Research for change in Colombia and Haiti:

Why we need socio-behavioural evidence for transformative school-based programming

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WFP
World Food Programme

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Acknowledgements

Executive Summary

In Latin America and the Caribbean, social protection programmes, including school-based programmes, represent a powerful entry point for transformative programming. Across the region, national school feeding programmes reach 85 million people. Formative research has been essential in informing these programmes. Research has provided a strong evidence base to improve the design and roll-out of programmes, making them more relevant and accessible to communities and therefore more effective.

Formative research helps us to better understand the interests, attributes and needs of different population groups and community members. It facilitates two-way communication with communities, enabling a deeper understanding of the context in which a programme will operate and ensuring that communities are engaged from the beginning in the co-design of programme elements. Formative research should be an essential component of programme design and can be conducted rapidly and at low cost.

This paper presents two examples of formative research conducted to inform the design and development of WFP's school-based programmes in **Colombia** and **Haiti**. The Colombia example demonstrates how a school feeding programme can use formative research to look for ways to address additional or emerging issues, such as preventing discrimination. Now, the programme is able not only to promote nutritious meals for children but also to create a safe environment and positively contribute to breaking stereotypes and promoting inclusion at both school and community levels. The Haiti example highlights the importance of identifying social norms and gender-related inequalities prior to the design of a project. For example, learning that girls were served meals after boys at home facilitated the design of appropriate interventions such as the provision of take-home rations.

This paper summarises how evidence was gathered in both Colombia and Haiti, the ways in which evidence was used to inform programming, and how this process has the potential to lead to positive transformation in the longer term.

1. Formative research provides evidence

2. Evidence improves programming

3. Better programming leads to transformative action

1. Formative research provides evidence

Formative research is the process of gathering data and generating evidence to better understand the specific characteristics of a community and its context that are relevant to the programme being designed.

— WFP Colombia conducted formative research to inform its school-based programming, allowing schools to act as a platform for inclusion. The study focused on school feeding, nutrition, discrimination and xenophobia in schools that experienced a range of challenges due to high rates of migration from Venezuela. Through this research, WFP aimed to better understand the needs of children and their communities by using two-way communication to identify barriers and enablers to behavioural change. The research provided an evidence base for the participatory development of a Social and Behaviour Change Communication (SBCC) strategy that promoted inclusivity and equality.

— WFP Haiti conducted two formative studies to inform its school-based programming. One focused on gender (2019) and the other on nutrition and hygiene (2019-2021). This research helped identify gender-related behaviours and social norms that resulted in girls and boys being fed differently, thereby increasing inequalities. As a result, WFP aimed to better understand what children, their families and communities think, know and do, to design a people-centred programme with a behavioural change approach.

2. Evidence improves programming

When done well, formative research provides or strengthens an evidence base to inform the design, implementation, adaptation, monitoring and evaluation of a programme. The insights provided by formative research can be used to adjust programmes to make sure they are relevant, responsive and effective. It is crucial that the context and the resulting drivers and barriers to positive action be fully understood so that programming can be tailored to the needs of communities and the intended beneficiaries.

3. Better programming leads to transformative action

School feeding programmes are an example of potentially transformative platforms. They keep children in school and give them the nutrients and energy they need to learn, but they do far more than this. They are a powerful social protection platform to protect school children and their families, enhance local economies, improve the outlook for girls and women, and support peacebuilding and community resilience.

The examples of Colombia and Haiti showcase different approaches to conducting and using formative research and provide key learning for the Latin America and Caribbean region and beyond in terms of harnessing formative research to strengthen programme effectiveness and quality. In both countries, the formative research process shed light on local needs and challenges that go beyond school feeding, such as exclusion, gender inequality and violence. It is clear that the school feeding platform can be a valuable springboard to address other influential issues through transformative programming.

The added value of formative research

◉ Formative research findings can be used to make programmes more relevant to their intended beneficiaries. This makes programmes more effective and sustainable.

◉ Through formative research, barriers and opportunities for programme implementation can be identified.

◉ Through participatory activities, formative research improves engagement and communication with communities and builds community ownership of programmes.

◉ Formative research makes it possible to identify community needs beyond those already being addressed by programming.

◉ Through the research process itself, programmes can become more transparent and accountable.

◉ Formative research can enable programmes to have a wider reach and be more interconnected.

◉ The findings can be used to tailor standard operating procedures to local contexts.

◉ The data can be used to design Social and Behaviour Change Communication (SBCC) strategies aimed at transforming behaviours and social norms for positive change.

◉ Findings can be used to develop indicators to measure programme impact and positive social change.

◉ The process and the findings can be used to build and strengthen alliances with current or potential partners and donors, and to improve visibility of the organisation.

◉ Data from formative research can be a catalyst for effective public policy.

To complement this paper, a methods paper and two country fact sheets have been developed. *'Formative research: how do we do it?'* is a summary of key considerations related to commissioning, developing, and using formative research for more effective programmes. It provides step-by-step guidance for the practical application of formative research methodology in the development context. It is based on good practices and draws on specific learning from the formative research conducted by WFP to support transformative school-based programming in Colombia and Haiti. The fact sheets provide a brief overview of the formative research conducted and how the data was used in the two countries.

Contents

Abbreviations

COVID-19   Coronavirus Disease 2019
SBCC   Social and Behaviour Change Communication
UNICEF   United Nations Children's Fund
USAID   United States Agency for International Development
WFP   World Food Programme

An introduction by WFP

Formative research for transformative action

◎ **What is formative research?**

For WFP, formative research is the process of gathering data and generating evidence to better understand the specific context of the areas we work in and the characteristics and particularities of the communities we work with.

◎ **Why do formative research?**

Formative research leads to more relevant and effective programmes. It is an essential component of programme design that can be done rapidly and at low cost. Formative research presents us with evidence for transformative action.

◎ **Here is why formative research is a must:**

1 Formative research provides evidence

2 Evidence improves programming

3 Better programming leads to transformative action

① Formative research provides evidence

Formative research is a way for us to learn about the local context and local communities we are working with. If we don't understand the context, our programmes can fail. Formative research gives us the knowledge we need to make programmes work.

Without a comprehensive understanding of communities and their needs and capacities, programmes and policies cannot have a truly people-centred approach. Formative research allows us to engage directly with communities and hear from them about what changes need to be made to improve their lives, why those changes might be hard to make, and what we can do to help make those changes.

This type of research does not have to be time-consuming or costly. The methods we use can be rapid and targeted but still rigorous and produce solid results. For further information on the key considerations for formative research, see the complementary report *'Formative research: how do we do it?'*

> *"Barriers and behaviours will affect the whole programme if they are not addressed."*
>
> Social Behaviour Change Specialist, WFP Headquarters

② Evidence improves programming

Using the evidence generated from formative research, we can tailor our programmes to the needs and lived realities of communities and intended beneficiaries. The insights provided by formative research help us understand how to adjust our programmes to make sure they are relevant and effective. Only by understanding the barriers can we start to address them and build our programmes around what really works.

Formative research can also help us unlock the hidden potential of large-scale multipurpose programmes, to go beyond traditional objectives and really take advantage of these platforms for multiple approaches. A small amount of time and money spent on formative research can save resources that might otherwise be wasted on ineffective and irrelevant programming.

- ◉ Formative research can provide insights that help us design effective Social and Behaviour Change Communication (SBCC) strategies.

- ◉ SBCC is an interactive process of understanding, dialogue and co-creation with communities in order to develop strategies focused on local solutions that influence knowledge, attitudes, practices and social norms to promote positive social and behaviour change and transform people's lives.

> *"At the end of the day, if a programme is not specifically adapted to needs, we may not achieve what we're intending to, and we might do more harm than good."*
>
> Gender, Protection and School Feeding Advisor, WFP Haiti Country Office

School feeding programmes are an example of potentially transformative platforms. They keep children in school and give them the nutrients and energy they need to learn, but they do far more than this. They are a powerful social protection platform to protect school children and their families, enhance local economies, improve the outlook for girls and women, and support peacebuilding and community resilience.

Through the formative research process, we can learn about local needs and challenges that go beyond school feeding and nutrition, such as

inclusion, gender inequality and violence. We can then use the school feeding platform to be an effective springboard for cross-sectoral programmes to address these issues.

> Transformative programming creates long-lasting positive change that reaches far beyond the programme itself to shape the future of a nation.

School feeding programmes in Latin America and the Caribbean

Schools and school-based programmes can contribute to transforming the lives of children and adolescents. They can also increase the ongoing benefits realised by future generations. Increasingly, schools have become a key entry point to address schoolchildren's and adolescents' needs and to help transform and improve their lives.[1] School feeding and other school-based interventions can help reduce economic and social inequalities and contribute to health, nutrition, and education objectives. This is especially true when they work in unison and focus on the most vulnerable sectors of the population.

School feeding programmes have extensive coverage, presence, and logistical capabilities. This makes them an excellent platform for (a) linking to and promoting other initiatives aimed at social transformation, and (b) spreading the benefits of these programmes beyond school to the household and to the community at large.

In recent years, such programming has promoted social inclusion, gender equality, health, nutrition, and social behaviour change, as well as responding to communities' needs during emergencies. These are just a selection

of the benefits realised from school feeding programmes.

Many countries have made significant progress in providing access to education. Yet, 'putting children in school' is not enough if we want them to fulfil their potential. Children can only learn effectively in school if their health and nutrition are good, if they have access to clean water and good sanitation, if they are free from diseases and conditions such as anaemia. It is now widely recognised that healthy children learn more effectively, but whilst low-income countries have invested heavily in education (about USD 210 billion per year), comparatively little has been invested in child health and nutrition (USD 3.4 to 5.5 million).[2]

In the Latin America and the Caribbean region, recent data indicate that more than 50% of the resources dedicated to school feeding are directed towards children from the lowest two economic quintiles of society. This figure climbs to 60-70% in Chile, Panamá, Peru, and the Dominican Republic.[3] The magnitude of this investment underscores the key role that school-based programmes can play in leaving no one behind.

Across the region, school feeding programmes reach over 85 million schoolchildren. If we consider schools to be places of transformative action, then school-based programmes provide a valuable opportunity to overcome key barriers to changing the lives of millions of people. Still, the potential of these initiatives needs to be maximised. This is why WFP has put the promotion of transformative school-based approaches at the centre of its Regional Strategy for Latin America and the Caribbean, including social behavioural change strategies. The Regional Strategy aims to engage communities with home-grown modalities and advance nutrition, gender and inclusion, with schools and schoolchildren front and centre.

The effect of COVID-19 on school feeding programmes

The COVID-19 pandemic quickly led to socio-economic crisis, the scale of which has rarely been seen in Latin America and the Caribbean. In this context, the massive suspension of face-to-face education during 2020 and 2021 put at risk one of the fundamental mechanisms of social protection systems: school feeding programmes. As mentioned above, these programmes routinely assist over 85 million children in our region, and it is estimated that almost all of these children stopped receiving school feeding during the first days of health restrictions - sometimes even for weeks or months - until the programmes managed to convert to other modalities.[3,4]

By early April 2020, virtually all countries in the region had closed their schools and suspended the routine provision of school feeding programmes. Although there are still no studies to gauge the full consequences of this, the negative effects on food and nutrition security and on education are a given. And the effects will be greatest for the most vulnerable populations.[5,6] Even when the transition from face-to-face education to distance learning made it possible to maintain a connection, the link was weaker for children with fewer resources and less access to the learning platforms used (virtual, television or radio classes).[7,8]

This report

This paper presents recent experiences from Colombia and Haiti, where formative research was conducted to inform the design and development of WFP's school-based programmes. It demonstrates how evidence was gathered in each case, how it was used to inform programming, and the potential it has to lead to positive transformation in the longer term.

> *"The process [of doing formative research] was so rich in terms of doing something that we don't usually do in our school feeding programmes, which is to listen to the kids when we plan the activities, when we plan the programme."*
>
> Regional Gender Advisor, WFP Regional Bureau for Latin America and the Caribbean

The added value of formative research

◉ Formative research findings can be used to make programmes more relevant to their intended beneficiaries. This makes programmes more effective and sustainable.

◉ Through formative research, barriers and opportunities for programme implementation can be identified.

◉ Through participatory activities, formative research improves engagement and communication with communities and builds community ownership of programmes.

◉ Formative research makes it possible to identify community needs beyond those already being addressed by programming.

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◉ Formative research can enable programmes to have a wider reach and be more interconnected.

◉ The findings can be used to tailor standard operating procedures to local contexts.

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◉ Data from formative research can be a catalyst for effective public policy.

The case of Colombia: formative research for inclusive programming

Colombia has been a recipient and country of transit in the Venezuelan migration crisis. This has heightened certain discriminatory and xenophobic behaviours among Colombian and Venezuelan populations, including children. In this context, children considered to be living in vulnerable conditions are eligible for school meals. Formative research revealed that this caused people to think of children who were receiving school meals as being poor and needy -- to the point that some students refused to accept meals, even though they needed them. This finding highlighted various forms of stigmatisation and exclusion. Some may be less visible than others, but they can still affect the success of programming. As a result, the SBCC strategy incorporated into the school feeding programme included specific actions to promote inclusion among Colombian and Venezuelan children and to avoid all kinds of discrimination and xenophobia in the school environment.

① Formative research provides evidence

Formative research: providing the foundation for positive change related to nutrition, inclusion and social protection

The school feeding programme in Colombia provides meals to children and adolescents throughout the national territory. Its key objectives are to promote enrollment and to make it easier for children to stay in school. The programme promotes healthy lifestyles and improves children's ability to learn. At the same time, the school feeding programme uses the school as a space to promote social protection and integration.

WFP supports the Colombian government with the implementation of the school feeding programme in La Guajira, Cúcuta, Riohacha and Santa Marta. The programme was initially designed to include only Colombian students. However, the ongoing emergency situation in neighbouring Venezuela led to a large number

- ◉ Formative research done through Colombia's school feeding programme provided the evidence base for the participatory development of a Social and Behaviour Change Communication strategy that promoted inclusivity and equality.

- ◉ The study used both qualitative and quantitative methods, including surveys, focus group discussions and interviews.

- ◉ Creative activities and dialogue with community stakeholders were used to foster mutual understanding and co-create the strategy, which focused on local solutions to promote positive change in knowledge, attitudes and practices.

of migrants crossing into Colombia in recent years; this put the education system under great pressure. School registrations increased by 500% in one year, and by the end of 2019 more than 200,000 Venezuelan children and adolescents were registered in Colombian schools.[9] This meant the national school feeding operation had to adapt, and in 2019 the programme was expanded to include the Venezuelan migrant population.

WFP identified integration challenges and xenophobia as potential barriers to the school feeding programme's efforts. WFP believed the school feeding programme could be a platform for more sustainable change and wanted to identify enablers and barriers to social cohesion. They decided to create an SBCC strategy as a starting point. WFP's operational approach, which had originally focused on food and food security, now had to shift to incorporate the objective of preventing discrimination and building social cohesion between migrants and host communities. An additional challenge for WFP was understanding the value of SBCC as a new resource to reach this objective and improve programme quality.

Several steps were taken to help identify opportunities for transformative change in this context. First, WFP Colombia Country Office contracted a national public university, Universidad del Atlántico, to undertake a formative study. The study collected baseline data related to nutrition, school feeding, discrimination, violence and xenophobia in selected schools. Second, WFP contracted a national creative communication agency, San Francisco. Their job was to build on the findings of the formative research through in-depth qualitative research and to work with local communities to jointly create the final SBCC strategy. The schools included in the study were in Riohacha, Cúcuta, Barranquilla and Santa Marta, four northern cities that have historically been affected by migration dynamics. The following graphic shows the different stages of the project.[10]

Graphic 1: Implementation
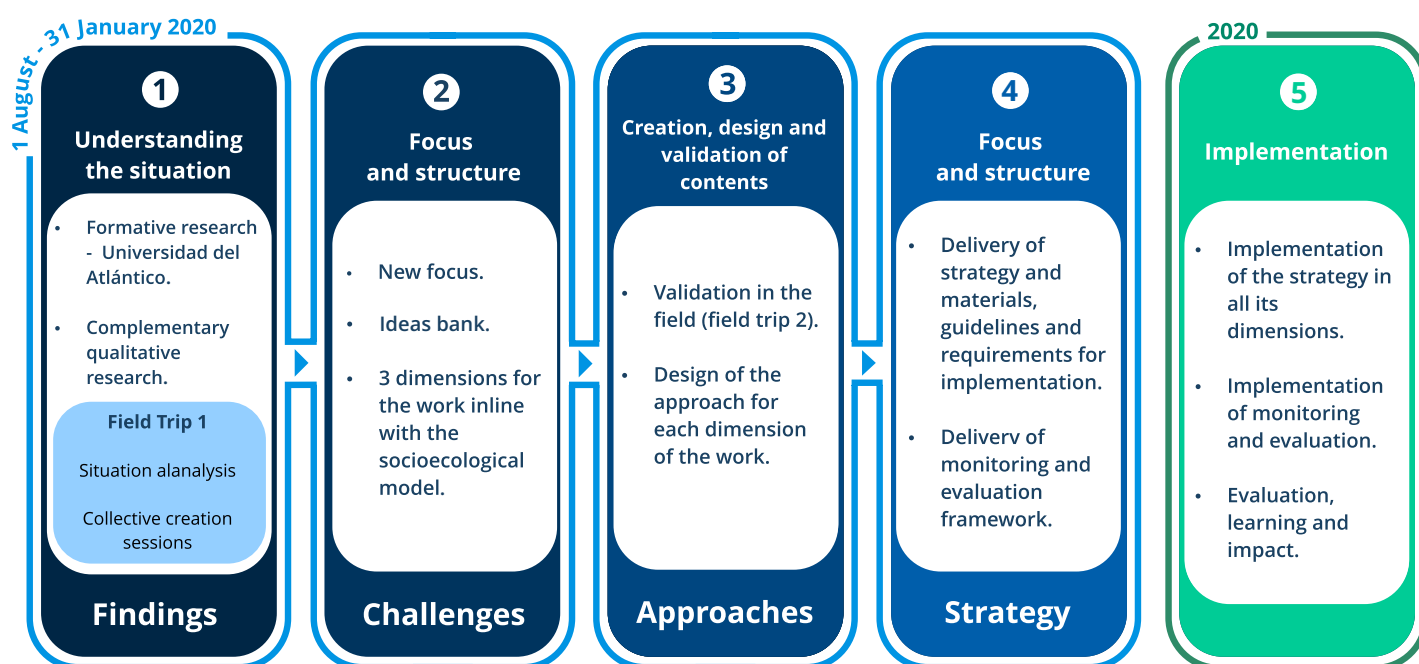
The research process: methods, challenges and lessons learnt

The formative research used both qualitative and quantitative methods and aimed to *"improve the understanding of the needs of the target populations and identify barriers and enablers for behavior change, as well as identify the key social actors"*.[11] The data collection methods included surveys, semi-structured interviews with key informants, focus group discussions, informal conversations, participatory observation and documentation of the research sites, action research and field journals. Surveys included questions about nutrition, school feeding, discrimination, xenophobia and integration and were carefully designed by WFP's school feeding, gender, protection, SBCC and monitoring and evaluation specialists. The qualitative methods were flexible and tailored to specific research populations, with appropriate activities for those in rural and urban areas and from different ethnicities. Participants included Colombian and Venezuelan school children (boys and girls aged 6 to 17), parents and caregivers, school principals, teachers, cooks and other relevant school staff and community leaders.

Researchers faced a number of challenges during the study. Teachers, students and other groups were sometimes unavailable due to national strikes or competing priorities. The research team worked hard to make it as easy as possible for people to participate. For example, busy community leaders were interviewed in the market whilst doing their shopping, as this was most convenient for them. The research team understood how important it was to adapt to the needs of participants and engage closely with communities. Many of the challenges faced during the research conducted by the university were taken as lessons learnt and were overcome during the qualitative research done by the creative agency.

WFP Country Office took several factors into account when selecting partners for the research phases. The Universidad del Atlantico was selected for a number of reasons: it had a pre-existing agreement with WFP; it has a department of sociology and social work; it is a national institution that is well known and trusted; and its researchers shared the same culture and customs as the participants. The

Data collection activities and sample size

- ◉ **Quantitative data (458 surveys and participants):**
  — 179 Venezuelan students (87 girls and 92 boys)
  — 181 Colombian students (93 girls and 88 boys)
  — 49 Colombian parents (21 fathers and 28 mothers)
  — 49 Venezuelan parents (18 fathers and 31 mothers)

- ◉ **Qualitative data (81 activities, 183 participants):**
  — 67 interviews with key stakeholders
  — 14 focus groups with 116 participants

fact that the university was local and trusted made it easier to collect data in areas affected by years of armed conflict. In this context, it was important that participants felt safe to share information on sensitive topics without fearing negative repercussions. University students were trained as research assistants and WFP's gender and protection team provided them with specific training on gender, conflict and other sensitive issues.

The creative agency was chosen for the second phase of the research after several selection rounds. They were hired due to their previous experience with communication for development strategies and their creative and people-centred approach. Another important asset of the agency was their diverse team, which included creative people, communication experts, a social psychologist and monitoring and evaluation experts with backgrounds in behavioural economics.

Supervision and guidance from WFP Country Office's interdisciplinary team was key in all phases of the research and strategy creation from developing the question banks, to going into the field, translating findings and checking outputs.
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Creation of the SBCC strategy: formative research as the launchpad for co-creation

"The whole strategy was created for and with the communities."

School Feeding Programme Officer, WFP Colombia Country Office
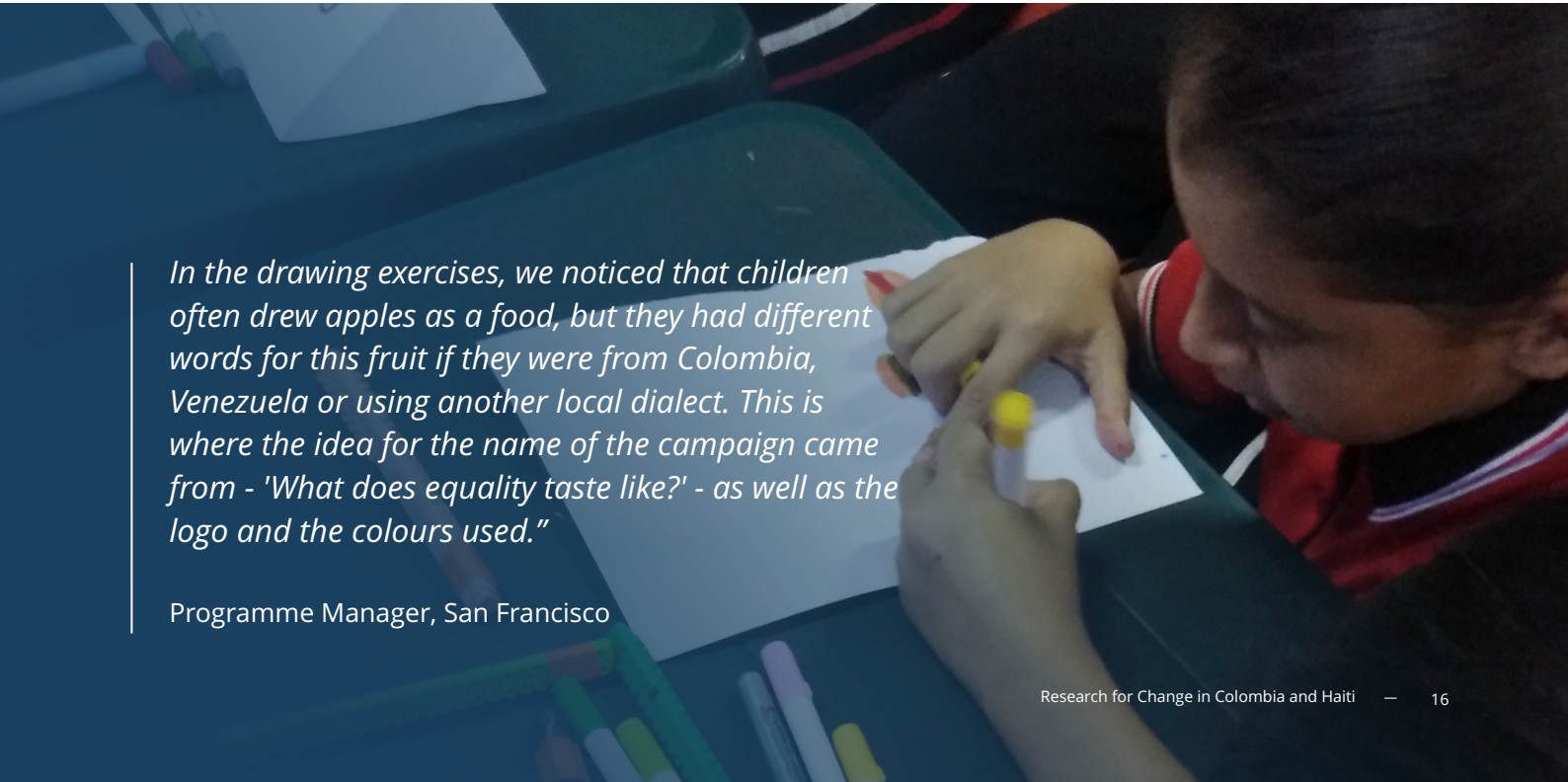
Using the findings from the initial formative research as a starting point, the creative agency worked with communities to develop a strategy focused on local solutions to promote positive change in knowledge, attitudes and practices. WFP Country Office staff played an important role in linking the outcomes of the study to the specific objectives of the strategy, highlighting key areas of intervention.

The agency used a range of in-depth qualitative methods and held 'collective creation' sessions with students, teachers and other key actors. Discussions, drawings, music exercises and role play were used with younger children to help them express their preferences and ideas about food and integration. Writing exercises were used with older children. These innovative methods captured lived experiences in ways that were participatory and not intimidating. They also allowed the agency research team to observe local realities and better understand students' perceptions of the school feeding programme. The original drawings, songs and ideas created during these sessions provided important insights when it came to developing the strategy.

"I felt heard. One of the things that I liked the most was that the ideas came from us."

School student during a session co-creation and verifying research results session

In the drawing exercises, we noticed that children often drew apples as a food, but they had different words for this fruit if they were from Colombia, Venezuela or using another local dialect. This is where the idea for the name of the campaign came from - 'What does equality taste like?' - as well as the logo and the colours used."

Programme Manager, San Francisco

Originally, the strategy was meant to prevent xenophobia, violence and discrimination in schools. However, the research revealed that students did not fully understand the meaning of 'xenophobia'. This prompted a shift in the strategy's objectives to focus on positive behavioural change around inclusion and equality. The Country Office provided guidance in connecting the dots and translating research findings into specific SBCC strategic objectives. They also offered quality assurance and ensured that the programme was grounded in the broader regional and global strategies and objectives.

The strategy incorporated original ideas and materials created by the participants during the co-creation sessions. This ensured the strategy was rooted in the specific needs of the participants and also built a strong sense of ownership. When the final strategy was presented to the participants, they expressed pride and happiness at seeing their input transformed into actions and products embedded in the strategy. The participants' close involvement in building the strategy may increase the chance it is sustained after current funding ends.

The final strategy, *¿A qué sabe la Igualdad?* (What does equality taste like?), aimed to strengthen the school feeding programme as a platform for inclusion and equality in schools.

> *"The aim was to create a communication strategy for social and behaviour change that promotes equality in the school environment, strengthening the space and experience of school feeding as a nurturing environment for inclusion to prevent all kinds of discrimination."*
>
> WFP Colombia Country Office and San Francisco 2020

③ Better programming leads to transformative action

Strategy implementation and monitoring: a community-owned resource

"The impact is much stronger because they [school children] had real participation in the process of building the strategy."

SBCC Advisor, WFP Colombia Country Office

The SBCC strategy was designed with reference to three specific objectives: 1) to increase positive attitudes towards minority groups in the school environment; 2) to increase families' knowledge about their right to participate in processes related to the school feeding programme; and 3) to increase caregivers' awareness about their co-responsibility for the nutrition of the children who benefit from the programme.[10]

With these objectives in mind, the strategy's activities and tools were designed around several elements that were highlighted in the co-creation sessions. These were pedagogy (tools for students, parents and teachers), communication (mass campaign through diverse channels and a helpline), mobilisation (tools for inclusion of the school community), and advocacy (suggested actions to increase visibility of the strategy among various

stakeholders). The following tools were illustrative:

— *'Diccionario de la igualdad'* (Dictionary of equality): a pedagogical tool that allows students to use debating sessions to identify differences and similarities between Colombian and Venezuelan expressions. The tool can be expanded to include indigenous languages (e.g. Wayuunaiki and Damana) where appropriate.

— *'Olla de oro'* (Golden pot): a mobilisation activity in which the school cooks lead teams of different school community members in a cooking contest. This activity promotes transmission of ancestral knowledge, strengthening of livelihood skills, and integration within the school community. During the co-creation sessions, cooks emerged as key actors in terms of fostering inclusion and integration during mealtimes. Enhancing cooks' role and visibility within the school feeding programmes was identified as a way to positively change the dynamics of school canteens.

— *'Calendario'* (Calendar): a tool for daily use at home to connect parents and caregivers with the efforts at school to raise awareness about equality. It also provides information about nutrition and promotes participation in the school feeding programme (particularly for the migrant population). Research findings demonstrated that while school was seen to be a safe space, discrimination happened at home. This underlined the need to engage with caregivers.

The COVID-19 pandemic led to school closures throughout Colombia, and when the country entered lockdown, the school feeding programme shifted from in-school feeding to take-home rations. This presented additional challenges for the WFP Country Office at different stages of the strategy creation and development process. Administrative processes had to be adjusted to the new reality. The SBCC strategy activities, which had been designed to be implemented in schools, were adapted in response to the pandemic. This created huge logistical challenges in terms of coordination of teams, as well as in maintaining quality and transparency (e.g., in areas of school feeding, communications and supply chain).

The activities also had to be adapted to the different schooling modalities adopted in each territory. In some places, learning became entirely online. Others adopted a hybrid learning approach. And some switched to online then returned to face-to-face learning in a phased approach. This was a challenge for both WFP school feeding SBCC teams and the implementing partner.

WFP's monitoring and evaluation team was engaged to develop a series of indicators based on the strategy's objectives and to generate a baseline measurement (see Table 1 on the following page). It was a challenge, however, to make routine monitoring and evaluation sensitive to the participatory nature of the strategy development. Some specific challenges encountered during the ongoing monitoring and evaluation process related to families' lack of access to internet or technology. Some families, both Colombian and Venezuelan, originally included in the baseline moved to other areas for financial reasons, so teachers, children and families participating in the strategy's online activities were not necessarily those who had been included in the baseline. To overcome this, the decision was made to include newly-arriving students and teachers in the baseline by providing them with materials corresponding to the measurement activities. Letters were delivered to the principal of each school emphasising the need to prioritise them to reach a representative baseline. At the time of writing, results based on the indicators were not yet available.

Table 1: Indicators and outcomes based on SBCC strategy objectives

Indicator	Outcome
Change in discriminatory, xenophobic and violent perceptions with regard to migrants	Attitudes towards vulnerable groups
Number/percentage of people sensitised through events	Awareness of rights regarding participation in school feeding programme
Number of people sensitised through events	Recognition of the shared responsibility of families with the food/nutrition of children (families in school feeding programme)

Beyond what is being captured and reported as part of the programme's ongoing monitoring and evaluation, it is clear that the process of designing the SBCC strategy itself led to positive impact. Through the 'collective creation' sessions, participants knew their voices and priorities were being heard, and vulnerable community members had the opportunity to engage through joyful moments of play, music, dancing, discussion and reflection. The experience led some children to express *"dreams for the future"* such as playing an instrument or going to university. One of the main achievements observed by the teams was the transformative effect of school activities such as *"La Olla de Oro"*. The level of participation was very high in the beneficiary communities, due, at least in part, to the fact that the tools and activities were co-created with the communities.

"In our school, we participated in the co-creation process of the strategy, 'What does equality taste like?' This included children, parents, and teachers. This WFP strategy is really important as it supports the integration of local and migrant communities. It is also a stragegy designed from our ideas. Teachers need tools like these to be able to teach in a space of equality and we are ready and happy to start implementing the strategy."

Coordinator of the Sierra Nevada Ethno-educational Institution

The case of Haiti: formative research for gender equity

In the Haitian homes that participated in the study, le *"plat mari"* was served first to the husband. The woman, who was responsible for all food sourcing, preparation and distribution, was served last. She often missed out on important nutrients as a result. The gendered division of labour was replicated within the school feeding programme, where girls and women were responsible for all food preparation and distribution, and women working in the canteen were not paid for their labour. These gendered dynamics were made apparent through formative research, providing WFP with evidence to work towards more gender-inclusive programming and to develop an SBCC strategy aimed at shifting entrenched social norms around gender and nutrition.

① Formative research provides evidence

Formative research: providing the foundation for positive change related to nutrition, gender and violence

Gender equality and women's empowerment are central to WFP's global strategic objectives. WFP's Haiti Country Office saw that schools could be a platform for raising awareness and creating positive behaviour change around these themes, and they wanted to better understand the gender landscape through the lens of the national school feeding programme. To do this, they engaged an external consultant to conduct a formative study and gender analysis in 2019.

The objective of the study was to gather evidence that could be used to design an SBCC strategy focused on gender and nutrition. The study was funded by the Canadian government, and the donors required WFP to make sure the school feeding programme was gender-sensitive in every way. The goal was for the school feeding programme to become a platform for promoting change, with the aim of achieving good nutrition with gender equality.[13]

- ◉ Formative research done through Haiti's school feeding programme provided the evidence to develop a gender- and nutrition-sensitive SBCC strategy and programme of change.

- ◉ Participatory research methods were tailored to specific groups. The research process was used to create a meaningful knowledge exchange with school students and the broader community.

- ◉ WFP Haiti Country Office plans to continue to use participatory research to strengthen its evidence base for programme design and accountability.

The key question guiding the research was, *"Which gender issues are overall pertinent in the school feeding programme and what opportunities does the programme have to promote gender equality and women's empowerment through its activities?"*[13] This signalled a shift in WFP's approach, from a more traditional informative or sensitisation approach to one that starts with identifying what communities think, know and do, and then designing a programme of positive social change based on that information.

WFP Haiti Country Office also did an in-house formative research project to complement the gender study. This study was conducted in two phases between 2019 and 2021. The aim of the first phase was to understand the knowledge, attitudes, social norms and key behaviours of school communities around food, nutrition and hygiene. The study also looked at barriers and enablers to good nutrition and hygiene practices, and people's preferred communication channels.[14]

The second phase combined the research tools from the first phase with those developed for the gender study to more fully explore the interrelationships between nutrition, hygiene and gender.

The research process: methods, challenges and lessons learnt

"People who participated in the research often say, 'we've never been asked this before'."

Gender, Protection and School Feeding Advisor, WFP Haiti Country Office

The gender study used qualitative methods and was focused on four schools in different areas: Léogane (L'Ouest department), Miragoane (Nippes department), and Belladère and Mirebalais (Centre department).

The sites were carefully selected to include locations with different characteristics: rural and urban areas; central areas and areas bordering the Dominican Republic; areas that depended on imported goods and those that depended on home grown food; and areas where students had different levels of access to the school feeding programme.

The study aimed to include community members involved in all aspects of the school feeding programme, including food production, preparation and consumption. Participants included male and female students aged 8 to 13, teachers, parent group and parent committee members, school canteen management committee members, school supervision committee members, school directors and management staff, cooks and kitchen staff, farmer group members, project partners and relevant stakeholders at the national, departmental and district levels,

monitoring agents, and school feeding programme experts.

— Using participatory methods:

Both the gender study and the nutrition study used similar participatory methods that were specifically tailored to each stakeholder group. The methods included focus group discussions, key informant interviews, story writing, homework, drawings, quizzes, card games, and an anonymous ballot box for students' suggestions and complaints. The research was designed to encourage participants to add topics that were important to them and to share their ideas. Students were supported to actively engage with the different creative methods. As part of the gender study, the researchers also took time to observe what people did in certain places where food was prepared, served or eaten. These included the school kitchen and sanitary facilities, food production and storage areas, farms and local markets.[13]

The participatory methods helped to create a fun and friendly atmosphere in which participants felt free to openly share their knowledge and views. The researchers had the

impression the children enjoyed the sessions and found them a welcome alternative to their usual school day. Adults also enjoyed being asked about their daily lives and invited to share their thoughts.

In particular, methods such as drawing were an effective communication tool for young students with limited written and/or oral communication skills. They also provided the children with something to take home from the sessions, which is not the case with traditional question and answer methodologies. Participatory exercises used with adults, such as 'activity profiles' and 'problem trees', helped to facilitate knowledge exchange between participants and researchers. These methods prompted participants to reflect on the roles performed by men and women in the community and to understand problems and their causes, in order to identify solutions. The research clearly demonstrated that participatory methods can be more effective than top-down or questionnaire-based approaches because they give people the space to speak honestly, and they can draw out and explore unexpected findings.

— Overcoming fieldwork challenges:

A number of challenges emerged during the various phases of fieldwork. These included: making sure the fieldwork environment was comfortable enough for participants and researchers to concentrate (free from excessive noise, smells and heat); keeping the participants motivated and managing their expectations; sensitively ensuring separate focus groups for

men and women; encouraging men to participate in voluntary research activities when they expected to be paid for their time; dealing with sensitive subject matter and knowing how and when to refer issues; finding ways to encourage participants to provide their own unique answers, rather than copying their peers; ensuring consistent translation and interpretation between different languages; and competing with other priorities or crises.

Measures were taken to overcome these challenges included providing water for research participants, explaining to male participants the importance of their involvement in school-based research activities, and asking students to complete activities for the research as part of their homework to avoid them being overly influenced in their responses by their peer group.

"That is absolutely a lesson learnt that needs to be highlighted when doing formative research, particularly with students: the atmosphere needs to be good for the participants in order to allow them to share their thoughts and ideas and to cooperate."

Independent Consultant

② Evidence improves programming

Making use of the data: developing an SBCC strategy and preparing for implementation

Findings from the gender study and the first phase of the nutrition study were shared with key stakeholders, including government and local implementing partners. A three-day workshop was held to discuss the main findings and jointly identify key objectives for the SBCC strategy. Based on the key findings of the

formative research and the outcomes of the workshop, it was agreed that the SBCC strategy would focus on three main dimensions: 1) gender norms: roles and responsibilities at the school level; 2) nutrition and hygiene: perceptions, prevention behaviours and practices; and 3) child protection (including

discrimination) and gender-based violence. Having reviewed the wide range of findings, these areas were found to be most aligned with WFP's school feeding strategy at the global and regional level, as well as being feasible at the country level.

At the time of writing, WFP was implementing an SBCC pilot project across 50 schools (25 in the south-east and west departments and 25 in the north-east department, financed by the Canadian government and the United States Department of Agriculture, respectively). Planned activities include: conducting a baseline evaluation; regularly collecting data through monitoring; mapping local civil society organisations and other stakeholders involved in education, gender, nutrition, health and hygiene at the community level; developing and testing various training modules and communication materials on nutrition, gender and hygiene through consultation with school feeding programme stakeholders and community members; conducting awareness-raising activities using methods such as theatre and radio; establishing a complaint and feedback mechanism, protection committees and reporting and referral mechanisms for cases of violence; and implementing an innovative monitoring system for measuring changes in attitudes and practices. The project will involve students, teachers, principals, parents and the wider community.[16,17]

WFP also used the findings from the formative research to develop a monitoring and evaluation framework with indicators, results and outcomes. Developing indicators for gender and violence and imagining ways to monitor these presented a challenge for WFP staff, since these are relatively new areas of focus for the organisation. Whilst basic indicators have been developed, additional expertise may be required to strengthen the framework.

❸ Better programming leads to transformative action

Haiti experienced multiple and simultaneous crises during 2020-2021, including the socio-political crisis, COVID-19 and the earthquake of August 2021. These events have presented numerous challenges for the project's planned activities, but despite this, project work continued during the 2021 school year. The formative studies laid the foundation on which subsequent strategies, activities, programmes and additional research can and should be built.

Colombia and Haiti: similarities and differences in the two country cases

Programme focus and shift

In both Colombia and Haiti, the Country Offices used the formative research process to unlock the potential of school feeding programmes as a platform and the school community as the place to promote transformative change. Both Country Offices identified certain issues that seemed initially to be unrelated to school feeding (discrimination and exclusion in the case of Colombia, gender inequalities in the case of Haiti). These were important to address in their own right but were found to influence the effective implementation of the school feeding programme itself. Such issues and their knock-on effects are often neglected in programme design.

Formative research helped to highlight the influence certain social norms, behaviours and environmental challenges can have on programme implementation. It also helped to identify solutions and opportunities to increase programme success and impact. Thus, formative research was used as a way to improve the school feeding programme itself, and at the same time to broaden the platform's reach to address areas beyond health, nutrition or education. In both Colombia and Haiti, the process signalled a shift from a narrower, and more traditional, sensitisation approach to one that starts with identifying communities' needs and designing a programme or strategy around them.

Research focus

In each case, the research focus was determined according to the context. In Colombia, the mass migration of people fleeing Venezuela and the influx of Venezuelan students into Colombian schools prompted a focus on integration and inclusion. In Haiti, entrenched gender inequalities, manifested in behaviours around food, were found to be directly relevant to the school feeding programme and the nutritional status of the school children. In both cases, research was carried out to further explore these themes so as to better understand their relevance to the school feeding programme and identify opportunities for improvement.

Methods

Participatory methods were used in both Colombia and Haiti. This helped to engage participants, build community ownership over the process, and create a comfortable atmosphere to encourage open dialogue and knowledge exchange. In both countries, the methodological toolkit was flexible and adaptive, allowing tools to be refined throughout the process. Although similar participatory tools, including action research, interviews, focus group discussions and participant observation, were used in both countries, Colombia also employed quantitative surveys.

The methods used in each country were tailored specifically to different population groups, and the tools chosen served a specific purpose. For example, in Haiti students were asked to write a story at home to avoid the problem of students in focus groups copying each others' answers. Activity profiles were specifically designed to encourage adults to reflect on the different activities undertaken by men and women in the community. In both cases, a wide range of stakeholders were included in the research, to capture various perspectives and enable a 'whole of society' approach.

Building the research team

In both Colombia and Haiti, it was important to have a team of researchers with local knowledge, local language ability, and the skills to build rapport with participants and make them feel at ease. This is important anywhere, but in these two contexts there was the potential for distrust due to armed conflict, other forms of violence, and the sensitive issues under discussion (such as discrimination, xenophobia and gender-based violence). In Colombia, the initial formative research was conducted by a well-known and trusted university, and this helped to create an open relationship between researchers and participants. An added value was the multidisciplinary nature of the research team. The co-creation of the SBCC strategy, which involved additional in-depth data collection, was done by a creative agency that had a multidisciplinary team and strong local knowledge. Importantly, multidisciplinary teams from WFP Country Offices in both countries provided technical guidance at all stages of the process.

In Haiti, where there was less capacity within the country, an external consultant was hired to lead the research. It was challenging to find people with strong qualitative research skills to form a research team. Instead, local researchers were hired who had a diverse skill set and, importantly, the ability to build rapport with participants. The lead researcher trained the team in qualitative research and their skills were strengthened throughout the process, which will give long-term returns. In both cases, the guidance and coordination provided by the WFP Country Offices were key throughout the process.

Fieldwork challenges

The research teams in both Colombia and Haiti experienced context-specific challenges and had to adapt to overcome or mitigate them. In both countries it was difficult to recruit the same number of male and female research participants. In Colombia, the research team found it hard to recruit sufficient girls, particularly Venezuelan girls in rural areas.

In Haiti, it was challenging to encourage men to participate as unpaid research participants. Both research teams had to deal with sensitive subject matter. Haiti presented a challenging fieldwork environment, where heat, unsanitary conditions, excessive noise and lack of food and water made it difficult for participants to concentrate.

The Haiti research team also had to deal with challenges related to accurate translation and interpretation of languages during data collection, maintaining separate groups for men and women without offending participants, and making sure participants clearly understood the purpose of the activities. In Colombia, the diversity of population groups in the different schools and communities presented a challenge. For example, in La Guajira, there are several indigenous groups with different dialects and traditions (e.g. Wayuu and Wiwa). Interview questions and participatory activities had to be adapted to each group.

Research findings: barriers and enablers for programme implementation

In Colombia, the formative research identified a number of barriers to the successful integration of Colombian, Venezuelan and children of other ethnicities. A significant proportion of Venezuelan children who participated in the research had experienced some form of discrimination, xenophobia or violence. These acts were reported both in and outside of school, meaning this was a broader societal problem that could not be addressed only at the school level. Similarly, in Haiti, the research found that gender-based discrimination was widespread, in school, households and across broader society. Within the school feeding programme, only women and girls participated in food preparation and distribution, and they were not paid for this activity. Also, within the household, women were responsible for all food-related tasks; however, they were served last and often lacked important nutrients as a result. Identifying how social norms and gender-related inequalities are manifested around the school feeding cycle had an impact on the home grown school feeding programme design.

In both Colombia and Haiti, the formative research process involved stakeholders from various levels, setting in motion a process of mutual knowledge exchange, reflection, and attitudinal and behavioural change. The resulting SBCC strategies were designed to address stakeholders at multiple levels and using various approaches. This was to ensure engagement with the broader community. The fact that schools were considered safe places by most students in Colombia was a key enabler, highlighting the potential of schools to act as a platform for broader social change. Improved safety in Haitian schools, particularly in girls' toilets (privacy and hygiene) and food preparation areas, was identified as a priority.

The research in both countries identified student food preferences. Most Venezuelan students in the Colombia study expressed a preference for the inclusion of a typical Venezuelan dish in the school menu. Most Haitian students expressed a preference for fresh produce rather than corn or mais. Satisfaction with the school feeding programme was found to be significantly higher in the one school in the Haitian study that produced its own vegetables as part of the home grown school feeding programme. The fact that children in Haiti wanted more fresh fruit and vegetables and parents wanted meals to be more varied was a potential opportunity, and the home grown school feeding programme could offer a way to make those foods available in more schools. The findings of both studies provided valuable insights into ways to improve the programme for the students.

Operationalising the findings

In both Colombia and Haiti, the research findings identified specific objectives for an SBCC strategy relevant to the issues being addressed. In Colombia, findings highlighted positive attitudes towards minority groups and greater knowledge and engagement of families with regard to nutrition and the school feeding programme. In Haiti, findings focused on

gender norms, nutrition and child protection.

The two countries are at different stages of implementation of their strategies. In Colombia, the act of co-creating the strategy, as a collaboration between a creative agency and the students and communities, has led to positive impact. Creative activities and dialogue with community stakeholders were used to find local solutions to promote positive change in knowledge, attitudes and practices related to inclusivity and nutrition. In Haiti, multiple simultaneous crises impeded the creation and implementation of the strategy. There were also delays in recruiting an implementing partner. However, in both Haiti and Colombia, the formative research findings laid the foundations for further enquiry, for the creation of social and behaviour change activities, and for improvements in programmes. In both countries, the research also laid the basis for a monitoring and evaluation framework and highlighted the challenges of monitoring indicators that were not WFP's usual area of expertise, such as violence and discrimination.

The formative research process: lessons learnt and good practice

Formative research is a process. How it works best will depend on the context. In the examples of Colombia and Haiti, different challenges were encountered during the process and appropriate solutions were identified. However, in any context there will be overarching similarities and common considerations. Table 2 provides a general overview of challenges and solutions identified in the two case studies and offers good practices to be considered for other Country Offices or partners. See also the sister report, *'Formative research: a practical guide'* for more detailed considerations on each phase of research included in the table below.

Table 2: Research challenges, lessons learnt and good practices

Research phase	Challenges and barriers	Solutions and lessons learnt	Good practices
Designing methodology and tools	Selected tools do not always work as intended. Socio-cultural factors or environmental challenges may make certain tools less effective within a specific context.	Tailor methods and tools to specific research populations, and maintain a flexible approach to allow the research process to adapt to emerging findings and unforeseen circumstances (such as the COVID-19 pandemic or response bias in groups).	Methods are flexible, participatory and engaging. Methods are tailored to specific populations and contexts, but may include quantitative surveys, focus groups, interviews, and creative participatory methods designed for specific populations such as children and people with disabilities. A safe environment is created where participants feel comfortable exchanging information.
Building the research team	Finding researchers with sufficient qualitative research skills, analysis skills and reporting skills, who also have local knowledge, language ability, facilitation/relationship-building skills and the ability to remain neutral and objective.	Recruit a locally respected and experienced institution where available. If not, train a less experienced team with local knowledge. Make use of existing Country Office expertise and capacity to coordinate the process.	The ideal research team has strong qualitative research skills, relevant subject expertise and is multidisciplinary. It has local knowledge, experience, and language abilities and it is well-regarded. The team is neutral and objective throughout the process, has strong analysis skills, and can present findings in a way that is appropriate for the audience and easy to operationalise. The Country

Office is highly engaged, coordinating the research process and providing technical expertise and local knowledge where required.

Selecting implementing partners

Finding implementing partners with sufficient in-country capacity, regional support mechanisms, diverse and relevant skills and local knowledge.

Look beyond traditional partners to build new relationships. Consider both the in-country capacity and regional vision and the presence of potential partners. Consider partners' local knowledge and cultural understanding to enhance participation of communities.

An ideal programme implementing partner has strong local capacity, as well as a regional vision and established technical support mechanisms. It also has a diverse skillset, a multidisciplinary team and local knowledge.

Preparing for fieldwork

Unforeseen circumstances are commonplace during fieldwork. Crises emerge, field sites become unavailable, participants do not arrive, approvals are withdrawn, etc.

Maintain a flexible approach to logistics, timeframe and scheduling, whilst also making every effort to be as prepared as possible for all eventualities.

The fieldwork process is well organised and thorough preparations are made. This includes securing approvals and introductions in advance where possible, making all logistical arrangements and considering the safety of the research team. At the same time, flexibility and contingencies are built into the research workplan.

Conducting fieldwork

Challenging fieldwork environments (lack of food, water, sanitation); making sure participants understand what the research is for and what they will gain from it; recruiting participants; dealing with sensitive subject matter; response bias; conducting research across multiple languages; motivating and engaging participants in challenging environments.

Make sure to take enough food, water and basic necessities to field sites. Be transparent about the purpose of the research and potential benefits to participants. Communicate the broader value of the research to communities. Make sure team members are thoroughly trained and briefed. Provide team members with psychological first aid training and interpersonal skills and sensitivity training. Make sure referral mechanisms are in place. Assess why response bias may occur and adapt tools to reduce it. Carry out frequent de-briefs to discuss the data and its interpretation. Use participatory tools to engage participants. Recruit and thoroughly

Fieldwork is well-planned but flexible. Basic necessities are taken to the fieldsite if likely to be unavailable. The purpose and value of the research is discussed transparently with community leaders and participants. Team members are well-trained and supported, and de-briefs occur often throughout the fieldwork as well as following completion of fieldwork. Participatory methods are used to engage participants.

train local researchers to build rapport and create a friendly research environment. Hold a final debrief following the completion of fieldwork to help validate findings

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Analysing data

Often, the total amount of data collected cannot be analysed in the time allotted within the research project.

Design the research in a very targeted way, so that only useful, operationalisable data are collected. This will avoid having an excess of data that is not useful for the research question. Excess data will still need to be sorted through, which takes time.

The research is designed so that the amount of data collected is in line with the time allocated for analysis. Analysis is rigorous and meticulous. A multidisciplinary analysis team is an advantage.

Operationalising the findings

Translating research findings into useful data that can be operationalised; selecting the right implementing partner; building the right partnerships to make the data work harder (e.g. through advocacy, influencing policy); putting into action findings that are not within the mandate of the organisation (e.g. WASH); undertaking monitoring and evaluation on areas that are not the organisation's traditional area of expertise.

Enlist appropriate WFP staff to identify changes that need to be made to programming in light of research findings; select an implementing partner with the expertise to take the findings forward and build on them through creative, participatory approaches; ensure findings are accessible and communicated to relevant stakeholders, partners and donors; build partnerships and collaborate on issues that are not the organisation's usual area of expertise; use available internal and/or external expertise to help create relevant indicators for areas that are new to the organisation (e.g. violence) and ways to measure them.

Communities continue to be engaged to co-design and be involved in the implementation of sustainable strategies and programmes. Participatory activities become an embedded part of programming, rather than being reserved only for formative research. Research findings are broadly used, across SBCC strategies, programmes and policy. Cross-sectoral partnerships are built to ensure issues that are not within the mandate of the organisation can be referred to partners or collaboratively tackled. Technical expertise is drawn on to develop appropriate indicators and measurements for newer thematic areas.

Formative research for transformative programming: opportunities for positive social change

"Formative research can lead to better outcomes in terms of performance of SBCC and impact on programme objectives. Programmes can be more impactful and effective by targeting the right people and the right behaviours."

SBCC Advisor, WFP Headquarters

Embedding rapid but rigorous formative research into programmes is a must.

The formative research process allows us to gain invaluable insights into the contexts in which programmes are implemented. Incorporating socio-behavioural evidence into programming can make it more people-centred and ultimately more aligned to communities' needs.

The two case studies presented in this paper provide different examples of how formative research can be used in school-based programming. Whilst the examples are context specific, the value of formative research together with the good practices and lessons learnt from these experiences are applicable across the region and beyond. The learning can also be incorporated into WFP's technical assistance package for national governments.

Schools can become platforms for positive change, not just in the areas of health, nutrition and education, but more broadly. By addressing contextually relevant issues such as gender and social inclusion, and by involving students, their families and communities, school feeding platforms can assume a "whole of society" approach and become truly transformative.

◉ **What can formative research do?**

— Make programmes more relevant to their intended beneficiaries, as they are based on real needs and adapted to context specifics. This makes programmes more effective and sustainable.

— Identify barriers to programme implementation, as well as potential enablers, leading to greater impact.

— Improve engagement and communication with communities and foster ownership of programmes, again promoting sustainability.

— Identify community needs beyond those already being addressed by programming.

— Increase transparency and accountability of programmes.

— Increase programme reach and make programmes more interconnected.

— Tailor standard operating procedures to local contexts.

— Underpin SBCC strategies aimed at transforming behaviours and social norms for positive change.

— Develop indicators to measure programme impact and positive social change.

— Increase organisational visibility and reputation, and strengthen alliances with current and potential partners and donors.

— Be a catalyst for effective public policy.

## ◉ And what should we bear in mind when doing formative research?

— Use flexible, participatory methods tailored to specific research populations.

— Engage communities throughout the process, from research design to implementation, to ensure community ownership, sustainability and accountability.

— Create a safe environment to enable participants to feel comfortable exchanging information.

— Engage a research team with strong qualitative research skills, relevant subject expertise and local knowledge and language skills. If this is not possible, invest in capacity-building for local researchers with other valuable skills.

— Select an appropriate implementing partner with strong local capacity and a diverse skillset, as well as a regional vision and technical support mechanisms.

— Plan fieldwork thoroughly, but be prepared for the plans to change due to unforeseen circumstances.

— Anticipate context-specific fieldwork challenges and mitigate these as far as possible.

— Thoroughly train and brief the research team, have regular de-briefs and provide support throughout the process.

— Collect data that address your research question and ensure they are useful and can be operationalised.

— Use the data in multiple ways: to inform SBCC strategies, to improve programme impact, to influence policy, to build partnerships and to draw donor´s attention.

— Build cross-sectoral partnerships to collaboratively address issues that fall outside the organisational mandate.

— Use the findings to develop a monitoring framework to assess the impact of programmes. The monitoring and evaluation data will tell the story of positive social change brought about by the programme.

— Embed formative research into programmes and incorporate it into programme design as an essential component.

Formative research does not need to be costly or time-consuming. It can be done rapidly but rigorously, and a small investment can bring large returns. The value of formative research and its impact on improving outcomes through evidence-based programming should be more diligently measured. This would strengthen the case for properly resourcing formative research and making it routine.

The examples from Colombia and Haiti emphasise that formative research should be incorporated as a key component to ensure programmes are relevant, effective, community-owned, sustainable and that they ultimately lead to real and positive transformation in the lives of children, their families and their communities.

"If we want an intervention to be successful, we need to understand what it is that we are trying to improve or to change from the user's perspective. And having that knowledge is key to designing the right approach, messages, using the right tools, channels. It is key to having the impact that we are ultimately looking for."

Programme Policy Officer, School-based Programmes Division, WFP Headquarters
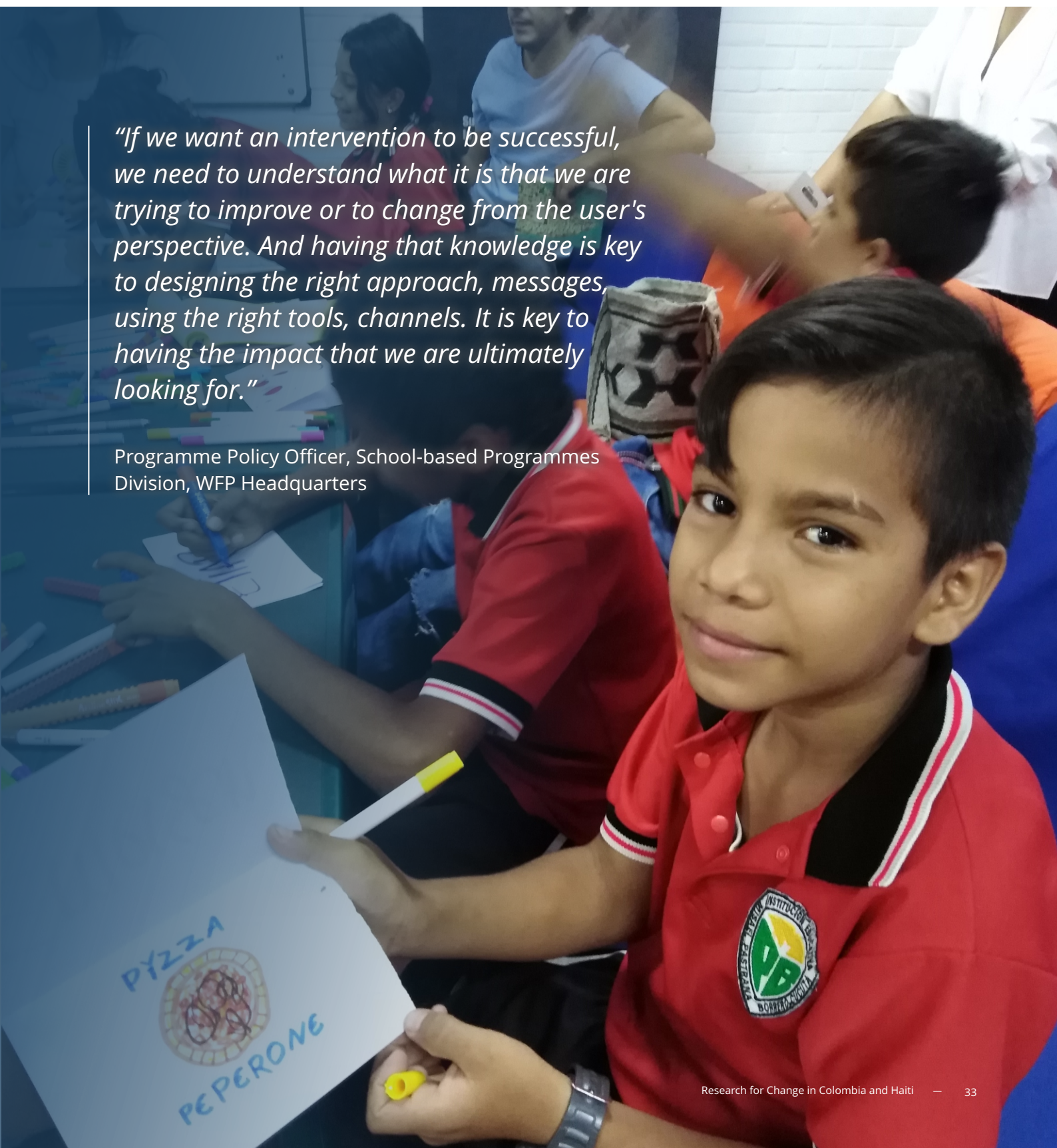
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