	7 (33%)	40%	27%	8 (73%)	73%	0	7 (28%)	31%	25%	14 (54%)	46%	61%
Total schools	25	25	0	21	10	11	11 (100%)	11	0	25	13	12	26	13	13

B. Teachers's Survey Results

Q2.15: Teacher's last degree

What is the last degree obtained by the teacher?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
0= No diploma	9 (18%)	8 (20%)	5 (23%)	1 (2%)	2 (4%)
1= BEPC	3 (6%)	4 (10%)	2 (9%)	3 (6%)	4 (8%)
2=BAC	21 (42%)	19 (46%)	11 (50%)	33 (66%)	31 (60%)
3=Licence	4 (8%)	5 (12%)		5 (10%)	10 (19%)
4=Masters	0	0	0	0	0
5=Doctorate	0	0	0	0	0
6=other	13 (26%)	5 (12%)	4 (18%)	8 (16%)	5 (10%)
Total	50 (100%)	41 (100%)	22 (100%)	50 (100%)	52 (100%)

Q2.17: Teacher's latest professional degree

What is the last professional degree obtained?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
0= No diploma	5 (10%)	13 (32%)	12 (32%)	26 (52%)	11 (22%)
1=École Normale Jardinière	4 (8%)	1 (2%)	0	0	2 (4%)
2=École normale d'instituteur	30 (60%)	15 (37%)	10 (46%)	11 (22%)	12 (23%)
3=École normale supérieure	0	2 (5%)	0	0	1 (2%)
4=Science de l'éducation	1 (2%)	0	0	2 (4%)	8 (15%)
5=Certificat d'aptitude pédagogique (CAP)	0	1 (2%)		3 (6%)	2 (4%)
6= Formation initiale accélérée (FIA)	3 (6%)	0	0	0	4 (8%)
8=other	7 (14%)	9 (22%)	0	8 (16%)	12 (23%)
Total	50 (100%)	41 (100%)	22 (100%)	50 (100%)	52 (100%)

Q2.19 Teacher's views on their teaching capacities.

Do you think you have enough teaching tools to be able to do your job as a teacher well?	Departments				
	Grande Anse			Nord (n=50)	Nord Est (n=52)
	Case 1 (n=50)	Case 2 (n=41)	Control (n=22)		
Enough teaching tools to be able to do your job as a teacher well (Yes)	24 (48%)	15 (37%)	9 (41%)	25 (50%)	34 (65%)
Enough knowledge to teach your students well (Yes)	41 (82%)	34 (83%)	16 (73%)	33 (66%)	48 (92%)

Q2.21: Teacher's training over the last 3 years.

Have you received any vocational training in the last three years?	Departments				
	Grande Anse			Nord (n=50)	Nord Est (n=52)
	Case 1 (n=50)	Case 2 (n=41)	Control (n=22)		
Received training? Yes	33 (66%)	22 (54%)	9 (41%)	32 (64%)	35 (67%)
No	17 (34%)	19 (46%)	13 (59%)	18 (36%)	17 (33%)

Q2.22: Teacher's training providers over the last 3 years (among those who received training).

Who provided teacher's training over the last 3 years (among those who received training)?	Departments				
	Grande Anse			Nord (n=32)	Nord Est (n=35)
	Case 1 (n=33)	Case 2 (n=22)	Control (n=9)		
MENFP	1 (3%)	4 (18%)	3 (33%)	5 (16%)	5 (14%)
The Catholic Relief Service and/or the World Food Programme	7 (21)	0	2 (22%)	0	0
MENFP & The Catholic Relief Service and/or the World Food Programme	5 (15%)	1 (5%)	0	1 (3%)	1 (3%)
MENFP & The Catholic Relief Service and/or the World Food Programme, UNICEF	1 (3%)	0	0	0	0
MENFP & The Catholic Relief Service and/or the World Food Programme, Autre	1 (3%)	0	0	0	0
MENFP, UNICEF, Autre	0	0	0	1 (3%)	1 (3%)
The Catholic Relief Service and/or the World Food Programme, Autre	1 (3%)	1 (2%)	0	1 (3%)	2 (6%)
Autre	15 (45%)	16 (73%)	4 (44%)	20 (63%)	23 (44%)
UNICEF	0	0	0	1 (3%)	0
MENFP, UNICEF	0	0	0	0	1 (3%)
MENFP, Autre	2 (6%)	0	0	0	2 (6%)

Q2.34 - Q2.42: Summary of teaching material available in classrooms.

Does your class have enough....?	Departments				
	Grande Anse			Nord (n=50)	Nord Est (n=52)
	Case 1 (n=50)	Case 2 (n=41)	Control (n=22)		
Chalk	58%	54%	32%	70%	64%
Brushes for blackboard	42%	39%	23%	66%	54%
Rulers for blackboard	22%	27%	23%	34%	40%
Pencils for pupils	8%	20%	18%	26%	33%
Rulers for pupils	2%	15%	9%	22%	27%
Writing books for pupils	14%	15%	14%	34%	40%
Reading books for pupils	8%	7%	9%	16%	37%
Math books available for pupils	4%	12%	18%	16%	37%
Instructional posters in classroom	4%	2%	9%	2%	21%

Q2.34: Teaching material available in classrooms: Chalk

Does your class have enough chalk for effective teaching this school year?	Departments				
	Grande Anse			Nord (n=50)	Nord Est (n=52)
	Case 1 (n=50)	Case 2 (n=41)	Control (n=22)		
Yes, there is enough	29 (58%)	22 (54%)	7 (32%)	35 (70%)	33 (64%)

There are some, but a little bit missing	11 (22%)	9 (22%)	1 (5%)	9 (18%)	11 (21%)
There are some, but many are missing	9 (18%)	9 (22%)	11 (50%)	4 (8%)	8 (15%)
There are none.	1 (2%)	1 (2%)	2 (4%)	2 (4%)	0
Total	50 (100%)	41 (100%)	22 (100%)	50 (100%)	52 (100%)

Q2.35: Teaching material available in classrooms: Brush

Does your class have enough Brush to erase the picture for effective teaching this school year?	Departments				
	Grande Anse			Nord (n=50)	Nord Est (n=52)
	Case 1 (n=50)	Case 2 (n=41)	Control (n=22)		
Yes, there is enough	21 (42%)	16 (39%)	5 (23%)	33 (66%)	28 (54%)
There are some, but a little bit missing	14 (28%)	11 (27%)	1 (5%)	8 (16%)	10 (19%)
There are some, but many are missing	5 (10%)	9 (22%)	12 (55%)	4 (8%)	9 (17%)
There are none.	10 (20%)	5 (12%)	4 (18%)	5 (10%)	5 (10%)
Total	50 (100%)	41 (100%)	22 (100%)	50 (100%)	52 (100%)

Q2.36: Teaching material available in classrooms: Rule for the table

Does your class have enough Rule for the table for effective teaching this school year?	Departments				
	Grande Anse			Nord (n=50)	Nord Est (n=52)
	Case 1 (n=50)	Case 2 (n=41)	Control (n=38)		
Yes, there is enough	11 (27%)	11 (27%)	5 (23%)	17 (34%)	21 (40%)
There are some, but a little bit missing	12 (24%)	6 (15%)	0	12 (24%)	14 (27%)
There are some, but many are missing	18 (36%)	12 (29%)	9 (41%)	11 (22%)	13 (25%)
There are none.	9 (18%)	12 (29%)	8 (36%)	10 (20%)	4 (8%)
Total	50 (100%)	41 (100%)	22 (100%)	50 (100%)	52 (100%)

Q2.37: Teaching material available in classrooms: Pencils for students

Does your class have enough Pencils for students for effective teaching this school year?	Departments				
	Grande Anse			Nord (n=50)	Nord Est (n=52)
	Case 1 (n=50)	Case 2 (n=41)	Control (n=22)		
Yes, there is enough	4 (8%)	8 (20%)	4 (18%)	13 (26%)	17 (33%)
There are some, but a little bit missing	14 (28%)	8 (20%)	2 (9%)	16 (32%)	10 (19%)
There are some, but many are missing	19 (38%)	13 (32%)	10 (46%)	13 (26%)	18 (35%)
There are none.	13 (26%)	12 (29%)	6 (27%)	8 (16%)	7 (14%)
Total	50 (100%)	41 (100%)	22 (100%)	50 (100%)	52 (100%)

Q2.38: Teaching material available in classrooms: Rules for students for effective education

Does your class have enough Rules for Students for Effective Education This School Year?	Departments				
	Grande Anse			Nord (n=50)	Nord Est (n=52)
	Case 1 (n=50)	Case 2 (n=41)	Control (n=22)		
Yes, there is enough	1 (2%)	6 (15%)	2 (9%)	11 (22%)	14 (27%)

There are some, but a little bit missing	9 (18%)	6 (15%)	1 (5%)	14 (28%)	9 (17%)
There are some, but many are missing	17 (34%)	13 (32%)	9 (41%)	15 (30%)	19 (37%)
There are none.	23 (46%)	16 (39%)	10 (46%)	10 (20%)	10 (19%)
Total	50 (100%)	41 (100%)	22 (100%)	50 (100%)	52 (100%)

Q2.39: Teaching material available in classrooms: writing books

Does your class have enough writing books for students for effective teaching this school year?	Departments				
	Grande Anse			Nord (n=50)	Nord Est (n=52)
	Case 1 (n=50)	Case 2 (n=41)	Control (n=22)		
Yes, there is enough	7 (14%)	6 (15%)	3 (14%)	17 (34%)	21 (40%)
There are some, but a little bit missing	8 (16%)	12 (29%)	2 (9%)	13 (26%)	10 (19%)
There are some, but many are missing	22 (44%)	12 (29%)	10 (46%)	11 (22%)	15 (29%)
There are none.	13 (26%)	11 (27%)	7 (32%)	9 (18%)	6 (12%)
Total	50 (100%)	41 (100%)	22 (100%)	50 (100%)	52 (100%)

Q2.40: Teaching material available in classrooms: reading books for students

Does your class have enough reading books for students for effective teaching this school year?	Departments				
	Grande Anse			Nord (n=50)	Nord Est (n=52)
	Case 1 (n=50)	Case 2 (n=41)	Control (n=22)		
Yes, there is enough	4 (8%)	3 (7%)	2 (9%)	8 (16%)	19 (37%)
There are some, but a little bit missing	5 (10%)	16 (39%)	1 (5%)	19 (38%)	15 (29%)
There are some, but many are missing	27 (54%)	12 (29%)	11 (50%)	15 (30%)	14 (27%)
There are none.	14 (28%)	10 (24%)	8 (36%)	8 (16%)	4 (8%)
Total	50 (100%)	41 (100%)	22 (100%)	50 (100%)	52 (100%)

Q2.41: Teaching material available in classrooms: Math books for students

Does your class have enough Math Books for students for effective teaching this school year?	Departments				
	Grande Anse			Nord (n=50)	Nord Est (n=52)
	Case 1 (n=50)	Case 2 (n=41)	Control (n=22)		
Yes, there is enough	2 (4%)	5 (12%)	4 (18%)	8 (16%)	19 (37%)
There are some, but a little bit missing	9 (18%)	13 (32%)	1 (5%)	20 (40%)	12 (23%)
There are some, but many are missing	28 (56%)	12 (29%)	12 (55%)	14 (28%)	19 (37%)
There are none.	11 (22%)	11 (27%)	5 (23%)	8 (16%)	2 (4%)
Total	50 (100%)	41 (100%)	22 (100%)	50 (100%)	52 (100%)

Q2.42: Teaching material available in classrooms: instructional posters

Does your class have enough instructional posters in the classroom for effective teaching this school year?	Departments				
	Grande Anse			Nord (n=50)	Nord Est (n=52)
	Case 1 (n=50)	Case 2 (n=41)	Control (n=22)		

Yes, there is enough	2 (4%)	1 (2%)	2 (9%)	1 (2%)	11 (21%)
There are some, but a little bit missing	11 (22%)	7 (17%)	1 (5%)	11 (22%)	8 (15%)
There are some, but many are missing	11 (22%)	6 (15%)	0 (0%)	4 (8%)	13 (25%)
There are none.	26 (52%)	27 (66%)	19 (86%)	34 (68%)	20 (39%)
Total	50 (100%)	41 (100%)	38 (100%)	50 (100%)	52 (100%)

Q2.45: Attendance of pupils according to teachers

Attendance of pupils	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
All children come to school on a regular basis	14 (28%)	16 (39%)	2 (9%)	20 (40%)	23 (44%)
A large proportion of the children come on a regular basis.	25 (50%)	18 (44%)	9 (41%)	23 (46%)	21 (40%)
About half of the children come to school on a regular basis	6 (12%)	3 (7%)	7 (32%)	5 (10%)	3 (6%)
Less than half of the children come to school regularly	4 (8%)	2 (5%)	3 (14%)	2 (4%)	3 (6%)
Few children come to school on a regular basis	1 (2%)	2 (5%)	1 (5%)	0	0
No response	0	0	0	0	0
Total	50 (100%)	41 (100%)	22 (100%)	50 (100%)	52 (100%)

Q2.48-Q2.51: Attentiveness of pupils in the classroom according to teachers.

Departments	Often inattentive			Sometimes inattentive		
	Total* (%)	# Boys* (%)	# Girls* (%)	Total* (%)	# Boys* (%)	# Girls* (%)
Grande Anse						
Case 1	304 (6.0%)	153 (6.2%)	153 (6.0%)	241 (4.8%)	108 (4.4%)	133 (5.2%)
Case 2	217 (7.2%)	111 (7.6%)	106 (8.0%)	158 (5.2%)	87 (6.0%)	71 (5.3%)
Control	120 (7.1%)	62 (7.1%)	58 (7.1%)	126 (7.5%)	72 (8.2%)	54 (6.6%)
Nord	209 (3.8%)	114 (3.8%)	96 (3.9%)	160 (2.9%)	73 (2.4%)	88 (3.6%)
Nord Est	396 (8.4%)	236 (8.0%)	160 (10.0%)	214 (4.5%)	120 (4.1%)	96 (6.0%)
Total	1337 (6.3%)	728 (6.3%)	612 (6.5%)	976 (4.6%)	504 (4.3%)	475 (5.1%)

*Percent of inattentive students based on total enrolment in grade 1-6.

Q2. 48a. Average Number of students' attentiveness – Often inattentive – disaggregated by sex

Departments	Often inattentive		
	Avg # boys and girls often inattentive students per school (95% confidence interval for mean)	Avg # of boys often inattentive students per school (95% confidence interval for mean)	Avg # of girls often inattentive students per school (95% confidence interval for mean)

			confidence interval for mean)
Grande-Anse Case 1	6.91NS (5.29-8.53)	3.48NS (2.53-4.42)	3.40NS (2.29-4.51)
Grande-Anse Case 2	6.03NS (4.04-8.01)	3.08NS (1.99-4.18)	2.94NS (1.91-3.98)
Grande-Anse Control	6.00 (4.40-7.60)	3.10 (2.20-4.00)	2.90 (2.51-3.77)
Nord#	4.86 (3.31-6.41)	2.65 (1.65-3.65)	2.18 (1.53-2.84)
Nord Est#	8.25 (5.31-11.18)	4.92 (2.64-7.19)	3.33 (2.16-4.51)

One-way ANOVA with post-hoc analysis using LSD.

Because there is no comparison samples in Nord and Nord Est, the mean difference has not been tested.

Q2. 48a. Average Number of students' attentiveness – Sometimes inattentive– disaggregated by sex

Departments	Sometimes inattentive		
	Avg # boys and girls sometimes inattentive students per school (95% confidence interval for mean)	Avg # of boys sometimes inattentive students per school (95% confidence interval for mean)	Avg # of girls sometimes inattentive students per school (95% confidence interval for mean)
Grande-Anse Case 1	5.36NS (4.09-6.61)	2.40NS (1.67-3.13)	2.96NS (2.09-3.82)
Grande-Anse Case 2	4.65NS (3.03-6.27)	2.56NS (1.55-3.56)	2.09NS (1.38-2.79)
Grande-Anse Control	6.30 (4.70-7.90)	3.60 (2.70-4.50)	2.70 (1.67-3.13)
Nord#	3.90 (2.74-5.06)	1.78 (1.14-2.42)	2.10 (1.41-2.78)
Nord Est#	4.55 (3.15-5.96)	2.55 (1.64-3.47)	2.00 (1.28-2.72)

One-way ANOVA with post-hoc analysis using LSD.

Because there is no comparison samples in Nord and Nord Est, the mean difference has not been tested.

Q2.55: Training of teacher on hygiene practices.

Have you received training on health and hygiene practices in the last three years?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes	23 (46%)	22 (54%)	10 (46%)	23 (46%)	24 (46%)
2=No	27 (54%)	19 (46%)	12 (55%)	27 (54%)	28 (54%)
Total	50 (100%)	41 (100%)	22 (100%)	50 (100%)	52 (100%)

Q2.56: Training of teacher on hygiene practices: If so, by whom?

Training by whom?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= The MENFP	2 (9%)	2 (9%)	1 (10%)	1 (4%)	4 (17%)
2= The World Food Programme or its partners (BND for Grande Anse and EDF for	1 (4%)	3 (14%)	2 (20%)	0	1 (4%)

the North and North East)					
3= Other	16 (70%)	14 (64%)	6 (60%)	21 (91%)	17 (71%)
1= The MENFP, & 2= The World Food Programme or its partners (BND for Grande Anse and EDF for the North and North East)	1 (4%)	3 (14%)	0	0	0
1= The MENFP, & 3= Others	1 (4%)	0	0		1 (4%)
2= The World Food Programme or its partners (BND for Grande Anse and EDF for the North and North East) & 3=Others	2 (9%)	0	1 (10%)	1 (4%)	1 (4%)
Total	23 (100%)	22 (100%)	10 (100%)	23 (100%)	24 (100%)

Q2.64: Implementation of new things in school for health prevention and hygiene practices.

In the last three years, have you implemented new things in your school in terms of health prevention and hygiene practices?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes	36 (72%)	30 (73%)	9 (41%)	36 (72%)	31 (60%)
2=No	14 (28%)	11 (27%)	13 (59%)	14 (28%)	21 (52%)
Total	50 (100%)	41 (100%)	22 (100%)	50 (100%)	52 (100%)

Q2.65 New measures put in place: Implementation of new things in school for health prevention and hygiene practices.

Implementation of new things in school for health prevention and hygiene practices.	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1) on hand washing	3	4	1	8	3
(2) on hygiene	2			2	
(3) on drinking water					
(4) on sanitation					
(5) on disease prevention	3	1	1		
1= sur le lavage des mains 2= sur l'hygiène	12	6	6	4	12
1= sur le lavage des mains 2= sur l'hygiène 3= sur l'eau potable	2			2	2
1= sur le lavage des mains 2= sur l'hygiène 3= sur l'eau potable 4= sur l'assainissement		1		1	
1= sur le lavage des mains 2= sur l'hygiène 3= sur l'eau potable 5= sur la prévention des maladies	1	4		3	2
1= sur le lavage des mains 2= sur l'hygiène 4= sur l'assainissement	1			2	1
1= sur le lavage des mains 2= sur l'hygiène 5= sur la prévention des maladies	3	5	1	2	3
1= sur le lavage des mains 4= sur l'assainissement	1			2	
1= sur le lavage des mains 4= sur l'assainissement 5= sur la prévention des maladies	1				
1= sur le lavage des mains 5= sur la prévention des maladies	5	4		3	
1= sur le lavage des mains 2= sur l'hygiène 3= sur l'eau potable 4= sur l'assainissement 5= sur la prévention des maladies		1		1	3
2= sur l'hygiène 3= sur l'eau potable 5= sur la prévention des maladies	1				
2= sur l'hygiène 4= sur l'assainissement	1				
2= sur l'hygiène 5= sur la prévention des maladies				2	

3= sur l'eau potable 4= sur l'assainissement 5= sur la prévention des maladies		1			
1= sur le lavage des mains 3= sur l'eau potable				1	2
1= sur le lavage des mains 3= sur l'eau potable 4= sur l'assainissement				1	
1= sur le lavage des mains 3= sur l'eau potable 4= sur l'assainissement 5= sur la prévention des maladies				1	
1= sur le lavage des mains 3= sur l'eau potable 5= sur la prévention des maladies				1	
Total	36	27	9	36	28

Q2.66: Pupils use of hand washing before eating.

Do children wash their hands before eating?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes, always	45 (90%)	35 (85%)	9 (41%)	40 (80%)	42 (81%)
2= Sometimes	4 (8%)	4 (10%)	6 (27%)	6 (4%)	6 (12%)
3= No, rarely or never	1 (2%)	2 (5%)	1 (5%)	2 (4%)	3 (6%)
4= I don't know	0	0	6 (27%)	2 (4%)	1 (2%)
Total	50 (100%)	41 (100%)	22 (100%)	50 (100%)	52 (100%)

Q2.67: Pupils use of hand washing after eating?

Do children wash their hands after eating?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes, always	10 (20%)	14 (34%)	3 (14%)	16 (32%)	7 (14%)
2= Sometimes	11 (22%)	9 (22%)	5 (23%)	6 (12%)	13 (25%)
3= No, rarely or never	18 (36%)	14 (34%)	5 (23%)	25 (50%)	20 (39%)
4= I don't know	11 (22%)	4 (10%)	9 (41%)	3 (6%)	12 (23%)
Total	50 (100%)	41 (100%)	22 (100%)	50 (100%)	52 (100%)

Q2.68: Pupils use of hand washing after using the toilet?

Pupils use of hand washing: Do children wash their hands after using the toilet?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes, always	32 (64%)	37 (90%)	16 (73%)	36 (72%)	42 (81%)
2= Sometimes	5 (10%)	3 (7%)	2 (9%)	4 (8%)	4 (8%)
3= No, rarely or never	13 (26%)	1 (2%)	0 (0%)	3 (6%)	2 (4%)
4= I don't know	0	0	4 (18%)	7 (14%)	4 (8%)
Total	50 (100%)	41 (100%)	22 (100%)	50 (100%)	52 (100%)

Q2.69: Hygiene sensitisation in class.

In class, do you have hygiene awareness classes?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes	45 (90%)	33 (81%)	18 (82%)	41 (82%)	39 (75%)
2=No	5 (10%)	8 (19%)	4 (18%)	9 (18%)	13 (25%)

Total	50 (100%)	41 (100%)	22 (100%)	50 (100%)	52 (100%)
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Q2.70: Classroom teaching material on good hygiene practices.

Is there classroom teaching material on good hygiene practices?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes	17 (34%)	11 (27%)	2 (9%)	5 (10%)	15 (29%)
2=No	33 (66%)	30 (73%)	20 (91%)	45 (90%)	37 (71%)
Total	50 (100%)	41 (100%)	22 (100%)	50 (100%)	52 (100%)

Q3.15-Q3.25 Food groups eaten by a child.

Food groups	Before school	Bring food to school	After school	School meal provided	Food group touched for the day
All Cases					
1= Manioc	78%	7%	98%	74%	100%
2= Peanuts and pulses	13%	1%	53%	74%	88%
3= Green vegetables	6%	0.5%	24%	0	28%
4= Orange vegetables	10%	2%	18%	0	26%
5= Meat and fish	11%	1%	46%	0	50%
6= Eggs	10%	1%	3%	0	13%
7= Dairy products	6%	1%	4%	0	11%
8= Nothing	19%	92%	2%	0	
Average # of food groups touched (0-7 food groups) *	1.34 (0.98)	0.12 (0.469)	2.46 (1.209)		3.13 (1.27)
Min-Max	0-7	0-4	0-7		0-7
Sample size	647	647	647	647	647
Grande Anse (Case 1)	Before school	Bring food to school	After school	School meal provided	Food group touched for the day
1= Manioc	78%	8%	96%	94%	100%
2= Peanuts and pulses	16%	2%	53%	94%	100%
3= Green vegetables	7%	1%	27%	0	32%
4= Orange vegetables	13%	2%	15%	0	25%
5= Meat and fish	20%	1%	51%	0	57%
6= Eggs	13%	2%	2%	0	15%
7= Dairy products	7%	1%	7%	0	12%
8= Nothing	19%	90%	3%	0	
Average # of food groups touched (0-7 food groups) *	1.54 (1.21)	0.18 (0.63)	2.51 (1.16)		3.41 (1.19)
Min-Max	0-7	0-4	0-7		1-7
Sample size	150	150	150	150	150
Grande Anse (Case 2)	Before school	Bring food to school	After school	School meal provided	Food group touched for the day
1= Manioc	80%	10%	98%	82%	98%
2= Peanuts and pulses	7%	0%	36%	82%	93%
3= Green vegetables	6%	1%	18%	0	24%
4= Orange vegetables	22%	3%	27%	0	40%
5= Meat and fish	10%	0%	52%	0	54%
6= Eggs	7%	2%	3%	0	11%
7= Dairy products	6%	5%	5%	0	14%
8= Nothing	18%	87%	2%	0	

Average # of food groups touched (0-7 food groups) * Min-Max	1.39 (0.94) 0-7	0.21 (0.57) 0-4	2.38 (1.25) 0-7		3.34 (1.32) 0-7
Sample size	126	126	126	126	126
Grande Anse (Control)	Before school	Bring food to school	After school	School meal provided	Food group touched for the day
1= Manioc	71%	3%	99%	0%	100%
2= Peanuts and pulses	9%	0%	35%	0%	36%
3= Green vegetables	17%	0%	32%	0	42%
4= Orange vegetables	15%	0%	20%	0	32%
5= Meat and fish	11%	2%	27%	0	30%
6= Eggs	8%	0%	8%	0	15%
7= Dairy products	5%	0%	3%	0	8%
8= Nothing	27%	97%	2%	0	0
Average # of food groups touched (0-7 food groups) * Min-Max	1.35 (0.94) 0-7	0.05 (0.27) 0-4	2.23 (1.28) 0-7		2.64 (1.30) 1-7
Sample size	66	66	66	66	66
Nord	Before school	Bring food to school	After school	School meal provided	Food group touched for the day
1= Manioc	77%	3%	99%	73%	100%
2= Peanuts and pulses	14%	0%	67%	73%	89%
3= Green vegetables	3%	0%	25%	0	27%
4= Orange vegetables	2%	0%	9%	0	11%
5= Meat and fish	12%	1%	49%	0	51%
6= Eggs	9%	1%	4%	0	13%
7= Dairy products	8%	0%	3%	0	11%
8= Nothing	19%	97%	1%	0	0
Average # of food groups touched (0-7 food groups) * Min-Max	1.26 (0.85) 0-7	0.05 (0.30) 0-4	2.55 (0.97) 0-7		3.02 (0.90) 1-7
Sample size	150	150	150	150	150
Nord Est	Before school	School meal	After school		Food group touched for the day
1= Manioc	81%	7%	97%	81%	99%
2= Peanuts and pulses	16%	1%	59%	81%	92%
3= Green vegetables	1%	0%	20%	0	21%
4= Orange vegetables	3%	2%	24%	0	26%
5= Meat and fish	4%	1%	42%	0	45%
6= Eggs	10%	0%	2%	0	12%
7= Dairy products	5%	1%	4%	0	7%
8= Nothing	17%	96%	1%	0	0
Average # of food groups touched (0-7 food groups) * Min-Max	1.19 (0.77) 0-7	0.10 (0.38) 0-4	2.48 (1.39) 0-7		3.02 (1.43) 1-7
Sample size	155	155	155	155	155

Q3.15-Q3.25: Food group touched for the day – disaggregated by sex of a child.

Food groups	Food group touched for the day	Girls	Boys
All Cases			
1= Manioc	100%	99%	100%
2= Peanuts and pulses	88%	88%	87%
3= Green vegetables	28%	31%	25%

4= Orange vegetables	26%	28%	23%
5= Meat and fish	50%	53%	46%
6= Eggs	13%	13%	13%
7= Dairy products	11%	10%	11%
8= Nothing	1%	1%	0%
Average # of food groups touched (0-7 food groups) *	3.13 (1.27)	3.22 (1.26)	3.05 (1.27)
Min-Max	0-7	0-7	1-7
Sample size	647		
Grande Anse (Case 1)	Food group touched for the day	Girls	Boys
1= Manioc	100%	100%	100%
2= Peanuts and pulses	100%	100%	100%
3= Green vegetables	32%	33%	31%
4= Orange vegetables	25%	26%	23%
5= Meat and fish	57%	58%	56%
6= Eggs	15%	15%	16%
7= Dairy products	12%	10%	14%
8= Nothing	0%	9%	0%
Average # of food groups touched (0-7 food groups) *	3.41 (1.19)	3.41 (1.23)	3.40 (1.16)
Min-Max	1-7	2-7	2-7
Sample size	150		
Grande Anse (Case 2)	Food group touched for the day	Girls	Boys
1= Manioc	98%	97%	100%
2= Peanuts and pulses	93%	93%	92%
3= Green vegetables	24%	26%	22%
4= Orange vegetables	40%	43%	37%
5= Meat and fish	54%	59%	49%
6= Eggs	11%	15%	8%
7= Dairy products	14%	16%	12%
8= Nothing		%	%
Average # of food groups touched (0-7 food groups) *	3.34 (1.32)	3.49 (1.39)	3.20 (1.24)
Min-Max	0-7	0-7	1-7
Sample size	126		
Grande Anse (Control)	Food group touched for the day	Girls	Boys
1= Manioc	100%	100%	100%
2= Peanuts and pulses	36%	35%	38%
3= Green vegetables	42%	47%	38%
4= Orange vegetables	32%	32%	31%
5= Meat and fish	30%	29%	31%
6= Eggs	15%	15%	16%
7= Dairy products	8%	6%	9%
8= Nothing			
Average # of food groups touched (0-7 food groups) *	2.64 (1.30)	2.65 (1.25)	3.62 (1.39)
Min-Max	1-7	1-6	1-6
Sample size	66		
Nord	Food group touched for the day	Girls	Boys
1= Manioc	100%	100%	100%
2= Peanuts and pulses	89%	92%	87%
3= Green vegetables	27%	32%	22%
4= Orange vegetables	11%	17%	4%
5= Meat and fish	51%	54%	59%

6= Eggs	13%	17%	10%
7= Dairy products	11%	12%	10%
8= Nothing			
Average # of food groups touched (0-7 food groups) *	3.02 (0.90)	3.24 (1.09)	2.80 (0.79)
Min-Max	1-7	2-7	1-4
Sample size	150		
Nord Est	Food group touched for the day	Girls	Boys
1= Manioc	99%	98%	100%
2= Peanuts and pulses	92%	91%	92%
3= Green vegetables	21%	22%	20%
4= Orange vegetables	26%	27%	26%
5= Meat and fish	45%	52%	40%
6= Eggs	12%	5%	16%
7= Dairy products	7%	5%	9%
8= Nothing			
Average # of food groups touched (0-7 food groups) *	3.02 (1.43)	3.00 (1.26)	3.03 (1.54)
Min-Max	1-7	1-6	1-7
Sample size	155	155	155

Q3.15-Q3.25: Final calculation Prevalence of children enjoying X food groups per day of children

No of food groups/ 24 hours	% of children	No of children
None	0.3%	2
1 food group only	4%	25
2 food groups	30%	195
3 food groups	34%	221
4 food groups	19%	123
5 food groups	7%	43
6 food groups	4%	24
7 food groups	2%	14
Total	100%	647

Q3.15-Q3.25: _Prevalence of children enjoying X food groups per day of children by sex of a child

No of food groups/ 24 hours	Departments														
	Grande Anse									Nord			Nord Est		
	Case 1			Case 2			Control			Total					
	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys
Samples	150	80	70	126	61	65	66	34	32	150	76	74	155	63	92
None	0%	0%	0%	2%	3%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
1 food group only	0%	0%	0%	2%	0%	5%	21%	21%	22%	1%	0%	1%	5%	5%	4%
2 food groups	24%	25%	23%	22%	20%	25%	29%	27%	31%	32%	25%	39%	41%	37%	45%
3 food groups	35%	35%	36%	32%	28%	35%	27%	29%	25%	41%	45%	38%	31%	33%	29%
4 food groups	25%	23%	29%	28%	31%	25%	15%	18%	13%	19%	17%	22%	7%	11%	4%
5 food groups	9%	11%	6%	8%	10%	6%	3%	3%	3%	5%	9%	0%	7%	8%	7%
6 food groups	5%	4%	6%	3%	5%	2%	5%	3%	6%	1%	3%	0%	5%	6%	4%
7 food groups	2%	3%	1%	3%	3%	3%	0%	0%	0%	1%	1%	0%	4%	0%	7%
Average food groups		3.41NS	3.40		3.49NS	3.20		2.65NS	2.63		3.24*	2.80		3.00NS	3.03

Independent sample t-test ** p<=.01

Q3.15-Q3.25: Children enjoying X meals per day

No of meals	% of children	No of children
None	0.3%	2
1	9.3%	66
2	28.9%	204
3	37.9%	268
4	20.8%	147
5	2.8%	20
Total #	100%	707

Q3.15-Q3.25: Children enjoying X meals per day by sex of a child

No of meals	Departments														
	Grande Anse									Nord			Nord Est		
	Case 1			Case 2			Control			Total	Girls	Boys	Total	Girls	Boys
	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys						
Samples	150	80	70	126	61	65	66	34	32	150	76	74	155	63	92
None	0%	0%	0%	1%	2%	0%	2%	3%	0%	0%	0%	0%	0%	0%	0%
1	4%	1%	7%	10%	7%	12%	35%	38%	31%	8%	5%	11%	8%	10%	8%
2	32%	35%	29%	25%	23%	26%	41%	35%	47%	34%	42%	26%	20%	18%	22%
3	43%	40%	46%	36%	33%	39%	21%	21%	22%	37%	28%	47%	40%	48%	35%
4	19%	20%	17%	22%	26%	19%	2%	3%	0%	20%	24%	16%	28%	22%	33%
5	3%	4%	1%	7%	10%	5%	0%	0%	0%	1%	1%	0%	3%	3%	3%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Q3.22: Sufficiency of school meal according to pupils

Do you receive meals at school?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
Yes	141 (94%)	103 (82%)	0	110 (73%)	126 (81%)
No	9 (6%)	23 (18%)	0	40 (27%)	29 (19%)
Total	150 (100%)	126 (100%)	66 (100%)	150 (100%)	155 (100%)

Q3.23: Sufficiency of school meal according to pupils (only for those who reported yes)

If so, are you still hungry after the meal you get at school?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
Yes, often	8 (6%)	9 (9%)	Control	4 (4%)	14 (11%)
Yes, sometimes	46 (33%)	20 (19.18%)	0	9 (8%)	33 (26%)
No, never	87 (62%)	74 (72%)	0	97 (88%)	79 (63%)
Total	141 (100%)	103 (100%)	0	110 (100%)	126 (100%)

Q3.26: Pupil's hand washing before meal

Do you usually wash your hands after meal?	Departments														
	Grande Anse									Nord			Nord Est		
	Case 1			Case 2			Control			Total					
	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys
Samples	150	80	70	126	61	65	66	34	32	150	76	74	155	63	92
1= Everyday	126 (84%)	83%	86%	110 (87%)	90%	85%	48 (73%)	74%	72%	132 (88%)	88%	88%	132 (88%)	86%	85%
2=Sometimes	20 (13%)	16%	10%	15 (12%)	8%	15%	12 (18%)	18%	19%	10 (7%)	5%	8%	20 (13%)	14%	12%
3= Rarely	4 (3%)	1%	4%	1 (1%)	2%	0%	5 (8%)	9%	6%	5 (3%)	4%	3%	3 (2%)	0%	3%
4=Never	0 (0%)	0%	0%	0 (0%)	0%	0%	1 (2%)	0%	3%	3 (2%)	3%	1%	0 (0%)	0%	0%

Q3.27: Pupil's hand washing after meals

Do you usually wash your hands after meals?	Departments														
	Grande Anse									Nord			Nord Est		
	Case 1			Case 2			Control			Total					
	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys
Samples	150	80	70	126	61	65	66	34	32	150	76	74	155	63	92
1= Everyday	47 (31%)	34%	29%	50 (40%)	43%	37%	21 (32%)	32%	31%	66 (44%)	49%	39%	51 (33%)	33%	33%
2=Sometimes	28 (19%)	18%	20%	24 (19%)	15%	23%	12 (18%)	24%	13%	26 (17%)	20%	15%	32 (21%)	24%	19%
3= Rarely	42 (28%)	28%	29%	19 (15%)	15%	15%	18 (27%)	21%	34%	13 (9%)	8%	10%	24 (16%)	16%	15%
4=Never	33 (22%)	21%	23%	33 (26%)	28%	25%	15 (23%)	24%	22%	45 (30%)	24%	37%	48 (31%)	27%	34%

Q3_28: Pupil's hand washing after going to the toilet

Do you usually wash your hands after going to the toilet?	Departments														
	Grande Anse									Nord			Nord Est		
	Case 1			Case 2			Control			Total					
	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys
Samples	150	80	70	126	61	65	66	34	32	150	76	74	155	63	92
1= Everyday	17 (11%)	14%	9%	27 (21%)	26%	17%	19 (29%)	27%	31%	23 (15%)	15%	16%	14 (9%)	11%	7%
2=Sometimes	8 (5%)	8%	3%	6 (5%)	5%	5%	2 (3%)	3%	3%	3 (2%)	1%	3%	8 (5%)	6%	4%
3= Rarely	18 (12%)	14%	10%	7 (6%)	5%	6%	4 (6%)	3%	9%	1 (1%)	0%	1%	15 (10%)	10%	10%
4=Never	107 (71%)	65%	79%	86 (68%)	64%	72%	41 (62%)	68%	56%	123 (82%)	84%	80%	118 (76%)	73%	78%

Q3.40: Student hunger

Are you hungry when you are at school in the morning?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes, often	33 (22%)	29 (23%)	40 (61%)	23 (15%)	37 (24%)
2= Yes, sometimes	47 (31%)	40 (32%)	12 (18%)	52 (35%)	43 (28%)
3=Not too often	19 (13%)	15 (12%)	3 (5%)	9 (6%)	19 (12%)
4=No	51 (34%)	42 (33%)	11 (17%)	66 (44%)	56 (36%)
Total	150 (100%)	126 (100%)	66 (100%)	150 (100%)	155 (100%)

Q3.41: If you are hungry, student attentiveness

If you are hungry, does that stop you from working and listening well at school?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes	50 (51%)	47 (56%)	36 (55%)	36 (43%)	57 (58%)
2=No	49 (49%)	37 (44%)	19 (29%)	48 (57%)	42 (42%)
Total	99 (100%)	84 (100%)	55 (100%)	84 (100%)	99 (100%)

Q3.42: Student absence

Are you often absent?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes, often	9 (6%)	5 (4%)	8 (12%)	0	5 (3%)
2=Yes, sometimes	41 (27%)	30 (24%)	12 (18%)	38 (25%)	39 (25%)
3=Not too often	46 (31%)	23 (18%)	17 (26%)	34 (23%)	47 (30%)
4=No	54 (36%)	68 (54%)	29 (44%)	78 (52%)	64 (41%)
Total	150 (100%)	126 (100%)	66 (100%)	150 (100%)	155 (100%)

Q3.43: Student absence reasons

Reasons for absence?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1=sick	74 (49%)	47 (37%)	26 (39%)	63 (42%)	77 (50%)
2= the house is far from the school	7 (5%)	3 (2%)	6 (9%)	0 (0%)	0 (0%)
3= work at home	1 (1%)	4 (3%)	3 (5%)	0 (0%)	2 (1%)
4=financial reason	8 (5%)	3 (2%)	4 (6%)	9 (6%)	1 (1%)
5=Hunger	0 (0%)	1 (1%)	5 (9%)	2 (1%)	0 (0%)
6=family relocation	4 (3%)	5 (4%)	5 (8%)	0 (0%)	2 (1%)
7= field work	2 (1%)	0 (0%)	11 (17%)	0 (0%)	0 (0%)
8= taking care of a family member	2 (1%)	4 (3%)	2 (3%)	3 (2%)	2 (1%)
9=no answer	1 (2%)	3 (4%)	1 (2%)	0 (0%)	2 (3%)
10=Other	19 (13%)	8 (6%)	7 (11%)	15 (10%)	18 (12%)
Never absence	54 (36%)	68 (54%)	29 (44%)	78 (52%)	64 (41%)
Total	150 (100%)	126 (100%)	66 (100%)	150 (100%)	155 (100%)

Q3:45: Type of sickness/illness

If you have been ill, what illness have you suffered?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= fever	52 (70%)	36 (77%)	20 (77%)	44 (70%)	46 (60%)
2= vomiting	4 (5%)	7 (15%)	0 (0%)	2 (3%)	1 (1%)
3= weakness fatigue	0 (0%)	2 (4%)	0 (0%)	1 (2%)	0 (0%)
4= stomach ache	37 (50%)	24 (51%)	15 (58%)	40 (64%)	25 (33%)
5= headache	31 (42%)	23 (49%)	17 (65%)	31 (49%)	29 (38%)
6= body pain	0 (0%)	2 (4%)	1 (4%)	3 (5%)	0 (0%)
7= Diarrhoeal reactions	4 (5%)	2 (4%)	1 (4%)	2 (3%)	1 (1%)
8= Having a cold	19 (26%)	12 (26%)	13 (50%)	16 (25%)	12 (16%)
9= Being cold	0 (0%)	2 (4%)	0 (0%)	0 (0%)	0 (0%)
10=Other	9 (12%)	7 (15%)	0 (0%)	4 (6%)	14 (18%)
Total	74 (100%)	47 (100%)	26 (100%)	63 (100%)	77 (100%)

??1: Attendance of pupils according to teachers

Attendance of pupils	Departments				
	Grande Anse			Nord (n=50)	Nord Est (n=52)
	Case 1 (n=50)	Case 2 (n=41)	Control (n=22)		
All children come to school on a regular basis	14 (28%)	16 (39%)	2 (9%)	20 (40%)	23 (44%)
A large proportion of the children come on a regular basis.	25 (50%)	18 (44%)	9 (41%)	23 (46%)	21 (40%)
About half of the children come to school on a regular basis	6 (12%)	3 (7%)	7 (32%)	5 (10%)	3 (6%)
Less than half of the children come to school regularly	4 (8%)	2 (5%)	3 (14%)	2 (4%)	3 (6%)
Few children come to school on a regular basis	1 (2%)	2 (5%)	1 (5%)	0	0
No response	0	0	0	0	0
Total	50 (100%)	41 (100%)	22 (100%)	50 (100%)	52 (100%)

NOTE: Cook survey was not administered to control schools.

Q4.16: Type of cooking fire available for school meal preparation.

What type of fire do you cook on?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Three stones / open fire in a well-ventilated area	22 (46%)	19 (54%)	-	22 (60%)	21 (57%)
2= Three stones / open fire in an unventilated area	3 (6%)	6 (17%)	-	0	1 (3%)
3= Simple charcoal stove	13 (27%)	6 (17%)	-	9 (24%)	2 (5%)
4= Improved stove with briquette	0	0	-	0	0
5= Wood-burning fireplaces	4 (8%)	0	-	4 (11%)	6 (16%)
6= Improved gas fireplaces	2 (4%)	0	-	0	1 (3%)
7= Other	0	0	-	0	3 (8%)
1= Three stones / open fire in a well-ventilated area & 3= Simple charcoal stove	0	2 (6%)	-	0	1 (3%)
1= Three stones / open fire in a well-ventilated area & 5= Wood-burning fireplaces	2 (4%)	1 (3%)	-	0	0
2= Three stones / open fire in an unventilated area & 4= Improved stove with briquette	2 (4%)	0	-	0	0
3= Simple charcoal stove & 6= Improved gas fireplaces	0	0	-	2 (11%)	0
3= Simple charcoal stove; 4= Improved stove with briquette & 6= Improved gas fireplaces	0	0	-	0	1 (3%)
3= Simple charcoal stove & 5= Wood-burning fireplaces	0	1 (3%)	-	0	0
5= Wood-burning fireplaces & 6= Improved gas fireplaces	0	0	-	0	1 (3%)
If others, specify			-		
Four a gaz propane	0	0	-	0	1 (3%)
un rechaud en argile avec une plaquette de fer où déposer la marmite	0	0	-	0	2 (5%)
Total	48 (100%)	35 (100%)	-	28 (100%)	37 (100%)

Q4.16: Were the households provided by the WFP?

Were the households provided by the WFP?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control*		
Yes	4 (50%)	1 (50%)	-	2 (33%)	1 (11%)
No	4 (50%)	1 (50%)	-	4 (67%)	8 (89%)
Total	8 (100%)	2 (100%)	-	6 (100%)	9 (100%)

Q4.19: Cooking equipment available in school canteens.

Are there enough pots you use?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
Yes	9 (19%)	5 (14%)	-	12 (32%)	9 (24%)
Yes, but a little short of it	0	0	-	0	0
A lot is missing	21 (44%)	10 (29%)	-	4 (11%)	13 (35%)
No, we don't have any	18 (38%)	20 (57%)	-	21 (57%)	15 (41%)
Total	48 (100%)	35 (100%)	-	37 (100%)	37 (100%)

Q4.20: Condition of cooking pots

Are the pots you use in good condition?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Very good condition	21 (44%)	16 (46%)	-	21 (57%)	5 (14%)
2= Average condition	25 (52%)	17 (49%)	-	15 (41%)	29 (78%)
3= Bad condition	2 (4%)	2 (6%)	-	1 (3%)	3 (8%)
Total	48 (100%)	35 (100%)	-	37 (100%)	37 (100%)

Q4.21: Cooking pots provided by the parents

Are the pots you use provided by the parents?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes, all of them	0	4 (11%)	-	2 (5%)	0
2= Some of them	7 (15%)	6 (17%)	-	6 (16%)	1 (3%)
3= No	41 (85%)	25 (71%)	-	29 (78%)	36 (97%)
Total	48 (100%)	35 (100%)	-	37 (100%)	37 (100%)

Q4.22: Are the pots you use provided by WFP?

Are the pots you use provided by WFP?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes, all of them	19 (40%)	7 (20%)	-	14 (38%)	5 (14%)
2= Some of them	17 (35%)	7 (20%)	-	8 (22%)	13 (35%)
3= No	12 (25%)	21 (60%)	-	15 (40%)	19 (51%)
Total	48 (100%)	35 (100%)	-	37 (100%)	37 (100%)

Q4.23: Are there enough utensils to prepare food?

Are there enough utensils to prepare food?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes	4 (8%)	4 (11%)	-	12 (32%)	6 (16%)
2= Yes, but in lack a little	18 (38%)	10 (29%)	-	16 (43%)	13 (35%)
3= It lacks a lot	23 (48%)	16 (46%)	-	8 (22%)	17 (46%)
4= No, we don't have one	3 (6%)	5 (14%)	-	1 (3%)	1 (3%)
Total	48 (100%)	35 (100%)	-	37 (100%)	37 (100%)

Q4.24 Condition of utensils

Are the food preparation utensils in good condition?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Very good condition	0	0	-	0	0
2= Average condition	20 (42%)	17 (49%)	-	20 (54%)	8 (22%)
3= Bad condition	28 (58%)	18 (51%)	-	17 (46%)	29 (78%)
Total	48 (100%)	35 (100%)	-	37 (100%)	37 (100%)

Q4.25: Are the food preparation utensils provided by the parents?

Food preparation utensils provided by parents	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes, all of them	0	4 (11%)	-	6 (16%)	0
2= Some of them	6 (13%)	5 (14%)	-	5 (14%)	0
3= No	42 (88%)	26 (74%)	-	26 (70%)	37 (100%)
Total	48 (100%)	35 (100%)	-	37 (100%)	37 (100%)

Q4.26: Are the food preparation utensils provided by WFP?

Are food preparation utensils provided by WFP?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes, all of them	16 (33%)	7 (20%)	-	8 (22%)	5 (14%)
2= Some of them	13 (27%)	6 (17%)	-	13 (35%)	12 (32%)
3= No	19 (40%)	22 (62%)	-	16 (43%)	20 (54%)
Total	48 (100%)	35 (100%)	-	37 (100%)	37 (100%)

Q4.27: Are there enough plates, spoons, knives, forks or cups?

Are there enough plates, spoons, knives, forks or cups?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes	3 (6%)	4 (11%)	-	11 (30%)	2 (5%)
2= Yes, but in lack a little	16 (33%)	11 (31%)	-	12 (32%)	11 (30%)
3= It lacks a lot	22 (46%)	10 (29%)	-	8 (22%)	16 (43%)
4= No, we don't have one	7 (15%)	10 (29%)	-	6 (16%)	8 (22%)
Total	48 (100%)	35 (100%)	-	37 (100%)	37 (100%)

Q4.28: Condition

Are plates, knife spoons, forks or cups in good condition?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Very good condition	15 (31%)	17 (49%)	-	14 (38%)	5 (14%)
2= Average condition	29 (60%)	10 (29%)	-	17 (46%)	24 (65%)
3= Bad condition	4 (8%)	8 (33%)	-	6 (16%)	8 (22%)
Total	48 (100%)	35 (100%)	-	37 (100%)	37 (100%)

Q4.29: Are the plates, spoons, knives, forks or cups provided by the parents?

Are the plates, spoons, knives, forks or cups provided by the parents?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes, all of them	3 (6%)	10 (29%)	-	3 (8%)	1 (3%)
2= Some of them	2 (4%)	4 (11%)	-	5 (14%)	4 (11%)
3= No	43 (90%)	21 (60%)	-	29 (78%)	32 (87%)
Total	48 (100%)	35 (100%)	-	37 (100%)	37 (100%)

Q4.30: Are the plates, spoons, knives, forks or cups provided by WFP?

Are the plates, spoons, knives, forks or cups provided by WFP?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes, all of them	24 (50%)	9 (26%)	-	17 (46%)	6 (16%)
2= Some of them	8 (17%)	3 (9%)	-	8 (22%)	11 (30%)
3= No	16 (33%)	23 (66%)	-	12 (33%)	20 (54%)
Total	48 (100%)	35 (100%)	-	37 (100%)	37 (100%)

Q4.31: Do you have any damn to put on your head in sufficient numbers?

Do you have any damn to put on your head in sufficient numbers?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes	22 (46%)	18 (51%)	-	9 (24%)	6 (16%)
2= Yes, but in lack a little	14 (29%)	8 (23%)	-	2 (5%)	7 (19%)
3= It lacks a lot	9 (19%)	7 (20%)	-	4 (11%)	5 (14%)
4= No, we don't have one	3 (6%)	2 (6%)	-	22 (60%)	19 (51%)
Total	48 (100%)	35 (100%)	-	37 (100%)	37 (100%)

Q4.32: Condition of damns

If so, are the damns in good condition?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Very good condition	14 (64%)	13 (72%)	-	6 (67%)	0
2= Average condition	7 (32%)	5 (28%)	-	3 (33%)	6 (100%)
3= Bad condition	1 (5%)	0	-	0	0
Total	22 (100%)	18 (100%)	-	9 (100%)	6 (100%)

Q4.33: Do you enough aprons?

Do you have enough aprons?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes	25 (52%)	17 (49%)	-	7 (19%)	6 (16%)
2= Yes, but in lack a little	16 (33%)	11 (31%)	-	5 (14%)	4 (11%)
3= It lacks a lot	7 (15%)	6 (17%)	-	8 (22%)	15 (41%)
4= No, we don't have one	0	1 (3%)	-	17 (46%)	12 (32%)
Total	48 (100%)	35 (100%)	-	37 (100%)	37 (100%)

Q4.34: Condition of aprons

If so, are the aprons in good	Departments
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condition?	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Very good condition	21 (84%)	15 (88%)	-	5 (71%)	1 (17%)
2= Average condition	3 (12%)	2 (12%)	-	2 (29%)	5 (83%)
3= Bad condition	1 (4%)	0	-	0	0
Total	25 (100%)	17 (100%)	-	7 (100%)	6 (100%)

Q4.35: Daily implementation of the school canteens: Can you serve sufficient food every school day?

Can you serve sufficient food every school day?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
Yes, always	27 (56.3%)	25 (71.4%)	-	35 (94.6%)	20 (54.1%)
Almost every day	13 (27.1%)	8 (22.9%)	-	0 (0%)	14 (37.8%)
Food is regularly missing	7 (14.6%)	2 (5.7%)	-	2 (5.4%)	0 (0%)
Food is often missing	1 (2.1%)	0 (0%)	-	0 (0%)	3 (8.1%)
Total	48 (100%)	35 (100%)	-	37 (100%)	37 (100%)

Q4.36: Sufficiency of school meal according to cooks

Do the meals provided by the canteen feed the children enough at lunchtime?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
Yes	24 (50%)	27 (77%)	-	23 (62%)	16 (43%)
Not always	20 (42%)	7 (20%)	-	11 (30%)	15 (41%)
No	4 (8%)	1 (3%)	-	3 (8%)	6 (16%)
Total	48 (100%)	35 (100%)	-	37 (100%)	37 (100%)

Q4.37: Percentage of schools complementing their meals with additional food.

Are meals sometimes supplemented with foods other than those delivered by WFP?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
Yes	16 (33%)	19 (54%)	-	21 (57%)	16 (43%)
No	32 (67%)	16 (46%)	-	16 (43%)	21 (57%)
Total	48 (100%)	35 (100%)	-	37 (100%)	37 (100%)

Q4.38: Schools complementing their meals with additional food. If so, how often?
(among those who reported yes in 6.2)

Are meals sometimes supplemented with foods other than those delivered by WFP? If so, how often?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
Every day	10 (63%)	4 (21%)	-	7 (33%)	10 (63%)
2-4 times a week	2 (13%)	7 (37%)	-	0 (0%)	1 (6%)
Once a week	3 (19%)	5 (26%)	-	11 (52%)	5 (31%)
Rarely (less than once a week)	1 (6%)	3 (16%)	-	3 (14%)	0 (0%)
Total	16 (100%)	19 (100%)	-	21 (100%)	16 (100%)

Q4.39: If so, where does this food come from? (Several possible answers)

If so, where does this food come from?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
Parents in the form of money or food	10 (63%)	7 (37%)	-	4 (19%)	0
From another organization or program	3 (19%)	0	-	0	0
The school's equity	0	6 (32%)	-	14 (67%)	15 (94%)
Government	0	0	-	0	0
From a school garden	0	0	-	0	0
Parents in the form of money or food & school's equity	0	4 (21%)	-	1 (5%)	0
Parents in the form of money or food & Government	0	1 (5%)	-	0	0
The school's equity & a school garden	0	1 (5%)	-	2 (10%)	0
The school's equity & Other	0	0	-	0	0
Other	3 (19%)	0	-	0	1 (6%)
Total	16 (100%)	19 (100%)	-	21 (100%)	16 (100%)

Q4.48: Training of cooks.

Have you received training on good food preparation and storage practices in the last three years?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes	41 (85%)	25 (71%)	-	25 (68%)	21 (57%)
2=No	7 (15%)	10 (29%)	-	12 (32%)	16 (43%)
Total	48 (100%)	35 (100%)	-	37 (100%)	37 (100%)

Q4.49: Training of cooks: If so, by whom?

If so, by whom?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= The MENFP	0	1 (4%)		0	0
2= WFP or its implementing partners (BND, CRS, EDF)	37 (90%)	21 (84%)		22 (88%)	19 (90%)
3= Other	0	0		1 (4%)	1 (5%)
4= I don't know the name of the organisation	4 (10%)	3 (12%)		2 (8%)	1 (5%)
Total	41 (100%)	25 (100%)		25 (100%)	21 (100%)

Q4.51: Training of cooks. Does this training provided by MENFP seem complete and appropriate to you?

Only one cooks reported the training received by the MENFP (from Table above). The cook reported that the training was very good.

Q4.52: Training of cooks by WFP.

Does this training provided by the WFP or its implementing partners (BND, CRS, EDF) seem to you to be complete and appropriate?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= very good training	35 (95%)	21 (100%)	-	20 (91%)	20 (95%)
2= good training, but not complete enough	1 (3%)	0	-	2 (11%)	1 (5%)
3= poor training that needs improvement	1 (3%)	0	-	0	0
Total	37 (100%)	21 (100%)	-	22 (100%)	21 (100%)

Q4.53: Training of cooks by Other.

Only two cooks reported the training received by the OTHER organizations - 1 from Nord and another from Nord Est. Both cooks reported that the training was very good.

Q4.55: Perception of the role of cooks: Are you happy?

Are you happy?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes, very much	24 (50%)	26 (74%)	-	29 (78%)	26 (70%)
2= Yes, a little	12 (25%)	8 (23%)	-	6 (16%)	10 (27%)
3=No, not really	12 (25%)	1 (3%)	-	2 (5%)	1 (3%)
Total	48 (100%)	35 (100%)	-	37 (100%)	37 (100%)

Q4.56: People in the community who would like to work in the school canteen

Are there many people in the community who would like to work in the school canteen?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes	19 (40%)	16 (46%)	-	15 (41%)	11 (30%)
2= No	8 (17%)	4 (11%)	-	7 (18%)	5 (14%)
3=Don't know	21 (44%)	15 (43%)	-	15 (41%)	21 (57%)
Total	48 (100%)	35 (100%)	-	37 (100%)	37 (100%)

Q4.60: Do you receive compensation for your work?

Do you receive a quid pro quo for your work?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes	18 (38%)	14 (40%)	-	22 (60%)	17 (46%)
2= No	30 (30%)	21 (60%)	-	15 (40%)	20 (54%)
Total	48 (100%)	35 (100%)	-	37 (100%)	37 (100%)

Q4.61 Source of compensation for work

If so, from whom do you receive the compensation for your work? (several answers possible)	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1=PAM	0	1 (7%)	-	0	0
2=Government	4 (22%)	0	-	0	1 (6%)
3=School	14 (78%)	13 (93%)	-	21 (91%)	16 (94%)
4=the community	0	0	-	0	0
5=other	0	0	-	1 (9%)	0
Total	18 (100%)	14 (100%)	-	22 (100%)	17 (100%)

Q4.62-Q4.63: Ho and how much cash do you receive from the WFP?

- Only 1 schools from GA Case 2 reported receiving compensation from WFP.
- One school in GA Case 2 reported receiving compensation in kind (1 = en nature).
- One school that received in cash (GA Case 2) received compensation in the form of OTHER - (3= autre) - nous ne savons pas encore ce que nous allons recevoir

Q4.66: Do you consider this WFP remuneration (nature or species) sufficient?

- One school that received in cash (GA cASE 2) reported that the WFP remuneration is sufficient (1= Oui).

Q4.67-Q4.68: If yes for the WFP, how and how much do you receive this counterpart?

- Only 5 schools (4 from GA Case 1 and 1 from Nord Est) reported receiving compensation from the Government.
- One school in Nodr Est reported receiving compensation in kind (1 = en nature).
- All schools from GA case 1 reported in cash (2= en espèce)

Q4.71: Do you consider this Government remuneration (nature or species) sufficient?

- One school from (GA cASE 1) reported that the WFP remuneration is sufficient (1= Oui).

E. SFMC Survey Results

NOTE: SFMC survey was not administered to control schools.

Q5.38: Additional food received according to SFMC

Do you receive food for school meals from parents?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
Every day	5 (14%)	4 (13%)	-	0 (0%)	1 (3%)
2-4 times a week	1 (3%)	1 (3%)	-	3 (11%)	0 (0%)
Once a week	1 (3%)	1 (3%)	-	4 (14%)	1 (3%)
Rarely (less than once a week)	9 (25%)	6 (19%)	-	7 (25%)	3 (9%)
No, never	20 (56%)	20 (63%)	-	14 (50%)	28 (85%)
Total	36 (100%)	32 (100%)	-	28 (100%)	33 (100%)

Q5.39: Training of school feeding management committees.

Have you received training on good food preparation and storage practices in the last three years?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes	25 (69%)	16 (50%)	-	12 (43%)	15 (46%)
2=No	11 (31%)	16 (50%)	-	16 (57%)	18 (54%)
Total	36 (100%)	32 (100%)	-	28 (100%)	33 (100%)

Q5.40: Training of cooks. If so, by whom?

Training by whom?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= The MENFP	2 (8%)	0	-	0	0
2= WFP and/or these partners	23 (92%)	16 (84%)	-	13 (100%)	15 (94%)
3= Other	0	0	-	0	1 (6%)
Total	25 (100%)	16 (100%)	-	13 (100%)	16 (100%)

Q4.42: If by the MENFP, does this training seem complete and appropriate to you?

A total of 2 members from case1 of Grande Anse reported the training received by the MENFP (from Table above). Both members reported that the training was very good.

Q5.43: Training of SFMC MEMBERS by WFP.

If by the WFP and/or these partners (BND, CRS, EDF, etc.), does this training seem complete and appropriate to you?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= very good training	19 (83%)	15 (94%)	-	12 (100%)	14 (100%)
2= good training, but not complete enough	3 (13%)	0	-	0	0
3= poor training that needs improvement	1 (4%)	1 (6%)	-	0	0
Total	23 (100%)	16 (100%)	-	12 (100%)	14 (100%)

Q5.45-Q5.58: Quality of the warehouse

FOOD Storage Conditions	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
The deposit is clean	36 (100%)	31 (97%)	-	27 (96%)	29 (88%)
The floor is dry	35 (97%)	27 (84%)	-	27 (96%)	33 (100%)
There are pallets for food storage	30 (83%)	27 (84%)	-	28 (100%)	31 (94%)
The food is stored above ground	5 (14%)	8 (25%)	-	1 (4%)	2 (6%)
Food is stored in good order	26 (72%)	15 (47%)	-	27 (96%)	19 (58%)
Does the door locked	33 (92%)	31 (97%)	-	28 (100%)	29 (88%)
It has a security guard overnight or during school holidays	14 (39%)	15 (47%)	-	23 (82%)	19 (58%)
Roofs are leaking	8 (22%)	6 (19%)	-	7 (25%)	1 (3%)
Certain windows and/or doors are damaged	17 (47%)	9 (28%)	-	7 (25%)	7 (21%)
The deposit is ventilated	32 (89%)	25 (78%)	-	20 (71%)	28 (85%)
The expiry or manufacturing dates are visible	23 (64%)	10 (31%)	-	14 (50%)	24 (73%)
Certain expiry date has passed	12 (33%)	11 (34%)	-	7(25%)	7(21%)
Total school visited	36	32	-	28	33

Q5.45: Quality of the warehouse: Deposit cleaning

Is the deposit well cleaned?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes	36 (100%)	31 (97%)	-	27 (96%)	29 (88%)
2= No	0	1 (3%)	-	1 (4%)	4 (12%)
Total	36 (100%)	32 (100%)	-	28 (100%)	33 (100%)

Q5.46: Quality of the warehouse: The floor is dry

Floor is dry	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes	35 (97%)	27 (84%)	-	27 (96%)	33 (100%)
2= No	1 (3%)	5 (16%)	-	1 (4%)	0
Total	36 (100%)	32 (100%)	-	28 (100%)	33 (100%)

Q5.47 Quality of the warehouse: Pallets for food storage

There are pallets for food storage	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes	30 (83%)	27 (84%)	-	28 (100%)	31 (94%)
2= No	6 (17%)	5 (16%)	-	0	2 (6%)
Total	36 (100%)	32 (100%)	-	28 (100%)	33 (100%)

Q5.48: Quality of the warehouse: The door is locked securely

The door is locked securely	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes	33 (92%)	31 (97%)	-	28 (100%)	29 (88%)
2= No	3 (8%)	1 (3%)	-	0	4 (12%)
Total	36 (100%)	32 (100%)	-	28 (100%)	33 (100%)

Q5.49: Quality of the warehouse: Security guard during the night/school holidays

Security guard during the night/school holidays	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes	14 (39%)	15 (47%)	-	23 (82%)	19 (58%)
2= No	22 (61%)	17 (53%)	-	5 (18%)	14 (42%)
Total	36 (100%)	32 (100%)	-	28 (100%)	33 (100%)

Q5.50: Quality of the warehouse: Food is stored in good order

Food stored in good order	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes	26 (72%)	15 (47%)	-	27 (96%)	19 (58%)
2= Partially	9 (25%)	11 (34%)	-	1 (4%)	14 (42%)
3= No	1 (3%)	6 (19%)	-	0	0
Total	36 (100%)	32 (100%)	-	28 (100%)	33 (100%)

Q5.51: Quality of the warehouse: Leaking roof

Leaking roof	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes	8 (22%)	6 (19%)	-	7 (25%)	1 (3%)
2= No	28 (78%)	26 (81%)	-	21 (75%)	32 (97%)
Total	36 (100%)	32 (100%)	-	28 (100%)	33 (100%)

Q5.52: Quality of the warehouse: Broken windows and/or doors

Broken windows and/or doors	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes	17 (47%)	9 (28%)	-	7 (25%)	7 (21%)
2= No	19 (53%)	23 (72%)	-	21 (75%)	26 (79%)
Total	36 (100%)	32 (100%)	-	28 (100%)	33 (100%)

Q5.53: Quality of the warehouse: No walls

No walls	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= There are walls	36 (100%)	30 (94%)	-	25 (89%)	33 (100%)
2= Some or all of the walls are missing	0	2 (6%)	-	3 (11%)	0
Total	36 (100%)	32 (100%)	-	28 (100%)	33 (100%)

Q5.54: Quality of the warehouse: Damaged wall

Damaged wall	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes	4 (11%)	1 (3%)	-	0	0
2= Partially	0	1 (3%)	-	5 (18%)	0
3= No	32 (89%)	30 (94%)	-	23 (82%)	33 (100%)
Total	36 (100%)	32 (100%)	-	28 (100%)	33 (100%)

Q5.55: Quality of the warehouse: Food has been stored above ground (not on the ground)

Food has been stored above ground	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes	5 (14%)	8 (25%)	-	1 (4%)	2 (6%)
2= Partially	6 (17%)	1 (3%)	-	0	5 (15%)
3= No	25 (69%)	23 (72%)	-	27 (96%)	26 (79%)
Total	36 (100%)	32 (100%)	-	28 (100%)	33 (100%)

Q5.56: Quality of the warehouse: The reserve has a breakdown

The reserve has a ventilation	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes	32 (89%)	25 (78%)	-	20 (71%)	28 (85%)
2= No	4 (11%)	7 (22%)	-	8 (29%)	5 (15%)
Total	36 (100%)	32 (100%)	-	28 (100%)	33 (100%)

Q5.57: Is the expiry or manufacturing date visible on stock?

Is the expiry or manufacturing date visible on stock?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes, always	23 (64%)	10 (31%)	-	14 (50%)	24 (73%)
2= Not always	8 (22%)	13 (41%)	-	13 (46%)	8 (24%)
3= Never	5 (14%)	9 (28%)	-	1 (4%)	1 (3%)
Total	36 (100%)	32 (100%)	-	28 (100%)	33 (100%)

Q5.58: Have certain expiry or manufacturing dates expired?

Have certain expiry or manufacturing dates expired?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Yes, always	3 (8%)	1 (3%)	-	4 (14%)	1 (3%)
2= Not always	9 (25%)	10 (31%)	-	3 (11%)	6 (18%)
3= Never	24 (67%)	21 (66%)	-	21 (75%)	26 (79%)
Total	36 (100%)	32 (100%)	-	28 (100%)	33 (100%)

Q5.60: Problem in security of storage location

In terms of the security of your storage location, do you think there could be a problem? (Several answers possible)	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= No, the warehouse is well secured (padlocks, guards, etc.)	24 (67%)	20 (63%)	-	23 (82%)	23 (70%)
2= No, the community watches over the warehouse.	17 (47%)	13 (41%)	-	9 (32%)	7 (21%)
3= Yes, it is difficult to secure the place even though it is closed.	3 (8%)	4 (13%)	-	1 (4%)	8 (24%)
4= Yes, having a food warehouse creates tension in the community or with neighboring communities.	2 (6%)	0	-	1 (4%)	0
Total	36	32	-	28	33

Q5.61: Quality of food storage location

How would you describe the quality of your food storage location?	Departments				
	Grande Anse			Nord	Nord Est
	Case 1	Case 2	Control		
1= Very good, nothing to improve in particular	19 (53%)	15 (47%)	-	16 (57%)	15 (46%)
2= Well, some minor improvements might be possible.	12 (33%)	13 (41%)	-	11 (39%)	13 (39%)
3= Medium, some improvements should be made, food might get damaged	4 (11%)	3 (9%)	-	1 (4%)	5 (15%)
4= Poor, food is not stored properly.	1 (3%)	1 (3%)	-	0	0
Total	36 (100%)	32 (100%)	-	28 (100%)	33 (100%)

Annex 26. List of USDA Standard and WFP Custom Indicators

USDA Standard Indicators	Performance Indicator		Baseline	Targets			Life of project
				Year 1	Year 2	Year 3	
1	Percentage of students who, by the end of two grades of primary schooling, can demonstrate that they can read and understand the meaning of grade-level text.	WFP indicators	3%	25%	25%	50%	50%
		ET proposed amendments	Indicator will not be measured according to USDA protocol. Need to consider that only 13% of pupils will benefit from activities linked to literacy.				
2	Average student attendance rate in USDA supported classrooms/schools.	WFP indicators	70%	80%	80%	83%	83%
		ET proposed amendments	0				
3	Number of teaching and learning materials provided as a result of USDA assistance.	WFP indicators	0	11,200	6,900	6,900	20,700
		ET proposed amendments	0	Figures should be disaggregated by type of material provided			
4	Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance.	WFP indicators	0	90	102	108	108
		ET proposed amendments	0	The yearly target should be adapted as suggested for the related indicator below (St. Ind. #5)			
5	Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	WFP indicators	0	120	120	120	120
		ET proposed amendments		62	124	124	124
				Targets should be revised to reflect latest changes.			
6	Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	WFP indicators	0	30	30	30	30
		ET proposed amendments	0	The yearly target should be adapted as suggested for the related indicator below (St. Ind. #7)			
7	Number of school administrators and officials trained or certified as a result of USDA assistance	WFP indicators	0	40	40	40	40
		ET proposed amendments	0	50	50	50	50
				Target should be revised to reflect latest changes.			
8	Number of educational facilities (i.e. school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance.	WFP indicators	0	162	162	162	162
		ET proposed amendments		Indicator needs to be revised once negotiations with the MoE and DINEPA are over.			
9	Number of students enrolled in school receiving USDA assistance.	WFP indicators	0	100,000	95,000	85,000	100,000
		ET proposed amendments	0	The possible increase in enrolment should be taken into account			
11	Value of new USG commitments, and new public and private sector investments.	WFP indicators	0	7,700	6,500	6,750	20,950
		ET proposed amendments	TBR				
12	Number of public-private partnerships formed as a result of USDA assistance	WFP indicators	0	0	1	1	2
		ET proposed amendments	0	ET is waiting information concerning the partnerships			

13	Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance.	WFP indicators	0	400	380	340	400
		ET proposed amendments	0	388	268	328	388
16	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance.	WFP indicators	0	15,000	14,250	12,750	42,000
		ET proposed amendments	0	Linked to St. Ind. #9			
17	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance.	WFP indicators	0	100,000	95,000	85,000	100,000
		ET proposed amendments	0	Linked to St.Ind. #9. Need better disaggregation (see report)			
18	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance.	WFP indicators	0	100,000	95,000	85,000	100,000
		ET proposed amendments	0	The ET suggests removing the indicator (see report)			
19	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance.	WFP indicators	0	960	912	816	960
		ET proposed amendments	0	Related to St.Ind. #23			
20	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance.	WFP indicators	0	960	912	816	960
		ET proposed amendments	0	960	1.140	1.156	1.360
				Increase in number of people using new practises over the years			
22	Number of individuals trained in safe food preparation and storage as a result of USDA assistance.	WFP indicators	0	1,600	1,520	1,360	1,600
		ET proposed amendments	0	0	0	0	0
				Length of course does not meet USDA training standards			
23	Number of individuals trained in child health and nutrition as a result of USDA assistance.	WFP indicators	0	1,600	1,520	1,360	1,600
		ET proposed amendments		0	0	0	0
				Length of course does not meet USDA training standards			
27	Number of schools using an improved water source.	WFP indicators	-	-	-	-	-
		ET proposed amendments	59.6%				
28	Number of schools using an improved sanitation facilities.	WFP indicators	-	-	-	-	-
		ET proposed amendments	68%				
29	Number of students receiving deworming medication(s).	WFP indicators	0	100,000	95,000	85,000	100,000
		ET proposed amendments		Directly linked to St. Ind. #17			
30	Number of individuals participating in USDA food security programmes.	WFP indicators	0	113,359	107,699	96,379	113,359
		ET proposed amendments		See report regarding disaggregation			
31	Number of individuals benefiting indirectly from USDA-funded interventions.	WFP indicators	0	400,000	380,000	340,000	400,000
		ET proposed amendments	0	WFP should provide a precise rational for the calculation of the yearly targets			
32	Number of schools reached as a result of USDA assistance.	WFP indicators	0	400	380	340	400
		ET proposed amendments	0	388	368	328	388
WFP Custom Indicators	Performance Indicator		Baseline	Targets			Life of project
				Year 1	Year 2		
1	Number of classroom libraries distributed.	WFP indicators	0	100	50	0	150

		ET proposed amendments	0	60	0	0	60
				Budget reduction			
2	Number of students attending summer reading camp.	WFP indicators	0	300	300	300	900
		ET proposed amendments	0	No comment			
3	Number of students participating in peer tutoring.	WFP indicators	0	300	300	300	900
		ET proposed amendments	0	No comment			
4	Number of students participating in peer tutoring.	WFP indicators	0	300	300	300	900
		ET proposed amendments	0	No comment			
5	Number of teachers receiving bi-monthly coaching and monitoring support.	WFP indicators	0	100	150	150	150
		ET proposed amendments	0	Should match with St. Ind. #5.			
6	Number of local commodities added to the food basket.	WFP indicators	0	2	2	2	2
		ET proposed amendments	0	Need to be more specific			
7	Number of tonnes of salt provided.	WFP indicators	0	45	42.75	38.25	126
		ET proposed amendments	0	Should follow increase of pupils as mentioned for St. Ind. #9 above			
8	Number of cluster meetings held.	WFP indicators	0	48	48	48	144
		ET proposed amendments	0	Information missing			
9	Number of fuel-efficient stoves provided.	WFP indicators	0	105	106	106	317
		ET proposed amendments	0	No comment			
10	Number of schools with proper NFI due to USDA assistance.	WFP indicators	0	275	350	400	400
		ET proposed amendments	0	No comment			
11	Retention rate of students in USDA.	WFP indicators	91%	91%	91%	95%	95%
		ET proposed amendments	0	No comment			
12	Percentage of students who pass the grade in USDA-supported schools.	WFP indicators	0	73%	73%	77%	77%
		ET proposed amendments	0	Disaggregate by schools receiving and schools not receiving the integrated reading programme			
13	Consistent teacher attendance in USDA-supported schools.	WFP indicators	50%	55%	70%	75%	75%
		ET proposed amendments		Disaggregate by schools receiving and schools not receiving the integrated reading programme			
14	Number of training sessions with government stakeholders.	WFP indicators	0	2	2	2	6
		ET proposed amendments	0	No comment			
15	Percentage of students identified as attentive by their teachers.	WFP indicators	60%	60%	60%	75%	75%
		ET proposed amendments	0	No comment			

Annex 27. Early grade reading in Haiti

Early grade reading (EGR) is not new in Haiti and has attracted the attention of many stakeholders. Below are some examples of programmes implemented in this area so far.

In 2012 USAID supported the 29-month (August 2012 to December 2014) *Tout Timoun Ap Li* (ToTAL, All Children Reading) applied research project to address education and literacy in Haiti. Early grade reading is not only a priority for MENFP but also the primary focus of USAID basic education efforts worldwide. The main objective of the ToTAL project was to assist the MENFP with developing and testing an instructional model to improve the reading skills of children in Grades 1, 2, and 3 in the USAID/Haiti's three development corridors around Port-au-Prince, St. Marc and Cap-Haitien. Under the ToTAL contract, RTI International (the Research Triangle Institute)¹⁰⁷ subcontracted two local NGOs: *Institut de Formation du Sud* (IFOS, Institute of Training in the South) and *Fondation Haïtienne de l'Enseignement Privé* (FONHEP, Haitian Foundation for Private Education). RTI partnered with IFOS to help with the implementation of the Early Grade Reading Assessment (EGRA) at the beginning (baseline) and end (endline) of the school year as part of the project's randomized control trial component. FONHEP was responsible for school-based monitoring and support for teachers, community mobilization activities, and other school-based data gathering.¹⁰⁸

From November to December 2012 Concern Worldwide conducted an EGRA in Saut d'Eau that contributed baseline data on the education sector of its Multi-Sectoral Rural Development Programme. The purpose of the EGRA was to identify baseline data on the literacy skills of children disaggregated by sex and grade against which change could be measured. The robust baseline data contributed to informing and adapting the programme design and was presented as evidence advocating improved education policies and school management. The baseline survey was conducted in 12 schools supported by the programme in 2012 and scaled up to 30 schools in 2013.¹⁰⁹

FHI 360 led the USAID-funded Let's Learn to Read and Write (Ann ALE) project in Haiti, applying the lessons learned from the ToTAL project and working with MENFP to achieve better literacy for 68,600 urban and rural children in grades 1 to 4.¹¹⁰ The Ann ALE team helped the Ministry to engage a wide range of public and non-public stakeholders to directly improve results in Haitian Creole and French.

The *Haïti Gagne, Lire, Ecrire et Réussir* (Haiti Wins: Read, Write and Succeed) project, funded by UNICEF and implemented by CARE and MENFP in the Nord and Sud-Est Departments has two main goals:

- Equip 53 public schools in selected municipalities in Nord and Sud-Est to facilitate the learning and success of girls and boys in Foundation years 1 to 4.
- Develop families and communities' capacity to support their children in learning to read and write in a non-violent environment. These results should enable the project to achieve its goal: 'In 2021, girls and boys in rural areas acquire the basic skills required in an inclusive and quality education system'.

Between May and June 2017 an EGRA was carried out within the framework of this project with 1337 students (49% boys and 51% girls) chosen at random, including 649 students at 19 schools in Nord Department and 688 at 20 schools in Sud-Est. A survey of teachers with a classroom observation guide (Stallings Classroom Snapshot Observation System) and a questionnaire to interview teachers. A survey at the level of the schools visited with an observation guide for the infrastructural state of the school and an interview guide for the principal. - A survey of inspectors through an interview guide.

¹⁰⁷ <https://www.rti.org/home>

¹⁰⁸ For detailed information on the project, see *Tout Timoun Ap Li – ToTAL (All Children Reading), Final Report, Revised, 2 August 2012) 5 December 2014*, RTI International.

¹⁰⁹ Early Grade Reading Assessment (EGRA), Saut d'Eau – Haiti, Concern Worldwide, May 2013.

¹¹⁰ <https://www.fhi360.org/about-us>

Following the successful implementation of a reading curriculum in 47 Catholic schools in two regions of Haiti, with strong performance on a randomized control trial evaluation, the partners supporting Haitian Catholic education launched Read Haiti, a campaign to improve reading and writing outcomes for Haitian children. Initially this involved scaling promising early grade reading and writing interventions in at least 1,000 Haitian schools over five years (October 2016 to September 2020) while continuously refining and strengthening the methods of implementation and program design. With USAID support, and led by the Alliance for Catholic Education (ACE) in partnership with the Pulte Institute and the Kellogg Foundation and other partners, 111 Read Haiti aimed to improve writing and reading skills (phonemic awareness, fluency, and comprehension) in Creole and French by end of third grade in 150 schools (120 Catholic schools and 30 public schools) in the South and Grand-Anse Departments of Haiti over four years; increase access to quality educator training approaches and tools for public and private stakeholders; and strengthen the MENFP to support quality literacy programming in Haiti.

WFP and CRS propose to work with public schools based on the results of current programming and research in September 2018 by IEA Researching Education, Improving Learning; the IDB; MENFP and Haiti's Department of Education (IFHOSED) that analyzed the factors influencing the learning and skills of 4th grade students at 526 public and non-public schools across Haiti. The study found that public school students did not do as well as those attending non-public schools in Mathematics, French and Creole, and that teachers of 1st and 2nd grade had lower academic levels than those teaching higher grades. CRS is currently implementing a literacy program, *Haiti Lit* (Haiti Reads), in collaboration with a local partner in Haiti's Nord, Artibonite, Plateau Central, Sud and Grand-Anse Departments.

111 University of Notre Dame, CRS, Episcopal Commission for Catholic Education, UniQ, Blue Butterfly.

Annex 28. Documents reviewed

Title
01. WFP
Terms of Reference for Baseline and Endline Evaluation of WFP'S USDA McGovern - Dole International Food for Education and Child Nutrition Programme's Support in Haiti, Sept.2020 to Sept.2023
Technical Proposal Submission
HT Evaluation Plan 04.11.2019
SPR et ACR
Assistance to the National School Feeding Programme in Haiti, Standard Project Report 2017
Haiti Annual Country Report 2018, Country Strategic Plan 2018 - 2019
Haiti Annual Country Report 2019, Country Strategic Plan 2019 - 2023
DEV 200150
Executive Board Second Regular Session Rome, 14–17 November 2011, PROJECTS FOR EXECUTIVE BOARD APPROVAL, DEVELOPMENT PROJECTS—HAITI 200150
EVALUATION D'OPERATION Haïti DEV 200150 «Projet d'appui au programme national de cantines scolaires» Rapport d'Évaluation Finale, Decembre 2014
OPERATION EVALUATION Haiti, Development Project, 20015, Support for the National School Meals Programme: An evaluation of WFP's Operation (2012-2014) Management Response, January 2015
Decentralized Evaluation, Final evaluation of WFP Haiti's Food for Education and Child Nutrition Programme (2016-2019) Final Evaluation Report, October 2019
Management Response from WFP Haiti Country Office to the recommendations of the decentralized evaluation of WFP Haiti's Food for Education and Child Nutrition Programme in Haiti from 2016 to 2019
CSP 2019-23
Executive Board Annual session Rome, 10–14 June 2019, Haiti country strategic plan (2019–2023)
HAITI RESOURCE SITUATION 6/22/20
COUNTRY STRATEGIC PLAN REVISION, Haiti country strategic plan, revision 1, November 2019
COUNTRY STRATEGIC PLAN REVISION, Haiti country strategic plan, revision 2, November 2019
MGD ACTIVITIES
Programme Cantine Scolaires-Liste d'ecole provisoire 2020-2021
PLAN OF OPERATION McGOVERN-DOLE PROGRAM FY 2019
Haiti - WFP Agreement FFE-521-2019-012-00 A 11-22-2019
Annual Work Plan (2020) McGovern-Dole International Food for Education and Nutrition Program Food Assistance Division, Office of Capacity Building and Development
MGD Haiti FY19 Indicators Approved
MGD_ HT_PMP_WFP-Haiti VF
AGREEMENT BETWEEN THE WORLD FOOD PROGRAMME AND CATHOLIC RELIEF SERVICES - UNITED STATES CONFERENCE OF CATHOLIC BISHOPS
ALL SCHOOLS RECEIVING SF 2020-2021 - provisional list
Formulaire membres du comite de gestion (PDF)
Formulaire membres du comite de gestion (Word)
Formulaire de Constitution du Comité de Supervision de la Cantine (CSC) (PDF)
Formulaire de Constitution du Comité de Supervision de la Cantine (CSC) (Word)
POLICIES
WFP Gender Policy 2015–2020

How School Meals Contribute to the Sustainable Development Goals. A Collection of Evidence
WFP Executive Board First Regular Session, Rome, 13–15 February 2012, WFP NUTRITION POLICY
Plan stratégique du Programme alimentaire mondial pour 2017-2021
Executive Board Annual Session Rome, 4–8 June 2012, UPDATE OF WFP'S SAFETY NETS POLICY
REVISED School Feeding Policy November 2013 Promoting innovation to achieve national ownership, November 2013
WFP Strategic Plan (2017-2021), July 2017
ABOUT GENDER
ME Plan for SBCC Strategies_V2_200710
Gender Analysis WFP Haiti – School Feeding Program
POLITIQUE D'ÉGALITÉ FEMMES HOMMES 2014-2034
RAPPORT D'ATELIERS : PARTAGE ET RESTITUTION DES RESULTATS PRELIMINAIRES DE L'ETUDE GENRE ET PROGRAMME CANTINE SCOLAIRE, DECEMBRE 2019
MANUEL POUR CLUBS DES JEUNES
MANUEL POUR CLUBS DES PARENTS, Septembre 2019
ABOUT SOCIAL BEHAVIOURAL CHANGE
ETUDE SBCC NUTRITION DANS LES ECOLES DU PROGRAMME DES CANTINES SCOLAIRES
Transformative School Feeding Programme in Haiti, Social and Behavioural Change Strategy to advance gender equality and nutrition (2019-2023)
02. GOVERNMENT
GENERAL POLICIES
RELATED TO AGRICULTURE
Politique de développement agricole 2010-2025
RELATED TO EDUCATION
Politique et strategie nationale alimentation scolaire (PSNAS), Janvier 2016
RELATED TO GENDER
Politique d'égalite femmes hommes 2014-2034
Politique publique en matière d'éducation en Haïti et phénomènes de violence en milieu scolaire, 2014
RELATED TO NUTRITION
03. OTHER ACTORS
Enquête Mortalité, Morbidité et Utilisation des Services (EMMUS-VI)
01. OTHER UN AGENCIES
UNICEF
Analyse sectorielle détaillée PDEF 2018-2028 Haïti Cambridge Education 19 Avril 2019
WORLD BANK
The World Bank - Implementation Status & Results Report
02. OTHER NGOS
CONCERN WORLDWIDE
Early Grade Reading Assessment (EGRA) Saut d'Eau – Haiti, May 2013
03. OTHERS
Politique publique en matière d'éducation en Haïti et phénomènes de violence en milieu scolaire, 24 Jun 2015
04. MGD DOCUMENTS

Food Assistance Indicators and Definitions, February 2019
Fiscal Year (FY) 2017 Food Assistance Proposal Guidance and Notice of Funding Opportunity McGovern Dole International Food for Education and Child Nutrition Program, Oct. 2016
Haiti - WFP Agreement FFE-521-2019-012-00 A 11-22-2019
Food for Progress and McGovern-Dole Indicators and Definitions, August 2016
McGovern–Dole International Food for Education and Child Nutrition Program, A Learning Agenda, February 18, 2016
MCGOVERN-DOLE STANDARD INDICATOR DEFINITIONS, 2019
MCGOVERN-DOLE STANDARD INDICATORS SUMMARY (Excel), 2019
MCGOVERN-DOLE STANDARD INDICATORS SUMMARY (PDF), 2019
Monitoring and evaluation policy, May 2013
Manual for the use of Results Frameworks and Indicators
USAID, The Early Grade Reading Assessment (EGRA) in Haiti
HaitiFY19_D_Indicators_Approved
FACT SHEETS
USAID, Haiti complex emergency, March 2020

List of Acronyms

AMURT	Ananda Marga Universal Relief Team
BND	Bureau de nutrition et de développement
CO	Country Office
CRS	Catholic Relief Services
CSP	Country Strategic Plan
DAC	Development Assistance Committee
DHS	Demographic and Health Survey
EGRA	Early Grade Reading Assessment
ET	Evaluation team
FAS	Foreign Agricultural Service
GEWE	Gender equality and women's the empowerment
HGSF	Home-Grown School Feeding
IHDI	Inequality-Adjusted Human Development Index
MLNA	Map Li Nèt Ale
MAST	Ministry of Social Affairs and Labour - <i>Ministère des Affaires sociales et du Travail</i>
MoA	Ministry of Agriculture - <i>Ministère de l'Agriculture, des Ressources Naturelles & du Développement Rural- MARNDR</i>
MoE	Ministry of Education - <i>Ministère de l'Éducation nationale et de la Formation professionnelle - MENFP</i>
MPHP	Ministry of Public Health and Population- <i>Ministère de la Santé publique et de la Population - MSPP</i>
M&E	Monitoring and evaluation
MWSWR	Ministry of Women's Status and Women's Rights - <i>Ministère de la Condition féminine et du Droit des femmes - MCFDF</i>
NGO	Non-governmental organisation
NSCP	National School Canteens Programme
NSFPS	National School Feeding Policy and Strategy - <i>Politique et stratégie nationales d'alimentation scolaire - PSNAS</i>
OCHA	United Nations' Office for the Coordination of Humanitarian Affairs
OECD	Organisation for Economic Cooperation and Development
OEV	Office of Evaluation
PMP	Performance Monitoring Plan
RF	Results framework
SBCC	Social and behaviour change communication
SCMC	School Canteen Management Committee
SCSC	School Canteen Supervision Committee
SFP	School Feeding Programme
SO	Strategic objective
SOP	Standard operating procedure
ToR	Terms of Reference
USDA	United States Department of Agriculture
WASH	Water, sanitation and hygiene
WFP	World Food Programme
WHO	World Health Organisation

[Name of commissioning Office]

[Link to the website]

